



Early Childhood Policy In Institutions of Higher Education

*An Initiative Funded by the Heising-Simons Foundation
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 6 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 Kauertz, 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	<i>Module 6 – Family and Allied Services</i>
Learning Outcomes	<p><i>By the end of the session, students will:</i></p> <ul style="list-style-type: none"> • Understand the role of families in children’s development and later success; • Understand the role of families and communities in early childhood programs; • Identify major allied services; • Discuss the challenges of implementing allied services.
Content	<p><i>PART I – Understand the Role of Families in Children’s Development (~15 minutes)</i></p> <ul style="list-style-type: none"> • Role of parents and families in U.S. <ul style="list-style-type: none"> ○ Historical roles of families in children’s development ○ Diverse family values, structures, and backgrounds (including single parent households, unique role of fathers) ○ Challenges to family engagement (e.g., poverty, unemployment, substance abuse, immigration, incarceration)

- Developmental impact of parent involvement
- Families as policy elixirs (e.g., IDEA)

PART II – Understand the Role of Families and Communities in Early Childhood Programs: From Ideal to Real (~15 minutes)

- Considering the full “two generation continuum” (Aspen Institute on 2Gen):
 - Child-focused
 - Child focused with parent elements
 - Whole family
 - Parent-focused with child elements
 - Parent focused
- Mechanisms for parental engagement in programs
 - Requirements for participation at intake
 - Staggered entry strategies
 - Opportunities for engagement in classrooms
 - Opportunities for engagement in parenting activities
 - Fatherhood programs
 - Complete two-generation models
 - Opportunities for leadership engagement
 - Parent participation in policy development (Head Start/Early Head Start Parent Policy Councils)
 - Challenges to parental engagement

PART III – Identify Major Allied Services (~10 minutes)

- Understanding the array of family services
 - Infant/maternal health (Medicaid)
 - Mental health (child and parent)
 - Physical health, including dental and vision
 - Home visitation (MIECHV)
 - Parenting education and family support
 - Nutrition services (WIC, SNAP)
 - Developmental screening (IDEA Part B and C)
 - Social services (TANF and SSBG)
 - Employment supports (minimum wage, sick leave policy, paid family leave)

Part IV – Discuss the Challenges of Implementing Allied Services Successfully in ECE (~20 minutes)

- Within programs
 - Economic, environmental, and logistical constraints integrating services
 - Varying eligibility requirements set by statute
 - Effective strategies for integrating services
 - Two-generation programs
 - Co-location of services

	<ul style="list-style-type: none"> • Across programs <ul style="list-style-type: none"> ○ Long history of fragmentation ○ Limitations of diverse administrative agencies ○ Limitations of diverse funding streams
Delivery Method	<ul style="list-style-type: none"> • 60 minutes: PowerPoint accompanied by lecture • 15 minutes: Application activity in groups of 4-5 students • 15 minutes: Extracting the lessons learned and summary
Application Activity/ies	<ul style="list-style-type: none"> • Option I: Take Head Start performance standards sections on parent engagement and critique how they could be improved. Discuss possibilities and limitations. • Option II: Develop a case study that looks at three children with different needs. Discuss how to best meet their needs within a given program, or by linking services across programs. Discuss the benefits and liabilities of each approach. • Option III: Using the <i>Head Start Parent, Family and Community Engagement Framework</i>, describe the ideal early childhood program as it relates to parents and identify barriers to full implementation. • Option IV: Describe the ideal developmental screening policy for an early childhood program and identify resources within a community to support the policy. Identify barriers for families to access screenings and gaps in community services.
Suggested Readings	<p>Administration for Children & Families, Department of Health and Human Services. (2017). <i>Birth to five, watch me thrive – Families</i>. Retrieved from https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive/families</p> <p>Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2017). <i>The Head Start parent, family and community engagement framework</i>. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf</p> <p>Institute of Medicine. (2015). <i>Psychosocial interventions for mental and substance use disorders: A framework for establishing evidence-based standards</i>. Washington, DC: The National Academies Press.</p> <p>Moodie, S. et al. (2014). <i>Early childhood developmental screening: A compendium of measures for children ages birth to five</i> (OPRE Report 2014-11). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.</p>

National Academies of Sciences, Engineering and Medicine. (2016). *Parenting matters: Supporting parents of children ages 0-8*. Washington, DC: The National Academies Press.

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U.S. Department of Health and Human Services & U.S. Department of Education. (2016). *Joint policy statement on expulsion and suspension policies in early childhood settings*. Retrieved from <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

U.S. Government Accountability Office. (2017). *Learning and child care: Overview of federal investment and agency coordination*. Testimony of Cindy Brown Barnes. Retrieved from <https://www.gao.gov/assets/690/685769.pdf>

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