



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 syllabus by the Early Childhood Policy in Institutions of Higher Education (ECPIHE) initiative, this document has been modified for use by *Early Childhood and Family Policy Graduate Certificate Program* offered through Great Plains Interactive Distance Education Alliance (GP IDEA). 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 <https://ecpolicy.org>.

Faculty in eight institutions collaboratively modified the course syllabi developed by ECPIHE to create a 12-credit graduate certificate program entitled **Early Childhood and Family Policy**. The collaboration is facilitated through GP IDEA. Participating institutions include: Iowa State University, Michigan State University, Texas Tech University, University of Arizona, University of Kentucky, University of Mississippi, University of Missouri, and University of Nebraska-Lincoln. Note: Course names and numbers can be different across institutions.

COURSE SYLLABUS IV

ECFP: POLICY LEADERSHIP AND ADVOCACY IN EARLY CHILDHOOD

3 credits, 8-week course, online

*Course IV of IV
Course Semester*

*Instructor Name
Instructor Title
Instructor Office
Instructor Phone
Instructor Email
Office Hours*

Course Prerequisite: Course I or Instructor Permission

BACKGROUND AND RATIONALE

In the United States, early childhood education and care (ECEC) is heavily influenced by the government through the fiscal investments made and the regulations that are applied to those programmatic and workforce investments. Always important, the nature of and approach to governmental policymaking are instrumental to the delivery of quality and equitable services for young children. But as the sector expands and builds on its extant services and programs (e.g., Head Start and Early Head Start, the Child Care and Development Block Grant, state-funded pre-Kindergarten, Part C and Part B of IDEA early intervention), critical new issues come to the fore: How to handle increasing investments in ways that evoke quality and equity? How to forge meaningful services amongst federal, state, and community investments and regulations? How to forge a strategic policy agenda? How to develop effective advocates and policy leaders? How to enjoin diverse entities and players to create an effective system of services for young children and their families? And how to marshal external players, including the communications, research, and policy communities? To address these issues, this course is designed to focus on:

(i) the practice and process of policymaking; (ii) the practice of policy advocacy; and (iii) leadership and ethics.

GENERAL COURSE DESCRIPTION AND CONTENT

Divided into four units, this course is designed to provide a foundational knowledge of the fundamentals of policy creation, design, and development, with an emphasis on those policies that impact ECEC. The course focuses on how policy is constructed and who and what influences that construction. Especially important, the course addresses the critical roles that communication, advocacy, and ethics play as policy evolves. More specifically, the course will address: (i) the multiple venues and processes for creating public policies; (ii) different types of public ECEC funding; (iii) federal, state, and local policy roles; (iv) considerations of ethics and leadership from public policy and ECEC perspectives; and (v) the development of policy advocacy communications skills. Throughout the course, you will recognize that the policy cycle depends on a network of complex interactions among people within government (i.e., elected officials and bureaucrats) and multiple outside influencers (e.g., advocates, foundations, think tanks, and voters). The organization of the course is as follows:

Unit I: The Practice of Policymaking

- I.1. Course Introduction and The Roles of Governmental Branches: Executive, Legislative, and Judicial
- I.2. Federalism, the Relationship Between Federal, State, and Local Entities, and Legislative and Regulatory Processes
- I.3. Public Funding: Diverse Types and Why They Matter

Unit II: The Practice of Advocacy

- II.1. Distinguishing Types of Advocacy and Lobbying and Using Data as a Policy Platform
- II.2. Policy Influencers: Professional Organizations, Think Tanks, Organizations Representing Elected Government Leaders, Academia, and Foundations
- II.3. Communications as a Policy Advocate and Putting it Together: Advocacy Messages and Campaigns

Unit III: Leadership and Ethics

- III.1. Individual and Collective Leadership and Ethical Policy for ECEC

Unit IV: Creating and Advancing an ECEC Policy

- IV.1. Policy Presentations

COURSE GOALS

Upon successful completion of the course, you will be able to:

1. Identify the different vehicles for making public policies (Session I.1.)
2. Demonstrate facility in understanding legislative and regulatory processes (Session I.2.)
3. Distinguish the different types of government funding and why they matter (e.g., annual appropriations, multi-year mandatory, tax expenditures permanent or sunset) (Session I.3.)
4. Discern and communicate why policy and advocacy are important to ECEC leaders (Session III.1.)
5. Identify and discern diverse influencers of policy (Sessions II.1., II.2, & II.3.)
6. Demonstrate the foundational skills for policy advocacy communications (Session IV.1.)

COURSE REQUIREMENTS

Assignment (Described in Detail Below)	Due Date	Points (Percentage of Grade)
Class Participation		10 (10%)
Reaction Papers	XXXX, XXXX, XXXX	15 (15%)
Interview of a Policymaker Plan and Reflection Paper	XXXX, XXXX	20 (20%)
Influencers Podcast Plan and Presentation	XXXX, XXXX	15 (15%)
ECEC Proposed Policy Paper	XXXX	25 (25%)
Oral Testimony of Proposed Policy	XXXX	15 (15%)

All written work should be submitted through the course learning management system (e.g. Blackboard, Canvas, etc.) to the instructor by 11:59 PM on the indicated dates. All papers should be double-spaced with 1-inch margins and in 12-point Times New Roman font. Papers must follow APA style, 7th edition. Please review the course policy for late submissions.

Your papers and other assignments should meet the standards of graduate-level work. The following criteria will be used for grading all papers:

1. Content: your ideas are clearly stated, soundly argued, and supported with examples from course readings and the research literature;
2. Structure: your papers have a clear argument and are well organized;
3. Grammar: your papers have minimal grammatical and spelling errors.

To be effective in public policy, one must exhibit a range of skills that include respectful engagement, intentional preparation for shared dialogue, the ability to critically consider competing ideas and values, and strong written and oral presentation skills. The course requirements reflect these expectations.

CLASS PARTICIPATION (10%)

The course requires the active participation of all involved. Therefore, it is expected that you will complete all assigned readings and share your reflections of the content on the course learning management system (e.g., Blackboard, Canvas, etc.) discussion boards or another medium (e.g., Flipgrid, Slack, etc.). ***To that end, you are expected to complete all course readings assigned for a particular class session and post a short response to those readings via the course learning management system (e.g., Blackboard, Canvas, etc.) or another medium (e.g., Flipgrid, Slack, etc.) by [specific deadline] of each week. You are then encouraged to respond to at least one of your classmate's postings by [specific deadline] of each week.*** Your grade for class participation will be based on four criteria:

1. The clarity and originality of your contributions;
2. Your connection of your thoughts to the assigned readings;
3. Your contribution to other people's learning; and
4. Your attendance and participation in Guest Speaker sessions or your recorded reflections from those sessions.

There will be multiple opportunities to attend guest speaker events throughout this course. ***You are required to attend two of these events synchronously via Zoom, Microsoft Teams, or another online platform.*** For the remaining four events, you will watch the recorded event and provide a reflection via Flipgrid. Specific instructions for these reflections are provided in the Tentative Course Calendar.

REACTION PAPERS (3 @ 5% each = 15%)

You are required to write one two-page reaction paper for Sessions I.2, I.3, and II.3. The papers should follow the following format: (i) analyze (not summarize) the similarities and differences in the stances taken by the authors read; (ii) analyze the main themes and tensions presented in the readings; (iii) describe issues of diversity, equity,

and inclusion identified within the readings; and (iv) on a third page, present two to four short questions the readings have raised. You should be prepared to read the questions brought forth by your classmates and thoughtfully respond to those questions, referencing the assigned readings, via the course learning management system (e.g., Blackboard, Canvas, etc.) discussion board. ***Papers are due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline] on XXXX, XXXX, and XXXX. Individual responses to the questions of at least two classmates will be due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline] on XXXX, XXXX, and XXXX.***

POLICY INFLUENCERS PODCAST PRESENTATION (15%)

You will be divided into four groups, representing each category of policy influencers: research, advocacy, foundations, and the media. Each group will prepare a 15-minute podcast presentation on the importance and limitations of their assigned influencer category. Specific examples should be provided, as well as a candid analysis of why this group does or does not matter to ECEC policy. ***A plan detailing 1) the names of all group members and 2) a 1-3 sentence summary of each member's primary contributions is due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline]. Once your group's plan is approved, your group will audio record and upload your presentation, and submit a cover page including: 1) the names of all group members, 2) a 1-3 sentence summary of each member's primary contributions, and 3) an abstract of 400 words or less summarizing the podcast content; and a bibliography detailing the sources used to produce the podcast onto the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline]. All students will listen to all of the podcast presentations, review the cover pages and bibliographies, and provide feedback to at least one group (not the group they are in) via a discussion board on the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].***

POLICYMAKER INTERVIEW & REFLECTION PAPER (20%)

You will interview an elected or appointed policymaker in the field of early childhood education policy. You will identify the elected or appointed policymaker you would like to interview, write a one- to two-page plan for that interview including who you would like to interview, why you would like to interview that person, the policy questions you will be asking your interviewee, and reasons for asking those questions. After your plan is approved by your instructor, you will conduct your interview. You will also be required to write a three- to five-page reflection paper, which will include your interview and written reflection regarding your experience. ***The interview plan will be due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline]. The reflection paper will be due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].***

ECEC PROPOSED POLICY PAPER (25%)

You will create an ideal ECEC policy that addresses a problem facing young children. Written in five parts of roughly two-pages each, the paper should identify: (i) the nature of the problem the policy seeks to alleviate and indicate the target audience for the policy; (ii) the key elements of the policy or the nature of the intervention being proposed; (iii) the advocacy strategies that would be used to advance passage; (iv) issues of diversity, equity, and inclusion in the implementation or impact of the policy; and (v) the actual likelihood of the passage of the policy in the contemporary policy climate. You are encouraged to use your policymaker interview to inform your ideal ECEC policy. ***The ECEC proposed policy paper will be due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].***

ORAL TESTIMONY OF PROPOSED POLICY (15%)—SYNCHRONOUS

You will be asked to present an oral presentation of your proposed policy. This presentation will take the form of a mock testimony, with students presenting as “senators.” The oral testimony should include a brief overview of the nature and magnitude of the problem and the recommendations presented in the paper to alleviate it. Following each presentation, students will be asked a number of questions by the “senators” to whom they have presented testimony. You will be assigned question-asking roles as senators in class when you are not presenting your own

testimonies. The amount of time allocated to each testimony and Q&A period will depend on the number of students enrolled in the course. You will be informed of the amount of time you have to present and respond to questions in advance of the presentation. ***Testimony presentations will take place live during the final course session as it will be held synchronously, and you will attend via Zoom, Microsoft Teams, or another online platform. Your instructor will share a login link and password with you at least one week before this final course session occurs. This final course session will occur on XXXX at XXXX.***

COURSE GRADING

- Class Participation: 10%
- Reaction Papers 3 @ 5% each: 15%
- Influencers Presentation: 15%
- Interview of a Policymaker & Reflection Paper: 20%
- ECEC Proposed Policy Paper: 25%
- Oral Testimony of Proposed Policy: 15%

Your grade will be based on the following scale:

A	93-100%	A-	90-92%		
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	65-66%	F	Below 65%

REQUIRED TEXTS

There are no required textbooks for the course; instead, required readings are presented for class sessions, as indicated below. **Two to four readings will be selected as required by the instructor per session.** Recommended readings will be indicated for some sessions. Readings should be read before the class session occurs. Most readings are available online.

TENTATIVE COURSE CALENDAR

Topic (Dates)	Readings and Assignments
Week 1 Session I.1. Course Introduction and The Roles of Governmental Branches (XXXX)	<p>Review the course syllabus.</p> <p><u>Readings:</u></p> <p>Congressional Research Service. (2014). <i>The Child Care and Development Block Grant: Background and funding</i>. Retrieved from https://www.everycrsreport.com/files/20140917_RL30785_523d234ca8f11b399d2adf7d0609aa077586fe95.pdf</p> <p>Hampton, J. (2004). <i>How Florida's voters enacted UPK when their legislature wouldn't</i>. Foundation for Child Development. Retrieved from https://www.fcd-us.org/how-floridas-votersenacted-upk-when-their-legislature-I/</p> <p>Ryan, J. E. (2006). A constitutional right to preschool. <i>California Law Review</i>, 94(1), 49-99. Retrieved from https://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=1274&context=californialawreview</p> <p><u>Assignment:</u></p>

	<p>You will review the course syllabus and prepare your questions. <i>You will submit your questions via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</i></p>
<p>Week 2 Session I.2. Federalism, the Relationship Between Federal, State, and Local Entities, and Legislative and Regulatory Processes (XXXX)</p>	<p><u>Readings:</u></p> <p>Kraft, M. E., & Furlong, S. R. (2017). <i>Public policy: Politics, analysis, and alternatives</i> (6th edition). [Read Chapter 2, sections on federalism and the separation of powers]</p> <p>Muhlhausen, D. B. (2014, April 24). Why are we expanding the federal role in early childhood education? <i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/politics/archive/2014/04/why-are-we-expanding-the-federal-role-in-early-childhood-education/430857/</p> <p>Samuels, C. A. (2013, October 29). N.C. Supreme Court to decide on pre-K funding. <i>Education Week</i>. Retrieved from https://www.edweek.org/ew/articles/2013/10/30/10preschool.h33.html</p> <p><i>For a simplified version of the legislative process: Zero to Three. (2016). How a bill becomes a law. Retrieved from https://www.zerotothree.org/resources/728-how-a-bill-becomes-a-law</i></p> <p>Diversity Data Kids. (n.d.). <i>Head Start legislative history highlights</i>. The Heller School for Social Policy and Management, Brandeis University. Retrieved from http://www.diversitydatakids.org/files/Policy/Head%20Start/Logic/Head%20Start%20Legislative%20History%20Highlights.pdf</p> <p>Center for Law and Social Policy & National Women's Law Center. (2015). <i>Comments on Child Care and Development Fund (CCDF) Program notice of proposed rulemaking (NPRM)</i>. Retrieved from https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/clasp-nwlc-nprm-ccdbg-comments-final-2-11.pdf</p> <p>Health and Human Services Department. (2015). <i>Child Care and Development Fund (CCDF) program notice of proposed rulemaking</i>. Retrieved from https://www.federalregister.gov/documents/2015/12/24/2015-31883/child-care-anddevelopment-fund-ccdf-program</p> <p>Office of the Federal Register. (n.d.). <i>A guide to the rulemaking process</i>. Retrieved from https://www.federalregister.gov/uploads/2011/01/the_rulemaking_process.pdf</p> <p><u>Assignments:</u></p> <p><i>Reaction Paper 1:</i> Taking the required readings assigned for Session I.2., you will prepare a two-page reaction paper that delineates common and discordant themes. This is to be an analytic essay, not a summary of the articles. You will then read the questions brought forth by your classmates and thoughtfully respond to those questions, referencing the assigned readings, via the course learning management system (e.g., Blackboard, Canvas, etc.) discussion board. <i>Papers are due by [specific deadline] via the course learning management system (e.g., Blackboard, Canvas, etc.).</i></p> <p><i>Guest Speaker:</i> You will attend a synchronous guest speaker session on XXX at XXX via Zoom, Microsoft Teams, or another online platform. The instructor will provide a recording of the session via the course learning management system (e.g., Blackboard, Canvas, etc.). If you are unable to attend the synchronous session, you will watch the recording, record a reflection</p>

	<p>video using FlipGrid where you discuss three things that were new or stood out to you, two things that made you think differently, and one thing you have a question about, and post your FlipGrid recording onto the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</p>
<p>Week 3 Session I.3. Public Funding: Diverse Types and Why They Matter (XXXX)</p>	<p><u>Readings:</u></p> <p>Center on Budget and Policy Priorities. (2018). <i>Introduction to the federal budget process</i>. Retrieved from https://www.cbpp.org/sites/default/files/atoms/files/3-7-03bud.pdf</p> <p>Parker, E., Diffey, L., & Atchison, B. (2018). <i>How states fund pre-K: A primer for policymakers</i>. Education Commission of the States. Retrieved from https://www.ecs.org/wp-content/uploads/How-States-Fund-Pre-K_A-Primer-for-Policymakers.pdf</p> <p>First Focus. (2020) <i>Children's budget 2020</i> [pp. 23-28]. Retrieved from https://firstfocus.org/wp-content/uploads/2020/09/ChildrensBudget2020.pdf</p> <p>National Women's Law Center. (2018). <i>Improving the Child and Dependent Care Tax Credit would help working families with the high cost of child care</i>. Retrieved from https://nwlcw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/12/Improving-the-CDCTC.pdf</p> <p>Lynch, K. E. (2016). <i>Trends in child care spending from the CCDF and TANF</i>. Congressional Research Service. Retrieved from https://fas.org/sgp/crs/misc/R44528.pdf</p> <p>Department of Health and Human Services. (2007). Child Care and Development Fund state match provisions. <i>Federal Register</i>, 72(96). Retrieved from https://www.govinfo.gov/content/pkg/FR-2007-05-18/pdf/E7-9626.pdf</p> <p><u>Assignments:</u></p> <p><i>Reaction Paper 2:</i> Taking the required readings assigned for Session I.3., you will prepare a two-page reaction paper that delineates common and discordant themes. This is to be an analytic essay, not a summary of the articles. You will then read the questions brought forth by your classmates and thoughtfully respond to those questions, referencing the assigned readings, via the course learning management system (e.g., Blackboard, Canvas, etc.) discussion board. <i>Papers are due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</i></p> <p><i>Policymaker Interview Plan:</i> A plan detailing who the you would like to interview, why you would like to interview that person, and the policy questions you would like to ask your interviewee is <i>due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</i></p> <p><i>Guest Speaker:</i> You will attend a synchronous guest speaker session on XXX at XXX via Zoom, Microsoft Teams, or another online platform. The instructor will provide a recording of the session via the course learning management system (e.g., Blackboard, Canvas, etc.). If you are unable to attend the synchronous session, you will watch the recording, record a reflection video using FlipGrid where you discuss three things that were new or stood out to you, two things that made you think differently, and one thing you have a question about, and post your FlipGrid recording onto the course learning management system (e.g., Blackboard, Canvas,</p>

	etc.) by [specific deadline].
<p>Week 4 Session II.1. Distinguishing Types of Advocacy and Lobbying and Using Data as a Policy Platform (XXXX)</p>	<p><u>Readings:</u></p> <p>Advocacy and Communications Solutions, LLC. (2015). <i>The do's and don'ts of electoral advocacy for 501(C)(3)s</i>. Retrieved from http://www.advocacyandcommunication.org/wp-content/themes/acs/docs/resources/eadvocacy/ACS_Dos_and_DONts_Electoral_Advocacy_No_nprofits.pdf</p> <p>Internal Revenue Service. (n.d.). <i>Political and lobbying activities</i>. Retrieved from https://www.irs.gov/charities-non-profits/charitable-organizations/political-and-lobbyingactivities</p> <p>Internal Revenue Service. (n.d.). <i>"Direct" and "grass roots" lobbying defined</i>. Retrieved from https://www.irs.gov/charities-non-profits/direct-and-grass-roots-lobbying-defined</p> <p>MacIndoe, H. (2010). Advocacy organizations. In K. A. Agard (Ed.), <i>Nonprofit management and leadership</i> (pp. 155-162). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Cairney, P., & Kwiatkowski, R. (2017). How to communicate effectively with policymakers: Combine insights from psychology and policy studies. <i>Palgrave Communications</i>, 3(37). Retrieved from https://www.nature.com/articles/s41599-017-0046-8</p> <p>Haskins, R., & Baron, J. (2011). <i>Building the connection between policy and evidence: The Obama evidence-based initiatives</i>. NESTA. Retrieved from http://coalition4evidence.org/wp-content/uploads/2011/09/Haskins-Baron-paper-on-fed-evid-based-initiatives-2011.pdf</p> <p>Huston, A. (2005). Connecting the science of child development to public policy. Society for Research in Child Development. <i>Social Policy Report</i>, 19(4), 3-18. Retrieved from https://eric.ed.gov/?id=ED521748</p> <p>Schweinhart, L. J. (2016). Use of early childhood longitudinal studies by policy makers. <i>International Journal of Child Care and Education Policy</i>, 10(6). Retrieved from https://ijcecep.springeropen.com/track/pdf/10.1186/s40723-016-0023-5</p> <p><u>Assignments:</u></p> <p><i>Influencer Presentation Plan:</i> A plan detailing the presentation content to be presented and you and your group members' roles therein is <i>due from each group via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline]</i>. The presentation will be video and/or audio recorded and uploaded onto the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</p> <p><i>Policymaker Interview:</i> Once your plan has been approved by your instructor, you will conduct your policymaker interview and write your reflection paper.</p> <p><i>Guest Speaker:</i> You will attend a synchronous guest speaker session on XXX at XXX via Zoom, Microsoft Teams, or another online platform. The instructor will provide a recording of the session via the course learning management system (e.g., Blackboard, Canvas, etc.). If you are unable to attend the synchronous session, you will watch the recording, record a reflection</p>

	video using FlipGrid where you discuss three things that were new or stood out to you, two things that made you think differently, and one thing you have a question about, and post your FlipGrid recording onto the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].
Week 5 Session II.2. Policy Influencers: Organizations, Think Tanks, Organizations Representing Elected Government Leaders, Academia, and Foundations (XXXX)	<p><u>Readings:</u></p> <p>Blood, M., & Ludtke, M. (2010). Business leaders as legislative advocates for children. Foundation for Child Development. Retrieved from https://www.fcd-us.org/business-leaders-aslegislative-advocates-for-children/</p> <p>Bown, K., Sumison, J., & Press, F. (2009). Influences on politicians' decision making for early childhood education and care policy: What do we know? What don't we know? <i>Contemporary Issues in Early Childhood</i>, 10(3), 194-217. Retrieved from https://journals.sagepub.com/doi/abs/10.2304/ciec.2009.10.3.194</p> <p>Haskins, R., Paxson, C., & Brooks-Gunn, J. (2009). <i>Social science rising: A tale of evidence shaping public policy</i>. Future of Children. Retrieved from https://www.brookings.edu/wpcontent/uploads/2016/06/1001_social_science_haskins.pdf</p> <p>Jordan, E., Cooper, P. M. (2016). <i>Building bridges: How to share research about children and youth with policymakers</i>. Bethesda, MD: Child Trends. Retrieved from http://www.childtrends.org/wp-content/uploads/2016/10/2016-56BuildingBridgesSharingWithPolicymakers.pdf</p> <p>Kagan, S. L., Gomez, R. E., & Roth, J. (2018). Creating a new era of usable knowledge: Enhancing early childhood development through systems research. In L. Miller, C. Cameron, C. Dalli, & N. Barbour (Eds.), <i>SAGE handbook of early childhood</i> (pp.566-583). New York, NY: SAGE Press.</p> <p>Reckhow, S., & Tomkins-Stange, M. (2018). Financing the education policy discourse: Philanthropic funders as entrepreneurs in policy networks. <i>Interest Groups and Advocacy</i> 7(4), 258-288. Retrieved from https://www.researchgate.net/publication/327654996_Financing_the_education_policy_discourse_philanthropic_funders_as_entrepreneurs_in_policy_networks</p> <p>Shonkoff, J. P. (2010). Building a new biodevelopmental framework to guide the future of early childhood policy. <i>Child Development</i>, 81(1), 357-367.</p> <p><u>Assignments:</u></p> <p><i>Policy Influencer Presentations: Policy Influencer Presentations will be uploaded onto the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline]. You will then watch or listen to all of the presentations and provide feedback to at least one group (not the group you are in) via a discussion board on the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</i></p> <p><i>Guest Speaker: You will attend a synchronous guest speaker session on XXX at XXX via Zoom, Microsoft Teams, or another online platform.</i> The instructor will provide a recording of the session via the course learning management system (e.g., Blackboard, Canvas, etc.). If you are unable to attend the synchronous session, you will watch the recording, record a reflection video using FlipGrid where you discuss three things that were new or stood out to you, two</p>

	things that made you think differently, and one thing you have a question about, and post your FlipGrid recording onto the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].
Week 6 Session II.3. Communications as a Policy Advocate and Putting it Together: Advocacy Messages and Campaigns (XXXX)	<p><u>Readings:</u></p> <p>Dorfman, L., Woodruff, K., Herbert, S. and Ervice, J. (2004). <i>Making the case for early care and education: A message development guide for advocates</i> [pp. 41-80]. Retrieved from https://www.bmsg.org/wp-content/uploads/2004/01/bmsg_handbook_making_the_case_for_early_care_and_education.pdf</p> <p>Fairbank, Maslin, Maullin, Metz & Associates (FM3). (2018). <i>Meta-analysis of public opinion data on support for early childhood services</i>. Retrieved from http://earlychildhoodfunders.org/pdf/ECF_EC_Research_Meta-Analysis_Final_1_29_2018.pdf</p> <p>Frameworks Institute. (2009). <i>Framing early childhood development: Message brief</i>. Retrieved from https://www.frameworksinstitute.org/assets/files/ECD/ecd_message_brief_2009.pdf</p> <p>Zero to Three. (n.d.). <i>Effective communications about the early years: Strategies for becoming a better communicator</i>. Retrieved from https://www.zerotothree.org/resources/series/effective-communication-about-the-early-years</p> <p>Lenhoff, D. R., & Bell, L. (2002). <i>Government support for working families and for communities: Family and Medical Leave as a case study</i>. National Partnership for Women & Families. Retrieved from http://www.nationalpartnership.org/our-work/resources/workplace/fmla/fmla-case-study-lenhoff-bell.pdf</p> <p>Robinson, A., & Luedtke, E. (2018). <i>Taxing sugary beverages to expand prekindergarten: The advocacy efforts in Philadelphia and Santa Fe</i>. Retrieved from http://www.publicpolicy.umd.edu/sites/default/files/Taxing%20Sugary%20Beverages.pdf</p> <p>Watson, S. D. (2010). <i>The right policy at the right time: The Pew Pre-Kindergarten Campaign</i>. The Pew Center on the States. Retrieved from https://www-aws.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/2010/pewpkn2010rightpolicypdf.pdf</p> <p><u>Assignments:</u></p> <p><i>Reaction Paper 3:</i> Taking the required readings assigned for Session II.3., you will prepare a two-page reaction paper that delineates common and discordant themes. This is to be an analytic essay, not a summary of the articles. You will then read the questions brought forth by your classmates and thoughtfully respond to those questions, referencing the assigned readings, via the course learning management system (e.g., Blackboard, Canvas, etc.) discussion board. <i>Papers are due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</i></p> <p><i>Guest Speaker:</i> You will attend a synchronous guest speaker session on XXX at XXX via Zoom, Microsoft Teams, or another online platform. The instructor will provide a recording of the session via the course learning management system (e.g., Blackboard, Canvas, etc.). If you are unable to attend the synchronous session, you will watch the recording, record a reflection video using FlipGrid where you discuss three things that were new or stood out to you, two things that made you think differently, and one thing you have a question about, and post your</p>

	FlipGrid recording onto the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].
Week 7 Session III.1. Individual and Collective Leadership and Ethical Policy for ECEC (XXXX)	<p><u>Readings:</u></p> <p>Goffin, S. G. (2013). <i>Building capacity through an early education leadership academy</i>. Center on Enhancing Early Learning Outcomes. Retrieved from http://ceelo.org/wp-content/uploads/2013/12/EELA_Goffin_WEB.pdf</p> <p>Hard, L. (2012). <i>Leadership in early childhood education and care: Facing the challenges and embracing new possibilities</i>. Retrieved from https://www.semanticscholar.org/paper/Leadershipin-early-childhood-education-and-care-%3AHard/4202c4759a6e67062742d30a0c5131f7324972c7</p> <p>Ospina, S. & Foldy, E. G., (2005). <i>Toward a framework of social change leadership</i>. NYU Wagner Research Paper No. 2010-05. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1532332</p> <p>Thomas-Breitfeld, S., & Kunreuther, F. (2017). <i>Race to lead: Confronting the nonprofit racial leadership gap</i>. Building Movement Project. Retrieved from https://racetolead.org/race-to-lead/</p> <p>Woodrow, C., & Busch, G. (2008). Repositioning early childhood leadership as action and activism. <i>European Early Childhood Education Research Journal</i>, 16(1), 83-94.</p> <p>American Society for Public Administration. (n.d.). <i>Code of ethics</i>. Retrieved from https://www.aspanet.org/ASPADocs/membership/ethics.pdf</p> <p>Moore, E., & Yzequirre, R. (2004, June 9). Head Start's national reporting system fails our children. Here's why. <i>Education Week</i>. Retrieved from https://www.edweek.org/ew/articles/2004/06/09/39moore.h23.html</p> <p>National Association for the Education of Young Children. (2011). <i>Code of ethical conduct and statement of commitment</i>. Retrieved from https://www.naeyc.org/sites/default/files/globallyshared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf</p> <p><u>Assignments:</u></p> <p><i>Policymaker Interview and Reflection Paper:</i> This paper is <i>due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline]</i>.</p> <p><i>Guest Speaker:</i> <i>You will attend a synchronous guest speaker session on XXX at XXX via Zoom, Microsoft Teams, or another online platform.</i> The instructor will provide a recording of the session via the course learning management system (e.g., Blackboard, Canvas, etc.). If you are unable to attend the synchronous session, you will watch the recording, record a reflection video using FlipGrid where you discuss three things that were new or stood out to you, two things that made you think differently, and one thing you have a question about, and post your FlipGrid recording onto the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</p>

Week 8 Session IV.1. Creating and Advancing an ECEC Policy: Policy Presentations (XXXX)	<p><u>Readings:</u> There are no assigned readings for this class session.</p> <p><u>Assignment:</u> <i>Oral Testimony of Proposed Policy:</i> Preparation of proposed testimony/policy paper should happen prior to this final course session. Policy presentations (i.e., testimonies) will take place during this class session. Further details can be found on page 4 of this syllabus. <i>Proposed policy papers are due via the course learning management system (e.g., Blackboard, Canvas, etc.) by [specific deadline].</i></p>
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COURSE TOPICS

UNIT I: THE PRACTICE OF POLICYMAKING

Session I.1. Course Introduction and The Roles of Governmental Branches: Executive, Legislative, and Judicial

THEMES: Although appearing simple, the processes for creating policy are complex, in part because they take place in different branches of government, each with its own role in the policy process. Stated simply, Congress originates legislation, the executive branch implements legislation, and the judicial branch interprets legislation. But just how this is done, and how the three branches of government interact with one another represents a complex interplay of actions. This opening session will examine how this process is designed to function and how it actually does in reality.

GOALS:

- To explain how policies are made by different branches of government: legislative, executive, and judicial
- To explain the legislative process and key legislative tools
- To explain the functions of the executive branch and the regulatory process
- To identify the judicial process and judicial concerns
- To identify policy tools commonly used by the different branches of government.

Session I.2. Federalism, the Relationship Between Federal, State, and Local Entities, and Legislative and Regulatory Processes

THEMES: In this session, multiple themes will be addressed. While much policy and funding originates at the federal level, there is increasing ECEC policymaking occurring at the state and local levels. In many cases, multiple policy levels are creating similar policies, with limited coordination. This federalist approach raises many issues: What level of government should be the “owner” of the public policy? What is the relationship between federal, state, and local authority to create and to implement public policies? What are the benefits and liabilities of policymaking at diverse governmental levels? In the first part of this session, we will be addressing those questions.

Enacting a law and implementing it are complicated processes. In the second part of this session, we will discuss legislative and regulatory processes regarding early childhood education policy. First, foundational knowledge on the legislative process will be provided, to ensure you have an understanding of authorizations, reauthorizations, appropriations, and tax legislation differences. In addition, this portion of the session will address how policy is leveraged and timed so that appropriations and authorization processes are most effectively handled. Second, beyond the legislative branch, the executive branch—largely through its regulatory processes—exerts considerable influence on policy. This portion of the session will address the purposes and nature of regulations, and when and how they are developed and reviewed. Specific attention will be accorded to the challenges associated with establishing regulations in an anti-regulatory climate generally and within ECEC specifically.

GOALS:

- To identify the current nature and balance of diverse levels of governments’ involvement in ECEC
- To explain the nature of federal mandates and to discern their impact on state and local policy and service

delivery, particularly in terms of inequitable access and quality

- To recognize and identify the historical context for why a policy may be federal-to-local versus federal-to-state, and to consider what that means for building an ECEC system
- To identify how a bill becomes a law
- To explain legislative processes and terminology
- To identify the relationships that occur between the authorization and appropriations functions and processes
- To explain the federal regulatory process and how external actors can shape the outcome as compared to the legislative process
- To explain the public comment processes and use of results
- To identify how external stakeholders/advocates had success or failed to shape regulatory language

Session I.3. Public Funding: Diverse Types and Why They Matter

THEMES: Arguably, the most important part of policy construction is discerning how to fund the proposed legislation. This session will focus on public funding as a form of public policy. It will examine the full federal budget, discerning how investments in ECEC are a minimal proportion of spending at the federal, state, and local levels. Diverse funding types will be discussed, including entitlements, discretionary annual appropriations, and tax expenditures. We will also discuss the difference in these approaches and their effects on the sustainability, continuity, quality, and equity of distribution of ECEC services. We will be asking the following questions: Using a critical lens, who are these investments benefitting and who are they harming? How are these investments supporting existing power structures?

GOALS:

- To identify how public ECEC spending compares to other priorities in the federal budget
- To demonstrate a working knowledge of the different types of government funding tools and strategies
- To discern trade-offs among different funding tools and strategies in terms of program outcomes and characteristics
- To consider and identify inequities that might result from requiring a state or local match, and set-asides for certain ages of children, types of program providers, or quality vs. access spending.

UNIT II – THE PRACTICE OF ADVOCACY

Session II.1. Distinguishing Types of Advocacy and Using Data as a Policy Platform

THEMES: All lobbying is advocacy, but not all advocacy is lobbying. The first part of this session will set the groundwork for the unit by discerning the difference between advocacy and lobbying, as well as the consequences of those distinctions. We will also discuss how these differences are manifest in the advocacy world.

As the press for evidence-based policies gains currency, the role of research and data in the policy production cycle is growing. In the second part of this session, we will focus on different types of data and how they are routinely used to shape policy. Distinctions among different data types will be presented, as will trends in their use. We will also examine how advocates help to make data accessible without violating the validity of the data, as well as changes in the nature of evidence that constitutes viable data sources for policymakers. Using a critical lens, we will also ask how the data is being utilized to support existing power structures and how we can reframe the narrative to be more inclusive.

GOALS:

- To discern the distinctions between policy advocacy, electoral advocacy, and lobbying
- To discern the legal conditions that contour organizations and the implications of these distinctions
- To identify and explain how foundations and other entities support advocacy
- To identify evidence-based policy and how it has become an important policy/advocacy tool
- To discern among different kinds of data, including large-scale data sets, program evaluations, empirical research, and longitudinal studies
- To identify “gold standard” research elements and how they have changed over time

Session II.2. Policy Influencers: Organizations, Think Tanks, Organizations Representing Elected Government Leaders, Academia, and Foundations

THEMES: ECEC policy is heavily influenced by a number of different entities, each of which has unique goals and stances. This session addresses the nature of these entities and discusses how they actually influence ECEC policy, given their differing orientations, expertise, capacities, and legal constraints. This session will also introduce concepts of collective organization.

GOALS:

- To identify the variety of entities trying to influence ECEC policy
- To explain the unique role of diverse entities in influencing ECEC policy, with a focus on professional organizations, think tanks, research, and foundations
- To discern the legal and professional constraints on such entities that frame their advocacy work
- To verbally discuss examples of each of the entities and how each has helped shape the contemporary ECEC context

Session II.3. Communications as a Policy Advocate and Putting it Together: Advocacy Messages and Campaigns

THEMES: Communicating as a policy advocate requires an understanding of how to frame effective messages for different audiences, as well as knowledge of the types of advocacy communications used strategically to advance a public policy goal. In the first part of this session, we will examine message development specific to ECEC and some basic advocacy communications skills such as op eds and written testimony. We will also focus on the use of evidence as a key elixir of effective messaging.

In the second part of this session, we will examine advocacy campaigns related to ECEC that have taken place at the federal, state, and local levels. We will also review the function and structure of such campaigns, discerning which have been successful and focusing on the campaign design as well as its messaging and advocacy strategies. Finally, we will consider a current ECEC policy concern and discuss what types of advocacy campaigns would be needed, and at what level, to advance that policy agenda.

GOALS:

- To explain that different audiences require different strategic approaches to advocacy communications
- To identify and explain the framing process for advocacy communications
- To leverage research-based evidence effectively in advocacy communications
- To explain the design and development of an advocacy campaign
- To review and identify effective and ineffective advocacy strategies based on different selected policy venues, types of policymaking processes, influencers, and message frames
- To identify and create an advocacy campaign for a current ECEC issue

UNIT III: LEADERSHIP AND ETHICS

Session III.1. Individual and Collective Leadership and Ethical Policy for ECEC

THEMES: In the first part of this session, we will focus on diverse types of leadership, with an emphasis on individual and collective leadership. Various theories of leadership will be presented, and we will address the skills and characteristics needed of leaders, strategies to prepare leaders, and efforts to promote the growth of leaders who are traditionally underrepresented in race and ethnicity in leadership positions. We will discuss unconventional leaders, including those from business and industry, and how their voice was solicited to advance ECEC. We will also examine the strategies of collective leadership and provide examples of organizations and entities that have led major ECEC advocacy efforts. Emphasis will also be placed on the role of leaders in changing political and demographic climates.

Advocacy, policy creation, and financing efforts often pose ethical challenges for those involved. Tensions arise, in part, because many of these efforts have “winners” and “losers.” In the second part of this session, we will examine

the moral or ethical dimensions of public policy in the context of developmentally appropriate practice; equitable access to high-quality ECEC; and a respected, well-compensated, and diverse workforce. Guided by codes of ethics from both ECEC and the fields of public policy/administration, we will distinguish these codes and then discuss how they each can and do impact ECEC.

GOALS:

- To identify and explain leadership theories and frameworks, including transformative leadership, leadership for social justice, and distributed leadership
- To identify how leadership frameworks are applied across contexts and roles
- To explain diverse strategies for developing policy leaders from within and from outside ECEC
- To identify the elements of successful leadership, including culturally competent, diverse, and inclusive leadership
- To identify and explain the key concepts in ethics from the perspective of the ECEC and public policy/administration fields
- To discern one's own values and how they might translate to public policy decisions

UNIT IV: CREATING AND ADVANCING AN ECEC POLICY

IV.1. Policy Presentations

THEMES: We each have diverse interests that will be presented and explored in the concluding session of the semester. Asked to create a proposed policy that is deemed important to the field, you each will draft your policy paper, and then will present your work as a “testimony.” In the process, you will practice your individual public speaking skills and hone your ability to respond rapidly to diverse questions. You, in turn, will be exposed to the testimony of your fellow students, thereby expanding your repertoire of knowledge regarding diverse policy issues.

GOALS:

- To verbally demonstrate an understanding of the elements of a major policy issue
- To communicate a policy issue orally, responding to questions on the topic
- To learn from your student colleagues about the diverse range of policy issues related to ECEC
- To identify how such issues can be addressed, considering the role of families and policy in the design and implementation of potential solutions

ADDITIONAL INFORMATION

(To be modified according to university/college policies and procedures.)

Accommodations for Students with Disabilities

The College will make reasonable accommodations for persons with documented disabilities.

Incompletes

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement.

Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

Course Communication

All official communications from the College—e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc.—will be sent to the student's email account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

Religious Observances

It is the policy of the University to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when classes are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

Academic Dishonesty

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of University principles of academic and professional integrity fundamental to the purpose of the College.