

Early Learning Connections

*Newsletter of Child Care Resource & Referral / Opportunity Council
Island, San Juan, & Whatcom Counties' Most Trusted Early Care & Education Resource*

Child Care Resource & Referral
a program of...

opportunity
council



Early Learning Funding at Risk! Governor's Proposed Cuts Will Eliminate State Funding for Training & Consultation!

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MARKETING IDEAS

Helpful hints to support you build a strong reputation and maximize enrollment.

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PROFESSIONAL DEVELOPMENT

Current ECE and Education courses offered by Opportunity Council, Bellingham Technical College, Northwest Indian College, Skagit Valley College, and Whatcom Community College.

The success of early learning in WA State is built on a foundation of strong community-based child care resource and referral agencies. Losing the \$1.6 million in State General Fund Dollars now has shaken that foundation and will quickly undermine both the capacity and quality of services to licensed child care providers and FFN caregivers across the state. There are no other dollars currently available to fund these critical services for the remaining 18 months of our biennial contract.

All state-funded STARS Training and On-site Consultation (including those required by statute for probationary licenses) end on December 31st. The Legislature still has the option to re-instate our current year funding before the end of December, but that is **extremely** unlikely.

On the ground in local communities, this means that in most (but not all) counties, all training opportunities for child care providers will STOP, except in those areas where the CCR&R can manage to secure funding from a local municipal, corporate or philanthropic source to offer trainings. If training does remain available, it will be either fully funded by another source or cost of the training will be recovered through fees charged directly to the provider or some combination of these two options. In the same vein, on-site consultation may be occurring in some communities, but it will be funded by private or municipal funding for specific consultative services. In any case, there will be NO funding available to provide on-site consultation via referrals from licensors.

Staff cuts across the state have already occurred. Given the uncertain future of our training and on-site consultation dollars, most of the local CCR&Rs have been forced to reduce their staff and/or staff hours. Even if DEL is able to scratch together federal dollars to cover these services on a month-to-month basis until the Legislature makes a decision to reinstate our dollars (or not), our system cannot operate in this manner. We are losing some of our most experienced and well-trained consultants and trainers.

The remainder of the cut comes from our balance of state dollars allocated for FFN services which were stopped on September 30th. Communities have already felt the deep loss of those incredibly valuable outreach and training opportunities for both FFN caregivers and parents. CCR&R staff who provided the coordination of local FFN services and related trainings have either lost their jobs or have reduced their hours significantly.

Of course we are fighting hard in Olympia to keep this issue in front of the legislators. However, the State budget situation is truly dire. We cannot predict the outcome, yet CCR&R's across the state are speaking the same message and with one voice.



MARKETING IDEAS / IDEAS DE MERCADEO FROM CHILDCAREWORLD.COM / DE CHILDCAREWORLD.COM

Here are some ideas for increasing enrollment in your center. A great reputation is one of the best things to have. Here are a few ideas to build a great reputation:

- Addressing complaints in a professional manner helps you to retain your parents / families as well as encourage parents / families to spread the word about your great center.
- The person answering your phone is the first impression that is made to a potential parent / family member. Be sure the phone conversation is professional and consistent.
- A quality program that is used and followed consistently is vital to retaining your enrollment.
- Offer a wide variety of onsite and offsite activities like field trips and/or contract with local program facilitators such as dance, tumbling, karate lessons, etc.
- Participate in your community's activities, be a voice and advocate for children.
- Provide a safe environment at all times.

Some inexpensive ways to advertise your business:

- Hire high-school kids to distribute flyers or door-hangers to homes in your target area.
- Visit the Chamber of Commerce to find out how to put your family child care home / child care center on their city maps.
- Make sure your answering machine message has a "sales ad" in it.
- Park your facility vehicle in a very visible spot.
- Put magnetic signs on all your personal and family vehicles with the name and number of your family child care home / child care center.
- Offer a free item just for responding to your advertisement. It could be an informational pamphlet, promotional item, or a even discount.

Maximizing enrollment is always on our minds. Teach yourself to get in the habit of thinking about ways of increasing your enrollment through creative marketing ideas. These are a few things you could consider:

- Work on new facility developments and program ideas.
- Learn to recognize special customers and to network with others.
- Visit a few marketing-related websites, but avoid the ones selling their "secrets".
- Write a list of your benefits and compare it to your competitors.

Una buena reputación es una de las mejores cosas que se puede tener. A continuación algunas ideas para aumentar la inscripción en su centro:

- El manejo de quejas de manera profesional ayuda a retener a los padres y alentarlos a que corran la voz sobre su centro.
- La persona que responde al teléfono da la primera impresión a un posible cliente. Asegúrese de que la conversación telefónica sea profesional y coherente.
- Un programa de calidad usado y seguido coherentemente es esencial para retener la inscripción.
- Ofrezca una variedad de actividades dentro y fuera del centro como excursiones y/o contratos con facilitadores de programas locales como baile, volteretas y lecciones de kárate.
- Participe en actividades de su comunidad, sea una voz para los niños.
- Ofrezca un entorno seguro en todo momento.

Maneras económicas de publicidad para su negocio:

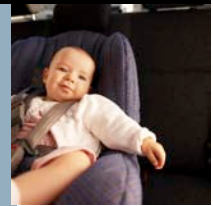
- Contrate a estudiantes para distribuir folletos de publicidad en los hogares de su zona.
- Visite la Cámara de comercio para averiguar cómo incluir su centro en sus mapas de la ciudad.
- Agregue un mensaje de publicidad en su contestadora.
- Estacione el vehículo de su centro en un lugar muy visible.
- Coloque letreros magnéticos en sus vehículos personales y de familiares con el nombre y número de su Centro.

El maximizar la inscripción está siempre en nuestras mentes. Enséñese a sí mismo a tener el hábito de crear maneras de incrementar su inscripción mediante ideas creativas de mercadeo. Puede considerar los siguientes:

- Cree ideas de programas y desarrollo del centro.
- Aprenda a reconocer los clientes especiales y hacer conexiones con otros.
- Visite sitios web de mercadeo, evite los que le venden sus "secretos".
- Escriba una lista de sus beneficios y compárelos con sus competidores.

CHILD PASSENGER SAFETY / SEGURIDAD DEL ASIENTO DEL NIÑO

From Safe Kids USA / De Safe Kids USA



Teaching families how to safely transport their children is the heart of the Safe Kids Buckle Up program. Using car seats, booster seats and seat belts the right way on every ride saves lives.

Child Passenger Safety Facts

- Motor vehicle crashes are the leading cause of death among children ages 3 to 14.
- Correctly used child safety seats are extremely effective and reduce the risk of death as much as 71%.
- Nearly 73% of child restraints are not installed or used correctly.
- Nearly half of kids 14 and under who died in crashes were completely unrestrained.

Car Seat Checkup Events

At car seat checkup events, child passenger safety technicians teach families how to transport children correctly. They also help make sure everyone in a vehicle is buckled up on every ride. Most events are open to the public. You'll find them in central locations like General Motors dealerships, hospitals, community centers and shopping centers around the country.

Find a checkup event near you by visiting <http://www.safekids.org/in-your-area/find-a-inspection-station/?state=WA>.

Mobile Car Seat Checkup Vans

Safe Kids Buckle Up has more than 125 Mobile Car Seat Checkup Vans serving families across the United States. Each Chevrolet van is specially designed to turn any parking lot into a full-service car seat safety event site. Almost every state has at least one van in operation.

Inspection Stations

Safe Kids coalitions operate about 500 permanent child passenger safety inspection stations throughout the United States. Inspection stations are open regularly to teach parents and caregivers how to safely transport children. You'll find them in central locations like General Motors dealerships, hospitals, fire stations, and insurance companies.

Find an inspection station near you by visiting <http://www.safekids.org/in-your-area/find-a-inspection-station/?state=WA>.

Lo principal del programa de Safe Kids Buckle Up es enseñar a las familias a transportar de manera segura a sus niños. El uso de asientos de seguridad, asiento elevador y cinturón de seguridad correctamente salva vidas.

Datos de seguridad del asiento del niño

- Los choques de vehículos son la causa principal de muertes en niños entre 3 y 14 años.
- El uso correcto de los asientos de seguridad para los niños es extremadamente eficaz y reduce el riesgo de muerte hasta un 71%.
- Casi el 73% de restricciones para los niños no está instalado o usado correctamente.
- Casi la mitad de niños de 14 años y menores que murieron en choques estaban completamente sin restricciones.

Eventos de revisión de asientos de vehículos para niños:

En estos eventos, los técnicos de seguridad de asientos para niños en vehículos les enseñan a las familias cómo transportar correctamente a los niños y se aseguran de que todos tengan cinturón de seguridad siempre. La mayoría de los eventos están abiertos al público. Por ejemplo, en concesionarias de General Motors, hospitales, centros comunitarios y centros comerciales en todo el país.

Encuentre un evento de revisión cerca de usted: <http://www.safekids.org/in-your-area/find-a-inspection-station/?state=WA>.

Vehículos ambulantes para la revisión de asientos de vehículos para niños: Safe Kids Buckle Up tiene más de 125 vehículos ambulantes de revisión de asientos para niños para servir a familias en todo el país. Cada van de Chevrolet está especialmente diseñada para ofrecer un servicio completo en un estacionamiento para un evento de seguridad de asientos para niños. Casi todos los estados tienen por lo menos un vehículo en operación.

Estaciones de inspección: Las coaliciones de Safe Kids operan unas 500 estaciones de inspección de la seguridad del asiento del niño por todo EE.UU. Las estaciones de inspección están abiertas regularmente para enseñar a los padres y cuidadores cómo transportar de manera segura a los niños. Por ejemplo, en concesionarias de General Motors, hospitales, estación de bomberos y compañías de seguro.



BLOCK FEST: YOUNG CHILDREN LEARNING MATH & SCIENCE THROUGH BLOCK PLAY / BLOCK FEST: NIÑOS PEQUEÑOS APRENDEN MATEMÁTICAS Y CIENCIA MEDIANTE EL JUEGO DE BLOQUES

Big blocks, little blocks, very big blocks, round blocks, square blocks, wooden blocks, foam blocks, cardboard blocks...lots and lots of blocks!

Block Fest offers the opportunity for parents to help their children become math and science thinkers. Block Fest is interactive exhibit that provides families with young children under the age of eight with a rich, hands-on math and science learning opportunity. The exhibit has been shown to increase parent knowledge of early development in the areas of math and science education, while providing opportunities to increase social skills, early numeracy and literacy opportunities for young children.

The importance of young children developing basic abilities in literacy and numeracy in the early years is recognized globally. International research has found that the majority of children who leave the early years unable to read, write or perform basic mathematical operations find it difficult to progress in later years.

The Child Care Action Council (CCAC) of Thurston/Mason/Lewis/Gray's Harbor/Pacific counties manages Block Fest for the Thurston County Early Childhood Coalition. CCAC has presented Block Fest throughout the state. Among over 350 surveys, parents said they could see how their children learned through block play (91%) and learned ways to support early math and science for their child (81%).

For more information or to rent Block Fest for your event go to: www.blockfestwa.org or call the Block Fest Coordinator at (360) 786-8907 ext 142.

Bloques grandes, bloques pequeños, bloques muy grandes, bloques redondos, bloques cuadrados, bloques de madera, bloques de espuma, bloques de cartón... muchos y muchos bloques.

Block Fest ofrece la oportunidad para los padres de ayudar a sus niños a pensar en términos matemáticos y científicos. Block Fest es una exposición interactiva que les ofrece a familias con niños pequeños menores de 8 años una oportunidad de aprendizaje de ciencia y matemática enriquecedora y de participación activa. Esta exposición ha demostrado aumentar el conocimiento de los padres sobre el desarrollo a temprana edad en la educación de ciencia y matemáticas, al mismo tiempo que ofrece oportunidades de aumentar las habilidades sociales, oportunidades para la capacidad para la aritmética y lectoescritura a temprana edad para los niños pequeños.

La importancia de los niños pequeños de desarrollar habilidades básicas en la lectoescritura y capacidad para la aritmética en los primeros años de vida está globalmente reconocida. La investigación internacional ha descubierto que la mayoría de los niños que no aprenden a leer, escribir o realizar operaciones básicas de matemática en los primeros años tienen dificultad de progresar más adelante.

El Child Care Action Council (CCAC) de los condados de Thurston/Mason/Lewis/Gray's Harbor/Pacific administra Block Fest para la Coalición de aprendizaje a temprana edad del condado de Thurston. CCAC ha presentado Block Fest por todo el estado. Entre los 350 encuestados, los padres dicen que pueden ver cómo sus niños aprendieron a través del juego con bloques (91%) y aprendieron maneras de apoyar la matemática y ciencia a temprana edad para sus niños (81%).

Para más información o para alquilar Block Fest para su evento vaya a: www.blockfestwa.org o llame al coordinador de Block Fest al (360) 786-8907 extensión 142.



PENGUIN PALS ORNAMENTS / ORNAMENTOS DE PINGÜINO

What you will need:

- Acrylic paints: white, black, orange
- 2" wood circle (available at craft stores)
- 8" piece of yarn
- Scraps of felt
- Scissors
- White craft glue
- Toothpick

How to make it:

1. Paint circle white and let dry.
2. Paint a border around the outside of the circle with black paint. It will look like a letter "C" if turned sideways (see image).
3. Use the handle end of a paintbrush dipped in black paint to dot on two eyes.
4. Use a toothpick dipped in orange paint to draw on a triangle for a beak. Let dry completely (see image).
5. Cut a bowtie (or a hair bow for a girl penguin) out of some scrap felt and glue to the penguin.
6. Loop yarn by folding in half and gluing both ends to the back of the wood circle.

Tips:

- To protect this project for years to come, spray the painted circle with acrylic sealer spray before adding the felt bow.
- Instead of felt, you can use a piece of festive ribbon tied in a bow.

From Kaboose.com

Lo que necesitará:

- Pinturas acrílicas: blanco, negro, naranja
- Círculo de madera de 2" (disponible en tiendas de manualidades)
- Hilo para tejer de 8"
- Trozo de fieltro
- Tijeras
- Pega blanca
- Palillo dental

Cómo hacerlos:

1. Pinte el círculo blanco y deje secar.
2. Pinte un borde alrededor de la parte externa del círculo con pintura negra. Parecerá como la letra "C" si lo pone de lado (vea la imagen).
3. Para hacer los 2 ojos sumerja el mango del pincel en la pintura negra.
4. Para dibujar un pico en triángulo sumerja el palillo dental en la pintura naranja. Deje secar completamente (vea imagen).
5. Corte un corbatín (o lazo para la pingüina) del fieltro y péguésela al pingüino.
6. Dé vueltas al hilo de tejer doblado a la mitad y pegando ambos lados a la parte posterior del círculo de madera.

Sugerencias:

- Para que dure este proyecto por años, rocíe el círculo pintado con sellante acrílico antes de poner el fieltro.
- En vez de fieltro puede usar un lazo festivo.

De kaboose.com

COOKING WITH KIDS: AN EDUCATIONAL AND FUN EXPERIENCE

Cooking with kids can be fun and educational. Children can practice their reading skills while following a recipe, as well as practice their scientific measuring skills, and not to mention, improve their following instructions skills!

The most important part about cooking with kids is SAFETY. Make sure you speak with children prior to beginning every cooking lesson or activity, in order to talk about necessary safety precautions, as well as to establish your expectations, and to clarify their responsibilities.

To help you get started, or introduce new foods to the children in your care, we include a simple recipe, approved by our Child and Adult Care Food Program Supervisor, Jeannie Lamphiear, in every issue of Early Learning Connections. We hope you have fun and enjoy the food!

-Nahrin A. Parsons, M.Ed., CCR&R Coordinator



Chili Macaroni

Ingredients

- 4 ounces macaroni
- 1 tablespoon butter or margarine
- 1 green bell pepper, chopped
- 1 onion, chopped
- 1 (15 ounce) can chili with beans
- 1 (8.75 ounce) can whole kernel corn, drained
- Salt and pepper to taste

Cooking Instructions:

In a large pot of boiling salted water, cook macaroni pasta until al dente. Drain well.

Meanwhile, in a large skillet, melt the butter or margarine and add chopped green bell pepper and chopped onion. Cook vegetables until tender. Add chili beans, corn, salt and pepper. Simmer on low heat for 5 minutes. Stir in cooked and drained macaroni. Cover and cook on low 5 minutes. Serve warm.

CACFP information: Serves 6 children ages 1yr through 5yr, or 4 children ages 6yr through 12yr. The following food groups may be credited: Meat alternate (chili), bread alternate (pasta) and one serving of vegetables (corn, green pepper, and onion may be marked as mixed vegetables) at lunch or dinner meal.

Chili Delicioso

Ingredientes

- 4 onzas de macarrones
- 1 cucharada de mantequilla o margarina
- 1 pimiento verde troceado
- 1 cebolla picada
- 1 lata de 15 onzas de chili con frijoles
- 1 lata de 8.75 onzas de maíz de grano entero escurrida
- Sal y pimienta para darle gusto

Instrucciones para cocinar:

En una olla grande hierva el agua salada, cocine los macarrones y escurra bien. Mientras tanto, en una sartén grande, derrita la mantequilla y agregue el pimiento verde cortado y la cebolla picada. Cocine hasta que estén suaves. Agregue los frijoles de chili, maíz, sal y pimienta. Cocine a fuego lento por 5 minutos. Agregue los macarrones cocinados. Cubra y cocine a fuego lento por 5 minutos. Sirva caliente.



Child Care Resource and Referral's Collaboration for Children Program

You can receive on-site Technical Assistance on topics including, but not limited to, the following:

- Addressing Licensing Requirements
- Classroom Management
- Improving Business Practices
- Emergent Literacy
- Observation of Individual Child
- Observation of Program
- Indoor/Outdoor Environment
- Meeting with Staff
- Partnerships with Parents
- Accessing Community Resources
- CDA Functional Areas:
 - Safe
 - Physical
 - Cognitive
 - Creative
 - Social
 - Families
 - Professionalism
 - Healthy
 - Learning Environment
 - Communication
 - Self
 - Guidance
 - Program Management

Call us today for more information about this valuable service, or to schedule an appointment with one of our Early Learning Specialists! 1-888-444-1862, extension 227.

WE ARE HERE TO SERVE YOU!

360-734-8396 WHATCOM
1-888-444-1862 TOLL FREE

Dee West
Early Learning and Family Services
Department Director

Wilanne Ollila-Perry
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Nahrin Aziz Parsons
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Julie Wasilewski
Resource and Referral Coordinator
extension 249

Bracken Marren
Behavior Specialist
extension 221

Jeannie Lamphiear
Child Nutrition Program Supervisor
extension 226

Johanna Anderson
Child Nutrition Program
Field Specialist, extension 203

Resource and Referral Provider Update Form

It is always important for every child care provider record be complete and accurate in our database. Please take a moment to complete this update form, and return it to Opportunity Council, Child Care Resource and Referral, 1111 Cornwall Avenue, Suite 200, Bellingham, WA 98225. Or simply fax this page to 360-671-5096, attention Resource & Referral. Providers can also update their profiles using an online system. The process is extremely simple! Enter the following website in your address bar: **www.childcarenet.org/providers/provider_update** After you update your information, hit the submit button on the bottom of the page. Your updated information will be sent to Child Care Resource & Referral, and your profile will be updated asap!

Business/Provider Name: _____ Date: _____

Address: _____ City and Zip: _____

Phone: _____ Contact Person: _____

Type of Care: Family Child Care _____ or Child Care Center _____

License ID Number: _____ License Expiration Date: _____

Email Address: _____

Would you like to receive our Newsletter via email? Yes ___ No ___

Elementary School(s) in your area that children can attend: _____



Capacity: Write the number of children allowed and the number of children desired (if different from number allowed)

Total Number of Licensed Capacity: _____ Desired Ages Accepted: From _____ To _____

Infant Group 1: (Birth to 12 months) Licensed _____ Desired _____

Infant Group 2: (1-2 year olds, **family child care only**) Licensed _____ Desired _____

Toddler Group: (2-3 year olds) Licensed _____ Desired _____

Preschool Group: (3-4 year olds) Licensed _____ Desired _____

Kindergarten Group: (5 year olds) Licensed _____ Desired _____

School Age Group: (6 years and older) Licensed _____ Desired _____

Vacancy: Write the number of vacancies you have in each age group

Infant Group 1: (Birth to 12 months) Part Time _____ Full Time _____

Infant Group 2: (1-2 year olds, **family child care only**) Part Time _____ Full Time _____

Toddler Group: (2-3 year olds) Part Time _____ Full Time _____

Preschool Group: (3-4 year olds) Part Time _____ Full Time _____

Kindergarten Group: (5 year olds) Part Time _____ Full Time _____

School Age Group: (6 years and older) Part Time _____ Full Time _____

Subsidy Accepted: DSHS _____ Opportunity Council _____ Sliding Scale _____ Multi-Child Discount _____

Hours: Mon. _____ to _____ Tues. _____ to _____ Wed. _____ to _____
Thurs. _____ to _____ Fri. _____ to _____ Sat. _____ to _____ Sun. _____ to _____

Care Offered: Full Time Only _____ Part Time Only _____ Both full time and part time _____

Drop-In _____ Temporary/Emergency Basis _____ Before & After School _____

Rotating Schedules Accepted _____ 24-Hour Care Available _____ Open on Holidays _____

Full Time Rates for either hourly, daily, weekly, or monthly (circle one):

Infant Group 1 \$ _____ Infant Group 2 (1-2 year olds, family child care only) \$ _____

Toddler Group \$ _____ Preschool Group \$ _____ Kindergarten Group \$ _____ School Age Group \$ _____

Additional Fees mark all that apply:

Registration _____ Supplies _____ Late Child Pickup _____ Field Trips _____ Transportation _____

Enrichment Activities _____ Require Payment in Advance _____ Provider Takes Paid Vacation _____

Provider Takes Paid Holidays _____ Uses DSHS Rates _____

Flexibility: Opening Time _____ Closing Time _____ Occasional Saturday _____

Occasional Sunday _____ Occasional Evening _____ Occasional Overnight _____



**Whatcom
Community
College**

237 West Kellogg Road · Bellingham, WA 98226
Phone: 360-383-3224 · Fax: 360-383-3261

www.whatcom.ctc.edu

Face to Face Classes

Introduction to Early Childhood Education ECE 105

(5 Credits) 55 S.T.A.R.S. hours

M/W 4:00P-6:20P taught by Roxann Rose Duckworth. Beginning survey of history, models, philosophy, and principles of early childhood education. Exploration of professional requirements and opportunities. Observations of early childhood settings.

Music Education for Children MUSIC 155

(3 Credits) 33 S.T.A.R.S. hours T 6:00P-9:00P Instructor: Cindy Henninger. Participate in musical activities appropriate for use with young and school aged children. Students develop a repertoire of songs and techniques for sharing music.

Hybrid Classes combine face to face class time and some on-line instruction

Curriculum Development ECE 210

(5 Credits) 55 S.T.A.R.S. hours. Hybrid Class meets Wed 5:00P-8:00P plus an additional 2 hours of instruction on-line, Instructor: Kim Doyle. Explore how children grow in environments and different activities nurturing growth. Discover new ways to enhance cognitive, social, emotional, physical, and creative development. Learn best practices; develop tools to plan and evaluate curriculum.

Introduction to Education EDUC 202

(5credits) 55 S.T.A.R.S. hours. Hybrid classes meet on T/Th 9:30A-11:30A or T/Th 1:30P-3:30P; expect additional on-line assignments. Instructor: Debra Seabury. Also available a 100% Online class, instructor: Roxann Rose-Duckworth. Survey course in history, philosophy and principles, issues, and trends of education. Includes opportunities for observations of educational models and exploration of career paths.

Introduction To Exceptional Children EDUC204

(5credits) 55 S.T.A.R.S. hours. On-line class, Instructor: Roxann Rose-Duckworth. Introductory course in

recognition and identification of exceptionality in children from birth through high school. Includes rules and regulations concerning state and federal provisions of special education and related services, as well as adaptations for serving special needs students in general education classrooms.

Behavior Management EDUC 131

(3 Credits) 33 S.T.A.R.S. hours. Hybrid class T/TH 11:30A-12:35P, Instructor: Debra Seabury.

Developmentally appropriate practice and strategies for groups of children to prevent behavior problems, to assist children in solving problems and to promote pro-social behavior.

On-line Classes no class meeting time

S.T.A.R.S. Basics in Child Care ECE 104

(2 Credits) Online class. This course meets the Department for Early Learning requirement for the basic 20 hour S.T.A.R.S. training. Competencies developed in child development, communication, guidance, healthy practices, and professionalism.

Introduction to Early Childhood Education ECE 105

(5 Credits) 55 S.T.A.R.S. hours. On-line taught by Sally Holloway. Beginning survey of history, models, philosophy, and principles of early childhood education. Exploration of professional requirements and opportunities. Observations of early childhood settings.

Introduction to Education EDUC 202

(5credits) 55 S.T.A.R.S. hours. Online class, instructor: Roxann Rose-Duckworth. Survey course in history, philosophy and principles, issues, and trends of education. Includes opportunities for observations of educational models and exploration of career paths.

Health/Safety/Nutrition ECE 218

(3 Credits) 33 S.T.A.R.S. hours. Online class. Instructors: Cynthia Johansen. Discuss how to set up and maintain healthy environments for groups of children. Class will also explore the nutritional needs of children and plan a health curriculum.

Introduction to Education EDUC 202

(5credits) 55 S.T.A.R.S. hours. Online class, instructor: Roxann Rose-Duckworth. Survey course in history, philosophy and principles, issues, and trends of education. Includes opportunities for observations of educational models and exploration of career paths.



Classes Continued...

Lab Classes mentored, independent study courses

Observation, Assessment and Record Keeping ECE 141

(3 credits) 33 S.T.A.R.S. hours. Knowledge and application of various techniques for observing and recording behavior and growth of young children in early childhood settings. Exploration of both formal and informal ways of presenting information to parents.

Movement and Motor Development ECE 226

(3 credits) 33 S.T.A.R.S. hours. Learn how those small and large motor skills develop. Fun, practical techniques for enhancing young children's body awareness and their ability to kinetically express themselves.

Math for Children ECE 235

(2 Credits) 22 S.T.A.R.S. hours. Examine the development of math concepts in children. Covers planning curriculum, including materials and activities.

For information about the Early Childhood or Education Program, classes, or professional development please contact: Sally Holloway at 201 Kelly Hall Whatcom Community College, 360-383-3224, or e-mail shollowa@whatcom.ctc.edu



**Bellingham
Technical College**

3028 Lindbergh Avenue
Bellingham, WA 98225
Phone: 360-752-8350
Financial Assistance: 360-752-8351
www.btc.ctc.edu

CDA Essentials 2: Child Development / Learning

Environments (online) One of three courses leading to the Child Development Associates (CDA) credential, this online course focuses on the coursework for the nationally recognized CDA. Topics to be covered include children's social and emotional development; physical and intellectual competence; and curriculum development. Each of the CDA courses provides the required skills and knowledge to become a professional teacher of young children and offers guidance for students wishing to apply for the CDA National Credentialing program for center or home-based settings. Required texts available in the BTC bookstore. Prerequisite: Working with young children in a paid or volunteer position. ECED 121



Skagit Valley College

1900 S.E. Pioneer Way 11042 SR 525 #138 221 Weber Way
Oak Harbor, WA 98277 Clinton, WA 98236 Friday Harbor, WA
360-675-6656 360-341-2324 360-378-3220

ECE 102 Child Guidance

Online 3157 ECE 102 DE (3) ARR BONNERBRITT. How to seminar: On the Mount Vernon Campus, Thursday, January 5 in L-11 from 3:30 to 5:00 p.m.

ECE 129 Nutrition, Health, and Safety in Early Childhood

Online 3159 ECE 129 DEW (3) ARR LOUNSBERY
Contact: sandra.lounsbery@skagit.edu.
ECE 199 Cooperative Education. Supervised work experience in the field. Instructor permission required. Refer to the Cooperative Education listing for registration details. Student Intern Liability Insurance: \$13.28.

EDUC 104 Child Guidance

Online 3200 EDUC 104 DE (3) ARR BONNERBRITT. How to seminar: On the Mount Vernon Campus, Thursday, January 5 in L-11. from 3:30 to 5:00 p.m.

EDUC& 121 Child Development I

Online 3203 EDUC& 121B DE (5) ARR BONNERBRITT. Skills Designated: Reading. How to seminar on the Mount Vernon Campus, Thursday, January 5 in L-11 from 3:30 to 5:00 p.m.

EDUC& 202 Intro to Education

Online 3208 EDUC& 202W DE (5) ARR CARY. Skills Designated: Writing. How to seminar: On the Mount Vernon Campus, Thursday, January 5 in L-11 from 3:30 to 5:00 p.m.



2522 Kwina Road Bellingham WA 98226-9217
 Phone: 360-392-4227 or 866-676-2772
 Fax: 360-647-7084
www.nwic.edu

Early Educators and Young Learners ECED 100

(3 credits). 30 STARS hours. On-line. Instructor: Nahrin Aziz Parsons. Introduction to early childhood development and education focusing on professionalism in the field, observation and documentation of child behavior, the importance of safety and health, and the relationships between play, learning, and the environment. Practicum hours required. This is the first of three CDA preparation courses AND is a required course for the ECE degree.

Practices and Plans to Support Development ECED 103.

(3 credits). 30 STARS clock hours. On-line. Instructor: Barbara Quintasket. Introduces methods for supporting children's emotional strength, social interactions, physical competence, and intellectual growth in early childhood settings. Positive child guidance and family partnerships are emphasized. (This is the second in a series of three on-line courses that specifically prepare students for the Child Development Associate (CDA) credential). Prerequisite: ECED 100.

Practicum II: Playing Responsively ECED 197B

(3 credits) 10 STARS clock hours. Instructor: Shelley Macy. Tuesdays, 5:30-6:20 pm plus 8 hours per week, minimum, practicum hours in an approved early learning program. This early childhood practicum course offers the student a series of tasks to complete in an ECE setting, coupled with a weekly seminar to understand young children's play, learn to play responsively, and be able to support a child's development and full flourishing as a human being within their culture and community. Prerequisite: ECED 197A.

Practicum IV: Attending to Initiative, Cooperation, and Perseverance ECED 297B

(3 credits) 10 STARS clock hours. Instructor: Shelley Macy. Tuesdays, 6:30-7:20 pm plus 8 hours per week minimum practicum hours in an approved early

learning program. This early childhood practicum course offers students a series of tasks coupled with a weekly seminar to investigate how children take initiative, cooperate with one another, and persevere in difficult tasks. Students attend to these essential abilities and develop skills to promote them within their daily interactions. Prerequisite: ECED 297A.

Observation, Documentation, and Assessment

ECED 212 (3 credits) 30 STARS Clock hours. Online. Instructor: Barbara Quintasket. This course provides an introduction to formal and informal observation and assessment tools which are currently utilized in the classroom for children from birth to age eight. It is designed to give the student a means of understanding the role of documentation in the development of curriculum and assessment that is responsive to a student's social, physical, emotional and cognitive development. Prerequisite: ECED 101.

Health, Safety, and Legal Issues ECED 221

(3 credits) 30 STARS clock hours. Online. Instructor: Nahrin Aziz Parsons. Examines health and safety issues in early childhood group settings with an emphasis on teamwork with Native families and on prevention. Provides instruction on teaching health and safety concepts in developmentally appropriate ways. Includes examination of legal responsibilities concerning abuse and neglect and children with special needs. Prerequisite: ECED 101 or ECED 104.

Building Emotional Understanding PRED 137

(2 credits) Instructor: Shelley Macy. You can choose between Mondays 2-3:50 PM, or Wednesdays, 11:00 am- 12:50 pm (just one time per week). This course offers adult family members six listening tools that build emotional understanding and assist in creating the life that they want with their children. Contradicting the generations of separateness caused by colonization in indigenous communities, these tools help parents to create connections that build closeness, confidence and competence for their young ones.



Child Care Resource and Referral
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CHILD CARE RESOURCE AND REFERRAL

WINTER 2011



UPCOMING CONFERENCES: FOCUS ON CHILDREN

The annual Focus on Children conference provides professional development and networking opportunities to those working with young children from birth to age 8. The Keynoter will be Dr. Leticia Nieto from St. Martins University. She is a psychotherapist and educator specializing in cross-cultural communication, motivation and creativity. Her new book, *Beyond Inclusion, Beyond Empowerment: A Developmental Strategy to Liberate Everyone*, is an accessible analysis of the psychological dynamics of oppression and privilege that offers readers ways to develop skills to promote social justice. In addition, many break out sessions related to social and emotional development and other early learning issues will highlight the conference. Plan to attend and reflect on your practices; gain new resources and strategies; share information with others in the field; Contemplate Culture, Diversity & Early Childhood Education Issues; and earn .5 credit and 6 STARS hours. For more information, contact Bellingham Technical College at 360-752-8351 or visit <http://www.btc.ctc.edu/General/Publications/Brochures/>