

EPCC Newsletter



Read about the EPCC team's experiences at the first Virtual CAAEYC conference!

EQUITY IN ECE

BY LOLA CORNISH

When it comes to Early Childhood Education, inequities abound. I am not referring to children who say, "That's not fair!" Structural, systemic and societal inequities affect our practice without our even being aware of them. But it doesn't have to be this way. We can begin to make small, intentional changes by examining ourselves and our policies.

Think about the last preschool you visited or worked at. How many of the teachers were men? How many were non-binary or trans? What was the diversity of the staff? Did the preschool reflect the unique family cultures of those who call it their second home? It's highly likely that these examples show that inequities exist in the program you thought of. What can we do to repair the situation?

In April of 2019, The National Association for the Education of Young Children released its position statement on Advancing Equity in Early Childhood Education.

EPCC has embraced NAEYC's position on equity and recognizes that it is centered around the Anti-Bias Goals:

- Demonstrate self-awareness, confidence, family pride, and positive social identities
- Express comfort and joy with human diversity and form deep, caring relationships with humans from diverse backgrounds

- Recognize and have language to describe unfairness and understand that unfairness hurts
- Have the will and skills to act, with others or along/against prejudice and/or discriminatory actions.

You can read the whole thing here: <https://www.naeyc.org/resources/position-statements/equity>. This brief highlights many of the obvious inequities in our practice, but there is still more to explore. Let's consider what's happening in our own backyard:

TO LICENSE OR NOT TO LICENSE: California has different types of licensing as well as license exempt caregiving. The licenses have similar requirements, but there are many fewer regulations to follow for family child care licenses. Licensed centers cost more to license also. And then some programs are exempt from licensure. They have no oversight at all. Do you see any inequities there?

WORTHY WAGES: child care is extremely expensive, but no one is getting rich off of providing it. Most programs operate on a shoestring. Typically 90% goes to paying the bills and the staff. What then is left over for professional development or purchasing new supplies?

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How can I get involved?

We are honored that you have opened and perused our quarterly newsletter.

We value your input and support for our peace education work that is so close to our hearts and minds. There are many ways that you can support our work with educators, families and communities across the country.

Here are a few ways you can get involved:

- Share your training or workshop experiences with others.
- Think about what you see on our website (educatorsforpeacefulclassroomsandcommunities.org) that you might be interested in organizing for your community or sponsoring/funding or participating in yourself
- Tell others about the training opportunities we offer
- Refer others to our website
- Grant writing support, or leads
- Offer leads for training or speaking opportunities
- Offer leads for funding sources
- Offer leads for marketing our project

Please share this newsletter and refer others to our website, educatorsforpeacefulclassroomsandcommunities.org. If you have any questions email us at pambonzvo@gmail.com.

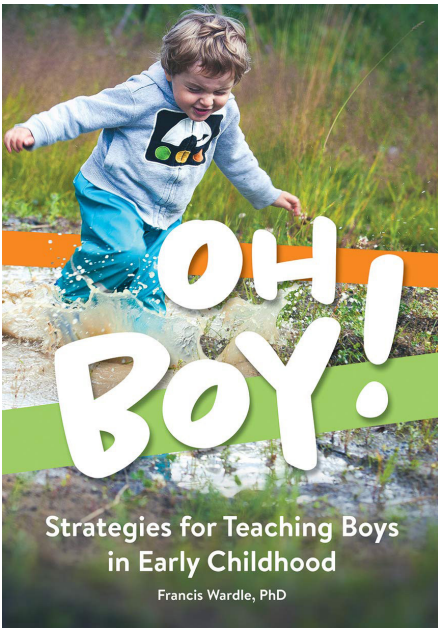
Image courtesy of fauxels via pexels.com.

BOOK REVIEW

"Oh Boy: Strategies for Teaching Boys in Early Childhood"

By Francis Wardle

BY JOYCE DANIELS



Oh Boy: Strategies for Teaching Boys in Early Childhood is written by Francis Wardle, who has been a teacher, administrator, college professor and writer in early childhood for many years. I've read articles he's written over the years, and I've liked the way he tunes in to the real learning that is going on in early childhood environments - a real teacher-observer. So when I saw that he had written about boys and what they need to be successful in education, I was curious.

In the first chapter he writes about how most early childhood teachers are women, and that in some cases, women are more comfortable working with girls. "An increasing body of research also suggests that not only do men and women interact differently with young children, but young children seek out men or women based on the kind of stimulation they want." Another aspect that he considers is that the learning expectations we have for all children may not be able to be achieved by most boys. And further, that sometimes the behaviors of

boys - activity level, not following the rules - may make teaching more of a challenge.

So how does a field, where most of the teachers are women, help boys be successful in education? From my own experience, where most of the preschool classes I taught were predominately boys, I know I had to constantly keep things moving and offer a variety of activity choices. Wardle fills the book with ideas for policies, program practices, curriculum approaches and both classroom and outdoor ideas that help boys become successful learners. One of my favorite ideas is providing a woodworking space for children. He tells about what tools to provide, how to train the staff to be comfortable having children use real tools, and the benefits that result from this activity.

Wardle also focuses on the importance of encouraging men to be involved in the lives of young children. He talks about men being more involved with their own children in their families, but that there are barriers for men becoming teachers and caregivers. He offers several possibilities for involving more men in early education. Male advocates and fatherhood support groups are two ideas. Involving men in early childhood education challenges our cultural attitudes about men caring for young children.

Each chapter in this book focuses on a different aspect of boys and education. At the end of each chapter there is a review of the major ideas, followed by reflective questions about the substance of the chapter. I kept telling myself, as I read each chapter, that Wardle's ideas can help teachers and administrators provide education that helps ALL children, not only boys, be successful learners. Oh Boy! Does not explicitly address gender identity issues, but it implicitly provides ideas to widen the educational experiences and interests for all children.

"There will be no equity without solidarity. There will be no justice without a social movement."

- Joia Mukherjee



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OUR ORGANIZATION

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[educatorsforpeacefulclassrooms
andcommunities.org](http://educatorsforpeacefulclassroomsandcommunities.org)

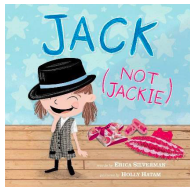
Book cover courtesy amazon.com.
Image by Nicholas Swatz for pexels.com.

Book List on Gender Identity Titles for 4-9 Year Olds



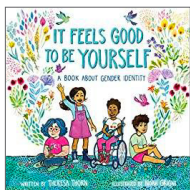
PINK IS FOR BOYS by Robb Pearlman.
Ages 3-6 years.

There are many colors that make up who we are, not just pink and blue. This book takes young children on a journey of finding out that pink and blue are colors of the rainbow and every color can be part of us no matter who we are.



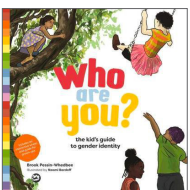
JACK (NOT JACKIE) by Erica Silverman.
Ages 4-6 years.

Susan has a baby sister named Jackie who she loves very much. As her baby sister is growing, she notices that Jackie is not wanting to do and wear the same things she used to. What is happening to her baby sister? And why does she want to be called, Jack? Jack (Not Jackie), is a wonderful book about a big sister who is trying to process and accept her transgender baby brother.



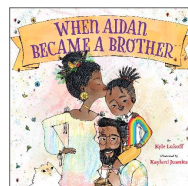
IT FEELS GOOD TO BE YOURSELF: A BOOK ABOUT GENDER IDENTITY
by Theresa Thorn & Noah Grigni.
Ages 4-9 years.

This book is a great introduction to gender identity. In the back of the book, you could find helpful terms to know and become familiar with when having discussions on identity. It also allows reminds children who are transitioning, or cis children, that they are loved no matter who they are.



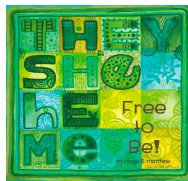
WHO ARE YOU? THE KID'S GUIDE TO GENDER IDENTITY
by Brook Pessin-Whedbee & Naomi Bardoff.
Ages 5-9 years.

This wonderful book on gender identity. It explains the differences between gender (the body you are born with) and gender identity ("who you feel like inside"). The book also touches on pronouns and words that people use to identify, as well as hobbies, and likes that make up who are as individuals.



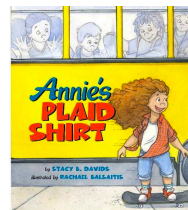
WHEN AIDAN BECAME A BROTHER
by Kyle Lukoff.
Ages 6-9 years.

For many transgender children feelings of frustration, confusion, and anger of not being understood can take over on their road to transition. In the book, *When Aidan Became a Brother*, Aidan finds comfort and support during his journey of becoming a "soon to be" big brother when wondering how his transition will affect his new sibling.



THEY, SHE HE, ME: FREE TO BE!
by Maya Christina Gonzalez & Matthew SG.
Ages 6-9 years.

All people have names. Sometimes we are given a name and sometimes we choose a name, but what about pronouns? *They, She, He, Me: Free to Be!* creates an opportunity for young children to expand their ideas on gender and reminds us that pronouns, like our names, are just as important.



ANNIE'S PLAID SHIRT by Stacy B. Davids.
Ages 7-10 years.

Annie is a little girl who loves her plaid shirt. She wears it everywhere. One day Annie, her mom and her brother go shopping for clothes to wear at her uncle's wedding. Not wanting to wear a dress or change who she is, Annie, with the help of her brother, gets an idea. Stacy B. Davids writes a beautiful book about nonconformity in gender expression and staying true to who you are.

(continued, page 5)



See our curated resource guides for more content!

CORONAVIRUS RESOURCES



CLICK TO READ MORE
<https://bit.ly/2zmuqYw>

ANTI-RACISM RESOURCES



CLICK TO READ MORE
<https://bit.ly/3fPqpeK>

A Toolkit for Educators Intentional Strategies to Support Resilience

BY DIONNE CLABAUGH, EDD

EPCC members Gaby Litsky, Laura Hyatt, Sonia Jara Semana, and Dr. Dionne Clabaugh developed, then presented a workshop titled, *A Toolkit for Educators: Intentional Strategies to Support Resilience* at the CaAEYC Virtual 2020 Conference in June.

This three-part workshop, described below, was designed to help early educators address the issues around how to meet Covid 19 challenges, in tandem with ensuring children's and teacher's health, safety, and resilience during and beyond this pandemic. Workshop participants received the e-Toolkit and a PDF of a social story written at the Fullerton College Lab School about the reasons for and children's feelings about wearing masks because of Covid 19.

THINGS TO KNOW

Dionne described 10 elements of resilience and how they form a bridge leading from adversity to post traumatic growth. She walked us through related aspects of positive psychology, having a growth mindset, and how they work together to help people develop resilience in order to move from adversity to growth.

THINGS TO DO

Sonia and Laura described the resources and information in the 28-page Toolkit. Practical tips for building resilience when re-entering the classroom were shared along with recent stories of how preschools have dealt with setbacks, primarily through attentive listening and a child-centered approach. The Toolkit provides suggested activities, book lists, and discussion guides for observing with awareness, helping children feel safe by reading supportive and culturally aware literature, developing a classroom culture of healthy habits, and how we've used social stories and persona dolls to engage authentically with children.

THINGS TO BUILD AND GROW

Gaby described how and why to build caring relationships, social supports, optimism, and classroom agreements to promote resilience. She concluded the workshop with a great pep talk and suggestions for using the Toolkit to promote co-worker resilience in program teaching teams.

We started working on this workshop before Covid 19 struck. We soon realized how impactful Covid-19 was going to be, and then applied our research on resilience to ourselves and our process as we reframed workshop content to meet ECE providers' current needs. In addition, each of us lives in a different part of California and we hadn't worked together before. We learned and designed virtually, and when Shelter in Place started, we knew we had to present virtually. So, in a way, we used a growth mindset and our resilience to adjust to the different and new-to-us conference workshop format and webinar tools.

News of our workshop in development traveled quickly and was presented to UC Santa Barbara's ECE Lab School team of Faculty and Center staff before our presentation at CaAEYC.

Just this week (mid-July) we agreed to present this workshop in September to the Reggio Roundtable in Southern California. We are happy to present for your organization, too!

Center for Social Change

BY JOYCE DANIELS

I was so looking forward to seeing the four webinars for The Center for Social Change at the virtual CAAEYC conference at the end of June. My frustration at not being able to access the presentations grew as the morning progressed. How was I going to write about something I couldn't see? Being able to access the webinars the week after the conference was such a gift, and knowing they will be available to those who attended the conference until the end of August is the professional development that keeps on giving!

Resilience was the theme of both the conference and the Center for Social Change. All the webinars looked at resilience during the current pandemic. The webinars began with EPCC's look at the reality of the "no good, horrible, very bad days" when the pandemic started and all our lives began to change. How did parents, teachers, children feel? Reframing the changes and asking for help were two suggested strategies for building

resilience. Two other presenters told the story of their center's use of nature to develop resilience and connection during the time their lab school was shut down. The center focused on nature before the pandemic, so they suggested nature activities and asked families to share nature stories and photos each week, continuing that connection.

Two peace camps talked about using storytelling through the use of persona dolls, "weebles", and worry dolls to process the current challenges and develop resilience. Another presenter talked about the social stories she has developed over the years to help children process trauma such as the corona virus. And family child care providers told their stories of the challenges they face during this pandemic and what they are doing to continue their work.

Another webinar was a panel discussion about moving from the stress of the pandemic and current social change to the stillness of new awarenesses that are

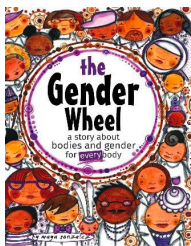
resulting. There has been a shift to seeing families as colleagues to support children through the daily changes in their lives. And another surprising twist has come about from seeing technology as something to avoid in children's learning to seeing things such as Zoom as a tool for connecting schools and families and providing resources for activities to do each day.

The final webinar looked at men's roles in child care, particularly as nurturers. Our culture sees the male role as the strong person that tells children to "buck up" in adversity. There were several examples of programs that support the nurturing dad and child care provider. A book called *Jabari Jumps* by Gaya Cornwall told the story of the nurturing dad extremely well.

It was a different Center for Social Change in terms of physical space, but the basic goal of providing a forum for looking at current challenging issues was done very well in the virtual space.

Book List on Gender Identity

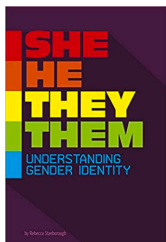
Titles for Ages 10 and Up



THE GENDER WHEEL by Maya Gonzalez.

Ages 10 and up.

Nature and the Gender Wheel show us that there is room for everyone in our world. Everybody is connected." What a great sentence for a great book that reminds us that although we are different, we are very much connected in the natural world.



SHE, HE, THEY, THEM: UNDERSTANDING GENDER IDENTITY by Rebecca Stanborough.

Ages 12 and up.

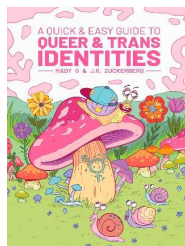
Written for middle school youth and older, this book discusses gender identity and defines each pronoun to make sense for today's youth. Using real situations, *She, He, They, Them: Understanding Gender Identity* addresses how to deal with questions they may have about gender identity and how we can become supporters for gender equity. As the book says, "There's Work to Do."



BEING JAZZ: MY LIFE AS A TRANSGENDER TEEN by Jazz Jennings.

Ages 13 and up.

This is a beautifully written memoir about Jazz Jennings and her journey through her transition. In *Being Jazz*, Jazz takes us through her journey of becoming the woman she is today. She shares beautiful stories about the support she received from her family, as well as the challenges she faced. A must read for today's youth.



A QUICK & EASY GUIDE TO QUEER & TRANS IDENTITIES by Mady G and JR Zuckerberg.

Ages 13 and up.

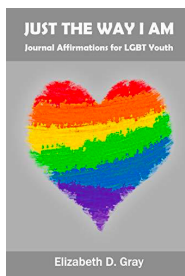
Cartoonist, Mady G & JR Zuckerberg created this book that reads more like a comic, to guide anyone through the basics of the LGBT+ community. *A Quick & Easy Guide to Queer & Trans Identities* discusses topics like sexuality, gender identity, coming out and navigating relationships, just to name a few. Perfect for teens and adults.



THE ABC'S OF LGBT+ by Ashley Mardell.

Ages 15 and up.

If you ever wanted to learn more about how to talk about gender identity and/or sexual identity, this is the book for you! It is an easy read and breaks down the ABC's of the LGBT+ community. Perfect for any teen or adult.

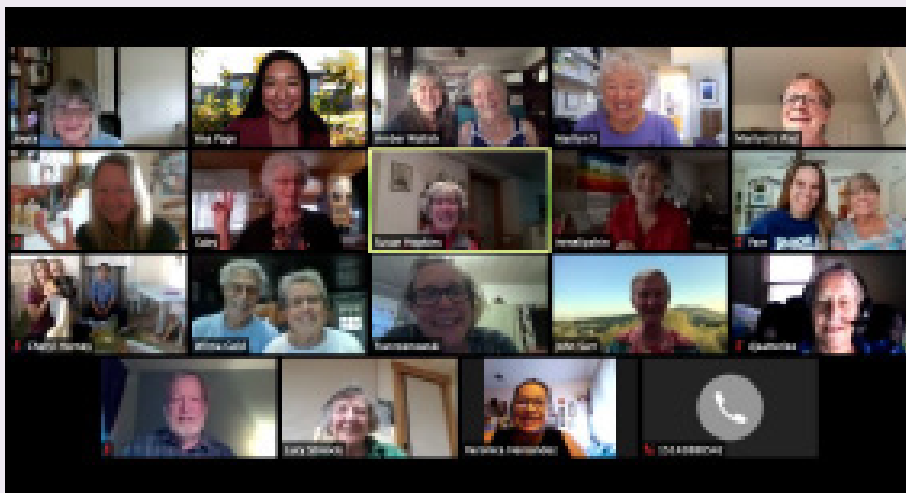


JUST THE WAY I AM: JOURNAL AFFIRMATIONS FOR LGBT YOUTH by Elizabeth D. Gray.

Ages 14 and up.

Words can have so much meaning and hold a lot of power. In the book, *Just the Way I Am: Journal Affirmations for LGBT Youth*, you read words that are supportive and can help LGBT youth through challenging times. It reminds us, that kind, supportive words can make a world of difference in our lives.

RECAP - CAAEYC VIRTUAL ANNUAL CONFERENCE AND EXPO



Collaborating with P.E.A.C.E

Peace Educators Allied for Children Everywhere, known as P.E.A.C.E., works to create a safer world for children through advocacy efforts. The monthly newsletter shares news and links to Action Alerts, book reviews to help promote justice, and news of the P.E.A.C.E. organization.

VISIT P.E.A.C.E. ONLINE
<https://peaceeducators.org>

OPINION

California in the Age of COVID: Crisis as Opportunity

BY LOLA CORNISH

California is facing some tough challenges. As one of the largest and most populous states, it costs a lot of money to keep people afloat during this pandemic. And California has been at the forefront of progressive and compassionate planning, all of which comes with a price tag. Governor Newsom just released the "May Revise" of the state's budget. In January, California had quite a financial surplus. A few short months later we are in arrears and cuts to early education and child welfare out of necessity fall short of protecting vulnerable children. We could certainly accuse Governor Newsom of being callous, but it's all about the bottom line here. I'm sure he'd prefer not to cut these programs, but what can one do to keep children safe? I have a suggestion. I am a firm believer that if a person doesn't admit that they are part of the problem, they can not suggest a viable solution. Let me explain: if I don't own that I am part of the problem - by my actions or lack thereof - then I will forever be pointing fingers at 'the other' and not accepting my responsibility to tackle that problem. And we all know that nobody wins the blame game.

Nor does anyone plan to abuse or neglect their children. There are complex factors at play within every unique family culture. The reality is that in this quarantine, the numbers of calls reporting child abuse and neglect have not gone up. They've gone down. This has

been attributed to fewer mandated reporters (teachers, therapists, home visitors) coming in contact with children. However, the incidence of abuse has likely gone up. Normal stressors of parenting are exacerbated by being stuck at home with the kids 24/7 without a break and difficult financial situations as a result. It's a petri dish of conditions that will likely lead to some terrible outcomes. But during and after this crisis ends, we have a unique opportunity that I will implore you to consider.

We have been living in a time of constant hurry, worry, and stress. In times like this, the weakest among us seem to bear the brunt of it all. This is true for helpless infants and those without housing or financial security. While it's important that we address these inequities on many levels, I would argue that lifting up whole communities is paramount. Children don't have any control over what happens to them in the first few years of life, and that's also when most of the brain is developed. Early relationships are the bedrock for the child's developing mental health. Kids get hurt. Sometimes it's a fall. Sometimes it's a bully. And sometimes it comes in the abuse and neglect. No single agency can ensure all of the children's well-being. It truly does take a complex web of services, personalities, and relationships.

Many who will read this are mandated reporters of child abuse and neglect, and I

am in no way minimizing the importance of doing so. Preventing child abuse and neglect is not Child Protective Services' job. Their job is to intervene when abuse has already occurred. To prevent child abuse before it happens, we all need to get involved. We need to get to know our neighbors well enough so that, if one is having a bad day, they feel comfortable reaching out to us for some respite. We need to be a visible presence in our neighborhoods and communities.

We should be willing to be vulnerable and supportive, even when it is difficult to do so. Instead of giving a dirty look when a child is screaming in the market check-out, what if we simply said, "Wow, you look unhappy. Parenting is hard work. You're doing the best you can and I have faith in you." We can support programs that strengthen families by donating, volunteering, and promoting their services, but we can also personally support families through our actions every day.

These proposed draconian cuts and the trauma that we are all living through with COVID emphasize for me the need to tackle a broad-based, community-wide effort at building the community's resilience so that families have better opportunities to thrive. When I realize that I am part of the problem, I can become part of the solution. Now is the time. Our kids can't wait.

Alumni Corner

A HEARTFELT "THANK YOU!"

FROM TAMARA THOMPSON,
UC SANTA BARBARA PRESCHOOL PROGRAM COORDINATOR

Tamara and her team attended *A Toolkit for Educators: Intentional Strategies to Support Resiliency* presented by alumni Gaby Litsky, Sonia Jara Semana, Laura Hyatt, and Dionne Clabaugh, EdD, and she had this to say about her experience:

"Just wanted to thank you for a job well done!! The information presented was relevant and very helpful to our teaching staff. Nothing but positive feedback from those I have spoken with thus far. Because our staff has been participating in so many virtual trainings and webinars, I have to admit, I was a little nervous that the information presented would be repetitive. Not the case!

Thorough, well rounded, and good Zoom interaction between the chat board and speakers. Thank you, thank you...for all of the great work you do for schools and communities."

Resource

TOOLS FOR ADDRESSING
COVID-19 WITH A RACIAL
EQUITY LENS



READ MORE ONLINE
AT RACIAL EQUITY TOOLS

<https://bit.ly/2DzTkWY>

Equity in ECE

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GENDER EQUITY: How many men are in the field? Are they allowed to change diapers or cuddle the children in care? Who decides that and why? Men have unique challenges to doing this work. For example, a colleague of mine employed a male teacher who had long hair. When the teacher decided to cut it off, the parents went crazy. They had just assumed that he was a woman all that time. Assumptions can lead to tragedy for children and their caregivers - including separating the child from a primary caregiver or restricting the care that is provided.

EDUCATIONAL EQUITY: 12 units isn't much to teach you how to facilitate child development. There is a push for advanced degrees for preschool teachers, but minimal support to get them there. Wages are still so low, it hardly makes sense to invest in an education for a career that may not be able to support you.

Reinforcing social constructs of gender: This can be through play materials (trucks for boys, dolls for girls) and the way that we speak to and treat the children and adults around us. Girls get cuddles when they are upset while boys are told not to cry. Does your artwork and bookshelf show all genders in many roles beyond the traditional? Pronouns are important also. Do you know the preferred pronouns for all of your families and staff? The hardest thing about this type of inequity is that so many of us do it naturally. My infant granddaughter has been

referred to as 'princess' since birth, and even though I consider myself pretty woke, it came naturally for me to do so. You woke too? I'd encourage you to set up a camera in the classroom. You'd be amazed at what's been ingrained in us: using different tones when talking to different genders, saying 'boys and girls' instead of 'children', and addressing children whose race or cultures differs from yours.

ACCESS: Unless you're very rich or very poor, you'll have a hard time paying for child care. And if you don't have legal documentation to be in the US, you get no help at all.

These are just a few examples. When we start really examining the multitude of inequities that we encounter just in our classrooms, it seems daunting - like you don't know where to begin. Here are some suggestions:

- Begin by observing the physiological reactions you have to different people. A lot of the bias we're talking about is implicit, but we can reflect, become aware, and challenge those biases.
- Read about anti-racism, gender identity and expression, anti-bias curriculum.
- Be willing to discuss your biases - even with the children. Share that your world view was shaped by how you grew up,

too. Be willing to discuss sensitive topics openly and with humility, at a level that is developmentally appropriate.

- Ask for guidance from others who you look up to. Ever feel like you stuck your foot in your mouth, but the foible wasn't acknowledged so you think you got away with it? Maybe, but maybe you just harmed a relationship by not asking what you could have done better in the situation.
- Take classes from EPCC and other groups that can help you process and expand on this information.

With all the unrest in the world today, we want our classrooms to be open and welcoming places where families feel respected and children are learning through play. The only way to tackle these inequities is head-on, with humility.



READ THIS TOO!
EPCC'S ANTI-RACISM POSITION

<https://bit.ly/3hdCxrt>

RECAP - CAAEYC VIRTUAL ANNUAL CONFERENCE AND EXPO

"What You Heard was Not What I Meant" Using Nonviolent Communication

BY WILMA GOLD

Wilma, with Gus' help, presented this workshop for the CAAEYC Conference 2020. The workshop covered the 4 parts of Nonviolent Communication; observation, feelings, needs, and requests. The response was very positive. There were a couple of attendees who had not heard of NVC and a couple who were very familiar. The conversation in the chat was engaging. As Gus followed the chat, he gave me the comments and questions that I could respond to in the moment. It was a good format. I was able to also give the participants the link to additional free and low cost resources at <https://www.groidtheworld.com/>.



CLICK FOR RESOURCES

<https://groidtheworld.com>

COLLABORATION BEGINS EARLY

BY ANA PAGE

During our virtual retreat, Lily (5 years old) was sitting on my lap as we were writing together. I would write something and she tried to mimic the same words. She was struggling in being able to write some letters when she asked me to do it. During our call Susan was explaining the collaborative writing model and how our organization works. Lily looked up at me and said "SEE! We're supposed to help each other and write it together!"

Icon courtesy of The Noun Project.

Last June, EPCC underwent a strategic planning process that helped us to identify goals and objectives for our work. In June of 2020, we took a look at our plan, celebrated successes, and made some minor revisions with the intent of embarking on a process of continuous quality improvement guided by meaningful data. We took the time to reflect on what is working well and what could use additional support. We were open to considering additional goals. We also paid attention to what we said we'd do. In some cases, we didn't meet the outcome, so we asked ourselves if we still believe that these goals have value.

In 2018, we first decided to divide the work into committees. As we utilize a collaborative process, the committees do not have chairs but rather organizational leads who schedule meetings and create agendas and documents with the committee. 2019 led to a revamping of the committees and a desire to bring additional people on to them. Our challenge in this is acclimating our alumni to the collaborative process. We model the process in committee, but hope to create a more substantial training on how and why we use this model. Committees meet regularly throughout the year. Since the inception of this committee structure, we have added many of our alumni (those who have completed level 1 & 2 training) to committees. Our committees are specifically aligned with the strategies that we developed for our strategic plan:

FINANCES

The Finance Committee will be responsible for planning for the financial sustainability of the organization. During the 2019-20 year, this committee created our first annual budget. A policy was put in place that gives a portion of presenter fees back to the organization and the committee is now researching possible funding opportunities. The committee also created a volunteer log to document in-kind and volunteer hours.

ALUMNI ENGAGEMENT

Alumni Engagement will focus on keeping those who have completed both level 1 and level 2 engaged with the organization and with one another. The group began by surveying alumni about their interest in serving the organization on a committee, and many are now active. An Alumni

Corner is now published in each EPCC newsletter encouraging Level II Graduates to be informed & share how the training has benefitted them.

TRAINING

Training Committee will be developing new content for alumni, including a refresher on the collaborative process. This group has been rather busy, revising our standard levels 1 and 2 training and developing a Training of Trainers in this curriculum. We've expanded our training, including other languages.

COMMUNICATIONS/EXPOSURE/ MARKETING

Communications and Exposure and Writing Committees will be focused on outreach and engagement, with the intention of spreading the word about EPCC. This work also includes our quarterly newsletters, keeping the website relevant, and making submissions to CAAEYC, NAEYC and other publications. In the coming year, we'll be seeking a social media intern to help us get the word out through social media. This year's accomplishments include

- Major support to Pam as editor of our newsletter... including brainstorming ideas, writing articles, editing, and whatever helps make it the wonderful communication piece it is. Newsletters come out quarterly.
- In addition, we have welcomed an alum, Shirley Chen, into our midst. Her great energy and enthusiasm for this work are an inspiration to us all. She has contributed articles and numerous ideas.
- Finally, a little unplanned outcome rising from our committee has been the "Wednesday Book Reading on Zoom" group. During this time of social isolation, we meet on Zoom, check in, then read aloud a favorite children's book. Others, beyond our committee, are now joining... so it's getting better and better!
- Over 450 Facebook followers!
- EPCC produced four newsletters in FY 2019-20, that reached over 300 subscribers with an open rate of 30%!

SYSTEMS AND PRACTICE

Systems and Practice Committee will be focused on developing policies and procedures, as well as practices such as data systems. We created a new Google drive

that all can access and the writing committee drafted a procedure for submission of articles.

COLLABORATIONS

Collaborations Committee will focus on external collaborations that benefit the organization. Partners we've been working most closely with are CAAEYC and PEACE. Plans were in place to have a pre-conference workshop at CAAEYC that was cancelled when the conference went virtual. Our June 2020 retreat was a joint retreat with PEACE where we explored new ways to work together.

We continue to present workshops privately and at conferences as a way to promote our services as well as lift the field. In 2019-20, we presented the following:

- CAAEYC CONFERENCE
Topics: Setting the Stage for Play and Learning, A Taste of Peace Education on the Classroom, Center for Social Change
- CCCRRN/CAPPA CONFERENCE
Topics: Non-Violent Communication Solano ECE Conference, Setting the Stage for Play and Learning
- SANTA CRUZ AEYC CONFERENCE
Topic: Non-Violent Communication
- In addition, two of our members provided consulting services to a preschool in Sacramento.

We enter the new year with invigorated plans. Our next steps include determining what data to use to assess our progress and where to store that data. We want to be continually improving, accelerating our relevance and providing resources to comfort and educate teachers, parents, and communities in these troubled times.

If you are interested in serving on or advising a committee, please reach out to Wilma Gold at wilmagold@gmail.com.



JOIN A COMMITTEE!

Click to email Wilma Gold