



PACE

PROFESSIONAL ASSOCIATION OF
CHILDHOOD EDUCATORS

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Making a Difference in the Lives of Parents and Children





UREN & MYERS INSURANCE AGENCY

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CONTENTS

Board Chair Message	4
Capitol Report	4
Dealing with Regulations and Compliance.	5
Making a Difference in the Lives of Parents and Children.	8
No Wrapped in Yes: Limiting Behavior, Allowing Feelings	10
2019-2021 Child Care and Development Fund State Plan Comments	12
Meet Your Association Management Staff	15

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TAKING TIME FOR OURSELVES



Cathy Vaughn
Board Chair

As we approach the summer months let's think about taking time for ourselves and rejuvenate.

Webster

Rejuvenate - *verb* (used with object), rejuvenated, rejuvenating. 1. to make young again; restore to youthful vigor, appearance, etc.: That vacation has certainly rejuvenated him. 2. to restore to a former state; make fresh or new again.

Indulging in activities that prompt laughter, will give you a big relief and you can feel happiness.

Furthermore, smiling and laughing releases endorphins - hormones of happiness.

Guess what, you're important. All those things you have to do in your busy life keep you from doing things for you. In fact, you often make yourself the last priority.

However, it's essential that you take care of yourself on a regular basis by taking time for 'you' to allow yourself to renew and recharge both your health and energy.

Make the time to do those things you enjoy because you will end up happier, healthier, and feeling better. "Me" time allows you to de-stress, unwind, and rejuvenate. Try it for yourself and feel the benefit.

You have worked hard this past school year and we have many challenges ahead.

Over the summer, PACE will be hosting webinars and talking with Legislators at the Capitol. We will be preparing for our next conference that will be held in the Bay Area, April 2019 (no conference this October).

We will have Legislative/Leadership Day in Sacramento late January/early February. More information to come soon.

PACE is here for YOU

If you have a concern to share with the Legislators... let us know

If there a webinar topic you would like... let us know

Conference workshop you would like... let us know

I want to hear from you. ■

CAPITOL REPORT



Bill Duplissea
Lobbyist
www.cline-duplissea.com

SB 837 (Dodd)

The Legislature's fiscal deadline for the 2018 session was Friday May 25, 2018. As I indicated to many of you when we met in the

Capitol on April 11, 2018 when the bill was being heard in Senate Education Committee; our best hope of stopping the bill was getting it held in the Senate Appropriations Committee. Fortunately, the bill was held. So, until next year we dodged a bullet.

I am hopeful that PACE and other organizations dedicated to maintaining all preschool options for California's children can come together to fight back against those who are continuing the movement to fold preschool and early childhood education into the public-school bureaucracy.

Some Budget News

The State Budget Act is taking shape as both Houses of the Legislature have begun to adopt their versions of budget. The Governor's May Revision has had mixed reviews from child care advocates, and the State Assembly version of the budget appears to be addressing the current needs to a greater extent than that of the Senate.

The Governor's May Revision does include funding for Assemblyman Kevin Mullin's AB 2626 pilot project. This will address the serious problem of eligibility for state funded child care. The results of this pilot will likely determine the direction the Legislature will take in the next few years.

When the State Budget Act is finalized I will have more information for you. I look forward to our Summer meeting to discuss these and other issues of importance to PACE. ■

DEALING WITH REGULATIONS AND COMPLIANCE

Phillip M Cunningham
PACE Legal

2018 has been a busy year for child care operators. Many of you have requested my assistance in appealing citations or dealing with revocation accusations. For the first time in my many years of practice, I have seen licensing send out a revocation accusation when the licensee has not had a lengthy record of deficiencies. It seems to me that licensing is becoming more aggressive in its enforcement role.

So, I want to caution all of you to be sure you are paying attention to the regulations and compliance. Remind your staff often about compliance issues. Of note, be sure your staff are aware of the ratio requirements and are adhering to them. Remind staff they cannot take shortcuts, no quick dash down the hall for supplies or a quick cell phone check or text message check. It will cost you dearly if you get a type A citation for lack of care and supervision.

I still cannot believe the number of calls I receive regarding breaks and meal periods. Remember, under no circumstances can employees waive their breaks and or meal periods, so they can leave early or come in late. It does not work that way, even if employees want it to.

Be sure you are checking your pay stubs and that they meet the legal requirements. Failure to include all 10 required items on the paystubs of your non-exempt (hourly) employees can be very expensive. I have a case currently for a small employer who is looking at damages of well over six figures just because they left off the employee id number.

Remember, you must include the following information on every paystub:

1. The employer's full legal name (not your DBA) but your registered operating name, the name you use at your bank and with licensing, which is not always the same as the name on your school sign,
2. The employer's address,
3. The last four digits of the employee's social security number or an employee id number,
4. All applicable hourly rates including straight time and overtime rates,
5. The beginning and ending date of the period for which, the employee is being paid,
6. All deductions from the employee's pay,

7. The amount of gross wages earned,
8. The net amount of wages being paid,
9. The total number of hours worked at straight time and the total number of hours worked at overtime, and
10. The name of the employee.

If you fail to provide all this information you could be liable for damages and for penalties and attorney fees. Be sure you periodically check your paystubs for completeness and compliance.

Also, how many of you list your facility license number or numbers on your advertising, including your websites and your vehicles. It is required under the regulations you know (see 101162) so be sure you are complying. I have seen citations issued for this deficiency.

I also have received questions regarding leaves of absence and reinstatement rights. My advice to all of you is that whenever an employee contacts you to request a leave, regardless of the reason, i.e. pregnancy disability leave, job related injury leave (workers compensation), non-job-related disability leave, health related leaves, education leaves, military leaves, or any other kind of leave which is for more than a few days you would be well served to contact me or some other personnel specialist or employment lawyer and get some advice.

It is critical that you document the type of leave, the period of the leave, the terms and conditions of the leave, and the ramifications related to the leave. I am amazed by the number of calls I receive where the employee has been off for extended periods of time and the employer has not classified the leave for any purpose. This is unfair to you and to your employees and it can lead to major and expensive problems for the employer. Depending on your size it can become a major headache so before the employee takes any leave be sure you properly classify the type of leave being granted and the terms and conditions of that leave. Do it in writing and be sure the employee understands the terms before leaving.

I want to remind you of several areas that licensing has recently emphasized. Some of you may have heard about the passage of AB 1008 which established a new hiring practice which mandates that any employer with 5 or more employees can no longer ask applicants about their conviction history on their initial application. **This law does not apply to licensed child care facility employees.** Government Code Section 12952(d) provides a specific exemp-

tion to the standards required under AB 1008 for individuals seeking employment in CCLD licensed facilities. So, if an applicant objects to providing information about their criminal history tell them that AB1008 does not apply in this instance and they are required to complete the criminal background history and obtain the background check.

Also, some of you have begun moving away from paper records to electronic storage of both children's records and employee's records. This is allowable under licensing regulations and laws; however, you are still required to be able to immediately produce a paper copy of the records upon request by a representative from licensing. In addition, Licensing states that for BEST PRACTICES you should have in place a written plan on how the records will be backed up and on **how they would be made available in the event of a power failure or other disaster.**

So, it is critical that if you are going to electronic record keeping you better also have a back-up power generator or immediately available alternate source for producing these records. If licensing shows up and requests records and you say you are unable to comply because your power is out, then you may be cited.

Infant supervision remains a high priority with licensing. In their view to visually supervise and observe sleeping infants there should be no obstruction to the view of the infants.

In licensing's view an obstruction may include transparency walls (windows) and half or pony walls. This is subject to interpretation but remember if licensing determines that the transparency wall or half wall impairs staff's ability to provide constant and direct supervision the facility will be cited.

Finally, here is some sobering information for you to consider. The most often cited deficiencies for infant centers in 2017 included violations of personal right (101223 (a) (2); failure to provide adequate care and supervision of infants (101429(a) (1); and failure to maintain documentation of immunizations for employees or volunteers (H&S 1596.7995). For preschools the three highest cited deficiencies in 2017 included failure to provide care and supervision (101229(a)(1); lack of immunization records (H&S 1596.7995) and Buildings & Grounds deficiencies (101238(a). Read those sections of the regulations and the Health and Safety Code and be sure you understand them and are following them. Have a happy and safe summer! ■

MAKING A DIFFERENCE IN THE LIVES OF PARENTS AND CHILDREN

By **Patty Wipfler**

Founder

Hand in Hand Parenting

www.handinhandparenting.org

There is an important role you can play in the lives of parents and children from outside the family. There isn't an accepted name for this role: you aren't "grandfather" or "aunt" or "godparent" or "cousin." We use the word "ally" to describe this role.

As an ally, you can lend absolutely vital backing to a parent. And you have the power to see that a young person retains a strong sense of his or her worth. You can become the person who chooses to care, and whose caring has power because of that choice. You can be an ally as a neighbor, a teacher, a bus driver, a babysitter, or a member of a temple, mosque, or church congregation. You can be an ally, as a parent, for another parent, or for a child outside your family. From any position, you can reach for significant contact with parents and children.

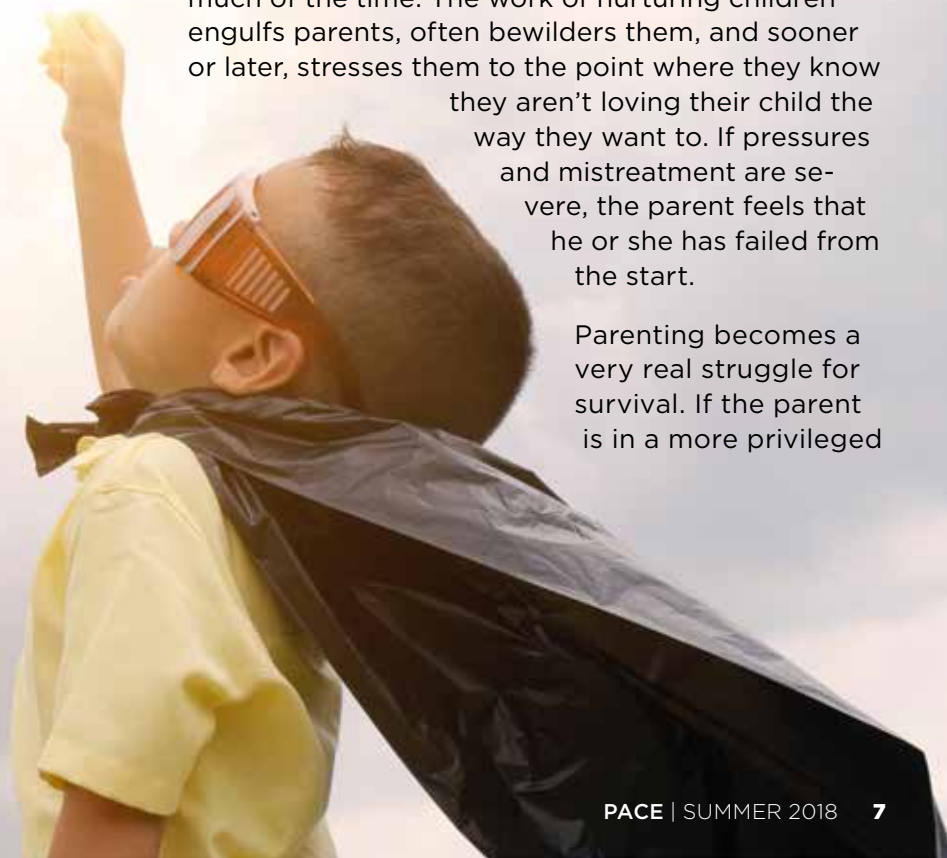
It takes surprisingly little time and energy to become a strong ally to a parent or a child. Almost more important than the amount of time you

might spend is your awareness of the goodness of the parent and/or the child. Your appreciation helps to counter the lack of appreciation of parents and children that is taken for granted in our society.

Being an ally to a parent

If you have never been a parent, you probably don't know how badly parents feel about themselves much of the time. The work of nurturing children engulfs parents, often bewilders them, and sooner or later, stresses them to the point where they know they aren't loving their child the way they want to. If pressures and mistreatment are severe, the parent feels that he or she has failed from the start.

Parenting becomes a very real struggle for survival. If the parent is in a more privileged



position, it can take weeks or months before burn-out occurs. But it does occur for every parent, and every parent feels guilty and defensive about his or her moments and days of irrational parenting. This burnout happens because the nurture of young children requires far more resource than any one or two people, working by themselves, can muster.

It seems easy, from outside the parent/child relationship, to “know what the parent should do!” Parents are blithely offered lots of free advice from family, friends, and strangers in the grocery store.

As you become friends with parents and their children, you will strongly feel like you know exactly what mistakes the parent is making, and how to correct them. If parenting were as emotionally neutral a job as folding laundry, a bit of advice here and there would probably be taken easily. However, parents have poured their hearts and a mountain of effort into their child for the length of that child’s life.

There is an invisible but powerful emotional charge that the parent carries -- a charge that comes from loving this child intensely, and feeling so often unable to do everything with patience, love, and wisdom. (Most parents know intellectually that they can’t be perfect parents, but they nevertheless carry deep upsets about their own shortcomings, the lack of help in their situation, and their children’s difficulties.) What helps parents is your friendship, your practical help, and your appreciation for them and their child. This is a far greater gift than any advice you might be tempted to offer.

Here’s how you can make a big difference with your caring and a small amount of your time:

To build a relationship with a parent, ask how it’s going, then listen. Parents need to talk about their lives: the joys, the stresses, and the struggles. They need someone to care how they are doing in the midst of it all. You don’t have to solve anything. It’s usually better if you don’t try to give answers, which feel to the parent like criticism (“Why don’t you try this?” feels like “What’s the matter with you? Don’t you realize you should have done this long ago?!”)

Praise the good you see in the parent and in his/her child. Parents seldom hear how well they are doing, or what a great child they have. It makes a huge difference! An arm around the shoulder, an understanding smile, an appreciative comment (“You get a Purple Heart for valor today,” or, with admiration, “You are quite a Dad!”) can ease a parent’s load, especially when tension is sticking out all over.

Offer practical help once in awhile. A night away from the children, a cooked meal, an offer to repair the broken cupboard door will take you a little time, but will be remembered forever. As they work hard, often alone, parents lose the sense that anyone else cares about them and the quality of their lives. This kind of outreach helps mend their sense of worth.

Decide never to criticize, never to give advice unless asked. If you have upsets about the job the parent is doing, talk about your feelings to someone else. Parents need help with their patience, and they often can’t figure out what to do to improve a difficult situation. But listening to them and noticing how much they care will help far more than advice or criticism. When you’ve won a parent’s confidence, he or she will ask for your thoughts. That is the time to offer your perspective.



Being an ally to a young person

Young people, too, are leaning out for love and a sense that they are special. Each child is unique, full of thoughts and ideas. His “radar” is searching constantly for human warmth, consideration, and fun. It’s simple to be an ally to a child. Show warmth, treat the child as special (which he is), and welcome play. Be willing to allow the child to play openly, to experiment, to laugh, to kid around, to show feelings fully. Children build very close relationships quickly when they have permission to be themselves, without fear of criticism.

You were once a child. Do you remember the grownups you loved the most? Do you remember how eagerly you sought their attention, wanted to play, wanted to be close, wanted to hear their voice, wanted them to look at you, to see what you could do? You wanted grownups to be in love with you, to notice you, to be fair to you and to others, to get excited about things, to have fun.

The main thing in our way of being great allies to the children we know is all the training we’ve had in being serious, dignified, and adult. It’s a great adventure to decide to shed our heavy adult burdens, get down on our knees and play horsy, or get out in the street and play catch, or climb under the beds and be in a fort or a kitty’s hiding place again. These simple things make a huge difference in a child’s life. Every time you decide to spend time playing or admiring a child’s activities, you are saying, “You are important. I think highly of you.” The time you spend with a child helps preserve his innate confidence and intelligence, and wins you a friend for life.

- To build a relationship with a child, spend “Special Time” with him or her. Do what the child wants to do, and treat the child as special, no matter what he chooses to do during this time with you. Being treated as someone important, someone who can decide how the time will be spent helps preserve the child’s sense of his integrity and intelligence.
- Allow laughter, allow play, allow new things to happen. Laughter and play are what help children feel close to others. In play, a child will use his full intelligence with you.
- Let the child know in various ways that you think highly of him or her. Probably the best way to do this is to keep

coming back to give Special Time, honoring your appointments, and considering this time as an important part of your own life. You will be richly rewarded with trust and love.

When you come to know a family well, you’ll see ways in which you can be ally to both parent and child. For example, in one family I know, the single mom was living month-to-month, struggling to put food on the table for her daughter. When Christmas came, the mother’s feelings of inadequacy and anger would make her raw with upset. She couldn’t bring herself to spend her money on a Christmas tree, which she saw as a non-necessary, non-food item. But her daughter, of course, wanted a tree and presents. One ally, who came to occasionally spend Special Time with the daughter, had listened well enough to the mother to understand the situation. For Special Time in December, after consultation with the mother, she and the little girl went out and bought a Christmas tree, brought it home, and put it up. The mother had several good cries of deep relief. This ally had helped her in the very spot where her bad feelings and her economic situation had paralyzed her. The ally’s acceptance and warmth toward the mother, and the emotional release the mother got because the ally was not judgmental, made the holidays workable for their family. The ally assumed the job of Christmas tree buying for many years, making her assistance part of their family’s tradition, and assuring herself a place of vital importance in their lives.

Parents and children make deeply rewarding friends. As an ally, you get to make a permanent difference in their lives with a small bit of time and your willingness to notice how good they are. Your time, your interest in being close, and your decision to care are all you need. Sometimes, being an ally to a parent or child can become difficult because when we focus approval and attention on others, we begin to feel the lack of such approval and attention in our own lives. Loneliness, resentment, discouragement, and fatigue are some of the feelings we fall prey to as we try to do for someone else what was too seldom done for us.

We recommend that allies find a Listening Partner who is interested in supporting them, and being listened to in return. The ally then has a time when he or she can share successes and talk about issues that arise. Burn-out is far less likely when you have someone to listen to you crow about your successes and think about your next step.

The givers need to be receivers, too: we each have the capacity to change the lives of others. And we each deserve backing, appreciation, and encouragement as we reach out to do this. ■



NO WRAPPED IN YES: LIMITING BEHAVIOR, ALLOWING FEELINGS

By **Patty Wipfler**

Founder

Hand in Hand Parenting

www.handinhandparenting.org

The boy was unhappy. His Mommy had gone downstairs for a moment, leaving him and his sisters in the arms of a good friend. He could see her through the window, and she was gone all of three minutes, but he was upset.

When she returned, he greeted her, still unhappy. Soon, he cried for the pillow his sister had until she gave it to him. He stopped crying. Thirty seconds later, he wanted another pillow she had found instead. He cried.

They pulled the pillow back and forth while he squealed. He won. He stopped crying. It took less than a minute for him to screech again because she touched the two pillows he had snatched from her.

He was a tinder keg of feelings, and his fuse was being lit and extinguished, lit and extinguished.

He couldn't play. He had tumbled into a well of unhappiness, and couldn't find an exit.

We said "No."

We kept him from grabbing another pillow. He went into full cry. We offered no pillows, and no escape from our attention and the small corral we made for him with our arms. We offered only "No," and Stay-listening time.

No leads to big upsets

He kicked the floor. He threw himself back and writhed. He sweated as he wailed. He looked at his Mommy, who was sitting calmly, offering eye contact and words of caring. Every now and then, he met my gaze. But mostly, he shut his eyes and gave himself over to the passions of the moment.

Safely cradled, he gave us a full illustration of how awful it was that he couldn't have a pillow, and then, that he couldn't climb all the way into his mother's arms. She held his hands, and his feet were in her lap.

The real reason behind the upset is revealed

I kept my arms around him as he sat in front of her, and the issue that started it all, "I want my Mommy," came clear.

He wanted to climb into her lap and stop crying. I gently kept him seated, or writhing, right next to her. He was in close contact with her, but we kept say-

ing “No” to the things he was hoping would stop his panic, stop his intense feelings of need.

Why “no” is a gift to kids

“No” is a real gift at a time like this. The parent says “No” in plain language, kindness attached.

No to trying to buy peace and quiet with pillows, or a toy, or food, or that blankie or pacifier that always stops the crying.

Showing “yes” when you say “no.”

The parent does “Yes” in the nonverbal language of love. Yes, I offer you my love. Yes, I will listen to your whole, long, passionate feeling. Yes you may be as wildly irrational as you need to be while you clear the way for your mind to operate peacefully again. Yes, come and be in my arms, or if that makes you silent but still unhappy, then sit right next to me where you can have both me and your feelings. Yes, I guarantee safe passage through this emotional storm. Yes, I know you will come out of this in a better frame of mind. Yes, you are my smart and healthy child.

- “No, son, your sister has that pillow.”
- “Yes, I am here.”
- “No, you can’t climb into my lap right now. You are right here in front of me. It’s safe.”
- “Yes, I’ll hold your hands.”
- “No. No chips right now.”
- “Yes, I know you want them.”
- “No, I will pick you up in a little while, but not this minute.”
- “Yes, you are safe here. I am watching over you.”
- “No, I won’t let you grab another pillow.”
- “Yes, you have me. I’m right here. I won’t go away.”
- “No, we’ll get a snack later. No chips right now.”

His Mommy said “No” to him climbing all the way into her lap, and he cried hard for a long time. Eventually, he lay quietly in my arms, and peeked at me through one eye again and again. I checked to see whether he was really finished crying about missing his Mommy. I asked him if we could we move away a bit from her. He nodded, “Yes.”

I scooted us about a quarter inch farther away. He cried for another minute, then peeked at me again.

“Can we move a little farther away from your Mommy now?”

“Yes.”

Another scoot, this time, an inch. Another short cry.

“Can we move again?”

“Yes.”

This time, I moved us a foot farther, and he sat there, calmly gazing.

“How about again?”

“Yes”

I moved us halfway across the carpet, and he was fine.

“Want to play now?”

“Yes.”

He began to play, found another reason to cry within thirty seconds, and we listened again, for a much shorter time.

Tears Can Heal Deeply-Held Needs

After that, there were many giggles, many cuddling games. He had become emotionally sturdy. His sisters were wrestling with him. He was OK. The three of them played together, jumping and laughing and falling and bouncing and bumping into each other. All was well.

“No” and his mother’s warm, nonverbal “Yes” and his vigorous emotional scrubbing had cleared the deck for him, so life could be fun and interesting again.

How “no” works to clear out big feelings and fears

The clear verbal “No” opens the door to big feelings. The warm nonverbal “Yes, I’m here” starts the healing process.

The child is distraught. The parent indicates that all is actually safe.

The child feels need. The parent says, “I’ll give you me. I offer me and my caring.”

The child says, “That’s not good enough,” and cries until that feeling of upset has faded. Then, satisfaction is possible. The parent is plenty good enough.

You’ll need to guide your child through a big cry and see this remarkable transformation for yourself, before you can fully understand how useful “No” can be, and how listening to your child’s tears can bring laughter and closeness to the emotional tenor of the day. Your presence has power. You need not fear “No.” Simply add “Yes,” and listen. ■



May 21, 2018

TO: California Department of Education, Early Education and Support Division
FROM: Professional Association of Childhood Educators (PACE) Board of Directors
RE: 2019-2021 Child Care and Development Fund State Plan Comments

Thank you for the opportunity to provide input regarding these important issues. Below please find the comments and concerns compiled for the Professional Association of Childhood Educators:

1.4 Coordination With Partners To Expand Accessibility and Continuity of Care

The Local Planning Councils meet during working hours and at times which are not accessible to providers working to meet the child care needs of families. These agencies therefore represent larger organizations and agencies but have very few direct service providers in representation.

State Advisory Meetings are held Mid-week. Again, the timeline for these meetings preclude the participation of a majority of direct service providers. Better opportunities for provider participation would result in a more efficient and effective state plan.

1.6 Public-Private Partnerships

While we appreciate the efforts of CDE to partner with agencies in six California rural counties, effort must be made to support EHS-CC Partnerships state-wide with dual-funding resources, collaboration and information sharing, to insure the continuity of services and adequate reimbursement for all providers offering EHS-CC Partnership spaces to children and families in California. CELP must be implemented in a manner which increases access for direct service providers state-wide rather than in the current form which is accessible for just a few well-connected agencies.

We are concerned that there isn't a linkage between healthcare and the direct service provider:

CDE Language - The CDE partners with the CDSS to co-facilitate a workgroup addressing higher efficiencies and reducing administrative burdens on early learning and care programs including CalWORKs Stages 1-3 (TANF child care), CCDF subsidized early learning and care, and the CSPP.

When will this workgroup be convened? The current system favors large agencies and provides access to public meetings, hearings and input sessions only during the work day when most direct service providers are caring for children. The impact of each decision is managed by the direct service provider without adequate opportunities for input. The system of services is also complex and difficult to navigate even for providers with appropriate connections to the various agencies and support networks. There is a significant absence of public-private partnerships which support appropriate connection opportunities for family child care and private preschool providers to provide high quality early learning services using the resources required by this CCDF plan.

1.7 Coordination With Local or Regional Child Care Resource and Referral Systems

Many providers remain singularly funded and do not have access to the dual-funding required to support the EHS-CC Partnership model. California must work to open CCTR and other General Childcare contract opportunities. Priority should be given to existing EHS-CC Partnership providers and then CSPP contracted agencies throughout CA.

The requirement for smooth transitions for families is interrupted because of the current CDE 0 to 3 and 3 to 5 segmented funding system for subsidized child care resources. Families who have children in each age range are unnecessarily impacted because of the lack of accompanying CCTR or other General Child care contracts to partner with the current CSPP contracted funding within each agency.

Contracts to AP agencies cover children ranging in age from 0 to 13 years of age while other contracts separate age ranges 0-3, 3-5, and 6-12 years of age respectively.

The CCR&R system is antiquated and provides services to providers and families based upon funding rather than need. Many of the services offered to providers go unused while others, such as the behavioral specialist, is dramatically underfunded and in high demand. This results in significant delays which impact the health and well-being of providers and children as the system results in significant wait times to receive access to intervention services for children in need. During these times of distress providers are offered other services which are unnecessary to the provision of high quality services comparatively.

1.8 Disaster Preparedness and Response Plan

We appreciate efforts of CDE to include providers in the planning process and request additional support systems be implemented through the local QRIS to address emergency supplies, evacuation plans, and comprehensive disaster-preparedness supports to insure all direct-service providers have adequate support when planning for the extreme conditions which will be borne directly by their staff and facilities during a disaster.

2.2 Parental Complaint Process

The process for managing the licensing and parent complaint process is unequal and places a significant burden upon direct service providers with fewer resources than it does on LEA's who are well connected, funded and supported by CDE.

2.3 Consumer Education Website

Once again, the system demands a high level of accountability and visibility for direct service providers while exempting LEA's from the same process regardless. The provision of high quality early learning services should achieve an even playing-field and abide by the same rules with access to the same resources regardless of the type of agency providing services to children 0-5 and 6-12 respectively.

2.7 Consumer Statement for Parents Receiving CCDF Funds

Licensed Providers are required to abide by specific timelines, however CCL does not comply with any particular timeline and frequently has not responded to appeals older than one year. By the time inaccurate complaints or citations are removed, the direct service provider has endured more than a year of posting without remedy. This harms our reputations with out proper recourse available due to the extreme time delays by CDSS-CCL division.

3.4 Family Contribution to Payments

Stable childcare assistance must include a reliable schedule of hours and reimbursements for the direct service provider. The current use of variable schedules to provide "Up to 30 or 40 hours per week" of care to families qualifying for assistance, due to a job-search or because of work, places providers in a very precarious position. A variable-schedule requires a full-time space be saved for the child, yet only the actual hours of attendance are reimbursed to the provider. Variable schedules require direct-service providers to over-enroll their classrooms and/or risk the lack of reimbursement for ongoing expenses which are present regardless of attendance in the high quality early learning program. This system of scheduling and payments also teaches families the education of their children can be random and does not require routine attendance. All children should have access to a high quality early learning classroom during key instructional hours regardless of family working schedules.

Eligibility based upon the qualification of a child in protective services ends when the child is placed in a foster home. Foster parents are not reimbursed the costs to provide child care to the children placed in their homes. All foster children deserve a high quality early learning experience and as the most vulnerable should receive priority until they are adopted or returned to a stable living environment with their families.

4.6 Supply-Building Strategies To Meet the Needs of Certain Populations

Children with an IEP in place or who are currently identified and receiving assessment services prior to an IEP in place, should be categorized as special needs and allowed to attend programs with priority under this clause.

Currently the use of both the SRR & the RMR undermines the process for accurately setting provider rates across the state. The Regional Market Rate (RMR) services those providers governed by Title 22 standards which are significantly less-stringent than the standards of Title 5 which govern contractors subject to the rates within the State Reimbursement Rate (SRR). The result is lower reimbursement by about 30% to contractors meeting significantly higher standards. Both rates should be aligned. Reimbursement rates should be set based upon the cost and quality of care.

5.4 Criminal Background Checks

The current monitoring system is filled with duplication. Direct-service providers are monitored by many agencies and inspected by many agencies. These include CCL, QRIS, Federal inspectors, State Inspections and Local Inspections, and more. CDE must work to define the inspections which will be required for all providers and then align this list of annual inspections across agencies. Once inspected by one agency this should suffice for all agencies requiring an inspection and should fulfill the CCDF requirement of one annual inspection.

6.3 Early Learning and Developmental Guidelines

The current system differentiates between service providers and creates differing standards of care for children exactly the same age, based upon the agency type delivering services to children 0-5. This care and education is intended for the child's benefit.

(TK vs Pre-K) PACE supports a mixed-delivery system of services where providers are rated using exactly the same standards across all provider types. Public/Private, non-profit/for-profit LEA/Non-LEA or otherwise, these agency-type designations should have an impact on services required. Reimbursement rates, ratios and all other developmentally appropriate practices should be uniformly required for all care-settings serving children 0-5.

7.11 Other Quality Improvement Activities

All direct-service providers should become more connected to Quality Counts California and the QRIS activities/funding within their communities. Developing an adequate workforce will require consistent training opportunities regardless of the current work station occupied by team members. As we build a network of high quality early care and education settings across the state, a comprehensive training and implementation system is required to support the continuous quality improvement required by this section.

Private-providers deliver the majority of early care and education services across the State of California. A system designed to move their work into the public-sector is unfair, inefficient and disrespectful. Historically early care and education has been the work of women in their homes and through the delivery of services within beautiful commercial settings built by their own hands. The agencies within the State of CA must revise any plans which do not include private-providers to finally create a universal system of early care and education worthy of all children.

MEET YOUR ASSOCIATION MANAGEMENT STAFF



Executive Director - Kimberly Andosca

Kim is a results-oriented team leader with substantial experience in operations management, membership marketing, project management and publishing. She has more than 30 years' professional experience in senior nonprofit management positions, both statewide and nationally. Among her leadership accomplishments, she is experienced in nonprofit financial analysis and budget preparation. She continually manages the critical organizational and strategic components of many project management assignments and administrative challenges facing her client associations. Kim's longevity in the nonprofit arena has permitted her to develop a true understanding of every aspect of nonprofit work. She is a recognized authority and qualified expert in nonprofit organization development and management. Kim is a member of the California Society of Association Executives and the American Society of Association Executives. Email: kandosca@amgroup.us

writing press releases, op-eds, talking points, and fact sheets, while managing and editing our clients' publications. Before joining AMG, she worked in the California Legislature as a Communications Consultant, specializing in writing and developing strategic messaging for policy proposals. Kate graduated from Sacramento State University in 2014 with a Bachelor of Arts in Public Relations. Email: khicks@amgroup.us



Events Manager - Becky McGuire

Becky joined AMG with over 30 years of experience and knowledge in the meetings management industry. The past ten years she spent planning conventions for up to 3,500 attendees and managing over 250 workshops. Becky served as chair-person for countless high-profile industry events, culminating in her award of Meeting Professionals International Sacramento Sierra Nevada 2010-2011 Chapter Leader Award, of the 2001 Supplier of the Year for the California Society of Association of Executives. Email: bm McGuire@amgroup.us



Membership Manager - Evan Wise

Evan joined AMG in March of 2017 and brings over 15 years of customer service and employee management skills along with him. He is responsible for all membership activities, projects, and support for some of AMG's clients. Evan graduated from Sacramento State University in 2012 with a Bachelor of Arts in Deaf Studies and American Sign Language. Email: ewise@amgroup.us



Accounting Manager - Nito Goolan

Nito performs all HR and payroll functions and is one of the accounting managers at AMG. She has over 15 years of experience in trust account and non-profit accounting and more than 25 years of accounting experience. She has functioned in the capacity of Vice President of Finance and Controller managing a staff of 14 and multiple branch locations throughout the State of California and Arizona. Email: ngoolan@amgroup.us ■



Publications Manager - Kate Hicks

Kate joined AMG in May of 2016 and serves as the Creative Writer and Publications Manager. She is responsible for



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