Educational Advocacy Guide

A Resource for CBCAP State Lead Agencies
Foreword

This guide is intended to help Community-Based Child Abuse Prevention (CBCAP)’ State Lead Agencies (SLAs) understand and establish their role in advocating for public policy (see Chapter 1 for definition) to prevent child abuse and neglect.

Origins of the Project

The 2011 report by the National Advisory Network (NAN), the advisory committee of the FRIENDS National Resource Center for CBCAP (FRIENDS), recommended a shared vision of prevention, informed by knowledge of the public policy process. The report describes the information, skills, tools and supports needed to influence public policy related to the prevention of maltreatment and the promotion of healthy families. The annual CBCAP Needs Assessment was conducted shortly after the report’s release and included questions based on its recommendations. The needs assessment allowed SLAs to identify those topics related to policy influence that were priorities for further assistance to them. This guide was created to address these priorities. The guide also reflects the ideas and input from a workgroup of SLAs, Parent Leaders, the Federal Project Officer, and FRIENDS staff and partners. The Child Welfare League of America (CWLA) Policy Primer, which was created for the organization’s public and private child welfare agency membership, serves as a foundation for this guide. The FRIENDS Educational Advocacy Guide provides SLAs with information about how public policy is developed and their role in education/advocacy and influencing this process. Examples of relevant activities by SLAs, drawn from the 2011 CBCAP federal grant applications and reports, are included in the guide.²

Content of the Guide

The guide’s early chapters provide definitions related to policy and advocacy; clarify the importance of policy education as a part of the prevention of child abuse and neglect; and examine how each SLA can maximize its role in the policy process, whether housed within a public or private agency. The guide discusses the differences between lobbying and advocacy or influencing policy. There are also chapters on creating a policy strategy and preparing stakeholders for sustaining policy efforts. The guide also describes the process of making policy through legislation—whether at the federal, state, or local level—and concludes with a chapter on the usefulness and applicability of social media to move the strategy forward.
This guide is meant to be shared widely with parent partners, CBCAP grantees and prevention network providers, volunteers, policymakers, and communities. It is essential for all stakeholders to understand their role in fulfilling the overarching message: As partners concerned about children and families, the job is not finished when the service needs of only some children and families have been met. It is just as vital to influence the larger collective course of action, ensuring that there is a community-wide commitment to prevent child maltreatment and promote child and family well-being.
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Chapter 1: Influencing Public Policy

The federal Child Abuse Prevention and Treatment Act (CAPTA), which establishes the state programs to prevent child abuse and neglect, includes the following purposes:

1. “fostering the development of a continuum of preventive services for children and families … through State and community-based collaborations and partnerships both public and private (Sec. 201(b)(2)).”

2. “financing public information activities that focus on the healthy and positive development of parents and children and the promotion of child abuse and neglect prevention activities (Sec. 201(b)(5)).”

In fulfilling these purposes, SLAs may identify and share what is working and needed for the public to promote the prevention of child abuse and neglect. These activities help define prevention and set forth a common agenda for fulfilling these needs. In addition, these activities enable key stakeholders, including families, service providers, policymakers and their constituents, to make informed decisions about the positive development of children and families, and the prevention of child abuse and neglect. These decisions can directly influence what new policy is initiated, and how both official and informal policies are carried out at the community level. Together, stakeholders comprise the collective, and their decisions establish policy that can either limit or support communities and families in keeping children safe.
SLAs can easily miss potential opportunities to influence policy. In some instances, a SLA may not have a framework that is effective in driving information to the policy process. SLAs may also struggle with questions about whether and how a federal grantee should be involved with official public policy. A communications framework and parameters for intentionally sharing data, research findings, and stories about practice successes with families, service providers, policymakers and their constituents will maximize the SLA’s ability to apply lessons learned to policy development. These lessons will inform both official public policy and the collective policy to improve conditions for children and families beyond those that directly receive assistance from contracted services of prevention networks.

DEFINING POLICY

Policy is broadly defined as a specific set of requirements or a course of action that is adopted and pursued by a legislative, judicial, or administrative entity at the local, state, or federal level. This guide focuses on education and advocacy aimed at changes that are often accomplished through legislative advocacy.*

Policy Education/Advocacy or Influencing Policy is a means to solve a social or community problem like the prevention of child abuse and neglect by improving resources, service responses, and opportunities for children and families. It is a way to educate, foster understanding, and coordinate initiatives that sets a collective course that prevents child maltreatment and promotes child and family well-being. Policy advocacy brings either focus or attention to child maltreatment, supporting and strengthening families, and promoting well-being. Focus often comes in the form of data, experiences, and information that tells a compelling story about what is needed and what works. Attention tends to the problem by filling service gaps or bringing together stakeholders, including families, service providers, policymakers and their constituents.

Therefore, policy education and advocacy, or what is also referred to as influencing policy, attempts to improve our collective course by bringing focus and attention to preventing child abuse and neglect and strengthening and supporting families through:

- Creating an array of prevention services;
- Learning about the official public policy process and identifying participation limitations;
- Providing information on child maltreatment and what works to strengthen and support families; and
- Mobilizing interested stakeholders and supports through events and discussion spaces.


Building on this definition, the following chart describes some of the key activities used to influence policy through education/advocacy and describes the typical audiences, useful resources, and ways to accomplish the activities.
## POLICY ENGAGEMENT OPPORTUNITIES

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<td><strong>Policy Processes:</strong> Learn how the policy process is organized and explain to stakeholders how decisions are made collectively.</td>
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<td><strong>Education:</strong> Focus current and potential stakeholders on the problems and solutions by imparting knowledge regarding facts or circumstances.</td>
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<td>▪ Families and Parent Leaders</td>
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<td>▪ Develop personal relationships</td>
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<td>▪ Framing stories, data, and images</td>
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<td>▪ Events and documents</td>
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<td><strong>Mobilization:</strong> Bring attention to the problems and solutions by urging and organizing people to action.</td>
<td>▪ Families and Parent Leaders</td>
<td>▪ Roundtables</td>
<td>▪ Designate a person, committee, or organization</td>
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Integrating Education and Advocacy into Mission and Function

Learning how policy is developed, and educating and mobilizing stakeholders, can seem quite different from the work of delivering services to individual families and their children. However, education/advocacy should be embraced as a way to further prevention’s reach. By increasing awareness and knowledge, education/advocacy activities can lead to expanded and more effective service delivery. Ideally, information about what works or is needed in the prevention service array will be available to inform the development of policies that facilitate sound practice.

**Oklahoma:** The Office of Child Abuse Prevention (OCAP) in the Oklahoma State Department of Health (OSDH) includes “Creating a Culture of Change” as a specific goal in its State Plan for the Prevention of Child Abuse and Neglect. This intentional advocacy focus includes impressive activities such as an action committee charged with building a common message among child advocates through a Blue Ribbon Tree for Kids Campaign, annual Child Abuse Prevention Day at the Capitol, Linking with Libraries awareness initiative and a media toolkit to spread the reach of this education and mobilization work.

**Iowa:** The Department of Human Services integrates the CBCAP mission into an overarching child welfare initiative, Community Partnerships for Protecting Children (CPPC). One of its four strategies calls for developing new policies, practices, roles, and responsibilities to improve family engagement and support. To achieve this goal, CPCC sites work closely with local DHS offices, human service agencies, schools, law enforcement, and others to ensure that policies and practices support the needs of families.

Advocacy activities must be integrated and organized to maximize limited resources. This starts with the annual planning process for the state CBCAP application. SLAs can identify current activities that can also be used to share information and further a policy goal. Awareness activities during Child Abuse Prevention Month and stakeholders meetings, along with systems change and evaluation efforts, are areas that can readily be used to support and expand education/advocacy to influence policy.

Preparing to Educate/Advocate and Influence Policy

Ongoing efforts to educate/advocate and influence policy require a plan and resources. In order to create the plan, it is important to take the time to account for the resources needed to conduct and sustain the policy work. The following questions can help with this. Take the time to answer the questions honestly in collaboration with colleagues. The results will provide a solid foundation for crafting the specific policy agenda, as discussed in Chapter 3.

While considering the SLA’s size, private or public status, the primary contact’s position within the agency, and the resources it can devote to the work, SLAs should ask:

- How is the SLA and prevention network currently structured to achieve measurable goals?
- Is the SLA or another organization in the prevention network best positioned to give education and advocacy sufficient weight and ensure compatibility with service, networking, parent leadership, prevention month, and other activities?
- Does this entity possess the enthusiasm and knowledge to be effective?
- How can reorganizing the work or strengthening collaboration help the SLA and prevention network accommodate influencing policy activities?
- Which employee or workgroup within the selected organization is most appropriate to lead education and advocacy activities?
- What’s the most efficient way to ensure that the person or group designated with leadership responsibility has adequate time to dedicate to this work? How can this time be protected from the demands of competing responsibilities?
- Does the SLA or designated agency communicate well internally and with the state prevention network?
- Do existing communication structures allow easy access to and exchange of information? Where is there room for communications improvement?
- What potential conflicts exist? How might they affect efforts to educate, advocate for, or influence policy? Do stakeholders have conflicting policy viewpoints and affiliations? Who is hesitant, and why? For example, a lack of clarity about the legal parameters of advocacy could represent a major concern for some stakeholders. Likewise, proposed shifts in the resource pool may also create conflict.
- How will efforts to educate/advocate and influence policy affect the agency budget and its ability to conduct its prevention activities? How can these activities be leveraged to support efforts to educate/advocate and influence policy?
- Based on current work, what is the SLA’s unique perspective or special contribution? For example, can the SLA access and track critical service information? Does the SLA have evidence that particular programs work or are needed? What other information gaps can be filled? Is there currently a strong mobilization activity for prevention month? Are there other planned projects that could be enhanced with a policy focus?

**SPECIAL CONSIDERATIONS FOR PUBLIC AGENCIES**

- Which activities to educate/advocate and influence policy are clearly restricted by law, regulation, or agency policy? Which are allowed? Which are unclear?
- Who makes the final decision about which activities are allowed and which are restricted?

In both initial planning and moving forward, education and advocacy efforts that are not directly linked to the CBCAP mission should be avoided. For example, relationship-building should not be about anyone’s personal connections, and events should not just keep people occupied. Learning about the policy process, educating the public about prevention of child abuse and neglect, and mobilizing stakeholders should not serve any purpose other than the healthy and positive development of parents and children and the promotion of child abuse and neglect prevention activities.
Summary
Successful prevention requires a solid understanding of what educational advocacy means within the context of the purposes of CAPTA. It is important to consider how policy education and advocacy can be integrated with the mission of preventing child abuse and neglect. In addition, consideration needs to be given to how the SLA is organized and whether it is located within a public agency or non-profit organization before undertaking a new policy effort. SLAs will also need to consider their position in the community in order to take advantage of existing relationships and available resources in their education and advocacy efforts. The next chapter will focus on acceptable policy education and advocacy activities versus lobbying.
Chapter 2: Distinguishing Policy Education/Advocacy from Lobbying

It is critical to understand how to legally contribute to public policy that prevents child maltreatment. Under an authorizing agency signature, all SLAs agree to the certification of lobbying in the state application (Appendix 2). SLAs can mistakenly believe that any communication with legislators is lobbying and therefore shy away from all public policy-related activity out of fear that it is illegal. However, lobbying is only one kind of advocacy, and not all education/advocacy activities are lobbying. There are a variety of education and mobilization activities that improve the collective course without explicitly or implicitly targeting official public policy. So, while SLAs are not able to use CBCAP funds to communicate with legislators about specific legislation, they can still participate in sharing information that might be helpful in the formulation of legislation.

Child abuse and neglect prevention experts are often called on to educate the public and legislators about issues. These education and mobilization activities are not considered lobbying until particular candidates and specific pieces of legislation are endorsed or opposed. For example, expert issue papers and briefings providing factual information about a policy concern are not lobbying. A flyer telling people that they should vote for a particular candidate or an email asking people to call their legislators to vote for or against a bill is lobbying. This distinction is helpful to keep in mind because it means that laws limiting lobbying do not govern other advocacy activities.
A staff member in a SLA should have a general knowledge of applicable laws and where to get more detailed information. This chapter offers a modest framework to help SLAs think about policy efforts, and should not substitute for legal counsel.

**For SLAs that are a Non-Profit**

Under Internal Revenue Services Code, charitable organizations are given guidance about the extent to which they are allowed to participate in policymaking and the legislative process. Relevant federal law and regulations also govern the use of federal funds for lobbying. Public education about the importance of preventing child abuse and neglect, the prevention network’s action and achievements, and the community’s progress on child well-being indicators is not lobbying, and has never been limited by federal law.

A 501(c)(3) organization may not use agency time or resources to endorse, work for, pay the costs of, or otherwise support or oppose a candidate for public office. Organizations with 501(c)(3) status also are not permitted to establish political action committees. However, they may hold candidate forums, disseminate results from nonpartisan questionnaires, invite candidates to visit the agency, and keep candidates informed of the agency’s positions on issues. The key point is that allowable activity in this area must be politically neutral.

A 501(c)(3) organization may not use federal grant funding for purposes beyond those outlined in the grant contract. So, CBCAP funding must focus on public information regarding the healthy and positive development of parents and children and the promotion of child abuse and neglect prevention activities.

**Delaware:** The Prevent Child Abuse chapter raises funds from individual donations and special events so that staff may engage in public awareness, advocacy, and system-change work.

**Michigan:** Children’s Trust Fund (CTF) holds a major annual fundraiser, the Signature Auction Event. At this event, Michigan Governor Rick Snyder signed The Pam Posthumus Law honoring a CTF board member and authorizing the creation of heirloom birth certificates. While not an official birth record, this Michigan keepsake showcases the child’s name, birthdate, place of birth, and his or her parents’ names. Half of the purchase fee is donated to CTF.

States have their own laws and rules that further govern lobbying, other political activity, and disclosure. Local service providers need to be aware of state requirements as they initiate or expand their policy activities. It is advisable to check for additional state specific resources. Below are helpful resources.

**For SLAs that are Public Agencies**

State-level rules and regulations typically govern what public agency administrators and staff may do with respect to lobbying and other political activities. Most public agencies have a designated legislative liaison. SLAs should reach out to their agency legislative liaison for more detailed guidance.

While rules vary by state, in general, public employees cannot support or oppose measures, candidates, or petitions or engage in related political activity during official work time. Any such activity can be conducted only when the employee is not at work and must be voluntary on the part of the employee. Public agencies, however, engage in many activities that are not considered lobbying or otherwise political. For instance, distribution of impartial and factual information and research on the pros and cons of an issue or specific piece of legislation related to the agency’s responsibilities is allowed. In fact, many public agencies are specifically tasked with this kind of fact-finding and information sharing function. For example, one of the requirements of CBCAP is to finance public information activities that focus on the healthy and positive development of parents and children and the promotion of child abuse and neglect prevention activities.

Public employees need to know what is allowable and required based on their particular assignments and situations, and should check with their agency leadership for guidance. It is beneficial to identify the best ways to contribute policy feedback. For many SLAs, this is most appropriate through official, state-created channels.

If you are not the agency’s legislative liaison, then there are sure to be others in the agency and community that can make skillful use of public information on what is working or could be improved to prevent child abuse and neglect. To assist them in their efforts, make sure resources on community needs, service gaps, and evidence-informed/evidence-based programs and practices are easily accessible and understandable.

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**Delaware:** Prevent Child Abuse Delaware has a staff person who works with the Child Protection Accountability Commission to review all proposed legislation that pertains to children and families. Letters of support or expressions of concern are sent to key legislators.

**Virginia:** The Department of Social Services and Prevent Child Abuse Virginia co-lead the Child Abuse Prevention Committee (CAPC) under the auspices of the Governor’s Advisory Board on Child Abuse and Neglect. The CAPC works in coalition with the Virginia Home Visiting Consortium, the Virginia Statewide Parent Education Coalition, the Children’s Justice Act Advisory Committee, the State Child Fatality Review Committee, the Family and Children’s Trust Fund, and the Commissioner of Social Services to advocate for state policies, practices, procedures, and regulations to improve community-based and prevention-focused programs and activities.
DO’S AND DON’TS OF POLICY EDUCATION AND ADVOCACY

- **Do** distinguish between lobbying and other policy-related activities.
- **Do** identify an authoritative resource for confirming restricted and permissible policy-influencing activities.
- **Do** brainstorm what unique knowledge you have that would be beneficial to policymakers.
- **Do** know your target. Find out what decisionmakers care about, their primary interests regarding the healthy and positive development of parents and children and the promotion of child abuse and neglect prevention, who they are allied with or influenced by, and where there may be “common ground.”
- **Do** your homework, know your facts, be ready with figures, and be sure you can clearly and concisely explain your objective.
- **Do** decide on your goal and strategy in advance and give decisionmakers enough time to respond to your request thoughtfully.
- **Do** keep your meetings shorter rather than longer. Fifteen minutes should suffice.
- **Do** be polite and courteous. Always thank people for their time and support.
- **Do** be reliable and develop a trusting relationship.
- **Do** argue your point, but without being argumentative or abrasive.
- **Do** leave a “paper trail,” but don’t be a litter bug! This allows the target to process information on their time. It also reminds them of who you are, what you want, and how to contact you. It also provides a written record of your efforts.

- **Don’t** be afraid to educate the public, including policymakers and their constituents, about your expertise. It’s always okay to include information about policy if it’s impartial and factual.
- **Don’t** be afraid to mobilize the public in support of preventing child abuse and neglect and promoting child and family well-being.
- **Don’t** give up. If you didn’t get what you want this time, remember that decisionmakers can change their minds.
- **Don’t** make promises you can’t keep. Always keep your commitments to follow-up.
- **Don’t** threaten, give inaccurate information, or over-promise something you may not be able to deliver.
- **Don’t** press for an immediate answer in your first meeting. No one likes to be put on the spot, but do follow up about a decision.
- **Don’t** forget to send thank-you notes.
- **Don’t** write “long-winded” letters. Sometimes less is more, so try to keep correspondence to one page and one subject if possible.
- **Don’t** ever underestimate the power of your presence, phone call, or letter.
Summary
Activities that inform the public and policy-makers about prevention needs and successful prevention approaches are not only allowable, they are critical to the prevention mission. SLAs in both public agencies and non-profit organizations bring different but complementary strengths to advocacy efforts. While the rules that govern their educational advocacy efforts as part of their CBCAP work differ, each type of entity must avoid lobbying for a candidate or for a specific piece of legislation. The next chapter will explore steps that can be taken for developing the policy agenda, effectively managing it, and keeping the team focused on the education and advocacy activities.
Chapter 3: Crafting and Managing the Education and Advocacy Agenda

SLAs must pay careful attention to current efforts and capacity in determining what and how much education/advocacy can be effectively conducted. It is also important to be mindful that education/advocacy and influencing policy is usually a long and challenging process. Plan to mark progress and support stakeholders as a way to prepare for these predictable setbacks and disappointments over time. Of course, the potential for success will be amplified when working collaboratively with others—something SLAs know well.

Developing Effective Agendas
It is important to have a manageable agenda that strives to do a limited number of things well, without limiting the work’s reach. Most importantly, the agenda should prioritize what is critical to prevent child abuse and neglect.

Consider Issues That are Both Local and National
A collective course to prevent child abuse and neglect and promote healthy families involves providing local information to families and stakeholders, and national education on what works in communities. While creating a feasible strategy, consider including both big-picture and little-picture strategies. Policy plans that exclusively focus on local issues can fall prey to loss of interest during difficult periods and enthusiasm when times are good. Likewise, mobilizing people to focus on a national agenda can seem too distant. Working at both levels also allows SLAs to develop the potentially important relationships that stakeholders may have with policy leaders.
California: The Department of Social Services, Office of Child Abuse Prevention, participates in a National State Indian Child Welfare Managers Workgroup sponsored by the Child Welfare League of America (CWLA). With representatives from nearly every state, the workgroup collaborates to increase culturally appropriate services that are deeply connected to prevention and other areas of child welfare. The group has advocated for improved state and federal data collection regarding Indian children and families, and has prepared comment on draft federal regulations regarding child abuse and neglect prevention and services.

Georgia: The Governor’s Office for Children and Families is working with the State’s Advisory Council on Early Childhood Education to design a data system that connects data about individual children and providers across agencies that can be used to improve policy and practice. By convening a “Data Roundtable” with multiple stakeholders, the SLA was able to identify important data gaps around program enrollment, child and family characteristics (including child health), program personnel, and the programs themselves. Stakeholders used this information to influence the development of an RFP for a technical contractor who will design an interagency system able to produce the data needed to help identify and address the state’s policy needs.

Plan Activities That Show Progress
Plans must be broken down into manageable and achievable activities that allow people to see movement. Few have the patience or tolerance for multiyear work unless it is both important and comes with clear markers for gauging progress. Reminding people about the significant, long-term benefits of single steps helps build an effective, enthusiastic collective course setting. Consistent concentration on one or more focused prevention issue priority/priorities will help SLAs avoid taking on too many disparate activities.

A manageable, achievable, and well-timed activity is still inefficient if it doesn’t further the agreed upon prevention priority. Objectives that are too broad can dilute the focus of a policy plan. At the same time, objectives are not achieved overnight. Brief and rushed education or mobilization exercises rarely have a long-term effect, even if they are successful in the short run. Such frantic activity generates public cynicism and leaves citizens and public officials with the impression that the agenda is misguided, unnecessary, or unachievable.
Oklahoma: The Office of Child Abuse Prevention (OCAP) in the Oklahoma State Department of Health (OSDH) has created a State Plan for the Prevention of Child Abuse and Neglect through their Interagency Child Abuse Prevention Task Force (ITF). Under state law, the ITF evaluates all prevention program proposals submitted to the OCAP for funding and is integral in the development and implementation of the state plan. For the 2013-2017 plan, the ITF held a two-day retreat that included developing a mission statement, improving and enhancing parent involvement efforts, and increasing group knowledge of current emerging trends and practices.

District of Columbia: The Child and Family Services Administration (CFSA), advocates for and supports the allocation of dedicated local prevention dollars in its operating budget. CFSA has successfully mobilized community-based groups to ensure these funds remain a city priority despite the fiscal constraints that affect all jurisdictions.

Managing the Policy Agenda
A policy education/advocacy agenda should be a series of both one-time and ongoing or recurring activities that support a consistent prevention mission at all levels within the community. There are always practical limits to how much time and effort is available. Policy agendas can fail when they:

- are so narrow that they seem relevant and understandable only to a select few, or so broad that no one knows if they have been successful;
- are impractical or unrealistic;
  - waste energy on matters of minimal importance to child abuse and neglect prevention;
  - are ill-defined; or
  - are poorly planned.

Identify Staff Support
A plan directs the work, but it does not do the work. Even with a surplus of volunteers, paid team members are needed to provide administrative support and feedback about the progress and effect of the policy work. Preparing information briefs, arranging roundtables, soliciting information, writing and mailing or posting news, researching the cost of child maltreatment, and sending “thank-you” letters are all essential work in any policy effort. Some supporters will not have detailed expertise and others may be too busy.

Their time as volunteers must be honored, which means that actually doing the work may fall to staff that must be able to fulfill these commitments.
South Carolina: The Children’s Trust Fund is designating a staff person to work with state, corporate, and legislative leaders and advance collaborative prevention work across South Carolina. In addition, the CTF is adding a prevention outreach coordinator and regional roundtables to expand, engage and equip its prevention network and partners in the legislative process. The addition of a staff member helped the CTF advance its Vision and Policy Goals, which provides a blueprint for all children to be safe, healthy, educated, and connected and establishes its first legislative agenda. Through legislative outreach and with network members serving as educational topic experts for the agenda, the CTF helped restore state supports for the child abuse prevention match and secure the first protections for children and youth under the age of 16 while operating an ATV.

Acknowledge Progress
Make sure the plan accounts for letting stakeholders and supporters know when their efforts make a difference. This can be done by acknowledging when a service gap is filled, when the public understands the issue, or when a new finding or evidence-based practice is uncovered. It is important not to assume that all stakeholders, especially volunteers and board members, are close enough to the daily life of child maltreatment prevention to observe the progress of their efforts. Even when they do know they have accomplished something, they need to see a detailed description of the effect of their efforts on those served and others in the community. This will require that the outcomes are clearly defined and tracked over time.

Celebrate Contributions That Make an Impact
“Making a difference” is a powerful motivator. Recognition ought to be gracious, plentiful, and explicit. Recognizing good work will mark the completion of a milestone and ensure others see that good work is noticed. Recognizing the support of helpful volunteers and decisionmakers also creates an incentive for others in strategic positions to take up the prevention cause.

Massachusetts: The Children’s Trust Fund uses its “Step Up! for Prevention” event to honor legislators for their work on behalf of the state’s families. In 2011, the CTF honored Senator Katherine Clark and Representative Kay Khan for their commitment to Massachusetts families. With other elected officials in attendance, a program participant also shared her experience and how Healthy Families helped her as a teen parent.

The Massachusetts’ Children’s Trust Fund conducts a “Faces of Prevention” campaign to educate the public, recognize professional working on the front lines to support families, and raise awareness that child abuse can be prevented and that CTF knows how to do so through its funded programs. It recently honored 13 community-based organizations with a certificate as a partner in prevention and a “Faces of Prevention” banner. Five CTF-funded programs placed photos of honorees with their banners in local newspapers.

The success of so many policy efforts lies in person-to-person relationships. Little can be achieved if stakeholders do not, at some level, take their contribution very personally. The personal risks, and the relationships that are relied upon, are what nearly always make the difference. Support and recognition are appropriate and necessary steps toward strengthening the strategy.
Summary

Education and advocacy to prevent child abuse and neglect and strengthen families is only effective when it is a planned and consistent activity that has the full support of all stakeholders. The agenda should target local and national concerns with manageable activities furthering a focused prevention goal. Wide engagement for a sustained effort is facilitated by staff support and good communication of progress and success. The next chapter will focus on the team that will carry out the agenda and the roles and activities suited to specific stakeholders.
Chapter 4: Assigning Roles and Responsibilities

There are many considerations when assigning roles overall or for project-specific education and advocacy responsibilities. Collectively, the team members need to have diverse and complementary skills, talents, and perspectives. Policy teams need leaders, assistants, spokespersons, relationship builders, researchers, and event planners, all of whom

- understand their roles;
- are placed in a position where their skills and relationships can be used to best advantage;
- are well-prepared, trained, and educated about the issues at hand;
- have the tangible support required to do the job;
- trust that teammates understand and will do their own jobs; and
- share a vision of the desired outcome and make a full commitment to that end.

Designate a Lead

The SLA contact, along with designated staff, agency, or workgroup, should take the lead on guiding team relationships. Questions about the policy effort are easily solved by this early agreement on both a point person/group and formal interface with external stakeholders regarding policy information.

It is important for leadership to keep everyone informed and involved through strategic engagement in the planning and execution. This will enhance commitment to the prevention mission. The entire prevention
network should understand how influencing a collective course relates to their part in keeping children safe and families strong. To support the policy agenda, every stakeholder should be provided with information about:

- the need to be addressed;
- the importance of the need;
- background and context about the need;
- proposed solution;
- the rationale for this solution (why it will work);
- the documentation, data, and evidence currently available to support the solution;
- who natural allies are, and how they can be engaged;
- who will likely oppose the agenda, and what their arguments will be; and
- the clear and simple message to be conveyed.

**Wisconsin:** The Children’s Trust Fund granted $10,000 to the Milwaukee Child Abuse Prevention Services Coalition Public Policy Committee to support a staff position to coordinate the committee’s activities and advocate for policies that strengthen services and resources to avert a family crisis, support prevention services, and promote healthy families to prevent child abuse and neglect. The Committee meets monthly; the CTF staff member participates on the committee as an ad-hoc member and provides technical assistance as needed.

**Mobilize the Team**

It is important to match the right person to the right policy education and advocacy job. In addition to the natural roles that arise from a particular position/location in an organization, individuals may have unique experiences, relationships, or insights that are a good fit for a particular task.

Making and maintaining relationships are foundational activities that should cut across all policy efforts. Relationships with the prevention service network enable knowledge of problems and solutions. Relationships with community volunteers help to identify public awareness needs and outlets.

**California:** The Department of Social Services Office of Child Abuse Prevention held Prevention at the Source: A California Child Abuse Prevention and Early Intervention Summit in September 2011. The purpose of the session was to help shape the conversation around child abuse prevention and early intervention in California. Data from the California-based assessment projects: the statewide assessment of child abuse prevention and early intervention and the data from family strengthening interventions with more than 5,000 families (the Family Development Matrix.) During the session, the participants explored how the organizational data and family data intersect to tell a story about family-strengthening work in California at the practice and systems levels. The implications for partnerships, sustainability, and strategic priorities were also discussed.
Kentucky: The Kentucky Cabinet for Health and Family Services Department for Community-Based Services engages regional network members under their technical assistance and service coordinator, Community Collaboration for Children (CCC). The Network includes nonprofit service providers, Family Resource and Youth Services Centers (FRYSCs), Head Start and other early childhood agencies, local elected officials, community, and, most importantly, parents. Through the Regional Networks, technical assistance staff advocates for system change, identifies local issues and plans prevention activities and awareness campaigns. They encourage Cabinet staff and community partners to relay regional concerns, share successful programs, and even raise specific family needs that may be met by a partner agency. By using the Networks to raise awareness about child abuse and neglect among community partners and parents, CCC enables the Cabinet to be responsive to local needs and meet federal grant requirements.

Members of the Team and their Roles
The team should be a diverse group of individuals and agencies from the community, including administrators, professionals, and board members, volunteers, children, youth, and families. They are collectively referred to throughout the guide as stakeholders and potential supporters. The key members of the team and their roles are as follows:

Children, youth, and parents understand the challenges they and other families face better than anyone else. They are indispensable collaborators and leaders in the policy effort. Their real-life stories carry more power than statistics. Their successes inspire the public more than any other proof of the value of social services. They can reduce frustration, and keep stakeholders and professionals energized, honest, and reminded about their mission. Further considerations for engaging children, youth, and families are discussed in the next section in this chapter.

Arkansas: Arkansas Children’s Trust assisted in hosting a community café in the five pilot sites of the ABCD III project, a program to strengthen primary health care and services systems supporting healthy child development. The cafés were a way to create parental involvement in the initiative and to solicit feedback and ideas from families on how to improve the system.
**Michigan**: The Michigan Children’s Trust Fund designates a staff person and parent co-chair to serves on the Michigan Advisory Board for Parent Leadership in State Government (PLSG). The PLSG is an important forum for bringing multiple state agencies to the table to address parent leadership.

*Direct service providers* have the content expertise to understand what it takes to help children and families in need. In implementing the mission, they observe directly where the existing policies and programs work and where they need improvement.

*Administrators* see the big picture. They can quantify needed resources, diagnose where system breakdowns occur, and educate other team members about the realities within regulatory and funding agencies. Administrators are often the most experienced and visible representatives. They, along with the staff, have a critical vantage point.

*Community stakeholders* include neighbors, the faith community, allied child and family serving agencies, and child welfare advocacy organizations, among others. All have the diverse skills, life experiences, and perspectives to rely on in shaping positions on matters of policy and practice, informing public opinion, and increasing services and resources to meet the needs of children and their families. Among other contributions, they can challenge the notion that positions on important policy issues are only innate to narrow special interests.

*Volunteers*, or any contributors who are not receiving or compensated for delivering services and other prevention activities, may have only part-time relationships with the policy effort, but they can be a most important asset. Volunteers willingly give their time and energy. Their reasons for becoming active are usually viewed as altruistic, with no self-gain to color their viewpoints. No one is paying volunteers; as a result, they can enjoy credibility that staff does not. The public often sees staff and service recipients as defenders of the status quo, but view volunteers as having no vested interests. As neighbors and people who are often active in other areas of the community, volunteers are constantly in touch with many other people in the community. They usually speak in the community’s language, rarely cluttering ideas with insider abbreviations and jargon. They are in touch with what the public is thinking and can translate these views to staff effectively. Volunteers can be indispensable to effectively influencing policy.

*Board members* are an especially important subgroup of volunteers. Like other volunteers, board members affiliate with agencies solely to help. Board members who are influential, articulate, and well-connected in the community may not always have insight into the daily lives of the children and families, but their work, political, and social circles provide access to many potential allies who might otherwise be unavailable to staff and leadership.

Despite perceptions of the community, volunteers, parents, and agency staff have self-interests. While the public may acknowledge the stakeholders’ viewpoints, they may also be skeptical of their motivations. The public may perceive the professionals as simply trying to justify their job, or that a recipient of service is just trying to get more self-serving benefits. This is why it is essential to have a diverse team with thoughtfully selected roles focusing on the task at hand.
Arizona: The Department of Economic Security, Office of Prevention and Family Support (OPFS), works with 16 Regional Child Abuse Prevention (RCAP) Councils. These are primarily voluntary groups of child welfare workers, community members, school personnel, and other professionals that conduct regular meetings, presentations, and events to heighten public awareness and raise the visibility of programs and policies that ensure the safety and well-being of children.

**Importance of Partnering with Parent and Youth Leaders**

Parent and youth leaders are valuable partners to engage in education/advocacy and influencing policy. Their firsthand experience and understanding of barriers to their well-being is essential guidance for knowing the problem and tailoring the solution. Parent leaders should guide every CBCAP effort to help ensure that problems are accurately defined and proposed solutions are relevant, feasible and culturally responsive.

The effectiveness of contributions from youth and parent leaders depends on their level of preparation. They should be able to convey their experiences in a comfortable, reasoned, and compelling fashion. Having leadership training programs for parents and youth can stimulate confidence and build a shared awareness of the education and advocacy process. With appropriate direction and assistance, youth and parent leaders can articulate moving personal stories and make important policy recommendations. They can develop relationships, lead activities, write letters, inform staff about critical issues, and testify before policymaking bodies.

When sharing their experience receiving services, also referred to as “lived” experience, the person and the story should be treated with respect. Careful attention should be paid to create situations where their story or lived experience is not exploited and not their only role, but instead a vehicle to engagement. Giving youth and parents leadership roles can also show respect for the critical expertise they bring.

There are numerous approaches embracing this perspective, including Youth Development (YD), Parent Partner, and Parent Advocates. In an effort to foster healthy development, YD practices guide youth by promoting personal and social assets through youth leadership and organizational participation. They emphasize purposeful roles for youth and transactional, authentic partnering between adults and youth to build community solutions.3
Parent leaders working in prevention and parent partners/advocates working in mental health similarly gain professional skills through their contributions to community solutions.

These successful practices reveal how this engagement is also a learning opportunity for the individual who has past experiences receiving services. Developing power through child abuse preventions is also a valuable means for continued healing for the youth or parent. At the same time, having successfully navigated and made use of service systems indicates strengths that are well-suited to influencing policy.

Professional stakeholders also benefit from the involvement of youth and parents gaining an invigorated sense of purpose, enhanced teamwork skills, and a better understanding of the experience of receiving services. Both partners grow in the collaborative process by bringing their particular expertise to influencing child maltreatment prevention policy.

**Louisiana:** The Louisiana Children's Trust Fund continued its approach to positive systematic changes by expanding its Youth Leadership Development Summit program statewide. Through the Summit, teams of high school youth researched and developed action plans to address topics they identified including teen suicide, bullying, poverty, childhood obesity, and texting while driving. The teens presented and provided written position papers to policymakers including legislators, school board members, district attorneys, sheriffs and juvenile court judges. Some teams also testified at the state capitol regarding legislation pertaining to their specific topics. The legislature considered bills that addressed bullying and texting while driving. A bullying bill was passed and signed into law by the Governor. The texting-while-driving bill passed the Senate, but failed in the House.

**Considerations for Partnering with Parent and Youth Leaders**

The following four strategies will help to effectively involve parent and youth leaders:

**Create Authentic Partnerships**

Filling advisory positions and professional roles, teaching at trainings, speaking at briefings to decisionmakers, and developing informational resources are some of the many ways to foster collaborative policy influence with youth and parents. They should be treated as experts and equal participants in decisionmaking. It is not enough to fill a chair with a person with lived experience. They should be fully engaged in, and more often than not guiding, the agenda.

**Demonstrate Flexibility**

Parent and youth leaders should be fairly compensated for their contribution. This can be done by paying for their transportation to meetings or meals, offering a stipend, helping with day care costs or providing the service at the meeting, and other types of conveniences. When these types of resources are not possible then it will be important to make sure the youth and parent leaders can cover their own costs without creating financial difficulties for them. In addition, meetings should be scheduled at times that youth and parents are not busy with school and work. Also consider accessible meeting locations in their community or on public transportation lines, if available. Sometimes, youth and parent leaders will raise personal struggles that they are
experiencing, so it is important to be prepared to offer guidance on where they can go to get appropriate support.

**Recognize That Everyone is a Teacher**

Those with lived experience may need access to additional information to enhance their understanding of the full context of the issue. A helpful orientation to stakeholders, policies, and historical action will enable them to effectively and accurately communicate with partners and decision makers. Facilitate an open and responsive relationship so that questions are welcomed and sufficiently answered on an ongoing basis. This will invite reciprocal teachings about that person’s lived experience, and provide the human context to the policies and practices that are working or need reform.

**Prepare What to Share**

Learning from someone’s lived experience does not mean that they necessarily need to discuss every, or even any, detail about their lives. It is important to respect their expertise and be open to their feedback. Because their collaboration is critical to conceptualizing the problems and formulating action, take their lead in identifying the ways that their contributions can be beneficial to the policy partnership. When youth and parent leaders wish to share their stories, ensure that they feel prepared and comfortable about what information they want to divulge and what they want to keep private. It is their story, and they should never be pressured to share personal information. Remind them that other people who had a role in their story deserve the same privacy and respect. To take care that their story is not misunderstood or misinterpreted, encourage them to practice the story ahead of time, specifically identifying which points. This will prepare the individual to speak, keep their story focused and avoid the accidental disclosure of personal information. It will also help them feel comfortable to politely decline to answer questions during the course of their presentation. Be sure to discuss the potential for negative feedback, even with this preparation. Cover ways to respond and cope and people to ask for help, if needed.

**Massachusetts:** The Massachusetts Children’s Trust Fund engages parents to present on the importance and impact of primary prevention programs in lives of families served at events including CTF Executive Board meetings, state Legislature special events, the annual Step Up! For Prevention press event at the State House, and CTF’s annual Voices for Children Fundraising Gala. To prepare for these events, CTF provides parents-as-consumers with support and guidance on public speaking. All parents were provided with a stipend and offered assistance with childcare and transportation.
Education and advocacy cannot be removed from the people it intends to help. At key times, engaging youth and parent leaders directly strengthens policy through knowledgeable perspectives and solutions. Authentic relationships also strengthen the entire process of education/advocacy and influencing policy, bringing to it more information, respect, and growth for everyone involved.

**Indiana:** The Department of Child Services partners with the Riley Child Development Center Leadership Education in Neurodevelopmental Disorders Program (RCDC-LEND) to conduct a Family Leadership Initiative (FLI) which brings family-led organizations together to explore the concept of family leadership and paths for family members to pursue. The FLI outcomes include: 1) Families are informed and engaged in diverse roles that meet their individual interests; 2) Family organizations, service systems, projects and agencies will coordinate efforts to leverage resources, and improve family support and; and 3) Families will have meaningful participation and leadership on committees, boards, and projects related to the development, implementation, and evaluation of systems of care. The RCDC LEND is assisting the FLI movement in creating online learning modules to support parents and other caregivers in achieving national family competencies.

**Assessing the Environment**

We all work within a larger political and social environment that offers opportunities and traps that can advance, halt or ignore the prevention agenda. SLAs should scan and keep track of the leading people, practices, policies, and politics that make up the environment where changes are desired. In this regard, two relationships are critical, in addition to those discussed above. Relationships with coalitions and decisionmakers in all branches of government can ensure that the team is able to stay on top of and provide information relevant to current discussions and debates. Coalition relationships also provide an opportunity to combine efforts and share resources for making a larger impact.

To track the environment as it changes, it is helpful to regularly ask several questions:

- Who are the decisionmakers that will need information about child maltreatment prevention and strengthening families? What are their interests? How can they best be reached?
- What’s the latest information on the policy options being sought throughout the target community’s efforts? How would the proposed policies affect the lives of vulnerable children and families?
- What popular news in the social and political environment could affect important items on the child and family policy agenda? What larger issues are likely to emerge in the weeks and months ahead?
- Who are the key allies and adversaries in the decisionmaking arenas, in the service community, and in the broader community? What are their priorities, and how might they affect the prevention agenda?
- How realistic are the prospects for success in light of the environments surrounding the policy efforts?
These questions may appear difficult to answer on an ongoing basis, but it is important to be in tune with the pulse of the community. Anticipating environmental challenges enables quicker assessment of next steps.

Many CBCAP SLAs stay informed about the national policy environment through membership and think tank organizations like the Child Welfare League of America (CWLA), the Center for the Study of Social Policy (CSSP), the Forum for Youth Investment, and Child Trends, Inc. At a state level, the National Organization for State Associations for Children (NOSAC) and other state advocacy organizations have helpful information about the local environment. By partnering with national and state level organizations SLAs are able to use the national- and broader state-level data to understand the policy and program environment and inform their work.

**Georgia:** The Governor's Office for Children and Families partnered with the Forum for Youth Investment to provide communication tools and documents to assist in the gubernatorial transition. This included a brochure and other advocacy outreach to candidates and policymakers.

**Ohio:** The Ohio Children’s Trust Fund at the Ohio Department of Job and Family Services (ODJFS) contracted with Child Trends, Inc., to conduct a statewide assessment of three aspects of child maltreatment prevention: county level maltreatment risks, current county level child maltreatment prevention expenditures, and currently available county wide child maltreatment prevention services in Ohio.

**Reaching the Audience**

Effective education and advocacy involves multiple targets in one or more arenas. Typically, many decision makers have authority over policy issues. At the same time, there is also a need to educate the public to whom they are accountable. Understanding these audiences and ways to get their attention should inform the activities that further the agenda created as discussed in Chapter 4. It will be particularly helpful in developing appropriate messages, selecting a communicator, tailoring follow-up, and broadening the conversation to build more relationships, networks, and a larger audience.

The bigger and more knowledgeable the audience the better, as ultimately the common goal is a community-wide commitment to preventing child abuse and neglect and strengthening families. Efforts that help grow the audience also strengthen the team’s reach so that it is ready for future efforts. Creating the capacity to engage and educate the audience on a continuous basis is preferable to recreating the needed infrastructure for each action.

**Working with Task Forces or Coalitions**

Education and advocacy are communal pursuits by nature. SLAs know well that task forces and coalitions are invaluable resources to achieve big goals. They increase and can help diversify support for an issue; provide additional ears, eyes, and hands to do the necessary work; and open up important channels to inform the audience about the mission and the team’s work to achieve it. Working with task forces or with coalitions should build relationships that extend beyond a particular action and look towards larger policy goals.
**North Carolina:** The Department of Health and Human Services, Division of Social Services (NCDSS), is the state’s SLA and part of the Alliance for Evidence-Based Family Strengthening Programs (Alliance), comprised of state and private agencies that fund child abuse prevention initiatives. NCDSS contracts with Prevent Child Abuse North Carolina (PCANC) to achieve the Alliance’s outcomes, and support the child abuse prevention networks and activities to strengthen families. PCANC’s primary goals are: (1) successful replication of evidence-based programs and practices to prevent child maltreatment and strengthen families; (2) influencing social norms that strengthen families and promote healthy child development; and (3) advocating for policies that best support healthy families and positive child outcomes.

**Arizona:** The Department of Economic Security, Office of Prevention and Family Support (OPFS), includes a state coalition's advocacy day as part of their Prevent Child Abuse Month activities. Several Healthy Families Arizona programs and child welfare professionals joined Protecting Arizona's Families Coalition (PAFCO) to form a presence at the Capitol. Child abuse prevention advocates sat in on legislative sessions in the Senate and the House of Representatives in support of effective child abuse and neglect prevention programs.

Establishing and sustaining coalitions that perform well is hard work. Coalitions need leadership, agreement about goals and objectives, and a willingness to share responsibilities in order to get the work done. They depend on trust among the groups and individuals involved. Most of all, coalitions require patience, since different groups have different processes for working out their perspectives on policy issues. Because nurturing them takes people power and funding that are typically in short supply, careful consideration should be taken when starting or getting involved in coalitions. Fortunately, SLAs in every state are already oriented and actively engaging coalitions to prevent child abuse and neglect.

In most instances, coalitions start with a focus on a particular goal, and then disband when the issue is addressed. Other coalitions may evolve into entities that monitor the related agendas of coalition members and stand ready to resume active policy roles as needs arise. In either approach, SLAs should offer their skills and wisdom on the need for clear, focused activities. Otherwise, coalitions could inadvertently reduce the already-limited time and resources the partner stakeholders have to influence policy.
Energize the Team
Effective education/advocacy is hard work. With so many other activities that demand attention, finding energy is always a central concern. Here are several important steps to increase and sustain efficiency.

Engage and Honor the Mission
As discussed in Chapter 2, part of energizing the team is helping team members see the importance of education/advocacy and understanding that services alone cannot solve social problems. Improving the policies that drive services is as important as the services themselves.

Address Fears
SLAs and their partners that have not traditionally seen a role for education/advocacy will bring many concerns to a new policy effort. Left unaddressed, these concerns may easily undermine the planning and implementation of the proposed activities.

- Some concerns will be pragmatic and straightforward: What effect can we have? Will the effort be worth it? What other priorities will not receive attention?
- Others will raise important ethical, legal, and contractual issues: Are these activities legal for SLAs? Will an aggressive effort jeopardize our state contracts? Are we unethically exploiting service recipients if we involve them?
- Many volunteers may fear that they know too little about the issues. They may feel uncomfortable talking about them and be concerned that they may put their reputations and relationships on the line.

For each of these concerns, there are answers. Consultation, reference materials, training, and advice are available locally, from colleague agencies and nationally, from FRIENDS, other SLAs, and organizations with broad experience in education and advocacy. Ignoring legitimate, important stakeholder concerns will not make them go away. Unless leadership is ready to address them, anxiety resulting from these concerns will impede the process and put a halt to education/advocacy.

Educate the Team
Because people are hesitant to discuss matters about which they are ill-informed, learning about the policy development process is essential to successful education/advocacy.
Additionally, preventing child maltreatment is complex, so education about these issues should be continuous, and present readily accessible facts, information, and positions on both sides of the issue. This is time-consuming, intensive work, but it can help keep interest high among stakeholders and develop their self-confidence.

A variety of events and documents can keep stakeholders up-to-date and knowledgeable about policy and prevention. Relevant state, regional, and national conferences are excellent opportunities to inform and motivate. New technology is increasing access to information, even if it is starting to overwhelm us. Print or electronic newsletters, briefs, guides, and updates can be distributed and posted for all current and potential stakeholders.

**Wisconsin:** The Wisconsin Children’s Trust Fund, as part of Child Abuse and Neglect Prevention Month, released a policy brief titled “Child Maltreatment Costs of Intervention versus Prevention: How and Where are we Spending our Money in Wisconsin?” The paper highlights whether counties where children are at the most risk of maltreatment are targeted for higher levels of prevention funding to reduce child abuse and neglect expenditures and help families keep children safe. The policy brief makes a number of recommendations to ensure that Wisconsin prevention dollars are used efficiently and effectively.

Effective education on the policy process and problems should be interactive and ongoing wherever possible. Outside speakers can help, but youth and parent leaders who have received services, direct service workers, care providers, and others can also put an overwhelmingly complex issue into clear focus even more powerfully.

Peer education works too. Agencies that produce public education, community forums, and other events learn from both their own preparation and the feedback they receive. Individual mentor/mentee relationships within the state’s service network and across its CBCAP efforts can be established to pass along the unwritten rules and tips of influencing policy that can help people in changing roles acclimate more quickly.

**Alabama:** The Department of Child Abuse and Neglect Prevention/Alabama Children’s Trust Fund (DCANP/ACTF), organizes a Legislative Roundtable for Children and Families, with state agency representation, 501(c)(3) agencies serving children and families, the Family Resource Center, the Alabama Coalition Against Domestic Violence, 501(c)(4) policy organizations representing children and families, CASA, and others. DCANP/ACTF meets monthly, prior to and during the legislative session, to review all legislation that effects children and families. This roundtable educates advocates and enables child-serving agencies to identify conflicts in policy and support legislation that is good of the whole community.

**Summary**

Achieving success and building sustainable infrastructures depends on good planning and follow-through. Strategies must often be adjusted as efforts unfold, as stakeholders change, or in preparation for a next round or a new effort. A responsive, well-prepared proactive team will better navigate the changing environment and evolving strategy. The next chapter will discuss the federal legislative and administrative process and the role of the advocacy community.
Chapter 5: Understanding How Policy Evolves

The process for developing policy also informs the type and timing of education/advocacy activities. It is not necessary to become a process expert, but familiarity with the rules and those who are responsible for implementing them is essential. Fortunately, there are many resources can help people navigate through the maze. This chapter describes the federal legislative and administrative process. This is the process by which CAPTA legislation is reauthorized, amended, and administered.

**The Federal Legislative Process**

1) *Introducing and Referring a Bill* - Any of the 100 members of the U.S. Senate or the 435 members of the U.S. House of Representatives can introduce a bill into Congress.

In the U.S. Senate, a bill number begins with an “S.” In the U.S. House of Representatives bills begin with the prefix “H.R.” Once enacted, the legislation is assigned a public law number with the prefix “P.L.”

Once introduced, a bill is referred to one or more House or Senate committees with jurisdiction over the subject matter. The committee chair, in turn, may send the bill to a subcommittee for initial review, and vote, requesting a report back to the main committee. The subcommittee or the full committee may conduct hearings to examine the proposal’s merits, and make changes by amending the bill.

2) Voting a Bill Out of Committee - The full committee votes on the bill and sends it to the full House or Senate for further debate and action. House committee’s must vote on the bill before it can be considered by the full House, unless a majority of the House agrees to move the bill forward without a committee vote. Typically, if the committee does not act on the bill, it is effectively dead.

The Senate Majority Leader and the Speaker of the House decide what bills to consider and set their respective calendars. How a bill travels to the floor of the House or Senate for debate, and what happens once it gets there, differs considerably between the two bodies. Each operates under different rules, and these procedures affect what happens to a bill when it is reported for action by the full House or Senate.

3) Bill Passage - Once a bill passes the House or Senate, it is sent to the other body for action. Unless both chambers pass identical bills, a conference committee whose members come from each chamber must reconcile the measure. When the conference committee has worked out the differences, it compiles a report on the compromise and sends the bill back to the House and Senate for a vote. If both chambers approve the conference committee report, the bill is passed and sent to the president.

4) Consideration by the President - The President has three options: to sign the bill, at which time the legislation is enacted; to not sign it; or to veto it.

If the President does not sign the bill within ten days, and Congress is in session, the bill becomes law. If he does not sign the bill and Congress is not in session, the bill does not become law, which is called a pocket veto.

5) Overriding a Veto - If the President opposes the bill and vetoes it, two-thirds of those present in both the House and the Senate must vote to override the veto for the bill to become law; Congress cannot override a pocket veto.

Thousands of bills are introduced in every Congress, which spans two years; each year is considered a session. When a bill is modified, the original sponsors and others may decide to introduce a new version; thus, several versions of the same bill may exist. Each introduced version is treated as a new bill with a new number. Overall, most of the several thousand bills introduced see little or no action beyond receiving a bill number and being referred to a committee.
The Federal Process and Role of the Advocacy Community

Congressional leaders often make use of the expertise of professional advocates to inform their policy decisions. Because the general public does not typically follow day-to-day Congressional action, news from advocates often helps to guide the timing and consistency of their feedback. Overall, professional advocates provide information, background, and perspectives to both lawmakers and their constituents who are interested and active in the professional advocates’ particular policy area.

In working with Congress, professional advocates recommend action to lawmakers and respond to proposed legislation by offering their endorsement, proposed amendments, or opposition. In working with the public, they organize community supporters for their issue and urge that community to act at times of needed impact.

Among these supporters, the service field is critical in informing the advocate’s policy positions and approaches to education/advocacy. Professional advocates rely on relationships with the service field for assessment and service gap data, and for best practice information that helps them stay abreast of what is working and what is needed. The service field can also help connect lawmakers to key stakeholders. Briefings, meetings, and informational resources are always stronger when the field’s perspective is included.

Often, Congressional staffers will share bill language with professional advocates so that they can in turn engage their particular community to help solicit support. Of course, if a professional advocate and field advisors do not like the bill, the advocate may instead organize opposition.

Following passage or failure of a bill, supporters will often send letters of appreciation to the sponsoring and supporting lawmakers. Those who opposed a bill often follow up with lawmakers to explain their concerns and offer to assist in refocusing their policy approach. The field and community are also briefed on the bill’s outcome and on any upcoming actions. In sum, the professional advocate aims to maintain and strengthen a consistent commitment by everyone to improve their issue area.

Federal Administrative Process

Public policy is set by enacted legislation, but its effect on citizens is often profoundly dependent on the current administration. Whichever federal agency oversees the policy or program addressed in the enacted legislation is charged with implementing and enforcing the new law. Based on the statutory language, the federal agency may
go through a process of establishing rules and regulations to carry out those functions. The process may lead to entirely new procedures or changes to existing ones.

The rulemaking process invites public participation through review and comments on proposed regulations. In some instances, at the discretion of the head of the governing agency, parties potentially affected by the rule and knowledgeable about its subject can be involved in drafting the rule.6

The public generally has 30 to 60 days to submit comments. The federal agency reviews the comments and takes them into account as it develops a final rule. Both requests for comments and final rules are published in the Federal Register. Once final, rules are codified in the Code of Federal Regulations.

Not every proposed rule results in a final rule. Issues raised in the public commentary may not be addressed or reflected in a final rule. The Federal Register is a valuable resource and is available in many formats, including online at http://www.gpoaccess.gov/fr/.

**REAUTHORIZATION OF THE CHILD ABUSE PREVENTION AND TREATMENT ACT**

Originally enacted in 1974, the first Child Abuse Prevention and Treatment Act (CAPTA) was amended in 1996 to include Title II, “Community-Based Child Abuse Prevention (CBCAP).” Authorization for CAPTA, including CBCAP, last expired in 2010, so Congress passed legislation and President Obama signed the reauthorization (P.L. 111-320) on December 20, 2010.

The resulting reauthorization changes to the CBCAP legislation included deleting reference to “networks” and replacing “family resource and support program” with “community-based child abuse and neglect prevention program.” Access to services and preventive services for unaccompanied homeless youth was added, as was a requirement to involve parents in program planning and implementation. Finally, substance abuse treatment services and substance abuse services were added among types of support programs that CBCAP leads could fund.

**Working at the State and Local Level**

Federal programs and policies provide critical guidance and funding support for state and local children and family services. It is equally critical to understand the processes and know policy shapers at the state and local levels. As administrators implementing prevention policies, SLAs are familiar with these processes. Successful state and local education/advocacy can provide a foundation for prevention of child abuse and neglect on broader national issues by building solid local relationships, credibility, and a track record on the issues.

State legislatures and administrative structures vary tremendously in size, organization, calendars, staffing, and procedures to enact, amend, and implement legislation. State and national membership associations and state advocacy groups are all key resources to stay informed about processes at the state and local level.7 The next chapter focuses on using social media to increase the outreach and communication efforts of the policy agenda.
Chapter 6: Increasing Communication with Social Media

Social media has become a powerful tool that can invigorate child and family policy work through improved information sharing, agenda setting, and connection making. Various computer-related technologies help accelerate communication. Starting out, it is helpful to be mindful of available tools, needed resources, and common challenges.

Developing a Social Media Strategy

It is not necessary to become a technology expert to learn enough about popular social media tools and how they can help SLAs strengthen and grow network, and drive policy discussions.

Ultimately, education/advocacy goals and activities should guide the development of a social media strategy as opposed to conceiving of the tools as an add-on or an end product. Because social media facilitates open feedback, SLAs will need to determine whether the agency restricts the use of some tools and or if others are too user-driven to be useful.

To enact positive social change for children and families that are vulnerable, consider how discussions on social media can have the broadest influence. For instance, one way in which search engines like Google rank website results is by the number of sites that link to them. Linking makes joining the networked conversation easier and will promote the SLA’s message among people who are searching for information about preventing child maltreatment and keeping families healthy.
### Social Media Strategies

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<th>Use Social Media to Share Information</th>
<th>Be sure your info is reliable</th>
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<tr>
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<td>Be sure it gets noticed</td>
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<td>Archive and organize your info</td>
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<th>Maximize Openness and Facilitate Feedback</th>
<th>Respond to inquiries</th>
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<td>Thank people for their input</td>
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<td>Set a positive tone</td>
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<td>Address negative feedback respectfully</td>
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<th>Grow Your Audience</th>
<th>Tailor content</th>
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<td>Maximize participants engagement</td>
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<td></td>
<td>Encourage information sharing</td>
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<td>Recognize that greater sharing means less control over the message</td>
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<th>Commit Necessary Resources</th>
<th>Consider low/no-cost tools before spending to customize</th>
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<td>Social media takes time, so dedicate staff or volunteer time on an ongoing basis</td>
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<th>Vary the Interactions</th>
<th>Use factoids, photos, visually displayed data, quizzes, and short videos that grow interest in the prevention mission</th>
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<th>Don’t Stop Connecting Off-Line</th>
<th>Be visible in the community</th>
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<td>Maintain in-person communication with your stakeholders</td>
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### Social Media Tools

**Email**

Email has become a basic tool of our professional and personal lives. It is a good tool for sharing information and is most effective when used consistently, but periodically. Use it to notify people of breaking news or as a regular news source focused on your particular prevention expertise. Email is also useful when providing instructions for an event or notifying supporters about a needed action. It is important to learn about your email application’s tool for setting up lists. It is worth the time if you are going to be emailing the list frequently or managing several different lists. You can also simply keep a running list in a Word document, keeping it formatted so you can copy and paste it right into your email. For larger lists, you should consider investing in software that will help organize people’s information preferences. To be sure your message is received, avoid appearing as spam by breaking large recipient lists into smaller groups, and remind recipients to add your sender address to their contact list.
**South Carolina:** Children’s Trust Fund (CTF) of South Carolina publishes by email the Palmetto Children’s Post, the latest state and federal public policy and research information impacting South Carolina’s children. Since it was first published 2009, more than 1,430 individuals have subscribed to receive this public service electronic newsletter. More than 4,000 individuals (including every member of the General Assembly), receive the Palmetto Children’s Post weekly when the legislature is in session and bi-weekly when in recess. It is the only free electronic newsletter sharing the latest public policy and research information impacting the state’s children. The newsletter has an open rate of 14% and a goal of reaching 20%. All issues of the Palmetto Children’s Post are available online at http://www.sccchildren.org/act/the_palmetto_childrens_post/

**Blog**
A “web log” or blog is a helpful tool that CBCAP state leads can use to relay news affecting children and families, and share the activities and needs of your service network. Blogs can be embedded into websites or directly shared through a blog service’s interface. Many blogs allow readers to comment on each posting, while others strictly share information.

Strategic use of links and tags connects readers to the larger conversation and neatly provides access to detailed data and information related to the topic. When posting in a particular subject area, be sure to link back to older posts so that readers can easily navigate the ongoing information.

**The Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services (HHS) administers a blog called, “The Family Room.” It is integrated into their website, with entry titles and brief summaries posted chronologically. Each entry links to the full blog post on a separate page. Entries are also categorized into topic areas that are listed on the right of the blog’s main page, so readers can access all posts on a particular topic. The blog can be found at http://www.acf.hhs.gov/blog.**

**Podcasts and Video Sharing**
Podcasts and video sharing via websites like YouTube is a convenient way to share information, especially for audio and visual learners. You can create an ongoing news service or an archived library of topical content on child and family issues. Listeners can be engaged through a call-in time, email feedback and by referring conversations to a blog, Facebook, Twitter, or other social media presence. Podcasts and video sharing are appropriate for sporadic messaging and storytelling rather than regularly scheduled information.

**West Virginia:** Prevent Child Abuse West Virginia, a partner of the state’s SLA, the West Virginia Department of Health and Human Services, has a YouTube channel where it posts videos showing public service announcements, interviews, and calls to action among other content. The organization intends the videos to bring out the voices of diverse people, to learn what works and to identify shared goals. The PCAWV websites states, “Knowledge is the key to creating a culture where ‘parenting’ is seen as a common responsibility and the welfare of children is high priority.” PCAWV’s Youtube channel can be found at: http://www.youtube.com/user/PCA WV/videos?view=0
Facebook/LinkedIn/Pinterest
Integrating tools like Facebook, LinkedIn and Pinterest, which are designed to facilitate relationships, is immensely cost-effective. To this end, it is helpful to assign a lead administrator and one or more alternates to be sure your Facebook conversations are consistently current and relevant to your work. It is well worth the effort if you seek to provide timely information, recruit new supporters, or develop user generated ideas and perspectives. Also, establishing a clear, public content policy will head off problems with intrusive messages. Finally, keep in mind that though Facebook is growing exponentially, not everyone who wants to be involved in your child and family policy efforts uses it.

South Carolina: The Children’s Trust Fund (CTF) of South Carolina extends Prevention Month across the year under the campaign theme Strong Families, Safe Children which fosters a cultural shift in the way prevention is viewed by the public. The campaign uses TV, radio and newspapers, and includes two to three daily posts on Facebook and Twitter targeting information for caregivers.

The CTF plans to grow their audience using Facebook, Twitter, YouTube, Pinterest and a blog. Ultimately, content posting, tweets, infographics and videos will provide information to keep South Carolina children safe and drive traffic to their website, www.sccchildren.org for resources and information for parents and professionals.

To engage their network online, the Children’s Trust will offer an easy-to-access toolkit with sample press releases, proclamations, and social media posts to assist community organizations with their messaging. The Trust will continue its statewide prevention calendar as the hub for the state’s prevention activities that are promoted on their social networks.
Twitter
Twitter uses “miniblogs,” short messages (or “tweets”) limited to 140 characters. It is useful for creating “buzz” around a particular topic. Hashtags, or words or phrases with a preceding pound sign (#), are used to identify the subject of the message. Twitter is most effectively used as part of an ongoing campaign effort. Since effective use of Twitter means your message is successful only when it travels, leave room for 20 or more characters so folks can retweet and add their own messages.10

SLAs can begin by cross-posting to Twitter and Facebook. Once SLAs become comfortable with the different technology and its value for spreading messages consideration should be given to using them separately.

Massachusetts: Massachusetts Children’s Trust Fund (CTF) uses social media to increase a community of supporters and increase awareness regarding child abuse prevention. CTF uses Facebook to promote programs, mission, events, parenting tips and educational materials, and increase the amount of engagement with supporters. They have also grown an active network on Twitter to raise awareness about child abuse prevention and their strengths-based framework.

Infographic
As the name implies, infographics are pictures that convey information visually. Infographics enable complex data to be shared in an understandable, quick, and engaging way. They also offer a way to reach people who are visual learners and to make dry subjects more interesting for anyone. Infographics can be posted anywhere pictures can be used: sending it in an email, including it in a blog post, putting it on your website, attaching to it on Twitter, or uploading it on Facebook.11

Online Meetings
GoToWebinar/GoToMeeting is just one of many services (including Skype, InterCall, OmniJoin, WebEx, Ready Talk, Adobe Connect, and others) that enable online collaboration and remote connectivity. People use their computers and telephones and the service connects everyone to one phone line and lets everyone see what one person displays on their monitor. Video can also be used to allow participants to see the particular presenter. Typically, the organizer must pay a monthly fee, but participants join each virtual event at no cost.

South Dakota: The Department of Social Services, Division of Child Protective Services, runs a Parenting Education Advisory Board that is the center of a statewide network of state agencies, community-based agencies, and individuals. The Parenting Education Advisory Board meets at least twice yearly using the “Go-to-Meeting” webinar technology. This format reduces the barriers to board participation, especially for parent representatives who do not need to leave work or travel from home to actively participate. The local Parenting Education Partner assists parents who do not have computer or Internet access.
Summary
Social media is constantly changing. Fortunately, there are plenty of free webinars and resources available in the larger social media network. However, staying up-to-date on new trends, tactics and technologies takes time and attention. The “how to’s” of social media are still evolving. While there is not yet an official roadmap for navigating social media, it offers an exciting opportunity to creatively apply new technology and flexibly adapt to it, particularly for child and family supporters who already specialize in building conversations and relationships.
Conclusion

Understanding what works to keep children safe will help to promote child abuse and neglect prevention in the short term and strengthen the children and families that are part of the broader community in the long term. SLAs have key information to contribute through a strategic, practical, and consistent effort to influence public policy related to the prevention of maltreatment and promotion of healthy families.

This guide can serve as a resource for SLAs as they develop and enhance their educational advocacy efforts. By ensuring that key partners understand what policy is, how policy is governed and developed, and how to organize policy work and communicate prevention messages, stakeholders can build the support needed to make prevention a priority in the community.

Experienced SLAs know that planfulness and clarity about desired outcomes are essential to success. Agility and flexibility will also help SLAs respond to shifts in resources and momentum. Close relationships are also critical. By working with an array of stakeholders including youth, parents, local leaders, direct service providers, administrators, volunteers, and board members, SLAs can bring fresh perspectives, new ideas and enthusiasm to educational advocacy activities. Data about prevention needs and services can, likewise, reach new audiences when traditional education and awareness activities are augmented by social media outreach.

Throughout the guide, vignettes from SLAs across the country have highlighted the day-to-day practices and innovative ideas that combine to create effective educational advocacy. Through these state-based activities and related CBCAP wide collaboration, the shared vision for safe children and healthy families is achievable.
Appendix 1

Legislative Background of the FRIENDS NRC

The Child Abuse Prevention and Treatment Act (CAPTA, P.L. 111-320) is the hallmark child maltreatment prevention legislation. Title II of CAPTA, the Community-Based Grants for the Prevention of Child Abuse and Neglect (Commonly referred to as CBCAP, pronounced “C. B. Cap”), provides the federal dollars for prevention of child abuse and neglect. Funding is distributed to a lead entity in each state to coordinate an effective and accessible network of comprehensive prevention activities. CBCAP state leads are often the state’s public agency that provides child protection, child welfare and/or permanency services. However, many states have assigned the role to a private non-profit.

Social policies often include provisions for a federal resource center to provide information and technical assistance for state implementation of national programs. The FRIENDS National Resource Center for Community-Based Child Abuse Prevention is the resource center for CBCAP SLAs. FRIENDS is an acronym for Family Resource Information, Education and Network Development Services. FRIENDS not only assists SLAs, but also facilitates networking across states and resources for the prevention community as a whole.
Appendix 2 (CBCAP State Leads must sign and submit this document as part of the annual application, as stated in the Program Instruction.)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Signature  ______________________________________________
Title  ___________________________________________________
Organization  _____________________________________________

http://www.acf.hhs.gov/grants/certification-regarding-lobbying
Chapter 1: Influencing Public Policy

*Integrating Education and Advocacy into Mission and Function*

*Ohio’s* SLA, the statutorily created Ohio Children’s Trust Fund, housed in the Ohio Department of Job and Family Services (ODJFS), is in the midst of implementing a five-year strategic plan based on an evolution in thinking about prevention efforts from a singular focus on risk factors to a holistic, strengths-based approach. This new approach is detailed with a comprehensive statewide policy designed to ensure that Ohio’s children live in safe, stable, and nurturing families. This involves moving beyond the mere recognition that child abuse and neglect should be prevented to public prioritization of and support for primary and secondary prevention policies.

*Hawaii’s* SLA, the Department of Health, which is implementing a community-based participatory approach to plan a strategy for achieving an active policy/paradigm shift to child wellness for children and youth up to 23 years of age. The SLA is working to promote and increase public awareness of the importance of strengths-based approaches to address risk factors. The SLA is also building community capacity to assume a systems-wide approach to address child abuse and neglect prevention for the children of Hawaii. The plan will be used to inform state policies, practices, procedures, and regulations: will serve as a guide for prevention program developers, planners, legislators and decision makers, community groups, partners, and funders; and will include recommendations for the use of evidence-informed or evidence-based models and tools, all while providing recommendations for a systematic approach to data collection, and information-sharing methods to create broad and sustainable change.

Chapter 2: Distinguishing Policy Education/Advocacy from Lobbying

*For SLAs that are Public Agencies*

*Washington, DC’s* SLA, the Child and Family Services Administration, is co-chair of the Mayor’s Advisory Committee on Child Welfare (MACCW). The purpose of the MACCW is to advise the Mayor on all aspects of the District of Columbia’s continuum of child welfare services, including prevention, early intervention, treatment, and sources of permanency.

*Georgia’s* SLA, the Governor’s Office for Children and Families, serves on the Citizen Review Panel (CRP) Steering Committee and the Child Protective Advisory Committee. Georgia’s CRPs include representation from all professional disciplines along the full continuum of child welfare. This has provided additional opportunities for cross-discipline communication; a better understanding of some of the challenges various disciplines and the Agency are facing as a result of changing local, state and national policy, economics, and priorities; and a combined voice in advocating for improvements in child welfare policy and practice. CRPs were instrumental in encouraging the Agency to reconsider its position on statewide policy and standard practice model for diversion (Georgia’s alternative response option for responding to low-risk reports of CAN). Another significant achievement in 2011 was the improvement in the referral process of eligible children in substantiated cases to early intervention services mandated under part C of the IDEA.
Chapter 3: Crafting and Managing the Education and Advocacy Agenda

Developing Effective Agendas

Arkansas’ SLA, the legislatively created Arkansas Children’s Trust, has begun work on building an online data collection system that will meet the needs of all its service partners. Though it is challenging to meet everyone’s needs, once established, the Trust will be able to collect and compare data about the outcomes of the various programs. This will provide key information on what works.

Washington, DC’s SLA, the Child and Family Services Agency, is updating an inventory of city programs called the Assessment of District Programs to Prevent Child Abuse and Neglect. The Agency developed a survey to be disseminated to the provider and advocacy community that will identify service gaps and prevent the duplication of efforts within and among future prevention initiatives.

Acknowledge Progress

Wisconsin’s SLA, a statutorily created Children’s Trust Fund, awarded a contract to the Center for Health and Safety Culture at Montana State University to integrate the Positive Community Norms model into child maltreatment prevention efforts in Wisconsin. Throughout 2012 and 2013, CTF, the CAP Fund and Montana State University will focus on creating an initial “spirit” message, collecting baseline data on perceptions in Wisconsin on child abuse and neglect and developing a statewide child maltreatment prevention campaign based on the survey results.

Hawaii’s SLA, the Department of Health, benefited when its partners, the Hawaii Children’s Trust Fund and the Joyful Heart Foundation, commissioned a survey measuring perceptions and understanding of child abuse and neglect in Hawaii. Baseline data showed a significant need for increased awareness among Hawaii residents of factors that contribute to child abuse and neglect, as well as protective factors that can prevent maltreatment.

Chapter 4: Assigning Roles and Responsibilities

Working with Task Forces and Coalitions

Wisconsin’s SLA, a statutorily created Children’s Trust Fund, is a key partner in the Forward Wisconsin Initiative: Preventing Interpersonal Violence. The Initiative aims to enhance efforts to change social norms and community tolerance for violence. Other partner agencies include the Departments of Health Services and Children and Families, the Wisconsin Coalition Against Sexual Assault, the Wisconsin Coalition Against Domestic Violence, the Governor’s Council on Domestic Abuse, the Child Abuse Prevention (CAP) Fund of Children’s Hospital and Health System and Children’s Service Society of Wisconsin. The work of the Forward Wisconsin Initiative is organized around five components: 1) collect, analyze and disseminate data; 2) design, implement and evaluate programs; 3) provide technical support and training; 4) build a solid infrastructure; and 5) affect change through policy, enforcement, advocacy and education.

Minnesota’s SLA, the Children’s Trust Fund located in the Department of Human Services, worked with leaders from the Child Safety and Permanency and Community Partnerships divisions to develop a “Strengthening Minnesota Families Through Early Childhood: A Roadmap for Integration and Sustainability.” The primary goal is to prevent child abuse and neglect, and promote the health and well-being of all Minnesota children, families
and communities by improving cross-disciplinary Strengthening Families practices, communication, and policies at the state and local levels. The document provides specific guidance on methods for integration into the work of the Children and Family Services Administration.

**Educate the Team**

**Washington, DC**'s SLA, the Child and Family Services Administration (CFSA), provides training for parents to enhance their knowledge on how the political and social systems operate, the DC laws on child abuse and neglect, and how to be more effective advocates for the needs of their children and themselves. DC CFSA’s Children’s Trust partner established “The Center for Excellent Parenting and Communities” to better address the training needs of parents, focusing its efforts in three broad categories: Parent Training; Parent Support; and, Community Awareness. Community Awareness includes conducting outreach to policymakers and advocates for the inclusion of prevention programs as a component of human services.

The SLA in **Kentucky**, the Kentucky Cabinet for Health and Family Services Department for Community-Based Services, holds “Peer Exchanges” with direct service staff, Regional Coordinators, Regional Networks, and parents. The information from the exchanges provided their technical assistance staff with valuable info about refining services, reporting, meetings and contracts. Many direct service staff have acknowledged repeatedly how critical the exchanges have been in increasing their knowledge and enhancing their comfort level while providing services. Additionally, they commented that the exchange provides a format wherein frank discussions can occur in a safe environment.

**Kansas’** SLA, the Kansas Children’s Cabinet and Trust Fund (KCCTF), has developed a framework for ongoing communication among early childhood and prevention partners through a quarterly Early Childhood Forum. The Forums, held in partnership with the Child Care Development Fund, support information sharing, professional development, and systems change through interagency coordination.

**South Carolina**’s SLA, the Children’s Trust Fund, hosts quarterly network meetings/trainings for 46 different agencies/schools representing 23 counties along a prevention continuum. Trainings included a session titled “Opportunities for Connections with Your Legislators and Legislative Outreach Day.”

**Prepare What to Share**

**Washington, DC**’s SLA, CFSA, works on the DC Shared Leadership Taskforce, which employs several strategies to advocate for systemic change. These efforts include working with committees that focus on issues in the child welfare system to promote a prevention agenda, continuing to gather and analyze data on the well-being of the District’s children, generating media advocacy, and training Parent Leaders in effective advocacy strategies.

**Chapter 6: Increasing Communication with Social Media**

**Email**

**California**’s SLA, the Department of Social Services Office of Child Abuse Prevention, works with local Child Abuse Prevention Committees (CAPC) by providing them state updates and/or advising them of training opportunities via an established CAPC email listserv.
**Free Websites**

**Massachusetts’ SLA**, a legislatively created Children’s Trust Fund (CTF), launched a “One Tough Job Campaign” in April 2006 to provide online support ([www.onetoughjob.org](http://www.onetoughjob.org)) in English and Spanish for parents and caregivers. Through the One Tough Job Campaign, CTF uses humor, understanding, and expert knowledge to let parents know: “We get it! Being a parent is one tough job. We’re here to help.” The website receives over 15,000 visits each month and provides parents with the information, skills and support they need and deserve to become the best parents they can be. This website has been the recipient of several national parenting publication awards.

**OTHER EXAMPLES of CBCAP SLA EDUCATIONAL ADVOCACY ACTIVITIES**

**Direct policy recommendations through legislatively created groups and advocacy campaigns.**

**Alabama’s SLA**, the Department of Child Abuse and Neglect Prevention/Children's Trust Fund (DCANP/ACTF) is statutorily mandated to create a State Plan for Prevention and Intervention, which they submit to their Governor, Lieutenant Governor, President Pro Tem of the Senate, and Speaker of the House of Representatives and distribute to key committee members of the Legislature. Engaging these additional decision-makers in this way lays a strong foundation for future education.

DCANP/ACTF continues to educate the legislators on issues around prevention to sustain funding in the general fund and education trust fund for prevention programs throughout the state of Alabama. DCANP works closely with key legislators to identify child abuse and neglect policies that support and strengthen Alabama families. In 2011, they were able to successfully pass legislation that required all child deaths under 12 months of age to have a death scene investigation. This has resulted in more accurate data on the cause of death and the near elimination of SIDS diagnoses.

**Minnesota’s SLA**, a Children’s Trust Fund in the Department of Human Services, coordinates training and statewide communication efforts for updated legislation. For example, they are currently focusing on recent “Safe Place for Newborns” legislation, which offers a safe and anonymous alternative to infant abandonment.

**South Carolina’s SLA**, the Children’s Trust Fund, houses Safe Kids South Carolina, which is initiating a grassroots advocacy effort. They will work with county partners, victims of injuries and their families, and experts in injury prevention, encouraging them to speak to legislators on the importance of prevention.

**Iowa’s SLA**, the Department of Human Services, contracts PCA Iowa for some CBCAP work. In FY 2011, staff at PCA Iowa continued their work with health, human services, and early childhood community partners in supporting a statewide plan to prevent Shaken Baby Syndrome (SBS). PCA Iowa and its partners had successfully advocated in 2009 for legislation to require development of such a plan. In response to the SBS law, the Iowa Department of Public Health created a plan based on hospitals educating parents of newborns about stresses from infant crying, using a nationally recognized video called the Period of PURPLE Crying.

**Hawaii’s SLA**, the Department of Health, is the lead for the public sector of the Hawaii Children’s Trust Fund (HCTF). The HCTF is a public-private partnership comprised of an Advisory Board (AB), Advisory Committee (AC), and Coalition. The AB focuses on grant making to community-based agencies used to carry out the HCTF’s mission of preventing child abuse and neglect and strengthening families. The AB consists of seven private and
public representatives, three of whom are appointed by the Governor. Board members include designees for the Director of the DOH and the Hawaii Community Foundation (HCF), a State Senator, a State Representative and three civic leaders. The AC includes representatives from the Department of Human Services (DHS), the Department of Education (DOE), the DOH, the Office of Youth Services (OYS), and the Judiciary, as well as six elected members representing the HCTF Coalition. The AC focuses on promoting statewide planning and strategies, establishing the criteria and guidelines for grant making, publicizing the fund, advising the DOH on matters involving prevention, and facilitating the exchange of information between groups concerned with families and children.

**Louisiana’s SLA**, a Children’s Trust Fund, is an active partner with the Senate Select Committee on Women and Children. The focus of this Select Committee is poverty and its impact on children and families. An initiative that grew out of the Senate Select Committee was Louisiana Progress. Louisiana Progress is “committed to helping families find a Pathway to Prosperity.” These priorities focus on state budget cuts that reduce services for children and families.

Another legislatively formed committee in which the Louisiana Children’s Trust Fund directly participates is a Grandparents Raising Grandchildren Status Committee which is charged with reporting back to the legislators of the needs of grandparents raising grandchildren and providing recommendations for solutions. It was through the efforts of the Grandparents Raising Grandchildren Association that the legislation forming this Commission was passed. The Children’s Trust has been the primary supporter and funder of Grandparents Raising Grandchildren Association.

The Autism Support Group funded and supported by the Louisiana Children’s Trust Fund also had strong legislative impact with the passage of a bill to require medical insurance to include necessary testing and programs for autistic youth, including a required monetary amount. This legislation passed unanimously in both the House and Senate.

**Kansas’ SLA**, the Kansas Children’s Cabinet and Trust Fund (KCCTF), serves as coordinator of the Kansas Early Childhood Advisory Council (ECAC). The ECAC includes representation of leaders representing health, early intervention, early care and education, home visitation, family supports, advocacy, private foundations, and the Governor’s Office. The ECAC provides support to infrastructure development, state and local systems planning, and recommendations on policy. The ECAC provides oversight of and guidance to the KECCS Plan, as well as leadership to the Kansas Project LAUNCH initiative, the Child Care Development Fund, and the Head Start State Collaboration Office.

**Nebraska’s SLA**, the Nebraska Children and Families Foundation, Early Childhood Endowment and Policy Staff have developed communication tools and have conducted individual meetings with over two-dozen state legislators to provide information and promote additional investments in early childhood. In 2010 and 2011, new websites, [http://www.advancingearlychildhood.org](http://www.advancingearlychildhood.org) and [http://www.firstfive-nebraska.org](http://www.firstfive-nebraska.org), were launched to inform policy makers and provide policy information to the public on early childhood issues in Nebraska.

**Build relationships with key decision makers on boards, task forces, and committees.**

**Ohio’s SLA**, a statutorily created Children’s Trust Fund housed in the Ohio Department of Job and Family Services (ODJFS), recognizes the destructive consequences that trauma creates for people, their families and society, and is committed to supporting the creation and implementation of a statewide trauma-informed systems plan in Ohio to ensure the social and emotional well-being of all Ohioans. In collaboration with the Ohio
Department of Mental Health and the Ohio Department of Job and Family Services Office of Families and Children, the Trust Fund will convene a statewide workgroup to create a plan for developing trauma-informed service systems that use evidence-based and emerging best practices in trauma throughout state supported services. The workgroup will create a state trauma policy or position paper that will contain benchmarks and outcomes for creating trauma-informed service systems. The Trust Fund will also work to have this position statement and plan endorsed and adopted by administrative leadership, and disseminated to all parts of the service system, stakeholder groups, and other collaborating systems.

**California’s** SLA, the Department of Social Services Office of Child Abuse Prevention, is a member of their Child Welfare Council (CWC) created by legislation in 2006. The Council’s 53 members include leaders from all three branches of state government as well as county leaders, current and former foster youth, child and parent advocates, and researchers. The CWC is a state advisory body that considers recommendations to improve child and youth outcomes through increased collaboration and coordination among the programs, services and processes administered by the multiple agencies and courts that serve children and youth in California’s child welfare system.

**North Carolina’s** SLA, the North Carolina Division of Social Services (NCDSS) engages in systemic change efforts through participation in early childhood and other systems with similar goals of improving outcomes for children and families. NCDSS does this through serving as a member of the North Carolina Early Childhood Advisory Council; collaborating with the Early Childhood Comprehensive Systems Grant; serving as a member of the North Carolina Interagency Coordinating Council for Children From Birth to Five with Disabilities and Their Families; serving on the Project LAUNCH Advisory Council; partnering with North Carolina Head Start Collaboration Office in the development a state-level Memorandum of Understanding; partnering with the North Carolina Division of Public Health in the implementation of the recently funded Maternal, Infant, Early Childhood Home Visiting initiative; serving on the North Carolina Institute of Medicine Task Force on the Mental Health, Social, and Emotional Needs of Young Children and Their Families; and serving on the Lifespan Respite Project Advisory Team.

**Hawai‘i’s** SLA, the Department of Health, provides leadership for a Domestic Violence Oversight Body. This group is convened to oversee a statewide plan on community-based public awareness and prevention activities. At the conclusion of their current five year plan, the DV Oversight Body will transition into the Family Violence Policy Alliance, a high level group of policy makers who are committed to improving the coordination, integration, effectiveness and accountability of the systems responsible for the prevention of intervention in family violence.

**South Carolina’s** SLA, the Children’s Trust Fund, leads the Maternal Infant Early Childhood (MIEC) program. MIEC created and convened the HV Coalition as an advisory and steering committee. This coalition, which met monthly from August 2010–September 2011, consisted of several state agency and nonprofit appointees. Members included representatives from the following: **Family Connection of South Carolina; March of Dimes, South Carolina Chapter; Perinatal Awareness for Successful Outcomes (PASOs); South Carolina Campaign to Prevent Teen Pregnancy; South Carolina First Steps to School Readiness; South Carolina Departments of Alcohol and Other Drug Abuse Services, Education, Health and Environmental Control, Health and Environmental Control, Health and Human Service, Juvenile Justice, Mental Health, Social Services; South Carolina Office of Research and Statistics; and the University of South Carolina Rural Health Research Center.** To build stronger public awareness of child abuse prevention, Children’s Trust will coordinate site visits for respective elected and business officials via CBCAP and MIEC program grants.
Following the November 2012 election, the Children’s Trust Fund of South Carolina, the state’s SLA, started a concentrated outreach to the newly elected members of the South Carolina General Assembly. This initiative informed new decision makers on the state of and proposed strategies to improve child well-being.

Maine’s SLA, the Maine Children’s Trust (MCT), is a legislatively appointed member on Maine’s Children’s Growth Council and is the designated Council’s representative of CAN prevention. Maine statute provides that the Trust have access to key decision makers in the legislative and executive branches of government and also provides for the Trust to offer input and suggestions in program or policy to state government in the area of child abuse and prevention.

As public support for home visiting programs was proposed to be eliminated, MCT convened a wide array of home visiting advocates to develop and implement a strategy to engage the many segments of Maine’s population that benefit from investment in early childhood systems, home visiting in particular. One event supporting this effort was a day at the statehouse. This gave needed information to the entirely new governor and legislature leadership. MCT and their advocacy community’s outreach and support resulted in a full legislative reversal, and the restoration of full programming for home visiting programs, which also resulted in receipt of a Federal home visiting expansion grant.

Use research and data to tell a story and disseminate that story widely.

Wisconsin’s SLA, a statutorily created Children’s Trust Fund (CTF), partnered with the Departments of Health Services and Children and Families, and the Child Abuse Prevention Fund to issue a January 2012 publication that highlighted the prevalence of Adverse Childhood Experiences (ACEs) in the general population in Wisconsin. CTF and its partners have applied this study design and took a leadership role in Wisconsin by sponsoring a population-based approach to determine the prevalence of adverse childhood experiences or ACEs in the state and the impact on emotional, physical, social and economic well-being of its citizenry. The publication also identifies specific policy recommendations for addressing the issues that contribute to adverse childhood experiences and guiding Wisconsin investments in strategies to reduce ACE scores across the state. The ACE and Trauma Workgroup has identified strategic priorities, which will be the focus of its work in 2013, to advance the priority policy recommendations in the publication.

In addition to the formal surveys, Wisconsin family resource centers continue to collect anecdotal success stories about the impact of program involvement on individuals and families. In the new reporting system, these family success stories are reported in the context of a short-term or medium-term outcomes achieved by the family. This phenomenological evaluation design sheds light on human experiences that cannot be measured in quantitative ways, and is very important to portraying the true value of programs by the families who participate in them.

Ohio’s SLA, a statutorily created Children’s Trust Fund housed in the Ohio Department of Job and Family Services (ODJFS), in partnership with the National Alliance of Children’s Trust and Prevention Funds, 4C for Children, the University of Cincinnati and Cincinnati Public Schools, engaged in a research project to determine the potential impact Strengthening Families has on improving school readiness for children through its support and engagement of parents and involvement in child care and early education. These preliminary results add great weight to the Strengthening Families approach for those who value and are motivated by school readiness. They will also help define and inform practice for effective parent engagement/family support and communicate the importance of this work to policy makers and educators.
Minnesota’s SLA, a Children’s Trust Fund in the Department of Human Services, have staff that partner in a pilot project with the Early Childhood Training and Resource Center, the Minnesota Community Foundation, University of Minnesota Early Childhood Center, community-based family support staff, parents and daycare providers, to learn how to promote evidence-based knowledge on brain development and child abuse and neglect prevention best practices to front line staff and community residents in the African American community. With community guidance and expertise, the Wilder Research Center collected baseline community information through focus groups on current practices and beliefs about parenting in the African American community. Community information collected will be the basis for community discussions and planning for adapting and promoting best practices and the latest research within the African American community. Concurrently, some members are working with Frameworks Institute to craft a core story that will help change public dialogue about the importance of brain research in raising healthy children.

Oklahoma’s Pregnancy Risk Assessment Monitoring System (PRAMS) is an ongoing, statewide study that collects information about a woman’s behaviors and experiences before, during and after pregnancy. Oklahoma PRAMS is funded by the Centers for Disease Control and Prevention (CDC), the Title V Maternal and Child Health Block Grant and the Oklahoma State Department of Health (the CBCAP SLA). It is managed through the Department of Health. Thirty-six other states conduct a PRAMS survey. Oklahoma has been a PRAMS participant since the CDC project began in 1988. The purpose of PRAMS is to discover why some babies are born healthy and why others are not, in an effort to increase the numbers of babies in Oklahoma who are born healthy. The information is used to help guide programs and health policy in Oklahoma and to help make better use of limited resources. On a monthly basis, Oklahoma PRAMS randomly samples between 200 and 250 new mothers from Oklahoma birth certificates. Mothers are sent as many as three mail questionnaires, with follow-up phone interviews for women who do not respond to the mailed surveys. All information is kept confidential. Oklahoma currently collects PRAMS data on the following topics: health insurance, prenatal care, breastfeeding, maternal smoking and secondhand smoke exposure, alcohol use, social support and family planning.

In Hawaii, funding from CBCAP and other blended funding supported the Early Childhood Indicator Project. The purpose is to conduct an analysis of current data capacity, develop an indicator framework and recommendations for implementation. The analysis will be used by the Governor’s Office, State departmental leads and other policy makers to improve utilization and access to adequate data for the purposes of improving health, safety and school readiness outcomes for our youngest children. Conducting an analysis of the “current state” and clarifying the key data points needed to track child outcomes and plan effective programs will enable policy makers to have much needed information to improve the overall state early childhood system. Coordinated state health, human services and early care and education (ECE) data systems will further enable state policy makers to effectively close the school readiness gap and prepare all young students to succeed in school and in life.

Louisiana’s SLA, a Children’s Trust Fund, worked with the Governor’s Children’s Cabinet and Cabinet’s Advisory board to pursue a “Dashboard for Louisiana’s Children.” This is a movement that involves all state Departments that serve children with its main focus to develop measurable benchmarks for Louisiana’s Children based on the Casey Kids Counts and the A.C.E. Study. The main goal of the “Dashboard” is to raise Louisiana’s standing in its measurements of children outcomes.

Kansas’ SLA, the Kansas Children’s Cabinet and Trust Fund (KCCTF), through the Children’s Initiative Fund, has created an accountability framework that assesses funded programs on the basis of evidence-based practice,
evaluation and other criteria. Legislators have increasingly come to rely on the CIF accountability framework to guide decision-making. On a program level, the KCCTF has provided leadership in improving coordination of data across programs and communities. All CBCAP programs in Kansas, for example, utilize a common measure, the Protective Factors Survey, to begin to track and explore cross-program comparisons to drive data-driven, systemic change across the state.

Secure state and city proclamations of April as Child Abuse Prevention Month.

South Carolina's SLA, Children's Trust Fund, kicked off Child Abuse Prevention Month by hosting a breakfast with attendees representing social service agencies, religious and civic organizations, child advocates and the business community. Keeping with their prevention message theme, Strong Families Safe Children, the event featured speakers with direct work and dedication to reducing the incidences of child abuse and neglect. Lillian Koller, DSS’s newly appointed state director and Senator Michael Fair, co-chair of the Joint Citizens and Legislative Committee on Children, spoke to the more than 125 attendees of the breakfast. Koller read the Governor’s Proclamation of Child Abuse Prevention Month in South Carolina. She also discussed the importance of prevention, families, and collaborative partnerships to support them. Senator Fair offered a summary on the 2011 State of Children in South Carolina Annual Report.

Hold Blue Ribbon, Pinwheel, and other awareness events at the state capitol.

Massachusetts's SLA, a legislatively created Children’s Trust Fund, continues to host and develop key partnerships with the Commonwealth’s state legislators through its annual April is Child Abuse Prevention Month activities. CTF hosted three Step Up! for Prevention events in which children’s shoes were displayed at the State House in Boston, in Worcester, and at Pittsfield City Hall in the Berkshires as a reminder of the number of substantiated cases of child abuse in Massachusetts each month. The children’s shoes were later donated to CTF programs for distribution to families. At these events CTF as well as state and local dignitaries spoke of the need for prevention activities in the Commonwealth.

Ohio's SLA, a statutorily Children’s Trust Fund housed in the Ohio Department of Job and Family Services (ODJFS), kicked off their April 2011 activities on March 26 with a second annual Statewide April Child Abuse and Neglect Prevention Month Kickoff Event at Michael’s House Child Advocacy Center in Greene County. Ohio Department of Job and Family Services Director Michael Colbert, State Senator Kevin Bacon, and Ohio Supreme Court Justice Yvette McGee Brown all spoke and children from the Childtime Learning Center sang two songs. The event concluded with everyone planting pinwheels outside.

Kentucky's SLA, the Kentucky Cabinet for Health and Family Services Department for Community-Based Services, provides support for their Regional Network to plan and execute community specific prevention awareness activities in April. Their activities included distribution of blue ribbons, pinwheels and other prevention materials; walks; parades; proclamations hosted by various dignitaries; candle light vigils; poster/t-shirt contests; conferences and workshops. In addition to the distribution of materials, local county and or regional data was shared at most events and activities. Data included the number of referrals, number of substantiations, and number of facilities. Collaboration with local community partners allowed for wider distribution of information to a broader audience. During Regional Network meetings, technical assistance staff encouraged members to collaborate with other agencies when planning for child abuse prevention activities.

Regional Coordinators are briefed on previous Child Abuse Prevention Month activities and requirements at the orientation of every contract year. Funding permitting, technical assistance staff host a statewide meeting
to highlight Child Abuse Prevention Month, reinforce its importance, provide time to share local plans, and discuss possible outcomes.

**Oklahoma’s SLA**, the Office of Child Abuse Prevention in the Oklahoma State Department of Health staffs an Interagency Child Abuse Prevention Task Force (ITF). The Child Abuse Prevention (CAP) Action committee (in its sixth year) is a hearty, vital workgroup of ITF that coordinates annual Child Abuse Prevention Day events. The day’s activities include a proclamation signing, photographs with the Governor, two Advocacy 101 courses, an item drive, display tables featuring programs and agencies statewide, a looping slideshow presentation, a press conference, “Outstanding Child Abuse Prevention” awards, elementary school dancers, and a “Linking with Legislators-Crunch Card Connection” activity. Social media efforts include e-blasts (newsletter) and Facebook and Twitter posts about tasks that could be taken, event notices and consistent messaging regarding child abuse prevention.

This Linking with Legislatures-Crunch Card Connection advocacy activity was coordinated and led by the Oklahoma Institute for Child Advocacy (OICA) and Smart Start Central Oklahoma, with the theme, “We know you are in a budget ‘crunch,’ but we still need to protect our children. Prevent abuse and neglect!” At least 1,500 constituents participated in the crunch card activity, according to OICA, which involved their filling out “Crunch Advocacy Cards” to their legislators along with donated Nestlé Crunch Candy Bars. Rumor has it that some legislators had 60+ candy bars on their desk. Additionally, OICA reports that many advocates received written feedback from their legislators about their stance on child abuse prevention efforts in Oklahoma. After CAP Day, OICA and SSCO coordinated delivery of a “thank you” messages to legislators along with “CAP Day at the Capitol” coffee mugs (donated by Smart Start Oklahoma – Oklahoma’s Partnership for School Readiness) and a “Safe and Sound” child abuse prevention music video DVD (created by Delaware Child Development Center and online at, [http://www.youtube.com/watch?v=ujZzomZfPlU](http://www.youtube.com/watch?v=ujZzomZfPlU)).

**Hawaii’s SLA**, the Department of Health (DOH), in partnership with Hawaii’s Children’s Trust Fund, convenes an Annual Children and Youth Day at the Capitol. In 2010, more than 200 community, government, non-profit, business, and faith based organizations were involved in the planning and implementation of this event with cash and in-kind donations of more than $380,000.00. The goal of the day is to educate children, parents, and other family members about health and human service issues and resources that encourage healthy family relationships, safe and nurturing environments for children, and opportunities for each family to develop to the individual’s fullest potential. Approximately 40,000 attended this event.

**Nevada’s SLA**, a Children’s Trust Fund under the Nevada Department of Health and Human Services, partnered with the Nevada Institute for Children’s Research and Policy and 14 other grantees to coordinate Child Abuse Prevention month activities in 2011. Because the Legislature was in session that year, April 18, 2011 was designated as “Children’s Day” at the Legislature, and each of the 64 state Assembly members and state Senators were given pinwheels. Over 150 people helped First Lady Kathleen Sandoval and her daughter, Marisa, plant pinwheels on the legislative lawn. Mrs. Sandoval kicked off the event with a speech promoting a healthy and safe environment for the children of Nevada. In addition, a proclamation was presented by the Carson City Board of Supervisors, and the Governor’s office issued a proclamation for Child Abuse Prevention month as well as Shaken Baby Awareness Week.

In 2010, **New Hampshire’s SLA**, the New Hampshire Children’s Trust, Inc., held a Parent Advocacy Day at the State House and Legislative Office Building for 57 parents from around the state. The event focused on “advocating by voting.” It included a mock legislative hearing and the state’s Governor Lynch stopped by to talk.
about what goes into making a bill into a law. Around the same time, the Children’s Trust, Inc. also toured the state with the message of voting and holding candidates accountable by holding advocacy trainings in four other sites across the state. Advocacy events continued throughout the year with an Annual Unsung Hero awards at the State House in the winter to recognize New Hampshire caregivers, as well as additional trainings across the state and another advocacy day in the Capitol in the spring.

**Michigan’s SLA**, the Children’s Trust Fund, holds annual Prevention Awareness Day at the State Capitol in celebration of Child Abuse Prevention Month. Recently, a Legislative Education Day component was added to the event to give individuals and organizations an opportunity to educate legislators about prevention needs and current community efforts.
Endnotes

1 For more information on the background of the CBCAP program and the FRIENDS National Resource Center (NRC), see Appendix 1.

2 Most of the examples are taken verbatim (or with only slight changes for grammatical context) from state 2011 CBCAP applications to ensure the activities and initiatives are conveyed accurately.


5 Foster Care Alumni of America has additional resources on Strategic Sharing, See http://www.fostercarealumni.org.

6 The Negotiated Rulemaking Act of 1990 (5 U.S.C. §§561-570) authorized this process and provided guidance to federal agency heads about how to conduct the process.

7 For information, see http://www.nosac.org and http://www.ncsl.org.


10 Find more tips for expanding reach on Twitter, see http://www.marketinggum.com/21-ways-to-get-more-followers-on-twitter/.


12 For staying up-to-date, start with these social media for non-profit experts’ blogs: http://www.bethkanter.org and http://www.allisonfine.com.