



THE COMMUNITY CARE LICENSING DIVISION'S Quarterly Update

SPRING 2021

CHILD CARE LICENSING UPDATE

Child Care Licensing Program Mission:

The core mission of the Child Care Licensing Program is to ensure the health and safety of children in care. We strive to provide preventative, protective, and quality services to children in care by ensuring that licensed facilities meet established health and safety standards through monitoring facilities, providing technical assistance, and establishing partnerships with providers, parents, and the child care community.

A Note from the Acting Deputy Director, Ley Arquisola

As we move forward in a new year, we at the California Department of Social Services (CDSS) remain committed to strengthening the child care and development system in our state. To that end, we are excited to announce two updates from the world of child care:

1. On December 1, 2020, Governor Newsom released the [Master Plan for Early Learning and Care: California for All Kids](#). We encourage all child care providers to familiarize themselves with the Master Plan as it will set the vision for California's early learning and care system in the coming years.
2. In order to build a more integrated and coordinated early learning and care system, the California Department of Education (CDE) will transfer certain child care and development programs to CDSS. For a complete list of programs that will come over to CDSS, please visit [the Child Care Transition website](#).

CDSS recognizes the importance of engaging the community and stakeholders in the transition process. We invite you to share your feedback on the transition process in English or Spanish by completing this [SurveyMonkey](#) or filling out the [Stakeholder Feedback Form](#). To learn about upcoming stakeholder meetings, or for any other questions or information related to this transition, please reach out to the [Child Care Transition Mailbox](#).

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Racial Equity in Child Care

As we continue to live through COVID-19, we have also faced another kind of health crisis compounded by political divides amplifying racial, social and economic inequities, all products of our nation's past. As providers, parents, educators and community at large, we must continue to meet these moments for children and families, and advance equity by addressing persistent systemic racism, anti-hate, and barriers for all Californians we serve.

One way to lift one another during these turbulent times is to continue to learn about each other and to recognize and value the very reason that helps makes us a strong, vibrant and resilient nation – our cultural, linguistic, and racial diversity.

Through these newsletters and other platforms, we will highlight information that will continue to foster a culture of equity, diversity and inclusion. Please join us in supporting and uplifting racial equity, diversity, cultural and language responsiveness and inclusion in early learning and care and child care settings. The below resources can serve as a guide in supporting these and other relevant areas:

- [Caring for Our Children - CFOC - Diversity in our Programs](#)
- [CDE-ELCD - Educator Competencies - Videos](#) (English/Spanish)
- [Preschool English Learners, CDE Publication](#)
- [Child Care Aware Helping children cope with trauma - media coverage, etc.](#)
- [CLASP.org. Equity Starts Early - Racial Inequities - Early Learning & Care](#)
- [EDTRUST.org. Social-Emotional-Academic-Development- Equity Lens](#)
- [Kidshealth.org - How to talk to children about the news/events](#)
- [Learningpolicyinstitute.org - racial-justice-equity- resources](#)
- [Naeyc.org. Advancing Equity](#)
- [Naeyc.org. Anti-Bias-and-Holidays - Making Thoughtful Decisions](#)
- [Naeyc.org - Culturally-responsive-classroom](#)
- [Naeyc.org. Equity Resources](#)
- [Naeyc.org. Making Connections - Embracing Equity](#)
- [Office of Head Start - Culture-Language – Multicultural Principles](#)

Holidays & Days of Recognition

- **February:**
Black History Month
Chinese Lunar New Year's: 2/12
Purim (Jewish): 2/26
- **March:**
First modern African-American daily newspaper, *Atlanta Daily World*, starts publishing (1933): 3/13
Watts Riots in Los Angeles (1965): 3/15
International Day for the Elimination of Racial Discrimination: 3/21
Passover (Jewish): 3/27 - 4/4
Cesar Chavez: 3/31
- **April:**
National Day of Silence (LGBTQ+): 4/9
Civil Rights Act of 1968 signed into law (1968): 4/11
Ramadan (Muslim): 4/12 – 5/12
World Heritage Day: 4/18
Mahavir Janma Kalyanak (Indian): 4/25
- **May:**
Cinco de Mayo: 5/5
"Trail of Tears" Begins (1838): 5/23
US Supreme Court orders School Designation in *Brown v. Board of Education* (1954): 5/31

Engaging Children in Spring Cleaning

As the warm weather approaches, it's time to say goodbye to winter and hello to spring. Spring cleaning is a tradition that allows us to freshen up our environment and get a head start on the hectic seasons of spring and summer. Although many adults see the value in a spring clean, many children do not. Engaging children in cleaning routines by following some simple steps will help them to learn the value of cleaning up. Child care providers can begin to teach children these skills.

Start early, children of all ages can help, but remember to keep their chores age appropriate. Demonstrate how it is done to show what they can accomplish. Make cleaning a routine that can be worked into transition times throughout the day. Create a chart showing what needs to be done daily and when, but occasionally change up the chores. For pre-readers, label bins with pictures and make sure everything has a special place. Keep a positive attitude. Modeling positive behavior around cleaning up will help them see the value. Remember to praise their effort. Children may not get it right the first time, but with a little help and guidance children will build self-confidence and satisfaction in knowing what they can accomplish.

Involving children in spring cleaning activities can develop self-confidence, develop fine motor skills help them adapt socially, and teaches them that cleaning is a part of life. Early cleaning habits are linked to better academics and career success.

Additional information on children and cleaning may be found at: [Today's Parent](#), [Rasmussen College, Better by Today](#). Please also remember the article posted in the [Fall 2020 update](#) on cleaning and disinfecting during COVID.

Springtime Gardening Fun

Springtime is the perfect time to plant a garden. Gardens can be a great place to engage young children by providing a dynamic environment to observe, discover, experiment, nurture and learn. Gardening helps children develop new skills including responsibility, understanding and self-confidence. From caring for plants, understanding the lifecycle of a plant, to enjoying the food plants produce, gardening is an adventure for all ages.

There are a few tips for teaching children how to become successful gardeners. By incorporating these simple strategies early on, children will develop the necessary skills to become lifelong gardeners.

Start small, you don't need a large space to teach children about gardening. Many plants can be grown in plastic containers or small raised beds. Have children choose plants they would like to grow. There are multiple plants that are easy to grow, have a short growing season and are fun to harvest. Gardening tools that are durable and colorful are best for children. Many gardening sets come with a variety of gardening tools, are made from durable plastic, come with a handy carrying case and watering can. Remember to clean tools after each use and put them away. This bit of care and attention teaches children good gardening habits and ensures that their gardening tools will stay in good condition.

Remember, by encouraging children to plant and maintain their own gardening space they are developing new skills, enjoying the outdoors and watching their plants grow.

Additional information on children and gardening may be found at: [Gardening With Kids](#), [Eartheasy and The Old Farmer's Almanac](#), and California Department of Education's [Growing Healthy Kids](#).



[California Inclusion and Behavior Consultation \(CIBC\)](#)

The Community Care Licensing Division (CCLD) would like to share important information from a community support agency – the California Inclusion and Behavior Consultation (CIBC) Network.

The CIBC Network is a statewide network that responds to requests for technical assistance from early learning and care program administrators, directors, teachers and family child care providers. The CIBC Network focuses on improving the capacity of staff to provide effective and responsive early learning environments for all children, including those with or at risk for developmental delays, disabilities, challenging behaviors and/or other special needs.

Technical assistance also addresses early childhood mental health, developmentally informed trauma practices, relationship building and connection with families, as well as action planning and community resources.

If you are in need of this type of technical support or know someone that is, additional information can be found on the [CIBC website](#).

Child Development Series- The Second Year

The second year of life is exciting in the life of a toddler. Children ages 12-24 months are eager to discover and learn. Relationships are becoming increasingly important as toddlers are building communication skills and absorbing information from caregivers.

In the second year of life toddlers increasingly copy others' actions, especially adults and older children. Toddlers may begin to test their caregivers by demonstrating defiant behavior, such as doing what they were asked not to do. They are figuring out their boundaries at this stage. Young toddlers play beside other children but are beginning to include other children in their play.

Language development continues at a rapid rate and young toddlers are beginning to say sentences that are two-four words in length. They can follow simple instructions, and name familiar people in their lives and identify body parts. Children at this age begin to sort shapes and colors and can build towers of four or more blocks.

Physically, typically developing toddlers can stand on their tiptoes, kick a ball, begin running, walk up and down stairs, and throw a ball over their heads.

Children in the second year of life are beginning to define themselves. They are beginning to explore, and it seems like they are starting to get into everything at this age! They need activities that spur their imagination and increase their vocabularies such as books, blocks, and balls.

These milestones are described in more detail in the CA Department of Education's [Ages and Stages](#) resource and the [Milestone Tracker](#) from the Centers for Disease Control. Information on developmental delay concerns can be obtained on the [Early Start](#) page on the Department of Developmental Services website.



Single License (AB 605) Update

Due to the COVID-19 Pandemic, single license regulations have been delayed and will not take effect on January 1, 2021. The Child Care Licensing Program (CCLP) will continue to provide updates on when those regulations will take effect.

Stakeholder meetings will resume after the regulation package has passed. Thank you to all stakeholders that have provided feedback for our draft regulations. If any individuals are still interested in participating in future stakeholder meetings, you may contact us by sending an email to our [policy inbox](#). Meetings are held virtually, and invitations are sent via email.

Caregiver Provider Management Bureau (CPMB)- Guardian Update

The Caregiver Provider Management Bureau (CPMB), formally known as the Caregiver Background Check Bureau (CBCB), has launched Guardian, a new background check system.

Guardian is a tool to assist licensees and applicants in the background check process. Guardian ensures background checks are completed faster and more efficiently while making the process easier for applicants and licensees to request exemptions.

For Guardian training tools, please visit the [Guardian Webpage](#).

For login assistance please reach out via [email](#).

Helpful Reminders and Information

- Please remember to check out new PINs: [Provider Information Notices](#).
- Latest Recalls from the [U.S. Consumer Product Safety Commission](#).
- [Regional Office Locations and Numbers](#)
- [Short Child Care Videos](#) addressing common questions on licensed care for families and providers.
- [Free Online Mandated Reporter Training](#).
- [Resources for Preventing Suspension and Expulsion in Child Care Settings](#).- Provides resources for dealing with challenging behaviors.
- [California Teaching Pyramid Website](#)- Provides information and resources to support children's Social and Emotional Development.
- [Healthy Schools Act Training, Department of Pesticide Regulation](#).
- [California Resource for Power Outages and Fire Recovery Resources](#).
- [California Poison Control System \(CPCS\)](#)
- [Kids Specialty Plate](#)



Are you interested in becoming part of the Child Care Licensing team?



Please apply at [CalCareers](#)

- Information on how to apply for a state job can be found at the [Cal Careers Website](#).

IMPORTANT PHONE NUMBERS	
Centralized Complaint & Information Bureau (CCIB)	1-844-538-8766
Child Care Advocate Program	1-916-654-1541
Child Protective Services	1-916-875-5437
California Poison Control System	1-800-222-1222
Caregiver Provider Management Bureau	1-888-422-5669
CA Child Care Resource and Referral Network	1-415-882-0234

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