

Grounding Early Childhood Workforce Advocacy in Communications Science

Welcome

**Webinar begins at 2:00 EST. Please use the dial-in number
for this webinar to access the audio and turn down the
volume on your computer.**

All participants will be on mute.

Please use Chat Box for questions.

Thank you for joining us today!



Grounding Early Childhood Workforce Advocacy in Communications Science



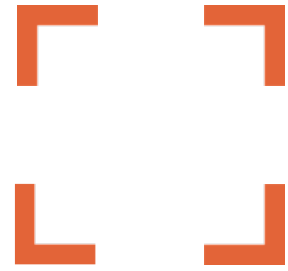
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Senior Researcher and Director of Interpretation
FrameWorks Institute



Grounding Early Childhood Workforce Advocacy in Communications Science

November 28, 2017

Moira O'Neil, Ph. D., Director of Research Interpretation and Application



FrameWorks is on a mission...

to advance the nonprofit sector's capacity
to frame the public discourse on social problems.



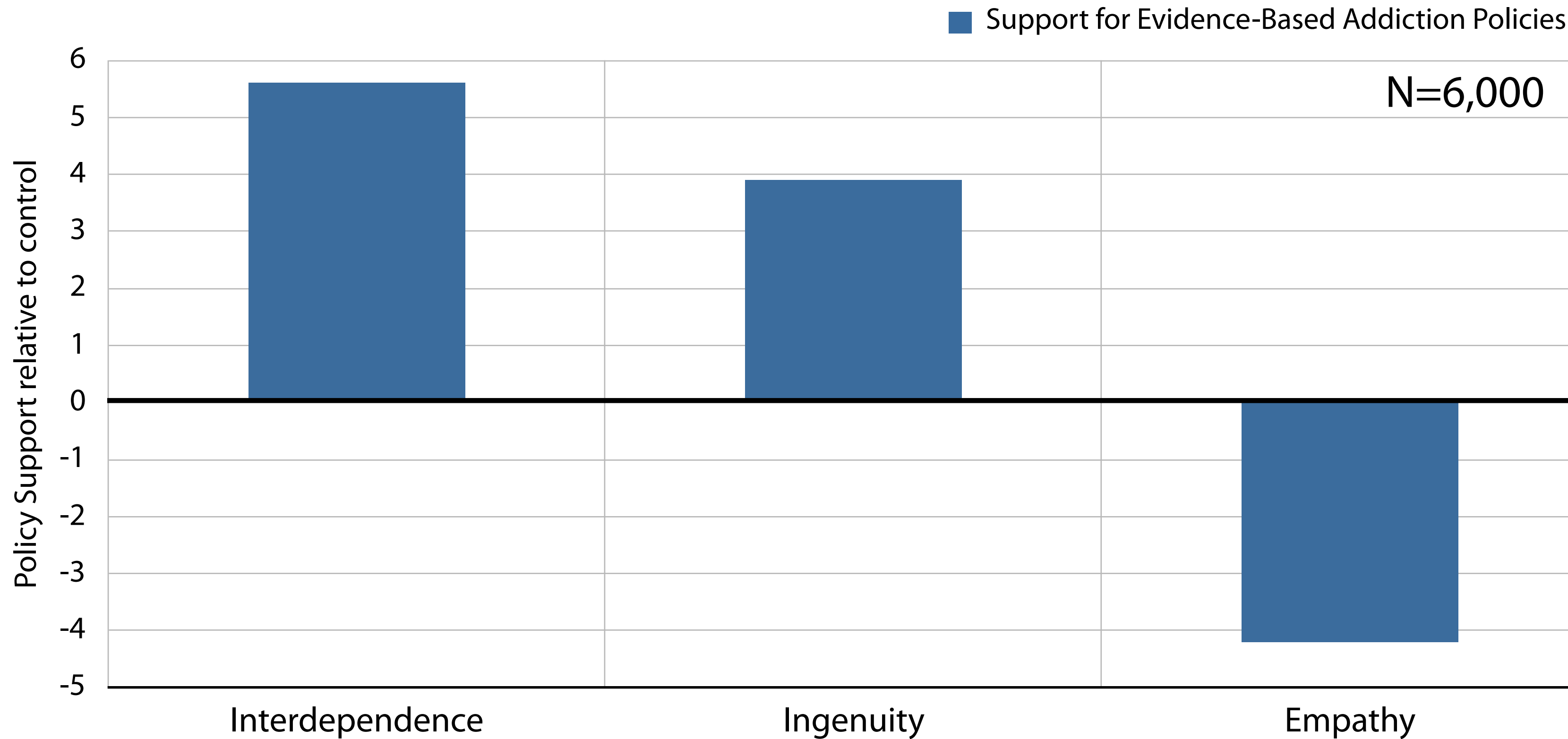
Why Does Framing Matter?



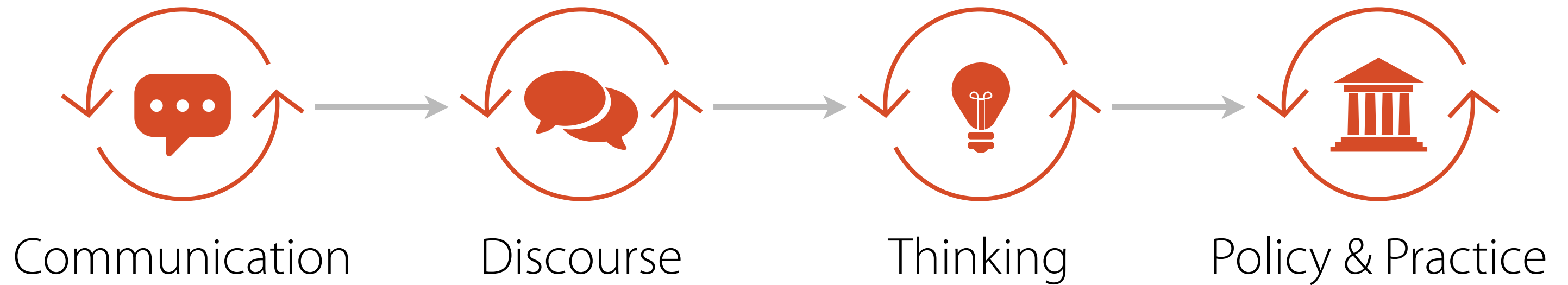
How Can We Reframe Early Workforce Issues?

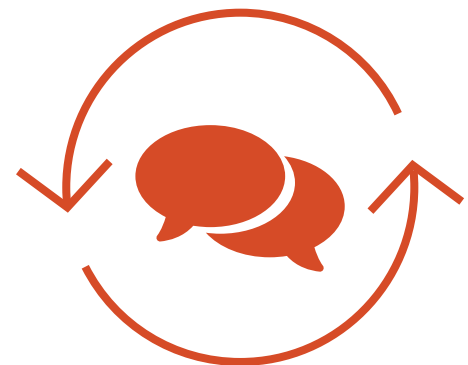


Because Understanding is Frame Dependent

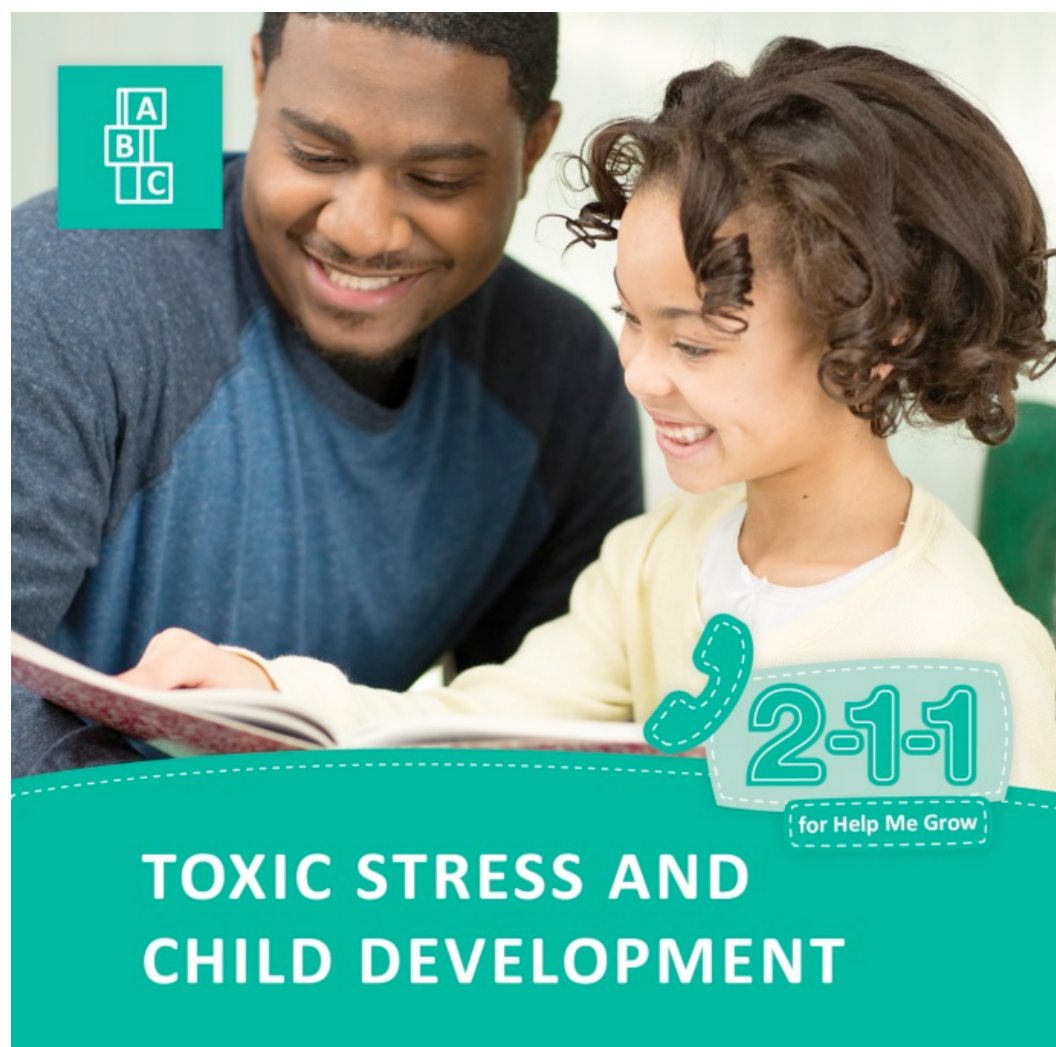


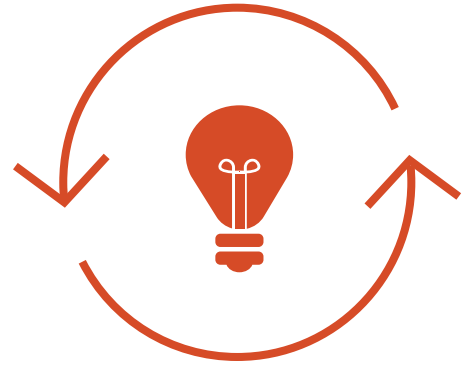
Because Frames Can Help Make Change





Changes in Communication





Changes in Discourse



The New York Times

The Opinion Pages

Opinionator

FIXES

Protecting Children From Toxic Stress

By DAVID BORNSTEIN OCTOBER 30, 2013 11:55 AM



Keith Negley



Changes in Thinking

2002

Only 42% understood that infants can communicate before they learn to speak.

Public unsure whether babies' cries were 'conscious manipulation' or expressions of genuine need.

2011

96% understood that infants can communicate before they learn to speak.

85% understood that for infants, cries and signals indicate a genuine need for adult attention.



Changes in Policy & Practice

CALIFORNIA SENATE PASSES RESOLUTION ASKING GOV TO LOOK AT INTERVENTION POLICIES TO ALLEVIATE “TOXIC STRESS” IN CHILDREN



CALIFORNIA LEGISLATURE—2013–14 REGULAR SESSION	
Assembly Concurrent Resolution	No. 155
Introduced by Assembly Member Bocanegra (Coauthors: Assembly Members Bonta, Bradford, Buchanan, and Ian Calderon)	
May 28, 2014	
Assembly Concurrent Resolution No. 155—Relative to childhood brain development.	
LEGISLATIVE COUNSEL’S DIGEST	
ACR 155, as introduced, Bocanegra. Childhood brain development: adverse experiences: toxic stress. This measure would urge the Governor to identify evidence-based solutions to reduce children’s exposure to adverse childhood experiences, address the impacts of those experiences, and invest in preventive health care and mental health and wellness interventions. Fiscal committee: no.	

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

TECHNICAL REPORT

The Lifelong Effects of Early Childhood Adversity and Toxic Stress

abstract

FREE

Advances in fields of inquiry as diverse as neuroscience, molecular biology, genomics, developmental psychology, epidemiology, sociology, and economics are catalyzing an important paradigm shift in our understanding of health and disease across the lifespan. This converging, multidisciplinary science of human development has profound implications for our ability to enhance the life prospects of children and to strengthen the social and economic fabric of society. Drawing on these multiple streams of investigation, this report presents an ecobiodeve-

Jack P. Shonkoff, MD, Andrew S. Garner, MD, PhD, and THE COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH, COMMITTEE ON EARLY CHILDHOOD, ADOPTION, AND DEPENDENT CARE, AND SECTION ON DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS

KEY WORDS

ecobiodevelopmental framework, new morbidity, toxic stress, social inequalities, health disparities, health promotion, disease prevention, advocacy, brain development, human capital development, pediatric basic science

ABBREVIATIONS

Because You Have a Problem

You Say ... They Think

AAA



Expert/Advocate

BBB



Public

You Say ... They Think

Compensation for our early childhood workforce is too low and not commensurate with education and experience. In 2015, the median hourly wage for early education teachers was \$10.97 per hour which equates to \$22,800 per year. Early education teachers have an average of 11 years experience.

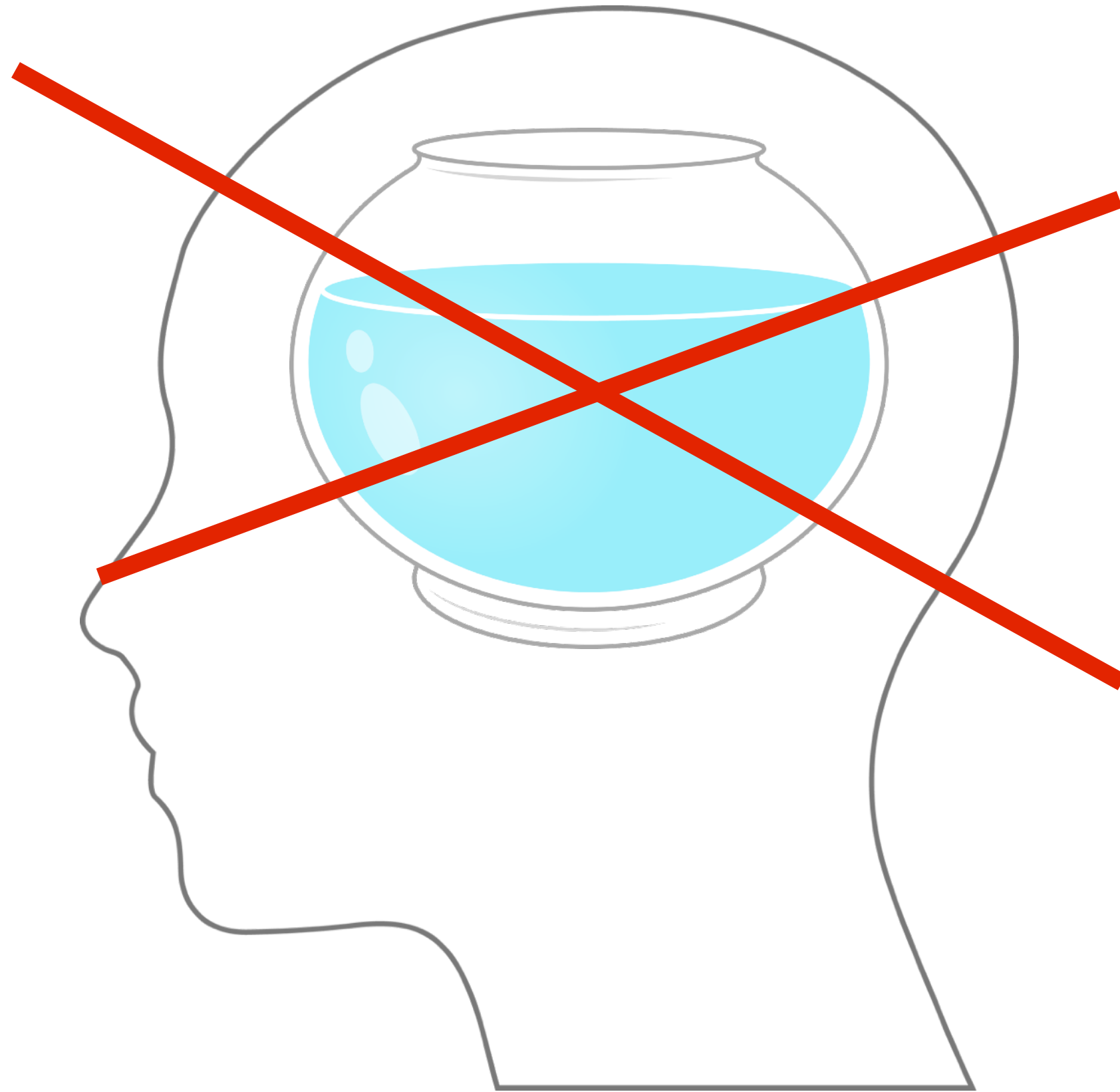


Expert/Advocate

That's awful! They must care so much about what they do. And I am sure watching kids thrive is compensation enough!



Public



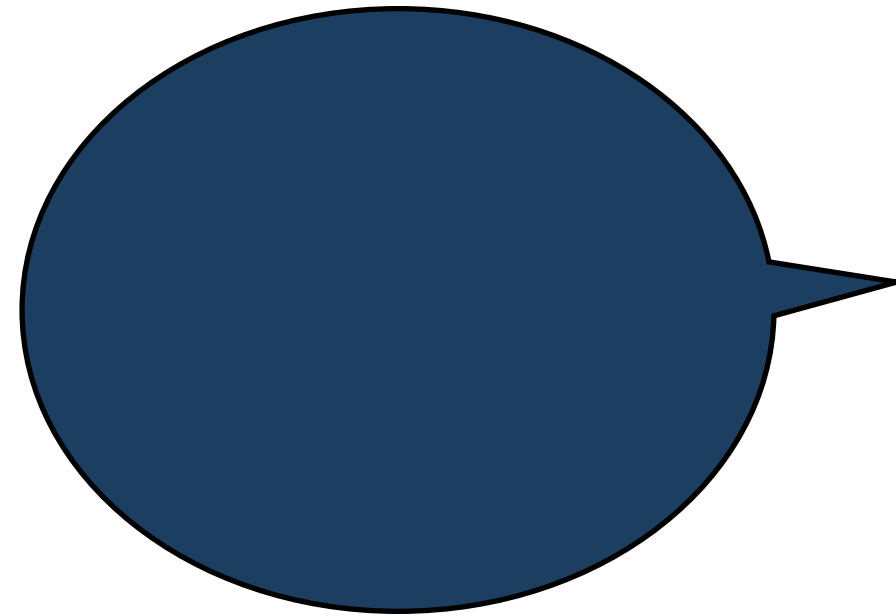


Recommendation #1

Know Before You Go:

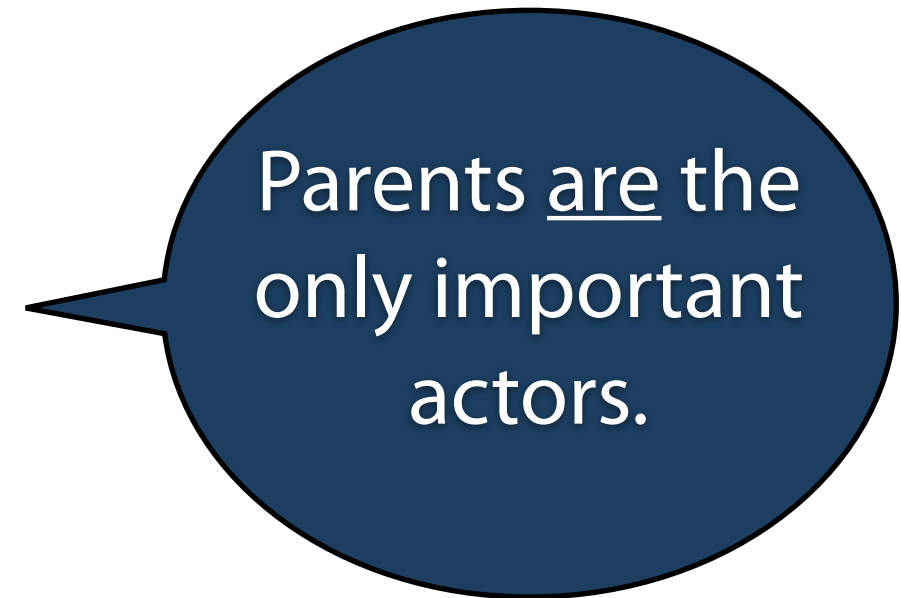
Understand What You're Up Against In the Swamp

Public understanding of early workforce issues is “swampy”



Black box of development

Family Bubble



Parents are the
only important
actors.



“Quality means
teachers who
care.”

Caring Early Workforce

Recommendation #2:

Lead with an aspirational appeal to shared values,
not a stark negative evaluation of the status quo.

When advocacy narratives lead with problems, they make it harder for the public to see solutions.



Use Values to establish why an issue matters to society

Values are a broad category of cherished cultural ideals: enduring beliefs that orient people's attitudes.

Values aren't the entire frame - but they are an essential part of one. Values help to:

- Establish a collective orientation
- Tap emotions that work for policy thinking: curiosity, concern, and can-do

ME

vs.

WE

A magnifying glass with a black handle and a silver rim is positioned over the word 'WE'. The lens of the magnifying glass is centered over the letters, making them appear larger and more prominent than the word 'ME' to its left. The background is white, and the magnifying glass casts a soft shadow.

Prosperity



Your issue matters because:

This will contribute to collective, shared good fortune, both economic and social.

Redirect public perceptions away from:

- *Consumerism*
- *Family bubble*
- *Individualism*

Move public thinking towards:

- “Children!” as value
- Individual achievement or gain
- Self-sufficiency
- “Crisis!” as value

Instead of this...

Children are learning more quickly between the ages of 0 and 5 than at any other time in life, making it the most pivotal time to impact economic opportunity. Quality Pre-K education can narrow the opportunity and achievement gaps while improving lifetime outcomes for all students.

The pipeline to building a skilled workforce begins with high-quality pre-kindergarten. Children who are ready to learn when they reach kindergarten are more likely to be on reading level by third grade, and high school graduation rates are strongly related to third grade reading scores.

Try this...

What we do to help kids today pays dividends tomorrow, socially and economically. Quality pre-k education improves lifetime outcomes for all students and is an investment in our nation's future. What happens in these years shapes children's social, emotional and cognitive skills and influences their adult outcomes -- ***and those outcomes determine what kind of workforce, citizenry, and leadership*** our nation will have in the future. By laying the groundwork for children's success with quality pre-k, ***we're contributing to our society's prosperity.***



Which of these best applies the tested Value *Prosperity*?

A

"I believe the children are our future. Teach them well and let them lead us all the way to the bank."

B

"Every penny we invest in a child today increases the likelihood that he or she will go to college and earn higher wages as an adult."

C

"It's smart to support our early childhood workforce: investing in children's healthy development today will yield social and economic benefits for our society in the future."



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Recommendation #3:

Attend carefully to *attribution of responsibility* when highlighting racial or ethnic disparities.



Attribution of responsibility refers to the framing of: who or what causes a problem, who or what is affected, and where responsibility for addressing it lies.

Many aspects of a communication work together to create the *attribution of responsibility*.

Instead of this...

An estimated 2.3 million early educators work in early care and education settings with young children ages birth to twelve across the country. Early educators are largely female, ethnically diverse, earn low wages and receive few, if any, employee benefits. Despite the need for early educators to be educated, they lack the resources to attain college credentials and degrees they need to provide critical services for children and families.

Try this...

Early educators are largely female, ethnically diverse, earn low wages and receive few, if any, employee benefits. These data suggest that we need to strengthen our education system, so all educators have the training they need to provide high quality services to families. We need to ensure that their wages are fair and reflect the value of the work that they are doing.



Rephrase relentlessly to get the *attribution of responsibility* for racial and ethnic disparities focused on underlying causes, shared consequences, and social responsibility.

Don't leave room for the public imagination to place blame for disparities on the marginalized communities themselves.



Framing Practice

Attribution of Responsibility?

How might people interpret the following commonly used phrases? Who or what is responsible for the conditions described?

Vulnerable children

At-risk children

Early childhood workforce lacks opportunities...

Achievement gap

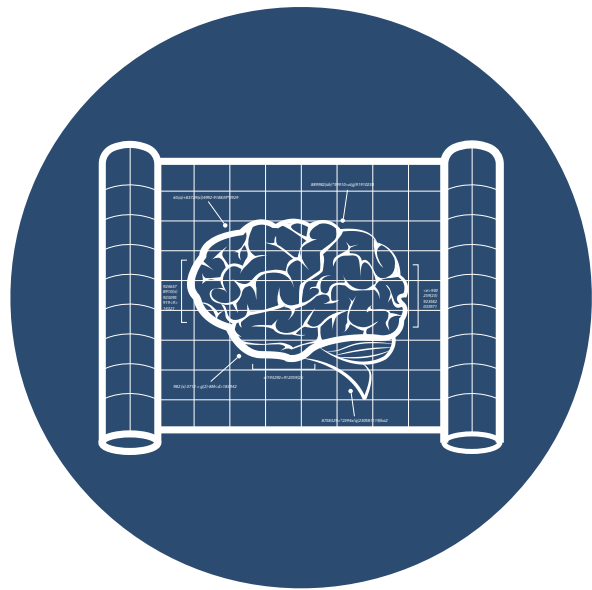
Recommendation #4

Add Explanation to Expand Understanding and
Boost Solutions Support

The Explanatory Metaphor

Makes something that is hard to understand easier to understand,
by comparing it to something concrete and familiar

Consistently highlighting underlying principles helps people see the logic in a laundry list of policies and programs



Brain Architecture:
Brains are built in the early years. Context influences its sturdiness. The foundation matters for years to come.



When early learning settings are high quality, they actively build early brain architecture.



The brain is being built in the earliest stages of life. Sound nutrition and access to health care are essential construction materials.



Consistent, stable, responsive caregiving is essential to building brain architecture. A well compensated workforce would help ensure strong foundations.

Scaffolding



The story you're telling:

Just as construction workers need scaffolding to build a structure, teachers need various kinds of support to build learners' brains.

Strategic way to redirect public perceptions away from ...

- Caring Workforce
- Tangible Triad
- Willpower

And move thinking towards:

- Early childhood workforce are one part of a larger system; the level of support they receive affects how well they can do their jobs.
- The workforce need many different kinds of support to be effective, including fair pay, classroom resources, community involvement, professional development, etc.

Before

Brain research makes it clear that early experiences are critical for successful brain development, and making sure those quality early experiences are possible is far more effective than trying to address problems at a later age. It takes a qualified, educated, stable and effective early childhood educator to provide the types of experiences that are needed to build trust and promote learning. Children, particularly those from low-income, vulnerable families, who receive quality early care and education, are more likely to be readers by the third grade, graduate high school, pursue secondary education and go on to be contributing members of society.

After

Positive early experiences are the building blocks of brain development and our early childhood workforce is a critical component of this construction process. As brain builders, early educators need scaffolding such as quality education, opportunities for professional development, and fair compensation. When we support our early childhood workforce, they can provide the types of experiences that are needed to build trust and promote learning. When all children receive quality early care and education, we build the foundations of our future workforce, citizenry and communities.

Recommendation #5

Urgency is Not Enough...

Provide Solutions and Show How They Make Change

The five c's of efficacy frame elements



- **Concrete:** specific
- **Collective:** systemic, shared
- **Causal:** show process
- **Conceivable:** feasible
- **Credible:** disinterested

Before

Legislative Policy Proposal to Establish a *State Level Salary Supplement Program for Lead Teachers in Early Education*

The Problem:

Compensation is too low and not commensurate with education and experience. In 2015, the median hourly wage for early education teachers was \$10.97 per hour which equates to \$22,800 per year. Early education teachers have an average of 11 years experience.

After

Take a few moments to write out a solutions statement that matches the scale of the problem described.

“The advocates’ message tends to be complicated rather than simple, longer rather than shorter, and contrary to rather than consistent with popular understanding. . . . For the most part, this means that we have to explain, our opponents just have to state; we need to change people’s minds, they just need to reinforce what people already think; we need to emphasize shared responsibility, they just need to highlight personal choice.”

–Wallack et al., *Media Advocacy and Public Health - Power for Prevention*, 1993.

Thank you!



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