



Early Childhood Policy – Children, Contexts, and Politics in Diverse Societies

Hosted from the University of California, Berkeley
EDUC W164 – Spring Semester 2018-19

Required online discussion groups held on Thursdays, 3:10 p.m.

Prof. Bruce Fuller

b_fuller@berkeley.edu

Berkeley Way West

Hours: Thursdays, 4:30 p.m.

Kirsten Joie Ignacio

Graduate Student Instructor

kjignacio@berkeley.edu

Zoom URL for Thursday discussions

Course Overview

Early Childhood Policy – Children, Contexts, and Politics in Diverse Societies is an online course for undergrad and graduate students – delving into who, how, and why a rising array of civic actors work to backstop young families and lift their young children.

Together, we will inquire into the diverse local contexts in which children are raised – families, child care, neighborhoods, and digital environs – and why early development has become a hot and sustain topic in public policy.

Students will view organizing lectures, then engage a colorful array of readings, videotaped interviews with experts, and online discussion sections each week (the latter using Zoom, each thursday at 3:00 p.m). We will delve into four contemporary policy cases, and draw material from the rich cultural and even international experiences of students.

Drawing from the policy cases and empirical research, students will gain a deep understanding of how child and family policies are formulated, and how analysts carefully assess what programs and policy strategies work and why. You will learn what policy designers and program evaluators do to improve program strategies. You will be asked to design your optimal policy architecture for lifting young children and their families.

The course is motivated by the following questions:

- How do the contexts in which children are raised affect their growth and development?
- Which aspects of healthy child development are understood to be near-universal, and which are culturally relative?

- Why, how, and with whom does the government intervene in the goal to support healthy child development?
- What are the key factors in different policy contexts (i.e., family policy, child care policy, digital sectors), and how do they work?
- How does one create a viable early childhood policy?
- How does one pursue a professional, leadership role in early childhood policy?

We move from basic knowledge of child development – especially the varying contexts in which diverse children are raised – to learn about how government and private agencies struggle to lift families and narrow gaping disparities in children’s life chances. We learn about what activists and political leaders shape child and families policies, and how large-scale programs are crafted, evaluated, and adjusted.

Learning Objectives

- Students will learn to interpret relevant contextual factors that determine the viability and impact of family, pre-/school, community, and digital media policy.
- Students will demonstrate their understanding and skills by designing their own policy – anchored in one or more locations, including family, child care or preschool, neighborhood, and digital media arenas.
- Students will gain fluency in writing and analytic thinking by critiquing existing and proposed child and family policies.
- Students will learn to use new digital tools in creating multimedia texts and artifacts that demonstrate critical understanding of course content.
- Students will learn to work collaboratively online via Zoom and other digital tools.

Course Workflow – Learning Activities, Engagement and Assessments

This course is designed around four required weekly activities. Students will be more successful--per empirical research--with this structured design that keeps them engaged (and caught up!) each week. How will this course work? This course contains six conceptual units. Within each unit we will engage in learning activities that will allow us to *Inspire, Inform, Class Discussion, and Reflect* upon with course materials. This model will enable instructors to build upon concepts within and between topics.

Timing of Learning Activities

Monday 5 p.m. - Tuesday 11:59 p.m. – Pre-Class Preparation.

Beginning Friday at 5pm, access the class website to find the preparation materials for Tuesday (they will all be in one folder). During this preparation time students will engage in the *Inspire* and *Inform* learning activities. These activities include completing assigned independent activities, readings, video lectures, discussion boards, and assessment activities (e.g. quizzes, peer reviews). The related assigned work will be due by Tuesday at 11:59 p.m.

Thursday 3:10 p.m. - 4:30 p.m. Synchronous Class Meeting with Teaching Staff (*Discuss*).

Class Discussion. Based on the learning for the module, students with work in small groups to discuss with what they've learned. For example, in small groups, students may use the White Board function in Canvas to draw a diagram of a family-level early childhood policy, identify the policy, its goals, how it works for whom in which contexts, and its broader impact on children, families, and the community.

Thursday 4 p.m. to Sunday at 11:59 p.m. *Reflect* Activities.

Students will then *Reflect* upon their Class Discussion and the week's materials with individual writing activities. For example, students may be asked to identify new understandings and insights about family policy that they learned during their Class Discussion activities, and how they relate to broader ideas covered in *Inform*. They might be prompted with questions such as: How did the policy meet the intended goals? Are there other, unintended consequences? Draw on the course materials to articulate aspects of the policy that could be revised for more effective impact or reach.”

A final project is required – building and presenting a child and family policy proposal. It is due during finals week which will be used as a culminating experience, to support the learning that occurred throughout the term. Students will create and post a summary of this proposal.

Course Expectations

This course heavily relies on student participation and student's critical reflection on the readings. All students are expected *at minimum* to:

1. **Attend synchronous class discussions and work sessions and actively participate:** Your punctual attendance, preparation for class, and active participation are critical to your success in this class. We meet Thursdays at 3:10 to 4:30 p.m. You are expected to arrive on time, stay for all of class, and be attentive and engaged. Attendance will be taken and consistent late arrivals will result in missed participation points. Appropriate behaviors in online learning environments will be discussed at the beginning of class.
2. **Think critically and reflectively in writing.** This is a writing-intensive course. If you know you need assistance with writing, you are expected to seek tutoring or support. We will provide feedback on content and general organization, but not grammar or spelling. You must *carefully proofread* all written assignments. You are expected to use APA Guidelines on all of your written work.

Writing resources and tips:

- Here is an [APA Citation Quick Guide](#).
 - Writing Reference Book: Hacker, D., Sommers, N. (2011) *A Writer's Reference* (8th Ed.) Bedford/St. Martin: Boston.
 - For guidance on writing , check out the Berkeley Student Learning Center (<http://slc.berkeley.edu/writing>) or the [Writing and Critical Expression Hub](#) at the UCSD Teaching and Learning Commons. (For the latter, you must create an account to access the Writing Center Services. Create an account [here](#).)
3. **Complete readings and assignments before class.** You are responsible for doing each class reading and assignment *before* class. You are expected to come to class prepared to participate in meaningful discussions of class material. Each class meeting will require student participation. You will hamper your own learning and that of classmates if you are not carefully prepared.
 4. **Check your email regularly.** You are responsible for checking your email account regularly. I will send emails to the class using your university email address **ONLY**. Make sure to use the forwarding feature on your email server to forward your university email if you have a different preferred email.
 5. **Submit assignments on time.** All assignments will be submitted to the course learning platform. Unexcused late assignments will receive grades lowered by a grade for each 24 hours or portion thereof in which the assignment is not turned in (i.e., an “A” assignment that is 2 hours (or 20 hours) late will receive a “B”). It is recommended that you save a copy of the submission receipt from Canvas as evidence that you submitted your assignment on time.
 6. **Act with academic integrity.** Any assignment, paper, exam, or report that displays your name is believed to be your original work. In your assignments, you may use words or ideas written by others *but only with proper acknowledgement*. “Proper acknowledgement” means that you have identified the original source and the scope of your use of other’s ideas and words. I

It is recommended that you use direct quotes from another source only when necessary. Be sure to cite the original source using proper APA formatting. If you have plagiarized material from another source, you will be asked to participate in a disciplinary hearing and you will receive a failing grade in this class. Please refer to your campus Academic Integrity Office Policy.

7. **Contact the professor with requests for disability accommodation (if needed).** Students requesting accommodations due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by your campus Office for Students with Disabilities (OSD), presented directly to the professor).

Grading Method

A. Class Assignments – 20% of your final grade

Inspire assignments (10%). *Inspire* assignments are designed to introduce the topic of the week to you and inspire you to want to learn more. *Inspire* activities generally ask you to post your opinion or impression of the topic, either via a text post or by creating a "digital poster" with a graphics tool, such as Suite-C's Whiteboard tool (left NavBar) or a PowerPoint slide.

Inspire activities are due on Mondays by 11:59 p.m. Late *Inspire* assignments will not be accepted because they are the foundation for many *Inform* assignments and for the weekly *Class Discussions*.

Inform assignments (10%). *Inform* assignments provide you with the readings and videos you need to learn more about the topic of the week. This is where you will learn about how early childhood policy is created and the challenges that policy makers face. *Inform* assignments ask you to reconsider your *Inspire* opinions or impressions by applying what you learned from the week's readings and videos.

Inform assignments will also be posts to discussion forums or graphic representations of key ideas done as a whiteboard or PowerPoint slide. *Inform* Assignments are due on Tuesdays by 11:59 p.m. Late *Inform* assignments will not be accepted because they provide the foundation for the weekly *Class Discussions*.

B. Online Discussions and Activities – 10% of your final grade

We will meet live, online, once a week for a class discussion using Zoom. Attendance is mandatory recorded automatically by Zoom. No credit will be given for late arrivals or for partial session attendance. You will be considered late if you login after the professor or GSI has begun the session, and you must attend the entire discussion session to get credit.

Class discussions will be on *Thursdays from 3:10-4:30PM*. Be sure to read the *Class Discussion* page in each weekly module, in advance of each session, so that you are prepared to participate. *Please be sure that you have Zoom loaded on your device*. You will find download instructions and more about Zoom in the Online Tools & Set Up module. .

C. Reflect Assignments – 50% of your final grade

Reflect assignments comprise half of your course grade. During Weeks 1-5, *Reflect* assignments are short essays (1-2 pages) in which you demonstrate your understanding of the theories and practices involved in early childhood policy-making.

In Weeks 6-13, *Reflect* assignments involve drafting and revising policy proposals for each of four early childhood-related policy areas we will study: preschool, family, community and media. We will be writing with thoughtfulness and precision. If you know you need assistance with writing, you are expected to seek tutoring or support.

Reflect assignments are due on Sundays by 11:59 PM. *Reflect* assignments may be submitted up to 24 hours late (Mondays by 11:59 PM) and will receive a full grade reduction penalty.

D. Final Building of Your Policy Proposal – 20% of your final grade

There is no final exam for this course. There is, however, a final project, a fully developed written early childhood policy proposal (8-10 pages. Not including references and appendices) and video presentation, which is due during finals week. The policy proposal and recorded presentation should demonstrate your mastery of the policy analysis skills covered during the course and your understanding of the critical features that comprise effective childhood policy.

Course Overview and Orientation Quiz

Once registered, you must complete the *Course Overview* and take the *Orientation Quiz*. The course content will become available to you on the site after you pass the quiz.

Topics, Activities, and Select Readings

UNIT I: Introduction to Contexts of Childhood

Module 1: Young children's contexts of development

Learning Objective: To understand and describe the differing contexts in which young children are raised:

- Family
- Child care and preschool
- Neighborhood and community
- Digital Media

Readings:

Bronfenbrenner, U., & Morris, P. A. (2006). The Bioecological Model of Human Development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (pp. 793-828). Hoboken, NJ: John Wiley.

Velez-Agosto, N.M., Soto-Crespo, J.G., Vizcarrondo-Oppenheimer, M., Vega-Molina, S., & Garcia Coll, C. (2017). Bronfenbrenner's bioecological theory revision: Moving culture from the micro to the macro. *Perspectives on Psychological Science*, 12(5), 900-910.

Module 2: Exploring implications of children's contexts of development

Learning Objective: To vividly contrast the diverse settings of development within and among social-class and racial/ethnic groups.

- The impact of socioeconomic status on child development
- Race/ethnicity in context
- Disentangling SES from race/ethnicity
- Proximal impacts on children's development: parenting

Readings:

- Center on the Developing Child at Harvard University (2007). *Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*. Harvard University. Available at: http://developingchild.harvard.edu/wp-content/uploads/2015/05/Policy_Framework.pdf.
- Reed Chassiakos, Y., Radesky, J., Christakis, D., Moreno, M.A., & Cross, C. (2016). Children and adolescents and digital media. *Pediatrics*, 138(5), 1-18. Technical Report of the American Academy of Pediatrics. Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/138/5/e20162593.full.pdf>
- Robbins, Liz and Christina Goldbaum. "A Suicidal Nanny, an Underground Industry and 3 Babies Stabbed." (Links to an external site.)Links to an external site. *New York Times*, Oct. 10, 2018.

Module 3: Differing cultural contexts and cultural relativity

Learning Objective: To understand and describe the pillars of healthy child development in the context of cultural relativity, using an assets based approach. To describe near universal foundations, diversity across contexts and cultural relativity, and pluralistic communities in the context of child development and why these ideas matter.

- Near universal foundations of healthy child development
- Diversity across contexts and cultural relativity in child development
- Raising children in a pluralistic community

Readings:

- Cruz, Donna. "Utah Passes 'Free Range' Parenting Law.". *New York Times*, March 29, 2018.
- Fuller, B. C., & Guerrero, A. (2017). Commentary: A strong example of heartland values: Immigrant parents. *Chicago Tribune*. Available at: <http://www.chicagotribune.com/news/opinion/commentary/ct-immigrant-families-strength-trump-perspec-0224-20170223-story.html>
- R. A. LeVine, R. A., Dixon, S., LeVine, S., Richman, S. A., Leiderman, P. H., Keefer, C. H., & Brazelton, T. B. (1994). The Comparative Study of Child Care. *Child care and culture: Lessons from Africa* (pp. 7-21). Cambridge, U. K.: Cambridge University Press.
- Shweder, R. (1991). *Thinking Through Cultures: Expeditions in Cultural Psychology*. Cambridge, MA: Harvard University Press.
- Tudge, J.R., Doucet, F., Otero, D., Sperb, T.M., Piccinini, C.A., & Lopes, R.S. (2006). A window into different cultural worlds: Young children's everyday activities in the United States, Brazil, and Kenya. *Child Development*, 77(5), 1446-1469.

UNIT II: Early Childhood Policy Cases

Module 4: The basis of early childhood policy

Learning Objective: To identify why, how, when, and with whom the government intervenes in the formulation of an early childhood policy. To describe an example of government intervention to a peer or colleague.

- What is early childhood policy?
- What animated this movement to create policies for young children?
- What motivates intervention?
- With whom do we intervene?
- When do we intervene
- How do we intervene?

Readings:

Bogensneider, K. (2014). *Family Policy Matters: How Policymaking Affects Families and What Professionals Can Do*, 3rd Edition. New York, NY: Routledge

Douthat, R. (May, 2016). Making Family Policy Great Again. *The New York Times*. Available at: https://www.nytimes.com/2016/05/29/opinion/sunday/make-family-policy-great-again.html?_r=0

Appiah, Kwame Anthony. Do You Get Involved When a Parent Treats a Child Badly? *The New York Times Magazine*, Dec. 7, 2016.

Hurley, Dan. Can An Algorithm Tell When Kids are in Danger?. *The New York Times Magazine*, Jan. 2, 2018.

Opinion | The Cost of Child Poverty. (2018, June 9). *The New York Times*. Retrieved from <https://www.nytimes.com/2018/04/30/opinion/child-poverty.html>

Module 5: What Policy Analysts Do, the Skills Deployed to Dissect Children and Family Policy Options

Learning Objective: To learn the process of creating, evaluating, and changing early childhood policy by developing effective policy and describing the role of scientific evidence in policy making.

- Key factors and analytic skills in building effective policy
- Evaluating policy – what works and through what social or economic mechanisms?
- The role of evidence in policy making (scientific + action)

Readings:

Alvarez, A. (2017, October 08). Bardach - Practical Guide for Policy Analysis - Step 1. Retrieved from <https://www.youtube.com/watch?v=S0Vlh5e2PHY>

- Bardach, E. S. (2012). *A practical guide to policy analysis: The eightfold path to more effective problem solving, 4th Edition*. Washington, D.C.: Sage. Part 1, pp. 1-78.
- Sama-Miller, E., Akers, L. Mraz-Esposito, A., Zukiewicz, M., Avellar, S., Paulsell, D., and Del Grosso, P. (2018). Home Visiting Evidence of Effectiveness Review: Executive Summary. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Washington, DC. Retrieved at https://homvee.acf.hhs.gov/homvee_executive_summary.pdf

UNIT III: Family Policy

Module 6. Home as a Learning Environment: Innovative practices to support Home Learning Environments

Learning Objective: To investigate, describe, and critique specific policies at the family level in relation to current, relevant issues.

- Types of family policy (family leave, WIC/Early Head Start, and work/income support)
- History of family policy and key debates
- Evidence related to family policy
- Mapping of the landscape

Readings:

- Britto, P.R.et al. (2017). Nurturing care: Promoting early childhood development. *Lancet* 389, 91-102.
- Larson, S. (2018). "Together, Parents Boost Their Children's Early Learning," *New York Times*.
- National Public Radio. (2004). Lyndon Johnson's War on Poverty. Available at: <https://www.npr.org/templates/story/story.php?storyId=1589660>
- Waldfoegel, J. (2013). "Increasing financial support for families with Children." *Britain's War on Poverty*, (pp. 64-77). New York, NY: Russell Sage.
- Waldfoegel, J. (2013). "Investing in children in the early years." *Britain's War on Poverty*, (pp. 78-90). New York, NY: Russell Sage.

Module 7: Applications of family policy

Learning Objective: To understand and describe the process and outcomes of family policy. To complete a case study analysis of family policy.

- Process of family policy
- Outcomes of family policy
- Family policy visiting lecture: Greg Duncan (UCI)
- Case study A

Readings:

- Porter, E. "Giving Every Child a Monthly Check for an Even Start" New York Times, October 18, 2016.
- Duncan, G., Magnuson, K., Votruba-Drzal, E. (2014). Boosting family income to promote child development. *Future Child*, 24(1), 99-120.

Case Study A: Stockton Universal Basic Income

- Stockton mayor combats poverty with innovative and controversial program - CBS News. (n.d.). Retrieved December 14, 2018, from <https://www.cbsnews.com/news/stockton-mayor-promotes-combating-poverty-with-universal-basic-income/>
- Episode 796: The Basic Income Experiment. (n.d.). Retrieved December 14, 2018, from <https://www.npr.org/sections/money/2017/09/22/552850245/episode-796-the-basic-income-experiment>
- In California, Stockton Experiments With Guaranteed Basic Income. (n.d.). Retrieved December 14, 2018, from <https://www.npr.org/2018/01/29/581674763/in-california-stockton-experiments-with-guaranteed-basic-income>

UNIT IV: Pre-/School Policy

Module 8: Pre-/School policy

Learning Objective: To investigate, describe, and critique specific policies at the child care and preschool level in relation to current, relevant issues.

- Types of pre-/school policy
- History of pre-/school policy and key debates
- Evidence related to pre-/school policy

Readings:

- CBS New York. (n.d.). Parents Troubled Over Universal Pre-K Debate. Retrieved from <https://www.youtube.com/watch?v=5IwxV197EKE>
- CBS New York. (n.d.). Low Marks For Universal Pre-K. Retrieved from <https://www.youtube.com/watch?v=pbv1IieiSjs>
- Fuller, B. (2014). "Preschool is Important, but it's More Important for Poor Children." Washington Post. Commentary, Feb. 9, 2014.
- Kilburn, M. R. & Hao, L. (1996). The impact of federal and state policy changes on child care in California. in Hosek and R. Levine (Eds). *The New Fiscal Federalism and the Social Safety Net*, pp. 45-76.

Phillips, D. A., Lipsey, M. W., Dodge, K. A., Haskins, R., Bassok, D., Burchinal, M. R., ... Weiland, C. (n.d.). Puzzling It Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects, 16. Retrieved from https://www.brookings.edu/wp-content/uploads/2017/04/consensus-statement_final.pdf

Optional Readings

Interlandi, J. (2018). Why are our most important teachers paid the least? Retrieved from <https://www.nytimes.com/2018/01/09/magazine/why-are-our-most-important-teachers-paid-the-least.html>

Module 9: Applications to child care and preschool policy

Learning Objective: To understand and describe the process and outcomes of pre-/school policy. To complete a case study analysis of pre-/school policy.

- Process of pre-/school policy
- Outcomes of pre-/school policy
- Visiting Lecture: Rucker Johnson (UCB)
- Case study B

Readings:

Fuller, B. C. (2007). Oklahoma--the Brave New World. *Standardized Childhood: The Political and Cultural Struggle over Early Education*. (pp. 102-137). Palo Alto, CA: Stanford University Press.

Case Study B: Universal Pre-K for New York City

UNIT V: Neighborhood and Community Policy

Module 10: Community policy

Learning Objective: To investigate, describe, and critique specific policies at the community level, and its relation to current, relevant issues.

- Types of community policy
- History of community policy and key debates
- Evidence of community policy

Readings:

Brown, P. L. (2018, June 9). Los Angeles Tests the Power of 'Play Streets.' *New York Times*. Retrieved from <https://www.nytimes.com/2018/04/29/arts/design/play-streets-los-angeles-boyle-heights.html>

Chetty, R., Hendren, N., & Katz, L. F. (2016). The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment. *American Economic Review*, 106(4), 855–902.

<https://dash.harvard.edu/bitstream/handle/1/30367426/46646672.pdf?sequence=1>

Ferris, J. M., & Hopkins, E. (2015). Place-Based Initiatives: Lessons From Five Decades of Experimentation and Experience. *The Foundation Review*, 7(4).

<https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1269&context=tfr>

Optional readings:

Thinking more broadly about enterprise zones and economic aid to certain places: [Link](#)

Module 11: Applications of community policy

Learning Objective: To understand the process and outcomes of community policy. To complete a case study analysis of community policy.

- Process of community policy
- Outcomes of community policy
- Community visiting lecture: Cristina Pacione-Zayas, Erikson Institute and Puerto Rican Community Center
- Case study C: Moving to Opportunity

Readings:

National Bureau of Economic Research. *A Summary Overview of Moving to Opportunity: A Random Assignment Housing Mobility Study in Five U.S. Cities*. Available at: <http://www.nber.org/mtopublic/MTO%20Overview%20Summary.pdf>

Case Study packet: Case study C

Optional Reading:

Opinion | How Community Networks Stem Childhood Traumas - The New York Times. (n.d.). Retrieved December 14, 2018, from <https://www.nytimes.com/2016/08/17/opinion/how-community-networks-stem-childhood-traumas.html>

UNIT VI: Early Childhood Policy and Digital Media

Module 12: Early Childhood Digital Media Policy

Learning Objective: To investigate, describe, and critique specific policies related to the use of digital media in early childhood contexts.

- Exploring digital media policies for young children
- History of digital media for young children and key debates

- Evidence of digital media for young children
- Comparing processes and outcomes of digital media policies

Readings:

- Bowles, N. (2018, October 26). A Dark Consensus About Screens and Kids Begins to Emerge in Silicon Valley. *The New York Times*. Retrieved from <https://www.nytimes.com/2018/10/26/style/phones-children-silicon-valley.html>
- The Common Sense Census: Media Use by Kids Age Zero to Eight 2017 | Common Sense Media. (n.d.). Retrieved from <https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-kids-age-zero-to-eight-2017>
- American Academy of Pediatrics Announces New Recommendations for Children’s Media Use. (n.d.). Retrieved from <https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/American-Academy-of-Pediatrics-Announces-New-Recommendations-for-Childrens-Media-Use.aspx>
- Fuller, B., Lizárraga, J. R., & Gray, J. H. (n.d.). Digital Media and Latino Families, 57. Retrieved from http://joanganzcooneycenter.org/wp-content/uploads/2015/02/jgcc_digitalmediaandlatinofamilies.pdf

Module 13: Applications of Early Childhood Digital Media Policy

Learning Objective: To understand the process and outcomes of digital media policy. To complete a case study analysis of digital media policy.

- Process of digital media policy
- Outcomes of digital media policy
- Case study D: Sesame Street

Readings:

- Richtel, M., & Stone, B. (2007, November 29). [For Toddlers, Toy of Choice Is Tech Device](#). *The New York Times*.
- Guernsey, L., & Levine, M. (n.d.). How to Bring Early Learning and Family Engagement into the Digital Age. Retrieved from <https://www.newamerica.org/education-policy/policy-papers/how-bring-early-learning-and-family-engagement-digital-age/>
- Case Study Packet: Case Study D and 2-page summary
- Kwauk, C., Petrova, D., & Robinson, J. P. (2016). *Sesame Street: Combining Education and Entertainment to Bring Early Childhood Education to Children Around the World*. Washington, D.C.: B Center for Universal Education at Brookings.

UNIT VII: Review and Presentations

Module 14: Review and Final Presentations of Your Policy Platforms

B.Fuller, M.Bridges, KJ.Ignacio – January 2019