



## ***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/>

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This module is Module 8 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.

<b>Title</b>	<b><i>Module 8 – Implementing Early Childhood Policy: Programs and Services</i></b>
<b>Learning Outcomes</b>	<p><b><i>By the end of the session, students will:</i></b></p> <ul style="list-style-type: none"> <li>• Recognize that the implementation of policies is highly variable;</li> <li>• Understand the contextual factors that influence how policy is implemented;</li> <li>• Understand the challenges, unintended consequences, and trade-offs that can occur at the implementation level.</li> </ul>
<b>Content</b>	<p><b><i>PART I – The Policy – Practice Gap (~20 minutes)</i></b></p> <ul style="list-style-type: none"> <li>• There is a basic need to deliver (“implement”) services to children and/or families.</li> <li>• The distance between “The Policy” and implementation, however, can be both conceptually and temporally far.</li> <li>• No matter the level or scope of policy, there is often variability in how it is implemented (teacher by teacher variability; classroom by classroom variability; county by county variation; etc.).</li> <li>• This gap is sometimes called “fidelity.”</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation relies on both individuals and institutions/organizations.</li> <li>• <i>Exercise: Discuss article on Street-Level Bureaucrats.</i></li> </ul> <p><b>PART II – Contextual Factors That Influence Policy Implementation (~20 minutes)</b></p> <ul style="list-style-type: none"> <li>• The strength of <i>program</i> infrastructure (procedures, organizational structures, leadership), often called public/program management. Organizations are not always nimble in responding to change.</li> <li>• The strength of <i>system</i> infrastructure (linking diverse services/programs and the role of planning and coordination).</li> <li>• Data collection and use as a key element to inform/improve efforts.</li> <li>• Workforce (selection, coaching, training/development, retention).</li> <li>• Buy-in from key stakeholders.</li> <li>• Fiscal constraints/adequacy.</li> </ul> <p><b>PART III – Challenges, Unintended Consequences, Trade-Offs, and Equity. (~20 minutes)</b></p> <ul style="list-style-type: none"> <li>• The ECE <i>Workforce</i> poses particular challenges in this field (low qualifications, low compensation, high turnover/mobility) <ul style="list-style-type: none"> <li>○ Example: Increasing requirements for ECE teacher qualifications can impact workforce diversity, equity issues related to compensation, and retention of educators in the private provider market.</li> </ul> </li> <li>• <i>Quality</i> – the costs of improving quality influences supply and access. <ul style="list-style-type: none"> <li>○ Example: If quality adds costs to the provider, some may leave the business and/or pass on those costs to families (and, therefore, equity and affordability of access).</li> </ul> </li> <li>• <i>Sustainability</i> – the lack of coherent governance influences both equity and sustainability of policies.</li> <li>• <i>Access</i> – the lack of universal access/financing influences who gets services. <ul style="list-style-type: none"> <li>○ Example: Expansion of public PreK can disrupt private providers, especially infant-toddler care.</li> </ul> </li> <li>• <i>Scale</i> – the desire to increase the scope/scale of services can compromise quality and sustainability. <ul style="list-style-type: none"> <li>○ Example: The availability of large federal grants, like PDG, pressure states to expand services, without</li> </ul> </li> </ul>
<b>Delivery Method</b>	<ul style="list-style-type: none"> <li>• 60 minutes: Lecture/presentation</li> <li>• 30 minutes: Application activity</li> </ul>
<b>Application Activity/ies</b>	<ul style="list-style-type: none"> <li>• Select a current public policy (federal, state, or local). Identify (and specify) what are important contributors to effective implementation and provide recommendations for increasing capacity OR mitigating unintended consequence or inequities (e.g., implementation of Abbott Preschool Program in NJ)</li> </ul>

<b>Suggested Readings</b>	<p>Araujo, M. C., Cruz-Agayo, Y., Jaimovich, A., &amp; Kagan, S. L. (2016). Drawing up an institutional architecture. In S. Berlinski &amp; N. Schady (Eds.), <i>The early years: Child well-being and the role of public policy</i> (pp. 179-201). Washington, DC: Inter-American Development Bank.</p> <p>Metz, A., Halle, T., Bartley, L., &amp; Blasberg, A. (2013). The key components of successful implementation. In T. Halle, A. Metz, &amp; I. Martinez-Beck (Eds.), <i>Applying implementation science in early childhood programs and systems</i> (pp. 21-42). Baltimore, MD: Paul H. Brookes Publishing Co.</p>
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