

EPCC Newsletter



THE TRIPLE A'S AAA = ACTIVE AMERICAN ADVOCATES

BY SHIRLEY H. CHEN

As we start 2021 with hopes of new beginnings, may we continue to encourage each other to honor the foundation from which we built upon. This year, and especially since San Francisco entered into Shelter-In-Place in March, due to health and safety around Covid-19, many of us have been challenged and called to stand still, to stay in place, to reconfigure spaces that were once familiar into spaces that were somehow reminiscent of "normal."

Although there have been many things that have been challenging in 2020, I would like to share what positively stands out to me from my experiences these past 10 months - Three A words - Active, American and Advocacy.

ON "ACTIVE"

This year, being active seems to come in many different shapes and forms. Large group gatherings feel like they were around a long time ago, pre-Covid, pre-March 2020. My work with young children has changed dramatically, as we have not taken the children to a playground since we reopened in June 2020. Instead, we take them on neighborhood walks, connected together by leash backpacks for safety. We have found a lot of fun ways to walk around the neighborhood, including visiting the motorcycles in a special alley and giving the Caltrain kisses and "see you later!" It has been quite a transition for me as a teacher to not have a space where

the children can run around outdoors freely. I have learned to be creative with the same play space so the children can run, jump and stretch their bodies on a regular basis. I realize that I can get my heartrate up just as high from jumping in the same place as running a few laps around the playground!

Another way that I have learned to be "active" is in my communication with others. I have gotten to be more comfortable and accepting of the fact that I want to be involved and be an effective part of providing places where people feel accepted and valued. I have learned how my written forms of communication have been effective in building strong relationships with my colleagues. I have learned that in order for things to move and change, there needs to be activity, energy towards. For example, do you feel a difference between "being kind" and "being actively kind?" I know that I want to continue to be actively involved in how I share my energy with others.

ON "AMERICAN"

My son told me he was asked what part of Asia he is from, to which he replied "America." The other person was confused for a long time, and finally told my son he understood, to which my son shared that he is Chinese and Filipino. This year, my son turns 14, and it has been really interesting to hear his

(continued, page 4)



Learn about our upcoming series on dynamic speaking on page 8.

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

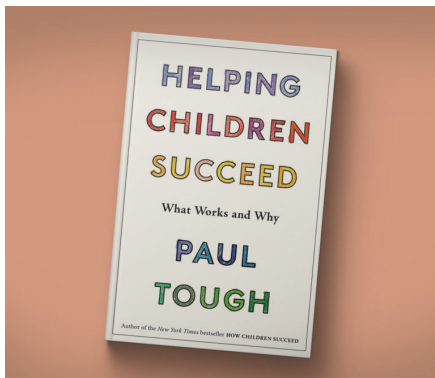
Please share this newsletter and refer others to our website, educatorsforpeacefulclassroomsandcommunities.org. If you have any questions email us at pambonzvo@gmail.com.

Main image courtesy of Freepik.com.

“Helping Children Succeed”

By Paul Tough

BY JOYCE DANIELS



Paul Tough has written about ways to help children overcome challenges and be successful learners. Several years ago he wrote a book about Geoffrey Canada’s Harlem Children’s Zone, and told how Canada’s ideas can help children learn in challenging environments.

This latest book, *Helping Children Succeed: What Works and Why*, published in 2016, looks at both research and programs that provide children with noncognitive capacities such as perseverance, conscientiousness, self-control and optimism, because we know that developing those skills help children be successful academically in the classroom and in life out of the classroom.

What we’ve learned is that these noncognitive skills are not taught like math skills - they are a product of the environments that we provide for children. If chronic early stress is what children experience, it undermines children’s healthy development - both physiological and psychological. It disrupts the development of executive functions such as working memory, self-regulation and cognitive flexibility and by extension, the ability to do well in school. However, if the child’s environment includes nutritious food, good medical care, early cognitive stimulation, reliable relationships with families, then the non-cognitive skills

are developed, and the child is more likely to be successful in school.

What are other ways we can help children succeed? Quality early intervention that focuses on parental attachment through play, reading with and talking with children has been beneficial to noncognitive skill development. Schools that recognize that some children need help developing a set of self-regulation mechanisms will provide opportunities for children to develop the skills, rather than punishing children through suspension or expulsion. “It’s hard to argue that an out-of-school suspension will do much to improve the student’s ability to self-regulate. What it will do, research suggests, is make it more likely that the student will struggle academically. And the students who are most likely to be suspended are already behind.”

What provides motivation for children to develop positively? When teachers provide environments that promote autonomy, competence and relatedness, students are motivated to learn. Autonomy is provided by a sense of choice. Competence grows when teachers give students tasks that they can succeed at, but that aren’t too easy. Relatedness is developed when students perceive that their teachers like, value and respect them. This includes an important message about failure. If students “get the message that a failure is a temporary stumble, or even a valuable opportunity to learn and improve, then that setback is more likely to propel them to invest more of themselves in their education.”

The examples that Tough provides throughout this book are stories that emphasize the importance of environments that help children develop in positive ways, even if they begin life under adverse conditions.



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OUR ORGANIZATION

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

Image courtesy of Freepik.com.

“Be willing to be a beginner every single morning.”

- Meister Eckhart

Dear Olive Branch

BY OLIVE

THIS MONTH'S LETTER

Dear Olive Branch;

We are struggling with getting one of our teaching assistants to adopt best practices. This teacher assistant is assigned to primarily focus on one child who needs lots of help with their behavior. The assistant has not yet learned to stay close to the child or communicate effectively with the child. A part of her responsibilities includes assisting the rest of the children when her primary child is not in need of help. An example of her behavior that is problematic is that "she sits." She stays sitting in her chair when she should be on her feet assisting the children - like when it is time to transition outdoors. The children need help getting their coats on, and buttoned or zipped. While the rest of us are helping ALL of the children, she sits. Then we all have to wait for her to get her own coat on so we can all go out with the required ratios. We have tried many things, like removing adult chairs, but then she finds a child's chair and uses it. Our requests for more focus on the children's needs seem to fall on deaf ears. We would love to see her become a participating member of the team using best practices. What can you suggest that we do that would help?

Helpless in Wichita

Dear Helpless,

This is a very complex problem indeed. Below are some suggestions from our team that may provide possible solutions to unglue the assistant teacher. (Olive)

ANSWER 1

A possible solution to the problem of needing the aide in the classroom to move from her chair when asking a particular child to change what they were doing, is to change the format of the class. If it is possible, see if the learning time could be more flexible, and if there is access to a bus, the teacher could have decided to go on field trips to the nearby parks and other recreational areas, thereby causing the aide to leave her chair, and shadow the child who was having difficulty following directions. Once the child and the aide spend some time together, developing a relationship, the child should be able to respond to the aide's requested directions. All of the children could enjoy a trip to the local park, and a weekly trip to the local pool for swimming lessons or maybe to go for dance or gymnastic lessons.

Professional development time could be instituted where the teacher and the aides in the classroom sit down and work together on a behavior management plan for the child, and then do some floor time with the child to get the child to connect more closely with the aides and the teacher.

(D.S.)



Icons courtesy of The Noun Project.

ANSWER 2

In thinking about teacher behaviors that will give children the most respect and best teacher involvement possible, I like to consider two strategies:

1. An orientation practice that helps teachers know each other better creates opportunities for people to share stories about their childhoods. Queries that pull in family cultures and traditions, locations where folks spent their childhoods, even what that first school or group experience away from home was like, can give better understanding of how teachers view the world. Such queries framed around these topics help teachers get to know one another better, share a bit of their own culture from family and place, and remind them of what it was like to be a small child. In addition, story telling can be a great ice-breaker to help build community!

2. "An ounce of prevention" might be helpful when orienting new staff to your program. Set up positive teacher expectations answering questions such as:

- When can phones be used in the classroom? For documentation? Personal business?
- When is it appropriate for teachers to sit down in the classroom and out in the yard?
- When giving instructions to the children, is calling across the room okay?

You can finish this list of expectations for your teachers and then review it at teacher evaluation time as well. (S.H.)

ANSWER 3

Answer: A possible solution to motivating the assistant teacher is to provide clear instructions about what she is expected to do to shadow or guide a student. Using "I messages" the director or lead teacher can be very direct. For example, "I want you to stand next to the child so you can hear what he is saying and write down the behaviors you are observing." "I want you to be next to the child. That way you can describe to the child what you are seeing, so you can give the child the words for what he is doing. It will also help you ask open-ended questions to develop the child's language skills."

(J.D.)



NOTE: We chose "Dear Olive Branch" as the title for this column for several reasons - foremost as a sign of peace. Also olives come in many colors, sizes, tastes, uses - a sign of diversity just as there are many types of questions and those who send the questions. We hope "Olive's" responses will help you, the reader - if you have a question for Olive send it to our email address. When Olive isn't available to answer questions, members of EPCC and/or P.E.A.C.E. will step up to help.

The Triple A's

continued from page 1

thoughts on politics and social issues. This year has really forced many things to come to light that perhaps would have stayed in the dark if it were not for such traumatic events happening in 2020. As I have shared before, I joined my son and his dad and some of our friends in a Black Lives Matter march in June 2020. The instability and fear that comes in waves to me represent the rocky foundation America is currently standing on from the political disasters that have happened and are currently happening. I connect with the idea of learning more about what I value in being an American and how I identify and want to contribute to the identity of being an American. I feel that there has been a call to action in defending or advocating for and to protect the ideas in the lyrics of this song, written by Hal David and Burt Bacharach: "What the world needs now is love, sweet love...No, not just for some, but for everyone." I have been called to make the effort to hear more people's stories of why they are American or in America. I have taken the time to ask for stories from my parents and elders. I am making an effort to understand what I

love about my experiences as an American and how I can actively participate to set a solid foundation for my son's generation and beyond!

ON "ADVOCACY"

As I reflect on my time going into Shelter-In-Place in March 2020 and throughout the process towards our sites reopening in June 2020, I realize I spent a lot of time and interest in advocacy. I advocated for my colleagues who were not comfortable to stay open when the announcement was first possibly to go into effect. I advocated for my son and I to be able to be safe and have options on how we could do that. I advocated for the children and the families to have clear and responsible communication around our decision making process. I advocated for the team to find balance in workload. I advocated for enough materials and supplies be accounted for and for a plan to be set before we reopened our sites to the families. I felt like I was on a mission, a tireless one, and still feel the rush of knowing I am doing work with the intention to uphold and protect. This

is what I am meant to do - I found myself being inspired! I was elated to see so many educators and community helpers band together to support children, families, and other educators. I was amazed to see how quickly cohorts came together to find ways to build safety nets for their communities.

Advocating for myself, my family, the children and families at my work, for colleagues, for civil rights has been a surprising way that I have spent my energy. We all have been challenged to look so closely at what we believe in, where we want to and can spend time, and to be creative in the ways we support, engage and act in a way that feels effective and authentic. I know that I learn so much from the art of storytelling and written communication. What are some things you have discovered to be valuable to you these past 10 months that you will bring with you into all of your new beginnings? I will actively seek out opportunities that will allow me to reflectively connect and flow, from beginning to end to beginning.

RECAP

EPCC Discussion Series Helps Parents Nurture Their Children's Resilience Amidst Covid Caused Chaos

BY GUS GOLD

Eight months into the Covid-19 pandemic, 4 EPCC members began to see many parents in their faith organization stressed about keeping themselves together while being able to keep their young children feeling safe, optimistic, curious and capable. In conversation, these parents said they were worried about their ability to continue feeling positive and competent about their parenting in the midst of their anxieties about the pandemic. EPCC members Wilma Gold, Gaby Litsky, Shira Coleman and Gus Gold decided some knowledge about resilience in young children would be helpful, so they decided to create a discussion series about how parents can nurture their children's resilience. They quickly realized a couple of constraints the series would have to work around.

First, all the adults involved were trying to work or find work, and keep up their

households while still spending all the time and energy needed to be good parents to their babies and school age children. Working a class into their schedules, no matter how beneficial, would be a major challenge. Secondly, in-person meetings were not possible due to Covid safety considerations. In response to the constraints, our leaders developed a half hour, twice a week, 4 session, weekday evening (after baby bed time), Zoom discussion series.

The series was titled "Supporting Resilience in Children in Difficult Times." Each session provided brief information about an aspect of resilience. The sessions were 1. How to listen to your child, 2) Teaching optimism, 3) Helping your child feel capable, and 4) Failure as an opportunity. Each session presented a brief amount of information, followed by 2 or 3 discussion starter questions that invited participants to share how stress was showing

up in their children, react to the information given and talk about what they might want to try or change to increase their child's resilience during the coming week.

During the 4 sessions, there was much sharing of concerns, successes or failures, and suggestions about how to approach specific situations. The parents also realized what they learned pertains to their own resilience as well. Another good effect of the sessions was the bonding that took place among the participants that widened each participant's peer support circle.

Future discussion series are being developed to serve the Temple's young parent demographic using this twice a week, half-hour session format.

2021 EPCC Children's Book List

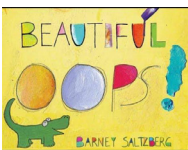
COMPILED BY VERONICA HERNANDEZ



THE VERY HUNGRY CATERPILLAR
by Eric Carle.

Ages 1-4 years.

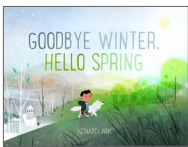
In this classic story by Eric Carle, we follow a new little caterpillar that is super hungry. We read about all the delicious foods they consume and the journey they embark on as the caterpillar prepares for a new beginning.



BEAUTIFUL OOPS by Barney Saltzberg.

Ages 1-4 years.

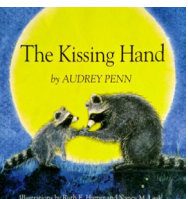
Sometimes the smears of a marker, or the tears from a passionately drawn sketch, can create new opportunities for a new piece of art. Author, Barney Saltzberg, created this interactive book, to demonstrate that some mistakes can be the beginning of a "Beautiful Oops."



GOODBYE WINTER, HELLO SPRING
by Kenard Pak.

Ages 2-4 years.

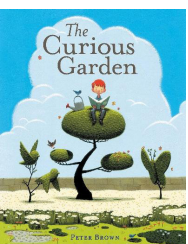
Take a wintery walk with a little child and their dog as they notice the chilly details of winter. One morning, as they wake, they notice changes outside. While taking a walk that morning, they observe the transition of the seasons and the start of new beginnings.



THE KISSING HAND by Audrey Penn.

Ages 2-5 years.

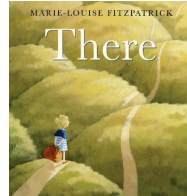
Going to school for the first time can be worrisome for some children and for this little raccoon it is no different. As little Chester prepares to enter school for the first time, his mommy shows him a special kiss that will last all day. With this kiss Chester's mom will always be there, even when new beginnings can feel a little scary.



THE CURIOUS GARDEN by Peter Brown.

Ages 4-6 years.

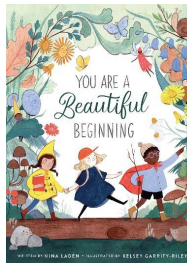
Spring can often bring beautiful new plants and flowers that cover the ground we walk on. But what if the place you live in is full of factories, cars, and pollution? Liam, a little boy who lives in such a town, finds hope in a small patch of colorful grass. Through the seasons, Liam stays hopeful and as the seasons change and the garden grows, so does the town.



THERE by Marie-Louise Fitzpatrick.

Ages 4-6 years.

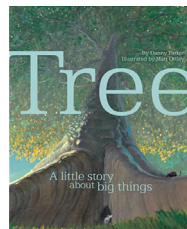
Sometimes we wonder what will happen when there is change in our lives. In this clever book by Marie-Louise Fitzpatrick, a child takes a walk to "There." She wonders, what you can do when you get "There," and what is "There." Sometimes a little reassurance can help us through change when wondering what the future will hold.



YOU ARE A BEAUTIFUL BEGINNING
by Nina Laden.

Ages 4-6 years.

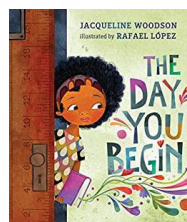
When you stop to take a breath and look back at the journey you are traveling through, you may find that you are embarking on a new beginning. "You Are a Beautiful Beginning," reminds us that sometimes the most meaningful parts of life are not the end results, but the journey we take.



TREE, A LITTLE STORY ABOUT BIG THINGS
by Danny Parker.

Ages 4-6 years.

"Delicate and frail, Tree begins to grow," and finds comfort among the other trees. On a cold and stormy night, the security and warmth that Tree once experienced, was quickly gone. Feeling alone and unsure, Tree finds new hope in a little friend, among all the changes and uncertainty.



THE DAY YOU BEGIN by Jacqueline Woodson.

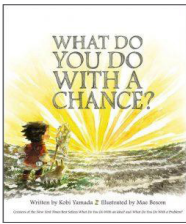
Ages 5-9 years.

Angelina is starting at a new school where no one looks like her. She wonders what are some special traits that she could bring to the classroom that will help her fit in. In this beautifully written book by Jacqueline Woodson, we are reminded that our voices are powerful, and "there will be times when you walk into a room and no one there is quite like you, until the day you begin."

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2021 EPCC Children's Book List

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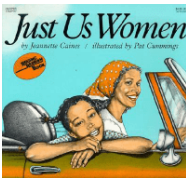


WHAT DO YOU DO WITH A CHANCE?

by Kobi Yamada.

Ages 6-8 years.

Imagine you have an opportunity to take a chance at something spectacular, but you hesitate and soon the chance is gone. What would you do? Would you wait patiently for the next chance or will you not take a chance at all? In the book, "What do you do with a chance?" we follow a little child, who becomes excited to take chances and remembers that chances often lead to "something incredible."



JUST US WOMEN by Jeanette Caines.

Ages 6-8 years.

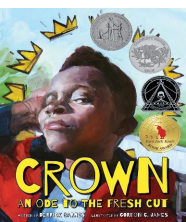
In the book, "Just us women," a little girl and her Aunt Martha prepare to drive all the way to North Carolina. The little girl begins to imagine all the things they will get to do on this trip. This adventure, although familiar, is different because this time there will be no boys, "just us women."



THE LIST OF THINGS THAT WILL NOT CHANGE by Rebecca Stead.

Ages 8-12 years.

Bea is a young girl who is experiencing a lot of change, as her dad getting re-married. She keeps a green notebook full of things that will not change, such as knowing that Mom and Dad will always love Bea and each other. As the wedding approaches, she soon realizes that change can be challenging, but it can also bring a lot of joy.

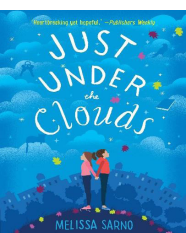


CROWN: AN ODE TO THE FRESH CUT

by Derrick Barnes.

Ages 8-11 years.

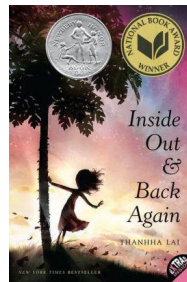
A new haircut can often make us feel like a new person and boost our self-confidence. In this award-winning book by Derrick Barnes, we follow a young boy who can not wait to get a "new fresh cut." Barnes writes a beautifully rhythmic book that celebrates self-confidence and empowerment. Sometimes all we need is a new crown to makes feel good.



JUST UNDER THE CLOUDS by Melissa Sarno.

Ages 8-12 years.

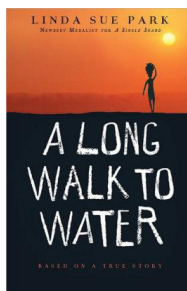
"Just under the clouds," shares the story of Cora, her little sister, and her mother, who are homeless. Through Cora's words, we hear the struggles that emerge as they search for a place to call their own and the hope of a new beginning. Melissa Sarno writes a wonderful story about the importance of family, love, and what makes a home.



INSIDE OUT & BACK AGAIN by Thanhha Lai.

Age 11 and up.

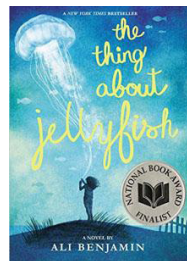
H is a Vietnamese girl, who has only ever lived in Saigon. She loves its markets, traditions and having her friends close. Unfortunately, the Vietnam War has reached her home and now she must board a ship that is headed for America. Thanhha Lai, tells us the incredible story of H, a young girl who is full of hopes and dreams as she journeys to America to begin a new life.



A LONG WALK TO WATER by Linda Sue Park.

Age 12 and up.

Linda Sue Park writes two breathtaking true stories that are set in two different years. We first hear the story of Salva, an 11-year-old boy from Sudan, who in 1985 is separated from his family by war. Being alone and struggling to survive, he finds hope in his dreams. As he grows and becomes a survivor and meets Nya. Nya is a young girl from Sudan living in 2008, where resources are still limited, and it is a daily struggle to survive. "A long walk to water," is a terrific book about hopes, and taking on new challenges to make dreams come true.



THE THING ABOUT JELLYFISH by Ali Benjamin.

Age 13 and up.

Suzy is a 7th grader who recently lost her best friend, Franny. Right before Franny's death, Suzy and Franny had a falling out and she never got a chance to say sorry. Feeling guilty, Suzy searches for answers about Franny's death and develops a theory that she was stung by an Irukandji jellyfish. During her quest to find answers, Suzy finds new friendships in a few unlikely people and begins her journey of healing and acceptance.



SEE EVEN MORE BOOKS ON OUR WEBSITE
<https://bit.ly/3m4bn8q>

Icon courtesy of The Noun Project.

EL BRILLO DE LAS CULTURAS EN UNA MISMA NACIÓN

"The Brilliance of Cultures in the Same Nation"

BY MARIA ISABEL MICHEA

ESPAÑOL

Mientras lavaba lo que quedaba sucio en la cocina, esperaba ansiosamente los resultados de la votación. Tenía una sensación extraña, quería llorar y en pocos segundos volví mis recuerdos hacia cuatro años atrás, donde también había llorado junto a mi hija porque no entendíamos qué había pasado. Todos en mi familia estábamos confiados que el color ganador sería el azul y no el rojo. También esa incertidumbre de desconocer qué cosas nuevas podían suceder. Cada día, por estos cuatro años, era solo confiar que debía mantener cordura en mi cabeza. No me quería sentir débil, no podía sentirme débil. Nació un sentimiento de dudas de poder cambiar mi estatus de inmigrante. Cada día era saber cuantos obstáculos más habían para nosotros, los inmigrantes, para poder vivir dignamente como seres humanos. Nunca antes había sentido ese temor de ser inmigrante pero también, junto con esta frustración, a la par se iba desarrollando ese ímpetu de poder seguir luchando con más fuerza. Quería mostrar a todos que SI, sin importar el color de mi piel y mi acento al hablar mi imperfecto inglés. Mostré con orgullo que todos mis alumnos estaban desarrollando sus habilidades dentro de una familia de inmigrantes y donde TODOS éramos iguales. Qué felicidad sentí cuando la historia estaba cambiando y SI, lo habíamos logrado. Pero también me di cuenta que el camino no se venía fácil. Pero la realidad es que ya, por décadas, hemos recorrido un camino complejo por el solo hecho haber optado por vivir en tierras donde no nacimos, ya sea por voluntad propia o por decisiones.

ENGLISH

As she washed up the mess in the kitchen, she anxiously awaited the results of the vote. I had a strange feeling, I wanted to cry and in a few seconds I returned my memories to four years ago, where I had also cried with my daughter because we did not understand what had happened. Everyone in my family was confident that the winning color would be blue and not red. Also that uncertainty of not knowing what new things could happen. Every day for these four years, I was just trusting that I had to keep my sanity. I didn't want to feel weak, I couldn't feel weak. A feeling of doubt about being able to change my immigrant status was born, every day knowing how many more obstacles there were for us, immigrants, to be able to live with dignity as human beings. I had never felt this fear of being an immigrant before, but along with this frustration, this impetus to continue to fight with more force was developing at the same time. I wanted to show everyone that I did, regardless of the color of my skin and my accent when speaking my imperfect English. I proudly showed that all my students were developing their skills within an immigrant family and where we were ALL equal. What happiness I felt when history was changing and YES, we had made it, but I also realized that the road was not coming easy. But the reality is that already, for decades, we have traveled a complex path by the mere fact of having chosen to live abroad from where we were born, either by our own will or by forced decisions. Immigrants are brave and fighting human beings who carry under our arms the desire to make our hopes and desires shine, and at the same time show humility and gratitude to this wonderful land that welcomed us.

REFLECTIONS

New Beginnings for a Kindergarten Year

BY MARILYN SHELTON

At the end of my first year of teaching kindergarten I was excited to see the children moving on to first grade. The parents in the parent co-op wanted us to spend a few days getting the children ready for first grade routine. So we renamed things in our routine so they would be ready to begin with a sense of knowing what to expect. We had spent some time practicing first grade schedules which included "recess." The parents reported that the transition was really smooth.

What wasn't really smooth was my thinking. I clearly remember being surprised when the children who started my second year of teaching were not just continuing on where the last class had ended. I had to go back to teaching basics like: push your chair back, now stand up, push your chair back in. Boy, did I have a laugh at myself for not expecting the second new beginning to be just like the first new beginning.



Image courtesy of Freepik.com.

UPCOMING EVENTS

Workshop Series for EPCC Alumni

BY WILMA GOLD



EPCC is offering a workshop series exclusively for alumni this spring! We want to offer content that you can use tomorrow in your work with children, families, community, and colleagues.

Have you ever asked yourself, how can I stand up in front of a group and present or teach? Are you looking for the best way to share your knowledge and experience either virtually or in person? I want folks to look forward to coming to my meeting! Beginning in February we will be offering a series of workshops of 90 minutes each. They will be delivered online by some of the expert workshop facilitator/trainers who are members of Educators for Peaceful Classrooms and Communities. Topics will be: Developing a Workshop/Training, Presentation Skills & Facilitation, Marketing your Offering, Tech and Set up for Online and in Person Workshops/Trainings, Dealing with Participant Emotional and Behavioral Challenges and more.

WORKSHOP SERIES

FEBRUARY 2 Spice it Up: Being a Dynamic Presenter

FEBRUARY 16 Staying Cool, Calm and Collected: How to work with High Emotions and Handle Objections While Facilitating a Meeting or Workshop

MARCH 2 Creating an Engaging Presentation

MARCH 16 Digital Presentation Skills and Marketing

These workshops will be offered free of charge to EPCC alumni this spring. All workshops will be held on Tuesday nights, from 7:00-8:30pm PST. Soon after they will be offered to the public for a fee.



FOR FURTHER INFORMATION

Click to contact Vernie Burns
or email vernieburns95@gmail.com

“Every moment is a fresh beginning.”

- T.S. Eliot

Alumni Corner

We want to spread the news of what Alumni have been doing this past year to develop leadership skills. For example:

- Some have joined the Writing Committee and Newsletter Group to write articles for our newsletter, work on documents for the organization and consider writing some collaborative articles for professional magazines.
- An Alum has joined the Webinar Committee to help in developing a series on how to put together and present exciting new webinars.
- Another Alum is facilitating an EPCC Group working on addressing our own racism through reading My Grandmother’s Hands.
- And a group of Alumni have been regularly meeting with the Children’s Literature Group sharing great books for children.
- Finally, several have shared in presenting workshops representing EPCC at CaAIEYC and other groups last year.

Alumni: We appreciate the new friends and perspectives. There are many more places to get involved in EPCC! When we envisioned our Alumni Group, we were interested in finding ways to support the people who took our Level 1 & 2 Trainings in becoming the next generation of leaders in the ECE world. Come join us... we look forward to your contributions this new year!



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