

## LOBBYING AND ADVOCACY

### Similarities and Differences

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People sometimes confuse the words “lobbying” and “advocacy.” The legal definition of lobbying usually involves attempting to influence legislation. Advocacy covers a much broader range of activities that might or might not include lobbying. One way of differentiating between the two terms is to understand that lobbying always involves advocacy but advocacy does not necessarily involve lobbying.

For example, a group might picket or boycott a store to stop it from selling a particular product. That action is advocacy and it might result in the store discontinuing sale of the product.

If that advocacy is not successful, the group might, as a next step, urge the city council to pass an ordinance prohibiting sale of the product. That action, to influence legislation, is lobbying.

Lobbying is only a small part of the advocacy carried out by nonprofits. Almost all social change has started with non-lobbying advocacy but ended with major lobbying efforts.

For example, the civil rights movement included sit-ins, marches, and other forms of protest, which were advocating for equal rights. Ultimately, that advocacy led to the enactment, through extensive lobbying, of the Civil Rights Act of 1964.

This kind of citizen action has been carried out repeatedly over the years by citizen groups working for the protection of women’s rights, child labor laws, stricter laws against drunk driving and smoking, requirements for safe drinking water and clean air, disabled persons’ rights, and many more. All initially combined a broad spectrum of non-lobbying advocacy activities, with lobbying employed somewhat later to achieve the needed change in public policy.

## MOVING THE INFANT-TODDLER POLICY AGENDA FORWARD TOGETHER: STRATEGIES TO BUILD SUCCESSFUL COALITIONS

At the local, state and federal levels, advocates are increasingly working together to bring the voice of infants, toddlers and their families to public policy. In many cases, they have formed coalitions or alliances of distinct partners who come together temporarily to take joint action in support of an infant-toddler policy agenda. Working in coalition can have many advantages for advocates, as it allows partners to have a larger impact with fewer resources. It is also a method by which diverse partners can come together around a common issue, and provide a united, clear message to policymakers about what is best for very young children.

The success of a coalition is largely influenced by its leadership, the internal structure and systems that have been put in place, the culture developed among partners, and the environment in which it exists. This article provides practical strategies and examples to help you navigate these four influential factors and build effective coalitions to improve policies for infants and toddlers in your state or community. The guidance presented here is based in part on the coalition experiences of the 2005-2007 Better Baby Care grantees: The Family & Workplace Connection (Delaware), Tennessee Family Child Care Alliance, Voices for Georgia's Children, and Wyoming Children's Action Alliance.<sup>1</sup>

### Leadership

Coalition leadership can take many forms, including having an established leader, rotating leadership positions, or shared leadership. Whatever the structure, effective leadership must bring together the perspectives of the varying coalition members to create a cooperative effort that is agreed upon by all members.<sup>2</sup> It is imperative that coalition leaders possess an understanding of the value of collaborative work and an ability to put the larger issue above individual concerns.<sup>3</sup> Possible strategies for successful coalition leadership are:

- ***Ensure that all partners feel ownership.*** Coalitions are often voluntary working groups and all members may not be able to contribute equal amounts of time and resources to the shared work. In some cases, this can result in the coalition's agenda being dominated by a few members, which may alienate other partners. Effective coalition leadership should work to ensure that partners remain invested by devising processes through which there is space and opportunity for each member to participate in strategy and decision-making.
- ***Hold a retreat.*** Participating in a coalition has many benefits, but it also takes quite a bit of work that can be additional to each partner's job responsibilities. Holding a retreat during which all partners are present at the table and are focused solely on the coalition's issue may be helpful in devising a strategy to move the work forward. Additionally, it is an opportunity for the group to establish trust and to strengthen their working relationships with each other.
- ***Set long- and short-term goals.*** Policy change does not happen overnight. Consequently, it is useful for the coalition to set clear goals that can be achieved in the near future, as well as goals that will take many steps to accomplish. At the beginning, work toward a specific goal that is timely and can be realistically accomplished during

the first year of the coalition's work. Once that goal is achieved, continue to build upon the momentum created and work toward long-term goals incrementally. For example, Georgia CAN, a statewide children's advocacy network, found that a specific call to action around the reauthorization of the State Children's Health Insurance Program helped coalition members become active and coordinated as a group, as it presented something immediate and timely in which partners could become engaged.

- ***Hire an external facilitator when necessary.*** In most cases, coalition leaders will have a vested interest in the group's agenda, and may not always be able to take the objective stance needed to move the work forward. When situations arise where consensus cannot be built around an issue and the work is halted, an external facilitator may be helpful in working through differences and finding common ground on which to move forward.

### **Internal Structure and Systems**

In many ways, coalitions are informal organizations and thus may need a defined structure and system of operation to perform well. While each partner has a defined role in his or her own organization, these roles may not always translate to the coalition work. Structure and systems will help to define the new coalition roles and ensure that they are well-understood by the group.<sup>4</sup> Additionally, a structure and system of operation will help to clarify expectations for coalition partners, and consequently increase their comfort with the coalition's work. Possible methods to develop internal structures and systems within coalitions are:

- ***Become highly organized at certain points.*** The work of an infant-toddler coalition will increase and decrease depending on many external factors, such as the legislature's schedule, release of new research that impacts the field, or social and cultural events that affect the lives of infants, toddlers and their families in your community. During a time of intense advocacy activity, increased organization may reduce the burden of work. By developing structures, such as task forces and regularly scheduled meetings, partners may be able to better handle the increased level of work. For example, the Coalition for Wyoming's Children established ground rules for operation before the intensity of their work on child care quality issues increased. This allowed time for the rules to be implemented and for partners to become comfortable with the coalition's method of operation.
- ***Assign discrete tasks.*** The workload of a coalition and the pace at which it is done can be challenging. Sometimes it is hard to determine who is responsible for different pieces of the work. To remedy this, it is helpful to assign discrete tasks to individuals or small groups. In this way, you capitalize on the skill sets that are present and also create a system of accountability for the work.
- ***Ensure a robust and diverse membership.*** In order for policy change to occur, an issue must rise above many competitors to grab the attention of policymakers. A coalition can be especially effective at accomplishing this task. By showing that a diverse group of individuals and groups committed to the needs of infants and toddlers agree on a specific issue, a coalition can heighten the visibility and importance of the issue. Coalitions should develop a system for outreach to new constituencies to ensure that its membership consists not only of likely allies, such as professionals in the field or children's organizations, but also unlikely partners, such as local business leaders, chambers of commerce, law enforcement, and economists. The diversity of voices advocating

together will help the infant-toddler policy agenda rise above competing interests and ultimately advance.

## **Culture**

The culture of a coalition can be thought of as the glue that holds the group together and guides how the coalition members act towards each other and their work.<sup>5</sup> While the components of a culture can be difficult to formally identify, it undoubtedly impacts the progress of a coalition's activities. For example, if a coalition's culture is one that promotes closed-door dealing and unequal sharing of information, it can hinder the group's ability to reach consensus on an issue and present a united voice. Conversely, if the culture is one of open communication and respect for the diversity of partners' values, it can aid the group in setting mutually agreed upon goals and a plan for implementation. Possible strategies that can be conducive to creating a productive culture within a coalition are:

- ***Be willing to think outside your comfort zone.*** Given the diverse perspectives and missions within any coalition, partners must be able to think beyond their own values and advocacy focus to understand the values of the other groups at the table. A willingness to stretch beyond your own approach to the coalition's issue will allow you to learn about fresh perspectives, reach new constituencies and ultimately build a stronger support base for your issue.
- ***Have a common focus.*** Putting aside individual interests to pursue a common goal is a difficult, but necessary task in coalition work. It often requires members to make a paradigm shift from working intensely in their own niche to a focus on what all members have in common – improving policy for infants, toddlers and their families. Members of the Tennessee Family Child Care Alliance experienced this paradigm shift as their focus moved from caring for the needs of the children directly in their care to working together to advocate for all of Tennessee's infants and toddlers. Once these shifts took place, the coalition was able to truly cohere around their issue and begin to move their collective agenda forward.
- ***Create a shared language to ensure consistent communication.*** If a coalition is to present a unified voice on infant-toddler issues, they also must have a consistent language with which to share their message. This requires that the coalition partners develop a common language with which to talk about their issue to both each other and to the outside world, so that communication is clear and misunderstandings are minimized.

## **Environment**

The environment in which coalitions form and operate can be an important factor in their functionality and success. External environmental factors, such as the political climate and the existing relationships and history among coalition partners, can have significant effects on a coalition's success in moving an infant-toddler agenda. Internal environment factors also come into play, such as the values, beliefs, knowledge and interests of the various coalition partners.<sup>6</sup> Methods for using environmental factors to strengthen your coalition include:

- ***Find an external champion.*** A supporter who is influential within your political arena can help a coalition get the infant-toddler message heard and also give credence to the issue beyond each partner's individual interest. Having the support of someone external to the coalition may also help to navigate the differences between partners and make their

common goal much clearer. The Tennessee Family Child Care Alliance works closely with a champion within state government to move forward the infant-toddler policy agenda. By developing this relationship, the advocates have ensured that the voice of infants and toddlers is represented in the policymaking process. Tennessee's champion serves as a conduit between the state's advocates and the decision-making process and has been instrumental in advocating for additional funding for infants and toddlers in the state and increased training and technical assistance for child care providers.

- ***Understand varying points of external stakeholders.*** Gaining support from various stakeholders external to your coalition that are needed to move your agenda forward will require employing diverse strategies. One size may not fit all. Depending on their interest and perspective, a stakeholder may have very different reasons to support or oppose your issue. Be sure to understand a certain group or individual's position about infant-toddler issues and devise a strategy that specifically targets their concern in a manner that is respectful to their position. While you may not be in agreement on this specific issue, it is quite possible that you may need to work together on a different issue in the future.
- ***Let go of the "nay-sayers."*** No matter how successful your coalition's campaign is, you may not be able to gain the support of each and every stakeholder in your state or community. Concentrate on those individuals or groups that are possible allies and place less focus on those you know will not work toward the common goal of the coalition.
- ***All partners must fully participate.*** Due to their overlap in interest in early childhood issues, some coalition partners may receive support from the same funders or have relationships with the same political allies. Consequently, partners may be hesitant to fully share their knowledge or resources. However, to function as a cohesive voice for infants and toddlers, all coalition partners must be willing to share some of their resources, although not all groups may be able to share equally.

## **Conclusion**

Working in coalition can be an effective strategy to further the infant-toddler policy agenda, both by combining resources with other organizations and advocates to lessen the burden on individual organizations, and also by creating cohesion and support around an issue from groups with diverse interests. Based on the strategies and experiences of other infant-toddler advocates, ZERO TO THREE Policy Network members can strive to participate in successful coalitions that effectively improve policy for infants, toddlers and their families.

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<sup>1</sup> The Better Baby Care Campaign worked to encourage and support states, tribes, and local communities to promote the healthy development of babies, toddlers, and their families. From 2003-2007, the ZERO TO THREE Policy Center facilitated Better Baby Care pass-through grants to state and community organizations to support advocacy activities which expand the scope of services for infants, toddlers and their families.

<sup>2</sup> Ibid.

<sup>3</sup> Stephen, Lynn; Lanier, Jan; Ramirez, Ramon; and Westerling, Marcy. 2006. *Building Alliances: Collaboration Between CAUSA and the Rural Organizing Project (ROP) in Oregon*. New York, NY: New York University, Research Center for Leadership in Action.

<sup>4</sup> Bolman, Lee and Deal, Terrence. 2003. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass.

<sup>5</sup> Ibid.

<sup>6</sup> Bolman, Lee and Deal, Terrence. 2003. *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass.

# WORKING IN COALITIONS

Often, one of the most powerful ways for nonprofits to engage in the public policy process is by working in coalition with other nonprofits. Effective coalitions can amplify nonprofit voices to legislators and the public, as well as allow coalition members to share the costs of their advocacy efforts.

## >> WHAT MAKES A COALITION?

Coalitions take many forms – from formal recognized legal entities to less formal relationships without legal recognition. Coalitions can also be used for a variety of purposes, all of which are perfectly acceptable. More importantly, a coalition may change from one form to another depending on the needs and goals of the membership. Coalition structures fall along a continuum of complexity, risk, and integration in order to serve their purpose:

- Developing and implementing a shared policy agenda around a common cause (e.g., child welfare, human services, the arts, etc.)
- Coordinating efforts on a specific issue campaign
- Providing mutual support by, for example, signing onto each other's campaigns without taking a highly visible or leadership role
- Sharing information to strengthen each coalition member's respective advocacy efforts

The type of coalition you choose to join or form depends on the advocacy needs of your organization as noted in your organization's public policy plan. (Don't have a public policy plan? Developing one is a critical first step. Visit [www.clpi.org](http://www.clpi.org) to learn how.)

## >> DECIDING TO JOIN A COALITION

When deciding whether or not to join or form a coalition, organizations should examine the advantages and potential challenges of membership. Some advantages of membership include:

### ■ INCREASED CREDIBILITY

An organization can increase the perception of its credibility by associating with recognized leaders on a particular issue and by simply being a part of a group – the power of numbers.

### ■ MAXIMIZED RESOURCES

Coalitions often split the cost of their work and share resources. This often allows member organizations to accomplish more than they would alone.

### ■ SHARED IDEAS

Coalition members gain exposure to innovative solutions and approaches and have the opportunity to learn from various members. Working in a coalition is also a good way for organizations new to advocacy to begin to engage in the public policy process.



## WORKING IN COALITIONS

While there are advantages to joining a coalition, the decision to join is one that should not be taken lightly since membership can come with some challenges, particularly if the coalition is not well structured. Potential challenges organizations should consider include:

**Unequal Workload** - An unbalanced organization where all members do not share the work or costs.

**Misplaced Recognition** - Credit for success in coalitions doesn't always go where credit is due.

**You're In or You're Out! Philosophy** - Some coalitions push members to tow the line on a particular issue or face exclusion.

**Unequal Power** - Large coalitions can result in small and medium sized member organizations getting lost in the shuffle and not having their voice heard within the coalition.

**Ideological Mismatch** - Your organization's ideological identity is often defined by your membership in a particular coalition, so choose your affiliations carefully. However, don't rule out "unlikely partnerships." As is often said in the advocacy world, today's opponent (on one issue), may be tomorrow's ally (on a different issue).

Despite the possible challenges of participating in a coalition, nonprofits can take certain steps to maximize the advantages of membership.

- **IDENTIFY PURPOSE** - Identify the purpose before you join or create a coalition.
- **INCLUDE ALL STAKEHOLDERS** - Make sure all relevant stakeholders of the issue are represented. Be sure to think beyond the "usual suspects."
- **UNDERSTAND LIMITS** - Understand the general limits and capacity of the member organizations and distribute responsibilities equitably.
- **CREATE BYLAWS** - Create formal or informal bylaws to govern proceedings and decision-making.
- **COMMUNICATE** - Encourage open communication and healthy conflict. Make sure members can disagree without looking like obstructionists.
- **ALLOCATE RESOURCES** - Allocate resources for administrative tasks needed to run the coalition.



## >> Additional Resources on Managing and Working in Coalitions

**NP Action - Coalition Building Resources**  
<http://npaction.org/article/archive/234>

**National Coalition Building Institute**  
[www.ncbi.org](http://www.ncbi.org)

**The Nimble Collaboration: Fine-Tuning Your Collaboration for Lasting Success**, by Karen Ray – Fieldstone Alliance  
[www.fieldstonealliance.org](http://www.fieldstonealliance.org)

**Fieldstone Alliance Nonprofit Guide to Forming Alliances: Working Together to Achieve Mutual Goals**  
[www.fieldstonealliance.org](http://www.fieldstonealliance.org)





## BUILDING RELATIONSHIPS: PARALLELS BETWEEN INFANT-TODDLER DEVELOPMENT AND THE PUBLIC POLICY PROCESS

### Introduction

*“Human relationships, and the effects of relationships on relationships, are the building blocks of healthy development.”<sup>1</sup>*

Working with infants, toddlers and their families is all about relationships. We know from scientific research that every domain of development is impacted by nurturing, caring relationships in early childhood.<sup>2</sup> “Babies are born with a drive to relate to and connect with others, and they continue to develop the social skills necessary to form strong, healthy relationships throughout their lives.”<sup>3</sup>

These findings teach us not only about babies, but about the ways in which people of all ages relate to others. Our understanding of relationships and early childhood development can help guide us in various aspects of our lives. Relationship-building is at the core of our work with young children, and it truly lies at the heart of effective policy, advocacy and systems work. That makes those of us in the early childhood community perfectly suited for policy work.

This article for *The Baby Monitor* explores relationship-building in early childhood *and* in the world of policy and advocacy. With a deeper understanding of relationships and how to build them, we can be stronger advocates for babies, toddlers and their families.

### Relationships & Infant-Toddler Development

School success begins not with learning ABCs as a preschooler, but with learning as an infant how to trust and feel secure, explore one’s environment and form close attachments. Research shows that it is these early experiences and warm, loving relationships that form “both the foundation and the scaffold on which cognitive, linguistic, emotional, social and moral development unfold.”<sup>4</sup> Healthy relationships can lead to positive developmental outcomes and conversely, the lack of relationships or negative relationships can sometimes lead to often serious developmental outcomes. When an infant experiences stable, quality relationships with other people, those relationships provide the basis “for a wide range of later developmental outcomes that really matter – self-confidence and sound mental health, motivation to learn, achievement in school and later in life, the ability to control aggressive impulses and resolve conflicts in nonviolent ways, knowing the difference between right and wrong, having the capacity to develop and sustain casual friendships and intimate relationships, and ultimately to be a successful parent oneself.”<sup>5</sup> At its core, relationship building is about establishing connections based on trust.<sup>6</sup> Strong, supportive relationships provide babies with the context for developing interpersonal skills and operating successfully in the world. “Relationships engage children in

the human community in ways that help define who they are, what they can become, and how and why they are important to other people.”<sup>7</sup>

Relationships among young children are also significant. Through their relationships with one another, young children “learn how to share, to engage in reciprocal interactions (e.g., taking turns, giving and receiving), [and] to take the needs and desires of others into account...”<sup>8</sup> The groundwork formed by all of these relationships serves us into adulthood, both personally and professionally. This is true in many respects, but particularly true of the policy and advocacy arena.

## Relationships with Policymakers

As adults, we are constantly forming relationships and rely on them for much of what we do in life. Our understanding of relationships and the ways in which they impact outcomes for infants and toddlers can be applied to the macro-level world of public policy, advocacy and systems change. “When you think about it, this makes sense – it is in the context of relationships that adults learn, that ideas and opinions are shaped and people are ultimately influenced to take action.”<sup>9</sup>

Policy change does not happen in a vacuum, and it does not happen because of one person alone. Often, there are many people involved in a public policy action, and logically, the relationships among the people included can have a significant impact on the success or failure of any proposed policy change. Public policy relationships are created at the federal, state and local levels. They also take place through advocacy and coalition activities. At the federal and state levels, it is important to cultivate relationships with Members of Congress, state legislators and their staff by offering your expertise on infant-toddler development and the role public policy can make in improving outcomes for our youngest children. When those relationships are built positively over the long term, it can result in being invited to present to Hill or State House staff, give testimony before Congressional or state legislative committees, and contribute legislative language and administrative rule language on policies related to infants, toddlers and their families. Building relationships at the federal and state levels can result in important policy changes for the children and families you serve.

At the federal and state levels, you may want to consider forming relationships with:

### **Federal**

*Members of Congress and their staff*

*Congressional committee staff (for committees that address early childhood issues and appropriations)*

*Federal agency staff* - Program administrators have significant control over program rules and regulations and set the course for how a program is implemented.

### **State**

*State legislators and their staff* (Note: Not all state legislators have staff.)

*State legislative committee staff* (for committees that address early childhood issues and appropriations or the budget)

*State agency staff* - Program administrators have significant control over program rules and regulations and set the course for how a program is implemented.

One successful example of relationships in state-level system building comes from Illinois. The Birth to Five Project in Illinois develops an annual work plan with responsibilities assigned to respective agencies and organizations. One of the most active committees is the Government Interagency Team, which is composed of early childhood program leaders from key city, state and federal agencies which fund and administer programs for young children. Relationships are developed among team members over time as they meet together to develop strategies and solutions to address systems gaps and barriers to providing collaborative, coordinated services. These partnerships and relationships among colleagues across government agencies are what make it a success. Projects often begin within the Birth to Five Project and then become embedded within state government. It serves as a catalyst to leverage change and to comprehensively organize around early childhood issues in Illinois. As a result of this collaboration, the state has done some impressive work around early childhood mental health consultation to early childhood programs, developmental screenings, and created the All Our Kids: Early Childhood Networks.

### Ways to Build Policy Relationships

You have several options for how to build relationships with policymakers, but the most effective ways are ones in which you are establishing personal and face-to-face contact with those who represent you. We encourage you to use a combination of strategies as you work to build relationships with your policymakers. Consider the following:

- Set up an in-person meeting, both at the State House, Capitol Hill or when policymakers are in their home district;
- Invite policymakers to visit your program;
- Phone, email and write letters;
- Add policymakers to your organization's mailing list for newsletters, annual reports, etc.;
- Send reports, research or other briefing materials you think would be useful as they determine policies for infants, toddlers and families; and,
- Send copies of newspaper articles, letters to the editor and/or opinion editorials which focus on infant-toddler issues in their district and were published in their local newspapers.

As you develop your skills as an advocate, think about these important elements of relationship-building with policymakers:<sup>10 11</sup>

- **Relationships are built over time.** You should expect to work hard developing and cultivating relationships over the long haul. When you have created a solid foundation of a relationship, it can lead to the policymaker or their staff asking for your input on infant-toddler issues.
- **Be proactive.** Think ahead about the kinds of information that will be useful to your policymakers and reach out before the time-crunch of a vote.

- **Base the relationship on trust.** Be honest and forthcoming about potential controversies. This will serve you well over the long term.
- **All relationships are a two-way street.** Remember, in addition to asking for their vote or help on a policy issue, you have something to offer the policymaker. You want to be seen as a knowledgeable and trusted resource to them.
- **Listening is as important as talking.** Take the time to hear and understand the perspective of those you are trying to influence. This will help you in addressing any questions or concerns raised.
- **Do your homework.** Spend time learning about your policymakers, just as you would when building a relationship with any person. What do (or did) they do in their professional career? What committees do they serve on? If they are married, what does their spouse do professionally or in a volunteer capacity? Do they have children and/or grandchildren? Do they volunteer anywhere? What are their interests? Also take the time to find out demographics about their district, so you are knowledgeable about their community.
- **Be gracious and courteous.** Make sure policymakers hear about what they have done well, as well as what you are displeased with. Always say thank you. Be comfortable letting others take credit.
- **Build relationships with all policymakers,** regardless of their political affiliation. Everyone has a role to play in supporting infants, toddlers and their families.

## Collaborations & Relationship-Building Outside Government

Policymakers are only one group of people with whom to form relationships in order to affect policy change. As noted above, public policy changes are more likely to occur when a variety of people come together around a common goal. When advocating for infants and toddlers, there is great power in collaboration and bringing a variety of perspectives to the table. Forming solid working relationships within the field is vital, and forming associations and collaborations with unlikely allies can lend strength to your advocacy efforts as well.

As you advocate for infant-toddler policy issues, there are many possible partners for your advocacy efforts, including:

- Other professionals working with infants, toddlers and families – Think about the many disciplines that touch the lives of babies and toddlers and reach out to professionals with whom you may have a common interest;
- Academics and researchers studying infant-toddler development;
- Physicians, nurses, dentists and other medical professionals serving families with young children;
- Business people, the local or state chamber of commerce and the local United Way;
- Law enforcement officials;
- Religious leaders;
- Professionals in the news media;
- Academics and researchers studying other disciplines, including economics, mental health, health, education, social work, business, sociology, women’s studies, environmental studies, communications, etc. You would be surprised how many

- people are interested in the connections between their discipline and early childhood development;
- Teachers and other education leaders;
  - Child advocacy organizations; and,
  - Parents and grandparents.

Be creative in thinking about who might have an interest in working with you to support infants, toddlers and their families.

## Conclusion

Our examination of relationships and relationship-building teaches us that we can be effective advocates by drawing on the same skills and resources we use in our work with infants, toddlers and their families. We encourage you to use this article as a guide as you reach out to form relationships that will improve public policies for infants, toddlers and their families.

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<sup>1</sup> Shonkoff, J. and D. Phillips. (Eds.) (2000). National Research Council and Institute of Medicine. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press.

<sup>2</sup> Ibid.

<sup>3</sup> ZERO TO THREE. "Supporting Your Child's Relationship-Building Skills." Retrieved on May 3, 2007 from [http://www.zerotothree.org/site/PageServer?pagename=ter\\_key\\_social\\_relationships&AddInterest=1157](http://www.zerotothree.org/site/PageServer?pagename=ter_key_social_relationships&AddInterest=1157).

<sup>4</sup> Shonkoff and Phillips.

<sup>5</sup> National Scientific Council on the Developing Child. (Summer 2004). "Working Paper #1: Young Children Develop in an Environment of Relationships." Harvard University: The Center on the Developing Child.

<sup>6</sup> Ibid.

<sup>7</sup> National Scientific Council on the Developing Child.

<sup>8</sup> Ibid.

<sup>9</sup> Yarbrough, K. (2006) Selections from "Be a Voice for Babies: Advocating for Infants and Toddlers at the Federal and State Levels." Power Point presentation jointly produced for the 2006 ZERO TO THREE National Training Institute by K. Yarbrough of the Ounce of Prevention Fund and D. Rappaport of ZERO TO THREE.

<sup>10</sup> Rappaport, D. and Yarbrough K. (July 2006). "Ensuring a Bright Future for Babies: How to Advocate Effectively for Infants and Toddlers." *ZERO TO THREE Journal*, Vol. 26, No. 6. Washington, DC: ZERO TO THREE: National Center for Infants, Toddlers and Families.

<sup>11</sup> Yarbrough, K. (2006).