

Speaking About the Workforce



Shaping Policy

Shaping public policy is a complex and multifaceted process that involves the interplay of numerous individuals and interest groups competing and collaborating to influence policymakers to act in a particular way.¹ Individuals and groups use a variety of tactics and tools to advance their aims, including advocating their positions publicly, attempting to educate supporters and opponents, and mobilizing allies on a particular issue.

"Systems don't change - people do."
– Jim Wotring, Georgetown University

"Public policy can be generally defined as the course of action or inaction taken by governmental entities with regard to a particular issue or set of issues."² Public policy priorities are influenced by advocacy. Sound research, data, real stories and intentional strategies, including those below, can be used to educate the public and improve public policies impacting the early care and education workforce.

Understanding the Issues

Knowing about the topic or issue you seek to change and how to make change happen are critical to the success of your efforts. Research your topic thoroughly and be well versed in the content you will be sharing with allies and defending to those challenging your position or idea.

Taking Action

- Be proactive on workforce issues
- Represent workforce issues at many tables
- Share real workforce voices and stories
- Unite partners and stakeholders around a vision for what a better educated and compensated workforce means for children
- Use sound, strong data to make the case for workforce needs and funding for effective strategies
- Know your organization's strengths and limitations
- Connect public self-interest to workforce issues
- Use grassroots and grassroots strategies to share workforce needs
- Keep workforce constituencies in regular contact with policymakers
- Build allies and coalitions that will share and address workforce needs
- Be a good advocacy partner
- Educate, educate, educate

Resources

Tips for Successful Legislative Meetings

- > <http://myapa.planning.org/advocacy/meetings.htm?project=Print>

Linking Economic Development and Child Care

- > <http://government.cce.cornell.edu/doc/reports/childcare/research.asp>

Making the Case for Investing in Early Childhood Development

- > <http://www.childrensdefense.org/child-research-data-publications/early-childhood-child-care.html>

Child Advocacy Action That Works

- > <http://www.naeyc.org/policy/advocacy>

Child Care Workforce

- > http://www.naccrra.org/randd/data/rpt_workforce.php?orderby=State
- > <http://www.naeyc.org/policy/advocacy/ECWorkforceFacts>

The Early Care and Education Workforce

- > http://www.cornerstones4kids.org/images/teachers_report_0107.pdf

Making the Case for Compensation

- > http://www.childcareservices.org/_downloads/TEACH%20annual%20report_08.pdf

Child Care and Early Education

- > <http://www.nwlc.org/display.cfm?section=childcare>

"Powerless children need powerful friends."
—Stuart Stotts, Composer/Singer



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PO Box 901
Chapel Hill, NC 27514
919.967.3272 – telephone
919.967.7683 – facsimile

www.childcareservices.org

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¹ <http://www.musc.edu/vawprevention/policy/definition.shtml/>

² http://en.wikipedia.org/wiki/Public_policy