As quickly as summer came, it is almost coming to an end! CARE Connections has some great professional development opportunities coming up in the fall that we hope you will join us for. We know how busy the beginning of a new school year can be and that this time of year comes with many transitions and changes. One thing that will not change is that CARE Connections will continue to offer free virtual training opportunities during the fall term to make professional development accessible to all Early Educators in our region. In addition to providing trainings, our Quality Improvement Specialists are available to provide individualized support for those providing child care, including updating information in Find Child Care Oregon for parent referrals, information about becoming ODHS listed, licensed, and/or Spark rated. If you are interested in meeting monthly with others who are providing child care, please consider joining one of our Focused Child Care Networks (FCCN). Spanish-speaking Early Educators please contact Ana Lugo-Ferrin directly at 541-290-4209. Our main office line is 541-888-7957 if you have questions or need additional support from CARE Connections. Happy fall, y’all!
Upcoming Trainings

**Introduction to Registered Family Pt. 2**

This training is offered monthly, and is for anyone looking to become a licensed child care provider. You must first complete the online IRF Part One to attend this training. This free class provides you with a rule book, resources to help you be successful in your new business, information about the role of Child Care Resource & Referral, what quality child care looks like and much more.

**Fall Term Dates**

September 9th, 12:00PM-3:00PM

October 14th, 12:00PM-3:00PM

November 4th, 12:00PM-3:00PM

December 9th, 12:00PM-3:00PM

**ODHS Orientation**

This class gives information on The DHS Child Care Subsidy Program options. It helps participants understand the ODHS listing and billing process. This class is MANDATORY for Non-Licensed (EXEMPT) caregivers approved by ODHS to receive Employment Related Day Care Subsidy payments. Participants will also learn how to become eligible for the DHS Enhanced Rate program that increases what caregivers can get paid for child care from ODHS. Participants will also hear about the SEIU union that represents unlicensed family child care providers.

**Fall Term Dates**

Please call our office to schedule this training.

**Potato, Potato: I’m Not Sure What I Said Is What You Heard**

Have you ever wondered why your communication efforts work well with one individual and not another? Communication may appear simple but it is complex and knowing the various components of effective communication is the key to a respectful, trusting, supportive and collaborative relationship with your families in which you create a win-win situation for all.

**Fall Term Dates**

September 22nd, 6:00PM-8:00PM (Set 1, FCS)

To register please contact Ana Lugo-Ferrin at 541-290-4209
Shared Services

The shared services model is designed to help childcare providers build on both business and pedagogical leadership components to achieve financial sustainability, operational efficiency and strong childhood outcomes.

Community of Practice

Develop a shared leadership group (The Alliance) and have the opportunity to meet with other providers who share your commitment and passion.

Support for Teachers

Support teachers in their role of implementing curriculum by establishing organizational norms of continuous quality improvement and optimizing their learning opportunities to improve teaching practices.

Think Long Term

Implement the use an automated Child Care Management System (CCMS) to gather and use business intelligence in making critical operating decisions.

Wonderschool

Support administrative functions such as data collection, enrollment management, attendance tracking, marketing support, bookkeeping and fee collection

Need more information?

Stephanie Lilly, SCBEC Childcare Business Coordinator
slilly@scbec.org
707-533-5377
SAVE THE DATE!

Loose Parts can be the catalyst that bridges the opportunity gap in underrepresented communities and changes educators’ image of children as competent, creative, innovative, critical thinkers and problem solvers.

Led by Miriam Beloglovsky, co-author of the award-winning Loose Parts series and founder and CEO of Playful Transformation, the Loose Parts Summit is a 6-day virtual event that brings together the wisdom of a global group of experts who, through their own unique point of view, connect how Loose Parts supports play, creativity, and brings equity and social justice to early childhood education.

Click here to be the first to know when registration opens.
Receiving a Welcome Kit and opening up a brand new, bright shiny Spark Portfolio brings out a mix of emotions for most early learning educators, including curiosity, excitement, and... a feeling of being overwhelmed. Some of the Spark standards are easier to meet than others, but don’t let the first one, “The program is guided by a written statement of philosophy,” intimidate you. The philosophy comes first because it’s the basis of everything that happens within the program, and it is easier to write than you might think. Whether you are participating in Spark or not, having a written statement of philosophy is a way to share the beliefs that are important to you in your decision making and to help you prioritize, maintain focus on your values, and be accountable to yourself and the families you work with.

Creating a program philosophy can feel like a vague or confusing task. But, most likely, you already have one! It is just a matter of writing down the values and beliefs that guide you in making decisions about your program. Start by thinking about the question; “Why do you do the things you do for children and families?”

Jill Ramirez, a Quality Improvement Specialist with Child Care Resource Network in Medford, shared what she noticed while working with early learning professionals who were creating their program philosophy. “They all had program philosophies. They just had never written them down. I told them ‘It doesn’t need to be fancy. It just needs to be from the heart.’”

To create a written philosophy statement is simply to put into words why you operate your program in the way that you do. Examine what you are doing and why.

For example, do you adapt your environment and activities so that all children can participate? If yes, why? Possibly because you believe that all children should be included. Do you seek input from families about their child’s interests and needs? It sounds like you believe that partnering with families is important!

Jill posed the question to her group, “Why did you get into the field of early care and education?” Here are some more questions to think about as you begin to put your philosophy into words:

- What do I believe about children and how they grow, learn, and thrive?
- What do I believe about including all children in my program?
- What do I believe and value about the role of families in my program?
- What other beliefs and values guide my decisions?

Answering these questions will create a program philosophy that represents your program and can guide how you operate. What is most important about a philosophy is not its length or the words it uses, but rather how it captures what is true for your program. Once you have created a written program philosophy ask yourself, how can I make it visible? How can I share it with families? Where can I place it in my program for everyone to see? If you have staff, are they familiar with it and do they use it as a guide? Is the program philosophy seen in action? Do your relationships, practices and policies align with it? Would a visitor be able to describe your program’s philosophy based on what they see, hear, and read in your program? For example, if your philosophy indicates you believe children learn best through play, would a visitor see children engaged in play-based learning activities?
Do you already have a written program philosophy? Have you checked in with it recently? Does it still reflect your policies and practices in a visible way? Philosophies can be revisited and revised. Beliefs and values change over time as we grow and learn. Look over your philosophy to make sure it has evolved along with you on your quality improvement journey!

A philosophy statement is a commitment to children, families, staff and your community that you will act based on your beliefs and values. To see more about how unique a program philosophy can be, take a look at Spark Stories. You will find many inspiring examples from programs in a variety of early learning settings. We can't wait to see your own written philosophy in your Spark Portfolio!

**DID YOU KNOW?**

Oregon’s QRIS Resources Website can help your child care business.

OregonQRISResources.org is a free website that is funded through the Early Learning Division and is available to all child care programs in Oregon. You don’t need to be participating in Spark to use it. This platform houses a wide variety of useful tools and timely, relevant information to help programs save time, save money, raise quality and access the latest Coronavirus resources all in one convenient location.

To access the free resources, simply go to the website (oregonqrisresources.org) and complete the form to request a free user account. After your request has been approved, you will receive an email with your log-in information and instructions on how to access the site. Here are some of the benefits you can receive:

- **SAVE TIME:** Thousands of practical and customizable resources, including sample policies, procedures, handbooks, forms, job descriptions, interview guides and much more put valuable hours back in your day.
- **SAVE MONEY:** Stretch your budget further by taking advantage of exclusive savings on everything from classroom and office supplies to credit card processing and job postings.
- **RAISE QUALITY:** Real world tools that address real world business needs. The Quality Best Practices Resource Toolkit provides hundreds of editable tools to support your efforts in streamlining programmatic, administrative, and management quality.
- **CORONAVIRUS RESOURCES:** This collection of resources includes recommendations by leading experts, organizations, and business owners like you to help us all navigate today’s new challenges. From communicating with your staff and families to searching for financial relief: find vetted, accurate, and misinformation-free answers to your member questions here.
Caring for young children can be stressful. You nurture, teach, prepare meals, change diapers, play, resolve conflicts, and provide the structure that helps children feel safe and secure. But—the pay isn’t great. The hours are long. And early childhood professionals have to be the world’s best multitaskers, juggling everything from diaper changes to school readiness, from parent meetings to lullabies.

How to manage the day-to-day stress that’s part of early childhood work?
You may already know some ways to relieve stress: exercising, hanging out with friends and family, talking to a trusted coworker. Mindfulness is another strategy that may help.

Mindfulness is a process of intentionally bringing our attention to what’s happening in the present moment with acceptance and openness. It means being curious and not judging our feelings or experiences.

Mindfulness can help reduce stress. Regular mindfulness practice has been shown to reduce both emotional and physical distress (anxiety, depression, pain) and to decrease the effects of traumatic events (such as family violence or childhood abuse). Mindfulness training may also protect against burn-out and compassion fatigue for professionals in social service work.

Mindfulness is called a “practice” because it takes time and repetition until this approach feels natural and comfortable. While it’s helpful to have support in practicing mindfulness, there are also some mindfulness strategies you can try on your own. Here’s one to try:

The STOP strategy
It’s 8:30 in the morning, and most of the toddlers in your care are settled in. Breakfast is over, and you’re getting ready to clean up and transition to the morning story. Suddenly, a parent bursts through the door with her son in tow. He’s crying and clinging to her for dear life. This family is frequently late and their arrival is always a distraction.

- Stop. Pause and focus.
- Take a deep breath in and out. Notice how it feels to breathe.
- Observe. Acknowledge what is happening, positive or negative, inside you or outside. Let go of judgment and simply note your feelings and responses.
- The mom at your door is rushing and stressed. Her child is crying. You note that you’re annoyed at this latest interruption. You feel the tension in your neck and shoulders.
- In this moment, you recognize your frustration and then let it go. You remind yourself that children often cry at drop-off and that this mom is doing her best. You recognize that your own frustration is momentary and manageable.
- Proceed. You’ve given yourself the space to think about the way you want to respond. By avoiding a cycle of anger and blame, you allow yourself to be present in the moment, and walk to the door with a smile—offering this child and parent a calm, nurturing transition.

ZERO TO THREE’s work on the role of mindfulness in early childhood education is just beginning. You can watch for updates at www.zerotothree.org/mindfulness. For more resources, check out the Center of Mindful Awareness at the University of Wisconsin and Greater Good Magazine.

Article found at Mindfulness for Early Childhood Professionals • ZERO TO THREE
FALL NEWSLETTER 2021

LOOK WHAT'S COMING!
THIS FALL 2021

Juntos

Juntos is a free program that gives Latino families the knowledge and resources necessary to succeed academically and create goals for their future. This program will be presented in Spanish.

Back to School Parenting Series

This eight week parenting series will focus on back to school topics: routines, emotional regulation, temperament and much more!

Parenting Workshops

Look for various parent centered workshops coming this fall presenting a variety of topics!
JOIN US ON ZOOM

WHAT TOOLS DO YOU HAVE IN YOUR PARENTING TOOLBOX?

Join us on Zoom on September 20th at 5:30 pm and discuss all the helpful tools that you have in your parenting toolbox. First 20 parents to attend and fill out an evaluation survey will receive a $25 gift card.

Click Here To Register

For more information or questions, please call Charity Grover 541-266-3909

SOUTH COAST EDUCATION SERVICE DISTRICT
OREGON PARENTING EDUCATION COLLABORATIVE
Pathways to Positive Parenting Parents and Families of Coos and Curry Counties
Childhood Education & Family Studies Program
Fall 2021

- **ECE 102 & 102 B Theory and Practice II Pre-K** - (3 Credit); Online
  Pre-requisite courses: ECE 209/209B
  The third in a sequence of courses with a practicum co-requisite designed to assist students gaining experience working with young children in a laboratory or qualified preschool setting.

- **ECE 150 Introduction and Observation in ECE** - (4 Credit); Online
  A background check is required for this course. Please contact Dr. Rosengarden for information. A beginning course focusing on the theoretical foundations, history and basic concepts of early childhood education.

- **ECE 162 & 162B Theory and Practice II Infant/Toddler** - (3 Credit); Online
  Pre-requisite courses: ECE 161/161B
  The third in a sequence of courses with a practicum co-requisite designed to assist students gaining experience working with very young children in a laboratory or qualified infant/toddler setting.

- **ECE 170 Health and Safety in Early Childhood** - (3 Credit); Online
  This course covers health/safety practices recommended for the early childhood field and includes information on common diseases, health, and nutrition.

- **ECE 240 Lesson and Curriculum Planning** - (3 Credit); Online
  Students will be introduced to various approaches to planning early childhood curriculum to meet the whole child’s development.

- **HDFS 225 Prenatal Infant and Toddler Development** - (3 Credit); Online
  This course covers principles of theory and development beginning with conception through three years of age.

- **ED 135 Teaching Math to Young Children** - (3 Credit); Online
  Young children live in a world full of mathematics! This curriculum course focuses on the pre-math concepts and early math concepts important for young children.

- **ED 169 Overview of Student Special Needs** - (3 Credit); Online
  An introductory course covering special needs and medical conditions that teachers must be able to recognize and understand in order to plan, serve, and teach students effectively.

- **ED 216 Introduction to Education** - (3 Credit); Hybrid
  This course introduces students to the historical, philosophical, and contemporary foundations of the American educational system. It fosters an understanding of the teaching and learning processes, as well as the legal, financial and ethical issues involved in today’s schools.

What does **HYBRID** mean? A Hybrid course is one that meets face to face and has an online component. Did you know that distance students can join face to face (and Hybrid) classes using ZOOM or SKYPE? If you are a distance student who would like to attend classroom sessions from a satellite campus or your home, email us for more information.

Please check out our website at: [http://www.socc.edu/childhood](http://www.socc.edu/childhood)
Email us at ece@socc.edu

Southwestern Oregon Community College is an equal opportunity educator and employer.

Registration now open for Fall!
CARE Connections, your local Child Care Resource & Referral serving Coos and Curry Counties, is a non-profit organization funded through the Oregon Early Learning Division. Our mission is to improve the quality of early learning experiences for young children by providing education, information and support to those that care for young children.

CARE Connections links families and Early Educators to each other and to other resources in the community.

For early educator training, education, and program information, please call or email:

Coos Office: 541-888-7957
Curry Office: 541-813-1674
Toll-Free: 1-800-611-7555
Website: https://www.socc.edu/for-the-community/care-connections/

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.

CARE Connections
Director
Taya Noland
541-888-7336
taya.noland@socc.edu

Program Manager
Danaye Gonzalez
541-888-7086
danaye.gonzalez@socc.edu

QIS Provider Trainer, Coos
Natalie Lo
541-888-7957
natalie.lo@socc.edu

QIS Provider Trainer, East Coos
Ana Lugo-Ferrin
541-290-4209
alugoferrin@socc.edu

Infant/Toddler Specialist
Kallie Mill
541-888-7097
kmill@socc.edu

Baby Promise Grant Coordinator
Laura Reyes-Cortez
541-290-4299
laura.reyes-cortez@socc.edu

Child Care Referrals 211info.org
Email children@211info.org

USDA Food Program
OCDC 541-770-5893

CARE Connections
Toll-Free 1-800-611-7555