

Summer/Fall 2016

Connections

**Focus
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CAEYC has adopted NAEYC's Code of Ethical Conduct and Statement of Commitment. Therefore, all articles, materials, publications and advertisements (pictures and text) shall support CAEYC's values and definitions of developmentally appropriate practices, anti-bias curriculum and nurturance of diversity.

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Articles, letters, and calendar items may be submitted to the CAEYC office or sent via e-mail to the editor at info@caeyc.org. Please provide contact name, phone number and e-mail address.

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A Message from the President



Hello to All of You,

I behaved quite outrageously this past summer. Humiliating. I kissed Pahalú. I kissed him several times, and I must admit I enjoyed it. The worst part was that it was caught on camera and made the Facebook circuit. I did not expect to engage in such behavior, it was pretty spontaneous. It happened because my granddaughter shared her vision and advocated for this particular event. It is her fault that I was persuaded to engage in this behavior.

The power of communicating your beliefs and values can change the behavior of others. In our profession of Early Childhood it is necessary to stand up for our beliefs and help our neighbors, our decision makers, our community understand just why it is important to value a child's early years with the best possible experiences for developing and learning.

Oh, and Pahalú was without a doubt the most charming dolphin my granddaughter, my husband, and I have ever met, kissed and swam with. My granddaughter was right, it was a pretty intense and exciting learning experience.

Your California AEYC Board of Directors recently met to take care of the business of your organization. During that time we talked about how we as an organization can better advocate for the children and families for whom we work.

California AEYC is a kind of umbrella organization. We are specialists in Early Childhood, we specialize in the health, welfare and education of the children in our state. California AEYC, and its national counterpart NAEYC, is the premier organization focused on Early Childhood and as such includes all the many professionals who work directly and indirectly with young children. We have the unique opportunity and responsibility to support all who care about the young children of California.

Our members in California AEYC include many educational and developmental perks for each of us personally, but it also carries a certain obligation to let others know about the importance of a strong and positive start in life for every child. If we care about the purpose of the NAEYC organization we belong to we need to be able to share that purpose with others.

When each of you and your respective Local Affiliates talk to and share your ideas with those on your California AEYC Board (there are Board members from each Region and elected Officers) then you can be assured that your ideas are heard and good ideas are adopted and put into action for the entire state. However, I hope your sharing does not stop with the CAEYC Board. Share your experience, knowledge and ideas with the larger community.

Let me share a few thoughts from recent statements that are helping me to focus on my personal advocacy for the children and families of California:

"Our nation relies on early educators' knowledge and skills to provide high-quality early care and education to our increasingly diverse population of children and families. Yet our system of preparing, supporting, and rewarding early educators in the United States remains largely ineffective, inefficient, and inequitable, posing multiple obstacles to teachers' efforts to nurture children's optimal development and learning, as well as risks to their own well-being." (Whitebook, M., McLean, C., Austin, L.J.E., (2016). *Early Childhood Workforce Index – 2016. Executive Summary*. Berkeley, CA Center for the Study of Child Care Employment, University of California, Berkeley)

"Advocacy is a powerful way to leverage the important work that your organization does. Members ... as influential community leaders—can help increase the likelihood ... of your nonprofit's (CAEYC's) success... Being an advocate is directly connected to each ... member's fundamental responsibility to champion the organization's (CAEYC's) work—to stand for your mission." (Ten Basic Responsibilities of Nonprofit Board Members)

"Through the power of policy analysis, advocacy and action, Save the Children leverages the success of our programs to achieve lasting results for children in the United States and around the world." (Save the Children)

From these quotes I have taken the idea that advocacy is all of our responsibility—if we care about what happens to children and those that teach and care for them we must work to bring about the best possible context for that to happen.

Our mission will be fully realized only when our community leaders hear our voices, understand our arguments, and see our cause as worthy of their best efforts. When we stand for what we believe and insist on the best for children then we have fulfilled our full responsibility to the children of California.


The above quotes reassure me I am not alone in believing that advocating for children is essential to the health of the Early Childhood profession. I am in good company. We are all in this together and we are strong.

We must try. We must try to make a difference, because we think it is important enough.

As for the dolphin, I am trying to recruit him as a spokesperson for what is best for children and families. He obviously liked children very much, and I think he would make an awesome advocate.

Cary Larson-McKay is currently an Associate Professor in the Child, Adolescent, and Family Studies program at California State University, Bakersfield. She lives on the central coast with her husband (who is an amazing writer), she celebrates her sons (who also have degrees in Child Development), their wives and her grandchildren. She continues to be concerned that children have the best possible start with the support of good knowledgeable people in their lives.

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AFFILIATE PRESIDENTS

Region 1

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Mendocino Coast
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To update or add your affiliate meeting information,
please contact CAEYC at info@caeyc.org or (916) 486-7750.

affiliate meetings schedule

AFFILIATE	ID#	DAY	TIME	LOCATION	CONTACT	PHONE	E-MAIL
REGION 1							
California Cascade	179	TBD	TBD	TBD	Cindy Dykstra	Not available	ccaeyc@aol.com
Gold Country	304	TBD	TBD	TBD	Sarah Cammon	(530) 477-5772	sarahcammon@yahoo.com
Humboldt	223	Varies every month	6:30-8:00pm	Location varies	Star Mohatt	(707) 449-4985	sf7001@humboldt.edu
Mendocino Coast	337	Quarterly Mtgs.	Time varies	Location varies	Georgia Collin and Carla Leach	(707) 937-4913 (707) 877-3419 (707) 489-8002	collin@mcn.org and carlaleach@live.com
Redwood Empire	287	3rd Wed./month	5:45pm	Mendocino Office of Education 2240 Old River Rd., Ukiah	Conan McKay	(707) 468-3029	cmckay@mendocino.edu
Sacramento Valley	10	3rd Mon./month	6:30-8:30pm	Child Action, Inc. 9800 Old Winery Place	Pat Alexander	(916) 691-6821	misspatdc@aol.com
Twin Cities	83	2nd Tues./month	6:00-8:00pm	Child Care Planning Council	Tonya Byers	(530) 749-4041	tonya.byers@yubacoe.k12.ca.us
REGION 2							
Contra Costa	566	1st Wed./month	6:30-8:30pm	Contra Costa Child Care Institute 1035 Detroit Ave., Concord	Elsie Witt	(925) 935-0463	Elsiejwitt@aol.com
East Bay	6	2nd Tues./month	6:30-8:30pm	1151 Harbor Bay Pkwy., Alameda	Marva Lyons	(510) 521-3997	happymarva57@yahoo.com or ebaeyc@gmail.com
Marin	421	2nd Mon./month (No mtg. July-Aug)	6:45-8:00pm	MC3 555 Northgate Blvd., San Rafael	Arleen Uryu	Not available	auryu@santamargaritachildrenscenter.com
Peninsula	9	Monthly	6:30-8:00pm	Location varies	Lesley Mayson	(408) 666-6935	paeyc_communication@yahoo.com
Solano-Napa	131	Varies every other month	Time varies	Location Varies	Debbie Peralez	(707) 738-4806	dperalez@childstartinc.org
Sonoma County	7	TBD	TBD	TBD	Nicole Mitchell	Not available	noey.70@hotmail.com
REGION 3							
Central California	904	2nd Tues. or Thur./mo.	6:30-8:00pm	Location varies	April Barajas	Not available	ccaeyconline@gmail.com
Central Coast	333	TBD	TBD	TBD	Gina Redinger	Not available	redingergina@yahoo.com
Central Valley	75	4th Sat. (Sept/Nov/ Jan/Mar/May/June)	10:00am- 12:00pm	Panera Bread Co., Stockton	Amy Chi	Not available	amychi2@gmail.com
Stanislaus	159	1st Mon./month (No mtg. Jan)	6:00-8:00pm	Hal DeArmond Early Childhood Admin Center/Fireplace Room 1324 Celeste Dr., Modesto	Jose Nunez	Not available	jnunez3@csustan.edu
REGION 4							
Kern	323	2nd Wed./month (No mtg. July)	4:45-6:30pm	Larry Reider Building 3rd Floor Board Room	Kern AEYC	(661) 412-2392	kernaeyc@gmail.com
Pacific Coast	408	Every third month	TBD	TBD	Maria Douvia	Not available	mdouvia@cacs.edu
Ventura County	354	2nd Wed./month (No mtg. July/Aug)	7:00-9:00pm	Location Varies	Tammy Grodt	(804) 404-5469	vcaeyc@gmail.com
REGION 5							
Beach Cities	905	TBD	TBD	TBD	Lindsey Evans	Not available	lindseyleighevs@gmail.com
Foothill	322	Last Tues./month	5:30pm	2560 Huntington Drive San Marino, CA	Janet Beaulieu	(626) 200-8770	jbeaulieu215@gmail.com
LA Metropolitan	325	2nd Mon./month	7:00-8:30pm	Girls Club of L.A.	Gloria Davis	(323) 754-2122, ext. 119	gloriadavi@aol.com
Southern California	903	3rd Sat./month	TBD	CDCLA, 315 W. 9th, Suite 500, Los Angeles	Ancelma Sanchez	Not available	selmas@cdcla.org
Southern California Valley	330	2nd Sat./month	9:00-11:00am	Location Varies	Michelle Ventimiglia	(818) 497-8800	michellevee@earthlink.net
REGION 6							
Arrowhead	901	TBD	TBD	TBD	Jasmin Carlson	Not available	arrowheadaeyc@gmail.com
Orange County	900	Quarterly Mtgs.	TBD	TBD	OCAEYC	Not available	www.ocaeys.org
San Diego	902	Jan/Mar/May/Sept/Nov	6:00pm	Location varies	Julia Childs Andrews	Not available	bchange.cchange@gmail.com

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.....Nominations and Elections.....

Our Nominations and Elections process for the CAEYC Governing Board is a year-round process. There are many critical steps to be taken to find ideal candidates to put on the ballot for each position. This year we are in need of candidates for the Secretary and President-Elect positions. Volunteering for the CAEYC Governing Board is a decision of great commitment of time and activity; and it is greatly valued. If you know anyone who would be a strong candidate for these positions, please contact the CAEYC office as soon as possible so we can contact them and begin conversations—making a nomination does not commit the person to applying for the position, however, it gives them and the CAEYC Governing Board the opportunity to talk about it.



Eligibility requirements for both positions include being an active member of NAEYC/CAEYC, participation on a CAEYC Committee and having served as a CAEYC Governing Board member in the past five years.

The **Secretary position** is for two years, July 1, 2017-June 30, 2019 and involves participation in CAEYC Governing Board meetings and teleconferences as well as CAEYC events when possible. The Secretary is responsible for taking minutes at the meetings and written communications from CAEYC. The Secretary also coordinates with the CAEYC staff to gather submissions for electronic and print publications.

The **President-Elect position** is for two years, July 1, 2017-June 30, 2019, however, it ascends to a two-year term as President and then a two-year term as Past President. As President-Elect there is the opportunity to shadow the President, gaining insight and mentoring for stepping into the President position. President-Elect also chairs the Nominations & Elections Committee for identifying candidates for Governing Board positions.

For questions, please contact Jacque Sell at jacquesell@outlook.com.



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.....The 2016-17 State Budget: What's in it for ECE?.....

According to the California State Constitution, the Legislature is required to pass a budget for the upcoming fiscal year no later than June 15 annually. In prior years, budgets were often passed late—in some cases months late—but an amendment that withholds pay from the Legislature if they do not meet this deadline has spurred them on to more timely action. Both houses propose budgets, which are then reconciled through a Budget Conference Committee. The Legislature's budget proposals may differ from those proposed by the Governor, which are required to be released every year no later than January 10 and May 15—what is commonly called the “May Revise.” The 2016-17 California State Budget was signed by Governor Jerry Brown on June 27, 2016.

This year's budget proposal by Governor Brown contained elements that would have had a severe impact on the early care and education system in California as it currently exists. For example, the Administration proposed dissolving the current system of state-funded child development programs that contract with the California Department of Education (CDE) and creating block grants to local educational agencies—school districts, charter schools and county offices of education. Funds to be included in these block grants were for State Preschool and transitional kindergarten. In addition, he proposed creating a system of vouchers for parents to use to “purchase” early care and education services. Another proposal was to eliminate local child care and development planning councils and to move some of their functions—such as conducting needs assessments—to the county Superintendents of Schools. And there was no new funding proposed!

Fortunately, both the Assembly and the Senate soundly rejected these proposals, which prevented them from moving forward during the budget process. And meanwhile, the Legislative Women's Caucus led the charge for additional funding with a request of \$800 million for child development programs, to help mitigate the losses during the recession years of more than \$1 billion. What we got was much less than that request, but it does show movement in the right direction. The budget includes multi-year investments beginning with \$147 million in 2016-17 and growing to \$500 million by 2019-20.

The 2016-2017 Budget includes the following:

- Increases Regional Market Rates (RMR) to the 75th percentile of the 2014 survey as of January 1, 2017 and increases rates for License-Exempt providers from 65% to 70% of the Family Child Care Home Rate as of January 1, 2017; includes a “hold harmless” clause whereby providers in areas where the estimated cost of doing business has decreased will not receive a lower reimbursement rate; total funding for these provisions is \$69.9 million.
- Increases Standard Reimbursement Rates (SRR) by 10% across-the-board effective January 1, 2017, an increase of \$67.6 million.
- \$100 million in Proposition 98 funding for 8,877 additional full-day State Preschool Slots to be phased in throughout 4 years. Specifically, \$7.8 million in 2016-17, \$39.6 million in 2017-18, \$73.0 million in 2018-19, and \$100 million in 2019-20.
- Trailer bill language identifying the intent of the Legislature to provide future child care and early education rate increases reflecting increased costs to providers resulting from the increase in the minimum wage.
- Trailer bill language identifying the intent of the Legislature in future years to update the RMR and reimburse providers at the 85th percentile, to the extent funding is available.
- Requires CDE to develop a new expenditure plan for quality funding that prioritizes activities to support the Quality Rating and Improvement System (QRIS).

Although the levels of new funding may not be what the children, families, and early care and education professionals need to ensure that ALL children receive the services they deserve, this year's budget is significant in some important ways: it includes multi-year funding, thus raising the base for child development funding in future years; it creates access to full-day State Preschool, to better serve the needs of working families; and it actually includes language about quality child care and the QRIS.

We must continue to be vigilant during the next year—and every year—to ensure that our children have a voice in their own futures. This year more than 400 organizations, including CAEYC, signed on to a letter of support for policies that we know are effective, and our voices made a difference! If you are interested in being involved in the Public Policy Committee for CAEYC, please visit the Public Policy Guest page on the CAEYC website at www.caeyc.org.

Joyce Stone first joined the CAEYC Public Policy Committee in 2004, was Chair from 2011 to 2015, and Co-chair in 2015-16. Joyce is also the Public Policy Chair for the Pacific Coast AEYC, a member of the Public Policy Committees for CCDAA and CCCCA, and is Co-chair of the California Child Development Coalition. Joyce's current position as a manager for the Santa Barbara County Education Office includes staffing the Santa Barbara County Child Care Planning Council, AB 212, several projects related to the Quality Rating and Improvement System (QRIS), the California Transitional Kindergarten Stipend Project, and the ECE Leadership Project. Joyce holds a Master's Degree in Public Policy and Administration from California State University, Sacramento.



.....Compensation Is STILL an Urgent Need for Our Field!.....

As a report authored recently by Marcy Whitebook, wages in the ECE field are STILL unworthy despite the VERY worthy, critically important work that we do.

Whitebook's study, and the recently released report from the U.S. Department of Health and Human Services (DHHS) and the U.S. Department of Education (DOE), High-Quality Early Learning Settings Depend on a High-Quality Workforce: Low Compensation Undermines Quality, echo what we have been saying for decades. Despite the advances in understanding of the critical role that the first five years play in children's development, those who work with them every day in center-based and Family Child Care settings are woefully underpaid and undervalued.

The DHHS/DOE report describes the challenges that the early childhood workforce faces in providing high quality care and education for our youngest children and the challenges that compensation presents to expanding quality. This is occurring at the same time that the work we do increasingly requires more skills, training and academic degrees, especially related to the state's QRIS (Quality Rating and Improvement System).

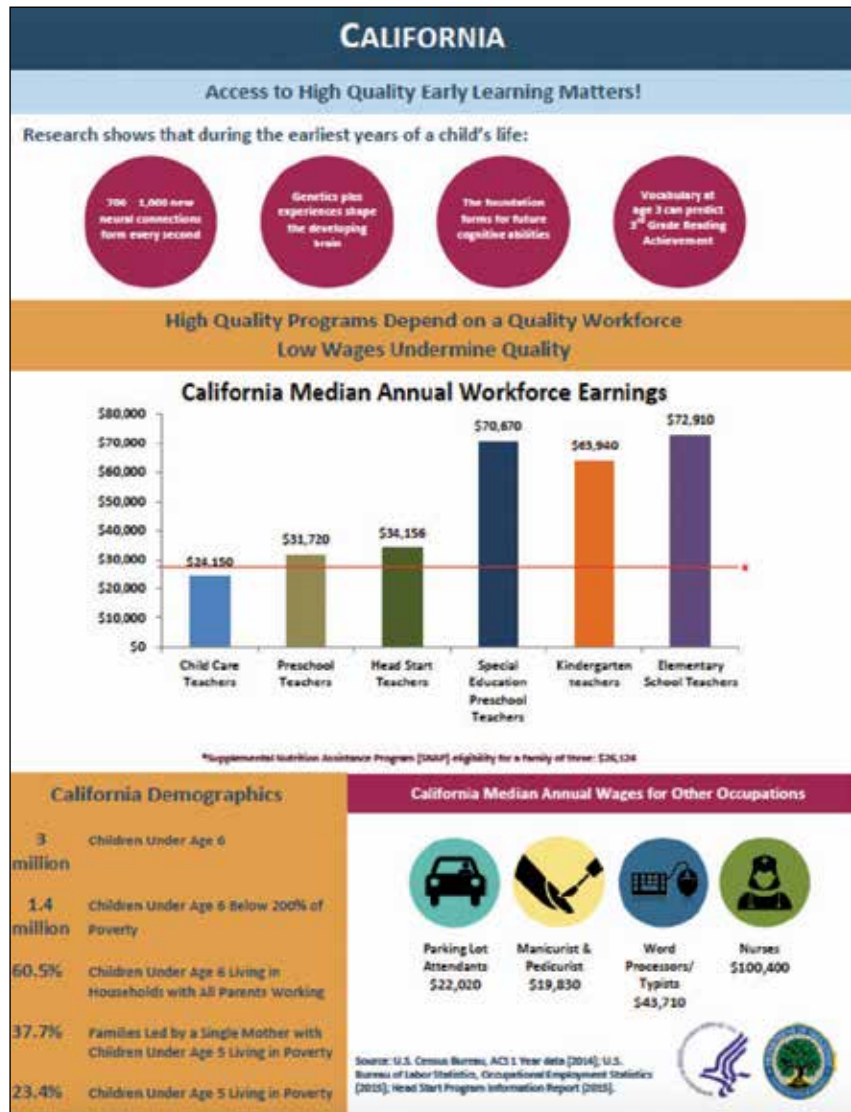
In California, preschool teachers were paid an average salary of \$31,720 in 2015, about half of what California kindergarten teachers earned that year, according to the Bureau of Labor Statistics. But in California the average living wage for a family with one working adult and two children is \$28 an hour, or nearly \$60,000 a year. Early educators earn, on average, half of that.

Early learning advocates in California, including CAEYC, have been pushing for several years to increase funding for early childhood education programs and in June secured a budget compromise in the state Legislature that provides an additional \$500 million throughout four years—including higher wages as a result of legislation signed by Governor Jerry Brown earlier this year that would raise the state's minimum wage to \$15 an hour in the coming years. The additional funding will allow the state to add nearly 9,000 preschool slots throughout the next four years, but it is not yet clear how much preschool teachers' pay will increase.

Interviewed by EdSource about the DHHS/DOE findings, Marcy Whitebook said 46 percent of child care workers in California are receiving money from at least one government support program, such as food stamps or subsidized health care. The State of the Early Childhood Workforce Initiative that her organization is now working on will release an even more complete picture of jobs in the ECE field and describe promising efforts to address the issues of compensation, supportive work environments and educational opportunities.

A state-by-state analysis in the DHHS/DOE report revealed these statistics about California:

These findings underscore the need for us to continue to advocate for "rights, raises and respect" (a long-existing advocacy stance). Such efforts are strengthened by the research and policy work by Marcy Whitebook and her organization, the Center for the Study of Child Care Employment, and by reports like the DHHS/DOE study. Join with the CAEYC Public Policy Committee to add your voice to these efforts!



Sources

EdSource, *Low wages undermine efforts to improve the quality of preschools, federal report says* (<http://bit.ly/29RzFm7>)

New York Early Childhood Professional Development Institute, *High-Quality Early Learning Settings Depend on a High-Quality Workforce: Low Compensation Undermines Quality* (<http://bit.ly/29wC9km>)

U.S. Department of Health and Human Services, *High-Quality Early Learning Settings Depend on a High-Quality Workforce: Low Compensation Undermines Quality* (<http://bit.ly/29RAVFR>)

Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley

Compiled by Linda Olivenbaum, Chair, CAEYC Public Policy Committee. Linda Olivenbaum has been in field of Early Childhood Education for more than the 40 years as a classroom teacher, center director, adjunct community college instructor and advocate. She directs the California Early Childhood Mentor Program, located at 104 community colleges. She is Public Policy Chair of East Bay AEYC and of CAEYC. She lives in Berkeley and works in Hayward at Chabot College.



Reauthorization of the Child Care and Development Block Grant

On November 19, 2014, President Obama signed the Child Care and Development Block Grant (CCDBG) Act of 2014 (PL 113-186) into law. This reauthorization of the Child Care program for the first time since 1996 had bipartisan support and represents a historic re-envisioning of the Child Care and Development Fund (CCDF) program.

The law made expansive changes to protect the health and safety of children in child care, outlining family-friendly eligibility policies, promoting continuity of services and ensuring parents and the general public have transparent information about the child care choices available to them. Some of these changes include statutorily mandated effective dates.

New State and Territory Plans for Federal Fiscal Year (FY) 2016-2018 were due on March 2016 with an effective date of October 1, 2016. The CCDBG Act included a number of new program requirements, in some cases, specifying a particular date when a provision was effective. Where the law did not provide a specific date, the new requirements were effective upon enactment of the law.

Reauthorization of the CCDF program brought about a number of changes, some of which were straightforward to implement and others that will be more complex and will take time to put into place. The level of effort has varied across the country. California is working to implement by the due date, many provisions required or allowed in the law, including:

- a disaster preparation and response plan specific to child care;
- consumer education websites that collect and disseminate information to parents, providers and the general public; and
- a professional development system and background check system that have been identified as a best practice across the county.

Several provisions of the new law will require additional time to fully operationalize, such as ensuring all CCDF providers have the requisite health and safety training on the topics identified in the law, meeting the annual inspection requirement for both licensed and licensed-exempt providers, addressing fluctuations in earnings and the disruption of work, implementing 12-month eligibility, improving payment practices, and strengthening provider business practices. California will have a defined abbreviated period of time to come into compliance with the new law. In some instances, the provisions will require legislative authority and regulatory changes.

Reauthorization also brought with it an increase in the minimum quality spending requirement from four to nine percent phased-in during five years and an additional three percent quality set aside for infants and toddlers. California will use these funds to improve the supply and quality of child care services for infants and toddlers in various projects, and use the other quality dollars to continue the development of a tiered quality rating system, support the network of 71 Resource and Referral agencies state-wide, and fund projects related to the outreach to homeless children and the inclusion of children with special needs.

As the state moves forward with implementation, it will want to be inclusive and responsive to child care providers; especially, family child care providers who care for more than 80 percent of the children receiving subsidized child care in California. Professional development opportunities, information and access to developmental health screenings and shared services are all important to sustain and support family child care providers.

With more than 45,000 child care facilities, California will have challenges in the coming months to meet the initial and on-going training needs of the child care workforce. It will need an influx of resources to the early care and education system to meet the CCDF requirements for annual monitoring of all child care facilities, including license-exempt (centers on school grounds, YMCA, recreational day camps, family (siblings, cousins), friend, and neighbors, etc.), 12-month eligibility and other changes.

Reauthorization affords a unique opportunity to look at the system of early care and education delivery in California and consider a more integrated, responsive and cohesive system that places the needs of low-income children at the center of policy discussions.

The Office of Child Care looks forward to working with the state, statewide organizations, community stakeholders, child care providers and families toward the implementation of the CCDBG Act of 2014. Our hope and the promise and intent of reauthorization are the promotion of early learning and child development and family economic success and stability.

Thank you for your commitment!

T. Kim Relph is a Child Care Program Specialist in the Administration for Child and Families, Office of Child Care (OCC) in San Francisco. The OCC administers the \$5 billion Child Care and Development Fund (CCDF) program and works with State, Territory, and Tribal governments. Ms. Relph works with Region IX State, Territories and Tribes to implement the CCDF block grant, which provides support for children and their families in finding affordable, high-quality child care.

Ms. Relph has more than 30 years of public social services experience having previously worked for the State of California—Department of Social Services in both the Child Care Bureau and the Office of Child Abuse Prevention, and as a social worker for Child Protective Services in a rural California county. During that time, she was a clinician at Feather River Indian Health and sat as a member of the Inter-Tribal Task Force, the Child Abuse Prevention Council and on the Head Start Policy Council. She has an undergraduate degree in Child Welfare from Humboldt State University, and a Master's degree in Social Work from Sacramento State University. She had been a foster parent and licensed-exempt child care provider. She is the proud mother of two grown sons and the grandmother of one extraordinarily wise and remarkable five-year old girl who says it is "the job of grown-ups to keep kids safe and teach them things."



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Focus on the Presidential Election: Early Ed For President!

Access to high-quality early learning is about realizing the American Dream—ingrained in our values of equity of opportunity. In this election season, it's easy for candidates to kiss the babies—but we want to know they will invest in them too. All young children deserve a chance to start school ready to reach their full potential, and we must collectively build the political muscle to ensure that all candidates embrace early learning as a campaign “must.”

Early Ed for President is the beginning of this electoral advocacy effort, which starts with the 2016 Presidential race. Powered by NAEYC, funded by the \$16 for 16 campaign, and open to all individuals and organizations across the country, this non-partisan, 501(c)(3) initiative is dedicated to: (1) elevating the conversation around early childhood education and educators; and (2) building skills and capacities to help early childhood educators become increasingly comfortable and effective in their electoral advocacy efforts.

With a dual-track focus that encompasses a national social media campaign and targeted work in battleground states, Early Ed for President will keep advocates engaged and updated, mobilize social media networks to amplify early learning messages and support state and local efforts to expand activities, from phone banking to voter registration to rallies and more.

Guided by the compelling body of research and science about what children need, we believe that every candidate can share a vision for our country in which all young children learn, thrive and reach their full potential. We believe that every candidate should be able to articulate his or her ideas and plans for making this vision a reality, and we believe that those ideas and plans, different as they may be, must demonstrate how the candidate, if elected, would expand opportunity, support excellence and value early childhood educators.

Expanding Opportunity

Families support educators and educators support families—but neither can afford the growing costs of accessing and providing high-quality early care and education. How would each candidate bridge the gaps to give more young children the opportunity to participate in high-quality early care and education, beginning at birth?

Supporting Excellence

If we sacrifice quality, we sacrifice results. How would each candidate promote excellence in all settings and systems to deliver on the promise of early childhood education?

Valuing Early Childhood Educators

Effective early childhood education depends on strong early childhood educators. How would each candidate work to attract and retain highly-qualified professionals?

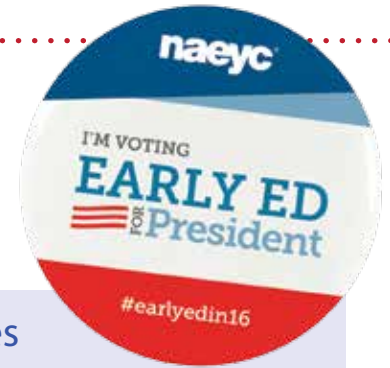
Bringing in Home

These Guiding Principles can and should be adapted to all electoral races, from City Council to School Board to State and Federal offices. Call or email your local candidates and ask about their positions on Early Education. Begin to build relationships even before they are elected. “Educate” them if necessary: YOU are the expert on the work you do! NAEYC and CAEYC have resource documents that you can use. If you approach candidates as a representative of your local Affiliate you must send the same materials to all candidates.

Hold Voter Registration efforts to encourage staff and parents to register and vote. Consider holding a local Candidate's forum, either as your local Affiliate or in partnership with other ECE organizations, such as your Local Planning Council. Ask the same questions of all candidates and avoid comparing one candidate's positions to another's. As 501(c)(3) organizations, Affiliates may engage in electoral work so long as you don't endorse or favor any candidate over another. Your purpose is to educate.

Adapted from NAEYC by Linda Olivenbaum, Chair, CAEYC Public Policy Committee

Linda Olivenbaum has been in the field of Early Childhood Education for more than 40 years as a classroom teacher, center director, adjunct community college instructor and advocate. She directs the California Early Childhood Mentor Program, located at 104 community colleges. She is Public Policy Chair of East Bay AEYC and of CAEYC. She lives in Berkeley and works in Hayward at Chabot College.



Guiding Principles

Because we know that...

- rapid brain development in the first years of a child's life lays the foundation for all the learning that follows.
- developmentally appropriate practice is key to successful early childhood education.
- nearly 90% of American voters say early childhood educators are important members of their community, on par with nurses and firefighters.

We believe that...

- every Presidential candidate can share a vision for our country in which all young children learn, thrive and reach their full potential.
- every Presidential candidate should be able to articulate his or her ideas and plans for making this vision a reality.
- those ideas and plans, different as they may be, must demonstrate how the candidate, if elected, would expand opportunity, support excellence, and value early childhood educators.



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- **ECE Student Career and Education Program** provides financial support and guidance to students of 105 participating community colleges.
- **Career Incentive Grant** provides reimbursement of tuition and book costs at 4-year college/university.
- **Training Portal** provides information on an array of high quality trainings and online early childhood education/child development courses.
- **California Community Colleges Curriculum Alignment Project (CAP)** supports faculty across the state to develop a lower-division program of study supporting early care and education teacher preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early care and education professionals.
- **CAP Expansion** courses expanded to include three additional subject areas in August 2012. The three subject areas include: Administration (3 courses); Infant/Toddler (2 courses); and Children with Special Needs (2 courses).
- **ECE Competencies Mapping Tool** is a web-based system to link California Early Childhood Educator Competencies to curricular offerings of 2-year and 4-year higher education institutions and professional development organizations.



Child Development Training Consortium

1620 N Carpenter Road, Suite C-16
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www.childdevelopment.org

Funded by California Department of Education,
Early Education and Support Division

For more information about eligibility criteria, or to request a Child Development Permit application call 209.572.6080 or visit the website at www.childdevelopment.org.

Foco en la elección presidencial: ¡Early Ed para Presidente!

El acceso al aprendizaje temprano de alta calidad se trata de concretar el Sueño americano, arraigado en nuestros valores de igualdad de oportunidades. En esta época de elecciones, es fácil para los candidatos besar bebés, pero queremos saber que además invertirán en ellos. Todos los niños pequeños se merecen la oportunidad de comenzar la escuela listos para alcanzar su máximo potencial, y nosotros debemos construir en forma conjunta el músculo político para asegurar que todos los candidatos abracen el aprendizaje temprano como un “deber” de campaña.

Early Ed para Presidente es el principio de este esfuerzo de defensoría electoral, que comienza con la carrera Presidencial 2016. Impulsada por NAEYC, financiada por la campaña \$16 para el 16, y abierta a todos los individuos y organizaciones del país, esta iniciativa 501(c)(3) no partidaria está dedicada a: (1) elevar la conversación sobre la educación y los educadores de la infancia temprana; y (2) crear habilidades y capacidades para ayudar a los educadores de la infancia temprana a estar cada vez más cómodos y ser cada vez más eficaces en sus esfuerzos de defensoría electoral.

Con un foco de doble estrategia que abarca una campaña nacional de medios sociales y un trabajo orientado en los estados donde se dan las contiendas, Early Ed para Presidente mantendrá a los defensores involucrados y al día, movilizará las redes de los medios sociales para amplificar los mensajes sobre el aprendizaje temprano y respaldará los esfuerzos estatales y locales para expandir las actividades, desde la banca telefónica hasta la inscripción del votante, las marchas y más.

Guiados por el convincente cuerpo de investigación y ciencia acerca de los que los niños necesitan, creemos que cada candidato puede compartir una visión para nuestro país en la cual todos los niños pequeños aprendan, se esfuercen y alcancen su máximo potencial. Creemos que todos los candidatos deben poder articular sus ideas y planes para que esta visión se haga realidad, y creemos que esas ideas y planes, sin importar cuán diferentes sean, deben demostrar cómo el candidato, en caso de resultar electo, ampliaría las oportunidades, respaldaría la excelencia y valoraría a los educadores de la infancia temprana.

Ampliar las oportunidades

Las familias apoyan a los educadores y los educadores apoyan a las familias, pero ninguno de los dos puede afrontar los crecientes costos que implica acceder y prestar cuidados y educación tempranos de alta calidad. ¿De qué modo cada candidato cerrará las brechas para darles a más niños pequeños la oportunidad de participar en el cuidado y la educación tempranos de alta calidad, a partir del nacimiento?

Apoyar la excelencia

Si sacrificamos la calidad, sacrificamos los resultados. ¿De qué modo promovería cada candidato la excelencia en todos los entornos y sistemas para cumplir la promesa de educación de la infancia temprana?

Valorar a los educadores de la infancia temprana

La efectividad de educación de la infancia temprana depende de educadores de la infancia temprana sólidos. ¿De qué modo trabajaría cada candidato para atraer y retener a los profesionales altamente calificados?

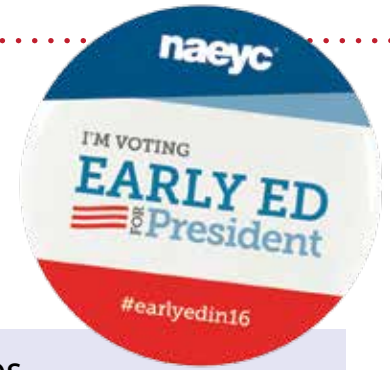
Incluir a los locales

Estos Principios rectores pueden y deben adaptarse a todas las razas electorales, desde el Ayuntamiento hasta la Junta Escolar y las oficinas Estatales y Federales. Llame o envíe un correo electrónico a sus candidatos locales, y pregunte acerca de sus posiciones respecto de la Educación temprana. Comience a crear relaciones incluso antes de que resulten electos. “Eduquélos” si fuese necesario: ¡USTED es el experto en su trabajo! NAEYC y CAEYC poseen documentos con recursos que usted puede usar. Si usted se dirige a los candidatos como representante de su Afiliado local, debe enviar los mismos materiales a todos los candidatos.

Mantenga los esfuerzos sobre la Inscripción del votante para alentar al personal y a los padres para que se inscriban y voten. Considere llevar a cabo un foro de Candidatos local, ya sea como su Afiliado local o en sociedad con otras organizaciones ECE, como su Consejo de Planificación Local. Haga las mismas preguntas a todos los candidatos y evite comparar las posturas entre ellos. Como organizaciones 501 (c)(3), los Afiliados pueden participar en labores electorales siempre y cuando no avalen ni favorezcan a ningún candidato en particular. Su propósito consiste en educar.

Adaptado de NAEYC por Linda Olivebaum, Presidente, Comité de Políticas Públicas de CAEYC

Linda Olivebaum ha estado en el campo de la Educación de la infancia temprana por más de cuarenta años como maestra de aula, directora de centro, instructora auxiliar de colegio comunitario y defensora. Dirige el Programa de mentores de la infancia temprana de California, que se da en 104 colegios comunitarios. Es Presidente de la Política Pública de East Bay AEYC y de CAEYC. Vive en Berkeley y trabaja en Hayward en Chabot College.



Principios rectores

Ya que sabemos que...

- un rápido desarrollo cerebral en los primeros años de la vida de un niño sienta las bases para todo el aprendizaje posterior.
- la práctica apropiada en cuanto al desarrollo es clave para la educación de la infancia temprana exitosa.
- casi el 90% de los votantes estadounidenses dice que los educadores de la infancia temprana son miembros importantes de su comunidad, a la par de los enfermeros y los bomberos.

Creemos que...

- cada candidato Presidencial puede compartir una visión para nuestro país en la cual todos los niños pequeños aprenden, se esfuercen y alcanzan su máximo potencial.
- cada candidato Presidencial debe poder articular sus ideas y planes para que esta visión se haga realidad.
- esas ideas y planes, sin importar cuán diferentes sean, deben demostrar cómo el candidato, en caso de resultar electo, ampliaría las oportunidades, respaldaría la excelencia y valoraría a los educadores de la infancia temprana.



Local Control and Accountability Plan (LCAP): A Great Opportunity for Local Advocacy and Building Relationships with School Districts

Recent trends in the state of California are moving control of funds and how they are spent to the local level. As part of the Local Control Funding Formula (LCFF), school districts, County Offices of Education and charter schools are required to develop, adopt and annually update a three-year Local Control and Accountability Plan. LCFF allocates \$10.2 billion in grants to local Districts “to increase and improve” services for targeted students and will provide authority for school districts to spend funds “school-wide” when significant populations of those students attend a school. Target populations include English language learners, foster children and students from low income and homeless families. The advent of LCAP provides local advocates a new opportunity to advocate for young children at a local level to their community School Boards.

Each year School Districts across the state will update and review their LCAP plan. They must obtain parent and public input for developing needs assessments and goals each year often through stakeholder focus groups, web surveys and other forms of public input.

How You Can Participate

Find out if your District receives Local Control Funding and ask about their priorities. Identify your School Board members and Superintendent. Find out the process in your local community and how you can provide input to the plan. Engage these Board members via letters, emails and at public input during School Board meetings related to your early childhood funding and policy priorities. Run for School Board!

Local School District Priorities and Preschool Priorities are essentially aligned. Sharing our needs as well as our strengths and how we mutually benefit and partner with School Districts will benefit all.

This year Karin Dominguez and a colleague advocated for our preschool program during our LCAP planning process during the Public Input process of the School Board meeting. It is important to make a plan and write a script as each speaker has only three minutes.

We introduced ourselves, thanked the Board for their support, and shared the following:

Speaker #1 - 3 minutes

Currently, all eleven district preschools are part of the **Race to the Top** federal initiative. The Preschool Program has taken this step in an ongoing effort to improve quality. Preschool uses the Quality Counts Program, which is a system that measures the quality of early educational programs. Points are earned in different elements that are combined to determine an overall **Quality Counts STAR Rating**. Rates are from one to five stars, five being the highest rate. I am honored to say, in May 2015, First 5 Santa Barbara County rated our preschools as a **FOUR STAR** quality program. In order to become a FIVE STAR program, classrooms must become accredited by the National Association for the Education of Young Children known as NAEYC. Family and Community engagement is one of the most important criteria for achieving NAEYC Accreditation.

Our goal is to continue building a strong foundation for our youngest scholars, enhance educational outcomes and develop the systematic inclusion of families as partners in children's development, learning and wellness.

It is our desire to provide more family engagement opportunities and parent education workshops. I stand here, asking for your

support. The preschool program would like to offer each preschool student and their family, the opportunity to visit the Santa Maria Valley Discovery Museum, visit Los Flores Ranch Park and offer two family engagement events in the 2016-2017 school year. This community involvement will help us reach our goal of obtaining a Five Star Rating for the Preschool Programs.

Speaker #2 - 3 minutes

Why invest in preschool?

We measure K readiness for every student with the Kindergarten Student Entrance Profile (KSEP), a screening measure used to assess the social-emotional and cognitive elements of students' school readiness. Incoming students who attend preschool score on average seven points higher on the KSEP than students with no preschool experience. The University of California, Santa Barbara (UCSB) research also indicates that children who arrive scoring “Ready to Go” on the KSEP perform better on California Standards Test in third grade. In fact, students seem to stay on the same trajectory ... so if they come in ready at Kindergarten they are on the path to success.

In 2010, 42% of students entered Kindergarten “Ready-to-Go” and “Almost Ready.” This year, 61% of students entered Kindergarten meeting these criteria and thereby surpassing our five-year community goal of 60%.

But we want to do more to increase the quality of the preschools and promote increased family engagement!

There are three strategies we would like to propose:

- Time for teachers to work with parents to complete developmental screenings (#1 below)
 - Comprehensive Screenings – Dental, Vision, and Hearing (#2 below)
 - Family Field Trips (described earlier)
1. To support developmental screenings we propose providing teachers with the time to meet with each parent and child to complete the developmental screening, discuss parent concerns and refer children with delays as needed. Preschool teachers are often the first connection families have with our District and by providing this opportunity to support children and families we can ensure children with developmental delays are identified early, teachers build a positive relationship with families, provide information on child development, and parents are engaged in the school district from day one.
 2. Right now we provide dental screening to all preschool students. We would like to contract with Health Linkages to coordinate screening for all 528 students to include vision, hearing and fluoride varnish two times per year. They would also provide health and safety education to children and parents. Our goal with these strategies is to mitigate the risks by providing early intervention and inspire parents as they support their child's learning and success in school. Health factors affect children's ability to succeed and good health helps prepare children to learn. Studies have shown that lifetime habits are established at a young age, and schools and community policies can encourage healthful choices.

Thank you again for helping us build quality preschools in Santa Maria and supporting the families to support their children to come to Kindergarten Ready to succeed!

Continued on p. 34

Seven Emergent Leaders' First Public Policy Advocacy Experience at U.S. Capitol

Each year, the Council on Undergraduate Research (CUR) hosts Posters on the Hill, a prestigious research conference at the Capitol Hill in Washington, D.C. Out of hundreds of applications from across the United States and diverse fields of study, CUR selects the top 60 research project teams to present their research in a poster session to members of Congress, Congressional staff, and representatives of the federal funding agencies and nearby foundations. Posters on the Hill is one of the best opportunities for undergraduate students to advocate for important issues that they have investigated in their research projects, as they can personally share their knowledge and experiences with the national leaders and Congressmen who can work to effect change. As an educator, seeing students of all backgrounds passionately sharing their work with policymakers was an incredibly empowering and inspiring demonstration of the value and potential of undergraduate research.

This year, my research project "Jumpstart Program and its Impact on Low-Income Preschool Children's Language and Literacy, Initiative, and Social Development" was selected. Seven Jumpstart student researchers, the Jumpstart site manager, and I were able to attend the event to present on the impact of early childhood education. Jumpstart is a research-based, cost-effective program that trains college students and community volunteers to serve preschool-age children in low-income communities throughout the United States. After examining the Jumpstart program, we found that the program significantly improved the children's language and literacy, initiative, and social development. We used our research outcomes to ask our representatives to support increasing funding for AmeriCorps, an important program operated by the Corporation for National and Community Service that supports organizations like Jumpstart to engage community members in service.

For all the students involved, witnessing public policy advocacy first-hand was a powerful experience. We were invited to meet with Rhian Evans Allvin, Executive Director of the National Association for the Education of Young Children (NAEYC) and Marica Cox Mitchell, Deputy Executive Director of NAEYC for a heartfelt discussion on issues related to early childhood education from a student's perspective. In addition, we were invited to participate in a discussion at the White House's Office of Science and Technology Policy Young Professional Panel. We were also fortunate enough to be able to meet with Congresswoman Janet Napolitano and Congresswoman Loretta Sanchez, as well as the Congressional staff of Senator Patty Murray, Senator Barbara Boxer, and Congresswoman Janice Hahn. Lastly, we presented our research results at the Capitol to members of Congress and Congressional staff.

Students truly appreciated this experience and look forward to engaging in future advocacy work for early childhood education. I would like to share some of their reflections here.

"The experience at Posters on the Hill taught me many things. One thing I learned was that students have a voice and that it is important for us to use it. As a team, we were able to advocate for the importance of high-quality early childhood education and the Jumpstart program. The legislative assistants and representatives we met with were interested in what we had to share with them. It was great to be able to advocate about Jumpstart because I have seen the results first-hand." ~Chelsea Cordoba, Junior at CSUF

"For my first public policy advocacy experience, it felt amazing and it was very successful. My team and I met with Congressional representatives and requested them to consider increasing funding for AmeriCorps. All of the representatives and their staff from both the House and the Senate were impressed with our study. From this experience, I have learned the importance of sharing a personal story about the issue when you meet with your Congressional representatives." ~Anna Ly, sophomore, CSUF

"Research can take anybody to so many places. I never expected for research to take me all the way to Washington D.C. This was definitely a growing experience. Through the Posters on the Hill experience, I had the privilege of having a Capitol Tour, meeting with a former alumna, going into the White House, etc. It was a beautiful experience, which I will never forget as part of my undergraduate career at CSUF." ~Lizeth Perez, Senior, CSUF

"After coming back from Washington D.C., I have an inclination and desire to work in policy or advocacy. I felt so confident explaining my research to people and explaining to them how important it is and how it is making a difference in the lives of children and college students. I feel very honored to be able to be part of such a great opportunity and grateful that I have now been exposed to a potential career path." ~Vidalia Mena, Senior, CSUF

"I absolutely loved my first public policy advocacy experience. It was a bit nerve-racking at first but in the end, it felt really comfortable. Discussing early childhood education with the legislative assistants made me feel like I was fighting for something meaningful and that I was doing my best to try and make a difference. I honestly do feel like being in policy in support of education is something that I can and would like doing. I would still be making a difference behind the scenes. Being in the room and discussing such important topics also made me feel a bit small in the sense that I wanted to go out and accomplish so much so that I can someday be considered an important person who is being impactful." ~Saira Jaffry, Senior, CSUF

"It was a life-changing experience for me! It was amazing to have Congress men/women and Senators show interest and listen to our research outcomes. The biggest eye-opener for me, though, was the fact that most of the posters at the Posters on the Hill were related to science or health, and only one or two (including our research) was on education. As an advocate for early education and as a current teacher, this was shocking to me because not only did I think that research on Jumpstart was limited, but research on early childhood education lacks overall. Science and technology are great, but I believe that children are the future, and they need the best quality education that they can get so that they can make these technologies in the future." ~Julie Park, Alumina, CSUF

"It was my first public policy advocacy experience. Although I felt prepared due to the various training and information my faculty member provided us, I was also very nervous. I wanted to be sure that I would mention every key aspect of our research. Once the first meeting was over, I felt better and reassured that I was capable of advocating. I will continue to do my part and advocate on behalf of young children, educators, and higher education. Posters on the Hill was truly an experience of a lifetime." ~Alysia Vazquez, Senior, CSUF

Seven Emergent Leaders' First Public Policy Advocacy Experience at U.S. Capitol

Continued from p. 18

From a faculty's perspective, I felt that this was a wonderful opportunity for training and motivating emergent leaders in public policy advocacy. These seven students felt what it was like to have their voices heard, use empirical research to advocate for funding, and share their stories of genuine passion and care. Through their research and advocacy, they were able to leave the Capitol knowing that they made a difference to improve the education of young children throughout the nation.

This trip would not have been possible without the support of the following offices at California State University, Fullerton (CSUF):

- Department of Child and Adolescent Studies
- Center for Internships and Community Engagement
- Dean's Office, College of Health and Human Development
- College of Health and Human Development InterClub Council
- Government and Community Relations
- Office of Research, Creative Activities and Technology Transfer

Dr. Shu-Chen Jenny Yen is an Associate Professor in the Department of Child and Adolescent Studies at California State University, Fullerton. Her experience in the field of early childhood education has been both broad and enlightening during the past 15 years. She is knowledgeable in theory and practice as an infant/toddler teacher, an early childhood Montessori-certified teacher, an educational consultant, a professional teacher trainer, a university professor, and a researcher. She is actively involved with the Orange County Peace Camp, CAEYC, and NAEYC. She would like to assist CAEYC in continuing to grow as a strong, diverse, and inclusive organization. In addition, she would like to inspire more young leaders to become actively involved in mentoring the next generation.



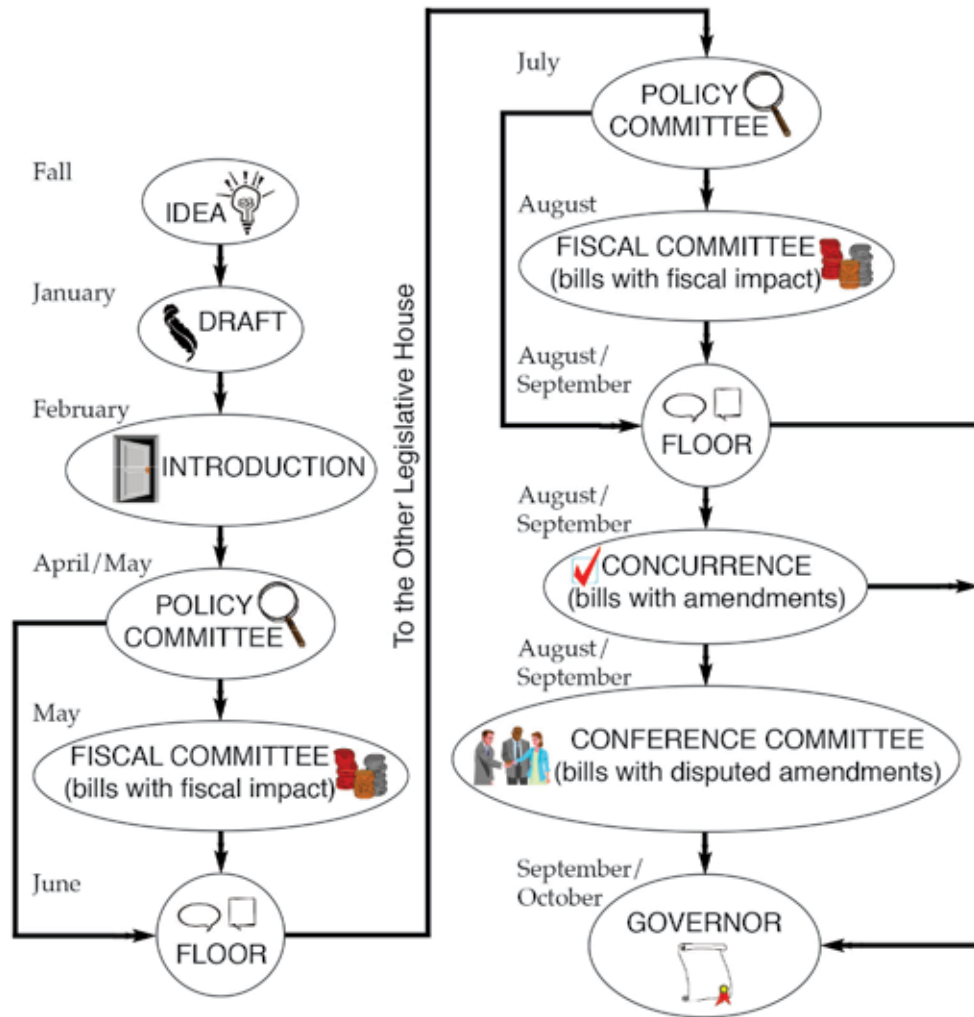
Navigating through California's Legislative and Budget Process Maze

Do you want to be an ECE advocate/lobbyist, maybe even become an elected official? Do you want to understand how state laws are enacted and how spending is decided so you can be part of the process? Or do you want to just understand what is going on in our Capital when you read about different actions happening within our state government? This article will provide information that hopefully will clarify a very complex law enactment system, demystifying some of the ways that government works.

California's process has two streams that flow simultaneously throughout most of the year: *the legislative process and the budget process*. Here is an overview of how our laws and our budget spending are determined through our state governmental processes.

Legislative Process

OVERVIEW



California is divided into both Assembly districts and Senate districts. Your elected representative for each House will support legislation called bills—AB for Assembly bills and SB for Senate bills. All bills are assigned a number when ready for committee.

The legislative process is sequential: bills go through the process in one house and, if passed, then move to the other house to go through a similar process. Legislative sessions last two years with bills introduced in the first year of a session often finish the process in the next year. January 2017 begins the first year of our next two-year session.

Navigating through California's Legislative and Budget Process Maze

Continued from p. 20

Annual Calendar

Fall through January

- Ideas are formulated, legislative authors found, bill language is clarified based on legal counsel.
- Anyone—individuals, associations, groups, local governments, or agencies—can propose a bill idea. Next you must find a legislator who is willing to introduce it as a bill and work to get it passed. That legislator(s) is known as the bill's author(s). For added support legislators may ask other legislators to sign on to the bill.
- The Legislative Counsel lawyers that work for the legislature write the legal language for bills and the descriptions of how they compare with current law—do they amend or considerably change current law?
- No action may be taken on bills for 30 days after they are first introduced. During this period the public can identify bills of interest and analyze them prior to any consideration by the Legislature.
- Sometimes bills are introduced with intent language or make minor changes to law. These are often spot bills that will be substantially amended before their first hearing (but they do not have to wait for 30 days after they are amended).

April - June

- Bills are assigned to policy committees in their house of origin. Policy committees hear bills. Bills with fiscal impact also go to fiscal committees for a hearing.
- The legislators in each house are assigned to committees by their leader—Speaker of the House (Assembly) and President Pro tem of the Senate. Each committee has at least one chairperson who convenes the hearings to present the bills assigned to them. Bills usually are heard in only one policy committee, but can be assigned to two or more committees at the discretion of the Rules Committee.
- Most bills have some kind of fiscal impact (direct or potential), i.e. they cost money to implement. Bills that are estimated to cost \$150,000 or more generally are placed on the Appropriations Suspense File. Generally only bills that are likely to be passed come up for a vote when the Suspense File is heard. The rest die in the Suspense File without a vote.

May - June

- Bills which pass in committees go to the floor of their original house for debate and vote. If passed they are sent to the opposite house. Assembly bills go to the Senate and vice versa.

June - August

- Process repeats in the second house (policy committee, fiscal committee, and floor). If a bill is amended in the second house, it has to be voted on again by the house of origin. If the amendments are technical or the bill passed with strong support, agreement will likely be relatively straightforward and the bill will go to the Governor.

August - September

- Bills go to conference committee if no agreement on amendments or if there is real disagreement between the houses on policy. The conference committee is made up of three members from each house. In order to pass out of a conference committee, a bill needs the affirmative vote of two members from each house, not simply a majority of the committee.
- Bills return to floors of both houses once more. Bills that pass both houses are sent to the Governor for signature. The Governor has 30 days to sign or veto bills; September 30 is the final date for the current legislative session. Unsigned bills automatically go into effect. Unless an urgency matter or a date is specified in the bill, bills go into effect on January 1 of the upcoming year.

Continued on p. 22



Make Your Connections!

THE POWER OF STORY

We'd love to hear from you! Everyone has a story to share. Have you read a great article that would be a resource for CAEYC members? Do you have "teachable-moment" stories that were created in your early child program?

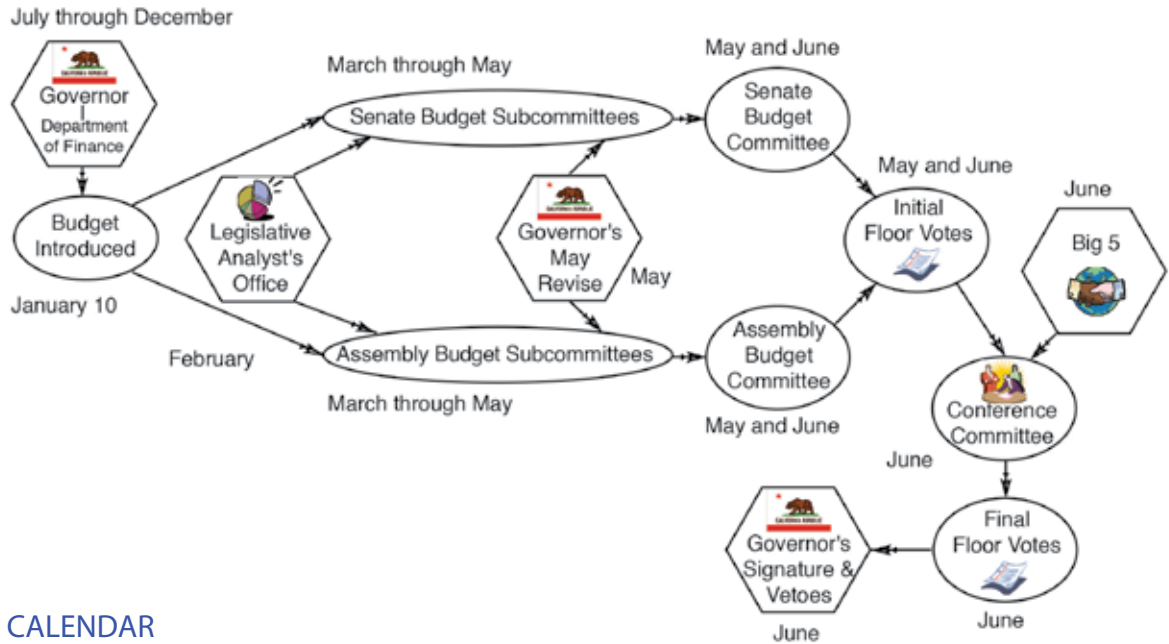
We need you! Share your articles, stories, photos, and ideas for our print publications, e-newsletter and/or website.

For more information and submission guidelines contact CAEYC staff at info@caeyc.org.

Budget Process

The funding for all programs is allocated through the budget. Expansion of program slots, determination of a COLA and growth dollars, and funding for quality improvement are primarily determined during the budget process.

OVERVIEW



ANNUAL CALENDAR

July - December

- Departments and agencies in Sacramento start developing budget proposals as soon as the previous budget is passed; the Governor also sets goals and priorities. The Governor will often give instructions to departments and agencies based on the expected economic situation. For example, he or she could ask departments and agencies for recommended cuts to achieve 5% or 10% savings. The Governor could also ask for ideas for efficiencies, different ways of providing services that may improve programs or consolidate functions, or new or expanded programs if the state has additional resources to invest. Departments submit *Budget Change Proposals (BCPs)* for their projected costs to the Department of Finance, which develops the Governor's Budget.

January 10

- Governor introduces budget proposal.* The Governor sets the agenda by developing an initial budget proposal that is presented to the public. The Governor's proposal is put into the budget bills that are simultaneously introduced into the Assembly and Senate even though the bills will have the name of the Assembly and Senate Budget Committee Chairs.

February

- The non-partisan Legislative Analyst Office*, who works for the legislators, produces analysis and recommendations in each area of the Governor's budget.

March - May

- Budget Subcommittees hold hearings.* The initial hearings include issues that the Legislature wants to highlight and get information about. You can contact a budget consultant if you have a budget issue that you believe needs to be discussed. Legislators appreciate hearing from people affected by the programs and issues being discussed.
- Governor releases the May Revise of the budget by May 15.* It includes updated revenue figures and caseload projections (revenues reflect taxes paid through April). The Governor will propose changes to the initial budget based on the revised fiscal picture and may respond to issues that have been brought up by the Legislature.
- Budget Subcommittees make final decisions and send bills to Assembly and Senate Floors.* Budget hearings after the May Revise tend to be rushed and do not allow much, if any, time for public testimony.

June

- Budget Conference Committee meets* – three or more members of each house. The Assembly and Senate versions of the budget are sent to conference to work out the differences and develop a balanced budget. Again, any item approved by the conference committee must receive a majority affirmative vote in each House before being sent to the Governor.
- Big 5* – Governor, Speaker and Minority Leader in Assembly, President pro tem of the Senate and Minority Leader in Senate – meet to negotiate those larger issues that might keep the budget from passing. The budget appropriates money and is an "urgency" bill (goes into effect July 1 or immediately after passage if delayed after July 1);

Navigating through California's Legislative and Budget Process Maze

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- *The Legislature is required by the Constitution to pass a budget by June 15.* Many may remember when the constitution required two-thirds vote for passage of the budget that usually meant that the budget didn't get passed by both houses by the constitutional deadline of June 15, nor was it signed by the Governor before the June 30 deadline, causing many state-funded programs to scramble to find monetary resources to survive until the budget was signed. Now a special constitutional provision allows the budget and associated trailer bills to be passed with a majority vote and legislators will lose their pay if they don't pass a balanced budget by this deadline.
- Once the budget is passed by a majority vote in both houses and sent to the Governor's office, *the Governor can eliminate or reduce any item in the budget.* If the Legislature is strongly opposed to the Governor's veto, it can override those vetoes with a two-thirds vote. This rarely happens.
- *Trailer bills are legislation that is required in order to implement the budget.* These bills are developed separately by Budget Committees and primarily reflect the fiscal decisions made as part of the budget process that cut or expand state policy. Trailer bills are passed separately.
- The fiscal year starts on July 1 and then the state sends out payments a few weeks after that July 1 beginning.

Opportunities for Advocacy

All laws passed have a direct impact on the quality of your life. You and your organizations can have a major effect on legislation by being active and making your views known. Legislators need and want to hear from people about how legislation affects their constituents. If you sponsor a bill, work with the legislator and consultant throughout the legislative process.

Some suggestions for legislative advocacy:

- Suggest a bill idea; do your homework; be knowledgeable about the issue.
- Raise issues with Departments or Administration while the budget is being developed.
- Organize support or opposition; develop coalitions of interested parties; establish a unified position. Attend and speak up at hearings (early and often). It is crucial to be there in person and express your views succinctly and clearly. Be prepared to negotiate.
- Write and circulate a bill information sheet for legislators, staff, the press and targeted public constituents about your support or opposition to the proposed issue.
- Lobby legislators, committee members and the Governor with visits, phone calls, letters and email messages in Sacramento and when they return to your local district; be brief, courteous; target only one subject per correspondence; use your own words.
- *Always contact and thank the author, consultants, and supporters, regardless of the outcome.* It often takes more than one year to pass a bill and you may need your supporters to help you with other issues.

So now, are you ready to begin your advocacy work? The more you involve yourself the more you'll learn about how the governmental process works, who are your supporters and opposition in the Capitol, how to strategize with others, and what resources are the most reliable for keeping current. Children, families and our workforce are depending on us to speak up for high-quality programming. Be their voice!

Resources

- *The California Channel:* Watch many of the press conferences and hearings live or the archived videos of past hearings on www.calchannel.com/live-webcast
- *The Legislative Analyst Office:* www.lao.ca.gov
- *The Governor's budget website:* www.ebudget.ca.gov
- *California Budget and Policy Center:* join their email list and they will periodically send out budget bites of information and updates throughout the year on www.calbudgetcenter.org
- *California Alternative Payment Providers Association (CAPPA):* sign-up for their Monday report news; excellent weekly information on legislation and budget at www.cappaonline.com
- *Official California Legislative Information:* a posting of all the bills, their text and their status at www.leginfo.ca.gov
- *Your Legislature:* portal to Assembly members and Senators addresses at www.leginfo.ca.gov/yourleg.html

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On the Capitol Doorstep. *The Legislative and Budget Process.* Power point slides.

The Legislative Process: A Citizen's Guide to Participation. Senate Publications, 2005.

For more than 40 years in the early childhood education in public schools, private nonprofits and Head Start, Joyce L. Robinson, MA, MBA, has been a passionate advocate for children, families, and the professionalism of the ECE work force. Currently, she is a senior program officer with the Low Income Investment Fund, assisting ECE directors with organizational development and Opportunities Exchange, Inc. in collaboration with First 5 Los Angeles, to establish ECE Shared Services in Los Angeles County.

Joyce has a Master's in Human Development and a Master's in Business Administration. She holds a California Teaching Credential, an Administrative Services Credential, and a Community College Instructor's Credential. She has been an adjunct instructor at community colleges and Pacific Oaks College for more than thirty years, sharing her advocacy passion with students.



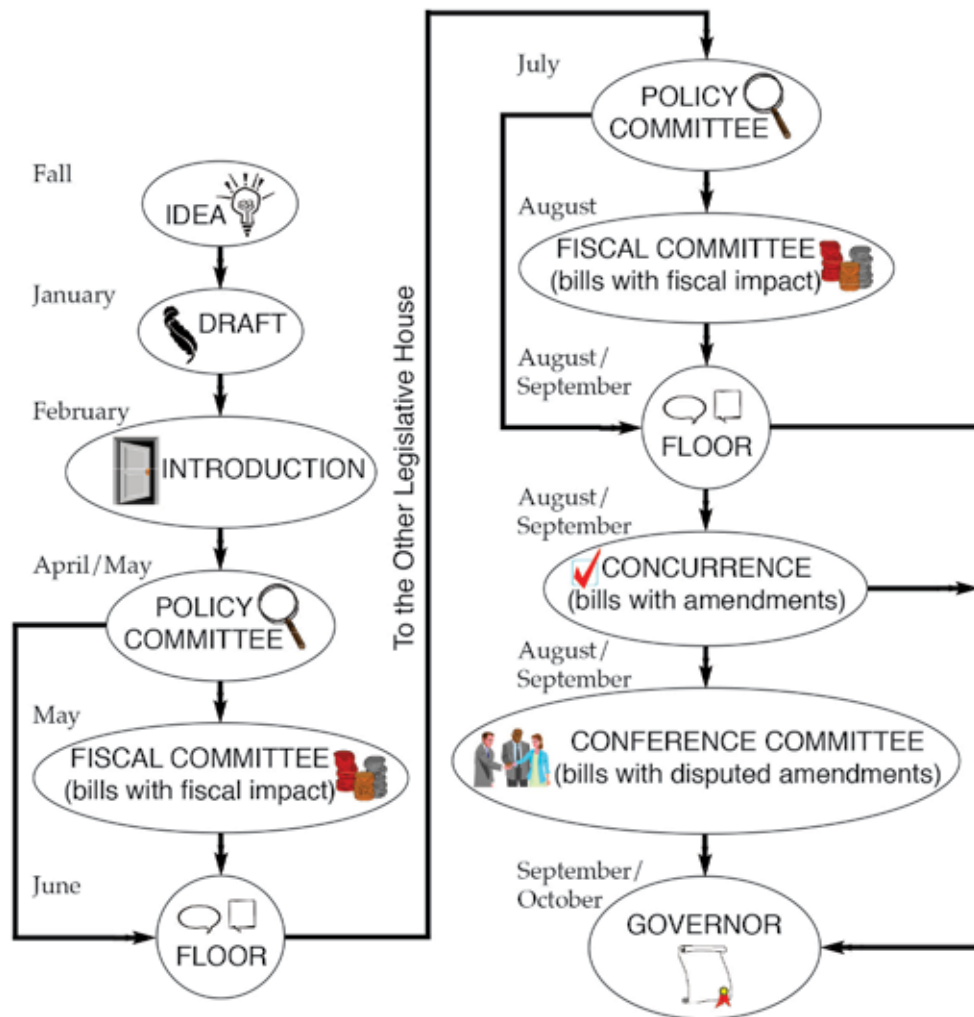
Navegar por el laberinto del proceso legislativo y presupuestario de California

¿Desea ser un defensor/lobista de ECE, o tal vez incluso convertirse en un oficial electo? ¿Desea comprender cómo se promulgan las leyes estatales y cómo se deciden los gastos para poder participar en el proceso? ¿O simplemente desea comprender qué sucede en nuestra Capital cuando lee acerca de diferentes acciones dentro de nuestro gobierno estatal? Este artículo le brindará información que esperamos aclare un sistema de promulgación de leyes muy complejo y desmitifique algunas de las maneras de trabajar que tiene el gobierno.

El proceso de California tiene dos corrientes que fluyen en simultáneo casi todo el año: el proceso legislativo y el proceso presupuestario. A continuación se resume de qué modo nuestras leyes y nuestros gastos presupuestarios se determinan a través de nuestros procesos gubernamentales del estado.

Proceso legislativo

RESUMEN



California está dividida tanto en distritos de Senado como en distritos de Asamblea. Su representante electo para cada Cámara apoyará legislaciones denominadas proyectos de ley: AB [Assembly Bills] para los proyectos de ley de la Asamblea, y SB [Senate Bills] para los proyectos de ley del Senado. Todos los proyectos de ley reciben un número cuando están listos para el comité.

El proceso legislativo es secuencial: los proyectos de ley se someten al proceso en una cámara y, si son aprobados, pasan a la otra cámara mediante un proceso similar. Las sesiones legislativas duran dos años; los proyectos de ley que se presentan el primer año de una sesión suelen concluir el proceso al año siguiente. En enero de 2017 comienza el primer año de nuestra próxima sesión de dos años.

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Calendario anual

Desde otoño hasta enero

- Se formulan ideas, se encuentran autores legislativos, se aclara el lenguaje del proyecto de ley basándose en el asesoramiento legal.
- Cualquier persona (individuos, asociaciones, grupos, gobiernos locales o agencias) pueden proponer una idea de proyecto de ley. A continuación, se debe encontrar un legislador que esté dispuesto a presentarla como proyecto de ley y trabajar para que sea aprobada. Dicho legislador o legisladores se conocen como los autores del proyecto de ley. Para obtener más apoyo, los legisladores podrían pedirles a otros legisladores que suscriban el proyecto de ley.
- Los abogados del Consejo Legislativo que trabajan para la legislatura escriben el lenguaje legal para los proyectos de ley y las descripciones sobre cómo se comparan con la ley actual (¿son enmiendas o cambian considerablemente la ley vigente?).
- No se puede tomar ninguna medida respecto de los proyectos de ley durante los 30 días posteriores a su presentación. Durante este período, el público puede identificar proyectos de ley de su interés y analizarlos antes de cualquier consideración por parte de la Legislatura.
- A veces, los proyectos de ley se presentan con lenguaje intencionado o aplican cambios menores a la ley. Se suele tratar de proyectos de ley puntuales que se enmendarán sustancialmente antes de su primera audiencia (pero que no tienen que esperar 30 días luego de ser enmendados).

Abril a junio

- Se asignan los proyectos de ley a comités de políticas en su cámara de origen. Los comités de políticas escuchan los proyectos de ley. Los proyectos de ley con impacto fiscal también son enviados a comités fiscales para una audiencia.
- Los legisladores de cada cámara son asignados a los comités por sus líderes: Vocero de la Cámara (Asamblea) y Presidente Interino del Senado. Cada comité tiene al menos un presidente que pacta las audiencias para presentar los proyectos de ley que les asignan. Los proyectos de ley suelen ser escuchados solamente en un comité de políticas, pero pueden ser asignados a dos o más comités, a criterio del Comité de Reglas.
- La mayoría de los proyectos de ley tienen algún tipo de impacto fiscal (directo o potencial); es decir, su implementación cuesta dinero. Los proyectos de ley cuya implementación se calcula en \$150,000 o más, suelen ubicarse en el Archivo en Suspense de Apropiações. Por lo general, sólo los proyectos de ley que probablemente serán aprobados llegan a votación cuando se escucha el Archivo en Suspense. El resto muere en el Archivo en Suspense sin votación.

Mayo y junio

- Los proyectos de ley que son aprobados en los comités pasan al piso de su cámara original para un debate y votación. Si obtienen la aprobación, son enviados a la cámara opuesta. Los proyectos de ley de la Asamblea van al Senado y viceversa.

Junio a agosto

- El proceso se repite en la segunda cámara (comité de políticas, comité fiscal y piso). Si se enmienda un proyecto de ley en la segunda cámara, tiene que ser votado nuevamente por la cámara de origen. Si las enmiendas son técnicas o si el proyecto de ley se aprobó con un fuerte apoyo, es probable que el acuerdo sea relativamente directo y el proyecto de ley llegue al Gobernador.

Agosto y septiembre

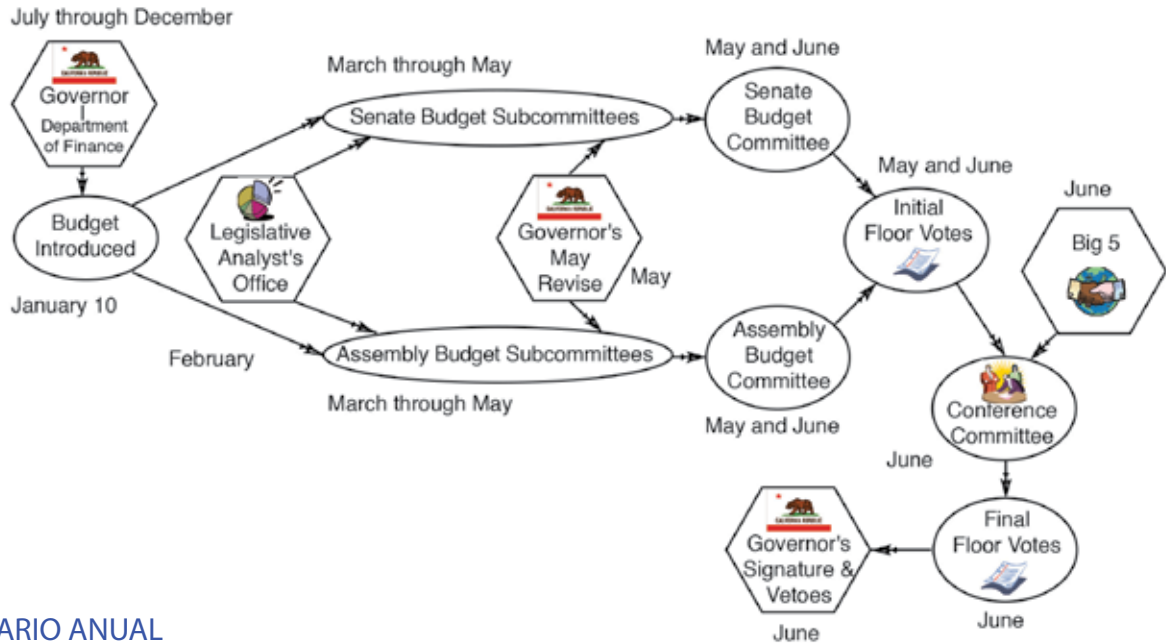
- Los proyectos de ley pasan al comité de conferencia si no se llega a un acuerdo sobre las enmiendas o si hay un desacuerdo real entre las cámaras acerca de la política. El comité de conferencia se compone de tres miembros de cada casa. A fin de que salga de un comité de conferencia, el proyecto de ley necesita el voto afirmativo de dos miembros de cada cámara, no alcanza con una mayoría del comité.
- El proyecto de ley regresa a los pisos de ambas cámaras una vez más. Los proyectos de ley que se aprueban en ambas cámaras son enviados al Gobernador para que los firme. El Gobernador tiene 30 días para firmarlos o vetarlos; el 30 de septiembre es la fecha final para la sesión legislativa actual. Los proyectos de ley sin firmar adquieren vigencia de manera automática. A menos que se trate de una cuestión urgente o que se especifique una fecha en el proyecto de ley, entran en vigencia el 1° de enero del año siguiente.

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Proceso presupuestario

El financiamiento de todos los programas se asigna mediante el presupuesto. La expansión de vacantes en el programa, la determinación de un COLA y dólares de crecimiento, y el financiamiento para mejoras de calidad se determinan principalmente durante el proceso presupuestario.

RESUMEN



CALENDARIO ANUAL

Julio a diciembre

Los departamentos y las agencias de Sacramento comienzan a desarrollar propuestas presupuestarias apenas se aprueba el presupuesto anterior; el Gobernador también establece metas y prioridades. El Gobernador suele dar instrucciones a los departamentos y agencias basadas en la situación económica prevista. Por ejemplo, podría pedirles a los departamentos y las agencias que los recortes recomendados alcancen el 5% o el 10% de ahorros. El Gobernador además podría pedir ideas para eficiencias, diferentes maneras de brindar servicios que pudieran mejorar los programas o consolidar funciones, o programas nuevos o ampliados si el estado tiene recursos adicionales para invertir. Los departamentos presentan Propuestas de cambios presupuestarios (BCP, por sus siglas en inglés) para sus costos proyectados al Departamento de Finanzas, que desarrolla el Presupuesto del Gobernador.

10 de enero

- El Gobernador presenta la propuesta presupuestaria. El Gobernador establece la agenda mediante el desarrollo de una propuesta presupuestaria inicial que se presenta al público. La propuesta del Gobernador se incorpora a los proyectos de ley presupuestarios que se presentan simultáneamente en la Asamblea y el Senado, si bien los proyectos de ley tendrán el nombre de los Presidentes del Comité Presupuestario de la Asamblea y el Senado.

Febrero

- La Oficina Analítica Legislativa no partidaria, la cual trabaja para los legisladores, produce análisis y recomendaciones en cada área del presupuesto del Gobernador.

Marzo a mayo

- Los Subcomités de presupuesto celebran audiencias. Las audiencias iniciales incluyen temas que la Legislatura desea destacar y sobre los cuales desea obtener información. Se puede comunicar con un consultor presupuestario si tiene problemas de presupuesto que cree que necesitan ser discutidos. Los legisladores valoran escuchar a las personas afectadas por los programas y los temas que se están tratando.
- El Gobernador lanza la Revisión de mayo del presupuesto antes del 15 de mayo, la cual incluye cifras actualizadas de ingresos y proyecciones de casos (los ingresos reflejan los impuestos pagados hasta abril). El Gobernador propondrá cambios al presupuesto inicial basándose en el panorama fiscal revisado y podría responder a temas que haya sugerido la Legislatura.
- Los Subcomités de presupuesto toman las decisiones finales y envían los proyectos de ley a los Pisos de la Asamblea y el Senado. Las audiencias de presupuesto después de la Revisión de mayo tienden a ser precipitadas y no dejan mucho margen de tiempo, si es que lo dejan, para el testimonio público.

Junio

- Se reúne el Comité de Conferencia Presupuestaria (3 o más miembros de cada cámara). Las versiones del presupuesto de la Asamblea y el Senado son enviadas a la conferencia para zanjar las diferencias y desarrollar un presupuesto equilibrado. Una vez más, todo ítem aprobado por el comité de conferencia debe recibir un voto afirmativo por mayoría en cada Cámara para poder ser enviado al Gobernador.

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- Los grandes 5 (Gobernador, Vocero y Líder de Minorías en la Asamblea, Presidente Interino del Senado y Líder de Minorías en el Senado) se reúnen para negociar los temas más extensos que podrían impedir la aprobación del presupuesto. El presupuesto asigna dinero y se convierte en proyecto de ley de "urgencia" (entra en vigencia el 1° de julio o inmediatamente después de la adopción si se retrasa luego del 1° de julio);
- La Legislatura está obligada por la Constitución a aprobar un presupuesto antes del 15 de junio. Muchos podrán recordar cuando la constitución exigía 2/3 de votos para adoptar el presupuesto, lo cual solía significar que el presupuesto no era aprobado por ambas cámaras antes de la fecha límite constitucional del 15 de junio, ni era firmado por el Gobernador antes de la fecha límite del 30 de junio, provocando que muchos programas financiados por el estado se pelearan para encontrar recursos monetarios para sobrevivir hasta la firma del presupuesto. Ahora una disposición constitucional especial permite que se aprueben los presupuestos y anticipos de proyectos de ley asociados con un voto mayoritario, y los Legisladores perderán su pago si no aprueban un presupuesto equilibrado antes de esta fecha límite.
- Una vez que se aprueba el presupuesto por mayoría de votos en ambas cámaras y se envía a la oficina del Gobernador, el Gobernador puede eliminar o reducir cualquier ítem del presupuesto. Si la Legislatura se opone fuertemente al veto del Gobernador, puede invalidar dichos vetos con un voto de 2/3. Esto sucede con muy poca frecuencia.
- Los anticipos de proyectos de ley son legislaciones necesarias para poder implementar el presupuesto. Estos proyectos de ley son desarrollados por separado por los Comités de Presupuesto, y principalmente reflejan las decisiones fiscales tomadas como parte del proceso presupuestario que recorta o expande la política estatal. Los anticipos de proyectos de ley se aprueban por separado.
- El año fiscal comienza el 1° de julio y luego el estado envía los pagos a las pocas semanas de ese inicio del 1° de julio.

Oportunidades de defensoría

Todas las leyes aprobadas tienen un impacto directo en su calidad de vida. Usted y sus organizaciones pueden tener un efecto importante en la legislación si son activos y dan a conocer sus opiniones. Los legisladores necesitan y desean escuchar de las personas cómo la legislación afecta a sus votantes. Si usted patrocina un proyecto de ley, trabaje con el legislador y el consultor durante todo el proceso legislativo.

Algunas sugerencias para la defensoría legislativa:

- Sugiera una idea de proyecto de ley; haga su tarea para el hogar; infórmese bien acerca del tema.
- Proponga temas ante los Departamentos o la Administración mientras se desarrolla el presupuesto.
- Organice apoyos u oposiciones; desarrolle coaliciones de partidos interesados; establezca una posición unificada. Asista y hable en las audiencias (temprano y a menudo). Es elemental estar allí en persona y expresar sus opiniones de manera sucinta y clara. Esté preparado para negociar.
- Escriba y haga circular una hoja de información sobre el proyecto de ley para los legisladores, el personal, la prensa y los votantes del público deseado sobre su apoyo u oposición al tema propuesto.
- Haga lobby con los legisladores, los miembros del comité y el Gobernador con visitas, llamadas telefónicas, cartas y mensajes de correo de voz en Sacramento y cuando regrese a su distrito local; sea breve, cortés; diríjase solamente a un sujeto por correspondencia; use sus propias palabras.
- Siempre comuníquese y agradezca al autor, los consultores y seguidores, sin importar el resultado. La aprobación de un proyecto de ley suele llevar más de un año, y podría necesitar que sus seguidores lo ayuden con otros temas.

Por lo tanto, ¿está listo para comenzar su trabajo de defensoría? Cuando más se involucre, más aprenderá sobre el funcionamiento del proceso gubernamental, quiénes son sus seguidores y la oposición en el Capitolio, cómo hacer estrategias con otros y qué recursos son los más confiables para mantenerse al día. Los niños, las familias y nuestros trabajadores dependen de nosotros para defender la programación de alta calidad. ¡Sea su voz!

RECURSOS

- El Canal de California: Mire muchas de las conferencias de prensa y audiencias en vivo o los videos archivados o audiencias anteriores en www.calchannel.com/live-webcast
- La Oficina Analítica Legislativa: www.lao.ca.gov
- El sitio web del presupuesto del Gobernador: www.ebudget.ca.gov
- Centro de Presupuesto y Políticas de California: únase a su lista de correos electrónicos y le enviarán de manera periódica información sobre el presupuesto y novedades durante todo el año en www.calbudgetcenter.org
- Asociación de proveedores de pago alternativo de California (CAPPA, por sus siglas en inglés): inscribbase para recibir novedades en su reporte de los lunes; excelente información quincenal sobre legislaciones y presupuestos en www.cappaonline.com
- Información legislativa oficial de California: una publicación de todos los proyectos de ley, su texto y su estatus en www.leginfo.ca.gov
- Su Legislatura: portal de discursos de los miembros de la Asamblea y los Senadores en www.leginfo.ca.gov/yourleg.html

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Durante más de 40 años en la educación de la infancia temprana en escuelas públicas, organizaciones privadas sin fines de lucro y Head Start, Joyce L. Robinson, MA, MBA, ha sido una apasionada defensora de niños y familias, y del profesionalismo de los trabajadores de ECE. Actualmente, es oficial ejecutiva del programa en el Fondo de Inversión de Bajos Ingresos, y asiste a los directores de ECE con el desarrollo organizativo y Opportunities Exchange, Inc. en colaboración con First 5 LA, para establecer Servicios Compartidos de ECE en el Condado de Los Ángeles.

Joyce cuenta con una Maestría en Desarrollo Humano y una Maestría en Administración de Empresas. Tiene una Credencial de Enseñanza en California, una Credencial de Servicios Administrativos y una Credencial de Instructor de Colegio Comunitario. Ha sido instructora adjunta en colegios comunitarios y en Pacific Oaks College por más de treinta años, compartiendo su pasión por la defensoría con los estudiantes.



CAEYC'S JOB BOARD

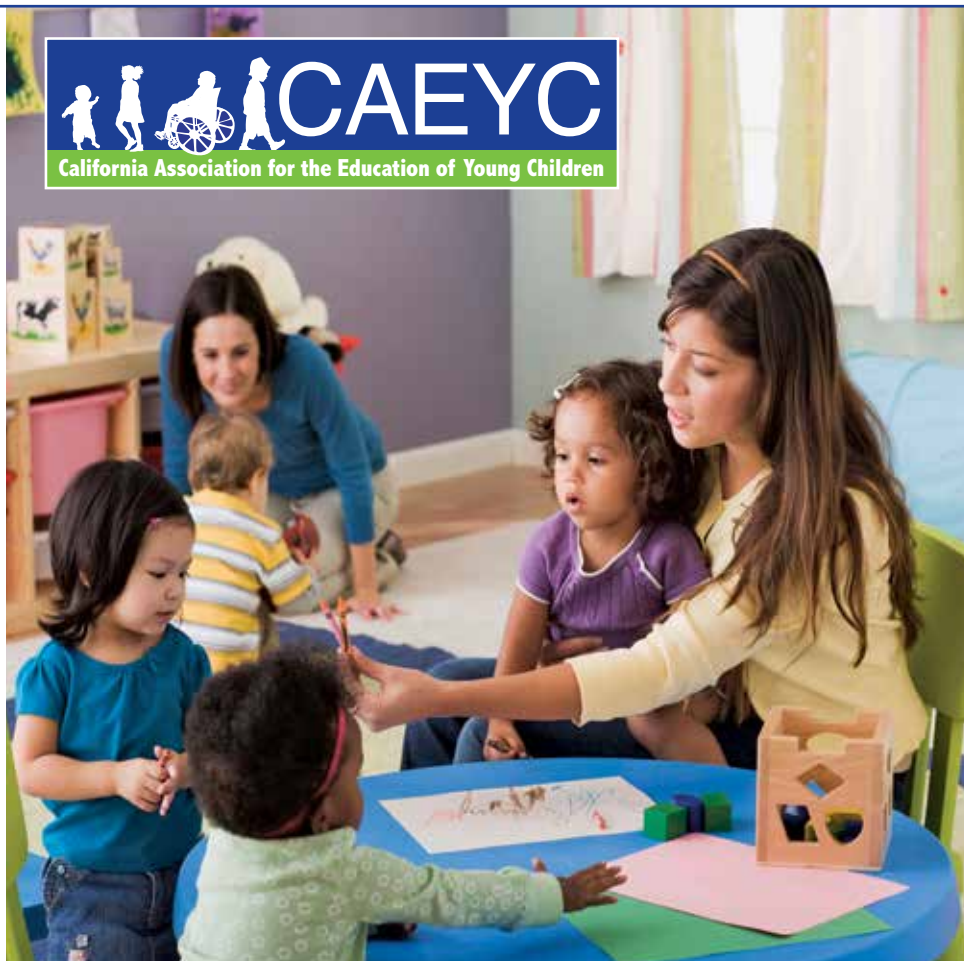
Looking for a new job or looking to hire? Visit CAEYC's job board for current positions available.

For employers – job posting rates

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September 22-24, 2016

Southern California
Renaissance Palm Springs
November 10-12, 2016



Registration Information
California Association for the
Education of Young Children
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Preliminary Schedule

Thursday (September 22 & November 10)

1:00pm – 7:00pm
Registration

4:30pm – 7:30pm
President's Welcome Reception
Join the CAEYC President for an intimate gathering with hosted beverages and snacks.

Friday (September 23 & November 11)

7:30am – 8:30am
Full Breakfast

8:30am – 10:00am
Keynote: Deborah G. Estes, EdD

10:30am – 12:00pm
Workshops (4-5 concurrent sessions)

12:00pm – 1:30pm
Lunch Presentation

1:45pm – 3:15pm
Workshops (4-5 concurrent sessions)

3:30pm – 5:00pm
Workshops (4-5 concurrent sessions)

5:30pm – 7:00pm
Meet-up Café
Join us to connect and collaborate. Discover the conversations by sharing your experiences with others – enjoy hearty hors d'oeuvres and beverages.

Saturday (September 24 & November 12)

7:30am – 8:30am
Full Breakfast

8:30am – 10:00am
Keynote Presentation

10:30am – 12:00pm
Workshops (4-5 concurrent sessions)

(Subject to Change)

Keynote Speaker

Deborah G. Estes, EdD

Deborah G. Estes, EdD, started her career as a teacher at S & S Consolidated School District, where she taught for nine years. From there, she became a principal and then a director of curriculum. She became an adjunct professor and a lead trainer and facilitator at Texas A & M University as well as a board member to the Texas Staff Development Council.



Estes is known for her warmth, humor and ability to involve everyone in the fun of learning. Since 1995, she has worked with education entities, law firms, corporations and medical health care teams throughout the United States as both a consultant, facilitator, and conference keynote speaker and presenter. She specializes in the areas of leadership and team building skills, brain-based learning, presentation skills, facilitation skills, personality styles, total quality management (TQM), effective schools, collaborative skill building and diversity. Her primary interest is in the area of brain research and how this knowledge can directly impact our lives as educators, and even more significantly, as human beings.

Deborah G. Estes earned her BS, MA and EdD from Texas A & M University.

Register 3 Ways



Complete the
online registration at
www.forum.caeyc.org



Mail this form to
CAEYC, Attn: Event Registration
950 Glenn Drive, Suite 150
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Fax this form to
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FORUM

for Professional Development

An Advanced Learning Series for
ECE Trainers, Coaches and Faculty

Northern California
San Jose Marriott
September 22-24, 2016

Southern California
Renaissance Palm Springs
November 10-12, 2016

Register 3 ways:

1. Mail registration form along with payment to CAEYC, 950 Glenn Drive, Suite 150, Folsom, CA 95630
2. Fax registration form to (916) 486-7765
3. Register online

Hotel Accommodations

Discounted hotel room rates are available for reservations but are subject to sell out prior to cut off dates. Room rates do not include taxes or parking.

Northern California – San Jose Marriott
\$159/night (single); Reserve room by September 1, via phone (800) 228-9290 or online. <http://bit.ly/SJHOTEL>

Southern California – Renaissance Palm Springs
\$139/night (single); Reserve room by October 13, via phone (888) 682-1238 (Mention CAEYC Fall Forum) or online at <http://bit.ly/PSHOTEL>.

Substitution Policy

If you are unable to attend the Forum, you may transfer your registration to another person. Please note there is no sharing of registrations. CAEYC must be notified in writing by the original registrant or authorized representative of the organization paying for the registration.

Cancellation Policy

Cancellation notices must be submitted to CAEYC via e-mail to info@caeyc.org or via fax to (916) 486-7765. Cancellations received on or prior to dates below will receive a refund minus a \$25 processing fee. Cancellations after that date are not eligible for refunds or credit toward any future CAEYC events.

- San Jose location – Thursday, September 1, 2016
- Palm Springs location – Thursday, October 13, 2016

Questions

Forum details are available at www.forum.caeyc.org, or contact us at (916) 486-7750 or info@caeyc.org.

1 REGISTRATION INFORMATION

Name _____

Are you a member of NAEYC/CAEYC? ☐ Yes ☐ No _____ Member ID# _____

Position/Title _____

Company _____

Address _____

City _____ State _____ Zip _____

E-mail (required) _____

Phone _____

☐ Food Allergies _____

Special Needs ☐ Sign language interpreter* ☐ Wheelchair access ☐ Vegetarian ☐ Other _____

*Sign Language Interpreter—Request must be made at least three weeks prior to the event.

☐ I do not want my information shared with sponsors.

2 DEMOGRAPHICS

1. How did you hear about the Forum for Professional Development? (Select all that apply.)

- ☐ CAEYC Connections journal ☐ CAEYC e-mail promotion ☐ CAEYC eConnections newsletter
☐ Colleague ☐ CAEYC Website ☐ Other _____

2. With which group(s) do you work? (Select all that apply.)

- ☐ Infant/Toddler ☐ Preschool/Pre K ☐ Transitional Kindergarten ☐ Kindergarten ☐ Primary/School Age
☐ Middle/Secondary ☐ College Students ☐ Families ☐ Adults ☐ Other _____

3 BUSINESS MEETINGS AND BREAKOUT SESSIONS REGISTRATION

(Only for Quality Improvement Office Statewide Programs. Skip this section if it is not applicable to you.)

*NOTE: This section is for CPIN, CDTC, and CECMP Coordinators only.

A). Business Meetings and Breakout Sessions Registration (includes Thursday lunch)

Choose Location	Business Meeting Registration	Cost
<input type="checkbox"/> San Jose Marriott	Thursday Meeting (9/22)	\$40
<input type="checkbox"/> Renaissance Palm Springs	Thursday Meeting (11/10)	\$40

Select Group

- ☐ CPIN = California Preschool Instructional Network ☐ CDTC = Child Development Training Consortium
☐ CECMP = California Early Childhood Mentor Program

B). California Forum for Professional Development (Required)

- ☐ I plan to attend the California Forum for Professional Development (fill out section 4).
☐ I do not plan to attend the California Forum for Professional Development (skip to section 5).

4 FORUM REGISTRATION (Includes full breakfast Friday and Saturday and lunch on Friday) – DEADLINE & FEES

Choose one	Early Bird (by 9/1/16)	Regular Fee (after 9/1/16)
San Jose Marriott	<input type="checkbox"/> Member \$245 <input type="checkbox"/> Nonmember \$345	<input type="checkbox"/> Member \$305 <input type="checkbox"/> Nonmember \$405
	Early Bird (by 10/13/16)	Regular Fee (after 10/13/16)
Renaissance Palm Springs	<input type="checkbox"/> Member \$245 <input type="checkbox"/> Nonmember \$345	<input type="checkbox"/> Member \$305 <input type="checkbox"/> Nonmember \$405

5 PAYMENT METHOD [4310.300.00]

Payment Enclosed: Total Amount \$ _____ ☐ MasterCard ☐ Visa ☐ Discover ☐ Check # (Payable to CAEYC) _____

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*The Security Code is a 3 or 4 digit number on the back of your card following your card number.



Reflections on the 2016 CAEYC Annual Conference and Expo

Thank you to all who attended and supported the 2016 CAEYC Annual Conference. It was an amazing time with great speakers, special workshops and an Expo Hall filled with fun, laughter and explorations of learning. The activity on the CAEYC app, Facebook page and Twitter shared wonderful experiences—good food, ECE program tours, selfies with speakers, quotes from workshops, drum circle photos and videos. Our keynote speakers, Zoe Sameth and Diane Levin, were engaging and inspiring—encouraging us to consider new things and reconsider old things. Special thanks to both for also spending time with our attendees in the HUB at the CAEYC Booth and participating in additional workshops on Friday and Saturday. We had such an amazing opportunity to learn from Mobeen Ansari sharing stories of childhood and families in Pakistan through portraits. Our wonderful sponsors and exhibitors who add so much to the event—the participation in the prize wheel at the CAEYC booth, posting invitations to booths on the app, talking with attendees and engaging in critical dialogue, they are truly an integral part of our event.

Thank you for making this event memorable, and we can't wait to see you next spring in Ontario, CA from March 23-25, 2017!

2016 Conference Sponsors

CAEYC proudly thanks its sponsors in recognition of their generous financial support and other donations which contribute greatly to the success of this event.

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CAEYC meetings & events calendar*

Fall 2016

CA Forum for Professional Development

November 10-12 • Renaissance Palm Springs

California's ECE Evening Exploration

November 3 • California Science Center • Los Angeles, CA

Spring 2017

Annual Conference & Expo

Pasadena, CA

March 23-25, 2017 • Ontario, CA

Fall 2017

CA Forum for Professional Development

September 14-16 • San Jose Marriott

November 9-11 • Renaissance Palm Springs



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CAEYC and Redleaf Press have teamed up to offer members a 15% discount on their products. Discount code is required to take advantage of this special offer. Contact CAEYC at (916) 486-7750 or e-mail info@caeyc.org.

Local Control and Accountability Plan (LCAP) Continued from p. 17

And we were successful! Our local district is providing funding for these services as well as other funding to support students birth to age eight including assistants to reduce ratios in Preschool, Transitional Kindergarten, Kindergarten and first grade, health advocates, and parenting classes.

Here is a sample District Process. Find out yours and become involved!

February: LCAP Update to School Board from Superintendent

March: Needs Assessment/Goal Identification (stakeholders, surveys)

April: Brainstorming of Actions and Services (School Board)

May: Prioritizing Actions and Services (School Board)

June: Public Hearing, June 1

Approval of LCAP/Budget by School Board, June 8

Karin Dominguez is the project lead for THRIVE Santa Maria, a project of the Santa Maria-Bonita School District. She has been in the field of early childhood education for more than thirty years with experience that includes After School Teacher, Infant, Montessori, Special Education, and State Preschool Teacher. She is very involved in organizations that promote the well-being of children and families in our community including Community Action Commission Board member, California Association for the Education of Young Children Public Policy Committee member, Santa Barbara Child Care Planning Council member, and past president of Pacific Coast Association for the Education of Young Children.



Fran Chasen, MA, an Early Childhood Consultant, Children's Issues and Answers focuses on system change in the area of early intervention, child care and health services for families and children with special needs. She is currently Public Policy Liaison for the California Infant Development Association and serves in Public Policy leadership positions in other early childhood associations. She works successfully in collaboration with parents and other community groups to develop and implement legislation benefiting young children. She has directed community early intervention services, high-risk infant, child care, Head Start, Resource and Referral, and Alternative Payment programs. Other roles include: member of the Los Angeles Policy Roundtable for Child Care and Development, Los Angeles County Child Care Planning Committee-Legislation Committee; California Interagency Coordinating Council on Early Intervention; Past-President, Southern California Association for the Education of Young Children; California Association for the Education of Young Children (CAEYC) Board Member (Region 5 Rep.), CAEYC National Dialogue Committee Member, CAEYC Public Policy Committee; Californians Together; Campaign for Quality Early Childhood Education.



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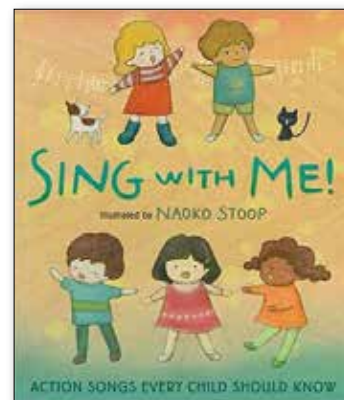
For Children

Sing with Me!

Written by Naoko Stoop

Thirteen favorite nursery songs, including "Twinkle, Twinkle, Little Star," "Itsy, Bitsy Spider," and "Pat-a-Cake," are beautifully brought to life with sweet animal characters and charming scenes. Naoko Stoop's paintings are irresistible. This is sure to be the new classic baby book for new parents!

For more information visit www.barnesandnoble.com or use the Amazon search tool* at www.caeyc.org/resources/caeyc-store.



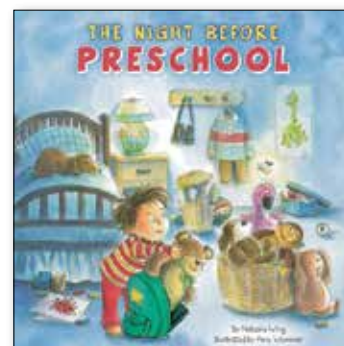
The Night Before Preschool

Written by Natasha Wing

Illustrated by Amy Wummer

It's the night before preschool, and a little boy named Billy is so nervous he can't fall asleep. The friends he makes the next day at school give him a reason not to sleep the next night, either: he's too excited about going back! The book's simple rhyming text and sweet illustrations will soothe any child's fears about the first day of school.

For more information visit www.barnesandnoble.com or use the Amazon search tool* at www.caeyc.org/resources/caeyc-store.



What Do You Do With a Problem?

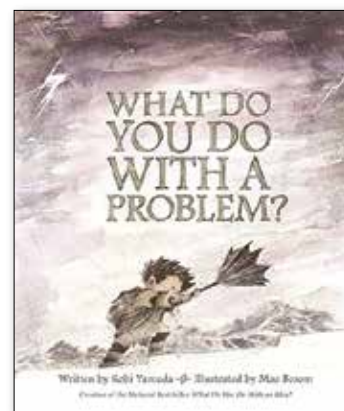
Written by Kobi Yamada

Illustrated by Mae Besom

What do you do with a problem? Especially one that follows you around and doesn't seem to be going away? Do you worry about it? Ignore it? Do you run and hide from it?

This is the story of a persistent problem and the child who isn't so sure what to make of it. The longer the problem is avoided, the bigger it seems to get. But when the child finally musters up the courage to face it, the problem turns out to be something quite different than it appeared.

For more information visit www.barnesandnoble.com or use the Amazon search tool* at www.caeyc.org/resources/caeyc-store.



*CAEYC is a participant in the Amazon Services LLC Associates Program, an affiliate advertising program designed to provide a means for sites to earn advertising fees by advertising and linking to Amazon.com.

For Adults

Coaching with Powerful Interactions

Written by Judy Jablon, Amy Laura Dombro, and Shaun Johnsen

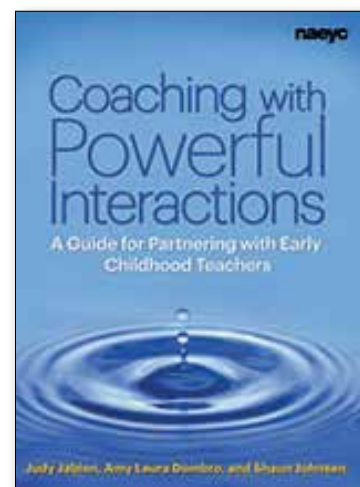
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For more information visit store.naeyc.org.

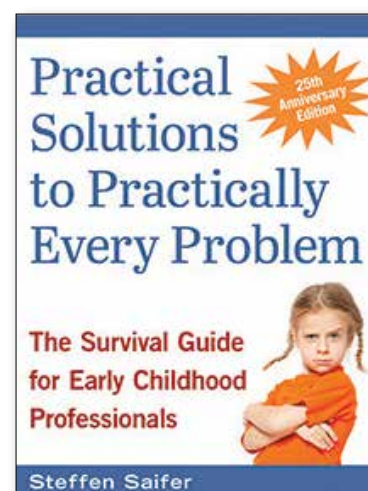


Practical Solutions

Written by Steffen Saifer

The survival guide for early childhood professionals. An encyclopedic how-to-guide for the universal early childhood program problems, this book provides solutions to every possible problem faced by early childhood teachers—before you encounter them. This classic resource has been updated to focus on current issues including teaching 21st century life skills, technology, and cultural responsiveness. Quick, practical help, now! Publication will be available October 2016.

For more information visit www.redleafpress.org.



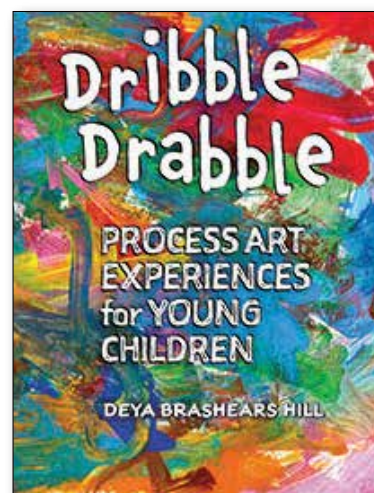
Dribble Drabble: Process Art Experiences for Young Children

Written by Deya Brashears Hill

Creative art should offer children the opportunities for originality, creativity, fluency, flexibility, and sensitivity. Covering a wide range of media including painting, crayons, collage, sculpture, chalk and printing.

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Questions: Contact Brandie Delaney at brandied@caeyc.org or (916) 486-7750.



Cancellations for this CAEYC ECE Explore event must be submitted in writing by October 21. No refunds issued after October 21.

This California ECE Explore event is held in conjunction with the NAEYC Annual Conference and Expo (November 2-5, 2016 in Los Angeles).

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