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 1 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 1 – History of Early Childhood Policy*
Learning Outcomes	***By the end of the session, students will***: • Understand how dynamics such as international crises, changing economic conditions, social movements, and changing demographics influence policy development in early childhood; • Understand that early childhood policy does not develop in a vacuum and is influenced by country values and history; • Understand that early childhood education has emerged from motivations that range from facilitating women's labor force participation to improving children's well-being.

Content	***PART I – Early Childhood Policy in the Context of Women's Work: Work Support (~10 minutes)***
	• Durable, foundational values of family independence and localism shape contemporary ECE
	• Temporal crises such as World War II put more women to work outside the home and necessitated the need for federal supports for child care; however after the federal crises ended so did the need for female employment and child care.
	• CCDBG then TANF/CCDBG followed in response to increase in working women and desire to support women/families at the welfare/poverty intersection.
	• Major point is that the contemporary ECEC has been shaped by the durable contextual features and by temporal contextual changes. In the end, the development and existence of ECEC is responsive to larger societal needs and conditions
	PART II – Early Childhood Policy in the Context of Equity (~10 minutes)
	• The War on Poverty: Its influence on social programs including ESEA, Head Start, and other equity-driven efforts
	• Two-generation approach to lifting children and families out of poverty
	• State pre-kindergarten programs shift focus to the states as a means of increasing children's achievement and decreasing inequities in access and quality of services.
	PART III – Early Childhood Policy in the Context of Accountability: Standards-based Reforms and Assessments (15 minutes)
	• Long-standing debate about the nature of standards for programs, children, and workforce.
	• Debate focuses on the degree to which standards are needed, who should set them, what their content should be, and who should regulate them.
	• Program Standards
	o Although Nixon vetoed federal program standards in the 1970s and there are still no universal *federal* program standards, program standards are now widely accepted and exist in every state.
	o QRIS are the latest manifestation of efforts to enhance program quality.
	• Child Standards
	o Long considered unnecessary, with the advent of National Education Goals and its intention to have all children "ready for school," early learning and development standards (ELDS) have been developed by every state.
	o Implementing ELDS is challenging because of the need to tailor children's early experiences to their unique needs, thereby mitigating the standardization of curricula.
	o 1994 Title I reauthorization; NCLB – states must ensure that children meet high academic standards; NCLB increases focuses

	on child assessment as a measure of school accountability
	    o Many efforts to distinguish approaches to assessing young children from conventional tests used to assess primary students.
	
	PART IV – What Does 2045 in the U.S. Look Like for Children and Families and What Does It Mean for ECE Policies? (~10 minutes)
	
	  • A minority-majority demographic shift in the U.S. by 2045
	  • Changing nature of work – more service industry, less stable work schedules impact ECE structure and delivery
	  • Continuing debate on who should pay for ECE in the U.S., with uncertainty regarding whether parents or the public should be the primary funders of ECE services. Debates persist about the need for and use of sliding scales, subsidies, and how to fund costlier infant and toddler services.

Delivery Method	• 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	What do you see as a short- and long-term change in conditions for children and families (U.S./global) due to economic changes, migration between countries and continents, access to health care, or paid leave? What would this mean for policy change in ECE to (at a minimum) keep pace with those changes?
Suggested Readings	Colby, S. L., & Ortman, J. M. (2015). *Projections of the size and composition of the U.S. population: 2014 to 2060, U.S. Census.* Retrieved from https://census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf Heller School for Social Policy and Management. (n.d.) *Head Start legislative history highlights*. Retrieved from www.diversitydatakids.org/files/Policy/Head%20Start/Logic/Head%20Start%20Legislative%20History%20Highlights.pdf Lombardi, J. (3014). A great beginning: Ensuring early opportunities for America's young children. In K. McCartney, H. Yoshikawa, & L. B. (Eds.), *Improving the odds for America's children: Future directions in policy and practice*. Cambridge, MA: Harvard Education Press. National Center for the Education of Young Children. (2002). *Early learning standards: Creating the conditions for success.* Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/executive_summary.pdf