

El Dorado County CARES

Compensation and Retention Encourages Stability

January 2003



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Child Care Mental Health Consultation: A Relationship-Based Model

by Jennifer Smith, Project Coordinator
*Child Care Mental Health Project,
Childcare Health Program,*
Excerpt from Bridges, California
Department of Education, Fall 2000

Child care mental health consultation provides support to child care providers by offering them a broader context for understanding children's behavior and family dynamics and more comprehensive and effective strategies for working with children and their families. Several programs around the country have been providing such services to child care programs for some time.

For consultation services to be effective and meaningful, child care mental health consultants must establish a relationship-based consultation model that serves as a parallel process for the development of positive, mutually respectful, reciprocal, trusting, and responsive relationships with child care providers. The providers, in turn, may develop these types of relationships with the children in their care and their families. When consultants build rapport and establish trust with child care providers, the consultants optimize the care staff's willingness to accept an onsite consultant and to develop a collaborative partnership.

Relationships Are the Key

Various models of consultation have been helpful. However, the Child Care Mental Health Project believes that a relationship-based approach to mental health consultation is the most effective.

When you improve the relationships among and between all the important caregivers in a child's life, you have a direct, positive impact on the child. Relationships are the cornerstones of young children's development. As research on the brain highlights, children's social and emotional development and their experiences in relationships and of "self" in the world

affect all other aspects of their development. Through these early relationships children develop their sense of how to interact and to relate with others - responses that help them throughout their lives.

Child Care Providers Need Support and Training

The current state of child care shows the need to provide supportive consultancy to child care providers. Mental health consultants bring clinical expertise into the child care setting and help the care providers to deal with the growing numbers of very young children in their care who come from homes with complicated and complex family issues. Many of these children are in group care for up to ten hours a day, five days a week. However, for care providers to be receptive to this clinical expertise, the mental health consultants must establish consultant-provider relationships based on trust and respect, which develop over time. Only then can providers begin to integrate different views of children's behavior. With additional information and support from the mental health consultants, the providers' overwhelmingly high levels of stress decrease, increasing the likelihood of providers remaining in child care. In addition to stress, child care staff are underpaid, leading to high turnover rates that are feeling the crisis in child care today.

Relationship-Based Models Maximize Services

These services cast the widest net. Traditional therapeutic models assist individual children and their families and affect only a limited number of children. They provide consulting services only for children who are identified and diagnosed as needing intervention. More beneficial is a consulting model that considers all children in a program that all may benefit from mental health consultation.

Task Force Members:

Lisa Daly,
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Professional Development:

Reprinted from: *Bridges*,
California Department of Education,
Summer 2002

Bridges California Head Start-State Collaboration Office

By Linda Butterfield, Director Child Development Training Consortium

The Child Development Training Consortium (CDTC) was created in 1987 to address the critical shortage of qualified child care workers in California. We are still striving to achieve that goal. We are here to assist and support all child care/development professionals throughout California. CDTC is funded by the California Department of Education, Child Development Division, with help from federal Child Care and Development Quality Improvement funds. CDTC will continue to offer a variety of professional development resources in 2002-03.

Child Development Permits

Beginning August 1, 2002, CDTC will again have funding available to pay the permit application and fingerprint (Live Scan) processing fees for the six personnel levels of the Child Development Permit Matrix: assistant, associate teacher, teacher, master teacher, site supervisor, and program director. CDTC will pay the fees for first-time permits, permit renewals, and permit upgrades. A one-year window of opportunity will be available to obtain the three higher-level permits. To request a permit application packet, please call Joni Campos at (530) 295-2326.

Career Incentive Grants

Effective August 1, 2002, there are four new priorities for receiving a Career Incentive Grant through CDTC. In priority order, they are as follows:

1. Employees of programs funded by the California Department of Education, Child Development Division (CDE/CDD), who are recipients of permit waivers issued by CDE/CDD (Students may attend community colleges or four-year colleges or universities.)
2. Employees of CDE/CDD – funded programs who are attending non-CDTC community colleges.
3. Employees of CDE/CDD – funded programs who are attending four-year colleges or universities.
4. Employees of child care/ development programs not funded by CDE/CDD who are attending non-CDTC community colleges. The grant limit per year for community college students is \$300. The grant limit per year for four- year college or university students is \$800. To obtain a Career Incentive Grant application, please contact Lisa Daly at (916) 608-6559.

Community College Programs

In 2002-03, CDTC will again contract with 94 community colleges to help CDTC-eligible students complete the course work necessary to obtain child development permits. This assistance varies from campus to campus but usually includes reimbursement of tuition and sometimes book costs, access to textbook lending libraries, and provision of courses not funded by the college budget but needed by students. For information contact Lisa Daly (916) 608-6559.

For More Information

For more information about CDTC program services or to view the Child Development Permit Matrix, please visit the CDTC Web site
<http://www.childdevelopment.org>

Wanted! Early Childhood Authors

CAEYC is in the process of creating a publications department that will be responsible for the publication and sale of early childhood books, materials and resources for early childhood teachers and administrators, in addition to children's books. If you are interested in authoring such material and taking advantage of this opportunity, please send contact information to pPhillips@caeyc.org

Upcoming Events:

■ 2002-2003 Series of Director Mentor Institutes

These events are for program directors and site supervisors who are thinking about defining and exploring the mentor/protégé relationship, identifying the essential elements of the successful mentor/protégé process, understanding the benefits and application process for the Director Mentor Program. For information call: Linda Olivenbaum (415) 452-5602

■ The Impact of Early Social Emotional Experiences with Infants and Toddlers, January 15, 2003, Placerville

Michael Trout, The Infant-Parent Institute, . For information contact Gail Healy at (530) 295-2203.

■ California Head Start Association 5th Annual Conference, January 21-24, 2003, Sacramento

■ CAEYC Conference February 28– March 2, 2003, Sacramento

Three days of keynote speakers, workshops, hands-on activities, exhibitions, networking, and much more. www.caeyc.org

■ National and State Conference on Family Literacy, March 16-18, 2003, Long Beach

This is the premier event for family literacy in the nation, attracting a broad audience of practitioners, administrators, policymakers, and literacy experts. www.famllit.org

■ Infant Development Association of California 11th Annual Conference, March 20-22, 2003, San Jose

For information call: (916) 453-8801

■ Administrator Institutes

CDTC will again offer ten administrator institutes during 2002-03. These institutes are designed to enhance the leadership and management skills of program directors and site supervisors. For more information, please contact Gail Brovont at (209) 572-6086.



(Continued from page 1)

It addresses both the programmatic and environmental issues that may be affecting children's and staff's behavior. The primary focus of intervention is systems-based. However, this model does not preclude or replace therapeutic interventions, which should be available for children and their families when needed and when determined appropriate. Change must come from within the system. Changing the child care system from within, through the child care providers themselves, makes for the most permanent, effective change.

Mental health consultants view child care providers as clients. This model attempts to address and target some of the known needs of child care providers through support, guidance, modeling, and training, highlighting the importance of a parallel process. Child care providers and mental health providers bring different backgrounds and orientations toward understanding children's behavior. If consultation is to

be truly effective, it is important to value each professional's point of view in order to facilitate the development of collaborative partnerships among all the important adults in children's lives.

Consultation in child care programs is not a new concept. However, any attempt to institutionalize these services on a systemic level is a venture into new territory and poses challenges.

The Supported Education and Activities for Learners (SEALS) are attempting to address some of these issues with professionals and parents/guardians in El Dorado County. Services include consultation, training and resources aimed at empowering professionals and parents/guardians to enhance the quality of their instruction and to improve the skills necessary to work with all learners. For more information regarding the SEALS contact consultants Dorothy Rich and Carolyn Anderson at (530) 622-7130 ext. 417

Provider Mentoring:

Attention licensed early care and education providers that have completed the ECE 47, Adult Supervision: Mentoring in a Collaborative Learning Setting course.

The CARES Program is looking for eligible mentors to participate in a Mentor Site Program to help meet the practicum requirements for the family care providers enrolled in the ECE 4, *Advanced Principles and Practices in Early Childhood Education*.

The Mentor Site Program would offer provider training in a qualified environment during non-traditional work hours. Mentors would receive a stipend in exchange for providing a quality learning environment.

For information on the Mentor Site Program, please contact Kathi Walker at (530) 295-2312

CARES is funded by First 5 El Dorado, First 5 California and the State Department of Education





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Grants & Scholarships:

California Association for the Education of Young Children members are eligible to apply for:

■ **Docia E. Zavitkovshy Educational Award.**

This is a \$1,000 award for undergraduate and graduate study in the field of Early Childhood Education or Child Development.

Applications due: April 1, 2003

■ **Marcia Fochler Educational Award.**

This \$1,000 award recognizes the efforts and contributions of persons in the field of Child Development or Early Childhood Education and to financially assist in their growth through education endeavors.

Applications due: April 1, 2003

■ **Rose Engle Teacher Innovation Grants.**

These are mini-grants of \$100 each given to teachers and child care providers for programming or events.

Applications due: April 1, 2003

■ **Marilyn M. Smith & J.D. Andrews Professional Development Awards.**

These awards of \$500 can be applied to AEYC sponsored and co-sponsored events such as workshops, conferences, seminars, and professional trainings.

Applications due: April 1, 2003

■ **Mike Akers Awards** provide 30 complimentary registration awards to attend CAEYC Annual State Conference.

For more information visit the CAEYC web site at: www.caeyc.org

Save the Date!!

Next Mandatory CARES Provider Meeting

Placerville
January 8, 2003
6:00 pm—8:30 pm

South Lake Tahoe
January 9, 2003
6:30 pm-8:30 pm

CARES Advisors
EDCOE, Conf. Room C
January 3, 2003
10:00 am