Early Childhood Policy In Institutions of Higher Education

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and the Buffett Early Childhood Fund*

Created originally as a prototypical module by the Early Childhood Policy in Institutions of Higher Education (ECPIHE) initiative, this document has been modified for use by *(insert university name)* for use in its *(insert program name)*. This document supports ECPIHE's foundational intent to create and support a cadre of scholars who address early childhood policy. Moreover, it acknowledges ECPIHE's purposeful creation of comprehensive and adaptive materials that are designed to be modified to reflect the instructional goals and needs of diverse contexts and users. For more information about ECPIHE and/or to learn about additional coursework related to the initiative, please visit http://policyforchildren.org/ecpihe/

This module is Module 4 of 12 90-minute modules that have been developed as part of the Early Childhood Policy in Institutions of Higher Education (ECPIHE) effort funded by the Heising-Simons Foundation and Buffett Early Childhood Fund. The work herein represents the collective effort of the project's Content Work Group, which includes Linda Espinosa, Sharon Lynn Kagan, Kristie Kauerz, Helen Raikes, Aisha Ray, Adele Robinson, Catherine Scott-Little, Linda Smith, and Albert Wat. Eva Landsberg and Samantha Melvin contributed to the work, as well. Each module contains distinct content so that it may be used individually or in combination with other modules. Taken together, the 12 modules could form a course.

Title	Module 4 – ECEC Landscape and Major Policies
Learning Outcomes	***By the end of the session, students will:*** • Understand the contemporary ECEC landscape, including the major federal ECEC policies and programs. • Understand the different between comprehensive early development (CED) and early childhood education and care (ECEC) • Understand the rationale for and diverse approaches to systems development • Understand major contemporary efforts to enhance quality and equity

Content	***PART I – Services and the need for systems development***
	
	• Direct services to children and families:
	    o Family child care/kith and kin care
	    o Child care/pre-kindergarten
	    o Home visiting
	    o Two-generation programs
	    o Services for children with special needs

	o Health, mental health, and nutrition services
	  • Support or infrastructure services
	    o Governance
	    o Funding
	    o Regulation/Monitoring
	    o Family Engagement
	    o Workforce development/Improvement
	    o Data and accountability
	    o Linkages to other services and systems
	  • Systems rationale and approaches
	    o Need for systems to improve quality, equity, sustainability, and efficiency
	    o Diverse theories and approaches to ECEC systems
	
	PART II – Major federal programs
	
	  • Head Start/Early Head Start
	  • CCDF
	  • IDEA
	  • ESSA
	  • Subsidies
	
	PART III – Quality and Equity Improvement Efforts
	
	  • Early learning and development standards
	  • Quality rating and improvement systems
	  • Continuity via the p-3 movement
	  • Data systems development and use
	  • Workforce and professional development

Delivery Method	• 45 minutes: Opening PowerPoint that provides a landscape overview of the complex status of ECEC programs and services. Through a set of graphic representations, diverse funding streams will be presented, as will the differing roles of federal, states, and local governments. We will also address the role of the private sector and differences in the nature and quality of services for different ages and populations of children. The PowerPoint will end with different ideas about systems and a delineation of the current thinking on essential system components. • 30 minutes: Case study on the diverse systemic elements that might be needed in centralized versus decentralized states/communities • 15 minutes: Closing reflection session on the policy issues that need to be addressed, given the fragmented nature of contemporary early childhood services.
Application Activity/ies	Taking two imaginary communities, one in a state where authority is highly centralized and one in a state where it is decentralized, students will work in groups to design early childhood systems that best meet the needs of the contexts that are presented. Upon completion of the application activity, student will share

	their groups' work and reflect on each other's presentations.
Suggested Readings	*Early Childhood Systems Working Group. (2014). Comprehensive early childhood system building: A tool to inform discussions on collaborative, cross-sector planning. Build Initiative. Retrieved from* http://www.buildinitiative.org/Portals/ 0/Uploads/Documents/ECSWG%20Systems%20Planning%20Tool_2014.pdf

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