



Annual Report 2022



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About EPCC

A Brief History

The Non-Violence in the Lives of Children Project was conceived in 1992 during the long-range planning meeting of the California Association for the Education of Young Children's (CAEYC) Board. At that time, there were two internship programs available statewide from CAEYC: one in Public Policy and one in Leadership in Diversity. Members present at the planning meeting agreed that there was an urgent need for a third internship program that could address teacher training in the issues of violence in the lives of children. A committee of distinguished Early Childhood Educators was formed to create the new program. The new program was launched in the form of a two full day training program designed to give participants the understanding, knowledge, tools, and skills to identify and mitigate the effects on pre-school children of violence overt or subtle in their lives.

In 2003 the Non-Violence in the Lives of Children Project moved from being a CAEYC committee (or sub-committee) and became the first official CAEYC Special Interest Forum. The significance of this change was that our organization would no longer be funded by CAEYC. The non-violence committee members, strongly believing our work was nowhere near being completed, decided to carry on providing our trainings for ECE professionals and to find funding to cover our expenses through a combination of charging participants and fundraising. We persisted for the first few years despite very sparse finances, and even absorbing some of the operating costs ourselves.

By 2005, we decided to become a California non-profit 501(c)(3) corporation so we could better our financial situation and more successfully pursue our philosophy of being a positive force toward a peaceful world. By 2015, we realized that our mission was greater than

simply mitigating the effects of violence in children's lives. To signify our expanded view, and to state our philosophy in the positive, we changed our organization's name to Educators for Peaceful Classrooms and Communities.

We know that teachers and childcare personnel are seeking information to assist them in responding to the violence which impacts children, families, and themselves.

From Recent Writings and Research, We Know That:

- Attitudes formed by young children are strongly influenced by the values held by the adults who care for them.
- The understanding of mental health skills is crucial to successful prevention and intervention.
- Skills in communication, negotiation, conflict management, listening, problem-solving, and facilitating are also critical for successful prevention and intervention.
- Ideally, caregivers and family members work together to prevent violence and to deal with the effects of violence in the lives of young children.
- There are alternatives to violence. This belief should be valued as basic to all teacher and parent education.
- Family members and caregivers are often the first to see the effects of violence on young children.
- Violence affects the lives of caregivers, teachers, and parents as well as young children.
- For caregivers to understand violence and its effect on young children, they must understand themselves first.

EPCC's Goals Are To:

- Reduce violence and its effects on children.
- Take personal responsibility for one's own actions.
- Validate and integrate diverse backgrounds and perspectives.
- Collaborate with the greater community
- Advocate and promote human rights.

EPCC's Vision and Mission Statement

Every child has a fair, just and safe life in the home and community. Four Pillars are woven throughout all of our trainings under the umbrella of Peace Education:

- **The Framework:** shows how we can use peace to impact our communities for peaceful outcomes
- **Communication:** our cooperative approach leads to consensus decision-making
- **Power & Collaboration:** power for our work is shared, every voice counts and must be included
- **Culture & Diversity:** we value peace, social justice, collaboration, fairness, compassion, respect, safety, equality, and equity as the core values of our work

EPCC members not only see our organization mitigating violence in children's lives with problem-solving and peaceful tactics, but also, we seek to grow a generation of children who feel empowered to change their world and ultimately our world. Since our name change in 2015, EPCC has broadened our focus to include tools to understand the world our children will inherit and help them build the skills and attitudes needed to create a better, more caring, inclusive, and peaceful world.



2022 Initiatives

The Anti-Bias Book Group

Early Childhood Educators long ago identified bias as a significant, negative issue in a child's development. Babies begin noticing racial differences as early as 3 months of age and typically have begun forming value judgements around those differences before their first birthday. In 1989 an organized effort to support children's understanding that difference is normal and should be celebrated in life began. Today, the Anti-Bias curriculum supported by the National Association for the Education of Young Children and developed by Louise Derman Sparks and Julie Olsen Edwards has become well known and used by the vast majority of ECE teachers.

However, developments in the United States in the last few years have opened many people's eyes to the vast and pervasive existence of racist structures and practices that has served to reinforce racial divides and enforce a hierarchy of races, privileging some and suppressing others. This year our leadership and members are continuing to educate ourselves about the history and destructive nature of American racism. This year we have added *Caste*, by Isabel Wilkerson, *Teaching Critical Thinking* by bell hooks, and *The Warmth of Other Suns*, by Isabel Wilkerson to the four books we read, discussed and studied in 2021. We have continued to read, be inspired by, and grow personally in our understandings of how racism impacts our views of the world. "Swimming in the water" and "breathing the air," have been two common phrases we use to portray the culture of racism in which we live and work.

In the coming year, we will be using what we've learned in the development of new trainings and presentations that will better equip our training participants to develop their anti-bias and anti-racist knowledge and skills.

How Power Plays in Each of the Four Anti-Bias Goals

Inspired by our book group studies, the Writing Committee has worked intensely to create a visual that portrays the Four Anti-Bias Goals, and incorporates consideration of the effects of Power on each of them.

The image of a ladder climbing up to a treehouse displays each of the four goals on the ladder rungs, going from Identity on the bottom rung moving to Activism on the top rung. The idea of integrating the concept of Power into the goals emerged as we placed it onto the rails of the ladder.

The entire document is a combination of the ladder going to the treehouse with the goals and power integrated into it, plus a full text description of the four goals.

We believe this new graphic will become a powerful teaching aid and concept reminder for our training participants as soon as we add it to our trainings.



Scan QR code to download our Anti-Bias Goals Tree worksheet



Ongoing Efforts

2022 Alumni Involvement

This year there were more opportunities and outreach to alumni inviting them to share stories, professional knowledge, social justice initiatives, and skills. We continue to offer occasional Alumni trainings and workshops.

Our Alumni serve on EPCC committees, bringing their knowledge and passion for the work to our planning and implementation of peace education. Alumni have written articles for our newsletter and worked with us on ways to enrich their experiences and develop a stronger, larger EPCC community of interest and support for each other.

Continuing to actively work with alumni helps create a community of ECE professionals, keeps our graduates engaged with peace work in their own communities, creates more knowledgeable educators with more tools to improve the experience of children in their care, increases the number educators participating in EPCC's work of creating peaceful classrooms and communities, and creates more opportunities for educators to share experiences, support and learn from each other.

Training and Workshop Development

For many years, EPCC conducted its trainings and workshops live and in person. We believed this was the richest way we could work with educators and create learning communities. However, the rise of the Covid-19 Pandemic in 2019 and still affecting many people in 2022, rendered in-person meetings pretty much impossible for most of 4 years.

If EPCC was to continue our work, we were going to have to find new ways to present our trainings and workshops. So, our small group of educators had to suddenly develop virtual teaching skills. We accepted the challenge

of learning what Zoom™ is and how to use it effectively to conduct live-on-line interactive group experiences that would engage our educators of young children, who also were not early adopters of virtual technology. We worked hard to develop workshops to be delivered live-on-Zoom and recorded. We met regularly to create and then deliver workshops during 2022.

Toward the end of 2022, we were able to participate in some in-person workshops. But, by this year, our trainers and presenters had become proficient with virtual presentations, and we have developed a library of prerecorded workshops to be delivered to educators on various platforms in the future. One silver lining for us from the Pandemic is that we were able to reach a much wider audience of participants per training event than we ever accomplished with in-person training. And while interactive training remains superior, we are now also able to share our recorded workshops with additional participants over and over with very little extra effort.

Anti-Bias Education Goals for Children, Educators and Families

Presented to the California Childcare Resource and Referral Network and to the California Alternative Payment Program Association Conference

For the third year in a row EPCC was asked to present a workshop for this annual conference. We Explored with participants the Anti Bias Goals created by Louise Derman-Sparks and Julie Olsen Edwards. The topic ranged from the implementation of the goals in the classroom, to families and colleagues. The workshop was very well attended. Participants discussed the cultural implications of anti-bias education and strategies used to educate program staff. Participants interacted with the presenters and each other sharing challenges and potential solutions.



Collaboration is Our Way of Life

Collaboration is a fundamental EPCC philosophy. For us sharing power equally within our group increases the power of our group. Each of our members trusts all members to listen to each other, speak their truth with kindness and not make decisions until all of us reach agreement on the work of the group.

It's true that working this way needs lots of discussion and takes longer than "normal" group process, but we find that our products and decisions are better, and we feel much better about our participation in crafting them, and we come out feeling like we are joint owners of what we do. So, there are no votes taken at our meetings, and no resistant minority opinions left in the room.

Those of us who are young enough to be teaching strive to model shared power with our tiny students as well so they can experience the joy of expressing their thoughts and affecting what happens in their classrooms as well.

In our adult world we work with another organization called Peace Educators Allied for Children Everywhere (PEACE). For the last two years we have met jointly for a Summer Retreat to collaborate on efforts that further both of our missions. At our last retreat, we spent some very enjoyable time collaborating on the creation of a children's book.



2022 Marketing Update

This year EPCC hired a Social Media Specialist, Nell. She is working with Wilma and Shira to expand our media presence. The Marketing Plan has three prongs, the Media Specialist, the Newsletter Outreach and Branding, and Email Campaign. The first two are in the works, the last is on hold until we have enough Presentation/Webinars on video to Market. We are also working on updating the website before doing outreach. Additionally, we had some interest from a funder that we will be pursuing further in 2023.

EPCC Website

In 2021 we discussed and planned our approach for updating our website content and structure. Our next step is to deliver updated text and images to Todd, our new Webmaster, so that the structure of the revised website can be discussed and presented by Todd or Shira to the group in 2022. The new website will be more modern, attractive, and easier to use than our current one. We expect it to help us attract more younger and internet savvy educators. Visit us at educateforpeace.org.

2022 Quarterly Newsletter Themes

Winter 2022: Growth Mindset

Growth Mindset Theory, by Dionne Clabaugh

Book Highlight: *Rohan Bullkin and the Shadows: A Story about Aces and Hope* by Juleus Ghunta

An interview with Juleus Ghunta by Dionne Clabaugh

Spring 2022: The Freedom of Choice

The Freedom of Making Choices by Shirley H. Chen

How Do We Integrate Freedom and Responsibility by Wilma Gold

Freedom! Libertad! Article in English and Spanish by Maria Isabel Michea

Summer 2022: Peacemakers in Our Everyday Life

Kindness Curriculum by Gaby Litsky

Our Heros by Maria Isabel Michea (article in Spanish and English)

Bake Sale for Ukraine by James Sheppard

Fall 2022: Living with Uncertainty

Highlights: Living with Uncertainty by Gaby Litsky

Book Reviews: *The Book of Joy: Lasting Happiness in a Changing World* by Dalai Lama, Desmond Tutu, with Douglas Abrams and *The Book of Hope: A Survival Guide for Trying Times* by Jane Goodall, Douglas Abrams, with Gail Hudson



2022 Financial Report

Income **\$11,658**
(Donations, conferences, workshops, consultations)

Expenses..... **\$12,038**
(Insurance, materials, webmaster, media specialist, honoraria)

Year End Balance..... **\$87,983**
(Savings and income minus expenses)

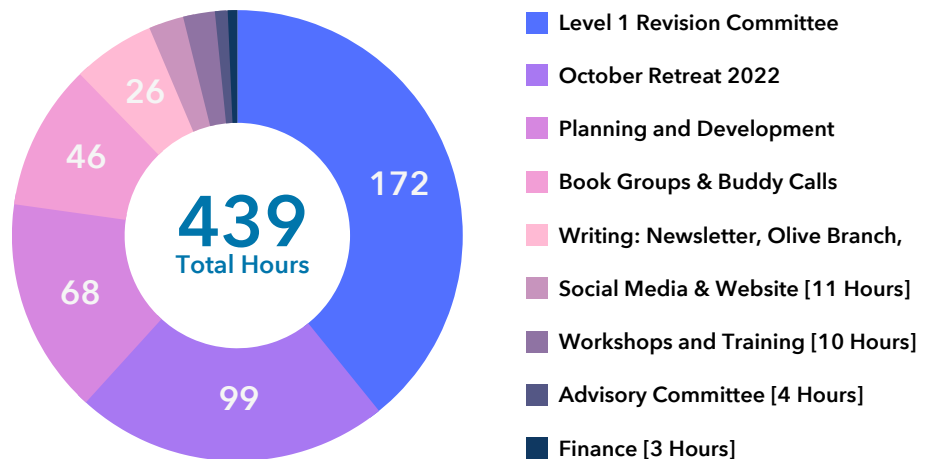


EPCC Planning and Development Committee

2022 Volunteer Hours and Activities

EPCC relies on its volunteers to engage in collaboration in order to plan and provide training and development, write for our newsletters, and have fruitful conversations to advance our mission and vision through committee work and our strategic plan.

Hours by Committee or Activity



Planning & Development Committee members volunteered a total of 1644 hours in 2022, averaging 34 volunteer hours each week – that’s 5 volunteer hours every day in 2022! Thank you one and all for your contributions to EPCC!

Planning & Development Committee Members



Gus Gold, MA | EPCC Secretary

Gus Gold has been a trainer and presenter with Educators for Peaceful Classrooms and Communities, Inc. for over 15 years, where he is also a member of the Planning and Development Team and serves as the Organization's Secretary. He was an Equal Employment Opportunity Specialist and Diversity Trainer for NASA. He holds a master's degree in Organizational Management. He retired from NASA Ames Research Center as the Assistant Director for Center Operations in 2005. In younger years Gus was a certified Temple School teacher, camp counselor and city After School Program Leader. Today, in his older years, Gus is a well-experienced Grandfather of two bright, high-energy grandsons.



Susan Hopkins | Corporation Board Member

Susan's life has been about working to promote peace and justice through:

- Programing for children to promote values and skills in peace and justice
- Training early educators in peace-making skills such as communication and problem solving; community building to promote better understanding and living with others; and learning to stand up to injustice;
- Writing several books such as *Hearing Everyone's Voice*, *Educating Young Children for Peace and Democratic Community*, a collaborative effort among 70 contributors;
- Initiating, with others, the founding of organizations such as Educators for Peaceful Classrooms and Communities (EPCC), and children's peace camps;

- Collaborating with The Sparklers who are creating peace education projects and libraries that promote peace and justice based upon use of quality children’s literature.



Gaby Litsky

Gaby Litsky has been a CAEYC Conference Presenter multiple times. Presenter NAEYC and local AEYC Conferences. She is a member of Educators for Peaceful Classrooms and Communities. She has an AA in Early Childhood Education with many upper division classes. She has had a career as an early childhood educator for 40 years working with Toddlers through Prekindergarten. Her specialty is teaching Peace Education to young children, creating foundations for caring communities of learners. She has the ability to bring philosophical constructs to “on the floor” language, tools and strategies. She is also a fabric and paint artist, experienced singer and dancer.



Cheryl Horney

Cheryl Horney has been in the ECE field for 16 years. She is currently the Child Development Program Director at Wu Yee Children’s Services in San Francisco. Previously she has been a teacher, education coach, and manager. She has a BA from Boston University and an MA in Early Childhood Education from San Francisco State University. She serves on the SF Childcare Planning Advisory Council and the Board of Directors of the Women’s Building of San Francisco. She is a proud mother of a toddler who attends an ECE program. Additionally, Cheryl has been involved with EPCC since 2017.



Wilma Gold, MSW | EPCC Treasurer

I am a graduate of PO in Human Development (1972). Sometimes it is hard to believe that it has been so long ago. I began working as a preschool teacher in 1971. In those days in California there were no educational requirements to be a teacher. A colleague of mine suggested I investigate Pacific Oaks when I was fed-up with trying to graduate from UCLA. A big university was not for me. I was lost in the crowd and had trouble getting all the classes I needed. I thought that I would never get a degree.

I worked as a teacher for 2 years while in school and became a director upon graduation. I started in parent co-oping and that set my passion and values of including families in all the early childhood work I have done since.

I have directed parent co-ops, state-funded, faith-based, private-for-profit and not-for-profit programs for infants through after-school. I also served a regional manager for Bright Horizons for 4 years. I retired from UC Santa Cruz where I was the Director of Child Care and Education Services.

In addition, I served as the chair of the Santa Cruz Child Care Planning Council and returned to the Council several years ago and recently retired. I served as President of Peninsula Association for the Education of Young Children (PAEYC) and sat on the California Association for the Education of Young Children board. I have taught in the early childhood education department at UC Santa Cruz Extension and for Cabrillo College in Santa Cruz and now only for Pacific Oaks.



Marilyn Pearce | Corporation Board Member

- Marilyn Lincoln Pearce, Fair Oaks, CA
- Graduated San Jose S.U. with a B.A. in Education & K-P Teaching Credential in 1965.
- Graduated Sacramento S.U. with a M.A. in Educational Administration & Credential in 1980.
- Taught primary teaching for 3 years each in Santa Clara & Los Gatos USD, 1965-1971.
- Taught for the San Juan Unified School District, Sacramento:
- Resource Teacher for the ECE Department 1972-1976.
- Taught 14 years of Adult Education-Parent Participation Preschool 1980-1994.
- Taught first grade, 1995-2000.
- Mother of 2 daughters. "Grammy" of 4. Retired in 2000.
- Professional affiliations:
- California Assn. for the Education of Young Children:
- 1st. Public Policy Chair of CAEYC 1978-1979.
- Sacramento Valley and Nor Cal Presidents 2 years each.
- Chaired the Legislative Symposium events in 1988 & 1989.
- CAEYC published my M.A. project, Child Advocacy in 10 Easy Steps: A Resource Guide (1988).
- Active member in P.E.A.C.E. (Peace Educators Allied for Children Everywhere) and EPCC (Educators for Peaceful Classrooms and Communities).



Veronica Hernandez

Hello, my name is Veronica Hernandez and I have been working in the ECE field for over 20 years. First as a teacher at the Fullerton College Child Care Center and then as a Lead Teacher at the Fullerton College Department Lab School. As a teacher in a Reggio inspired, Social Constructivist and Nature Based program, my passion lies in the foundations of Peace Education and the Anti-Bias approach to education. I feel that implementing Peace Education and anti-bias approaches into every day curricula can create an inclusive community where everyone's voice is valued and heard. For the past eight years, I have been an active staff member for Orange County Peace Camp, and for the past four years, an active member in Educators for Peaceful Classrooms and Communities. As a committed volunteer of CAAEYC's Center for Social Change, I have had the privilege of serving on the 2020 Center for Social Change Panel of Experts.



Joyce Daniels

Adjunct instructor in early childhood education, human development at American River College, Folsom Lake College and Sierra College from 2000 to the present. Taught in parent participation preschool program in San Juan Unified School District from 1995 to 2008. Taught and administered early childhood programs for more than 35 years in California, Virginia, Colorado and Idaho. Received Bachelor's degree from Santa Clara University, 1969; elementary teaching credential from CSU San Jose in 1970; Master's Degree in early childhood education from CSU, Sacramento in 1998.

Mother of 2 daughters.

Professional affiliations:

NAEYC conference presenter: 2008-2014, 2018, CAEYC conference presenter 2008-present. Have served as reviewer for conference proposals for the CAEYC conference from 2014 to the present. Served on CAEYC Board as Accreditation Chair, Co-chair for The Center for Social Change, Co-chair for Honor an Educator Reception at CAEYC conference.

Active member of PEACE (Peace Educators Allied for Children Everywhere) and EPCC (Educators for Peaceful Classroom and Communities).



Marilyn Shelton | Corporation Board Member

Marilyn Shelton has been a member of NAEYC for 47 years and is active with the Fresno affiliate. Her areas of interest include Anti-bias, social justice, and peacebuilding. Marilyn is one of the founding members of EPCC. She describes herself as the following: mother, grandmother, pet parent, sister, friend, teacher, peacebuilder and author. Her current hobbies include bird watching, bonsai, and reading. Marilyn’s teaching experiences include preschool & kindergarten parent co-op in Oregon, community college in Oregon and CA, and university in Ohio and CA. She is a retired professor emerita from California State University Fresno.



Shirley Chen

I love seeing the wonder and joy that young children bring out in everyone around them.

I value and uphold safe spaces and community connections with the intention of strengthening and healing. A large part of my work focuses on respectful communication and collaboration with children from 0 - 3 years of age, their families and my teams.

My son Gavin is my brightest light and mirror. I value time with my family and friends. I love relationship-building, snacks, singing, writing, music, sharing stories, talking, laughing, and I really love a good joke!!!



Dionne Clabaugh, EdD

I believe that learning requires engagement between the learner and the learning environment. Learners need the opportunity to reflect on what they have experienced and develop their identity as an autonomous, active, global citizens. I am learning to make change that increases happiness and generates peace. Since 1981 I've worked across ages, abilities, and cultures in educational and therapeutic settings to do one thing: increase the quality of their life (QoL). For 20+ years in higher education, I've refined strategies that intentionally promote learner growth and happiness. I love working with EPCC because of our deep care for all aspects of children's growth and development, the collaborative approach in all we do, and our respect for each other.



Ana Page

Ana Page is a recently elected Orange Unified School District (OUSD), School Board Trustee. She has been an advocate for children for over twenty years and has dedicated her career to making sure that young children and families have an equitable opportunity for high quality education. She is a compassionate member of the community and has two young children.

Ana specializes in PEACE and Anti-Bias education. She has served on the Orange County Association for the Education of Young Children for 9 years. Holding the role of Public Policy and Advocacy, President, and currently Past President. In 2020, she received the PEACE Educator of the Year award at the National Association for the Education of Young Children Annual Conference.

Ana holds a Bachelor's degree from UC Riverside in Political Science and International Relations, and a Master's degree in Human Development and Social Change from Pacific Oaks College. She holds experience as a teacher, director, Director of Education for a children's museum, and instructor of Child Development and Education at Santiago Canyon and Saddleback College.



Pam Bonneville

Pam Bonneville is retired. She is a co-founder of Peace Camp of the Foothills, and together with her daughter they have created summer peace camps since 2015, including their first virtual camp in 2020. Prior to retirement, Pam was a licensed Family Child Care provider. Pam received her AA in Child Development, became Lab Tech/Preschool Teacher at Fullerton College under the Child Development and Educational Studies department, and specialized in creating unique and enriching outdoor environments. Pam was an Orange County Mentor Teacher. She has been a presenter at NAYEC, Fullerton College, CaAEYC, and participates in the Center for Social Change.



Shira Coleman

Shira is a mother of two teen sons with a passion for supporting parents and caregivers of infants. She is a Positive Discipline Parent Educator and an Educators for Peaceful Classrooms and Communities Trainer. As the daughter of an early childhood educator, a linguist and a teacher, she felt truly prepared to become a parent. The reality of moving from a fast-paced position in the professional world to the rocking chair in the living room was an unexpected challenge. After years of gathering resources to support her own transition to parenting, she is excited to join EPCC's mission to bring peace education into early childhood care spaces and classrooms, and to all of our communities wherever we find them. Shira is also the owner of DesigningWell, an interior design firm creating healthcare spaces that actually make people feel better.



Elvia Morales

My name is Elvia Morales. I love my family. My husband Julian, my daughter Jocelynn, and my dog Lucas. I love reading and walking my dog. The birth of my daughter made me pursue a new career in Early Childhood Education because my daughter was premature and weighed 4 pounds. I am grateful to life for experiencing being a mother and surviving a high-risk pregnancy. I am passionate about teaching young children because I think that every child in the world has the right to be in a safe physical and emotional space, where they can learn in an organic and fun way.

I have worked in the field of early childhood education for about 20 years. I started my journey at Cabrillo College Children's Center. I discovered my passion working with young children and families as an intern. I had the privilege to grow as an educator experiencing the importance and commitment to families. Then I worked at UCSC Children's Center as teacher 1 where I experienced a diverse community of families and students. It was an opportunity to learn about advocacy and social justice for minority families and children. Later I had the experience to work for the Migrant Head Start Program and the Head Start where I was inspired by the farm worker families and children and enhance a co-learning experience for the well-being of their children.

In 2006 I decided to open a Licensed Day care home "Casa Familiar Morales" I served families and children for 9 years while I was finishing a master's degree in Human Development at Pacific Oaks College during the weekends. Opening my program was a unique experience because we created a harmonious community between the different cultures of the families and children. Some of them were there since they were 3 months of age until they went to preschool. I worked as a Child Care Consultant for Pajaro Community Development Corporation. Supporting Family Child Care Providers with licensing processes and child development needs.

My last job experience was at Puente de la Costa Sur as a lead teacher in a Co-op setting. It was an opportunity to develop and create a safe and learning space for families and toddlers. Working at the Co-op "Sueños Unidos" it was an opportunity to grow as leader serving families and creating a safe place where inclusion, diversity, equity values, anti-bias approaches, and Peace Education were standing for families and the community. I have the ability to see opportunities to promote social justice.



Maria Isabel Michea

I was born in Santiago de Chile. I graduated with my AB in early childhood education at the Catholic University of Chile. I went back to school for my degree validation. I started working with children in 1985. I emigrated to California, the United States, in 1994 and started working in my Family Child Care program. I am currently a student at Fullerton College with 60 units in child development. I'm part of Orange County Association for the Education of Young Children (OCaEYC), holding the position of Interest Chair, which is the leading role to support early education providers in their Family Child Care. My passion for early education manifested itself from the first years of studies in my elementary school and following this path in education makes me feel fully fulfilled in my vocation.