The end of 2020 is in sight and I am sure I share the same sentiment as many of you, may 2021 be brighter and bring a sense of what once was back to our lives. I cannot express my gratitude to our providers and the perseverance they have shown during these turbulent months. You are all our agency’s heroes as you take care of these precious children.

As we venture in to the New Year, may we start to look for ways to continue to improve our programs in our efforts of continuous quality improvements. We hope to see the Child Care Quality System become active again with observations and submitting new documentation for a new or renewed rating. Some may feel that now is the time to start preparing and we cannot agree more. One way is to learn more and have your staff learn more about the Environment Rating Scales.

The Department of Workforce Services, Office of Child Care (OCC) is offering a new series of courses in partnership with Care About Childcare (CAC) agencies statewide. The new ERS Best Practice Series courses are short, 1.5-3 hour offerings that focus on the individual subscales within the ITERS-3, ECERS-3, and FCCERS-3 rating tools. Four courses are now being offered, with several more being released in the coming weeks. Sign up now for:

- Environment Rating Scales: Overview
- ITERS-3 Language
- ITERS-3 Interactions
- ECERS-3 Interactions.
- With more titles coming soon including those for Family providers

The entire ERS Best Practice Series is approved for Career Ladder credit!

Attending these classes serves two purposes, it provides you and your staff with Career Ladder credit which can support the education component of the Child Care Quality System, and it helps them gain some understanding of the Environment Rating Scales to be prepared to be observed. See inside for some information on how to support family engagement during the pandemic. Make sure that you keep documentation for all the wonderful things you are doing. Have a wonderful Holiday Season and may our New Year bring us hope and joy.

- Care About Childcare

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Care About Childcare WSU is...

Chloe Merrill PhD, Executive Director
Crystal Knippers, Director: 801-626-8083
Brooke Montgomery, Data & Referral Specialist: 801-626-7784
Dawn Polson, Professional Development Assistant: 801-626-7837
Janet Wahlquist, CCQS / Professional Dev. Specialist: 801-626-7861
Gina O’Driscoll, Region Anchor/ EC Specialist: 801-626-7662
Tara Facer, Early Childhood Specialist: 801-626-7708
Megan Jolley, Early Childhood Specialist: 801-626-8047
Simone St Laurent, Early Childhood Specialist: 801-626-7719
Vivian Hardy, Family Child Care Specialist: 801-626-7815

Phone Hours
Mon - Thu: 7am - 4pm
Fri: 7am - 1pm
Main Phone Line
801-626-7837
Temporary Office Hours
Tue - Thur: 9am - 2:30pm
Email: careaboutchildcare@weber.edu
Website: weber.edu/cac

This document is produced with funding from the Department of Workforce Services, Office of Child Care through the Child Care and Development Block Grant.
Care About Childcare - WSU’s Fingerprinting Services

Child Care Licensing has a great page online that will take you through the process of how to submit background check forms, fingerprints, & fees.  
https://childcarelicensing.utah.gov/BgsHowTo.html

Easy to understand information on what the Federal requirements are can be found on the Child Care Aware website: http://childcareaware.org/providers/opening-a-new-child-care-program/required-background-checks/

**Please be aware that we are doing fingerprints by appointment only.**  
You can call our office at 801-626-7837 to schedule an appt or email us at careaboutchildcare@weber.edu.

For the time being, appointments will occur during our temporary office hours. Our office will be open on Tuesdays, Wednesdays, & Thursdays, between the hours of 9:00am and 2:30pm. A few appointments may also be available on Mondays. Call or email our office to check on availability.

If our schedule does not work for you or you would like to have your prints done closer to home/work, you can have your local public safety office do them for you.  
[Click here to download a list of local public safety offices that can do the fingerprinting for you.](#)
Child Care Licensing requires that the prints be submitted electronically, when contacting these agencies for more information, be sure to make sure they offer that service.

Child Care Licensing has compiled a list of agencies that offer live scan (electronic) fingerprint support.  [Follow this link to find their list.](#)
A face covering or mask will be required for all customers being fingerprinted. Please bring a mask or face covering to wear while being fingerprinted.

You will also be required to wash your hands/use hand sanitizer before being fingerprinted.

Please do not schedule an appointment if you have had any of the following symptoms within the past 24 hours, or if any of these symptoms arise, please call to cancel your appointment:

- Fever or Feeling Feverish (chills, sweating, etc.)
- Shortness of Breath
- Cough
- Sore Throat
- Loss of Taste or Smell
- Diarrhea
- Nausea
- Vomiting

Please do not schedule an appointment if within the past 14 days you have had close contact with an individual diagnosed with COVID-19, have traveled to an area where COVID-19 is spreading, or are under quarantine.

Only the person being fingerprinted should come to our office lobby. If multiple people come, we will ask they remain in the car or that they socially distance in the hall following Weber State policies.

We do have a reserved parking space next to our building. We will email directions to you when you make your appointment. Parking in any other stall may result in a parking ticket from Weber State.

Please call 801-626-7837 at your appointment time and someone from the CAC office will come and get you.

We are required to verify your identity. You must bring a government issued ID. (EX: Driver’s license, state ID card, Passport, or Military ID.) School ID’s will not be accepted.
Keep the Holidays Healthy: Tips and Questions for Child Care Providers and Families

The phrase, ‘extended family’ is used often to describe how families feel about their child care provider or program. Families and providers have rich relationships and shared goals of health, stability and happiness for the children in child care. Keeping child care programs as COVID-19 free as possible is a big part of keeping children, families and providers healthy and well and minimizing the frequency of temporary program closures due to COVID-19 infections.

It’s very important, more than ever, to be careful about holiday gatherings. With COVID-19 transmission rates reaching all-time highs this holiday season, one of the most loving things families can do is not to gather in person. This is especially important for those living outside of your household bubble who may fall in a higher risk category, such as older adults and people with diabetes, obesity or heart conditions or those who smoke.

If you do have a family or friend gathering during the 2020 holiday season, take steps to make it as COVID-safe as possible.

Before the Gathering

Avoid the element of surprise. If you are hosting, communicate to family and friends your activities and risks for the 14 days leading up to your gathering so they can assess whether the risk for them is too great. If someone else is hosting, ask who will be at the gathering and from how many different households. Also ask if guests will be expected to wear face coverings and if there will be enough space for physical distancing during the gathering. Gatherings can be made safer if all who intend to gather with others outside of their household quarantine for 14 days leading up to the event. Make alternative plans if you feel like the risk of exposure to you and your loved ones is too great.

Keep It Small

Limit the number of people and households involved. Bringing different households together (such as 3 couples from different households or two couples, each with one child) is riskier than including 6 people from the same household. Even small gatherings can result in an outbreak. If at all possible, consider a quaint gathering only with people with whom you have been staying together throughout the COVID-19 pandemic.
Take It Outside

2020 is a year like no other where everyone has been pushed outside of their comfort zones to do things differently to manage exposure risk. If you do host guests, move gatherings outside, weather permitting. Make plans to allow plenty of room for physical distancing, especially when eating or drinking. Request that everyone wear a face and nose covering whenever feasible (e.g., at all times, except when eating).

Reduce Risk When Gathering Indoors

If you choose to gather indoors:

- Open windows to increase air circulation and air exchange.
- Limit the number of guests at one time or invite guests to arrive/depart in waves.
- Wear a face covering over your nose and mouth whenever possible and ask guests to do the same. Have extra disposable face masks on hand for guests who arrive without one.
- Limit utensil sharing, particularly when serving buffet or family-style. Alternatively, have designated servers who handle the utensils. Also consider having servers wear food service gloves.
- Use disposable service items such as paper plates and plastic silverware.
- Offer single-use condiment and dressing packets.
- Avoid having guests in and out of areas where food is being prepared or handled, such as in the kitchen.
- For added safety, ask guests to bring their own food, drinks, plates and utensils.
- Wash your hands often with soap and water.
- Make hand sanitizer readily available to guests.

Parents and providers are jointly responsible for healthy child care programs. Encourage conversations that help child care providers and families assess their respective risk for being exposed to COVID-19 during the holidays. These conversations can feel awkward. One way to frame a dialog is to use a strengths-based approach that captures the collective desire for everyone to stay healthy. Providers and families should be prepared to make their own judgements for temporarily excluding children from child care, based on their risk limit preferences. Providers will be better served by having a plan in place and sharing it with families. Similarly, families might consider their back up child care possibilities in case they determine that temporary alternative care is necessary. Here are some examples of questions families and providers may ask of each other.
Questions families may ask their child care provider:

- What precautions do you plan to take to reduce the risk of you and your family being exposed to COVID-19 during holiday gatherings? (e.g., wearing face coverings, physical distancing, small group size)

- Are you recommending that the families of children who have direct contact with my child when they are in child care and that who gather with non-household friends and family during the holidays either get tested or quarantine for 14 days before their child returns to child care?

- For family child care homes: Will you be hosting non-household guests in your home and will they have physical access to areas designated for child care?

Questions child care providers may ask families:

- Will you be traveling for the holidays to an area that has a high COVID-19 transmission rate or hosting family/friends coming from high COVID-19 transmission rate areas?

- What precautions do you plan to take to reduce the risk of you and your family being exposed to COVID-19 during holiday gatherings? (e.g., wearing face coverings, physical distancing, small group size)

- Do you plan to get COVID-19 testing for you and your family after each holiday gathering you attend with non-household members and before your child returns to the child care program?

- Do you plan for you and your family to quarantine for 14 days after your holiday gathering?

COVID-19 fatigue is at an all-time high but the pandemic will not last forever. Precautions taken during the 2020 holiday season can better ensure that our family members and loved ones are happy and healthy when therapies and immunization options become more widely available in 2021.
Family Engagement

Family Engagement should be ongoing, and now is the perfect time to think about family engagement practices and documenting them so you have everything ready when it is time to apply for a Certified Quality Rating again. We are highlighting some of the family engagement practices here.

Practice: Child Assessment and Developmental Screenings

ASQ (Ages and Stages Questionnaire) is being used by the State of Utah as a screening tool. You can get more information here: [https://earlychildhoodutah.utah.gov/outreach.php](https://earlychildhoodutah.utah.gov/outreach.php), and training information and schedules can be found at [https://helpmegrowutah.org/in-your-community/asq-training](https://helpmegrowutah.org/in-your-community/asq-training)

Documents needed for this practice (be sure to include the day, month, and year)

- Informational document provided to parents about assessments
- Copy of a completed assessment tool used to conduct an assessment

Practice: Connecting Families to Services

Help Me Grow Utah has many resources and lots of information. You can subscribe to their newsletter to get monthly ideas and resources. [https://helpmegrowutah.org/how-we-help/parents-caregivers](https://helpmegrowutah.org/how-we-help/parents-caregivers)

- Do you have two current handouts for community agencies? That can include food pantries, health care, employment, housing and utilities, a general resource list from Utah 211 ([https://uw.org/211/resource-lists-by-county/](https://uw.org/211/resource-lists-by-county/)), or other resources.
- Write a description of how these handouts are shared with families.

Practice: Monthly Communication/Sharing Information

- Some form of information such as a newsletter, social media post, or bulletin boards.
  - Here is a link to Tips for the Holidays, from Child Care Aware. This is something that can be shared with your families: [https://info.childcareaware.org/hubfs/ECCTAC%20Holiday%20Tips.pdf?hsCtaTracking=33a15334-7e3f-44f3-958f-15643d224eb7%7C20344292-c8b6-468a-8fd1-5098ccfce04a](https://info.childcareaware.org/hubfs/ECCTAC%20Holiday%20Tips.pdf?hsCtaTracking=33a15334-7e3f-44f3-958f-15643d224eb7%7C20344292-c8b6-468a-8fd1-5098ccfce04a)

Practice: Activities for Families – see the next page for information and ideas on activities.
Family Engagement Continued

These are just some of the practices that are looked at with family engagement for CCQS. Be sure to visit the Family Engagement Scoring Rubric to see what all the practices are and what documentation is required.


Ideas for CCQS Activities for Families with Covid-19 Restrictions

Documentation required for points in the CCQS Family Engagement component remains the same. For example, a flyer announcing the activity (including the date – day, month, and year), a learning component to use at home for half of the activities completed, and at least two photos taken of the activity. Photos of some of the families participating, could be screenshots if the activity is virtual.

- Drive by brunch or social, such as Moms and Muffins or Dads and Donuts: Families come by the program in their vehicles where staff, with masks and gloves, pass out food and say hi to the families and children.

- Send home an activity idea or kit for families to do together (such as carving pumpkins at Halloween time). Ask the family to send in pictures of the children completing the activity. Pictures may be shared with parental permission.

- Hold a virtual party! Have parents join a virtual meeting (such as Zoom, Google Meet, etc.) with their children where everyone can sing songs, dance and share ideas.

- Invite parents to “join” a circle time, or other specific times during the day, using zoom or another video platform.

- Hold a virtual “open house” or other center event. Once you have parents and families in the virtual meeting, take them on a walking tour of the center, showing pictures and artwork, etc.

- They could use interactive virtual games, such as with the Marco Polo app. There are MANY different ways to go about this. You could send out a “Marco” to post a picture of their family doing their favorite activity to do as a family (cooking, playing games, singing, swimming the list goes on…), Then they send back a “Polo” post.

- You could also do a Scavenger Hunt activity. Take a “snapshot” of something and let them see if they can find the same type of item at home. Take pictures and send it to the program.

- Have parents record themselves reading a storybook. Then show the videos to the children in the classroom throughout the week.

- Staff can record a video for parents and children to watch at home. The video will contain a hidden word or picture for the family to find. If they find it, they can be given a mini incentive.
Closer Look at the ERS Best Practice Series

These classes are short classes that focus on the subscales of the ITERS-3, ECERS-3 and FCCERS-3 rating tools.

Environment Rating Scales: Overview; This two-hour course provides an overview of how the Environment Rating Scales are organized and how scores are determined. This course also discusses the levels of quality that relate to best practices for children.

ITERS-3 Language: Based on best practices related to ITERS-3, this course reviews why it is important to talk to infants and toddlers, how to talk to infants and toddlers throughout the day and how to best respond to their communication.

ITERS-3 Interactions: Based on best practices related to ITERS-3, this course reviews the importance of interactions with infants, toddlers and two-year-old children. The course explores staff and child interactions, peer interactions, and providing warmth and physical touch.

ECERS-3 Interactions: Based on best practices related to ECERS-3, participants will discuss how interactions build important skills for children ages 3 - 5, identify the reasons that children need to interact with their peers, and learn how to promote positive interactions.

Options for points in the Child Care Quality System is to have at least 25% of caregivers have 20 hours of Career Ladder approved annual training for 15 points or 20% of staff having 20 hours for 10 points. For family providers, the primary caregiver having 20 hours of training plus other options can give points as well.

Having staff with a CDA or other approved Demonstrated Competency and applied for a level 4 on the Career Ladder provides points as well.
Child Care Licensing Offers Free Training

Completion of Center Rules Trainings and Home Rule Trainings count towards required training hours and topics.

A current schedule of their training opportunities can be found on their website: childcarelicensing.utah.gov.

An online training series is also available to watch on your own time.

Kat Martinez is the trainer for the northern part of the state. You can contact her at 801-698-3244 or katmartinez@utah.gov.

CPR & First Aid Training Sources
CAC-WSU does not offer CPR & First Aid training. Listed below are some organizations and individuals that do. For more information, please call the number provided.

American Red Cross: (Weber/Morgan/N Davis) 801-627-0000
(S Davis) 801-323-7000
American Heart Association: 1-877-242-4277
US Training Council: 1-877-554-8500, extension 2
Lakeview Hospital: 801-299-2249
McKay Dee Hospital: 801-387-7800
Bountiful City Fire Department 801-298-6230
Steve Thorlakson: 801-201-0699
Becky Erkkila: 801-678-4233
Save-A-Heart: 801-582-7144
Davis Hospital & Medical Center: 801-807-7023
Ogden Regional Medical Center (CPR only): 801-479-2017
Infant/Early Childhood Mental Health (IECMH) Virtual Training Services

The Children’s Center is now offering Infant/Early Childhood Mental Health (IECMH) virtual training and support via webinars and individualized consultations.

Training Webinars
Training webinars are focused on Infant/Early Childhood Mental Health (IECMH) topics and are offered at no cost to providers seeking to learn about IECMH. Most topics are broadly focused and appropriate for any providers working with young children, including teachers, healthcare professionals, mental health clinicians, early interventionists, etc. To learn more, or to register for a webinar, click here.

Teleconsultations
Individual consultation services are offered at no cost to providers seeking support related to serving young children and their families. Examples of available consultation services include:
- Case Consultation
- Provider Collaboration Support
- Referral/Resource Coordination
- Reflective Supervision
- Technical Assistance

We invite early childhood providers across all service sectors (e.g., healthcare, early intervention, child care, mental health, early education, etc.) to sign up for a consultation here.

IECMH Training Webinars
childrenscenterutah.org/training-and-internships/iecmh-training-webinars

IECMH Teleconsultations
childrenscenterutah.org/our-services/iecmh-teleconsultation

ChildrensCenterUtah.org

Sponsored by
Utah Department of Human Services
Substance Abuse and Mental Health

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December 2020
About the ASQ®-3 and ASQ®: SE-2

The ASQ tools are developmental screening tools designed to track a child's developmental progress. It is most effective when completed by the parent, in partnership with someone who can convey results and connect the parent to further information and resources.

Are you interested in using and implementing the ASQ tools into your early childhood program?

Help Me Grow Utah is partnering with Early Childhood Utah (ECU) to offer:

- Training on child development and developmental screening
- Access to the Ages & Stages Questionnaire- 3 (ASQ-3) and ASQ: Social-Emotional- 2 (ASQ:SE-2)
- Access to an online ASQ account for electronic access to the ASQ tools and ease of timely results
- Technical assistance and support to ensure successful integration and sustainability of the tools into program practice

For more information, visit www.helpmegrowutah.org/in-your-community/asq-training or contact Kali Ottesen kalio@unitedwayuc.org
CAC - Weber State’s Training Policies

- **You must pre-register.** You can register for Care About Childcare - Weber State’s classes online at [cac.utah.gov](http://cac.utah.gov).

- **Registration for each class will close 3 days prior to the start of class.** No registrations will be accepted within a week of the class’ start date. This will give us time to prepare the right amount of materials.

- **We register for classes one quarter at a time.** You may register only for the classes listed in our current schedule. Each quarter’s class schedule can be found on our website ([weber.edu/cac](http://weber.edu/cac)). Training announcements are sent every September, December, March and June via email.

- **Sorry, we are not able to issue refunds at this time.**

- **If you are unable to attend a class, call before** the first session starts, and we’ll discuss your options. Please be sure to call during office hours Mon – Thu 7am-4:00pm, Fri 7pm - 1pm. You can reach us at 801-626-7837. You may also email our office at careaboutchildcare@weber.edu.

- Each 10 hour class is broken down into four sessions. **If you miss one or two session(s) in a class,** no money can be refunded. However, **you can make it up when that session is taught again,** without repaying.

- **To register for a make-up session with us,** contact us at 801-626-7837 or careaboutchildcare@weber.edu.

- **To register using a credit voucher,** contact us for a mail-in registration form. (801-626-7837 or careaboutchildcare@weber.edu) These may have a limited availability for use.

- We need to have a minimum number of providers enrolled to conduct the class. **Classes, which don’t meet these minimum numbers one week before the class is scheduled to start, will be either cancelled or rescheduled.** We will notify you and send you a credit voucher for another class.

- **In Person Classes may be canceled due to weather.** We follow Weber State University’s policies regarding this issue. If the campus is closed, our classes will be canceled. If not, classes will be held. You can call Weber State at 801-626-6000 to find out if the campus has been closed. We will also leave a message on our main phone line 801-626-7837. All classes canceled due to weather will be rescheduled.

- **Certificates emailed to participants within one week after the class ends.** If you do not receive a certificate within two weeks of the final session, contact our office at 801-626-7837 or email at careaboutchildcare@weber.edu. You can also contact us if you lose or delete your certificate.
CAC - WSU’s 2021 Winter Professional Development Calendar

Registration for classes takes place online through the Care About Childcare website (cac.utah.gov). You will need to log into your account in order to register. For step by step instructions on how to register online, go to the following webpage: https://careaboutchildcare.utah.gov/pub/OnlineRegistrationSteps.pdf. If you are not sure whether or not you have an account, try the reset password option or call our agency at 801-626-7837.

Schedule

**Working Together**
Mondays & Wednesdays: January 4, 6, 11, & 13  Time: 6:30pm - 9:00pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours
Career Ladder: Levels 2 - 3
Instructor: Tressie Kearl
In this 10 hour course participants learn effective strategies for establishing and maintaining open and positive relationships with each child’s family, encouraging family involvement in the child care program, and supporting each child’s relationship with his or her family.

**Theory and Best Practices, Course 4: Gardner, Moral Development, Vygotsky & Montessori**
Tuesdays & Thursdays: January 5, 7, 12, & 14  Time: 6:30pm - 9:00pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours
Career Ladder: Level 5 - 8, Theory & Best Practice Endorsement
Instructor: Crystal Knippers
In this 10 hour course participants will learn about Maria’s Montessori’s influence on early childhood environments, Vygotsky’s theories about scaffolding and the Zone of Proximal Development, the work of Kohlberg, Gilligan and Turiel around Moral Development Theory, and Gardner’s Multiple Intelligences Theory.

**Environmental Rating Scales Best Practice Series – ITERS-3 Language**
Thursday: January 7  Time: 6:30pm - 8:30pm
This class will be taught online via Zoom
Cost: $5
Credit: 2 Licensing hours
Career Ladder: Levels 2 - 8
Instructor: Gina O’Driscoll
Based on best practices related to ITERS-3, this 2 hour course reviews the importance of interactions with infants, toddlers and two-year-old children. The course explores staff and child interactions, peer interactions, and providing warmth and physical touch.
Family Child Care, Course 4: Professional & Business Practices-Revised 2012  
Saturdays: January 9 & 16       Time: 9am - 2:30pm  
This class will be taught online via Zoom  
Cost: $5  
Credit: 10 Licensing hours, 10 CDA hours  
Career Ladder: Levels 5 – 8, Family Child Care Endorsement  
Instructor: Vivian Hardy  
In this 10 hour course participants learn how to set up and maintain a professional home child care business. Emphasis will be placed on ethical behavior, contract development, record keeping, taxes and marketing a home child care program.

School Readiness Standards, Course 4: Additional Core Standards  
Tuesday & Thursday: January 19, 21     Time: 6:30pm - 9:00pm  
AND Saturday: January 23                     Time: 9am - 2:30pm  
This class will be taught online via Zoom  
Cost: $5  
Credit: 10 Licensing hours, 10 CDA hours  
Career Ladder: Level 5 - 8, School Readiness Endorsement  
Instructor: Shaylyn Wade  
In this 10 hour course based on Utah’s Early Learning Guidelines, participants will learn how to effectively and appropriately foster preschooler’s development in four additional core areas; Approaches to Learning, Science, Creative Arts, and Physical Development.

Special Needs, Course 4: Teaching Techniques  
Mondays & Wednesdays: January 25, 27, February 1, & 3       Time: 6:30pm - 9:00pm  
This class will be taught online via Zoom  
Cost: $5  
Credit: 10 Licensing hours, 10 CDA hours  
Career Ladder: Level 5 - 8, Special Needs Endorsement  
Instructor: Jolene Holbrook  
In this 10 hour course participants will learn the best teaching techniques to use when working with children who have special needs. Topics include individualizing lesson plans/activities, proactive techniques, guiding behavior/interventions, and implementation of successful inclusive programming.

Classes this quarter will be taught virtually using Zoom. You will receive an email the day before, or the day of the course with instructions and a link to join. You must participate through the use of a webcam.
CAC - WSU’s 2021 Winter Professional Development Calendar

Environmental Rating Scales Best Practice Series – ECERS-3 Interactions
Wednesday: January 27       Time: 6:30pm - 8:30pm
This class will be taught online via Zoom
Cost: $5
Credit: 2 Licensing hours
Career Ladder: Levels 2 - 8
Instructor: Gina O’Driscoll
Based on best practices related to ECERS-3, in this 2 hour course participants will discuss how interactions build important skills for children ages 3 - 5, identify the reasons that children need to interact with their peers, and learn how to promote positive interactions.

Child Development: Ages & Stages
Tuesdays & Thursdays: February 2, 4, 9, & 11     Time: 6:30pm - 9:00pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours
Career Ladder: Level 1
Instructor: Tressie Kearl
In this 10 hour course participants learn about typical developmental milestones for infants, toddlers, preschoolers, and school age children. Participants also learn basic strategies for working with each of these age groups of children.

Environmental Rating Scales Best Practice Series – ITERS-3 Interactions
Monday: February 8       Time: 6:30pm - 8:30pm
This class will be taught online via Zoom
Cost: $5
Credit: 2 Licensing hours
Career Ladder: Levels 2 - 8
Instructor: Gina O’Driscoll
Based on best practices related to ITERS-3, this 2 hour course reviews the importance of interactions with infants, toddlers and two-year-old children. The course explores staff and child interactions, peer interactions, and providing warmth and physical touch.

Professionalism in Child Care: More than Babysitting - Revised 2008
Saturdays: February 13 & 20       Time: 9am - 2:30pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours
Career Ladder: Levels 2 - 3
Instructor: Ty Singleton
In this 10 hour course participants learn how to make informed decisions based on standards for best practices, utilize opportunities for individual professional growth, & contribute to the early childhood field.
Guidance & Emotional Wellness, Course 4: Social Emotional Teaching Strategies
Tuesdays & Thursdays: February 16, 18, 23 & 25     Time: 6:30pm - 9:00pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours
Career Ladder: Level 5 - 8, Guidance & Emotional Wellness Endorsement
Instructor: Shaylyn Wade
In this 10 hour course participants will continue to learn about concepts developed by CSEFEL (Center for Social Emotional Foundations for Early Learning). They will learn about techniques, called Positive Behavior Supports, to help children with behavior issues. They will discuss the meaning of children’s challenging behavior, and learn how to develop a support plan. They will also learn about the caregiver’s role in supporting children with serious emotional disorders.

The Director’s Toolbox, Course 4: Circle of Influence & Managing Legal Risks
Mondays: February 22, March 1, 8, & 15        Time: 6:30pm to 9pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours
Career Ladder: Levels 5 – 8, Center Director’s Endorsement
Instructor: Janet Wahlquist
In this 10 hour course, participants will learn how to empower staff and make them vital partners in achieving center-wide goals, as well as prevent and manage problems with potential legal consequences.

Environmental Rating Scales Best Practice Series – ITERS-3 Language
Wednesday: February 24     Time: 6:30pm - 8:30pm
This class will be taught online via Zoom
Cost: $5
Credit: 2 Licensing hours
Career Ladder: Levels 2 - 8
Instructor: Gina O’Driscoll
Based on best practices related to ITERS-3, this 2 hour course reviews why it is important to talk to infants and toddlers, how to talk to infants and toddlers throughout the day and how to best respond to their communication.

Classes this quarter will be taught virtually using Zoom. You will receive an email the day before, or the day of the course with instructions and a link to join. You must participate through the use of a webcam.
Looking to Learn - Revised 2008
Wednesdays: March 3, 10, 17, & 24       Time: 6:30pm - 9:00pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours
Career Ladder: Levels 2 - 3
Instructor: Tressie Kearl
In this 10 hour course participants learn effective tools and strategies for gathering and using observational information about children. Areas of focus include: learning to observe children accurately and objectively, observation tools and goals, overcoming obstacles to observation, and interpreting and using observation data.

Infant & Toddler Care Course 4: Working with Families of Infants & Toddlers
Tuesdays & Thursdays: March 9, 11, 16, & 18     Time: 6:30pm - 9:00pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours, 1 CEU
Career Ladder: Level 5 - 8, Infant Toddler Endorsement
Instructor: Kaia Ortega
In this 10 hour course participants explore positive ways to work with the families of the children in their care. Areas of focus include partnerships, sharing the care, and how to be aware of and sensitive to, cultural differences.

Child Development: Learning in the Early Years
Mondays & Wednesdays: March 13, & 20    Time: 9am - 2:30pm
This class will be taught online via Zoom
Cost: $5
Credit: 10 Licensing hours, 10 CDA hours
Career Ladder: Level 1
Instructor: Ty Singleton
In this course participants explore how young children learn and develop. Areas of focus include: brain development, learning through play, supporting social and emotional development, and positive guidance.

Course certificates will be emailed to participants after the course is finished. The course will also appear in your transcript on the Care About Childcare website. Your transcript can be used for CDA training verification and also for Child Care Licensing. If you do not receive a certificate, or if the class does not appear on your transcript and it has been over a week since the class ended, email our office at careaboutchildcare@weber.edu.