



The Santa Clara County Office of Education (SCCOE) Strong Start and Steps to Success initiatives, in partnership with the SCCOE's Department of Government Relations, developed the following toolkit to provide information about best practices for early care and education advocates.

Individuals interested in participating in a yearly training for advocates can contact Dr.

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The rule of 3s

- f* Focus on just three main points/arguments. This strict constraint will force a focus on what's important and makes it easier for the audience to remember your points
- f* Repeat the arguments at least three times. Psychological studies have shown that repeating something three times helps people remember.

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Never, ever get heated

- f* Advocacy is not about fighting. i f b g fevn5.3 7eet g feteer,2J 0 Tc 0 Tw 1.46780 Td ()Tj -0.006 Tc 0.004

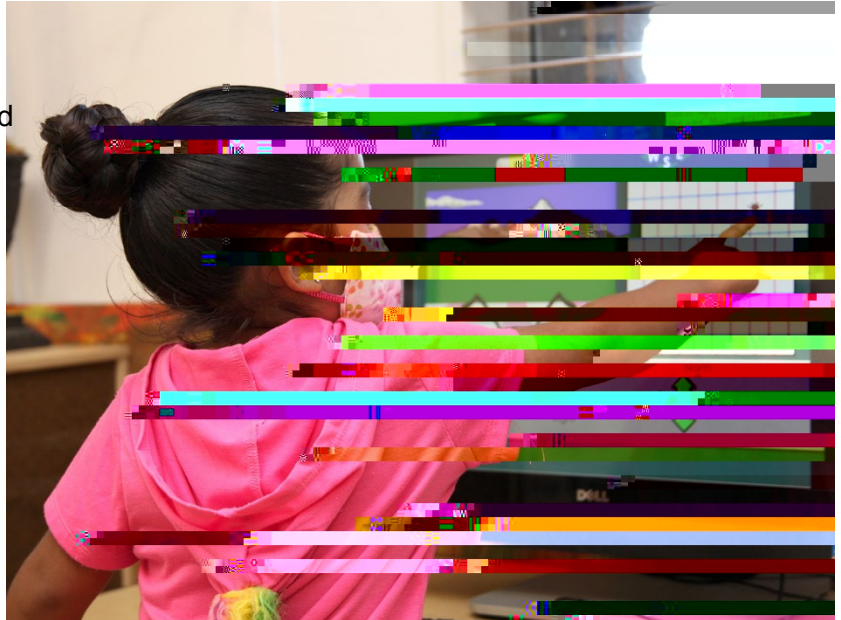
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Not every question has an immediate answer

- f* Even the most experienced advocates won't have all the answers. Be prepared, but comfortable with saying when more time or study is required to answer a specific question
- f* It's better to have the right answer than the answer in the moment.
- f* Sometimes answering a

RESEARCH ON THE POSITIVE IMPACTS OF EARLY LEARNING

Years of research demonstrate that children's early experiences impact long-term outcomes in life. Attending early learning programs allows a child to develop academic, emotional, physical, and social skills that



employment and income in adulthood (NC Pathways to Grade Level Reading, 2017b). While families may commonly believe that school readiness entails the knowledge of basic academic skills, the reality is that academics only accounts for ¼ of the major necessary building blocks for school readiness. In order for children to be fully ready for kindergarten they must demonstrate skills in the areas of social expression, self-regulation, motor skill development, and academics. A child who has a challenging time following directions, playing cooperatively, handling emotions, and expressing needs and wants, will likely have a more challenging time navigating collective spaces with peers and in instruction.

Attendance in early programs provides children the opportunity to develop these skills in small settings and with assistance from caring adults. Through early learning, children build the capacity to understand how to interact positively with peers and adults, how to take ownership of their learning with assistance, and how to navigate the tools and routines commonly found in school settings.

Early learning and special education

Schools are a primary partner in connecting families to essential networks of support. This is especially true for families who have children with disabilities.

“About 15 percent of American children ages 3 to 17 years of age have a developmental or behavioral disability. Many children with developmental disabilities are not identified before they reach fourth grade”

(NC Pathways to Grade Level Reading, 2017c)

Early learning is a vehicle through which children’s needs can be identified and met much earlier in life. The

Early learning and equity

High

SANTA CLARA COUNTY EARLY CARE AND EDUCATION RESOURCES

Coming prepared with data to highlight talking points is key. The following resources provide information about the state of early care and education in Santa Clara County.

2022 Santa Clara County Children's Data Book

The data book, prepared by Kids In Common, features key indicators of child and youth well-being and an update on progress toward achieving the vision of Santa Clara County's Bill of Rights for Children and Youth. <https://www.kidsincommon.org/resources>

California Child Care Resource & Referral Network Child Care Portfolio

This portfolio presents data on child care supply, demand, and cost statewide and county by county, as well as information on employment, poverty, and family budgets. <https://rrnetwork.org/assets/general/files/Santa-Clara-04-20.pdf>

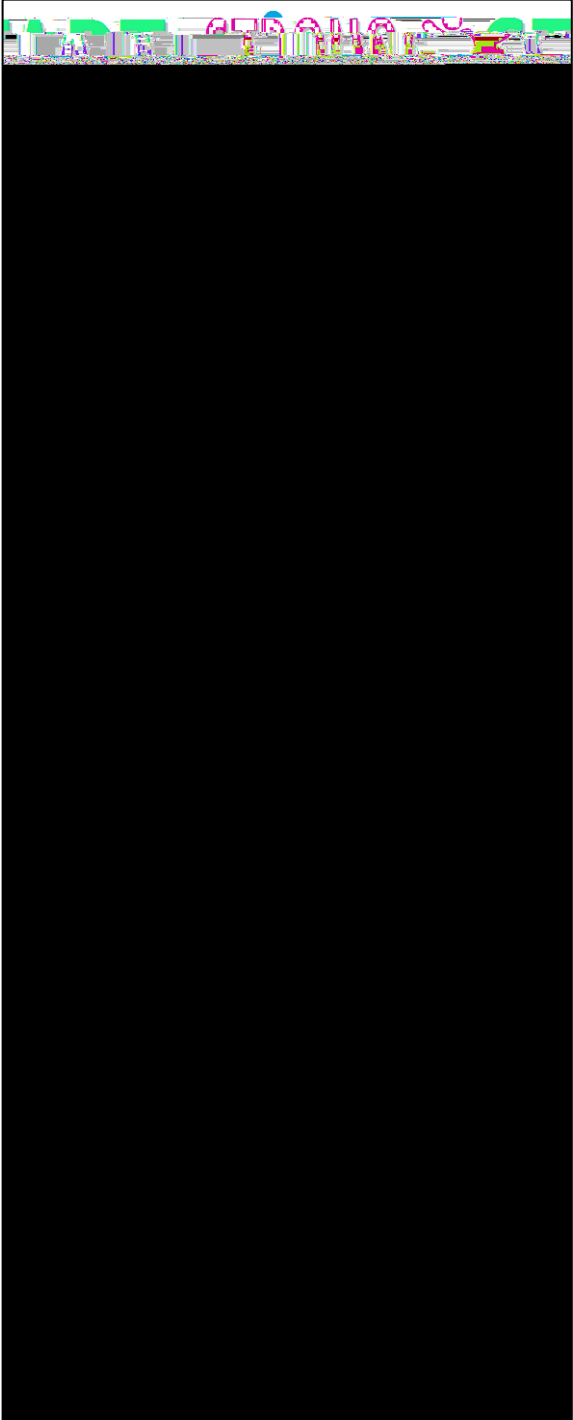
Santa Clara County Kindergarten Parent Survey Fall 2020 Findings

This report describes the findings of a kindergarten parent survey that assessed areas of strength and need among young children and their families, and the impact of the COVID-19 pandemic. <https://www.sccoe.org/Documents/SantaClaraSchoolReadinessParentSurveyReport2020.pdf>

School Readiness Findings from the Fall 2018 Assessment in Santa Clara County

This report describes the state of school readiness and related findings for kindergarten students across Santa Clara County. <https://godf>

EXAMPLES OF FACT SHEETS AND INFOGRAPHICS



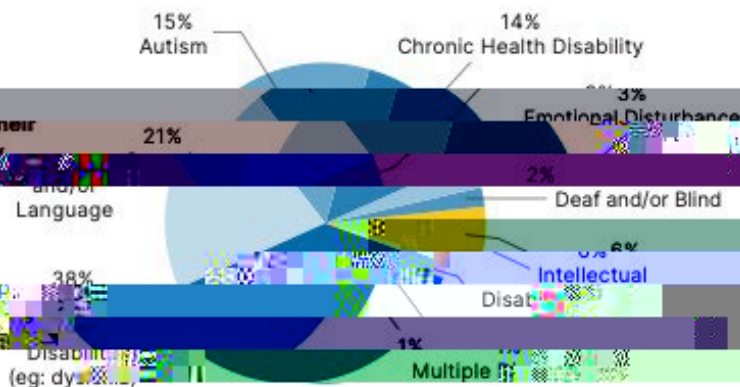
SB 692 Special Education Inclusion Act



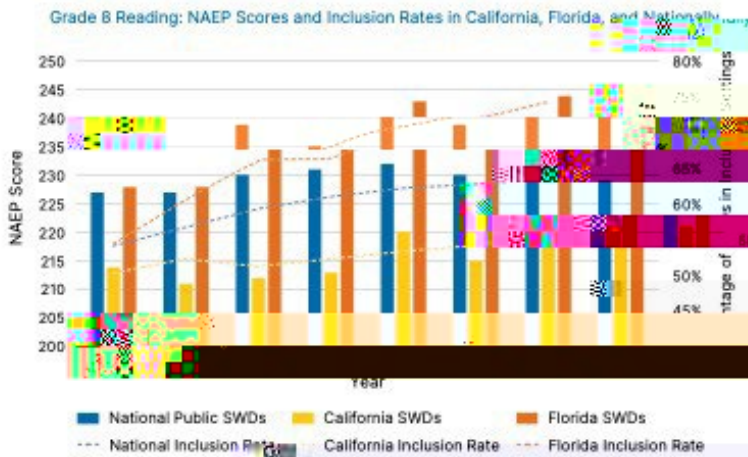
85% of California students have been identified with a disability. On average 88 points and 119 points were scored on English and math assessments, respectively.

More than 90% of students with a disability keep pace academically with their peers when appropriately accommodated.

Yet only 53% of California's students with disabilities spend time in a general education classroom.



States that have increased their inclusion (least restrictive environment) rates over the last 10 years have seen a 35% increase in academic achievement for students with disabilities.



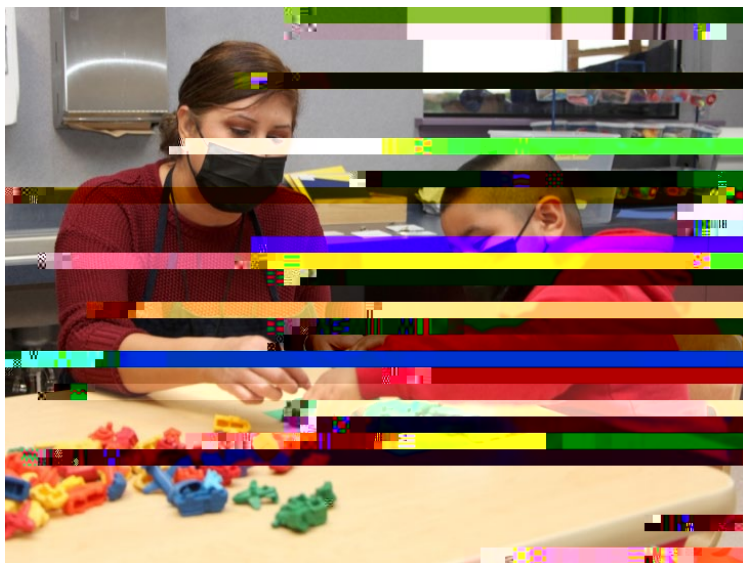
Incentivize districts to place students with disabilities in the most appropriate setting by adding an existing federal indicator (least restrictive environment) to the state accountability dashboard.



PublicCommentTemplatefor Cities

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