



## ***Early Childhood Policy In Institutions of Higher Education***

*An Initiative Funded by the Heising-Simons Foundation  
and the Buffett Early Childhood Fund*

Created originally as a prototypical module by the Early Childhood Policy in Institutions of Higher Education (ECPIHE) initiative, this document has been modified for use by (*insert university name*) for use in its (*insert program name*). This document supports ECPIHE’s foundational intent to create and support a cadre of scholars who address early childhood policy. Moreover, it acknowledges ECPIHE’s purposeful creation of comprehensive and adaptive materials that are designed to be modified to reflect the instructional goals and needs of diverse contexts and users. For more information about ECPIHE and/or to learn about additional coursework related to the initiative, please visit <http://policyforchildren.org/ecpihe/>

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This module is Module 11 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.

<b>Title</b>	<b><i>Module 11 – Creating Policy: The Roles of Timing and Advocacy</i></b>
<b>Learning Outcomes</b>	<p><b><i>By the end of the session, students will:</i></b></p> <ul style="list-style-type: none"> <li>• Understand the importance of timing for policy creation;</li> <li>• Understand the difference between policy and advocacy;</li> <li>• Understand major influencers of policy;</li> <li>• Understand role of communications in advocacy.</li> </ul>
<b>Content</b>	<p><b><i>PART I – Creating Policy Windows for Change (~20 minutes)</i></b></p> <ul style="list-style-type: none"> <li>• When do issues become a policy-relevant problem?</li> <li>• Who contributes to the shaping of a policy?</li> <li>• Why do certain policy proposals or issues get more traction than others?</li> </ul> <p><b><i>PART II – Discern Between Advocacy and Policy (~10 minutes)</i></b></p> <ul style="list-style-type: none"> <li>• Advocacy <ul style="list-style-type: none"> <li>○ Definition: Taking action that supports a position or stance, with the goal of influencing outcomes</li> <li>○ Examples of advocacy in ECE (Head Start, CCDBG)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Policy <ul style="list-style-type: none"> <li>○ Definition: A principle or course of action; a plan usually as pursued by a government or an organization.</li> </ul> </li> <li>• Lobbying</li> <li>• Distinguish between policy, advocacy, and lobbying</li> </ul> <p><b><i>PART III – Identify Major Policy Influencers (~30 minutes)</i></b></p> <ul style="list-style-type: none"> <li>• Policymaking structures <ul style="list-style-type: none"> <li>○ U.S. policy process designed to be porous and influenced by many</li> <li>○ Different policymaking venues have different levers for influence (e.g., legislative more transparent, Executive Order less so)</li> <li>○ Impact of laws, regulations, and the roles of bureaucracy</li> </ul> </li> <li>• Research <ul style="list-style-type: none"> <li>○ Briefly discuss Perry, Abecedarian, Chicago and their impact</li> <li>○ Role of neuroscience research</li> </ul> </li> <li>• Foundations and Policy Advocacy Organizations <ul style="list-style-type: none"> <li>○ Seminal role in establishing ECE institutions (CDF, CDA)</li> <li>○ Supporters of innovation</li> <li>○ Funders of research</li> </ul> </li> <li>• Business, Industry, Professionals, and Community Leaders/Stakeholders <ul style="list-style-type: none"> <li>○ Opinion influencers via formal testimony and contacts</li> <li>○ Leaders in influencing own organizations</li> <li>○ Professionals (e.g., pediatricians)</li> <li>○ Civic and municipal leaders/providers (e.g., police chief, sheriff)</li> </ul> </li> <li>• Media <ul style="list-style-type: none"> <li>○ As direct influencers of children’s policy (e.g., Sesame Street)</li> <li>○ Conventional media as influencers of popular thinking, elites</li> <li>○ Social media as tool for training/communicating</li> <li>○ Types of advocacy communications: <ul style="list-style-type: none"> <li>▪ Oral and written testimony – audience of policymakers seeking general information or reactions/suggestions to specific legislation</li> <li>▪ Elevator pitch – a legislator/governor has only two minutes; grabbing attention; making an “ask”</li> <li>▪ Grassroots alert – motivating; simple message; steps to complete</li> <li>▪ Social Media – following legislators, reporters</li> </ul> </li> </ul> </li> <li>• <i>Discussion: In reading Olivia Golden’s testimony, what were her primary messages? How did she use both data and values statements?</i></li> </ul>
<b>Delivery Method</b>	<ul style="list-style-type: none"> <li>• 60 minutes: PowerPoint accompanied by lecture</li> <li>• 15 minutes: Application activity</li> <li>• 15 minutes: Extracting the lessons learned and summary</li> </ul>
<b>Application Activity/ies</b>	<ul style="list-style-type: none"> <li>• Option I: Discuss Kingdon framework and identify the forces that contributed to the policy change in DC child care teachers’ qualifications and the reaction from the opposition. Develop recommendations that</li> </ul>

	<p>could have improved the policy and/or minimized the pushback.</p> <ul style="list-style-type: none"> <li>• Option II: Message box – hand out a policy to influence. E.g., make the state’s preschool program universal instead of targeted; raise the qualifications of preschool teachers; tax alcohol for child care subsidies. Create a message box of pros/cons. Share out: What were the messages and how did you use data, research, values (or not)? Who would be the best messengers?</li> </ul>
<p><b>Suggested Readings</b></p>	<p>Advocates for Children of New York. (n.d.) <i>Action alert: Support early childhood education</i>. Retrieved from <a href="https://www.advocatesforchildren.org/sites/default/files/Early%20Childhood%20Action%20Alert%20-%206-12.pdf?pt=1">https://www.advocatesforchildren.org/sites/default/files/Early%20Childhood%20Action%20Alert%20-%206-12.pdf?pt=1</a></p> <p>Advocacy &amp; Communication Solutions LLC. (n.d.) <i>Know the difference between lobbying and advocacy</i>. Retrieved from <a href="http://www.advocacyandcommunication.org/wp-content/themes/acs/docs/resources/redesigned_tools/Difference_in_Lobbying_and_Advocacy.pdf">http://www.advocacyandcommunication.org/wp-content/themes/acs/docs/resources/redesigned_tools/Difference_in_Lobbying_and_Advocacy.pdf</a></p> <p>American Academy of Pediatrics. (n.d.) <i>Advocacy training modules – Communication training module</i>. Retrieved from <a href="https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/CPTI/Pages/Advocacy-Training-Modules.aspx">https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/CPTI/Pages/Advocacy-Training-Modules.aspx</a></p> <p>American Academy of Pediatrics. (n.d.) <i>Advocacy training modules - Overview of the legislative process</i>. Retrieved from <a href="https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/CPTI/Pages/Advocacy-Training-Modules.aspx">https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/CPTI/Pages/Advocacy-Training-Modules.aspx</a></p> <p>Center for Law and Social Policy. (2014). <i>The foundation for success: Strengthening the Child Care and Development Block Grant Program</i>. Hearing Before the Subcommittee on Early Childhood, Elementary, and Secondary Education, U.S. House of Representatives Committee on Education and the Workforce. Testimony of Olivia Golden. Retrieved from <a href="https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Olivia-CCDBG-testimony-3-25-final.pdf">https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Olivia-CCDBG-testimony-3-25-final.pdf</a></p> <p>Kingdon, J. (1984). <i>Agendas, alternatives, and public policies</i>. Boston, MA: Little, Brown, and Company.</p> <p>Office of the Federal Register. (n.d.) <i>A guide to the rulemaking process</i>. Retrieved from <a href="https://www.federalregister.gov/uploads/2011/01/the_rulemaking_process.pdf">https://www.federalregister.gov/uploads/2011/01/the_rulemaking_process.pdf</a></p> <p>Results. (2009). <i>Empower yourself: Activist milestone #2 – Create and deliver your epic laser talk</i>. Retrieved from <a href="https://results.org/resources/empower-yourself-activist-milestone-2/">https://results.org/resources/empower-yourself-activist-milestone-2/</a></p>