The CARE Connections Team hopes that you have had a great start to the new year! We are excited to offer some new professional development opportunities this quarter, including "What to Expect During Tax Season?" with trainer Lisa Tynan (see page 3). Also, Spring term registration begins on February 22nd, so check out the course offerings for next term on page 10. Also, there have been some exciting things happening in the Baby Promise world, which you can read about on pages 7&8! Sending our warmest winter wishes your way,

-The CARE Connections Team

For other great training opportunities and resources please visit us on Facebook at https://www.facebook.com/CARE-Connections-CCRR-CoosCurry 105433120792959
VERSION 1.1, Updated January 12, 2021
Changes were made to the following areas of the Health and Safety Guidelines:

- 1. Drop-Off and Pick-Up
- 2. Daily Health Check
- 5. Group Size and Stable Groups
- 6. Personal Protective Equipment for Children and Adults
- 7. Daily Activities
- 10. Cleaning and Building Maintenance
- 11. Responding to Possible and Confirmed Cases of COVID-19
- 12. Transportation

When viewing the updated Health and Safety Guidelines:
This is an example of version 1.1 additions.
This is an example of version 1.1 deletions.

To view the recorded Q&A sessions please visit: https://www.youtube.com/watch?v=N5msRp58pFE&feature=youtu.be

To view the complete updated child care guidelines, please visit: https://oregonearlylearning.com/COVID-19-Resources/For-Providers
What to Expect During Tax Season

Intro to Bookkeeping for Child Care Providers

Feb 17 from 6:00-7:30pm

1.50 hours PM ORO credit, Set 1 Training

To register please email danaye.gonzalez@socc.edu
FROM SURVIVING TO THRIVING!

Bookkeeping for Child Care Providers

Part 1:  Feb 24 from 5:30-8pm  
Part 2:  March 10 from 5:30-8pm

5 hours ORO credit, Set 2 Training

When you gain confidence in your business finances, you are not only able to survive, you are able to thrive!

To register please email danaye.gonzalez@socc.edu
What If Everybody Understood Child Development?

Join Rae Pica for a feature presentation

Rae Pica is a nationally recognized early childhood expert, author, speaker and founder of Moving and Learning, dedicated to the development and education of the whole child.

Rae says ~ My early childhood education work– whether it’s in the form of keynotes, consulting, coaching, books, articles, or podcast interviews– is primarily dedicated to the understanding, now confirmed through brain research, that active learning equals authentic learning. We have to respect and teach to the whole child!

Saturday
February 27, 2021
10:00 am – Noon
FREE on Zoom
1.5 Set One Hours / HGD

Join early childhood educators from seven counties in Southern Oregon to learn, have fun, and connect with peers on Zoom! We will reflect on the past year and appreciate the tremendous contributions early educators have made in supporting children and families throughout this very difficult time.

Event registration will be through SOESD’s PD Networks
Go to Rae Pica event to create an account if you don’t have one already, and then register for “What If Everybody Understood Child Development?”

The training confirmation and Zoom link will be emailed to you after you register
Spanish interpretation available / Email CCRN@soesd.k12.or.us or call 541-301-7760 with questions

Presented by Southern Oregon Chapter of the Oregon Association for the Education of Young Children with support from:

- CARE Connections, CCR&R for Coos and Curry Counties
- Care Connections & Education, CCR&R for Douglas, Klamath and Lake Counties
- Child Care Resource Network, CCR&R for Jackson & Josephine Counties
- SOELS, Southern Oregon Early Learning Services Hub for Jackson & Josephine Counties
Save the Date!
Retreat by the Lake 2021
Online Conference
June 21st - 26th, 2021

More information coming soon!
EELIGIBLE FAMILIES & CHILDREN ARE:

- Ages 6 weeks up to 3 years
- Living or working in Coos, Curry, or Coastal Douglas County (Oregon residents only)
- At or below income limits

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Valid through March 2021. Subject to change.

CURRENT OPENINGS IN:

**Coos Bay**: ages 2 up to 3 years
**Myrtle Point**: ages 1 up to 3 years
**Reedsport**: ages 6 weeks up to 3 years
**Port Orford opening soon**
Apply now for waitlist!

Questions?

Email Laura.Reyes-Cortez@socc.edu
Call 541-290-4299

To apply:
Bit.ly/bpsouthcoast
Loving relationships give young children a sense of comfort, safety, confidence, and encouragement. They teach young children how to form friendships, communicate emotions, and to deal with challenges. Strong, positive relationships also help children develop trust, empathy, compassion, and a sense of right and wrong.

Starting from birth, babies are learning who they are by how they are treated. Through everyday interactions, parents, relatives and caregivers send babies messages like: You’re clever. You’re good at figuring things out. You’re loved. You make me laugh. I enjoy being with you. These messages shape a baby’s self-esteem.

A 6-month-old laughs and laughs as his mother holds a napkin over his face, and then drops it to say, “Peek-a-boo!” Whenever his mother tries to put the napkin back on the table, the baby says, “eh, eh, eh” and kicks his arms and legs to let her know that he wants her to play the game again. She follows his lead and keeps playing until he gets bored. This baby is discovering that relationships with others are satisfying and pleasurable, that he is a good communicator, and that his needs and desires are important.

What You Can Do

Provide babies with responsive care.

Responsive care means matching your caregiving to what your baby needs. For example, your 10-month-old might start kicking, babbling, and grabbing at mealtime to show you he really wants to hold his own spoon. You know that he’s not yet able to feed himself, so you give him a baby spoon to hold in his hands while you continue feeding him with another. This is responsive care because you took the time to think about what the baby’s behavior meant and figured out a way to support him.

In your work:

- Get to know your baby. What are his likes and dislikes? Which toys are his favorites? What daily schedule works for him?
- Build open and collaborative relationship with your child’s caregiver(s). Talk to your child’s caregivers about your baby—her personality, what she likes to do, what calms her, what upsets her. Share your baby’s usual daily schedule and typical activities. Learning more about your baby (and your family) helps caregivers meet your child’s needs. Collaborating with caregivers helps to ensure that each of you feels respected and supported.

Support babies’ developing skills.

Babies learn best when you let them play, explore, and follow their interests. They develop new skills when you give them just enough help so that they can master a challenge without becoming overly frustrated. For example, if you see a five-month-old trying to roll over, you may hold a toy to his side so that he reaches over with his body to grab it.

In your work:

- Delight in your baby’s discoveries. You found me! You pulled away the scarf hiding my face and here I am! x Build on the skills your baby already has. For example, if your baby is trying to build with blocks and has stacked two, put a third one on top and hand her a fourth block for her tower.

Be affectionate and nurturing.

Touching, holding, comforting, rocking, singing and talking to your baby all send the message that he is special and loved. While it’s easy to be affectionate when babies are cute and cuddly, it’s also important to nurture babies when they are difficult, fussy, crying a lot or colicky. When you can be there for your baby during the tough times, children learn that they are loved for who they are—no matter what.

In your work:

- Give hugs and kisses. Let your baby know how loved she is.
- Be patient during the tough times. Colic, crying and fussiness are part of babyhood. When you can support babies even at their most difficult, you are letting them know they can trust and rely on you. This makes them feel safe and makes it more likely they will learn to calm themselves as they grow.

To continue reading this article, and access to additional documents, please visit https://www.zerotothree.org/resources/238-birth-to-12-months-social-emotional-development#downloads
Play is best when players are naturally motivated, actively engaged, participating voluntary, having fun, experimenting, and even taking some risks. This description of play mirrors many of the best practices for engaging families. We want families’ engagement in early learning and care:

- to come from an interest within them (rather than checking a box labeled “involved”),
- to involve them in action, inviting them to share themselves (rather than passive listening to a speaker),
- to be voluntary (as opposed to mandatory),
- to be fun (rather than stressful or boring),
- to involve experimentation (where they try activities or ways of thinking they hadn’t considered before),
- to encourage parents to overcome the inherent risks of getting involved (Parents may often feel as though they are taking risks to be engaged in early learning settings. They run the risk of revealing what they do not know or feeling judged by other parents or a teacher).

A Culturally Responsive Recipe for Family Engagement

Engaging families in play counts as family engagement. In fact, the flexibility of open-ended play supports a culturally responsive recipe for family engagement. Culturally responsive means getting to know and harnessing children and families’ funds of knowledge (cultural knowledge, life experiences, and unique perspectives) to make relevant and strong connections in learning or relationship building.

Open-ended play offers flexibility for families to play in their own way. We will find fresh opportunities to get to know families when their unique ways of knowing and doing are expressed through their uses of the materials, discussions with their children, or in the memories that bubble up for them as they play. Open-ended play offers opportunity for families to express themselves in safe, casual, culturally relevant ways because it is a type of play without predetermined rules, outcomes, or goals (Bekker, Hopma, & Sturm, 2010).

Culturally Responsive Open-Ended Play

Imagine a table full of loose parts to use in whatever way you like (straws, masking tape, pipe cleaners, and crepe paper). Open-ended play taps into our basic need to express thoughts and feelings (Nell, Drew, & Bush, 2013). When families feel safe to express themselves, we are given insight into who they are and how they approach things.

We can offer culturally responsive open-ended play to engage families in early learning spaces by utilizing loose parts materials that reflect their lived experiences. Culturally responsive loose parts include materials that reflect families’ lived experiences. I have used materials such as rice, nuts and bolts, metal washers, wooden beads, plastic buttons, river rocks, birch rounds, fall leaves, felt, scented play dough, star anise, or cinnamon sticks. As families begin to engage with materials and play alongside or collaboratively with their children, we watch and listen carefully, because we understand that the more we know about families the more culturally responsive we can be. Families’ funds of knowledge, unique ways of knowing and doing passed down from generation to generation (Moll et al., 1992), emerge as they work manipulate the materials.

Implementation

Inviting families into the early learning space is the easiest way to facilitate and learn from the culturally responsive open-ended play experiences that fit your families the best. However, I have also sent open-ended materials home with families. While we cannot listen in or see their play when we send bags home, we can foster relationships with families by: a) selecting materials that reflect their experiences or the child’s interests, b) representing our understanding of their interest in engagement, c) encouraging their engagement in early learning and care as investments in face-to-face interactions with their child.

References


For more information see Andrea Emerson’s Blog: https://andreamemerson.com/2018/07/24/parents-as-first-teachers/
Interested in registering for a class? Check with an advisor to make sure the class you want to take is required for your degree plan before you register. Reach out via email or phone – contact information listed below, we look forward to hearing from you!

Spring Term begins March 29th and ends June 10th.

Childhood Education & Family Studies Program
Spring term 2021
Southwestern Oregon Community College

**ECE 154 Children’s Language and Literacy Development** - (3 Credit); [Online]
Learn how young children develop literacy and language skills and develop strategies for teaching language acquisition and literacy skill development at each developmental stage.

**ECE 209 & 209 B Practicum II Pre-K** - (5 Credit) Pre-requisite: ECE 163/163B; [Online]
The second in a sequence of courses with a practicum co-requisite designed to assist students in gaining experience working with young children in a laboratory or qualified preschool setting.

**ECE 161 & 161 B Practicum II Infant Toddler** - (5 Credit) Pre-requisite: ECE 263/263B; [Online]
The second in a sequence of courses with a practicum co-requisite designed to assist students in gaining experience working with very young children in a laboratory or qualified infant/toddler setting.

**HDFS 222 Family Relations** - (3 Credit); [Online]
A practical and theoretical course examining the traditional and evolving roles and functions of families in the 21st century.

**HDFS 229 Development in Middle Childhood** - (3 Credit); [Online]
This course covers the principles of theory and development for children aged six through emerging adulthood. Emphasis is placed on physical, intellectual, emotional, and social development, including a strong focus on brain development.

**HDFS 285 Professional Issues in Early Childhood Ed** - (3 Credit); [Online]
This childhood education capstone course focuses on the diverse professional roles of early childhood educators in our present society by synthesizing knowledge and experience in the areas of ethics, conflict resolution, leadership, advocacy, and current topics in early childhood education.

**HDFS 297 Parenting Education/ ECE HV Capstone** - (2 Credit); [Online]
This course is the capstone requirement for students applying for completion of the Parenting Education and Early Childhood Home Visitor Certificate. Students attend a series of community-based parenting education classes in their local community and interview a home visitor in a program that serves young children and their families.

**ED 201 Music Education for Elementary Educators** - (3 Credit); [Hybrid]
This course covers historical perspectives, elements of music, and effective practices in music education for the elementary classroom teacher.
Tuesdays, 4:00PM-5:50PM via Zoom

**ED 134 Dual Language Learners** - (2 Credit); [Online]
This course focuses on the unique characteristics of teaching young children who are Dual Language Learners (DLL). Theory and best practice are studied.

**ED 154 Children’s Literature** - (4 Credit); [Hybrid]
In this introductory literature course, students will gain broad exposure to quality children’s literature and poetry; students will develop understanding of high quality literature selection; participate and develop engaging activities based on literature (e.g. literature circles, extension activities, reader’s response log); practice reading literature/poetry aloud.
Thursdays, 4:00PM-5:50PM via Zoom

Registration Opens February 22nd!
CARE Connections has a new employee!

Throughout her working years Karen has been involved with children, community and education. Karen had previously worked at South Coast Head Start as a Family Advocate for ten years. During that time she earned her Master's Degree in Adult Education from Oregon State University in 2011. She also has a BA in Psychology and another BA in Philosophy from California State University, Chico.

Since leaving Head Start she has worked as both a GED and ESL Instructor at SWOCC, where she currently works as an English as a Second Language (ESL) Instructor. Karen is deeply committed to the learners of Coos Bay and sits on the Board for Alternative Youth Activities (AYA), an alternative school and homeless resource for the area. Karen believes working for CARE Connections CCR&R on the Baby Promise project is an exciting new adventure on her trail! In Karen’s new role, she will be supporting families through the Baby Promise application process. Please help us welcome Karen to the CARE Connections Team!
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/careconnections

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**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  
541-888-7957  
alufoferrin@socc.edu

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

**Baby Promise Grant Coordinator**  
Laura Reyes-Cortez  
laura.reyes-cortez@socc.edu

**CARE Connections**  
Child Care Referrals 211info.org  
Email children@211info.org

**USDA Food Program**  
OCDC 541-770-5893  
http://www.socc.edu/careconnections