



Please post newsletter and training calendar!

Child Care Resource Network wants to reach **EVERYONE** in our early childhood community!

To receive the newsletter, training calendar, and helpful articles by email contact CCRN at CCRN@soesd.k12.or.us or call (541) 842-2575 to be added to our distribution list.

Be sure to add CCRN's email to your contacts!

We want to stay in touch!

Spring 2019

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Oregon's Quality Rating and Improvement System Update

If you are not already participating in Spark, now is the time to get involved. You can qualify for assistance and receive support funding to achieve a star rating under the current Spark system, through a simplified portfolio process. Show your commitment to quality and get the support you need to strengthen your program.

Interested? Email CCRN@soesd.k12.or.us or call 541-842-2575 for more information.

Child Care Resource Network (CCRN) Has Moved

Child Care Resource Network is now located at **101 N. Grape Street in Medford**, in the **Southern Oregon Education Service District (SOESD)** building.

- ♦ CCRN office hours are Monday through Friday, 9:00 am to 4:30 pm

If you need to meet in person, please call or email to make an appointment, as staff may not always be available to assist you.

We look forward to seeing you at our new location and will respond quickly to set a time.

Staff contact information is on page 4, or use our group email to reach all staff, ccrn@soesd.k12.or.us.



Study: Children Who Spend Time in Nature Become Happier Adults

The Adventure Journal website reported on a large research study in Denmark that gives more evidence for the benefits to children of spending time outside.

The study found that being raised surrounded by nature as a child meant a 55 percent lower incidence of mental health issues as an adult, and that the more time children spent in nature, the better, as far as mental health outcomes.

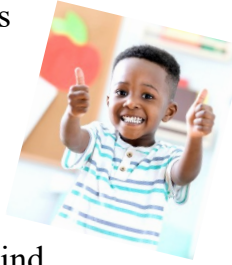
Getting outside, walking around, hearing the rustle of trees, feeling the wind and the sun on our skin, listening to the rain — the more we do that as kids, the happier we are as adults, this study suggests.

“ ‘If we were talking about a new medicine that had this kind of effect the buzz would be huge,’ said Kelly Lambert, a neuroscientist at the University of Richmond. ‘But these results suggest that being able to go for a walk in the park as a kid is just as impactful.’ ”

Source: “[Study: Kids Who Spend Time in Nature Become Happier Adults](#),” by Justin Housman, adventure-journal.com, February 27, 2019

Are You A DHS Listed Provider?

The Department of Human Services (DHS) Employment Related Day Care (ERDC) program provides support to working families to help pay for child care. This support is crucial to parents, whose employment and peace of mind may depend on having stable, quality child care.



Serving families receiving ERDC also benefits providers by helping to ensure full enrollment and reliable payment. Providers who serve families receiving ERDC are showing their commitment to all children in our community, including those who may be most in need.

In our region over 80 percent of child care providers are DHS listed, and either currently serve or are willing to serve families receiving ERDC. Please consider becoming a DHS listed provider if you are not already.

At CCRN we are here to answer questions and offer assistance with the process.

New ERDC Support

⇒ ERDC Will Pay for Registration Fees

Currently there is no waiting list for ERDC. In addition to helping families pay for child care, ERDC will now also help families with registration fees, which may have been a barrier for some families in the past. Providers can call the Direct Pay Unit (DPU) for more information about this new process at 1-800-699-9074 or 503-378-5500.

⇒ ERDC Pre-payment Option for Centers

- ◆ Starting April 1, DHS will allow certified centers to bill monthly for *anticipated* hours of care. Previously, billings were at the end of the month for actual hours of care provided.
- ◆ This prepayment option is being expanded after a successful pilot period with a limited number of certified centers
- ◆ Prepayment only applies to certified centers caring for families receiving ERDC.
- ◆ DHS is mailing a letter with more information to all certified center providers

⇒ ERDC Alternative Care Incentives

Knowing that odd-hour care can be difficult for parents to find, for a limited time DHS will be offering monthly incentive payments to providers who care for children receiving ERDC during alternative hours, defined as:

- ◆ Weekdays after 7 pm and before 6 am, and/or
- ◆ Anytime on weekends

Monthly incentive amount	Hours of alternative care provided per child
\$250	20+ hours per month
\$500	40+ hours per month

A letter explaining this funding along with the provider application is being mailed to all DHS approved providers.

Providers can request incentive payments for care starting January 1, 2019; payments will be available through September 30, 2019, or until funding is expended. For information on the incentive payment call DPU at 1-800-699-9074.

Early Learning Division (ELD) News

⇒ CPR/FA Reimbursement for Aide 1 and Assistant 1

⇒ Lead Testing Reimbursement

ELD currently has funds to reimburse Aide 1 and Assistant 1 for the CPR/FA training. The Early Learning Division also announced that the following providers may be reimbursed for some of the costs related to lead testing: Certified Family, Registered Family, Certified Center, and License Exempt providers who are listed or in the process of becoming listed with DHS.

The Research Institute at Western Oregon University is handling both of these processes for the Early Learning Division. The reimbursement forms and guidelines for lead testing can be found online at <http://triwou.org/pages/show/lead-testing-reimbursement-form?site=cccr>, for CPR/FA reimbursement forms and guidelines go to, <http://triwou.org/pages/show/first-aidcpr-reimbursements>.

Watch for information on these programs in the mail. For assistance or with any questions, please call TRI/WOU directly at 1-800-342-6712.

The Weather Helper and Reporter

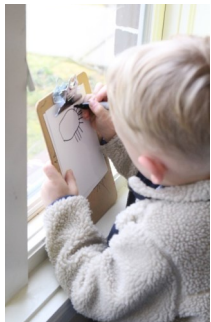
Deborah Stewart, in her **Teach Preschool** blog, <https://teachpreschool.org/blog/>, reported that she had started a new routine at morning group time of having the helper for the day draw a weather picture on a small clip board, and that this had become a very rich and meaningful activity.

These pictures and description of the process are from her post, as she reflects on how much learning, growth, and development can take place from simply having children document and talk about the weather every day:



“Some of our students begin the year with lots of scribbles, but to the child, every scribble has a story to tell. Sometimes, the child goes over to the window to draw on his or her weather chart... which inspires more conversation and we can ask questions like “What do you see?” “How does the window feel to your hand?” “Did you need a coat on today?” And so on...

And some children may already know what they want to draw so they stay in the helper chair and get to work...



We then ask the children to tell us about their drawing and they will tell us things like “It is cloudy” or “It is sunny and rainy.”

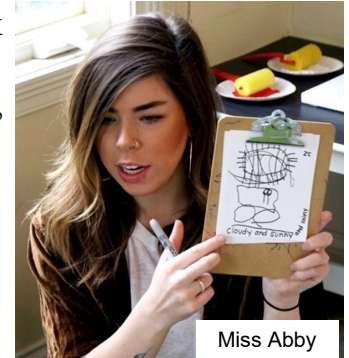
There is no

right or wrong answer and we don’t challenge their weather stories, we simply document the words that the children use on their paper.



And then we share and sing about the weather with the whole group using some of the weather words the child has chosen to share with us that day. We place the weather picture on our weather board so we can continue with our weather pattern throughout the week.

On some days, we go back and review the weather and on other days, we move on to our next thing. It all depends on where the conversation leads us and the interests of the children.



As the year progresses, we begin seeing changes in the drawings. Lines for raindrops often start to show up...And circles with lines for sunshine start to be added to their drawings...

The drawings gradually become less scribble and more defined...And by the end of the year, many of our older students are turning their weather chart into full weather stories with people and symbols.



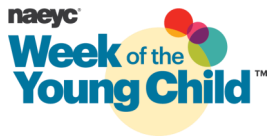
Saving the weather pictures in each child’s portfolio and seeing how they change is a wonderful way to share growth and development with parents over the course of the year.”

* To read the full post and discussion on how to implement this approach, go to <https://teachpreschool.org/2016/04/02/the-weather-helper-in-preschool/>

Deborah Stewart’s **Teach Preschool** blog, <https://teachpreschool.org/blog/>, is a good resource to check out, full of ideas, pictures, suggestions and discussions about activities, strategies, setting up the classroom, developmentally appropriate practice, and ways to foster a caring classroom community.



NAEYC Week of the Young Child



April 8 - 12, 2019

This is a time to celebrate
our youngest learners!

<https://www.naeyc.org/events/woyc/overview>,

No Small Matter, Documentary

<https://www.nosmallmatter.com/>

**NO
SMALL
MATTER**

In partnership with every major early childhood organization, the documentary film, **No Small Matter**, is designed to bring early childhood education into the spotlight as an issue that should be given top priority. Stay tuned for details on when this will be shown locally, and plan to join in the conversation.

From the No Small Matter press release:

“No Small Matter is the first feature documentary to explore the most overlooked, underestimated, and powerful force for good in America today: early childhood education.

No Small Matter is built from stories of real children, families, and teachers, illustrating the impact of high-quality early childhood experiences.

We meet parents who are struggling to do their best for their kids, incredible teachers who model what early childhood classrooms should and could be like, and children learning and developing in real time.”

Find lots of short videos on the No Small Matter Vlog - topics include recipes for the best playdough and fluffy slime, introductions to Waldorf, Reggio Emilia, and Montessori approaches, “6 Things Never to Say to a Preschool Teacher,” and more:

- * <https://www.youtube.com/watch?v=rHypRWKvdZQ&t=6s>
- * www.facebook.com/nosmallmatter

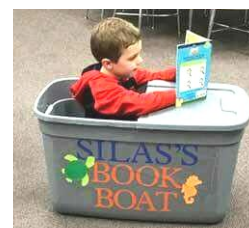


Cozy, Be-By-Myself, Safe Spaces

Having space in your program where a child can retreat from the busyness and hubbub of the group to calm down, observe from a safe vantage point, rest and relax, or just get away for a bit, is an important element to help children self-regulate and manage their moods and emotions.

As Jim Greenman puts it in his book, *Caring Spaces, Learning Places: Children's Environments that Work*: “Away from the action and flow, *off the beaten path*, a preschool child can construct and sustain an imaginary world – a manageable world where he or she is at the center, working through the bewildering issues of growing up.”

There are many creative ways to set up a safe retreat, as these pictures show:



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