

October - December 2022

CHILD CARE RESOURCE & REFERRAL

of Washington County



As we head into this new season there are many things on our mind here at CCR&R, but the number one thing that stays constant is the support and well-being of our early educators.

Within this newsletter we hope you find resources on equity as well as social emotional development.

We highlight Kinder Readiness and focus in on child assessments & observations. For all other needs and questions that come up please do not hesitate to reach out to the ever-growing team here in Washington County.



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Contact Information

Phone Number



Live Phone Hours:
Monday - Friday
8:30 am - 5:00 pm



Email

ccrr@caowash.org



Website

<https://caowash.org/ccrr>



Physical Address

1050 SW Baseline Street
Suite C1
Hillsboro, OR 97123

Mailing Address

1001 SW Baseline St
Hillsboro, OR 97123

During this time, we are working remotely and we are available by appointments only.
However, you may reach us by phone or email.

RESPONSE TIMELINE:

24-48 hours for voicemails and emails.

Please make sure to leave us a voicemail with your name and number so that we are able to return your call.

What's new in the CCR&R Team?

New Staff:



Farhia Ibrahim
fbrahim@caowash.org

On June 27th, 2022 the CCR&R team welcomed Farhia Ibrahim as the bilingual Somali/English speaking Quality Improvement Specialist (QIS). Farhia comes to us from IRCO (Immigrant & Refugee Community Organization) where she had been supporting in leading a classroom, planning activities, and developing relationships with children and families. Farhia holds two bachelor's degree from Portland State University - one in Child, Youth, and Family Studies and another in Social Studies, with a minor in Arabic. Farhia loves the CCR&R team because everyone is very nice and welcoming. From her first day until now the team has been very supporting and encouraging. They have made her transition to a QIS very smooth. She believes she has the best team! When Farhia is not working, she enjoys having coffee and taking long walks.

Promoted:



Flor Silva
fsilva@caowash.org

Flor was previously a CCR&R Specialist. On September 13, 2022 Flor was promoted as the new Preschool Promise (PSP) Quality Improvement Specialist (QIS). Flor is from Mexico where she did her training as a Montessori teacher for Casa and worked with children 3 to 6 for 10 years before moving to the States. Once here she worked in 2 different Montessori schools in the Bay Area before moving to Oregon where she decided to open her in home Montessori Program which has been in operation since 2011. Covid took her to another path in her life and she started working for CCR&R as a Specialist where she was able to help providers and share her knowledge as a child care provider. She loves the team she works with and the support and passion that everyone at CCR&R has! She is excited to take on her new position as a Preschool Promise (PSP) Quality Improvement Specialist (QIS) and be able to continue support providers in a different way and empower them to become better at what they do! When she is not working, she loves spending time with her family (husband, two children & a dog) outdoors, loves to travel anywhere new but she especially loves to go to warm beaches.

Child Care Resource & Referral Appointment Request

We are now accepting appointments! If you would like to schedule an appointment with Child Care Resource & Referral, please scan the QR code to the right with your smart phone to be taken to our online form.



Inclusive



Partners

DID YOU KNOW....

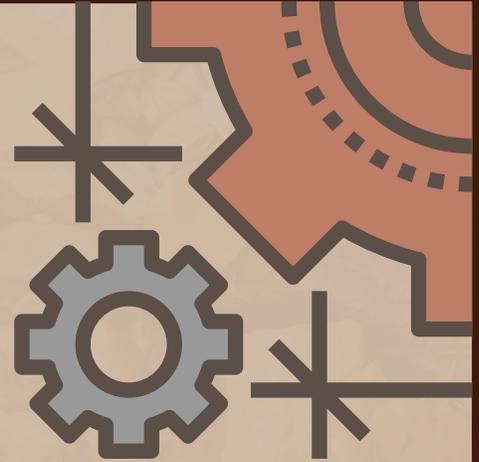
That all children are entitled to equal rights in child care?

The Americans with Disabilities Act (ADA) is a federal civil rights law stating that people with disabilities are entitled to equal rights in employment, public services, and access to places of public accommodation. Public accommodations include childcare in homes, centers, after school programs, and everywhere childcare is provided. The ADA clearly states that providers cannot refuse to enroll a child with a disability and that "reasonable accommodation" must be made to serve them. A reasonable accommodation is any adaptation or alteration of strategies to better serve all children.

Since inclusive practices support children regardless of age or ability, imbedding inclusive strategies in your daily routines, your ways of communication, and your curriculum is a win-win! Inclusive Partners (IP) can help you at no cost! IP can provide individual consultations, talk through inclusive practices that work in your childcare setting, free staff trainings, and more. Call us at 971-673-2286 or email

DELC.InclusivePartners@ode.oregon.gov

What's going on in Washington County?



- **October 1, 10:00AM - 2:00PM**
Free STEM Fun at Open Saturday.
Pearson Field Education Center
(Recurring Event Free)
- **October 4, 5:00PM - 8:00PM**
First Tuesday Art Walk in Downtown Hillsboro
(Recurring Event Free)
- **October 7, 9:30AM - 11:30AM**
Blooming Love- Mom and Baby Support Group:
Symposium Coffee
12345 SW Main St Tigard, OR
(Recurring Event)
- **October 19, 6:00 pm**
Middle Grade Book Club with Maggie
Mae's Kids Bookshop
(Recurring Event)
- **November 8 @ 8:00 pm - 9:00 pm**
Prenatal Feeding Class for ALL parents, LGBTQ+ inclusive
(Recurring Event)
- **November 11**
Free Entrance Days at National Parks 2022
(Recurring Event)

To see events hosted by Washington County Cooperative Library Services click [**this link**](#)



Events include:
Family Storytime, Teen Book Club, Craft Night, Spanish Conversation Hour |
Hora de conversación en español, Fiction Friends
(book club for 6th - 8th grade) and Slime of your Life to name few!

Partnering with Families for Successful Futures!



Help Me Grow supports your child's healthy growth and development

- Empowers families to achieve their goals
- Links families to child development information and community resources
- Free for all families (no restrictions based on insurance or income)
- Serves children from birth to 6 years old and expecting families



Help Me Grow connects you with...

- A caring, compassionate team of early childhood experts
- Child development and learning activities
- Healthcare and prenatal services
- Home visiting programs
- Parenting education and support groups
- Child care and preschool programs
- Early intervention and developmental disabilities programs
- Oregon Health Plan enrollment
- Essential needs (like WIC or energy assistance)

833-868-4769

hello@helpmegroworegon.org



OREGON STATEWIDE SCHOLARSHIP PROGRAM

Oregon's Family Child Care Scholarship Information

Oregon's Family Child Care Scholarship supports professional development for Oregon's Registered Family and Certified Family Child Care Providers. If you are the Provider named on an Oregon Registered Family or Certified Family Child Care license, you may be eligible for scholarships to help pay for the following professional development opportunities.



We Make America Happen

College Coursework	For-credit coursework in the field of childhood care and education, through regionally or nationally accredited colleges.
Training	Training approved by the Oregon Registry Trainer Program as Set Two or Set Three and offered by an Oregon Registry Trainer Program registered Sponsoring Organization.
Conference	Conferences held in Oregon and sponsored by an Oregon Registry Trainer Program registered Sponsoring Organization, and out-of-state conferences sponsored by the NAEYC, a regional NAEYC Affiliate, or the NAFCC and their state affiliates.
Credential, Endorsement, Accreditation	CDA credential initial application fee (includes the exam), ORIMHA ECMH-E ® and IMH-E ® endorsement application and first year membership fees for Infant Family Associate and Infant Family Specialist, and NAFCC accreditation and membership fees.

Scholarships are available first come, first served. Completed professional development activities from December 7, 2021 onward may be eligible for reimbursement. Funds are limited and availability may change. Scholarship awards will be discontinued if funds are unavailable or on June 30, 2023 (whichever comes first). Individual awards are not transferable and may expire.

If you have questions email: occdsch@pdx.edu or call:

English	Español	Русский	Tiếng Việt	中文
503-725-8535	503-725-8535	503-725-85685	503-954-4982	503-725-8535

Administered by the Oregon Center for Career Development in Childhood Care and Education. Funding provided for by the 2021-23 Collective Bargaining Agreement between the State of Oregon and AFSCME/Oregon Child Care Providers Together. Oregon Center for Career Development in Childhood Care and Education • 503-725-8535 • (Toll Free) 877-725-8535 PSU-OCCD • Scholarship Program • PO Box 751 • Portland, OR 97207 • pdx.edu/occd • occdsch@pdx.edu



Find Child Care Oregon (FCCO) is excited to launch the new Provider Portal for all active Child Care programs in FCCO. Programs have the opportunity to update their program information online. This allows programs to keep their record up to date throughout the year with openings and details about the program you run. By using this system you will be able to add a message to families and photos of your program to enhance your profile. Programs will receive a reminder to update the information on their record via email quarterly. Access to your FCCO record is available now. Watch the recording [HERE](#) for more information on how to update your program.

[CLICK HERE](#)

PASSCODE: @8&HS.QP



Market Price Study



ATTENTION:

Between October 1st and December 31st, CCR&R will be contacting every licensed program to ask about the rates they charge families. This is a part of the statewide effort called the Market Price Study. All CCR&R's across the state collect data from providers and update it in Find Child Care Oregon. This is a federal requirement and helps inform reimbursement rates that the Oregon Department of Human Services (ODHS) pays child care providers for children in their care that receive Employment Related Day Care (ERDC). The rate information that you share with CCR&R and the state will not be available to families so please rest assured that this is kept confidential. Parents can not access rate information in Find Child Care Oregon as it is only viewable by the provider and the CCR&R.

Trauma Responsive Care for Infants and Toddlers in Child Care

Join us for a cohort series that focuses on how the infant/toddler workforce can support infants, toddlers, and families who have experienced or who are at risk for experiencing trauma.

If you are Interested , please email Megan at

mwurst@caowash.org

When: Tuesdays 6-8:30PM Jan 3rd, 10th, 17th, 24th, 29th and Feb 7th.

***Must attend all 6 sessions for credit**

Where: All classes will be on Zoom

Cost: \$25 with the remainder being covered by the Betty Gray Scholarship

Trainer: Megan Wurst Infant Toddler Specialist

mwurst@caowash.org

Learning Objectives Include:

- ***Define and explore trauma, risk factors, and trauma-responsive care.***
- ***Discuss the possible effects of trauma on infants and toddlers and explore the concepts of protective factors and resilience.***
- ***Identify trauma-responsive care strategies and practices.***
- ***Identify the influence of trauma on families and explore practices that strengthen family resilience.***
- ***Discuss the importance of caregiver wellness and well-being and explore ways to foster caregiver resilience.***
- ***Explore how to develop, establish, and sustain trauma-responsive policies and practices in infant and toddler care programs.***

READY OR NOT KINDERGARTEN, HERE WE COME!

By Tracy Galuski

Sammy was a bit of a late bloomer. Maria, his mother, spent a lot of time helping him with the kindergarten readiness activities, but she wasn't sure if he was really prepared. The morning of the first day of school was a whirlwind for the family. Maria dropped Sammy off with a kiss, then made her way to work, where she worried about him off and on all day.

While many of us focus on the basics of letter and number recognition or reading skills, kindergarten readiness encompasses more than a few isolated skills. We need to look at the whole child and all the skills and strengths each child has developed. That's what makes them unique. As an example, Sasha may love books and have exceptional reading abilities, but she struggles with shyness that prevents her from engaging with other children. Joshua might be very strong socially but still has difficulty holding and using a pencil correctly. Emma can do both these things, but she can be very silly and wiggly and gets distracted in group settings. Despite these differences, all of these children are ready for school. Here are some tips to help you prepare your child for Kindergarten:

- **Help him to develop independence at home.** Encourage your child to dress himself, take his coat on and off and hang it up, use the bathroom without assistance and wash his hands without constant reminders, and put on his own shoes. Provide serving spoons so your child can serve himself at the table and clear his own dishes. These skills will take him from the coatroom to the lunchroom and beyond.
- **Focus on self-help skills.** Your child should know how to wipe her face after lunch without prompting and blow her nose without assistance. But be sure she is also comfortable asking an adult for help when necessary.
- **Teach responsibility.** Start transferring small responsibilities over to your child, if you haven't already. After a family trip to the pool, you might put your child in charge of emptying the backpack, refilling the water bottles, or hanging up his wet swimsuit. Even when it may be easier for you to complete these tasks, let him accept the responsibility.

Continued...

- **Develop and follow routines.** Set up morning routines that will transfer into a school setting. Getting up around the same time every day, getting dressed, and having an early breakfast together is a great way to transition to school.
- **Read aloud to your child.** Get your child a library card, take her to the library to check out books, and be sure to read to your child every day. Read a variety of books, read the caption under pictures in the newspaper, even share the comics. Just read!
- **Engage her in meaningful literacy activities.** Encourage your child to help you with thank you cards, shopping lists, or notes. They may start with scribbles or pictures, move into scattered letters, and finally some recognizable words as they enter school. Appreciate their attempts and watch their skills develop with practice.
- **Acknowledge his feelings.** Avoid talking about school too much, or wait until the end of summer is near. Your child may express being nervous, not wanting to go or, alternately, feeling very excited to start school. Whatever they feel, take time to appreciate where they are.

Rather than worry about whether your child is ready to read and write, think about his or her skills as a whole. What can they do well that will help them succeed? The quiet child who has reading abilities will find her way to the social butterfly that needs help writing his name. The silly, wiggly child will find a spot as the classroom helper. Rest assured, they will all navigate kindergarten together.

Tracy Galuski is an associate professor and mentor at Empire State College where she shares her experiences as a mother, teacher, and child care administrator with her early childhood students. She teaches online courses in child development and classroom environments.

<https://www.naeyc.org/our-work/families/kindergarten-here-we-come>

IN BRIEF | EARLY CHILDHOOD MENTAL HEALTH

A series of brief summaries of essential findings from recent scientific publications and presentations by the Center on the Developing Child at Harvard University.

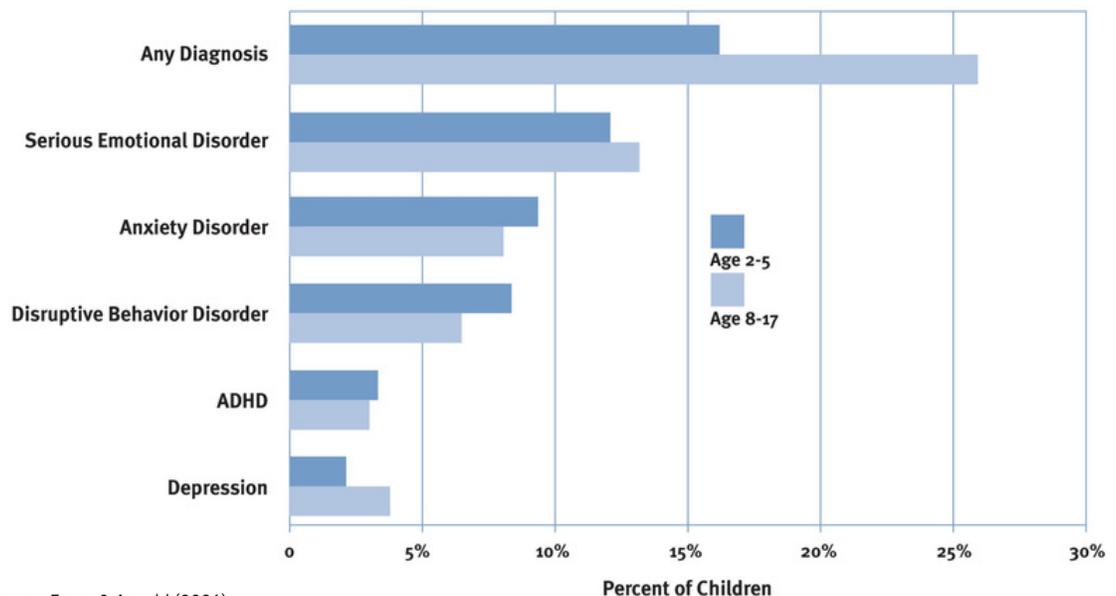
The science of child development shows that the foundation for sound mental health is built early in life, as early experiences—which include children’s relationships with parents, caregivers, relatives, teachers, and peers—shape the architecture of the developing brain. Disruptions in this developmental process can impair a child’s capacities for learning and relating to others, with lifelong implications. For society, many costly problems, ranging from the failure to complete high school to incarceration to homelessness, could be dramatically reduced if attention were paid to improving children’s environments of relationships and experiences early in life.

Sound mental health provides an essential foundation of stability that supports all other aspects of human development—from the formation of friendships and the ability to cope with adversity to the achievement of success in school, work, and community life. Similar to the way a wobbly table may not function well if the floor is uneven, the legs are not aligned, or the tabletop is not level, the destabilizing consequences of problems in mental health can be caused by many interdependent factors. Just as small “wobbles” in a table can become bigger and more difficult to fix over time, the effective management of mental health concerns in young children requires early identification of the causes and appropriate attention to their source, whether they reside in the environment, the child, or (most frequently) in both. Understanding how emotional well-being can be strengthened or disrupted in early childhood can help policymakers

promote the kinds of environments and experiences that prevent problems and remediate early difficulties so they do not destabilize the developmental process.

1 Significant mental health problems can and do occur in young children. In some cases, these problems can have serious consequences for early learning, social competence, and lifelong physical health. Children can show clear characteristics of anxiety disorders, attention deficit/hyperactivity disorder, conduct disorder, depression, post traumatic stress disorder, and neurodevelopmental disabilities, such as autism, at a very early age. That said, young children respond to and process emotional experiences and traumatic events in ways that are very different from older children and adults. Consequently, diagnosis in early childhood can be even more difficult than it is in adults.

Mental Health Problems Can Occur Across Childhood



2 Impairment in mental health occurs as a result of the interaction between a child's genetic predispositions and his or her exposure to significant adversity in the environment. Genes are

not destiny. Our genes contain instructions that tell our bodies how to work, but the environment leaves a "signature" on the genes that authorizes or prevents those instructions from being carried out—or even speeds up or slows down genetic activity. Thus, the interaction between genetic predispositions and sustained, stress-inducing experiences early in life can lay an unstable foundation for mental health that endures well into the adult years.

3 Toxic stress, which is the result of strong, frequent and/or prolonged biological responses

to adversity, can damage the architecture of the developing brain and increase the likelihood of significant mental health problems that may emerge either quickly or years later. Because of its enduring effects on brain development and other organ systems, toxic stress can impair school readiness, academic achievement, and both physical and mental health in children and, later, during adulthood. Life circumstances associated with family stress, such as persistent poverty, threatening neighborhoods, and very poor child care conditions, elevate the risk of serious mental health problems. Young children who experience recurrent abuse or chronic neglect, domestic violence, or parental mental health or substance abuse problems are particularly vulnerable.

4 Some individuals demonstrate remarkable capacities to overcome the severe challenges of early, persistent maltreatment, trauma, and emotional harm, yet there are limits to the ability of young children to recover psychologically from such adversity. Even when

children have been removed from traumatizing circumstances and placed in exceptionally nurturing homes, developmental improvements are often accompanied by continuing problems in self-regulation, emotional adaptability, relating to others, and self-understanding. When children overcome these burdens, they have typically been the beneficiaries of exceptional efforts on the part of supportive adults. These findings underscore the importance of prevention and timely intervention in circumstances that put young children at serious psychological risk.

5 It is essential to treat young children's mental health problems within the context of their families, homes, and communities.

The emotional well-being of young children is directly tied to the functioning of their caregivers and the families in which they live. When these relationships are abusive, threatening, chronically neglectful, or otherwise psychologically harmful, they are a potent risk factor for the development of early mental health problems. In contrast, when relationships are reliably responsive and supportive, they can actually buffer young children from the adverse effects of other stressors. Therefore, reducing the stressors affecting children requires addressing the stresses on their families.

POLICY IMPLICATIONS

- The emotional and behavioral needs of vulnerable infants, toddlers, and preschoolers are best met through coordinated services that focus on their full environment of relationships, including parents, extended family members, home visitors, providers of early care and education, and/or mental health professionals. Mental health services for adults who are parents of young children would have broader impact if they routinely included attention to the needs of the children as well.
- Physicians and providers of early care and education would be better equipped to understand and manage the emotional and behavioral problems of young children if they had more appropriate professional training and easier access to child mental health professionals when they are needed.
- Better coordination of resources invested in mental health services for young children and their parents would provide a more stable and efficient vehicle for assuring access to effective prevention and treatment programs.

For more information, see "Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood" and the Working Paper series from the Center on the Developing Child at Harvard University.

www.developingchild.harvard.edu/resources/



Center on the Developing Child
HARVARD UNIVERSITY

www.developingchild.harvard.edu

ALSO IN THIS SERIES:

INBRIEF : The Science of Early Childhood Development

INBRIEF : The Impact of Early Adversity on Brain Development

INBRIEF : Early Childhood Program Effectiveness

INBRIEF : The Foundations of Lifelong Health

INBRIEF : Executive Function: Essential Skills for Life and Learning

The authors gratefully acknowledge the contributions of the National Governors Association Center for Best Practices and the National Conference of State Legislatures.

Business Corner



The business corner is a new section of our CCR&R newsletter. The Business Corner will be incorporated in each newsletter with a new topic of focus each quarter. This quarter's topic can be found below.

Topic: Opening a New Business

Have you considered opening a child care business but do not know where to start? We have good news for you! Child Care Resource & Referral (CCR&R) can assist you with business-related questions or concerns.

Our Business Navigator, Kimberly Rojas, is available to support you in many ways, such as:

- Explain the different types of child care available in Oregon.
- Help you determine which type of care you want to provide.
- Demonstrate where to search whether a business name is available.
- Guide you on how to register your business with the State of Oregon.
- Review licensing requirements (if applicable) for your interested type of care.
- Connect with the correct personnel on the CCR&R team if you are interested in attending training offered through our department.
- Help search or fill out any child care grant applications available.
- Any other questions regarding the start-up or expansion of your business.

You can contact **Kimberly Rojas** by emailing:

krojas@caowash.org

By phone at:
(971) 294- 9524

New Business Resources

Oregon Start a Business Guide

<https://sos.oregon.gov/business/documents/business-guides/start-business-guide.pdf>

Types of Care Overview

<https://oregonearlylearning.com/parents-families/find-child-care-programs/child-care-types>

Getting Started in the Business of Family Child Care by Tom Copeland

<https://www.tomcopelandblog.com/blog/getting-started-in-the-business-of-family-child-care>

What is the Best Business Structure for a family child care provider video

<https://youtu.be/1CNwYiHS3ps>

Free Tax Services

We are now partnering with a local tax company to offer FREE services to stabilization grantee providers. These services include the following:

- **Bookkeeping-** Bookkeeping is tracking and recording a business's financial transactions. The local tax company will support you by helping you track these transactions monthly. The company will help organize your expenses and supporting documents (such as your receipts, bills, invoices, purchase orders, etc.).
- **Tax Preparation-** The local tax preparer will file and complete tax forms on your behalf.
- **Tax Advising Sessions-** Receive recommendations from a professional specializing in the complex U.S. tax code.

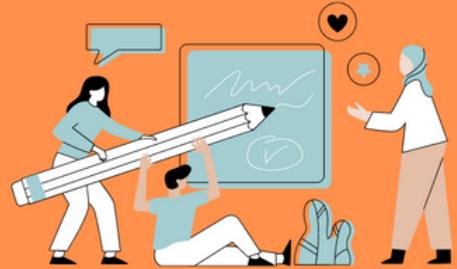
If you need any of the services above at no cost, please call/text

Kimberly Rojas
(971) 294-9524
or email at

[**krojas@caowash.org**](mailto:krojas@caowash.org)

Please Note: You must have received stabilization grants to be eligible for this free service.

Strengthening Business Practices for Child Care Programs



WHAT IS IT?

A four-class cohort that focuses on increasing your knowledge of best practices for small businesses and giving you tools to help you run your program efficiently and smoothly. In addition to the classes, you will also have a one-on-one session with a business coach to support the specific needs and goals of your program.

DETAILS:

- There is no cost to the cohort, but those programs that received stabilization grant funds will get priority for registering.
- There are 20 spots available. Please complete the application if you are interested.
- You will need to be able to commit to attending all 4 classes and your coaching session

APPLY NOW



BUDGETS, PLANNING AND PROJECTIONS

Tuesday, Oct 4th 6-8PM

- Learn how to build a budget and use it to support your decision making
- Understand how to project costs, generate income and plan for future goals



FINANCIAL REPORTS AND INTERNAL CONTROLS

Tuesday, Oct 18th 6-8PM

- Manage your finances with simple reports
- Learn how to strengthen your program's fiscal health



MARKETING FOR CHILD CARE PROGRAMS

Tuesday, Oct 25th 6-8PM

- Make your marketing more efficient and effective
- Be able to articulate your programs features and benefits



STAFF RECRUITMENT AND RETENTION

Tuesday, Nov 1st 6-8PM

- Understand best practice for recruiting and hiring
- Have a framework to support onboarding and ongoing feedback and training

Oregon Screening Project

Because developmental delays in children can be subtle, most children who would benefit from early intervention aren't identified until after they start elementary school. But intervention before kindergarten has a huge academic and social benefit on children's success. One thing you can do in your early learning program is to administer the Ages and Stages screening or ASQ-3.

The ASQ-3 is a set of questionnaires about children's development. It has been used for more than 20 years to make sure children are developing on schedule. A screening provides a quick look at how children are doing in important areas, such as communication, physical ability, social skills, and problem-solving skills. ASQ-3 can help identify a child's strengths as well as any areas where they may need additional support. After completing the questionnaire, you complete a scoring sheet.

If the child is developing without concerns, there is nothing more you will need to do. If the score sheet does show some potential developmental concerns, this is a great opportunity to have families talk to their pediatrician or contact an early intervention agency such as **Northwest Regional ESD** to have the child further evaluated, or to get activity ideas that can support their development in these areas.

Administering the questionnaire is the easy part. Talking to families about their child's development, especially if there is a potential concern is another story. We have included some tips below about how to talk to families about the results of the screening as well as a link to a parent conference form that might be helpful in organizing your thoughts.

You can find the free screenings by age **HERE** and family conference form **HERE** Identifying potential concerns early will help the children get the additional support they need to set them up for future success in school.

You can find a helpful tip sheet titled "Sharing Screening Results with Families" **HERE**.

DIVERSITY-INFORMED TENETS FOR WORK WITH INFANTS, CHILDREN AND FAMILIES



THE TENETS

DIVERSITY-INFORMED TENETS FOR WORK
WITH INFANTS, CHILDREN & FAMILIES

Irving Harris Foundation Professional Development Network Tenets Working Group

CENTRAL PRINCIPLE FOR DIVERSITY INFORMED PRACTICE

1. Self-Awareness Leads to Better Services for Families:

Working with infants, children, and families requires all individuals, organizations, and systems of care to reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression have had on our lives in order to provide diversity-informed, culturally attuned services.

STANCE TOWARD INFANTS, CHILDREN, AND FAMILIES FOR DIVERSITY-INFORMED PRACTICE

2. Champion Children's Rights Globally: Infants and children are citizens of the world. The global community is responsible for supporting parents/caregivers, families, and local communities in welcoming, protecting, and nurturing them.

3. Work to Acknowledge Privilege and Combat

Discrimination: Discriminatory policies and practices that harm adults harm the infants and children in their care. Privilege constitutes injustice. Diversity-informed practitioners acknowledge privilege where we hold it, and use it strategically and responsibly. We combat racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression within ourselves, our practices, and our fields.

4. Recognize and Respect Non-Dominant Bodies of Knowledge:

Diversity-informed practice recognizes nondominant ways of knowing, bodies of knowledge, sources of strength, and routes to healing within all families and communities.

5. Honor Diverse Family Structures: Families decide who is included and how they are structured; no particular family constellation or organization is inherently optimal compared to any other. Diversity-informed practice recognizes and strives to counter the historical bias toward idealizing (and conversely blaming) biological mothers while overlooking the critical child-rearing contributions of other parents and caregivers including second mothers, fathers, kin and felt family, adoptive parents, foster parents, and early care and educational providers.

PRINCIPLES FOR DIVERSITY-INFORMED RESOURCE PRACTICE ALLOCATION

6. Understand That Language Can Hurt or Heal:

Diversity-informed practice recognizes the power of language to divide or connect, denigrate or celebrate, hurt or heal. We strive to use language (including body language, imagery, and other modes of nonverbal communication) in ways that most inclusively support all children and their families, caregivers, and communities.

7. Support Families in Their Preferred Language:

Families are best supported in facilitating infants' and children's development and mental health when services are available in their native languages.

8. Allocate Resources to Systems Change: Diversity and inclusion must be proactively considered when doing any work with or on behalf of infants, children, and families. Resource allocation includes time, money, additional/alternative practices, and other supports and accommodations, otherwise systems of oppression may be inadvertently reproduced. Individuals, organizations, and systems of care need ongoing opportunities for reflection in order to identify implicit bias, remove barriers, and work to dismantle the root causes of disparity and inequity.

9. Make Space and Open Pathways: Infant, child, and family-serving workforces are most dynamic and effective when historically and currently marginalized individuals and groups have equitable access to a wide range of roles, disciplines, and modes of practice and influence.

ADVOCACY TOWARDS DIVERSITY, INCLUSION, AND EQUITY IN INSTITUTIONS

10. Advance Policy That Supports All Families:

Diversity-informed practitioners consider the impact of policy and legislation on all people and advance a just and equitable policy agenda for and with families.

TENETS INITIATIVE IRVING HARRIS FOUNDATION

191 North Wacker Drive
Suite 1500
Chicago, IL 60606

312.621.3814
www.diversityinformedtenets.org

Diversity is used in the most inclusive sense possible, signaling race and ethnicity, as well as other identity markers, and referring to groups and individuals on both the "up and down side of power" along all axes. Diversity-informed practice is a dynamic system of beliefs and values that strives for the highest levels of diversity, inclusion and equity.

Diversity-informed practice recognizes the historic and contemporary systems of oppression that shape interactions between individuals, organizations and systems of care. Diversity-informed practice seeks the highest possible standard of equity, inclusivity and justice in all spheres of practice: teaching and training, research and writing, public policy and advocacy and direct service.

This is an update to the 2012 Diversity-Informed Infant Mental Health Tenets

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www.diversityinformedtenets.org

This is an update to the 2012 Diversity-Informed Infant Mental Health Tenets

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Free Training for Early Childhood Educators from Beaverton City Library

Felt Stories: Engaging children in Active Storytelling with Felt Boards



Playing with stories promotes early literacy skills, creative expression, and is fun for everyone! In this session, you will create a felt board and fill it with stories. Leave with fresh ideas to engage the children in your care with storytelling, songs, and concepts like counting and colors, using simple materials over and over again.

Set 1, CKC: LEC, 2 hours, Age Group: I/T, PS.
TRAINING IS IN-PERSON AND LOCATED AT BEAVERTON CITY LIBRARY MAIN, 12375 SW 5TH ST, BEAVERTON, OR 97005.

Sunday, Oct. 9 1:30-3:30PM
Sunday, Nov. 20 1:30-3:30 PM
Tuesday, Dec. 6 6:00-8:00PM

Space is limited and registration is required.

Register:

www.BeavertonLibrary.org/FeltStories



Washington County
Cooperative Library Services



Beaverton City Library 12375 SW 5th St • Beaverton, OR 97005 • 503-644-2197 •

www.BeavertonLibrary.org • @beavertonlib

WCCLS TRAINING

74393 Collaboration: I am Learning How to Work and Play with Others

DATE & TIME: Saturday, December 10th, 9:00 a.m. - 12:00 p.m.

SET: 2

TRAINER: AUDREY DUFFY, MASTER TRAINER

DESCRIPTION: In this training, participants will examine factors that influence children to collaborate with others. Examine and select appropriate strategies during interactions with others, while playing or during the daily routines in the effort to help children wait, take turns and share.

CKC: UGB

AGE GROUP: PS & SA

COST: FREE

More WCCLS Trainings coming soon

[CLICK HERE](#)

to direct you to coming up trainings!

CCR&R TRAINING POLICIES

- By registering for a training with CCR&R, you agree to our registration, attendance, and cancellation policies.
- Participants must be registered prior to the training to be admitted. Individuals who are not registered cannot attend.
- Registration closes at 2 pm the day prior to the training.
- You may register online using our online registration portal here. If you need support registering, you may call us at (971)223-6100 or email us at crr@caowash.org.
- Register early as trainings fill up! Registration is only final upon receipt of a confirmation email. Verbal confirmation is not a guarantee that your space will be held.
- To receive credit for a training, you must attend the entire training. If you miss more than 15 minutes, you will not receive credit. We utilize reports in Zoom to tell us when individuals log in and out.
- Cancellations must be given three days prior to the training to receive a refund or Training Bucks.
- Direct refunds will be issued for payment types of card & check. Training bucks will be issued for cash payments. We currently are not accepting cash, but training bucks issued prior are still allowed as a form of payment.
- It is the attendee's responsibility to know the location, directions, date & time of the training. Currently, all our trainings are online. If you do not have the link to the training, please reach out to us by 2 pm the day of the training so we may support you. Our team is typically off by 4:30 pm so we may not be able to support you right before the training.
- Participation in trainings is expected. This could look like adding feedback in the chat box, having your camera on, joining breakout rooms, participating in discussions, coming off mute to answer questions, etc. If you are not responsive to the trainer or opener, that is grounds for removal from the training and no training hours will be given.
- Attending multiple trainings at the same time is not permitted and will result in the removal of attendance credit hours for both trainings attended. It is the registrant's responsibility to review your confirmation email to ensure your trainings do not overlap. If you find that you accidentally registered for trainings that are at the same time, please notify us and we will update your registration.
- When trainings are held in person, only non-mobile nursing infants are allowed to attend trainings. All other children and family are not permitted to attend.
- We are not sending out certificates with online trainings. Our frequency of trainings and registration numbers have increased significantly, therefore if you wish to receive a certificate, you must email us at crr@caowash.org to request one.
- Training hours will be validated directly into the Oregon Registry by CCR&R within 10 business days of a training, sometimes sooner. This eliminates the need for a certificate as it will be automatically added to your Oregon Registry account.
- If a training is cancelled by CCR&R, we will issue refunds to all who paid within three business days. (Note: depending on your bank, it may take an addition 3-5 business days for the money to be credited to your account).
- Training links are sent to both the email we have on file with the Oregon Registry, as well as the email address that you used to register. Please make sure to add crr@caowash.org to your contact list to enable the emails to come through. If you wish to subscribe to our emails, please email us at crr@caowash.org and we will add you to our mailing list. (Please note: if you unsubscribe from our emails, you will NOT receive our training links).



Guide to Training Abbreviations



Oregon Registry

www.oregonchildcaretraining.org

Core Body of Knowledge	Abbreviation
Diversity	DIV
Families & Community Systems	FCS
Health, Safety & Nutrition	HSN
Human Growth & Development	HGD
Learning Environments & Curriculum	LEC
Observation & Assessment	OA
Personal, Professional & Leadership Development	PPLD
Program Management	PM
Special Needs	SN
Understanding & Guiding Behavior	UGB

Sets of knowledge are the progression of increased depth and breadth of knowledge within each core knowledge category.

Set One: Introductory knowledge

The purpose of these sessions is to provide an overview of basic principles, theories, and/or research.

Set Two: Intermediate knowledge

The purpose of these sessions is to build on previous knowledge by having professionals use what they have already learned and experienced to think in depth and to learn more.

Child Development Associate (CDA) Subject Numbers

CDA Subject Areas	Examples
1. Planning a safe, healthy, learning environment	Safety, first aid, health, nutrition, play, space planning, materials & equipment
2. Steps to advance children's physical & intellectual development	Large & small muscle, language and literacy, discovery, art & music
3. Positive ways to support children's social & emotional development	Self-esteem, independence, self-control & socialization
4. Strategies to establish productive relationships with families	Parent involvement, home visits, conferences & referrals
5. Strategies to manage an effective program operation	Planning, record keeping & reporting
6. Maintaining a commitment to professionalism	Advocacy, ethical practices, work force issues & professional associations
7. Observing & recording children's behavior	Tools & strategies for objective information collection
8. Principles of child development and learning	Developmental milestones from 0-5 & cultural influences on development

Age Group Categories	Abbreviation
Infant/Toddler	I/T
Preschool	PS
School Age	SA
No Age-Related Content	NARC

Washington County Training Locations



Community Action
1001 SW Baseline Street
Hillsboro, OR 97123

CA ANNEX
Community Action Annex
1050 SW Baseline Street, Suite C1
Hillsboro, OR 97123

ODHS Child Care Provider Orientation Part 2

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



ODHS Child Care Provider Orientation

Training #	Date	Time	Location	Cost	Set
74347	Wednesday, October 19th	10am-11:30am	Online	Free	1
74378	Wednesday, November 16th	6pm-7:30pm	Online	Free	1
74348	Wednesday, December 14th	10am-11:30am	Online	Free	1

Trainer: Lupita Nolazco Garcia, Quality Improvement Specialist I CKC: PM | Age Group: NARC

Introduction to Registered Family Child Care



Interested in becoming a Registered Family Child Care Provider?
Sign up for the Introduction to Family Child Care training!

There are two parts to the Introduction to Registered Family Child Care training. The required Part One class is available online at <http://campus.educadium.com/OCCD/>. Part Two is the in-person training (Currently online only) you must attend after completing Part One. This free class provides a rule book, resources to help you be successful, information about Child Care Resource & Referral, and more. You must pre-register.

Introduction to Registered Family Child Care Part 2

Training #	Date	Time	Location	Cost	Set
74341	Tuesday, October 18th	9:00 AM- 12:00 PM	Online	Free	1
74342	Wednesday, November 16th	6:00 PM-9:00PM	Online	Free	1
74343	Tuesday, December 13th,	9:00 AM-12:00 PM	Online	Free	1

Trainer: Martina Jallad, Quality Improvement Specialist | CKC: PM | Age Group: NARC

Blended Online CPR and First Aid Certification

First aid and CPR (cardio-pulmonary resuscitation) for children, including infants, and adults. Current first aid and CPR certifications are required for certified and registered family child care providers as well as for some staff in certified child care centers. This training meets OCC licensing requirements as well as requirements for the ODHS enhanced rate.

As of June 30th, the Office of Child Care has ended the online only CPR waiver. Anyone renewing their CPR certification after July 1st, 2022, will need to complete the face to face skills session. You will have two weeks to complete the online portion of the training at your own pace. You will receive a link to the online portion via email. Once you complete the online portion, a CPR practice session will be scheduled the Saturday after the two weeks. The in person session will last 30 minutes. You will receive the link on the Monday of the training you are registered for and you will have two weeks from that Monday to complete the training.

Blended Online CPR and First Aid Certification

Training #	Date	Location	Cost	Set	CPR Skill Session (IN PERSON)
74352	Monday, October 24th	Online	\$65	1	Saturday, November 5th
74353	Monday, December 5th	Online	\$65	1	Saturday, December 17th

Presenter: Boyle Safety, LLC | CKC: HSN| Age Group: NARC 1050 SW Baseline St. Suite C1, Hillsboro, Oregon 97123



Are you a licensed family child care provider or a center director? Then you may be eligible to attend a **free**, 2-hour informative training session about Spark, Oregon's Quality Rating and Improvement System.

Not only will you be able to participate in increasing quality in your program, but there are significant financial benefits for participating. Don't miss out on the chance to receive funds to purchase new materials and resources for your program – they won't last forever! This is an opportunity you will not want to miss!

In an effort to be more responsive to the needs of programs, we have changed our process for holding Spark trainings. If you are interested in taking this training, please contact **Hailee McBurney**, at hmcburney@caowash.org or by phone at 503-906-6432.

OCTOBER TRAININGS

74356 Encouraging Communication with Young Children

DATE & TIME: Tuesday, October 4th, 6:00 p.m. – 8:00 p.m.

SET: 1

TRAINER: HAILEE MCBURNEY, MASTER TRAINER

DESCRIPTION: Communication is more than using words. Humans learn to communicate through body language, gestures, and pictures earlier than verbal language. We will discuss how children learn to communicate within culture and community. Tips on how to use visuals, basic sign language and other strategies to support communication will be shared.

CKC: HGD

AGE GROUP: I/T, PS, & SA

COST: \$10

74357 This Just In! What's New in NAEYC Professional Standards?

DATE & TIME: Thursday, October 13th, 2022 6:00 p.m. – 9:00 p.m.

SET: 2

TRAINER: KELLEY LAWSON, MASTER TRAINER

DESCRIPTION: Our vision as Early Childhood Professionals is to make sure each child has equitable access to "high-quality learning & care environments" (NAEYC) in this training we explore NAEYC's 2020 Professional Standards & Competencies for Early Childhood Educators, formerly known as Professional Preparation Standards. What are the knowledge, skills, values, and dispositions we must demonstrate to promote learning for all children?

CKC: PPLD

AGE GROUP: I/T, PS & SA

COST: \$20

74358 Foundations of Family Child Care: Creating Space for Children and Planning Activities

DATE & TIME: Tuesday, October 18th, 6:00 p.m. – 8:00 PM

SET: 1

TRAINER: SUNNY YEPEZ, MASTER TRAINER

DESCRIPTION: Part of a 4-session series on getting off to a strong start in your new childcare business. In this session, we'll discover how developing an inviting environment sets the stage for learning. We will review the important elements in creating engaging activities.

CKC: LEC

AGE GROUP: NARC

COST: \$10

74359 Applying a Developmental and Contextual Lens to Foster Equity in Guiding Behavior

DATE & TIME: Tuesday, October 25th, 6:00 p.m.– 9:00 p.m.

SET: 2

TRAINER: CODY HAUPERT, MASTER TRAINER

DESCRIPTION: The abilities to regulate emotions and behavior develop slowly over time, beginning in infancy. How we interpret and how we respond to young children's behavior are part of the daily work as early educators. This training will draw on knowledge of child development and reflection skills to detect what is the underlying behavior and determine an equitable response.

CKC: UGB

AGE GROUP: PS

COST: \$20

NOVEMBER TRAININGS

74361 Nurturing Attitudes in Early Childhood

DATE & TIME: Wednesday, November 9th, 6:00 p.m. - 9:00 p.m.

SET: 2

TRAINER: AOIFE MAGEE, MASTER TRAINER

DESCRIPTION: In this workshop, participants will examine the three components of attitude: cognition, affect, and behavior. We will explore activities and approaches that promote diversity, equity, inclusion, and anti-bias in early childhood. We will explore practices to develop positive environments for growth and learning among children, families, and professionals.

CKC: DIV

AGE GROUP: NARC

COST: \$20

74362 Important Conversations with Families: Cultivating Respectful and Clear Partnerships

DATE & TIME: Tuesday, November 15th, 6:00 p.m. - 9:00 p.m.

SET: 2

TRAINER: AMY WILLIAMS, MASTER TRAINER

DESCRIPTION: Ideally, we are always in a peaceful partnership with the families that we serve. Yet sometimes we must have conversations that are difficult and uncomfortable that may put that partnership at risk. Examine ways to create a safe, trusting atmosphere, explore ways to communicate when emotions run high, and maintain a relationship that is respectful, clear, and effective.

CKC: FCS

AGE GROUP: NARC

COST: \$20

74363 Healthy Homes, Healthy Kids

DATE & TIME: Thursday, November 17th, 6:00 p.m. - 8:00 p.m.

SET: 1

TRAINER: HAILEE MCBURNEY, MASTER TRAINER

DESCRIPTION: This training is designed for family childcare providers. Participants will understand the most common illnesses and injuries of children in care ages 0-12. Learn about good practices and resources for preventing disease and injuries. And identify practical strategies for creating a safe childcare environment.

CKC: HSN

AGE GROUP: I/T & PS, SA

COST: \$10

74402 Exploring Educational Programing - Environments & Materials

DATE & TIME: Tuesday, November 29th, 6:00 p.m. - 8:00 p.m.

SET: 2

TRAINER: MARTINA JALLAD-BARKOUDAH, MASTER TRAINER

DESCRIPTION: Participants will engage in discussion surrounding the conversation of intentionally creating environments that are developmentally appropriate. We will examine transitions, interest centers, and materials to stimulate play experimentation in all developmental areas.

CKC: LEC

AGE GROUP: PS

COST: \$20

DECEMBER TRAININGS

74365 We Need to Talk: Having Hard Conversations with Families

DATE & TIME: Tuesday, December 6th, 6:00 p.m. – 9:00 p.m.

SET: 2

TRAINER: MEGAN WURST, MASTER TRAINER

DESCRIPTION: It's not a matter of if but a matter of when a difficult conversation with families will arise. Attending this training will equip you with tactics to communicate effectively and efficiently with the families of children in your care.

CKC: PM

AGE GROUP: NARC

COST: \$20

74366 Biology of Trauma & Stress

DATE & TIME: Tuesday, December 13th, 6:00 – 9:00 PM

SET: 2

TRAINER: COURTNEY BOWEN, MASTER TRAINER

DESCRIPTION: Within this training, participants will examine the biology of trauma and stress within adults and children. We will investigate the lasting effects both of these factors have on individuals' lives and the impact this has on development.

CKC: HGD

AGE GROUP: NARC

COST: \$20

74367 Screening Infants and Toddlers using the ASQ-3 and ASQ:SE: Scoring, Implementing, and Engaging Families Successfully

DATE & TIME: Thursday, December 15th 2022 6:00 p.m. – 9:00 p.m.

SET: 2

TRAINER: SARAH GARCZYNSKI, MASTER TRAINER

DESCRIPTION: After taking this training you will know how to correctly score and interpret the results of the ASQ-3 and the ASQ-SE with a culturally sensitive lens. This training explores how screening in the early years (0-3) can impact and enhance program development, classroom planning and support infant and toddler development. Lastly, will examine ways to use the ASQ-3 and ASQ-SE to build culturally appropriate partnerships with families that will aid in a stronger understanding of child development for both families and providers.

CKC: OA & DIV

AGE GROUP: IT

COST: \$20

75503 Family Guided Routines-Based Interactions: Culturally Responsive Practices in Action

DATE & TIME: Tuesday, December 27th, 6:00 p.m. – 9:00 p.m.

SET: 2

TRAINER: Cindy Ryan

DESCRIPTION: Using a relationship-based and family-focused model, family-guided routines-based interventions (FGRBI) support coaching families and caregivers use everyday routines to enhance learning and development. This workshop focuses on using culturally responsive practices in home visiting programs. Participants will leave with strategies and skills to coach caregivers to engage very young children using everyday routines.

CKC: SN

AGE GROUP: I/T, PS

COST: \$20

Activities

5 Little Pumpkins

Materials:

- Orange pipe cleaners (optional)
- Green pipe cleaners (optional)
- Scissors (optional)
- Five Little Pumpkins Poem



Directions: Wrap an orange pipe cleaner around each finger to resemble a pumpkin or hold up 5 fingers. Say the following rhyme pointing to or removing each pumpkin as you say each line.

5 Little Pumpkins

Five little pumpkins sitting on a gate
The first one said, "Oh my it's getting late."
The second one said, "There's a chill in the air!"
The third one said, "But we don't care!"
The fourth one said, "Let's run and run and run!"
The fifth one said, "I'm ready for some fun."
Woosh went the wind and out went the light
And the five little pumpkins rolled out of sight.



What children are learning: Fingerplays and action rhymes offer a multisensory approach to learning, engaging multiple senses – visual, auditory, touch and movement. This fingerplay helps to build speech and language skills, fine motor skills, rhythmic proficiency and introduces ordinal numbers (first, second, third, etc.)

School Time Snippets: <https://www.schooltimesnippets.com/2015/10/simple-five-little-pumpkins-fingerplay.html>

Fall Sink or Float



Materials:

- Various fall items such as leaves, pinecones, mini pumpkins (real and/or fake), rocks, sticks, acorns, apples.
- Clear bucket or tub
- Water
- Towels



Directions: One by one, have the child choose an item and make a prediction if they think it will sink or float, have children place it in the water and discuss the results. Did it sink or float? Why might that have happened? Do all sticks float?

What children are learning: Sink or float activities enable you to promote scientific thinking such as cause and effect, observations, comparison, reasoning, data gathering, experimentation, and evaluation. It also helps with language development. For younger children you can name the items and talk about their characteristics (colors, shapes etc.) and for older children, it gives you the opportunity to introduce novel vocabulary words such as prediction, hypothesis, density, and buoyancy.

Mrs. Plemon's Bright Ideas for Little Learners

<https://mrsplemonskindergarten.com/2017/10/preschool-fall.html>

Fall Leaf Sorting

Materials:

- Fall colored construction paper (one piece each of: Green, yellow, orange, red, brown, and purple)
- Various found fall leaves (consider going on a nature walk to collect leaves or sending children home with a paper lunch bag to collect leaves with their families)



Directions: Talk about the leaves that were found and their different shapes and colors. Encourage children to sort leaves by color onto the matching piece of construction paper. This is also a great opportunity to talk about different shades of colors. Can children find other ways to sort the leaves? By size or shape?

What children are learning: Children are learning the math skill of sorting by one (or even more than one) attribute. It also gives them the opportunity to increase language skills by having conversations and using descriptive words to share about the leaves they found.

Mrs. Plemon's Bright Ideas for Little Learners

<https://mrsplemonskindergarten.com/2017/10/preschool-fall.html>

Fall Color Collage



Materials:

- Scraps or squares of fall colored construction paper
- White drawing paper
- Glue sticks or glue
- Markers, crayons or colored pencils
- Photographs of fall trees (magazines or old calendars are a good source of these)



Directions: Have the materials set out for the children and let them use their imaginations to create some fall art. The tree photographs may or may not be an inspiration for creating a tree. Whatever they create, think of some questions you can ask them about their creation and their process. "What can we make from these materials?" "Tell me about your picture." "Where have you seen these colors before?"



What children are learning: Collages are a great opportunity for creativity and building fine motor skills. It is also a fun way to develop children's awareness of colors and textures. If you are able to have conversations with the children as they are creating, and ask inquiry questions, it helps build their language development as well.