

P-16 Business-Education Alliance of Merced County



Supporting the Journey...
...From Preschool to Productivity

Continuing the Journey – Impacting the Future of Merced County’s Children

BEAM Executive Meeting
University of California, Merced – California Room
Thursday, October 1, 2009
12:00 p.m. – 1:30 p.m.

Agenda

I. Welcome & Introductions

Sheilon King-Brock, Director of Customer Care, AT&T – B.E.A.M. Business Co-Chair
Steve Kang, Chancellor, University of California, Merced – B.E.A.M. Education Co-Chair

- *UC Merced Update*

II. Community Forum: Making Preschool a Front Burner Issue

Brian Mimura, Executive Director, First 5 Merced County
Steve Roussos, Senior Research Scientist, Alliance for Community Research & Development

III. Preschool Is In Session!

Melanie Cole, Preschool Program Coordinator, Merced City School District
Andres Zamora, Assistant Superintendent, Livingston Union School District

- a. “Adopt-a-Preschool - 101”
- b. Activities For Inquisitive Young Minds
- c. “Adoption” Agencies

IV. BEAM – Engaging New Regional Partners

Darryl Rutherford, Federal Reserve Bank

V. Updates

- a. Legislative Update – Support the “Early Learning Challenge Fund” – *Steve Kang*
- b. BEAM Finance Committee – *Steve Kang*
- c. AT&T Grant Application – *Gaye Riggs, Asst. Superintendent, ECE, MCOE*
- d. Art and It’s Impact on Early Development: Merced County Arts Council Programs for Preschoolers – *Gaye Riggs*
- e. S.H.A.R.E.S. Program – *Wes Unruh, Store Manager, Save Mart Supermarkets*
- f. United Way Campaigns – *Flip Hassett, Executive Director, United Way of Merced County*
- g. BEAM Website - <http://beam.mercedlearn.org/> - *Carol Greenberg, BEAM Facilitator, MCOE*
- h. Presentations at Service Organizations – *Carol Greenberg*
- i. “The Economic Impact of the Achievement Gap in America’s Schools” – *Lee Andersen, County Superintendent of Schools, MCOE*

VI. BEAM's Next Focus: Continuing Our Collaboration

a. Exploration

*John Jeter, President & CEO, Hilmar Cheese Company
Sheilon King-Brock, AT&T*

b. Expansion

*Molly Cassidy, Director of Human Resources, Kagome Inc.
Steve Tietjen, Superintendent, Los Banos Unified School District*

VII. Announcements

a. Merced Active 20-30 Club's Fundraiser – *Angela Terry, Human Resources Manager, Scholle Packaging*

b. Economic and Community Development Meeting featuring Professor Vaughn Grisham – *Bruce Logue, Immediate Past President, Greater Merced Chamber of Commerce*

VIII. BEAM Meeting Schedule

Carol Greenberg

a. January 28, 2009 – Foster Poultry Farms, Livingston

b. April 29, 2010 – Site to be determined

c. Regional Meeting – Spring 2010

IX. Adjournment

Sheilon King-Brock and Steve Kang

X. Tours

a. UC Merced's Early Care and Education Center

b. UC Merced Campus Tour

Merced County schools forum highlights need for preschool

Federal dollars could be on the way to build programs.

By DANIELLE GAINES

Dgaines@mercedsun-star.com

Exactly 8,586 preschool-aged children live in Merced County.

Twenty eight percent of them languish in poverty; 46 percent speak a language other than English at home.

Of the public preschool programs in the county that could serve these children, 59 percent show a waiting list, according to a 2005 study. The lack of open spaces for the county's littlest learners remains pervasive, County Superintendent of Schools Lee Andersen said Friday.

Andersen and other leaders throughout the county -- from Livingston Medical Group to South Dos Palos Head Start to the Merced City School District -- met Friday to create a new plan to provide preschool for more youngsters here.

Instead of the county's present predicament, "we can be known as a community and a city and a county with children who have the best possibility for success in life's journey," said Flip Hassett, executive director of United Way of Merced County.

The meeting was facilitated by Preschool California, a nonprofit advocacy group that works to increase access to high-quality preschool for all of California's children.

"There's a lot going on. It is very exciting," said Scott Moore, a senior policy advisor with Preschool California. "It really will enable Merced to do a lot of the things we envision today."

Moore said federal plans to inject \$10 billion a year into early education meant that counties and other agencies with solid plans stood to receive significant funding.

"This is a time that the early care and education community is using to do our homework, get our ducks in a row for the time when new funding sources do become available," said Gaye Riggs, Merced County assistant superintendent for early care and education. "This is a time when we are building a base, taking what we currently have and making it better."

Forum participants didn't ignore the many problems facing today's early education programs. Instead, they seized on them.

Attendees said a lack of preschool could be the root cause of Merced County's 19 percent high-school dropout rate and significantly below-average college degree recipients.

According to another recent study, the San Joaquin Valley would see more than 1,600 fewer high school dropouts each year by making quality preschool widely available.

"(Preschool) is not a silver bullet, but it could make a tremendous difference," Riggs said.

The group is slated to meet again in two weeks. Among the issues they will discuss are community engagement, policy advocacy and expansion of programs.

Reporter Danielle Gaines can be reached at (209) 385-2407 or dgaines@mercedsun-star.com.



Talking with Preschoolers

Preschoolers are learning about so many things: different concepts, ideas, words and their meanings; social skills like how to listen and when to talk. They are typically excited when something is “new” in their classroom, whether it is an object or a guest.

If you are a guest in a preschool classroom, below are some hints for talking with three and four year-olds.

- Talking about things the preschooler can see, touch, taste, smell, and feel will help them connect words to real things; bring items to talk about.
- When you want children to listen, say, “It is my turn to talk, listen now.”
- Try to get on their level; sit in a smaller chair or one closer to the ground, so you are closer to them and not talking down to them.
- Keep your sentences short and slow down your speech. Don’t over-think your vocabulary, you can use “big” words but remember to give them an example and use the word “like.” Example: “A briefcase is like a backpack or a bag that business people use to carry their things in like paper and pens.”
- Use an even, calm voice.
- Body language is important. Children will sometimes pay more attention to your face and body language than what you are saying.
- Stop and give them a chance to tell you in their own words what you have said. Example: “I have told you how I use a briefcase, who can tell me what a briefcase is?”
- When children answer, give them wait time. Smile and nod while waiting for a response (children need “thinking time”); say, “I’m listening.” Repeat back to them what they have said with clarification or corrections if needed.
- If you ask a question, they will answer all at once. Remind them to “please raise a quiet hand if you would like to answer my question.”

Three key words when talking with preschoolers:

- Patience (you need a lot of it)
- Flexibility (you never know what a preschooler might say or do)
- Sense of humor (have fun!)

P-16 Business-Education Alliance of Merced County



Supporting the Journey...
...From Preschool to Productivity

Business-Education Alliance of Merced County Adopt-a-Preschool Program

Dear Business Partner,

Thank you for your interest in the "Adopt-a-Preschool" program! Preschools from throughout Merced County are eager to partner with your organization in order to increase understanding of preschool's impact on the development of young children and on building a healthier economy. Your donation of time and knowledge will provide meaningful experiences for the children and teachers. How often your staff visits a preschool and the level of activities are up to you. Below are a few ideas of how you can support early learning in Merced County:

- Read books to children
- Teach students basic computer skills
- Help students plant and tend a garden
- Answer questions from children about your job, hobbies, special talents
- Talk to students about how important school is
- Show travel picture albums to children
- Be a "Pen Pal"
- Create a scrapbook with the children
- Assist staff during field trips
- Help with exterior painting or playground improvement
- Repair toys or mend books
- Donate what you or your employees no longer want or need
 - * "Throw-away" paper
 - * Older, but functioning computers
 - * Authentic workplace items for dramatic play such uniforms, tools, menus, etc.
 - * Used, but serviceable children's winter jackets/sweatshirts
- Provide some new resources
 - * Children's books and other learning materials
 - * Backpacks, t-shirts or caps
 - * Computers or educational software

These are only suggestions. You may have other ideas of what to do after your first visit to the classroom. We can connect you with a preschool program - feel free to call any of the contacts listed on page 2.

Preschool Contact Persons

General Help with Connecting/Questions:

Carol Greenberg, BEAM Coordinator, P-16 Council
(209) 201-2590

Gaye Riggs, Assistant Superintendent, Merced County Office of Education
(209) 381-7147 Extension 6119

Merced County-Wide

Regina DeMelo, Family Support Services Manager, Merced County Head Start Program
(209) 723-4771

Rosanne Pitz, Director of Child Development and State Preschool Programs,
Merced County Community Action Agency
(209) 722-7129

Merced City

Melanie Cole, Preschool Coordinator, Merced City School District
(209) 385-6619

Livingston

Andres Zamora, Assistant Superintendent, Livingston Union School District
(209) 394-5433

Los Banos

Margie Terranova, Preschool Coordinator, Los Banos Unified School District
(209) 827-0120

Dos Palos

Dwight Thompson, Principal & Preschool Supervisor
(209) 587-5681

Delhi

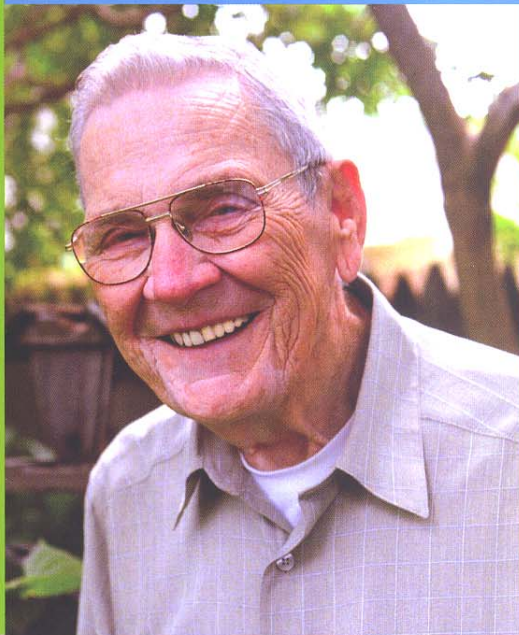
Bill Baltazar, Superintendent, Delhi Unified School District
(209) 656-2000

Atwater/Winton

Patti Kishi, School Readiness Coordinator
(209) 357-6100



Merced County Community Action Agency



A Non-Profit 501c3 Corporation

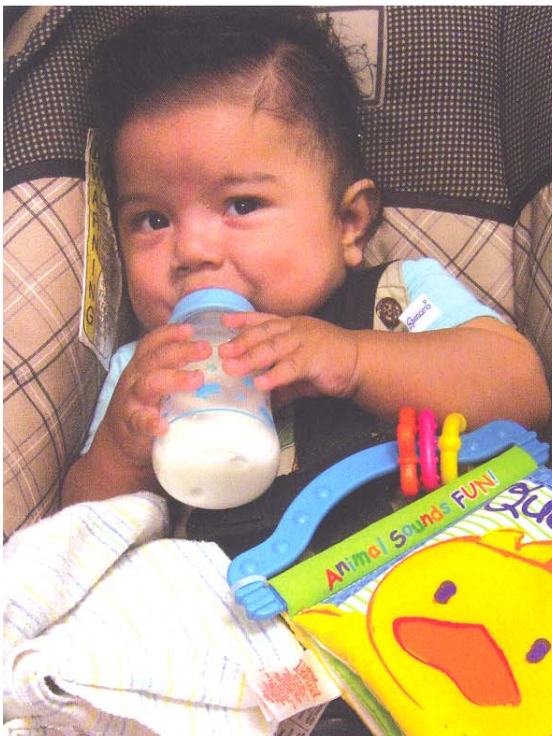
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PROGRAM ADMINISTRATIVE OFFICES

Women, Infants & Children	209.383.4859
Child Development Services	209.722.7129
Project Cherish	209.723.4565
Home Weatherization	209.723.4565
Utility Assistance	209.723.1225
Homeless Services	209.725.8188

CENTRAL OFFICE:

1748 Miles Court, Suite B • Merced, CA 95348
 P.O. Box 2085 • Merced, CA 95344
 Phone 209.723.4565 • Fax 209.385.9934
www.mercedcaa.org



September 20, 2009

Initiative Focuses on Early Learning Programs

By [SAM DILLON](#)

Tucked away in an \$87 billion higher education bill that passed the House last week was a broad new federal initiative aimed not at benefiting college students, but at raising quality in the early learning and care programs that serve children from birth through age 5.

The initiative, the [Early Learning Challenge Fund](#), would channel \$8 billion over eight years to states with plans to improve standards, training and oversight of programs serving infants, toddlers and preschoolers.

The Senate is expected to pass similar legislation this fall, giving [President Obama](#), who proposed the Challenge Fund during the presidential campaign, a bill to sign in December.

Experts describe the current array of programs serving young children and their families nationwide as a hodgepodge of efforts with little coordination or coherence. Financing comes from a shifting mix of private, local, state and federal money. Programs are run out of storefronts and churches, homes and Head Start centers, public schools and other facilities. Quality is uneven, with some offering stimulating activities, play and instruction but others providing little more than a room and a television.

Oversight varies by state, but most lack any early childhood structure analogous to the state and local boards of education that govern public schools. A result is that poor children, even many who have access to government-financed early care or learning programs, tend to enter [kindergarten](#) less prepared for school than those with wealthier parents.

To qualify for grants, states would have to demonstrate that they have established or improved what the bill calls a “governance structure” for their networks of child care centers and prekindergarten programs.

The structure would include quality standards; a curriculum of sorts, appropriate for young children; a mechanism for reviewing programs and assigning quality ratings; minimum training requirements for providers; a plan for reaching out to parents; and a system for collecting data on children and families. The Departments of Education and Health and Human Services would jointly administer the Challenge Fund.

[Sharon Lynn Kagan](#), a professor at Teachers College who has traced the history of American child care programs back to the early 19th century, wrote a [paper](#) last year advocating federal aid to states in building a more coherent and robust early-childhood infrastructure.

“No one bill can solve everything,” Professor Kagan said, “but this will move us more than any other piece of legislation toward higher quality in early education, not just more spaces for children.”

Since the campaign, Mr. Obama has raised expectations among early learning advocates with his endorsements of public investments in the careful nurturing of young children, especially the disadvantaged. In the economic stimulus bill, Congress last spring appropriated more than \$4 billion in new financing for child care and education efforts, including [Head Start](#), the federal program that serves about 900,000 preschoolers.

Still, not all early learning advocates are satisfied that the administration is doing all it could to integrate early learning efforts into the nation's broader public education system.

The [Department of Education](#) is already administering a separate \$4.3 billion competition among states to reward and encourage improvements to elementary and secondary schools. In August, scores of early learning groups and advocates wrote letters to the department criticizing proposed rules for that competition, known as Race to the Top, as largely ignoring early childhood education.

"We don't see how our country can race to the top when all kids are not at the same starting line" when they reach kindergarten, said Marcy Young, project director for the [Pre-K Now](#) program at the Pew Center on the States, one group that criticized the rules.

One reason the administration focused on elementary and secondary schools in the Race to the Top competition and early childhood in the Challenge Fund is that the two are at contrasting levels of development, administration officials said, with the public schools needing initiatives to improve teacher effectiveness, for instance, and early childhood needing basic structures of governance.

Sara Mead, a senior research fellow at the [New America Foundation](#), said, "I haven't talked with anybody who isn't excited about the prospects for this Early Learning Challenge Fund."

"But there is disappointment in some parts of the early childhood community that it's not more focused on adding slots," Ms. Mead said.

One reason advocates are especially concerned about slots for children is that after a decade in which states had taken the lead in expanding access nationwide, several with deep budget troubles have recently eliminated or reduced services for tens of thousands of children.

Illinois, for instance, cut the budget for its Pre-K for All program to \$305 million this fiscal year from \$338 million last year, eliminating slots for about 9,500 children, according to statistics provided by Albert Wat, a project manager at Pre-K Now.

In Ohio, lawmakers did away with a program known as the [Early Learning Initiative](#), the budget for which last year was \$125 million, Mr. Wat said. The action eliminated access for 12,000 children, he said.

"In some states, we're seeing a disaster," said Steve Barnett, co-director of the [National Institute for Early Education Research](#) at [Rutgers University](#).

But despite the tightest budgets in decades, nearly 30 states have chosen to protect or increase financing for early learning programs.

October 1, 2009

Senator Dianne Feinstein
United States Senate
331 Hart Senate Office Building
Washington, D.C. 20510
senator@feinstein.senate.gov

Senator Barbara Boxer
112 Hart Senate Office Building
Washington, D.C. 20510
senator@boxer.senate.gov

Subject: Support Student Aid and Fiscal Responsibility Act and the Early Learning Challenge Fund.

Dear Senators Feinstein and Boxer:

I urge you to support the passage of HR 3221, the Student Aid and Fiscal Responsibility Act of 2009, when it reaches the Senate floor for a vote. I am excited to see that the bill creates and funds a new Early Learning Challenge Fund, a competitive grant program to help states invest in high-quality early learning programs and improve the quality of their early childhood education systems.

High-quality early learning programs can help close the achievement gap and fuel the long-term economic health of our state. California has already made progress toward building a high-quality early learning system for children from birth to 5. Legislation enacted last year launched state-level process to create a quality rating and improvement (QRIS) system, consolidated a number of our state-funded child development programs and included early learning programs in efforts to develop a statewide education data system.

As California struggles with its own budget crisis, the Early Learning Challenge Fund would give our state the opportunity to compete for critically needed federal support to build on these efforts to create a high-quality early learning system for the kids who need it most.

Investments in our youngest children lay a strong foundation for the future success of our children and the economy. I strongly urge you to support the Student Aid and Fiscal Responsibility Act and its proposal for the Early Learning Challenge Fund.

Thank you for your attention to this important issue for California's youngest learners.

Sincerely,
[Name]
[Address]
[City, State Zip]
[Area Code – Phone Number]

[bcc: Carol Greenberg, 632 W. 13th Street, Merced, CA 95341]

VISUAL ART FOR CHILDREN AGES 2-5

October 2009-March 2010
 9:30-10:30am
 At the Merced
 Multicultural Arts Center

Our classes will introduce preschool aged children to myriad visual arts activities, help them discover new interests and develop critical skills to prepare them for an academic environment. Children ages 2-5 can sign up for free for any one of the following 4-week sessions. Classes are 9:30-10:30am on the 3rd floor of the Arts Center on Main Street in Merced. Space is reserved on a 1st come, 1st served basis, so don't delay! Local artist Christine Machado, who holds a degree in Studio Art from Santa Clara University, emphasis in Early Childhood Education, is a favorite among hundreds of families in the Central Valley.

Register today!

Parent/Guardian's Name _____

Address _____

Phone _____

Email _____

Child's Name _____ Age _____

Child's Name _____ Age _____

Child's Name _____ Age _____

Child's Name _____ Age _____

Please sign my child(ren) up for the session checked below.

- October 6, 13, 20, 27, 2009
- Nov 3, 10, 24, Dec 1, 2009
- January 5, 12, 19, 26, 2010
- February 2, 9, 16, 23, 2010
- March 2, 9, 16, 23, 2010

If my first choice is full, I want to sign up for:

- October 6, 13, 20, 27, 2009
- Nov 3, 10, 24, Dec 1, 2009
- January 5, 12, 19, 26, 2010
- February 2, 9, 16, 23, 2010
- March 2, 9, 16, 23, 2010

Mail to:
 MCAC, RE Preschool 209/388.1090
 645 West Main Street www.artsMerced.org
 Merced CA 95340 director@artsMerced.org

Class size is limited to only 12 children per session. Registration deadline is one week before the first day of session. If you do not show up for the first class of your session, your spot will be given to a child on the waiting list.

Classes generously sponsored by:

United Way of Merced County



<http://www.unitedwaymerced.org/>



Merced County Arts Council

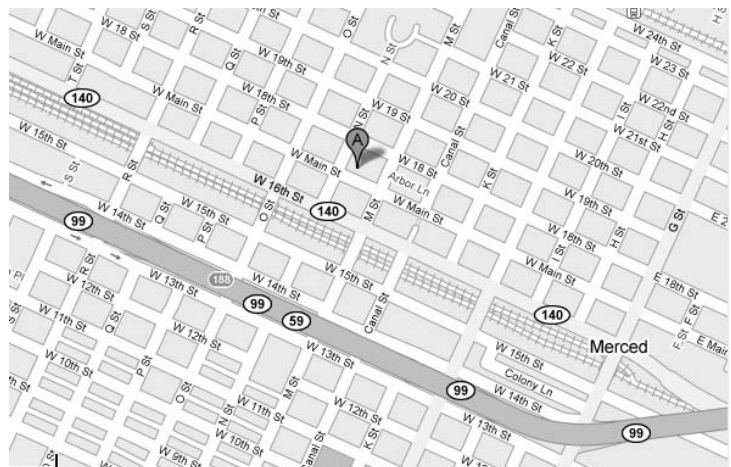
<http://www.artsmerced.org/>

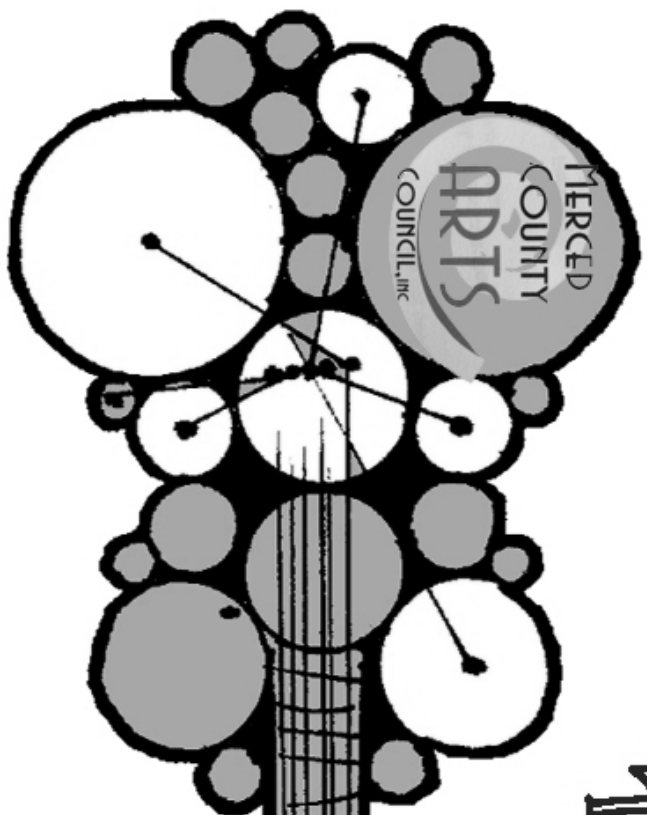
Come be creative with us! Each four-week session will provide new activities that will include art activities, stories and games.

Wear old clothes or bring a large T-shirt to put over your child's clothes and **bring a box** to carry wet art projects in.

Sign up today before it's too late!

Enter through back door in alley between Main Street & 18th Street.
 Parking available in the Shannon Parade on 18th Street, between M & N Streets.





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Business-Education Alliance of Merced County

Merced County Office of Education - David and Lucile Packard Foundation - P-16 Business-Education Alliance of Merced County

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P-16
Business-Education
Alliance of
Merced County



Supporting the Journey... From Preschool to Productivity

The Business-Education Alliance of Merced County (B.E.A.M.) is a partnership of committed business, education, government, and community leaders who support education, workforce development, and economic growth in Merced County.

Our Mission is to support each child's journey—from preschool to productivity—building an educated community, a qualified workforce, and a strong local economy.

Why is Preschool Important?









Research shows attending preschool develops critical learning skills, helps create more productive, responsible adults, and helps build strong communities!

Attending preschool also helps create more productive employees. Consequently, a better-educated, more skilled workforce can improve business success rates.

The journey to productivity requires an investment in each child's education, starting with a quality preschool experience!

How Can You Support Preschool?

BEAM Staff Members

- 
Lee Andersen
 Superintendent of Schools
 (209) 381-6601
- 
Gaye Riggs
 Assistant Superintendent, ECE
 (209) 383-7147
- 
Holly Newlon
 Assistant Superintendent, CAE
 (209) 381-6740
- 
Michele Fagundes
 Assistant Superintendent
 (209) 381-6677
- 
Sharon Twitty
 Assistant Superintendent,
 Instructional Services
 (209) 381-0910
- 
Carol Greenham

The Economic Impact of the Achievement Gap in America's Schools



Executive Summary: The Economic Impact of the Achievement Gap in America's Schools

The McKinsey Social Service Office report, "The Economic Impact of the Achievement Gap in America's Schools," finds that the underutilization of human potential as reflected in the achievement gap is extremely costly. Existing gaps impose the economic equivalent of a **permanent national recession—one substantially larger than the deep recession the country is currently experiencing**. For individuals, avoidable shortfalls in academic achievement impose heavy and often tragic consequences via lower earnings, poor health, and higher rates of incarceration.

The report examines the dimensions and economic impact of four distinct gaps in education:

(1) between the United States and other nations

If America had closed the international achievement gap between 1983 and 1998 and had raised its performance to the level of such nations as Finland and South Korea, United States G.D.P. in 2008 would have been between \$1.3 trillion and \$2.3 trillion higher.

(2) between black and Latino students and white students

If we had closed the racial achievement gap and black and Latino student performance had caught up with that of white students by 1998, G.D.P. in 2008 would have been between \$310 billion and \$525 billion higher.

(3) between students of different income levels

If the gap between low-income students and the rest had been narrowed, G.D.P. in 2008 would have been \$400 billion to \$670 billion higher.

(4) between similar students schooled in different systems or regions

If the gap between America's low-performing states and the rest had been similarly narrowed, GDP in 2008 would have been \$425 billion to \$700 billion higher, or 3 to 5 percent of GDP.

A few of the themes derived from the data include:

- Lagging achievement is a problem for poor and minority children and for the broad middle class;
- Inequities in teacher quality and school funding are pervasive;
- What happens in schools and school systems matters profoundly;
- Better data is essential; and, finally
- There is a case for optimism.

For a copy of the full report, please web search "The Economic Impact of the Achievement Gap in America's Schools"

Los Banos Enterprise

Friday, Sep. 18, 2009

Superintendent hopes to change county education

Focus is improved math skills

By Samantha Salas / ssalas@losbanosenterprise.com

Superintendent Steve Tietjen recently attended a P-16 Council meeting where he learned that only 22 percent of Merced County high school graduates are qualified to attend a four-year college or university.

"Now you can't tell me that only 22 percent of parents in our community want their kids to go to a four year college," he said.

Students' lack of math skills appear to be part of the reason for the statistic. At the September Los Baños Unified School District board meeting, Tietjen addressed the issue as one he's committed to helping to fix.

Tietjen described the newly formed P-16 Council. It features preschool administrators and teachers along side university professors and presidents of Merced College and UC Merced, with superintendents and other curriculum experts in the kindergarten through 12th grade system.

The group of professionals have agreed to work toward a common goal: increase the countywide number of students that take and pass algebra and geometry the first time. The goal is a 10 percent increase.

"Math is a key gatekeeper for students," Tietjen said. "We know that businesses need students that can do math, and while there are times when people don't think algebra is a real world kind of skill...(both algebra and geometry) are real world skills students need to have."

The goal derives from a disturbing statistic.

"Our students in Merced County, take algebra, on the average, one and a half times," he said. "That means students are failing. They are getting a D or an F in algebra the first time they take it.

"That also means they're falling behind their peers in other areas if they're having to repeat a class. That means they're not getting to take a class in another subject or a higher level of math," Tietjen said.

Tietjen said one way to address this specific issue is to identify the skills that students in this situation are missing.

"We need to make sure we have a countywide method to determine what effective instruction is, what effective placement of students should be in our schools and how to be sure that across Merced County we have a similar decision making process for giving grades," he said.

He used the example of Los Baños High School awarding a passing grade in algebra to a student who goes on to enroll at Merced College. Tietjen said without uniform standards the student may get put back a year in math and end up losing another year at the college.

"Right now at Merced College, 50 percent of the students that go to the college are placed in a math class below the last math class they took in high school," Tietjen said.

That countywide statistic has triggered a need for change, he said.

"The only exception is Hilmar High School," Tietjen added.

During the board meeting, a districtwide list of students who earned a place in the 600 Club, a perfect score of 600 in the STAR Test administered last spring, was announced.

"We've had great kids that are doing really well, with our test scores," Tietjen said. "But we need to make sure they see that all the way through junior high and high school and then college."

Tietjen said that an unnamed high school district in Merced County sends 700 students a year to Merced College. The expectation is that in two years at a community college a student should be able to finish the two-year program and go onto a four-year university if necessary.

"For that particular high school district, Merced College had less than 1 percent of their students finish the two-year program in two years," Tietjen said. "In three years, out of the 700 that started, 29 students completed in the two-year program."

It's not just the students' fault, Tietjen said, nor is it just the teachers' or college's.

"It's really a countywide culture we need to address," he said. "What is it that's happening here that's causing our students not to reach the success in the time that we've set aside for it. We've got to be serious about attacking this problem."

A change needs to be made, Tietjen said.

"We have to change some community values and community beliefs about what kids should be doing when they're in high school and when they're in junior college. They need to be studying," he said.

Tietjen said that the focus of the P-16 Council is to counter these situations.

"So we change Merced County," he said. "Fifty-fourth out of 58 counties in California in kids prepared to go to college."

"It's time to change our community belief system about what our kids can do. All kids have the capability to go to college."

Tietjen said what makes the drastic change imperative, is that the "engine" of California's economy is fueled off of 30 to 40 percent of students graduating from college in the state.

"Ten percent go to UC; 30 percent go to CSU. We've gotta have that," Tietjen said. "If we don't have that, California is not going to remain in the top 10 economies in the world. And that's our responsibility."

And that's the challenge of P-16."

The Business Education Alliance works with the P-16 Council, Tietjen said.

"I encourage any business members that want to join us in setting a new tone for how we approach students in our public schools, to join us in our Business Education Alliance meetings," he said. "We need to come together and talk about what we can do that together."

Board President Dennis Areias agreed that the Business Education Alliance is a positive influence on student education.

"A group of businesses in town are pushing for what they want to see in the workforce as far as students coming out of graduation," Areias said. "They want students to be more than just book smart."

"This is a program that's being put in place now, so it's only going to become better than a good thing than it is right now as we move down the road," Areias said. "We can get our students more prepared for what's outside the classroom once they do graduate. I think we're moving in a positive direction."

Enterprise reporter Samantha Salas can be reached by phone at (209)388-6562 or by e-mail at ssalas@losbanosenterprise.com

Merced Active 20-30 Club's Annual

"A Wine of Every Kind"

Enjoy an evening of sampling various wines, cheeses, and chocolate while browsing artwork showcased by local artists.

Silent auction....raffle....live entertainment

Friday, October 23, 2009

5:00 pm - 8:00 pm

Merced Multicultural Arts Center

645 West Main Street, Merced, CA

Proceeds Benefit:

The Active 20-30 Club

The Active 20-30 Club is an internationally recognized not for profit club. Our mission is to provide young adults with an opportunity for personal growth, friendships, and leadership development while improving the quality of life for children in our community.

"One never stands so tall as when kneeling to help a child"



Tickets: \$10.00 per person
(includes keepsake glass)

Available at:

***The Branding Iron Restaurant
Peraino's Jewelers & Gift Emporium
Or Any Merced Active 20-30 Member***

***For more information contact:
Kristi Vincelette at (209) 723-6904 or
Merced 2030@yahoo.com***

***A special thanks to Cassabon & Associates,
LLP and Merced School Employees
Federal Credit Union for helping us with
our event.***

P-16 Business-Education Alliance of Merced County



Supporting the Journey...
...From Preschool to Productivity

BEAM Future Meeting Schedule

January 28, 2010

Foster Farms

Livingston, California

11:45 – 1:00 p.m. – Hosted Lunch and Meeting

***1:00 p.m. – 1:30 p.m. – History of Foster Farms
(optional)***

April 29, 2010

11:45 – 1:00 p.m. – Hosted Lunch and Meeting

Site to be determined

Regional Meeting

Spring 2010

More information to follow



I Want to Take Action!

• **Name:** _____

Company: _____

Position: _____

Email: _____ **Phone:** _____

• **I am interested in the following action and advocacy efforts:**

- Adopt-a-Preschool Program
- Preschool as a Front Burner Issue Champion
- SHARES Program
- United Way Campaign in my organization
- Finance Committee - allocating BEAM funds
- Early Care & Education Regional Business Conference planning
- Meet with educators and school boards
- Meet with legislators re: education issues impacting our workforce
- Educate students about career opportunities & job requirements
- Provide job shadow opportunities to students and teachers
- Provide students with ROP and other career-prep opportunities
- Learn more about UC Merced's Student Service Learning Groups
- Learn more about the Engineering Academy Program
- Help educators solve productivity and efficiency issues
- Record a PSA (pre-developed)
- Host a speaker at a service organization
- Write a Letter to the Editor
- Sign an Op-ed (professionally drafted)
- Participate in a Marketing Campaign
- Become a host site for a future BEAM meeting

Other: _____
