



**CHILD CARE**  
RESOURCE NETWORK

**Supporting Quality Early Learning**  
Jackson and Josephine Counties

# **PARENT INFORMATION PACKET**





## FIND CHILD CARE THROUGH 211



Connecting  
Informing  
Empowering

Connect with a 211 representative for child care referrals:

- **Mon -- Fri** 7am-11pm
- **Sat -- Sun** 8am-8pm

Three ways to reach 211:

- Dial 211
- Text keyword *children* to 898211
- Email [children@211info.org](mailto:children@211info.org)



*Para conectar con un representante de 211 para ayudarle con su búsqueda de cuidado infantil*

*Lunes-Viernes 7am-11pm y Sabado-Domingo 8am-8pm*

Referrals are not recommendations, but a list of child care providers that meet the criteria requested, such as location, hours, and ages served. It is a parent's responsibility to find the care that best meets the needs of their child and their family. Ask questions, visit, and get information. This is one of the most important decisions you will make for your child.

*Referencias no son recomendaciones y no se relacionan con la calidad del cuidado infantil. La responsabilidad de explorar y determinar el mejor proveedor de cuidado infantil es exclusivamente a las familias que buscan cuidado infantil.*



# Thank you for using SOESD's CHILD CARE RESOURCE NETWORK

Connecting Parents to Child Care and Providers to Professionalism because  
**EARLY CHILDHOOD MATTERS!**

*Child Care Resource Network (CCRN) is a program of the Southern Oregon Education Service District (SOESD).*

### **The Referrals:**

As of July 1, 2016, child care referrals will be provided by 211info, along with other referrals for comprehensive services. 211 provides free guidance and information about child care, behavior strategies, school readiness, early childhood development, parenting classes and support, and much more.

The information in this packet is provided to help you make the right choice for your child care, a very important decision. Please review the information in your packet. There are some great ideas on how to interview providers and look for quality. For more information on quality child care, check out the free publications online at: <http://www.childcareaware.org/>



### **Your Information:**

The information you give to 211info is confidential. It is used to match you to providers for your child care search. The State uses the combined information received from all parents to improve services and child care options statewide.

### **Complaints against a Child Care Provider:**

Complaints may be made verbally or in writing. CCRN takes complaints seriously and follows up appropriately, including reporting complaints to the Department of Human Services or Office of Child Care, if indicated. CCRN may follow up with technical assistance to the provider on specific issues. In some instances, action may include suspension of the provider from the referral database. For a full copy of our Complaint and Grievance Procedures, please contact CCRN staff.

**The Office of Child Care (OCC)** assures the safety of children in care by licensing child care facilities and assessing child care complaints at **1 800-556-6616** or [www.childcareinoregon.org](http://www.childcareinoregon.org).

### **For Referrals through 211info:**

**Call:** 211 **Text:** the keyword *children* to 898211  
**Email:** [children@211info.org](mailto:children@211info.org) **Visit:**  
[www.211info.org](http://www.211info.org)

## Child Care Resource Network

101 N. Grape Street, Medford 97501

CCRN Main Line: (541)776-8590 ext.1126

Mary Wolf: ext.1110 / [Mary\\_Wolf@soesd.k12.or.us](mailto:Mary_Wolf@soesd.k12.or.us)  
Devon Finley: ext.1118 / [Devon\\_Finley@soesd.k12.or.us](mailto:Devon_Finley@soesd.k12.or.us)  
Lorena Juarez: ext.1119 / [Lorena\\_Juarez@soesd.k12.or.us](mailto:Lorena_Juarez@soesd.k12.or.us)  
Molly Clement: ext.1125 / [Molly\\_Clement@soesd.k12.or.us](mailto:Molly_Clement@soesd.k12.or.us)  
Jill Ramirez: ext.1124 / [Jill\\_Ramirez@soesd.k12.or.us](mailto:Jill_Ramirez@soesd.k12.or.us)  
Martha Ibarra: ext.1122 / [Martha\\_Ibarra@soesd.k12.or.us](mailto:Martha_Ibarra@soesd.k12.or.us)  
Cathy Lemble: ext.1112 / [Cathy\\_Lemble@soesd.k12.or.us](mailto:Cathy_Lemble@soesd.k12.or.us)  
Katrina McGrath: ext.1126 / [Katrina\\_McGrath@soesd.k12.or.us](mailto:Katrina_McGrath@soesd.k12.or.us)

[www.ccrnso.org](http://www.ccrnso.org) / [CCRN@soesd.k12.or.us](mailto:CCRN@soesd.k12.or.us)

**How to find quality child care starts with an informed search.  
The information in this packet is designed to assist you in that process.**

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Be sure to check out free publications online at Child Care Aware: <http://www.childcareaware.org/>

**Topics include:**

- ✓ Give your child something to last a lifetime...quality child care
- ✓ Selecting quality child care for your infant and toddler
- ✓ Selecting quality child care for your special needs child
- ✓ Transitioning your child into kindergarten
- ✓ Selecting quality after school care
- ✓ All in the family: when family is your child care
- ✓ Reading and writing skills begin at birth

**Have concerns or a complaint about a provider:**

Contact Child Care Resource Network at [CCRN@soesd.k12.or.us](mailto:CCRN@soesd.k12.or.us) or 541-776-8590 ext. 1118 and we can help you decide what to do, or call directly to the state agencies that impact children’s health and safety.

**Report abuse or neglect to law enforcement or Child Welfare:**

Jackson County, 541-776-6120 or 866-840-2741




Josephine County, 541-474-3120 or 800-930-4364

**Report regulatory issues concerning health and safety to Office of Child Care: 1-800-556-6616**

# WHAT DO THE PROVIDER PROFILES MEAN???

This flyer explains some of the information on the provider profiles you receive. You will see near the top of each profile two boxes, “Type of Care” and “Regulation Status”.

## Types of Licensed (Regulated) Care

<b>Registered Family Child Care Homes</b> 	<b>Certified Family Child Care Homes</b> 	<b>Certified Child Care Centers</b> 
Is in the provider's own home. Number of kids allowed does not go up with extra adults.	The child care business is usually the provider's home. Provider may hire assistant(s).	The child care business is usually in a commercial building.
No more than 10 children at any time. No more than 6 younger than 1st grade. No more than 2 of the 6 under 24 months. The provider's own children count in the number. Children over 13 do not count.	No more than 12 - 16 children at any time, including the providers own children. This number is decided by OCC (Office of Child Care) based on the number of children per staff. Children over 13 are not included in the count.	Number of children depends on room sizes and number of staff. OCC (Office of Child Care) will decide number of children
All people over 18 in the home, or helping watch the children, must have a criminal background check.	All people over 18 in the home, or helping watch the children, must have a criminal background check.	All staff must have a criminal background check.

## Unlicensed care is called EXEMPT

- ✓ The provider cares for three or fewer children (plus their own)
- ✓ The provider cares for any number of children from the same family (plus their own)
- ✓ Care is in the child’s home
- ✓ Care is occasional and not by a regular child care provider (babysitting)
- ✓ A preschool program with children 3 years or older, not yet in kindergarten, for less than four hours per day
- ✓ Is a school age program and operated by a school district or a government agency

**Providers are exempt from regulation under only one of the above categories.**

Questions contact Office of Child Care (OCC) at 1 800-556-6616 or [www.childcareinoregon.org](http://www.childcareinoregon.org).

# FINDING QUALITY CARE

*Children need an environment that is a good match to their personality and learning style. Young children can find big changes difficult. Moving from program to program can slow their learning process and cause behavior problems. We hope this information will help you find the right place the first time.*

## **Getting Started:**

- Call providers, have a list of questions, arrange time for a visit at the site.
- Interview at least three providers in person.
- View the entire facility, watch how the provider interacts with children.
- Discuss any special needs your child may have.
- Ask for references.
- Ask about cost – is there a multi-child discount, does the provider accept DHS?
- Are there any other fees or deposits?
- Are healthy meals and snacks provided? Are they part of the USDA food program?
- If you have difficulty finding care, try asking family, friends, or at your church or school.

## **After You Decide:**

- Drop in unannounced to see how your child is – you are welcome to drop in anytime your child is in care.
- Watch how your child reacts; listen to what he/she says about their experience.
- If your schedule changes, give the provider plenty of notice and they should do the same for you.
- Be sure you and the provider understand the responsibilities under contract; get copies of contracts, policies, and documentation (who is allowed to pick up your child, how medications or emergencies are to be handled).
- Ask about the back-up provider should your provider become ill or have an emergency.

**Clear communication between provider and parent is essential to avoid misunderstandings.**

## **Look and Ask – Regulations and Safety**

- Children supervised at all times.
- Younger children are not left alone with older children or pets.
- The home or facility is clean and free of hazards.
- Emergency numbers are by phone.
- First aid kit, smoke alarms and fire extinguisher are present.
- Medicines, household cleaners, poisons, guns, and other hazards are safely stored and locked.
- By Office of Child Care rules, your provider cannot have a sick child in care. If your child is vomiting, has a rash with fever or itching, lice or nits, diarrhea, eye infection, sore throat or swollen glands, or fever, the child cannot be placed in care and must stay home.
- Computer/television time is limited and monitored.
- Proper safety seats are used for transporting and parent permission has been received.
- Americans with Disabilities Act – there is a federal civil rights law that includes the provision that children with disabilities are entitled to equal rights in all child care settings. Providers must make “reasonable accommodations” to serve children with disabilities.

## **Learning Environment:**

- Quality providers like and respect children, respond to their needs, and are affectionate and loving
- See whether the program offers the right level of structure or flexibility in the daily routine for your child’s needs. Whether you have a bundle of energy or a quiet child, look for a program that supports your child’s energy level.
- Not every child thrives in a noisy room or with messy activities – programs should offer a quiet place that children can retreat to as needed
- Young children learn best through hands-on, interactive play that allows them time and opportunities to explore and discover. Find a program that offers a rich activity-based environment. Does the environment seem welcoming to a child? Does it encourage children to join activities or pull out books and toys?
- Good programs balance children’s freedom to make choices with setting limits. A few, clear rules are better than a long confusing list.

## QUALITY CHILD CARE CHECKLIST – CENTERS

Choosing care for your child is one of the most important decisions you will ever make! Use this checklist to sort through options when you visit child care programs.

### What will my child do during the day?

- Are there planned activities that help my child learn (quiet and active, indoor and outdoor)?
- Will my child have time every day to run, catch, climb and throw?
- Do children have time to play on their own and can they get to toys and activities?
- Is TV and computer time limited?
- Is the space comfortable, organized and child-friendly/safe?
- Is rest time based on the needs of each child (infants sleep on their own schedule, quiet activities for children who don't nap)?
- Are there plenty of books for children?
- Are books available to children in their own languages and for different ages?
- Is there group time, storytelling or reading?
- Are families' cultures respected in activities and celebrations?

### How are parents included?

- Am I encouraged to drop by and spend time as a guest for lunch or as a volunteer?
- How will I hear about my child's day?
- Do I feel respected as my child's first and most important teacher?

### Will my child be safe and healthy here?

- Are there enough staff members to give attention to all the children?
- Are toys and equipment safe and age-appropriate?
- Are staff trained in CPR and first aid?
- Is the licensed area child-proofed (electrical outlets covered, cleaning supplies/medicines locked up)?
- Do children and staff wash hands often (before eating and after, after using the toilet, blowing noses, diaper changing, or playing outside)?
- Are there regular fire drills?
- Does the outdoor play area seem safe?
- Are there locks on the door to keep strangers out and children in?
- If my child goes to school, is there a plan for getting him/her to and from school safely?
- Are there rules for when a child becomes ill?
- How often are diapers changed?
- Is there an emergency plan for contacting families?



## What will my child eat, and when?

- What are the rules about food brought from home?
- Does this place offer healthy meals and snacks?
- Are children's choices, appetites, allergies and religious or cultural restrictions respected?

## Do I agree with the discipline policy?

- Do staff set limits that are reasonable, clear, consistent and age-appropriate?
- Do staff use calm voices and redirect children to other activities if there's a problem?
- What happens when children hit, bite or bully?

## How are staff supported?

- Do staff get training and continuing education?
- Do staff have break times?
- Do staff get time to plan activities?

## Will my child thrive here?

- Are different cultures, ethnicities and abilities valued?
- Do staff smile at, talk and play with, and listen to children?
- Does this place encourage creativity and age-appropriate independence?
- Do staff hold and cuddle with infants and toddlers often, including while feeding?
- Will the same people take care of my child regularly?
- Are children comforted when needed?
- Is this setting bright, pleasant and happy?
- Will my child have FUN here?



- **Choosing a child care provider is one of the most important decisions you will make.**
- **Experiences in the early years are the foundation for future success in school and in life.**
- **Take the time to make the right choice for YOUR child!**

# Quality Child Care Checklist – Family Child Care Homes

Choosing care for your child is one of the most important decisions you will ever make!  
Use this checklist to sort through options when you visit family providers.

## Practical Considerations:

- Licensed or exempt
- Hours of operation
- Fees charged
- Ages of children / adult-child ratios
- Care of sick children
- Location easy to reach



## Physical Facility, Health & Safety:

- Home is reasonably clean and orderly.
- No children are seen with soiled diapers or training pants.
- Detergents, cleaners and medicines are out of the children's reach.
- Electrical outlets are covered with safety caps.
- Household items like knives, scissors, and curling irons are stored out of the children's reach.
- Toys and equipment are in good repair with no sharp edges, splinters, or loose parts.
- A quiet area that can be darkened for napping with clean bedding for each child.
- Toileting area is easy for the children to access with potty chairs, safe steps, or whatever is needed.
- Has an area of the home where children can play out of the way of other family members.
- A fenced outdoor play area in which the provider can see all areas of the yard easily.
- Outdoor space is safe, with equipment to encourage physical skills.
- Home is warm, cheerful, and inviting.

## Caregiver Competencies:

- Caregiver spends time with the children rather than ignoring them to carry out household duties or talk on the phone.
- Caregiver provides individual attention. For example, an upset child is held, talked to, and comforted.
- You can see the caregiver praising, noticing, and responding to the children.
- You can see the caregiver communicating effectively with the children, giving explanations in clear steps, answering the children's questions patiently, frequently bending or kneeling down to the child's level when talking.
- Children appear to be happy, comfortable, relaxed - laughing, smiling, involved in play.
- Children enjoy one another - smile at each other, hold hands, hug, help each other more than they fight or argue.
- Caregiver used the children's first names or nicknames when talking to or about them.

- Caregiver seems warm and affectionate with the children, smiling, cuddling, and speaking pleasantly.
- Caregiver encourages the children to do some things for themselves, patiently giving them time, help, and praise so that the child can learn to master the skill.
- Caregiver talks to infants, cuddles, and plays with them during the day. Infants are not left alone for long periods of time.
- Caregiver holds the infants when feeding them and talks and interacts when changing diapers.
- Caregiver is a person you would like your child to copy or imitate.

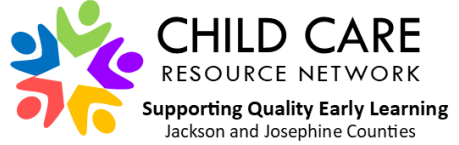
### **Program Materials:**

- Attractive and well written story and picture books are available for the children.
- Caregiver encourages listening and talking through planned activities like storytelling, word games, doll play, etc.
- The home has materials for quiet play, such as puzzles, and active play, such as riding toys.
- Children can get at least some materials by themselves, and are encouraged to take care of the materials and put them away when finished.
- There are enough toys and materials so that each child can play without having to wait more than a few minutes.
- Caregiver encourages both boys and girls to play with all the materials. Caregiver does not give children the idea that a certain activity is only for boys or only for girls.
- Children can use creative materials, such as paint, crayons, big blank pieces of paper, clay, playdough.
- A wide variety to materials are available for children to use, such as large and small riding toys, pull toys, pounding toys, beads for stringing, puzzles, small and large blocks, nested toys, small building toys like Legos or Tinker toys.
- Children can play outside every day and physical activity is encouraged.
- TV is used rarely or never, computer screen time is limited and monitored, alternatives are always available, children are never forced or encouraged to sit in front of the TV.

### **Home Center Coordination**

- Caregiver can tell you what meals and snacks will be served to the children this week.
- Menus sound nutritious and contain foods your child likes.
- Caregiver refrigerates infant bottles and foods and will feed according to your directions.
- Ask what the caregiver does if a child does not like a certain food being served and see if you agree with his/her method.
- Caregiver uses positive discipline and guidance methods and is consistent and fair with the children.
- Caregiver answers questions in a friendly, open way.
- You feel comfortable and could expect to share concerns about your child with the caregiver.

# QUALITY CHILD CARE CHECKLIST - INFANTS & TODDLERS



*A good caregiver is...*

## **Loving and Responsive**

One who hugs, rocks, cuddles, seeks eye contact and enjoys the child... who responds to the baby's smiles and emerging skills and interests... who finds ways to expand upon children's play to help them learn new skills... who is sociable and interested in children. One who talks with the baby about what they do and see... who supports children in building relationships with other children and adults.

## **Respects the baby's individuality**

One who understands and nurtures babies' development... who recognizes the baby's personal rhythms, style, strengths and limitations... and tunes into these when planning the pace and time for eating, sleeping and playing. One who is comfortable accommodating to children's special needs or conditions.

## **Provides a stimulating and child-friendly environment**

An area that is clean and safe so babies can explore their surroundings... filled with interesting and stimulating things to explore... set up to promote learning through free play... changed regularly to accommodate the needs of growing infants and toddlers... organized to have distinct eating and diapering areas and set up to be comfortable and practical for adults, allowing them to focus on the children.

## ***What to Look for in a Child Care Program:***

Because the way children are treated by caregiving adults shapes their development in important ways, it is crucial to find a child care professional who both understands and nurtures children's learning through the everyday moments they share. For example, does the caregiver talk to your baby during a diaper change, comfort or sing to her if she is protesting? Responding to children, even when they are too young to understand the meaning of our words, lets them know that their feelings and experiences are important and respected.

If at all possible, observe caregivers interacting with children during the day. Parents can learn a lot about a program simply by watching. Here are some specific criteria to look for and ask about when visiting a child care program:

- What training do staff members have in infant-toddler development?
- Do caregivers speak to the children, even babies? Do they sing and read to the children?
- Do they answer children's questions patiently? Do they ask children questions?
- Is each baby allowed to eat and sleep according to their own rhythms, and not based on a schedule imposed by the caregiver?
- For toddlers, is a daily schedule posted, using visuals, so that children can anticipate what will happen next?
- Are toys and materials well organized so that children can choose what interests them?
- Are caregivers able to accommodate the special needs of children?
- Do caregivers respect the language, culture and values of families in the program?
- How does the caregiver feel about discipline? Weaning? Toilet training? Feeding? Do the caregiver's beliefs match your own?
- Does the caregiver handle conflicts without losing patience or displaying anger?
- Does the caregiver seem to enjoy children?
- Are you welcome to drop in at any time?
- Would your child feel good about coming here? Would you feel good about leaving your child here?
- Is the environment sanitary and safe?
- Is the setting appealing with comfortable lighting and an acceptable noise level?

# KINDERGARTEN, HERE I COME!

You might think that knowing the ABCs, numbers, shapes, and colors are the most important skills for children entering kindergarten. But there are other skills that are just as important – if not more important – for children to succeed in school.

Raising an eager learner is the goal, and it can be achieved easily through play and activities that parents do with children as part of the day-to-day routine.



## Health and Well Being:

*I'm ready for kindergarten when...*

- I am healthy and my immunizations are up to date.
- I have good oral health and have visited my dentist.
- I am well-rested.
- I can fasten my pants and put on my jacket.
- I can kick balls, hop on one foot, and climb a ladder at the park.
- I can eat, wash hands, blow my nose, and use the toilet by myself.
- I get at least 60 minutes a day of exercise and active play.

## Social and Emotional Development:

*I'm ready for kindergarten when...*

- I take turns, share, and help others.
- I stay focused and pay attention for 10-15 minutes at a time.
- I can keep trying, with support, even when I don't know how to do something.
- I enjoy following the rules and helping to make the rules.
- I can work and play both independently and in a group.
- I can manage my behavior with help.
- I can calm myself down when I get frustrated.

## Language Skills:

*I'm ready for kindergarten when...*

- I enjoy books and stories.
- I can use a crayon or pencil.
- I know how to use a book: where to start, which way to turn pages and that the pictures and words tell a story.
- I know some of the letters of the alphabet.
- I can write some of the letters in my first name.
- I know rhyming words like pat, hat, cat, and bat.

## Mathematical Thinking:

*I'm ready for kindergarten when...*

- I can count 10 objects correctly. (For example, in response to "Please put 10 blocks in the basket.")
- I know primary colors such as red, blue, and yellow, and shapes such as circle, square, and triangle.
- I can sort silverware in spoons, knives, and forks.
- I can put together a puzzle through trial and error.
- I can sort beads on a necklace in a red-yellow-red-yellow pattern.
- I can organize four objects from smallest to largest.

# ASQ DEVELOPMENTAL SCREENING INFORMATION



**Do you want to learn more about your child's development?**

**Get started at <https://osp.uoregon.edu/>**

## What is ASQ?

The Ages & Stages Questionnaires® (ASQ)

- Parent-completed questionnaires ages birth to five years
- Results help determine if a child's development is on schedule
- Learn more about what to expect at each step of development

## What is ASQ™ Oregon?

- Free **online** questionnaire to check your child's development
- For children birth to five

## Why complete ASQ™ online?

- To see if development is taking place on schedule
- Bring results to your well-child checkup
- Access community resources

## Who can participate?

- Parents
- Family members
- Caregivers

## What will I receive?

- Confidential results by e-mail
- A copy of your questionnaire
- Fun play activities and parenting links



## *What people say ~*

### **Parents and Caregivers**

- "Thanks! Great service for parents, grandparents, and caregivers."
- "The online questionnaire allowed me to see what my boys should be doing and what is important for us to work on."
- "I appreciate the quick response personal note, and play activity ideas!"

### **Preschool Teachers and Professionals**

- "By going to your website I have learned more. This is a great tool for parents and professionals."
- "The website is really helpful. It's great to know there are pediatricians excited to use the questionnaires, too."

## FIND OUT ABOUT



### Oregon's Quality Rating & Improvement System

## Children Deserve the Best



### What can do for Parents?

Spark, Oregon's Quality Rating and Improvement System, provides information to help parents make informed choices about early care and education settings. As a parent, you can choose a program based on a standardized quality rating. As programs engage in the process their ratings will become available for parents.

- Spark provides parents with a tool to help in recognizing and selecting higher quality child care.
- Participating programs will receive a Commitment to Quality (C2Q), or a 3, 4 or 5 Star rating.
- Parents will have access to the information about what the C2Q and Star levels mean for children.
- Participating Spark programs will have their Star rating included in the referral information given to parents.
- Parents who choose a Spark Star rated programs will receive a reduced DHS co-pay as a benefit of choosing quality care for their child.
- Many states have Quality Rating and Improvement Systems. To find out more about Oregon's System please go to <http://triwou.org/projects/spark>.

# JOIN VROOM!

Download the app at [www.joinvroom.org](http://www.joinvroom.org) and get brain building tips and fun activities sent right to your phone.

## vroom

### Brain building moments

## The Brain Story

There is no time in life when the brain develops more rapidly than during the first five years. Here's a glimpse at all that's taking place inside your baby's brain!



### A Brand New Brain

Every baby is born with a brain that contains hundreds of billions of neurons.



### Ready For Anything

From day one, those neurons connect—and the brain begins to get wired for life.



### Learning Like Lightning

The brain is wired to grow—in the first five years, it makes 700 neural connections every single second!



### Communication Is Key

Above all, there's one thing that helps young brains grow strong: adult-child relationships.



### Hi, Baby

Even kids that can't yet talk are looking, listening and relating to you non-stop.



### You Are A Brain Builder

Every time you interact with a child you're doing something major: shaping a growing mind.



### Nurture Future Greatness

The first five years are when the brain builds its foundation—so kids can thrive as adults.



### Vroom!

We know this for sure: learning doesn't start at school... it begins at birth.



### It Begins With You

Visit [joinvroom.org](http://joinvroom.org) to learn how you can be a brain builder.

[joinvroom.org](http://joinvroom.org)



# NEED HELP WITH CHILD CARE PAYMENTS?

## Employment Related Day Care (ERDC) Update:

There are limits to the number of families ERDC can serve. Your family may be put on a reservation list until space becomes available. Contact your local DHS office today and be put on the reservation list. For information on enrolling in ERDC go online to <http://www.oregon.gov/DHS/assistance/child-care/pages/index.aspx>

- Ashland 541-482-2041
- Cave Junction 541-592-4149
- Grants Pass 541-474-3101
- Medford 541-776-6172
- West Medford 541-776-6024
- White City 541-864-8700
- Klamath Falls 541-883-5511
- Lakeview 541-947-3376

To estimate your co-pay for ERDC go online to <http://www.oregon.gov/DHS/assistance/child-care/pages/index.aspx> and click on the co-pay estimate tool. There is also a link to the ERDC application. Note that parent co-pays are reduced if the child care provider is QRIS Star rated.

ERDC INCOME LIMIT <i>as of 2018</i>	
Persons in Filing Group (Eligibility)	ERDC Eligibility Standard (185% FPL)
2	\$2,607
3	\$3,288
4	\$3,970
5	\$4,651
6	\$5,333
7	\$6,014
8 or more	\$6,695

## Children with Special Needs or High Needs

**Do you have a child with Special Needs or High Needs?** Ask your DHS Case Worker about the Special Needs Child Care Rate or the High Needs Child Care Program as part of your ERDC assistance.

### Do you have a child with High Needs and are over-income for ERDC?

**The Inclusive Child Care Program (ICCP) may be for you.** This program is to help families of children with special needs find and keep appropriate child care while parents are employed or in post-secondary education programs. Parents select the location and type of care that works best for them.

- **The ICCP Program Provides a Supplemental Child Care Subsidy**
- The subsidy helps meet the child care costs that are higher because of a child's special needs. Parents pay the provider's customary fee, or a fee that is comparable to local child care rates. The subsidy is paid directly to the child care provider as a supplement to the parent payment. The subsidy pays for those things that are necessary to the child's placement and that cannot be covered within typical child care rates. The amount is different for each child. The subsidy is based on the individual needs and resources of the child, the family and the child care setting.
- **Eligibility for child:** From birth through 17 yrs has a physical, developmental, mental, and/or emotional behavioral or medical disability that requires extra support or accommodations to be in child care. These are supports that cannot reasonably be paid for within typical child care rates.
- **Eligibility for Family:** Has an income of up to 185% of poverty level. The income is based on family size for the purpose of the parent's post-secondary education or employment.

**Child Care Resource Network is your ICCP contact in Jackson, Josephine, Klamath & Lake:**

CCRN Phone: (541) 842-2610 Bilingual Toll Free 1-800-866-9034

E-mail: [ccrn@soesd.k12.or.us](mailto:ccrn@soesd.k12.or.us) for ICCP information and referrals

## WHAT IS THE DEPARTMENT OF HUMAN SERVICES (DHS) CHILD CARE PROGRAM?

*The DHS Child Care Program helps parents or caretakers pay for child care so they can work or so they can prepare for employment.*

Parents need to give ONE of the following to a provider before their child will receive care:

- A Child Care Provider Listing form (DHS 7494)
- A Child Care Provider letter (DHS 7494E)
- A billing form
- Direct approval from a DHS caseworker so provider is sure the family is eligible and that DHS will help with child care payment.

*Note:* If DHS does not give you one of the above you could be responsible to pay for the child care provided.

What are provider responsibilities?

- Fill out DHS forms completely and accurately and return them promptly
- Meet the provider and listing requirements
- Provide healthy, safe and dependable child care
- Register with the Child Care Division, if required to do so by law
- Treat DHS families the same as other families for whom they provide care.  
(For example, providers may not charge DHS families a higher rate than other families for the same services.)

What are parent responsibilities?

- Give providers any provider forms they receive from their worker
- Send their income information to DHS on time
- Pay their share of the child care bill
- Give adequate notice before changing providers
- Inform their provider when their eligibility for assistance changes

## USDA FOOD PROGRAM



MEALS USDA (US DEPARTMENT OF AGRICULTURE) is a **voluntary** food program for licensed providers or exempt providers serving families receiving subsidies for child care.

Providers who sign up for this are reimbursed by the Federal Government for serving meals at no charge to children in care. [www.choosemyplate.gov](http://www.choosemyplate.gov)

# THE INCLUSIVE CHILD CARE PROGRAM

*No matter what their abilities or needs, all children are children first.*



## The goals of the Inclusive Child Care Program (ICCP) are:

1. To support access to appropriate child care for families of children with disabilities, emotional/behavioral disorders, or special health care needs; and,
2. To help all children be in inclusive child care settings with their peers.

## The Inclusive Child Care Program serves children, families, child care providers and communities through:

- **Financial supplements.** The program coordinates a financial supplement to child care providers that can help with costs of accommodations or supports that are necessary for safe, healthy child care for some children.
- Families may be eligible when parents are employed, students, or receiving child care assistance through the Oregon Department of Human Services. Family income must be less than \$5,557 per month for a family of 4. Eligible children and youth may be birth to 17 years of age and need a higher level of care and supervision.
- **Individualized planning** to support stable child care placements.
- **Training and Consultation** to support child care providers in their efforts to include children with diverse abilities and needs.
- **Information on community, state and national resources** that support inclusive child care.

## How is “inclusive child care” different?

It isn't. Inclusive child care just means that children and youth with and without disabilities, emotional/behavioral disorders, or special health care needs are **all** together in child care or out-of-school time programs.

It also means that **all** children and youth participate in **all** of the setting's daily routines and activities. **All** child care and out-of-school time programs have the potential to be fully inclusive.

## The Inclusive Child Care Program serves children and families throughout Oregon.

### To make referrals or for more information, please contact:

#### **Inclusive Child Care Program**

Portland: 971-673-2286

Toll free: 1-866-837-0250

Email: [contact.iccp@state.or.us](mailto:contact.iccp@state.or.us)

Mailing Address: 600 NW 14th Ave., Suite 100,  
Portland, OR 97209

Website: <http://oregoninclusivecc.org>

*The Inclusive Child Care Program is a program of the Oregon Council on Developmental Disabilities through funding from the Oregon Department of Education Office of Child Care and the Oregon Department of Human Services*

# KNOW THE RULES...AFTER-SCHOOL SAFETY FOR CHILDREN WHO ARE HOME ALONE

Although the American Academy of Pediatrics recommends adult supervision for children until about the age of 11 or 12, for some families this isn't possible. When faced with this situation, the maturity of the child can help guide whether a child should be left alone. Assess your child. Does he or she have the personality, self-confidence, and judgment skills to accept this responsibility? Will the experience be positive and help build the child's self-image? Will the experience create anxiety in a child who is afraid to stay alone? Having a family meeting to talk about this is a good place to start. House rules, expectations and the daily routine of each family member should be defined.

## **Before allowing your child to go home alone, you should...**

- Find out if there are other community resources or organizations providing after-school care or support. Or places your child can go at least some days for activities and support.
- Ask your child how he or she feels about being alone. Is your child afraid to be left alone, or does he or she have the maturity and want to assume that responsibility?
- Decide if you feel your child is able to follow directions and solve problems on his or her own.
- Decide how long your child will be alone. Think about how available you or another trusted adult will be in case of an emergency. See how safe the neighborhood is by contacting your local law-enforcement agency and checking the frequency and types of crime in your area.
- Make sure you've set specific rules to be followed by your child while he or she is alone. Give your child specific instructions about how to reach you at all times. Include information about what your child should do if they can't reach you right away. Remember you're in charge, even if it is from a distance.

## **Once you've decided to proceed, you should check to make sure your child knows...**

- His or her full name, address, and telephone number and your full name, the exact name of the place where you work, your work number, and any pager or cell numbers you may have.
- How to make a call to request help in an emergency using **911** or the appropriate number(s) in your area.
- How to carry his or her key so it is hidden and safe. Your name and address should **not** be on the key. It may be wise to leave an extra key with a trusted friend or neighbor.
- Not to walk or play alone on the way home, and never take shortcuts home.
- What to do if he or she is being followed. If that happens your child should turn around, run in the opposite direction. They should then go to a designated place to get help and tell a trusted adult.
- To always check the home before entering. Look for such things as open, ajar, or broken doors and windows, or anything that doesn't look right. Go to a designated safe place to call for help if something doesn't seem right.
- To always lock the door after entering and make sure the house is secure.
- To immediately check in with you upon returning home to let you know he or she has arrived safely.
- To tell callers you can't come to the telephone. Offer to take a message instead of letting people know he or she is home alone.
- Not to open the door or talk to anyone who comes to the home unless the person is a trusted family friend or relative. He/she must feel comfortable being alone with that person **and** the visit has been pre-approved by you.
- To stay alert for true emergencies such as a fire or gas-main leak that would require the need to leave the home.
- To check with you or another trusted adult if he or she is unsure about anything.

## **As a parent or guardian, you should make sure you have...**

- A daily schedule of homework, chores, and activities for your child to follow.
- A list near the phone including numbers for you, law enforcement, the fire department, an ambulance service, your doctor, a poison-control center, and a trusted adult who's available in case of an emergency.
- What to do in case of fire; and how to get out of the house if there is a fire.
- A plan if you are late coming home. What to do if your child's plans change.
- Instructions for TV or computer use, talking on the phone, or inviting friends over when you aren't home.
- Time to talk about the day's events with your child. Make sure he or she knows it is okay to discuss anything with you, especially something that may have made him or her feel scared, uncomfortable, or confused.

## REPORTING CHILD ABUSE AND NEGLECT

- Call 911 immediately if you see abuse happening.
- Report to DHS/Child Welfare if you suspect abuse:
  - Jackson County                    541-776-6120 or 866-840-2741
  - Josephine County                541-474-3120 or 800-930-4364

## CONCERNS OR COMPLAINTS ABOUT A PROVIDER

**Contact the Office of Child Care to see if there have been any valid complaints against a licensed provider you are considering.** Taking this step is another important way to get as much information as possible about providers before making a decision.

**Be aware that the Office of Child Care is able to provide more detailed information over the phone than is listed on the website. Contact the Office of Child Care at 1-800-556-6616 or check the Office of Child Care website: <https://oregonearlylearning.com/parents-families/making-a-complaint/>**

To **report regulatory issues or concerns** regarding health and safety contact the Office of Child Care at 1-800-556-6616 or check the Office of Child Care website: <https://oregonearlylearning.com/parents-families/making-a-complaint/>

## CHILD CARE RESOURCE NETWORK CAN HELP YOU DECIDE WHAT TO DO

Call: 1-800-866-9034 or 541-842-2610

Email: [CCRN@soesd.k12.or.us](mailto:CCRN@soesd.k12.or.us)

In person: Go to the Child Care Resource Network office

35 S. Bartlett Street  
Medford, OR 97501  
(corner of 8<sup>th</sup> & Bartlett Street)

Website: [www.ccrnsso.org](http://www.ccrnsso.org)