Community Health Sciences M237/Health Policy & Management M290

**Evolving Paradigms of Prevention: Interventions in Early Childhood**

**Spring Quarter 2020**

**CHS 237**
**Wednesdays, 2-4:50 PM**

**Instructor:** Alice A Kuo, MD, PhD  
Neal Halfon, MD, MPH  
Candace Gragnani, MD, MPH  
Lisa Stanley, DrPH  
Priyanka Fernandes, MBBS, MPH

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**Office Hours:** 1-2pm every Wednesday or by appointment

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sramaswami@mednet.ucla.edu (course coordinator)

**COURSE OVERVIEW**

This seminar will examine the conceptual and practical issues related to the design, implementation, funding, and evaluation of early intervention programs for young children (ages birth through 5 years), and for community, county and state level comprehensive early childhood service systems. Sessions will be devoted to a particular component of the service delivery pathway and will provide two vantage points: individual/practice-based perspectives and community-wide/systems-based perspectives. We will draw upon local and state First 5 initiatives for examples to illustrate many of the issues that we will discuss in class. In order to ground our discussion of early intervention techniques and programs in practical reality, examples of intervention programs in Los Angeles will be used as examples. Because students will not have the opportunity to visit several different types of programs and observe assessment and intervention activities on-site, we will do the best we can to provide some video and other virtual tours of sites to give you a better sense of how the operate.

**PREREQUISITES:** Advanced graduate standing, child health or health policy coursework or equivalent.
**TERM PROJECT:** Students will pair up, and conduct a case study of a service, program or policy and use this case study to illustrate several of the principles discussed in class. The term projects will be presented on the last day of class as a PowerPoint presentation in no more than 10 slides. An outline for the term project will be due by May 29, 2020.

**REQUIRED TEXT:** READINGS POSTED ON CCLE WEBSITE

**COURSE REQUIREMENTS:**
- FINAL PROJECT (40%)
- WEEKLY CLASS ASSIGNMENTS (40%)
- CLASS PARTICIPATION (20%)

**WEBSITE LINKS OF INTEREST:**
These websites are provided so that students can begin to explore available resources, and familiarize themselves with the issues and discourse that is emerging around specific early childhood issues.

- Orange County: Early Literacy Network [http://occhildrenandfamilies.org/early_literacy_network.htm](http://occhildrenandfamilies.org/early_literacy_network.htm)
- Orange County: LEAPS (Learning Early intervention And Parent Support) [http://www.first5caspecialneeds.org/demosites/orange.htm#](http://www.first5caspecialneeds.org/demosites/orange.htm#)
- National Center for Children in Poverty [www.nccp.org/](http://www.nccp.org/)
- First Five Years Fund, [http://www.ffyf.org/](http://www.ffyf.org/)
- Tennessee [https://www.tn.gov/dcs/program-areas/child-health/aces.html](https://www.tn.gov/dcs/program-areas/child-health/aces.html)
- Washington [https://www.acesconnection.com/g/washington-state-ace-s-group](https://www.acesconnection.com/g/washington-state-ace-s-group)
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I. April 1: STATE OF EARLY CHILDHOOD DEVELOPMENT

Neal Halfon, MD, MPH

This session will provide an overview of the course goals, objectives, and activities. We will begin to introduce some of the concepts that are pivotal in our discussion of ECD and the services and systems that young children need. This will include a brief history of early intervention, a general discussion of the nature of child development as a complex dynamic process with multiple influences and the models that have been used to understand it, and an overview of current policy issues in the field.
Websites to Review:
a. Zero to Three: Early Experiences Matter [www.zerotothree.org]

Required Reading:

Recommended Reading:

II. April 8: CONCEPTS OF EARLY CHILDHOOD
*Candace Gragnani, MD, MPH*

This session discusses basic concepts of child development. A brief historical summary of child development theories and concepts is presented. The relevance of influences on child development – biologic, caregiving, cultural, psychological, and social – is discussed. The transactional model is presented as an integrative theoretical framework for early intervention.


Required Reading:

Recommended Reading:
1. California Preschool Infant Toddler Foundations
2. California Preschool Learning Foundations 1
3. California Preschool Learning Foundations 2
III.  **April 15: DEVELOPMENTAL VULNERABILITY: Individual children, populations, and communities**  
*Candace Gragnani, MD, MPH*

This session discusses the biological, psychological, social, and emotional factors that influence childhood development. We will review the epidemiology of early childhood risk, as well as the origins and manifestations of developmental disabilities. We will also explore why developmental vulnerability concentrates in certain communities.

**Required Reading:**

**Recommended Reading:**
[http://www.ucl.ac.uk/lc_ccr/centrepublications/workingpapers](http://www.ucl.ac.uk/lc_ccr/centrepublications/workingpapers)

IV.  **April 22: BUILDING BLOCKS OF AN ECD SYSTEM: ECE, Developmental Health Services, Family Support**  
*Neal Halfon, MD, MPH*

This session addresses the origins and development of early childhood service building block programs- Early Care and Education, Health Care and Family Support. Early care education includes child care, preschool, as well as programs such as Head Start and Early Head Start. Health care includes the provision of pediatric well-child and developmental services, as well as other health related services organized to optimize child health outcomes. Family Support services include family resource programs such as Hope Street Family Center and other services including WIC. As each of these service sectors has evolved to provide better and more expansive early childhood services, they are starting to connect and integrate their approaches.

**Websites to Review:**  
[http://www.strengtheningfamilies.net/](http://www.strengtheningfamilies.net/)  
[http://www.reachoutandread.org/](http://www.reachoutandread.org/)

**Required Reading:**

**Recommended Reading:**


**V. April 29: SERVICE SYSTEMS & MODELS**

*Alice Kuo, MD, PhD*

This session explores practical issues relevant to building community systems of care that support the development of young children. Local, national, and international examples of programmatic approaches are discussed, including the Early Developmental Screening Initiative, First 5 Los Angeles Best Start Initiative, Magnolia Place Family Center and Orange County LEAPS programs.

Websites to Review:  
- http://www.all4kids.org/magnolia.php  

**Required Reading:**


**Recommended Reading:**


VI. **May 6: ASSESSMENT**

*Lisa Stanley, DrPH*

This session discusses assessments of children, families, and communities. Individual assessment is contrasted with community-level assessment. The TECCS-EDI: *Transforming Early Childhood Community Systems (TECCS) using the Early Development Instrument (EDI)* is presented as a population-based approach to monitoring child development (school readiness) at the community level.

Websites to Review:
The Offord Centre: [http://www.offordcentre.com/readiness/SRL_project.html](http://www.offordcentre.com/readiness/SRL_project.html)
Human Early Learning Partnership: [http://www.earlylearning.ubc.ca/EDI/](http://www.earlylearning.ubc.ca/EDI/)

**Required Reading:**


2. First 5 LA Research Brief: Lessons From the Universal Preschool Child Outcomes Study. *First 5 LA*

**Recommended Reading:**


VII. May 13: EVALUATION & PERFORMANCE  
Priyanka Fernandes, MBBS, MPH  
This session addresses the effectiveness of preschool, Head Start and other early intervention programs - what works, how to assess what works in community settings, and how to improve the delivery of services.

Required Reading:

Recommended Reading:

VIII. May 20: ECONOMICS & FINANCING  
Alice Kuo, MD, PhD  
This session addresses sources and strategies for funding early childhood systems. We will begin with the neuro-economics of ECD and how economists and neuroscientists have come together to revalue ECD; how cost benefit studies have led to rethinking our approach to young children. We will then discuss how ECD services, programs and systems have traditionally been funded, and the limitations with this approach. We will use Hope Street and Magnolia Place as examples. We will then discuss potential innovations in ECD funding.

Website to Review: http://www.partnershipforsuccess.org/index.php?id=01

Required Reading:

Recommended Reading:
3. Isaacs J, Lauderback E. Children’s Programs Receive Smaller Increase Than Other Programs in the 2020 Labor HHS Education ACT; *Urban Institute*. February 2020


IX. May 27: POLICY: State, National, and International Initiatives

Alice Kuo, MD, PhD

During this session, we discuss policy initiatives currently underway that address early childhood development at the national, state and local level. These will include: the US State Early Childhood Comprehensive Systems Initiative state level initiatives like First 5 California; and local initiative in cities and communities.

Websites to Review: [http://www.buildinitiative.org/content/health-policy](http://www.buildinitiative.org/content/health-policy)
[www.zerotothree.org/](http://www.zerotothree.org/)

Required Reading:


Recommended Reading:


X. June 5: STUDENT PRESENTATIONS

For this final session, students will deliver a 10-minute presentation describing their analysis of some aspect of early intervention in Los Angeles. Examples are description of a site visit to an early intervention program; interview of a key player in early intervention (health department
official, First 5 commissioner, director of a private nonprofit organization), or an analysis of policy issues relevant to early intervention. Each presentation is followed by 5 minutes of class discussion.