



**The Child Care Planning Council compiled these resources from a variety of electronic newsletters. We have now compiled them by subject. We hope it is helpful!**

### **Media and Advocacy Reports and Resources**

- **An Analysis of U.S. Newspaper Coverage of Early Childhood Education:** A new report from Columbia University's Hechinger Institute on Education and the Media describes U.S. newspaper coverage of issues surrounding early childhood education as "shallow." As a result, parents, the public, and elected officials making funding and policy decisions may not have the real story about early education and child care. The report is available at: [http://www.tc.columbia.edu/centers/hechinger/resources/EARLYCHILD-Report\\_Final\\_1.pdf](http://www.tc.columbia.edu/centers/hechinger/resources/EARLYCHILD-Report_Final_1.pdf)
- **Leading the Way to Quality Early Care and Education:** This recently released technical assistance CD-ROM includes video clips, PowerPoint presentations, handouts and electronic links and is particularly useful for training staff, learning what states are doing to support early learning, and finding print and online resources. A complimentary copy of the CD-ROM can be ordered from the Child Care Bureau website. [http://www.acf.hhs.gov/programs/ccb/ta/ltw\\_cd.htm](http://www.acf.hhs.gov/programs/ccb/ta/ltw_cd.htm)
- **ENGAGING THE PUBLIC TO GET EVERYBODY READY FOR SCHOOL:** For communities dealing with contentious problems, public officials wrestling with tough policy choices or organizations faced with an apathetic or angry public, public engagement offers a means to: (1) Help citizens understand complex problems; (2) Involve those who are normally excluded from policy debates; (3) Promote productive public and leadership dialogue; and (4) Create momentum for change by building common ground, managing differences and creating new partnerships. To further these aims, Public Agenda had released a new discussion guide called, "Everybody Ready for School," focusing on the best ways to ensure high-quality pre-school and other school readiness programs for children. Choicework Guides support dialogue and deliberation on a wide variety of issues. They have been used by thousands of citizens looking to gain perspective on public issues. With the support of the Graustein Memorial Fund, Public Agenda created video and print discussion materials for use in community conversations nationwide. The materials are already being used in Connecticut to help communities engage on this critical education issue. [http://www.publicagenda.org/pubengage/pdfs/school\\_readiness.pdf](http://www.publicagenda.org/pubengage/pdfs/school_readiness.pdf).
- **Glossary of Policy & Advocacy Terms: The ABCs and Acronyms of Infant-Toddler Policy:** In some ways, becoming an advocate means learning a new language -- the language of the public policy process. So ZERO TO THREE developed a glossary of policy and advocacy terms specifically for the infant-toddler field. This advocacy tool helps you make sense of the terms and acronyms commonly used in the public policy and advocacy arena, so you can be an effective communicator and an effective advocate for infants and toddlers. [http://www.zerotothree.org/site/DocServer/BM\\_FeatureArticle\\_5\\_14\\_07.pdf?docID=3281](http://www.zerotothree.org/site/DocServer/BM_FeatureArticle_5_14_07.pdf?docID=3281)

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- **Camera-Ready Articles for Use in Newsletters, Web Sites, and More ZERO TO THREE** has developed a set of camera-ready articles on a variety of child development topics for educational, non-profit use. This series of articles, entitled "Pointers for Parents," is designed to be reproduced "as-is" and the series is ideal for use in newspapers, magazines, newsletter features, and on Web sites. You do not need to obtain further permission to use these articles "as-is" - just download and share them with others. The topics include: Pointers for Parents: Play to Learn Pointers for Parents: Keep Your Youngsters on the Go, Pointers for Parents: Smart Ways to Help Children Learn. These free articles are available at: [www.zerotothree.org/handouts](http://www.zerotothree.org/handouts).
- **Framing the Birth to Three Agenda: Lessons Learned from Pre-K Campaigns: A report for the ZERO TO THREE Policy Center in partnership with the FrameWorks Institute: INTRODUCTION:** Advocates in the early childhood arena recognize that creating motivation in support of policies to help young children requires more than appeals to "help kids." There are innumerable variables in the thinking of a given individual which can lead to different degrees of support for a given program – a person's factual understanding of the policies in question; their grasp of various aspects of development; their attitudes about the relationship between families and society; their general level of civic engagement; their level of concern about children; their other priorities; their feelings about schools, about the government, about scientists; and so forth. Likewise, there are a wide variety of strategies for communicating about kids – focusing on different aspects of problems and solutions relating to children. Each of these communicative strategies represents a different way of "framing" children and children's issues – and each leads to different conclusions and outcomes. You can access the full report by going here: [www.zerotothree.org/policy/policybriefs/framing9-04.pdf](http://www.zerotothree.org/policy/policybriefs/framing9-04.pdf)
- **Time to Notice: Alameda County Family Child Care Coalition Member Featured in Letter to the Editor:** (published in the April 16, 2005 edition of the Fremont Argus, full text follows): THE PUBLIC has read and heard a great deal about the importance of universal preschool. Communities like San Mateo and Los Angeles are launching broad efforts to offer a preschool education to all 4-year-olds. I am a family child care provider and read an earlier opinion piece by Assemblywoman Wilma Chan in which she imagines a park bench conversation with the governor. If I had been on that park bench with them, I would have discussed the benefits of quality family child care to California's preschool-aged children. There are many of us who provide child care in our homes who also have the requisite credentials to give credibility to our chosen profession. I am one of many who possess a preschool teaching credential from the state of California. This coveted document, signed by the governor, says that I am qualified to teach preschool. The only difference is that I do so in my home instead of a large center. Studies show that most young children do better in a smaller, more nurturing environment. It is time for the public to notice our ability and willingness to provide a quality preschool education. We have the education and the experience it takes. Send us the children. --Lynda Schwabe, Union City. Access the letter on-line at: [http://www.insidebayarea.com/searchresults/ci\\_2665695](http://www.insidebayarea.com/searchresults/ci_2665695)



- **New Online Video on ECE Advocacy:** Educational Productions has created a 10-minute online video titled "[Say Yes, Now!](#)" to help advocates show why investing in high-quality early care and education pays off for young children and has lasting social and economic benefits. PNC Financial Services Group released results of a [poll](#) it commissioned to gauge support for state and federal pre-k investments among the general public and several key groups, including parents, teachers, business executives, and members of Congress.
- **Free Video Resources for Parents (Narrated by Oprah Winfrey and Maya Angelou):** Voices for Illinois Children is phasing out a very successful statewide public awareness campaign entitled "Start Early: Learning Begins at Birth." This campaign focused on the crucial brain development that occurs in the first few days, months and years of life and provided information for parents, community leaders and policy makers. The materials for parents included videos and an educational tool entitled "Kid Basics". Materials are free, but you cover shipping and handling. Resources include:
  - "Begin with Love. The First Three Months: Connecting with Your Children" (narrated by Oprah Winfrey/English, Christina Saralegui/Spanish - 50 per case - app. \$15-\$20/case S&H.
  - "It Feels Good to Help Your Baby Learn" (targeted to first time mothers between the ages of 14-24) - 50 per case - app. \$15-\$20 per case S&H.
  - "Grand parenting: Enriching Lives" (narrated by Maya Angelou/English, Don Francisco/Spanish). Available in packaged box described below only.
  - "Kid Basics - Tips, Tricks and Answers to Help You Care for Your Young Child" (at-a-glance child development information). Available in packaged box described below only.
  - Packaged box includes: 1.Begin with Love/English video, 1. Grand parenting/English video, 1.Kid Basics tool - \$5 S&H
  - Contact Brenda Baker at Voices for Illinois Children 312-516-5554, [BBaker@voices4kids.org](mailto:BBaker@voices4kids.org), for more information.
- **December 2006 California Community Care Licensing Division's Child Care Update:** This update includes new legislation and information on implementation by Licensing. These 12 page updates are invaluable for family day care, centers and advocates. <http://ccl.dss.cahwnet.gov/res/pdf/CCUpdate1206.pdf>. Also helpful is the following link to the Community Care Licensing Child Care web page. [http://ccl.dss.cahwnet.gov/ChildCareL\\_1728.htm](http://ccl.dss.cahwnet.gov/ChildCareL_1728.htm).
- **CHOICES: War in Iraq Or 47,487,032 Children Attending One Year of Head Start?:** The cost of war in Iraq has exceeded \$350 billion and the cost to American taxpayers continues to increase. Federal funding requests by President Bush to support his new plan to send more than 20,000 additional troops to Iraq remind the American people

of the important tradeoffs in continuing to wage war. The National Priorities Project

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estimates that \$350 billion would have built more than 35,000 new elementary schools nationwide or hired 6 million teachers. Click the link below to view comparisons of war costs to funding Head Start, expanding health insurance to children, funding public education, providing college scholarships, and building safe and affordable public housing. <http://costofwar.com/index-public-education.html>

- **The Challenge of Assessing Policy and Advocacy Activities: Part II - Moving From Theory to Practice:** This 68 page report from Blueprint Research & Design for The California Endowment, follows our previously published The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach (October 2005). [http://www.calendow.org/reference/publications/pdf/npolicy/51565\\_CEAdvocacyBook8FINA\\_L.pdf](http://www.calendow.org/reference/publications/pdf/npolicy/51565_CEAdvocacyBook8FINA_L.pdf) Our work responds to grantees' and funders' growing need to answer the question: "How can we show we're making a difference?" in the complex realm of advocacy. Our new report is based on a ground-breaking convening of advocates, foundation staff, and evaluators we organized with The Endowment to discuss the most effective ways to evaluate the impact of policy and advocacy grantmaking. One of our goals is to help non-profit grantees and their funders embrace meaningful evaluation as a tool for learning and a valuable step in advancing social change. We have synthesized the participants' insights and offer them as guidance for moving forward on the strategies we laid out in the first paper. [http://www.calendow.org/reference/publications/pdf/npolicy/51565\\_CEAdvocacyBook8FINA\\_L.pdf](http://www.calendow.org/reference/publications/pdf/npolicy/51565_CEAdvocacyBook8FINA_L.pdf)
- **The “Accidental” Advocate: Wearing Two Hats as Researcher and Advocate to Reach Young Children:** Dr. Eva Marie Shivers, Assistant Professor, University of Pittsburgh, School of Education asks, how does one navigate the seemingly different worlds of being an objective researcher and an effective advocate for infants and toddlers? Click here to read the story of how Dr. Eva Marie Shivers learned to conduct the type of research that is respected by her academic peers, yet also informs local community action and promotes social change. [http://www.zerotothree.org/site/DocServer/FeatureArticle\\_4\\_2\\_07\\_BM.pdf?docID=3021](http://www.zerotothree.org/site/DocServer/FeatureArticle_4_2_07_BM.pdf?docID=3021)
- **CDF Action Council Ranks Legislators on Their 2005 Votes to Protect Children:** The CDF Action Council today released its 2005 Children's Defense Fund Action Council Nonpartisan Congressional Scorecard. It includes annual rankings of Members of Congress according to how often they voted to protect children during the 2005 congressional session. Twenty-three Senators and 90 House Members consistently voted to protect children and scored 100 percent. Almost one-third of the Senators and more than one-third of the House Members scored zero for 2005 in voting on legislation that will impact the lives of children in America. The 2005 Congressional Scorecard tallied nine Senate votes and nine House votes that directly impacted the lives of children. Because heated debate about taxes and the federal budget consumed much of the 2005 Congressional session, many of the Scorecard's votes are focused on the federal budget and tax bills. The complete 2005 Children's Defense Fund Action CouncilSM Nonpartisan Congressional Scorecard provides



charts showing how all Members of Congress and state delegations voted on key legislation affecting the lives of children. The report is available online at <http://www.cdfactioncouncil.org/scorecard2005.pdf>.

- **Evaluating Advocacy and Policy Change from the Harvard Family Research Project:** The newest issue of "The Evaluation Exchange" focuses on evaluating advocacy and policy change: Advocacy that influences or informs public policy has the potential to achieve large-scale results for individuals, families, and communities. Consequently, there is much interest in understanding how to make advocacy and policy change efforts more effective. While previously relegated as "too hard to measure," advocacy evaluation has become a burgeoning field. This 32-page issue of "The Evaluation Exchange" helps to build this new field by defining the developments that are shaping it and showing how enterprising evaluators, nonprofits, and funders are tackling the advocacy evaluation challenge. Download a copy or read the HTML version at: <http://www.gse.harvard.edu/hfrp/eval/issue34/>.
- **Making a Difference: Excellence in Early Childhood Education: Recommendations to the 110th U.S. Congress:** NAEYC offers this Call to Action for the 110th Congress to provide a federal commitment to the goal of providing all children with the early development and learning experiences that make them successful in school and beyond. The recommendations in this document are both necessary and achievable and reflect research and experience on how to support children's positive development and learning. Collectively, the NAEYC recommendations represent essential, interlocking elements of high-quality programs for all children from birth through the early elementary grades. Download the document here: <http://www.naeyc.org/policy/federal/pdf/CALLtoACTION107Combo.pdf>.
- **Minding Young Minds: An Interview with Edward F. Zigler.** By Richard L. Colvin. Analysis and Perspectives. (Education Sector, Washington, DC) March 8, 2007. 8 p ["Edward F. Zigler has been a leading national authority on child development and early learning for more than four decades. Today, as growing numbers of policymakers embrace pre-kindergarten as an important source of education opportunity, Zigler, an active scholar and prolific author at 77, continues to play a central role in shaping the nation's thinking on early learning. Born in Missouri to Polish immigrant parents, he earned a doctorate in developmental psychology from the University of Texas - Austin in 1959 and began teaching in the psychology department at Yale University the same year. In 1964, Zigler was appointed to a White House panel that spawned the creation of the federal Head Start program for economically disadvantaged children a year later. Zigler became the first director of the federal Office of Child Development (now the Administration on Children, Youth and Families), where he administered Head Start and programs to improve child care. Three decades later, he headed a national commission on infant care that inspired the federal Family and Medical Leave Act of 1993, a law that gives working parents greater opportunities to be with their newborn children."] Full text at: [www.educationsector.org/analysis/analysis\\_show.htm?doc\\_id=468476](http://www.educationsector.org/analysis/analysis_show.htm?doc_id=468476).
- **Using Web Tools to Become a Strong Voice for Babies:** Sometimes it is hard to remember what it was like before email, the internet, blogs and other technologies readily

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used in our lives today. We have come to rely on the ability to communicate quickly and search for information on virtually any topic under the sun. But even as we have transitioned into the internet age, there are technologies at our disposal that often go unnoticed or are under-utilized. In our efforts to create a strong voice for babies, the ZERO TO THREE Policy Center is utilizing web-based tools designed to help you advocate with ease. This advocacy article highlights the features of the web tool, and how you can use it to take a more active role in the public policy process. [Read it now!](#)

- **Investing in Quality: Policies, Practitioners, Programs and Parents: A Four-Point Plan to Deliver High Quality Early Learning and Care Services in Ontario:** This report is the government's framework to ensure exemplary practices in early learning and care settings. This report is the work of an expert panel on quality and human resources in early learning settings. The panel focused on four points: The panel writes: "... it will not be enough to establish a College of Early Childhood Educators and a recruitment campaign, if the system does not address the fundamental issue of wages and working conditions. It will not be enough to set quality standards, if the system is not funded at a level to support quality. It will not be enough to increase education requirements for practitioners without providing appropriate education programs and accessible, meaningful opportunities for professional development. It will not be enough to upgrade practitioner qualifications if practitioners do not have the resources, learning environments and supports they need to deliver high quality, inclusive, evidence-based programs."  
[www.children.gov.on.ca/NR/CS/Publications/QHRReport\\_en.pdf](http://www.children.gov.on.ca/NR/CS/Publications/QHRReport_en.pdf)
- **DELIVERED PAPERS AND ARCHIVED VIDEO OF SPEAKER PELOSI'S NATIONAL SUMMIT ON AMERICA'S CHILDREN AVAILABLE ON WEB:** The delivered papers and an archived video stream of the proceedings of US Speaker Pelosi's National Summit on America's Children is now available. <http://speaker.gov/issues?id=0032>.
- **National Early Intervention Longitudinal Study Releases 10-Year Results:** Earlier this year, the National Early Intervention Longitudinal Study (NEILS) released the final report from a 10-year study that looked at policy issues related to infants and toddlers with disabilities and their families. The first national study of its kind, the [NEILS report](#) presents the findings on a national sample of children and their families, as well as discusses the implications for policy and practice.  
[http://www.sri.com/neils/pdfs/NEILS\\_Report\\_02\\_07\\_Final2.pdf](http://www.sri.com/neils/pdfs/NEILS_Report_02_07_Final2.pdf)
- **Framing Early Childhood Development: Recommendations for Infant-Toddler Professionals & Advocates:** This new article in the framing series explores specific early childhood frames, the impact of those frames on how people reason about infant-toddler development, and the consequences of those messages for public policy. We also include practical tools which infant-toddler advocates can use to develop their own messages about infant-toddler policy issues. By learning the best ways to communicate about early childhood

development, we can ensure that the needs of babies, toddlers and their families are met through effective public policy.

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<http://www.zerotothree.org/site/DocServer/Framing4.pdf?docID=3541>

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