



...TO PROFESSIONAL DEVELOPMENT

Four Rivers Early Learning Hub

“Together we are better!” is the belief behind the newly established Four Rivers Early Learning Hub. Leaders from Gilliam, Hood River, Sherman, Wasco and Wheeler Counties are joining with leaders who represent Parents, Early Learning Services, Business, Health, DHS, Behavioral Services, and Social Services to achieve three big goals:

- Empower and support families as they provide nurturing, healthy, stable homes and lives for their children as they grow and develop.
- Increase the number and the quality of child care and education experiences for young children in our region so that our children are ready and excited about school when they start kindergarten.
- Work together better across our whole region to make sure we do the first two goals of this list.

The work of the Hub is based in an idea and way of working called “collective impact”. This means that we all share a vision for our children, we look at data and information that helps us understand what is happening, we talk to each other to create plans that get results and check in with each other a lot about how things are going. We think that when we collect our ideas and efforts and work towards our shared vision, we will make a difference or impact: together we are better!

Early Learning Hubs are funded with state and federal dollars that come through the Early Learning Division of the Oregon Department of Education. Right now, the Four River’s Hub is finishing its planning and will start taking action in the New Year. You can get involved by participating in your local Early Childhood Committee. To find out more about the Four Rivers Early Learning Hub or how to participate in your local early childhood committee, please email **Christa Rude** at christa.rude@cgesd.k12.or.us.

El Hub del Aprendizaje Temprano de Four Rivers

“¡Somos mejor juntos!” es la creencia detrás del Four Rivers Early Learning Hub que fue establecido recientemente. Líderes de los condados de Gilliam, Hood River, Sherman, Wasco y Wheeler se han juntado con líderes que representan a padres, servicios del aprendizaje temprano, negocios, salud, DHS, servicios del comportamiento, y servicios sociales para alcanzar tres grandes metas:

- Empoderar y apoyar a las familias mientras ellas provén hogares estables, nutritivos, y saludables para los niños pequeños en nuestra región a través de su crecimiento y desarrollo.
- Aumentar el número y la calidad del cuidado infantil y las experiencias de educación para los niños pequeños en nuestra región, para que nuestros niños estén listos y emocionados para cuando comiencen el kínder.
- Trabajar mejor juntos a través de nuestra región para asegurarnos de hacer las dos metas de nuestra lista.

El trabajo del Hub está basado en la idea y en la manera de trabajar, llamándolo “impacto colectivo.” Esto significa que todos compartimos una visión para nuestros niños, revisamos los datos y la información que nos ayuda a entender lo que está pasando, hablamos todos juntos para crear planes que provén resultados, y hablamos juntos en varias ocasiones para ver cómo van las cosas. Nosotros pensamos que cuando juntamos nuestras ideas, esfuerzos y trabajamos hacia una visión compartida haremos una diferencia o impacto, dando a entender: ¡Somos mejor juntos!

Los Hubs del Aprendizaje Temprano son fundados con dinero federal y del estado que vienen mediante la División del Aprendizaje Temprano del Departamento de la Educación del estado de Oregon. En este momento, el Hub de Four River’s está terminando sus preparativos y comenzará a tomar acción en el nuevo año venidero. Usted podrá participar en su Comité de La Edad Temprana. Para informarse más sobre el Four Rivers Early Learning Hub o para poder participar en su Comité local de la Edad Temprana, por favor de comunicarse mediante correo electrónico de Christa Rude al christa.rude@cgesd.k12.or.us.

JANUARY 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
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31						

FEBRUARY 2016

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MARCH 2016

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20	21	22	23	24	25	26
27	28	29	30	31		

1/8—Early Words: Snuggle Up and Read

1/8—Including Samuel

1/11—Recognizing & Reporting Child Abuse & Neglect

1/14—Completing Your Program's QIP

1/16—I Am Moving I Am Learning: Opportunity Knocks & MVPA Everyday

1/20—P.I.G. 5:00 pm– 7:30 pm

1/21—Successful Ways to Communicate Assessment Information

1/25—Visuals and Sign Language to Decrease Frustration and Tantrums

1/28—Explorando la Importancia de la Diversidad en la Edad Temprana

2/3—What To Do About Biting

2/5—Mundane to Motivation

2/8—Aumentar las Oportunidades del Aprendizaje

2/10—Recognizing & Reporting Child Abuse & Neglect

2/17—P.I.G. 5:00 pm– 7:30 pm

2/18—How to Document Literacy Dev.

2/20—All 4 Math: Set 1 Series

2/22—Encouraging and Supporting Risk-taking in Early Childhood Classrooms

2/22—Animando y Apoyando el Tomar Riesgos en los Salones de la Edad Temprana

2/25—Positive Behavior Supports

2/29—Increasing Quality Training (QRIS)

3/3—QRIS Standard for Curriculum: Aligning Your Curriculum with QRIS Standards

3/4—Honoring Your Families Cultures

3/9—Recognizing & Reporting Child Abuse & Neglect

3/9—Early Words Sesión 2: Otra Vez, Otra Vez -Desarrollo del Lenguaje y de la Alfabetización para Niños Pequeños

3/12—Implementing Developmental Screening Using the Ages & Stages Questionnaires (ASQ)

3/16—P.I. G. 5:00 pm– 7:30 pm

WINTER TRAINING SCHEDULE 2016

To Register Call: [541-506-6011](tel:541-506-6011) or Register Online at: www.cgcc.edu/childcare/calendar

Early Words: Snuggle Up and Read

January 8th, 2016

CRN:1089624 **Cost:** \$12 **Time:** 8:00 am-10:00 am **Presented by:** K. Richelderfer **Location:** TDC **CKC:** Family & Community Systems (FCS)

Parents play a critical role in helping children to develop language and literacy skills. This session will offer basic information regarding barriers and solutions to parent participation in children's literacy development. Ideas for strengthening parent involvement in care and education programs will also be presented.

Set One

Including Samuel: Reflections on Inclusion in Our Lives and Work

January 8th, 2016

CRN:1089632 **Cost:** \$20 **Time:** 10:00 am-12:00 pm **Presented by:** M. Benson **Location:** TDC **CKC:** Special Needs (SN)

We will explore and apply inclusive philosophies during this 2 hour session. It is centered around viewing Dan Habib's award winning documentary about the hopes and struggles of his family to fully include his son Samuel in their community. Group facilitated conversation and personal reflective activities follow the film.

Set Two

I Am Moving, I Am Learning: 2 Sessions

January 16th, 2016

CRN:1089630 **Cost:** \$12 **Time:** 9:00 am-12:00 pm **Presented by:** N. Ochoa **Location:** Moro **CKC:** Health, Safety & Nutrition (HSN)

Opportunity Knocks: This class is from the I Am Moving, I Am Learning Series. In this session participants will recognize the practitioner's role in reversing obesity trends as it affects the early learning community. We will describe the approach of IMIL to embed, infuse, and integrate movement activities and healthy nutrition into current practices.

Set One

CKC: Learning Environments and Curriculum (LEC)

Moderate to Vigorous Physical Activity: This class is from the I Am Moving, I Am Learning Series. In this session participants will learn the importance of integrating movement activities with children every day. You will learn to differentiate between moderate activity and vigorous activity, and demonstrate appropriate MVPA activities for preschool-aged children. Participants will learn to recognize how school readiness skills across all areas of early learning are supported through MVPA activities.

Set One

Completing Your Program's Quality Improvement Plan

January 14th, 2016

CRN: 1089645 **Cost:** \$25 **Time:** 6:00 pm– 9:00 pm **Presented by:** N. Patten **Location:** TDC **CKC:** Program Management

This session will help new ORIS participants examine, complete, and use their Quality Improvement Plan. Family child care providers and center directors will practice using their ORIS Quality Improvement Plan to guide real and lasting improvements to their program. Participants should first attend an "Increasing Quality Training" session.

Set Two

Successful Ways to Communicate Assessment Information

January 21st, 2016

CRN: 1090151 **Cost:** \$20 **Time:** 6:00 pm–9:00 pm **Presented by:** S. Birst-Yates **Location:** TDC **CKC:** Observation & Assessment (OA)

You have observed and assessed...now what? Effective communication with families regarding assessments is important in supporting positive development of children and youth. In this session we will examine strategies for sharing assessment information and developing communication systems that can create a positive experience for everyone involved in the process.

Set Two

Special Needs and Communication Tools: Using Visuals & Sign Language to Decrease Frustration & Tantrums

January 25th, 2016

CRN: 1089644 **Cost:** \$12 **Time:** 6:30 pm– 8:30 pm **Presented by:** S. Miller **Location:** HRICC **CKC:** Special Needs (SN)

Using visuals and Sign Language to decrease frustration and tantrums. Learn how a white board and basic sign language can help ease a child with special needs. You'll learn tools and tricks for on-the-spot communication break downs from Speech-Language Pathologist, Sarah Miller (M.S. CCC-SLP).

Set One

Explorando la Importancia de la Diversidad en la Edad Temprana

28 de Enero del 2016

CRN: 1089628 **Costo:** \$20 **Horario:** 6:00 pm-9:00pm **Presentado por:** E. Salvatierra **Localizado:** TDC **CKC:** Diversidad (DIV)

Nuestro mundo moderno se compone de todo tipo de maravillosos y diversos niños y sus familias. Es muy importante para nosotros como profesionales de la educación temprana de respetar, honrar y valorar a los niños y a sus familias que pueden tener ideas y valores que son diferentes de las nuestras. En este taller vamos a examinar nuestras creencias acerca de la diversidad y explorar estrategias para abrazar y honrar a diversos niños y sus familias.

Nivel Dos

Español

WINTER TRAINING SCHEDULE 2016

To Register Call: 541-506-6011 or Register Online at: www.cgcc.edu/childcare/calendar

What To Do About Biting

February 3rd, 2016

CRN: 1089637 **Cost:** \$12 **Time:** 6:00 pm-9:00 pm **Presented by:** N. Patten **Location:** HRICC **CKC:** Understanding & Guiding Behavior (UGB) & Observation & Assessment (OA)

Why do toddlers bite? How do I discuss this with parents? If these are questions that you have, join us to explore how to determine what is causing biting, strategies for handling ongoing biting, and ways to communicate and support parents. We will explore types of observations to help you determine when and why biting occurs.

Set One

Mundane to Motivation

February 5th, 2016

CRN: 1089636 **Cost:** \$20 **Time:** 9:00 am-12:00 pm **Presenter:** J. Smith **Location:** TDC **CKC:** Human Growth & Development (HGD) & Learning Environments & Curriculum (LEC)

How many times do you ask children to line up, clean up or zip up? These daily routines can become the burdens of your day spent with children. It doesn't have to be that way. Participants will explore how to extend mundane chores into motivating, hands-on learning events for children.

Set Two

Aumentar las Oportunidades del Aprendizaje: Infantes y Niños Andantes con Necesidades Especiales 8 de Febrero del 2016

CRN: 1089627 **Costo:** \$20 **Horario:** 6:00 pm-9:00 pm **Presentador:** R. Donaldson **Localizado:** HRICC **CKC:** Necesidades Especiales (SN)

¿Asistencia o adaptaciones de adultos? Al trabajar con infantes y niños andantes con necesidades especiales, adultos proveen asistencia a menudo en vez de adaptar la actividad. Esto puede disminuir las oportunidades de aprendizaje y reducen las interacciones que los niños pequeños tienen con sus compañeros. Acompáñenos mientras exploramos las estrategias para aumentar las oportunidades del aprendizaje de los niños con necesidades especiales.

Nivel Dos

I am Learning to Read! How to Document Literacy Development

February 18th, 2016

CRN: 1090184 **Cost:** \$12 **Time:** 6:00 pm-9:00 pm **Presenter:** T. Marino **Location:** TDC **CKC:** Observation and Assessment (OA)

Learning to read and write is an exciting and tangible milestone for children and families. In this workshop we will explore ways to document this monumental growth step and preserve it for all time. In addition, techniques and tools will be shared that will assist teachers in assessing where children are on the language/literacy development continuum and how observation is critical to this process.

Set One

All 4 Math: Set 1 (sessions 1,2 &3)

February 20th, 2016

CRN: 1809623 **Cost:** \$20 **Time:** 9:00 am—4:30 pm **Presenter:** N. Ochoa **Location:** Arlington **CKC:** Learning Environments & Curriculum (LEC)

Session 1: Understanding Number and Operations The more intentional and focused support young children receive around math knowledge and skill development - the greater their understanding and skill in Math will be. Participants will be introduced to the foundations of math knowledge and skills from birth-to-five, and gain an understanding of how children learn about number and operations. Participants will become aware of ways to promote children's knowledge of number and children's skills in using math as part of everyday experiences.

Session 2: The Basics of Geometry and Spatial Sense Exposure matters! When young children have opportunities for hands on play and exploration, and adults use "math talk" throughout the day, children gain greater math knowledge and skills. In this training, you will be introduced to the foundations of Geometry and Spatial Sense which are developing in young children, birth-to-five. You will become aware of ways to promote children's knowledge of geometry and spatial sense and their skills in using math throughout the day.

Session 3: The Beginnings of Patterns, Measurements, and Comparisons In this training, participants will gain an understanding of how young children develop math knowledge and skills in the areas of Patterns, Measurement and Comparison. The session will also introduce a variety of ways to promote children's understanding of, and skills, with patterns, measurement and comparison.

Set One

Encouraging and Supporting Risk-Taking in Early Childhood Classrooms

February 22nd, 2016

CRN: 1089626 **Cost:** \$20 **Time:** 6:00 pm- 9:00 pm **Presenter:** T. Marino **Location:** TDC **CKC:** Human Growth & Development (HGD)

Are you risk intolerant? Do you love to see the children in your program take risks? Somewhere in between? In order to grow, children need to have opportunities to take risks and experience the consequences of their actions. It is important in early childhood settings to provide environments for safe risk-taking to promote development. Through activities we will examine the influence of risk-taking on development and identify where you can support these behaviors within the context of your program.

Set Two

WINTER TRAINING SCHEDULE 2016

To Register Call: [541-506-6011](tel:541-506-6011) or Register Online at www.cgcc.edu/childcare/calendar

Animando y Apoyando el Tomar Riesgos en Salones de la Edad Temprana

22 de Febrero del 2016

CRN:1089627 **Costo:** \$20 **Horario:** 6:00 pm-9:00 pm **Presentador:** S. Kristin **Localizado:** TDC **CKC:** Crecimiento y Desarrollo Human (HGD)

¿Eres intolerante al riesgo? ¿Te encanta ver a los niños tomar riesgos en tu programa? ¿Talvez estés entre estas dos opciones? Para poder crecer, los niños tienen que tener oportunidades para tomar riesgos y experimentar las consecuencias de sus acciones. Es importante que los entornos promuevan ambientes para que los niños tomen riesgos seguros y para promover el desarrollo. Mediante actividades, examinaremos la influencia de estos riesgos en el desarrollo e identificar donde podemos apoyar comportamientos entre el contexto de su programa.

Nivel Dos

Positive Behavior Supports

February 25th, 2016

CRN: 1090185 **Cost:** \$20 **Time:** 6:00 pm– 9:00 pm **Presented by:** S. Birst-Yates **Location:** TDC **CKC:** Understanding and Guiding Behavior (UGB)

Positive behavior interventions and supports, or PBIS, is an effective tool for guiding and managing challenging behaviors in your program. In this session we will explore the concepts of PBIS and discuss ways you can integrate PBIS strategies to support all the children and youth in your program.

Set Two

Increasing Quality Training

February 29th, 2016

CRN:1089634 **Cost:** FREE **Time:**6:00 pm– 9:00 pm **Presented by:** N. Ochoa **Location:** HRICC **CKC:** Program Management (PM)

This session is the first step to participating in Oregon's Quality Rating and Improvement System (QRIS). Oregon's QRIS recognizes, rewards and builds on what you are already doing well and provides free tools, financial incentives and professional support to increase and document your quality. In this session participants will explore QRIS participation through a step by step breakdown of the QRIS process and criteria and get an in depth look at the benefits of participating in Oregon's QRIS.

Set One

QRIS Standard for Curriculum: Aligning Your Curriculum with QRIS Standards

March 3rd, 2016

CRN:1089640 **Cost:** \$20 **Time:**6:00 pm-9:00 pm **Presented by:** C. Scott **Location:** TDC **CKC:** Learning Environments & Curriculum (LEC)

A vital component of any high quality early learning and development program is a curriculum that guides practice. Oregon's QRIS requires programs to use a curriculum meeting QRIS standards. During this workshop, participants will examine the requirements of and explore how to clearly align their current (non-preapproved) curriculum to QRIS standards.

Set Two

Honoring Your Families Cultures

March 4th, 2016

CRN:1089629 **Cost:** \$20 **Time:** 9:00 am-12:00 pm **Presented by:** C. Scott **Location:** TDC **CKC:** Diversity (DIV)

This session focuses on developing a culturally responsive early learning and development program (ELDP). Participants will examine why it's important to provide a culturally responsive ELDP, explore how to be linguistically responsive to their families, and explore and select strategies to reflect and support children's cultures and home languages.

Set Two

Early Words Sesión 2 Otra Vez, Otra Vez-Desarrollo del Lenguaje y de la Alfabetización para Niños Pequeños.

9 de Marzo del 2016

CRN:1089625 **Costo:** \$12 **Horario:**6:00 pm-8:00 pm **Presentador:** N. Ochoa **Localizado:** HRICC **CKC:** Ambientes de Aprendizaje y Plan de Estudios (LEC)

Los niños pequeños están siempre en la marcha porque están tratando de comprender el funcionamiento de su mundo. En esta sesión de Early Words del desarrollo del lenguaje y alfabetización 2014, los participantes aprenderán sobre ambientes ricos de alfabetización para niños pequeños y adquirir los conceptos básicos de cómo mantener a los niños pequeños ocupados en actividades de lenguaje y alfabetización.

Nivel Uno

Implementing Developmental Screening Using the ASQ-3

March 12th, 2016

CRN:1089631 **Cost:** \$25 **Time:**9:00 am– 3:30 pm **Presented by:** N. Patten **Location:** TDC **CKC:** Family & Community Systems (FCS) & Observation & Assessment (OA)

The importance of screening and early intervention cannot be over emphasized. Oregon's child care providers, home visitors and other learning and development professionals are in a unique position to identify developmental delays early. In this interactive, practical, hands-on session, participants will explore current health and early learning policies promoting developmental screening and examine implementation of Ages & Stages developmental screening including the ASQ Oregon website. Participants will also explore strategies to expand skills for engaging families around screening results and build capacity to navigate community resources and make referrals.

Set Two

Safety Set Trainings

DHS Child Care Provider Orientation

This class gives you information on DHS Child Care Programs. It helps you understand the listing and billing process. You will learn how to become eligible for the DHS Enhanced Rate. By taking some classes, you can get paid more from DHS. You will also hear about the SEIU union that represents unlicensed family child care providers. Come meet other providers and bring questions you have about DHS Child Care. This is a Set One in Program Management.

* Contact Child Care Partners directly to register.

Date	Time	Location	Cost
February 24th, 2016	6:30 pm—8:30 pm	Hood River Indian Creek Campus	FREE

Recognizing & Reporting Child Abuse & Neglect

In Oregon, child care providers and early childhood educators are required by law to report child abuse and neglect. As a mandatory reporter, you are the crucial link in the child protection system. Learn about the signs of abuse and neglect. Learn what to report, how to report it, who to call to report and who will respond to the report. This class can be repeated to count toward Office of Child Care license renewal as follow: Registered Family Child Care, once every 5 years and Certified Center/Certified Family Child Care, once every 3 years. This is a Set One in Health, Safety and Nutrition class.

* To Register call Student Services at 541-506-6011 or visit www.cgcc.edu/childcare/calendar

Date	Time	Location	Cost
January 11th, 2016	6:30 pm—8:30 pm	The Dalles Campus	\$ 10.00
February 10th, 2016	6:30 pm—8:30 pm	Hood River Indian Creek Campus	\$ 10.00
March 9th, 2016	6:30 pm—8:30 pm	The Dalles Campus	\$ 10.00

First Aid/CPR & AED

The Heartsaver First Aid Course teaches rescuers to effectively recognize and treat adult emergencies in the critical first minutes until emergency medical services personnel arrive. The course also provides a complete health and safety training solution for first aid, adult/infant CPR, and Automated External Defibrillation AED. Course meets State of Oregon child care licensing requirement. Lab fee includes pocket mask. American Heart Association (AHA) requires all students to have a copy of the course textbook to prepare for the course and to have available for personal use. YOU MUST BRING YOUR COPY OF THE TEXTBOOK WITH YOU TO CLASS. The book can be purchased online (ISBN: 978-1-61669-017-5) or at The Dalles campus bookstore 541-506-6061.

* To Register call Student Services at 541-506-6011 or visit www.cgcc.edu/childcare/calendar

Registration Deadline is the Wednesday before class.

Date	Time	Location	Cost
January 23rd, 2016	8:30 am—12:30 pm	Hood River Indian Creek Campus	\$ 55.00
February 20th, 2016	8:30 am—12:30 pm	The Dalles Campus	\$ 55.00
March 19th, 2016	8:30 am—12:30 pm	Hood River Indian Creek Campus	\$ 55.00

Food Handlers Certification

Food Handler certification may be completed online at: <http://triwou.org/pages/show/ccccrr-food-handler-certification>. Or you may purchase a Self-Study packet for \$10.00 by contacting Child Care Partners at 541-506-6131 or ccp@cgcc.edu. This is a Set One in Health Safety & Nutrition class.

Additional Training:

Read and Reflect

Read and Reflect is a training opportunity that allows you to receive additional training when you are unable to easily attend classroom training. The **Read and Reflect training packet** consists of reading materials based on specific topics with an action activity, reflection component and activity worksheets. These trainings are accepted by the Oregon Registry and count towards the training requirements of the Early Learning Division. **You will receive 1 clock hour of training. Cost is \$15.** You can request a packet from Child Care Partners.

ONLINE Training:

We are excited to offer online courses in partnership with Ask Phoenix Solutions to help support you and your professional development goals!

These online trainings include a variety of Set 1, Set 2, and Set 3 classes. Take a look at the Ask Phoenix Solutions courses available to you at: www.askphoenixsolutions.com/courses. Next, go to our partner page at: www.askphoenixsolutions.com/ccp.

Once you have chosen a course, fill out the registration form and submit your payment. You can mail the payment to Ask Phoenix Solutions or pay online. **The charge is \$15 per hour for individual courses.** (As an example a 3 hour training would cost \$45.) Once they receive your registration form and payment, they will send you an enrollment key that will give you access to your course.

Check out the “PARTNERS” Quick Start Guide for helpful information on enrolling and participating in an Ask Phoenix Solutions course. The guide is located on the APS Campus Home Page: www.ASKphoenixsolutions.com/phoenixsolutions.

Once you have completed the course CCP will be contacted, so we can enter your training into ORO and send you a certificate.

If you have any questions about the coursework or APS campus, please feel free to contact Ask Phoenix Solutions. You can call for technical assistance 8:30 am—8:30 pm Monday through Friday and Saturday from 10:00 am—12:00 pm at **503-419-7023**. You may also email: CAMPUSadmin@askphoenixsolutions.com if you do not need an immediate response (they will get back to you within 24-48 hours).

PROFESSIONAL IMPROVEMENT GROUP (P.I.G.)

5:00 PM—7:30 PM

At Child Care Partners

Located on The Dalles Campus

Building 2, 1st Floor

Contact: 541-506-6131



Third Wednesday of Each Month

* Please let us know if you plan to attend :)

P.I.G. offers:

Professional Development
Advising

Individualized Support

Work Sessions

Oregon Registry Online

QRIS Support

CDA Support

Resources (Books, Forms, etc.)

All “Ask Phoenix Solutions” trainings are also available to be presented face-to-face in our region. If interested in a particular course let Child Care Partners know which training you would like to see offered.

Moving Forward with Your QRIS Process

1

Continue to move your Staff and/or Yourself up on the Oregon Registry. Suggestion: Contact Child Care Partners to help you identify what you need to move up to a higher Step on the Oregon Registry .

2

Know the increased number of training hours required for the star level you are thinking of applying for. Suggestion: Check out the OCCD website for information on the Professional Development Planning at www.pdx.edu/occd. Child Care Partners can help with professional planning.

3

Keep using your Quality Improvement Plan The QIP was received at the Increasing Quality Training session. Suggestion: Use your Quality Improvement Specialist as a resource.

Completing your QIP training on January 14th, 2016

4

Write your Policies and Procedures down and update. Suggestion: Attend a workshop on policy development; check the ORO training calendar for dates at: oregonchildcaretraining.org. You can also access customizable family and employee handbook templates at: oregonqrisresources.org. (Go to this site to request a log in.)

5

Get parents involved in your program. Suggestion: Download the family survey from the QRIS website and begin using it today. Available in English, Spanish or Russian at: triwou.org/library. Type "family survey" in the search field.

6

Learn about research based screening and assessment tools and how to use them. Learn about the Ages and Stages Questionnaire (ASQ) and how to use it. Visit www.asqoregon.com.

ASQ-3 Training scheduled for March 12th, 2016

7

Make sure your program uses a curriculum that supports all children's learning and development. Suggestion: Find a class on the ORO training calendar about implementing curriculum. Visit: <https://oro.research.pdx.edu/calendar/>.

QRIS Standard for Curriculum Training scheduled for March 3rd, 2016

Oregon's QRIS

Calling All Family Child Care Providers!

Completed the IQT and not sure where to go next?

Haven't taken the IQT, but are interested to learn more?

How would you like to receive up to **\$2000** in funds to support continuous Quality Improvement in your Program?



There are still a few spots left in our Focused Child Care Network.

For more information give us a call at **541-506-6131**.



The following programs have made a commitment to providing quality child care (since the last Newsletter):

 **Laura Goslin's Childcare**
 **Karolyn's Kids Child Care**

Cathy's Kids



News Update

Improvements were made in the Employment Related Day Care (ERDC) program starting October 1, 2015

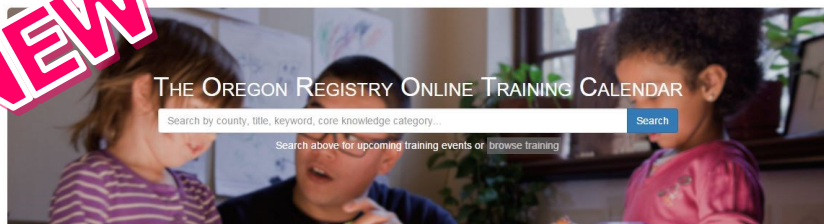
The information below lists ERDC changes families may qualify for.

- **All ERDC cases will be certified for 12 months.** Twelve month eligibility is designed to benefit the child. Staying with the same provider over a long period of time has been proven to be beneficial to child development and family stability.
- **Families can earn more than before to stay in the ERDC program.** Income limits for entering the program have not changed but income limits for exiting the program have been raised. Once approved for benefits, families would not be over the income limit until they reach the new amounts chosen.
- **Copays and authorized child care hours will be more stable.** Copays and hours will only be adjusted in limited situations; hours will not be decreased. Providers should only bill for hours the children are in care at the home or facility or for eligible absent days.
- **There may be instances when a zero copay will be listed on the billing form.** This may occur when a parent/caretaker is temporarily unemployed or during the military transition period. Work search is allowed in these situations.
- **Cases will be less likely to close.** Short-term changes in employment or wage increases during the ERDC certification period will not cause the case to close. Children can stay with the same child care provider even when the parent may be temporarily unemployed. Work search is allowed during this time.
- **ERDC may cover some student hours for working families.** This will benefit families who are working and enrolled in a higher education institution that is eligible for federal financial aid. The parent must be in a program that will improve their employment opportunities. Combined work and student hours may be approved for up to 215 hours per month. The student hours cannot be more than the work hours.
- **Self-employment hours may be covered.** This includes families who are solely self-employed. The total child care hours may be approved for up to 215 hours per month.

Who do I call if I have questions? Contact the Direct Pay Unit (DPU) at 1-800-699-9074 or contact your local DHS office.

Thank you for your partnership in offering stable, safe and quality child care to Oregon families.

NEW



<https://calendar.oregonregistryonline.org/>

New Oregon Registry Online Training Calendar

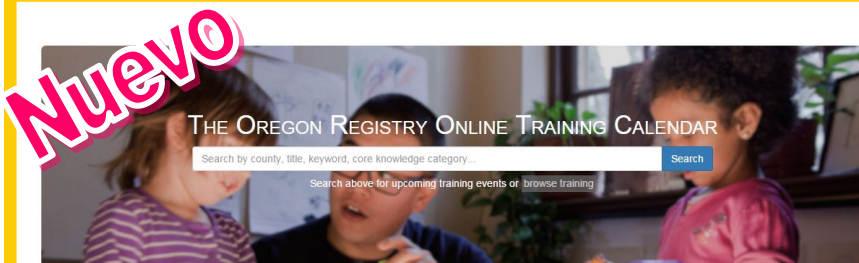
Check out the NEW look to ORO, follow the link provided and begin to explore the new training calendar. You may search for trainings anywhere in the state, log-in to your ORO account, and view up coming trainings provided by Child Care Partners!

El 1 de Octubre de 2015 se realizaron mejoras al programa de Cuidado Infantil Relacionado con el Empleo (*Employment Related Day Care* o ERDC).

La información que aparece a continuación indica cambios en el programa de ERDC para los cuales podrían calificar ciertas familias.

- **Todos los casos de ERDC estarán certificados por 12 meses.** La elegibilidad de doce meses esta diseñado para beneficiar a los niños. Permanecer con el mismo proveedor durante un periodo largo ha demostrado ser beneficioso para el desarrollo infantil y para la estabilidad familiar.
- **Las familias pueden ganar más que antes y permanecer en el programa de ERDC.** Los límites de ingresos para ingresar al programa no han cambiado, pero los límites para mantenerse en el programa han sido elevados. Una vez que se aprueban a las familias para recibir beneficios, éstas no excederán el límite de ingresos hasta que lleguen a las cantidades que se han indicado.
- **Los pagos compartidos y las horas de cuidado infantil autorizadas serán más estables.** Los pagos compartidos y las horas se ajustarán únicamente en situaciones limitadas; no se disminuirán las horas. Los proveedores deben facturar únicamente por las horas que los niños estén bajo cuidado en la vivienda o en un centro o por los días de ausencia elegibles.
- **En ciertas instancias, el pago compartido podría aparecer como cero en el formulario de facturación.** Éste podría ser el caso si uno de los padres o el tutor está temporalmente desempleado o durante el periodo de transición militar. Está permitido buscar un trabajo en tales situaciones.
- **La probabilidad de que los casos cierren será menor.** Los cambios de corto plazo en el empleo o el incremento de salarios durante el periodo de certificación de ERDC no harán que el caso cierre. Los niños pueden permanecer con el mismo proveedor de cuidado infantil incluso cuando el padre/la madre esté temporalmente desempleado/a. Está permitido buscar un trabajo durante este tiempo.
- **ERDC podría cubrir algunas horas de estudios para las familias que trabajan.** Esto beneficiará a las familias que trabajan y que están matriculadas en un centro de estudios superiores que sean elegibles para ayuda financiera del gobierno federal. El padre/madre debe estar matriculado/a en un programa que mejore sus oportunidades laborales. Puede aprobarse un total de hasta 215 horas de trabajo y de estudios combinadas al mes. Las horas de estudios no pueden superar las horas de trabajo.
- **Las horas de empleo por cuenta propia podrían estar cubiertas.** Esto incluye a las familias que trabajan únicamente como independientes. Puede aprobarse un total de hasta 215 horas de cuidado infantil al mes.

¿A quién puedo llamar si tengo preguntas? Comuníquese con la Unidad de Pago Directo (*Direct Pay Unit* o DPU) al 1-800-699-9074 o comuníquese con la oficina local del DHS. Le estamos muy agradecidos por ayudarnos a ofrecer un cuidado infantil estable, seguro y de calidad a las familias de Oregon.



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El Calendario de Entrenamientos en Línea del Oregon Registry Nuevo

Mire el nuevo aspecto de ORO, siga el enlace proveído y comience a explorar el nuevo calendario de entrenamientos. ¡Podrá buscar entrenamientos dondequiera en el estado de Oregon, ingresar a su cuenta de ORO, y ver los entrenamientos disponibles en los próximos meses de Child Care Partners!

Activities • Actividades



Rainbow Snow

Fill bin with snow and bring it indoors. Add colored water and paint brushes.

Nieve de Arcoíris

Llene el recipiente con nieve y traerla adentro. Agregue agua de color y brochas de pintar.

Window Glass Art

Use contact paper and stick to a easy to reach window. Cut out pieces of tissue paper.

Arte en la Ventana

Utilice papel de contacto y móntelo sobre una ventana accesible. Recorte pedazos de papel de seda.



Picture Puzzles

Glue popsicle sticks to the back of a photograph then cut each stick individually.

Rompe Cabezas

Pegue palos de paletas detrás de una foto y recórtelas después.

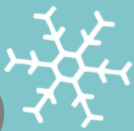


Snowflake Art

Just remove masking tape when the paint dries.

Arte de Copos de Nieve

Solo remueva la cinta adhesiva cuando la pintura se seque.

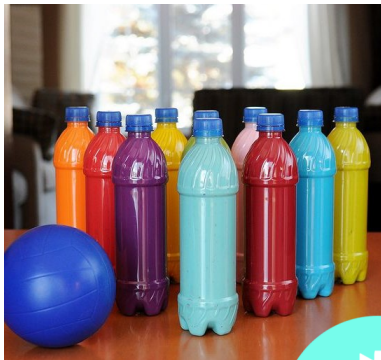


Bowling

Use recycled bottles, pour paint inside or just use without. Any ball will do.

Boliche

Utilice botellas recicladas, vierta la pintura por dentro o sin pintura. Cualquier pelota servirá.



Banana Snowman

1/2 banana per child

1/2 c milk

1tb honey

1/3 cup shredded coconut (optional)

Small pieces of carrots and raisins

Toothpicks and pretzels

For each Snowman use one large, one medium and one small piece of banana. Stir honey into the milk and then dip the pieces of banana into the mixture.

Optional: Roll in the coconut. If desired, stack the pieces onto the toothpick or build a Snowman on a plate with the bananas. Decorate with raisins and carrot pieces. Add pretzel arms.

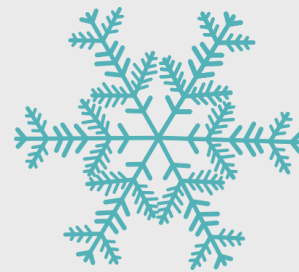
Fire Trucks

Use cars and trucks for fine motor and hand eye coordination.

Camión de Bomberos

Utilice carros y camiones para el motor fino y la coordinación.





Child Care Partners is a member of **Child Care Aware of America.** www.naccrra.org

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