# Resource Newsletter

## Fall 2020 Issue

**NeighborImpact Child Care Resources serving Crook, Deschutes, Jefferson counties and the Confederated Tribes of Warm Springs**

**Please post newsletter and training calendar!**

NeighborImpact Child Care Resources wants to reach everyone in our early childhood community! To receive the newsletter, training calendar and helpful articles by email, contact us at deniseh@neighborimpact.org to be added to our distribution list.

## Everyone is Welcome, Come Grow with Us

It has taken us some time to process and publically address the critical situation facing our nation currently; the conversations within our office have been ongoing and enlightening. We are having many conversations (remotely) in our office around the ways we can support our community and bring continued awareness to the need for Diversity, Equity and Inclusion (DEI). Additionally, we recognize the need for personal and professional growth during these challenging times and we want to share our core values and plan for growth with you.

We would like to start by saying, We, in the Child Care Resources office of NeighborImpact, are deeply saddened by the deaths of so many in our nation due to race, ethnicity, gender identity, religious affiliation, sexual orientation and many other reasons. We would like to convey our devotion to supporting our community of early educators through our work and commitment to our core values.

As recent events have shed light on the divide within our nation (on so many levels), the need for the work of DEI has never been more apparent than now. We would like to reiterate that we are more committed than ever to following our core values, with guidance from NAECY’s core values, in the field of early education, early care and adult education to support our community. You can find these core values [here](#).

We appreciate and value all individuals and cultures in our community. We recognize that each person brings a diverse wealth of knowledge, which is individual and equally important. We respect the diversity of each child, family and professional in our community, recognizing that we all will be more successful when everyone has a seat at the table.

Through these values, we, as a team, have committed ourselves to continued growth in the fields of education, diversity, equity and inclusion. We are each creating our own path for personal and professional growth to support the work we do with early education professionals, children and families. Just as we value each member in our community, we value each member on our team as an individual. We respect that we are all on different journeys of growth and need to determine our own path for personal and professional learning, growth toward enlightenment while staying committed to our core values. Using the growth mindset we encourage of our early educators, we have each taken time for self-reflection to determine our areas for improvement. As we have identified areas of growth, we have been proactive in actively participating in trainings, webinars and inclusive and diverse focused book clubs to expand our knowledge and skills. We are striving to lead by example to serve you better.

Thank you central Oregon early educators for sharing love and light during these challenging times. Know that we are here for ALL for you and APPRECIATE all of the hard work you are doing!

If you are interested in pursuing your own path of personal growth, here are some resources to support your journey:

- **9 Free Diversity Online Classes**: [https://www.themuse.com/advice/9-free-online-classes-for-managers-diversity-inclusion](https://www.themuse.com/advice/9-free-online-classes-for-managers-diversity-inclusion)

- **Understanding and Transforming White Womanhood**: [https://youtu.be/1hGJc3xN9Bw](https://youtu.be/1hGJc3xN9Bw)

- **10 Free Virtual courses on Diversity & Inclusion**: [https://www.indeed.com/career-advice/career-development/diversity-inclusion-virtual-courses](https://www.indeed.com/career-advice/career-development/diversity-inclusion-virtual-courses)


- **COCC Reading List**: COCC’s Recommended Anti-Racist Reading List


- **NAEYC Resources**: [https://www.naeyc.org/resources/yc/may2018/teaching-learning-race-and-racism](https://www.naeyc.org/resources/yc/may2018/teaching-learning-race-and-racism)


- **Diverse Children’s Books**: [https://www.embracerace.org/resources/where-to-find-diverse-childrens-books](https://www.embracerace.org/resources/where-to-find-diverse-childrens-books)


Additionally, if you have resources you feel would support the work, we are doing in our office; please contact us at shandell@neighborimpact.org or deniseh@neighborimpact.org.

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**With care, concern and warm regards, The Child Care Resources Team at NeighborImpact**
COVID-19 Resources

**Health & Safety Guidelines for Child Care and Early Education Operating During COVID-19**

The guidelines are required for each of the following types of child care and early education programs:

- All licensed programs, including Certified Center (CC), Certified Family (CF), and Registered Family (RF).
- All child care and preschool provided in public school settings.
- All Recorded Programs, including school-age.
- Oregon Pre-Kindergarten (Prenatal to Kindergarten), Preschool Promise, and Baby Promise.
- Oregon Relief Nurseries.
- Early Intervention and Early Childhood Special Education (EI/ECSE) provided in a child care or early education setting.

The guidelines are intended to be helpful for individuals who provide Family, Friend and Neighbor care but they are not required to be implemented in these settings. Click here to view the guidelines.

**Looking for Substitutes?**

The Center on Early Learning and Youth Development (CELYD) in partnership with the Early Learning Division (ELD) is committed to supporting our emergency child care facilities that have chosen to remain open by providing referrals for Emergency Child Care Substitutes. Emergency Child Care Substitutes are individuals who have worked in early learning and have signed up to provide care in approved Emergency Child Care Facilities through an online process. Substitutes have been screened for the following:

- Current Central Background Registry clearance or Emergency Background Check clearance
- Current CPR/First Aid or the online CPR/First Aid
- Recognizing and Reporting Child Abuse and Neglect
- Introduction to Child Care Health and Safety
- Safe Sleep for Oregon’s Infants (if applicable)

If you would like to receive referrals to Emergency Child Care Substitutes, please complete this form and someone will contact you.

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**Oregon QRIS (Spark) Resources**

Don't have an account? Sign up today to access free tools, resources in addition to ways to save money on supplies! Family Child Care providers can view a reference sheet of all the resources available here. Child Care Centers can see resources here.
Exploring the Standards
Lauren Peterson

LD5 – Outdoor Gross Motor Environment

The program provides an appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program.

Standard LD5 looks at how your program’s outdoor environment is supporting children’s gross motor development. The standard addresses two key components – that varieties of skills are being addressed and that there are appropriate opportunities for children of all ages and developmental levels.

Reviewers often find that insufficient or unclear evidence for LD5 results in this standard not being passed. Usually, this is because the evidence submitted does not always address the gross motor needs of all of the ages and developmental levels of all of the children in the program. Two issues are often the reason for this. The first issue is that the written description and/or the photographs do not address the important component of different age groups/skill levels. The second issue is that the photographs lack explanatory captions, are unclear, or are insufficient in number to support the written description. Below are a few things to consider as you address this standard in your portfolio.

Written Description:
Your written description for LD5 can be a simple summary of how your outdoor environment supports the children’s large motor development. What do the children do when they play outside? Tell us about how the children use their bodies in a variety of ways such as running, crawling, jumping, digging in the sand, or rolling balls. If you have infants and toddlers in your program, tell us about how they enjoy being outside. What do the preschoolers like doing? Do older, school age children play outside in your program? How do they use their bodies?

It is important to include documentation that addresses all of the ages and skill levels in your program. Reviewers often see numerous photos representing the preschooler’s space and equipment but none indicating that the outdoor gross motor needs are being addressed for the younger (infants/toddlers) or older (school age) children. If you have infants and toddlers, the ways in which you are meeting their unique gross motor needs should be clearly addressed. Smaller climbing structures and trikes for toddlers or a space for infants to safely crawl around or have “tummy time” outdoors on a blanket can be described and photographed for your portfolio. Similarly, if you have school age children, describe and document how their gross motor skills are being enhanced in your program.

Photos:
Clear, captioned photos provide the documentation of your written description. For example:

- A picture of your play structure with the caption “LD5 3-star — equipment for climbing.”
- A photo of a grassy area for your mobile infants to safely crawl with the caption “LD5 3-star — crawling area for babies.”
- A picture of your trikes might be captioned “LD5 4-star — portable gross motor equipment/trikes.”
- A picture of a large open area indoors captioned “LD5 5-star — indoor gross motor space”

The captions help the reviewers understand what specifically your photos are demonstrating. Additionally, please be sure to submit enough photos to indicate that there is adequate space and equipment for the number of children in your program.
### Registration

- Registration must be complete by 4pm day of training.

### Format

- This training is in webinar format, requiring a computer device to watch. Using a browser on some cell phones may not allow you to view videos or see documents shared during the training, which is required. Participants must view the webinar; audio option is not sufficient.

### Participation

- Participants will receive an email with login information prior to the event. Log in using the individual link provided by email. Shared log ins are not allowed.

- Participants must provide consistent commentary throughout the training (20-30 comments/responses) by replying and commenting in the chat/question box, along with participating in polls and breakout rooms. Lack of commentary will result in not receiving credit.

- Participants logging on more than 15 minutes late, or who log off early, will not receive credit. Partial credit will not be given.

- Participants must complete the training evaluation provided at the close of the session.

- ORO credit will be applied following review of webinar attendee log in report and chat, poll and breakout room participation.

- Completion Certificates are not provided, as ORO credit will be applied directly, and ORO Professional Development Statement can be used to confirm training.

- Documents shared during the webinar will be provided to attendees following the training.

Please let me know if you have any questions, concerns, or require accommodations. Reach out anytime. Because as you’re working hard caring for children and support families, we’re working hard to support you. Thank you so much!

### Online Training Etiquette

- **Arrive at an appropriate time.** The training will start right on time, so it is best to arrive a few minutes prior to the start of the training.

- **Sign in.** Use your complete name and email when signing in for an online training.

- **Participate.** We ask that participants engage with the training and material as much as possible in order to gain an understanding of the subject matter.

- **Please mute yourself.** Please mute yourself when the training is in process. It reduces the amount of distraction however unmute yourself when you are participating in discussion.

- **Respect others’ perspectives.** Our community of early childhood educators come from diverse cultures and include many languages. Please ask for clarification when needed and provide respect to others as it happens.

- **Ask questions.** If there are any specific questions or concerns regarding a personal situation, please direct message the trainer or host.

- **At the end of the training, please complete the evaluation.** These aid us in deciding future training opportunities that could benefit your professional needs.
Why Do We Keep Asking About Your Vacancies?

During the COVID-19 pandemic, the Early Learning Division (ELD) is requiring CCR's to survey all Emergency Child Care (ECC) providers on a monthly basis to determine the number of vacancies you have per age group in your program.

We know this process seems redundant and unnecessary, particularly if you have no openings to report. However, by regularly updating vacancies in the child care parent referral database, it is easier for parents to find care that meets their needs. This data also helps state administrators make informed decisions about how to support families and child care providers and our communities.

Over the past few years, 211Info has contacted child care programs for updates. However, CCR staff will once again manage this task. You can expect to receive a survey link sent monthly via email for vacancy checks and annually for a full program update. Please help us keep an accurate database by responding as soon as possible. We really appreciate your support and cooperation!

**Deschutes County’s Child Care Vacancy Data**
As of September 16th, Deschutes County has the capacity to serve up to 2567 children in child care programs and there are currently 581 vacancies. This means that we are at 77.37% of capacity.

**Crook County’s Child Care Vacancy Data**
As of September 16th, Crook County has the capacity to serve up to 160 children in child care programs and there are currently 21 vacancies. This means that we are at 86.88 % of capacity.

**Jefferson County’s Child Care Vacancy Data**
As of September 16th, Jefferson County has the capacity to serve up to 266 children in child care programs and there are currently 54 vacancies. This means that we are at 79.70% of capacity.

To see additional vacancy data for Deschutes, Crook and Jefferson counties and all of Oregon click [here](#) and scroll to the Emergency Child Care Dashboard.

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Professional Development Statement Information

**Your Professional Development Statement and Uploading Your Documents in myORO**

Watch this video, [https://www.youtube.com/watch?v=9x9oR7H5beo](https://www.youtube.com/watch?v=9x9oR7H5beo) to learn about the Oregon Registry's professional development pathways and what documents to submit to move up steps!

You can now upload your own training and education documents directly to myORO! Watch this tutorial, [https://www.youtube.com/watch?v=E5LMisE9daY](https://www.youtube.com/watch?v=E5LMisE9daY) it will walk through myORO and all of it's features including, how to upload your training and education documents in your myORO account. There's no need to mail your documents in if you've successfully uploaded them!

This video, [https://www.youtube.com/watch?v=HZc09UTBD9k](https://www.youtube.com/watch?v=HZc09UTBD9k) will provide an overview of the Oregon Registry, how documents are verified for ORO use, what training will and will not be accepted and resources available to Oregon's early learning and afterschool educators.
### FIRST AID/CPR TRAINING DURING COVID-19

<table>
<thead>
<tr>
<th><strong>Training</strong></th>
<th><strong>Cost</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Hybrid Blended First Aid/CPR Classes</strong></td>
<td><strong>$50</strong></td>
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<tr>
<td>During Oregon's state of emergency (SOE), online only CPR and First Aid will be accepted in ORO as completion of the required CPR and First Aid training for licensed programs. Full compliance including the hands-on portion will be required once the state of emergency (SOE) has been lifted. Please contact Jessica Talero at <a href="mailto:jessicat@neighborimpact.org">jessicat@neighborimpact.org</a> to receive a link to the online FA/CPR training.</td>
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### DHS ORIENTATION FOR LICENSE EXEMPT CHILD CARE

For more information about the orientation and the requirements to be listed as a license exempt child care provider in Oregon during the state of emergency, please contact Leah Knoke at leahk@neighborimpact.org or call 541-546-4079. Direct Pay Unit (DPU) now has two e-mail addresses to address questions and to accept child care billing forms and provider listing forms:
- Billing forms and listing forms: dpu.childcarebilling@dhssoha.state.or.us
- Questions: customerservice.dpu@dhssoha.state.or.us

### SAFETY SET WEBINARS

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<tr>
<th><strong>Webinar</strong></th>
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<tbody>
<tr>
<td><strong>Introduction to Child Care Health &amp; Safety</strong></td>
<td><strong>No Cost</strong></td>
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<tr>
<td>Required Health &amp; Safety training for all providers working in licensed facilities and those caring for children receiving a DHS subsidy. Topics include injury prevention, illness prevention and management, emergency preparedness and general safety. This training is available online at: <a href="http://campus.educadium.com/OCCD/">http://campus.educadium.com/OCCD/</a>.</td>
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<tr>
<td><strong>Child Care Food Handler Certification</strong></td>
<td><strong>No Cost</strong></td>
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<tr>
<td>Food handler certification may be completed at <a href="http://triwou.org/pages/show/ccccrr-food-handler-certification">http://triwou.org/pages/show/ccccrr-food-handler-certification</a>, or you may purchase a self-study packet from our office. If you want the self-study packet email us at <a href="mailto:ccr@neighborimpact.org">ccr@neighborimpact.org</a>.</td>
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<tr>
<td><strong>Recognizing and Reporting Child Abuse and Neglect</strong></td>
<td><strong>No Cost</strong></td>
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<tr>
<td>Recognizing and Reporting Child Abuse and Neglect (RRCAN) fulfills the child abuse class requirement for Office of Child Care licensing. This training is also available online at: <a href="http://campus.educadium.com/OCCD/">http://campus.educadium.com/OCCD/</a>.</td>
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<tr>
<td><strong>Safe Sleep for Oregon's Infants</strong></td>
<td><strong>No Cost</strong></td>
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<tr>
<td>Safe Sleep for Oregon's Infants is a required training. Safe sleep practices for infants may or may not be a new topic for you in your professional development. The goal of this training is to provide Early Educators with an opportunity to learn about safe sleep practices and to identify and prevent risks to the babies in your child care program. A self-study packet for Safe Sleep for Oregon's Infants is available online at: <a href="http://campus.educadium.com/OCCD/">http://campus.educadium.com/OCCD/</a>.</td>
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<tr>
<td><strong>Prevention is Better than Treatment</strong></td>
<td><strong>No Cost</strong></td>
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<tr>
<td>Prevention is Better Than Treatment is a required online health and safety training. This training addresses how to prevent, reduce and respond to childhood illnesses and food allergies in child care settings. It is free and can be found at: <a href="http://campus.educadium.com/OCCD/">http://campus.educadium.com/OCCD/</a></td>
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<tr>
<td><strong>Introduction to Registered Family Child Care</strong></td>
<td><strong>No Cost</strong></td>
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<tr>
<td>There are two parts to the Introduction to Registered Family Child Care training. The required Part One class is available online at <a href="http://campus.educadium.com/OCCD/">http://campus.educadium.com/OCCD/</a>. Part Two is online training you must attend after completing Part One. This free class provides a rulebook, resources to help you be successful, information about Child Care Resources, and more. You must pre-register. We will be scheduling this on an as needed basis.</td>
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# Fall 2020 Webinar Schedule

**#67012 EMERGENCY PREPAREDNESS**  
Thursday, September 24, 2020 6-7:30pm  
Set One 1.5 HSN  
The training covers all hazards emergency preparedness, including types of disasters and events expected in Central Oregon, and how to stay safe, the three steps to being prepared to any disaster or event, and how you can help get other people involved.  
Who Should Attend: Community preschool providers, childcare providers, directors, Head Start staff, registered family child care providers, certified family child care providers, teachers, assistants, and business owners.  
Trainer: Emily Wegener

**#66904 DEVELOPING EARLY CHILDHOOD EDUCATION SETTINGS TO SUPPORT STUDENTS WITH AUTISM AND OTHER DEVELOPMENTAL DELAYS**  
Tuesday, October 6-Thursday, October 8, 2020 4-6pm  
Set Two 3 SN & @ UGB  
This training provides early childhood education staff with the knowledge to develop classrooms that support children with autism through the implementation of research-based strategies. Topics include examining learning characteristics of autism, positive behavioral strategies, and techniques to promote social and language skills. This workshop provides examples of evidence-based practices that can be immediately implemented in classrooms.  
Trainer: Brenda Hancock

**#pending DEVELOPING AND APPLYING INTENSIVE SANITIZING PRACTICES**  
Wednesday, October 7, 2020 6-9pm  
Set Two HSN  
This session explores sanitizing practices that adhere to new guidelines for COVID-19 and beyond. We will explore the science and reasoning behind these health recommendations and develop a plan to implement these practices to keep children healthy and safe.  
Trainer: Dani Stamm-Thomas

*Full participation required for 5-week book club*  
**#67154 THE POWER OF SHOWING UP BOOK CLUB**  
Every Thursday, October 1-29, 2020 5:30-8pm  
Set Three 2.5 DIV 3.5 FCS 2.5 HGD 1.5 SN 1.5 UGB  
Participants will critically examine the book, The Power of Showing Up by Dr. Tina Payne Bryson and Dr. Daniel Siege, to analyze the different attachment styles and implications for a child’s need for secure attachments. Participants will investigate the 4 domains of creating a secure attachment and construct ways of showing up for the children they care for.  
Trainer: Shandell Landon

*Full participation required for 5-week book club*  
**#67155 THE POWER OF SHOWING UP BOOK CLUB**  
Every Wednesday, October 7-November 4, 2020 5:30-8pm  
Set Three 2.5 DIV 3.5 FCS 2.5 HGD 1.5 SN 1.5 UGB  
Participants will critically examine the book, The Power of Showing Up by Dr. Tina Payne Bryson and Dr. Daniel Siege, to analyze the different attachment styles and implications for a child’s need for secure attachments. Participants will investigate the 4 domains of creating a secure attachment and construct ways of showing up for the children they care for.  
Trainer: Shandell Landon

**#67019 EXPLORING THE FOUNDATIONS OF HANDWRITING**  
Tuesday, October 13, 2020 6-9pm  
Set Two HGD  
Examination of fine motor development activities to promote healthy development of handwriting. Application of the principles of developmentally appropriate practice and explore how the development of bilateral integration is imperative to development of writing skills, along with other vital skills related to learning. Participants will leave with handouts to promote curriculum around skill building and completion of task. Explore tools to enhance learning.  
Trainer: Minaz Chauthani
#67199  **MOURNING AND LOSS DURING COVID-19: SUPPORTING OUR CHILDREN IN DIFFICULT TIMES**  
Thursday, October 15, 2020  6:30pm-7:30pm  
Set One  1 HSN  
Conversations about the ways we are in mourning now, how to help grieving people and how to help our children in difficult times. Objectives: Provide parents and caregivers clarity and support. Loss as a challenge. Conversation with compassion and empathy. A valuable opportunity. Development Age. Resources.  
Trainer: Claudia Bisso-Fetzer

#67020  **CREATING AN INCLUSIVE CLASSROOM ENVIRONMENT THAT CELEBRATES ALL OF OUR CHILDREN**  
Monday, October 19, 2020  6-9pm  
Set Two  1.5 SN & 1.5 LEC  
This interactive training will focus on creating a classroom environment that celebrates and embraces inclusion of all children. Strategies that include visual supports, activities, family engagement, and more will be shared. All children have strengths, challenges, and deserve to be part of the same classroom community. Participants will leave with a toolbox of activities and ideas for their classrooms.  
Trainer: Cindy Ryan

#pending  **LET'S GET ORGANIZED! STRESS-FREE FACILITY MANAGEMENT: HELPING SCHOOLS AND CHILD CARE PROGRAMS RUN SMOOTHLY IN TIMES OF COVID-19**  
Thursday, October 22, 2020  6-9pm  
Set Two pending  3 PM  
Explore the practical applications of facility management and learn how to create modifications in our programs to fit the new ELD guidelines. Examine how to plan and implement the delegation of duties for staff, maintenance, janitorial and inspections during these times. Organize your recordkeeping systems and your facility so your program functions as safely and smoothly as possible.  
Trainer: Lisa Maruna

#pending  **EVALUATING TIME MANAGEMENT IN AND OUT OF THE CLASSROOM: EXPLORING A WORK LIFE BALANCE IN CHILD CARE**  
Tuesday, October 27, 2020  6-9pm  
Set Two  3 PPLD  
Trainer: Courtney Bowen

#67021  **DESIGNING AND EVALUATION OF EFFECTIVE PRE-WRITING STRATEGIES FOR PRE-SCHOOLERS - MULTI-SENSORY APPROACH TO LEARNING LETTERS FOR KINDERGARTEN READINESS SKILLS**  
Tuesday, November 3, 2020  6-9pm  
Set Two  LEC  
Participants will use multi-sensory tools to build pre-writing strategies for building letter recognition and advance to letter formation as a foundation to pencil paper formation. Participants will develop a foundational understanding of the process to map motor memory through various mediums (tactile, auditory, kinesthetic and movement).  
Trainer: Minaz Chauthani

#67180  **SUPPORTING PHYSICAL DEVELOPMENT: THE MAGIC OF MOVEMENT IN YOUR INDOOR SPACE**  
Thursday, November 5, 2020  6pm-9pm  
Set Two  3 HGD  
The session will target the following:  
1. Participants will explore and apply physical development theories and principles to child care practices.  
2. The session will target how healthy physical development is influenced by environmental, biological and social factors.  
3. Participants will examine how children learn motor skills and how to apply developmentally appropriate activities of movement in their curriculum.  
Trainer: Diane Boswell
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<thead>
<tr>
<th>Webinar Title</th>
<th>Date</th>
<th>Time</th>
<th>Set</th>
<th>Trainer</th>
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<tbody>
<tr>
<td><strong>STRESS RELIEF FOR THE HOLIDAYS</strong></td>
<td>November 11, 2020</td>
<td>6:30-8pm</td>
<td>1.5</td>
<td>Amy Chadwick</td>
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<tr>
<td><strong>EFFECTIVE COMMUNICATION WITH FAMILIES BEFORE, DURING AND AFTER EMERGENCIES</strong></td>
<td>November 12, 2020</td>
<td>6-8pm</td>
<td>FCS</td>
<td>Courtney Bowen</td>
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<tr>
<td><strong>FOSTERING ANTI-RACISM IN CHILDREN: Supporting Children In Understanding, Identifying, And Rejecting Racism</strong></td>
<td>November 17, 2020</td>
<td>6-9pm</td>
<td>DIV</td>
<td>Lauren Josi</td>
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<tr>
<td><strong>HELP! CAREGIVER IN DISTRESS</strong></td>
<td>December 1, 2020</td>
<td>6-9pm</td>
<td>PPLD</td>
<td>Kelly Lawson</td>
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<tr>
<td><strong>IMPLEMENTING YOUR PHILOSOPHY THROUGHOUT YOUR CHILD CARE: EXAMINING WHAT YOUR PHILOSOPHY MEANS TO YOU AND HOW TO PROMOTE THIS WITHIN YOUR PRACTICE</strong></td>
<td>December 3, 2020</td>
<td>6-9pm</td>
<td>PM</td>
<td>Courtney Bowen</td>
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<tr>
<td><strong>DOLLAR STORE SCIENCE AND ENGINEERING FOR THE EC CLASSROOM</strong></td>
<td>December 9, 2020</td>
<td>6-9pm</td>
<td>1.5 LEC &amp; 1.5 SN</td>
<td>Cindy Ryan</td>
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<tr>
<td><strong>OBSERVING, SCREENING AND ASSESSING IN YOUR CLASSROOM IN CULTURALLY Sensitive WAYS THAT ENGAGE PARENTS</strong></td>
<td>December 14, 2020</td>
<td>6-9pm</td>
<td>OA</td>
<td>Jenna Sanders</td>
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Additional webinars may be added throughout the quarter. We will share information regarding these webinars on Facebook, emails and during check-in calls with you.
NeighborImpact is an Equal Employment Opportunity employer. We do not discriminate based upon race, religion, age, disability or other legally protected characteristics. If you require accommodation, please contact 541-548-2380 or reception@neighborimpact.org. If you are hearing impaired, please dial 7-1-1 or 1-800-735-2900.