



PUBLIC POLICY GOALS

Approved March 2012

The public policy work of CAEYC is issue-driven. It is based on research about what we know promotes excellence in early childhood programs, and what will lead to a well-financed, high-quality system of early childhood education for all children.

It is the policy of the CAEYC to use the following guidelines, which were updated by a survey of members in January 2012, when adopting public policy positions:

1. Advocate for all young children to live in ecologically safe environments within inclusive nonviolent communities free from abuse and neglect.
2. Ensure the growth and maintenance of high quality, developmentally appropriate inclusive programs and services for all young children (birth through age 8) through appropriate funding, training, regulations and monitoring. *(Per the January 2012 survey, this issue ranked number TWO and THREE at the Affiliate Level. Respondents supported adequate reimbursement and continued funding for Title 5 programs, including infant/toddler and preschool. Over half of the survey respondents, ranked increased funding and adequate reimbursement for Title 5 programs, as their number ONE CAEYC public policy priority).*
3. Ensure appropriate licensing and credentialing standards for early childhood educators and other professionals who work with young children and their families. Promote and encourage accreditation for licensed providers and assist exempt providers to move towards licensure and accreditation.
4. Improve working conditions, salaries/benefits, professional training and educational opportunities, public recognition and accountability for early childhood professionals. *(Per the January 2012 survey, this issue ranked number ONE at the Affiliate Level). Survey respondents choose retention of the ECE workforce as their number TWO CAEYC public policy priority).*
5. Ensure equal opportunity through legal and human rights for all young children and their families.
6. Enhance the quality of life for infants, young children and their families through the education of parents, early childhood professionals, legislators, public administrators, business and community leaders, agencies and other organizations whose decisions affect young children directly and indirectly. *(The January 2012 survey results ranked Head Start and Early HS Reauthorization and expansion, as its number TWO public policy priority. Implementation of the Early Learning Challenge Grant was ranked as priority THREE).*
7. Promote anti-bias and inclusive practices in all services delivered to young children and their families by fostering appreciation for the diversity in California.
8. Promote quality programs that offer children and families developmentally appropriate curriculum, knowledgeable and well-trained staff and educators, and comprehensive services that support children's health, nutrition, and social well-being in an environment that respects and supports diversity. *(As a reflection of Federal public policy, respondents to the January 2012 survey selected the Child Care and Development Block grant funding as its number ONE priority).*
9. Improve access to high quality services by meeting the needs of working families, children and families with special needs, English Learners and other special populations; provide increased access to all families by fully funding eligible families to receive child care and development subsidies; and support an integrated delivery system for child care and development services for children birth to school age.
10. Ensure that standards for early childhood programs reflect effective practices based on research.

DEDICATED TO ADVANCING EXCELLENCE THROUGHOUT THE EARLY CARE AND EDUCATION PROFESSION