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### ONLINE TRAINING OFFERS THESE BENEFITS:

- Access to courses as reference material for a period of time after completion
- Presents additional resources to advance learning and professional development
- Earning a Certificate of Completion upon successfully completing each course
- Allows participants to verify their understanding of the information presented through Knowledge Checks
- Ensures clear, consistent and instructionally-sound training that is interactive and promotes a deeper understanding of content
- Allows participants to progress through training at their own pace – exiting courses, if needed and returning to where they left off for completion
- Eliminates and reduces the total amount of time needed for training and training-related travel
- Access to training without restrictions on time or location and based on individual needs and schedules

**REGISTER TODAY!**
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### VIRGINIA PROFESSIONAL DEVELOPMENT CAREER LATTICE
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The Division of Child Care and Early Childhood Development, of the Virginia Department of Social Services, provides online courses for early/school-age care and education professionals. This catalog includes the following:

- List of online courses – available year round
- Additional Educational Opportunities
- Other Resources
- Virginia Professional Development Career Lattice

The VDSS training catalog may be viewed at [www.ccwatraining.org/vdss.cfm](http://www.ccwatraining.org/vdss.cfm)

**REGISTRATION OPTIONS**

1. **To Register for Classes by Mail**
   - Fully complete the VDSS Class Registration Form on page 6 (one (1) form per participant).
   - REMINDER: Make a copy of the completed VDSS Class Registration Form for your records before you mail it!
   - Mail the form with your payment made payable to:
     COMMUNITY COLLEGE WORKFORCE ALLIANCE (CCWA)
     ATTN: Child Care Classes (WDCC)
     P.O. Box 85622
     Richmond, VA 23285-5622

2. **To Register for Classes by Fax (Credit Card Payments Only!)**
   - Fax your completed Registration Form (credit card payment information must be completed) to: (804) 371-3414

3. **To Register ONLINE (Credit Card Payments Only!)**
   - GO TO [www.ccwatraining.org](http://www.ccwatraining.org)
   - Click on: VDSS-Child Care Training
   - Click the link “click here” and the course schedule page appears
   - Select your class or classes
   - Complete the Online Registration Form (credit card payment information must be completed)
   - Click Submit. (You will receive a receipt, information letter and a list of classes you have registered for in the mail within 5-7 business days)

**COMPLETING ONLINE CLASSES**

- You will receive an email* from the online learning system that will provide you with the link, your username and password.
- You have 30 days from the date of the email to complete your online class or classes.
- Once you have completed your class(es), you will be able to print a transcript and your certificate of completion.
- Endorsement information and forms are also available and can be printed from the learning system.

*If you have not received anything from CCWA within 7-12 days of submitting your registration, please call the CCWA office at (804) 523-2298 or email at vdssclasses@ccwa.vccs.edu

**REFUNDS**

To withdraw from a class, you must notify CCWA in writing. Refund checks come from the Virginia State Treasury office and generally will take six weeks to process.

**CONTINUING EDUCATION UNITS (CEUs)**

In addition to the clock hours you will earn for each class, all VDSS early/school-age care and education professional classes offer CEUs. The number of CEUs awarded depends upon successful class completion and varies according to clock hours. 0.1 CEU is awarded for each clock hour (e.g., a 4-hour class = 0.4 CEUs).

The Community College Workforce Alliance (CCWA) is a partnership between J. Sargeant Reynolds Community College and John Tyler Community College to serve the workforce and economic development needs of the region.
ONE REGISTRATION FORM PER PARTICIPANT

Name: Last: ________________________________ First: __________________________________ Full Middle: ______________________

Date of Birth: Month: ____________ Day: ____________ Year: ________________ Gender:  Male  Female

Former/Maiden Name, if any: Last: ________________________ First: ________________________ Full Middle: ______________________

Have you ever attended or been employed by a Virginia community college?  No  Yes   If yes, please provide your EMPLID:_____________

Racial/Ethnic group (optional):  American Indian  Asian or Pacific Islander  Black  Hispanic  White  Other: __________________

E-mail address: ________________________________________________________ Home phone: ( _______ ) ________________________

MAILING ADDRESS  Confirmation Letter Will Be Mailed to this Address (Please check one.)  ○ Home  ○ Business

Street: _________________________________________________________________________________________________________________

City: _________________________________________________________  State: ______________________________   Zip: _________________

City or County of Residence: _________________________________________________________________________________________________

Employer Business Name: __________________________________________________________________________________________________

Employer Business Phone: ( _______ ) __________________________ , Extension: __________ Business Fax: ( _______ ) _______________________

Employer Business Street Address: ____________________________________________________________________________________________

City: _________________________________________________________  State: ______________________________   Zip: _________________

COURSES  Please enroll me in the following early/school-age care and education professional course(s)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Reg. No.</th>
<th>Course Title</th>
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PAYMENT INFORMATION

○ Check (make payable to CCWA)   Check #: _____________________

○ Credit Card   ○ Visa   ○ MasterCard   Credit Card #: _____________________ Expiration date: ______________

CVV number (3-digit security code found on the back of your credit card): ___________

Cardholder’s name (please print): _____________________________________________________________________________________________

Agency/Corporate Card?  No  Yes  Employer name: _______________________________________________ EIN #: ______________________

*Participant’s Social Security number: ______________ - ___________ - ______________

*SSN is required in order to register per Section 6050S of the Restructuring and Reform Act of 1998. The VCCS will only use your social security number in accordance with federal and state reporting requirements, and for identification and research purposes within the VCCS. It shall not permit further disclosure unless required or authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Code 1232G, or pursuant to your obtained consent.

Mail the form with your payment made payable to:
Community College Workforce Alliance (CCWA), ATTN: Child Care Classes (WDCC), P.O. Box 85622, Richmond, VA 23285-5622 OR

Fax this form with credit card information to: (804) 371-3414

For questions, please call CCWA at (804) 523-2298 or email VDSSclasses@ccwa.vccs.edu.

To view the catalog, visit the Virginia Department of Social Services at www.dss.virginia.gov/family/cc/development_catalog.cgi.
Special Programs

Early Childhood Endorsement Program (ECEP)
Virginia Professional Development Registry Information
School-Age Child Care Endorsement Program
Medication Administration Training (MAT) Program
The Early Childhood Endorsement Program offers four endorsements:
1. Infant and Toddler Endorsement (for professionals working with infants and toddlers)
2. Preschool Endorsement (for professionals working with preschool children)
3. Early Childhood Endorsement I – Creativity Series (for professionals working with infants, toddlers, and preschool children)
4. Early Childhood Endorsement II – Health, Safety, Nutrition Series (for professionals working with infants, toddlers, and preschool children)

All of the Endorsements can be valuable as:
1. Entry-level credentials for employment in the field of early childhood
2. Demonstration of basic knowledge in working with infants, toddlers, and preschool children
3. Supplements to a child-related degree or credential that does not include instruction on infants, toddlers, or preschool children
4. Supplements to a degree or credential outside the field of early childhood

Additionally, successful completion of courses for the Endorsements can fulfill professional development options for teaching licensure renewal requirements, annual licensing requirements, and professional development options for early childhood professionals participating in Virginia’s Star Quality Initiative Program. The courses can also be used to meet the training requirements for the Child Development Associate (CDA) credential.

Participants have two options by which to achieve an Endorsement:
1. Successful completion of the required VDSS-sponsored online courses as outlined under ‘Course Requirements’ below
2. Successful completion of the required college credit courses offered by the Virginia Community College System outlined below:
   • Infant and Toddler Endorsement – CHD 166 Infant and Toddler Programs
   • Preschool Endorsement – CHD 120 Introduction to Early Childhood Education
   • Early Childhood Endorsement I – Creativity Series CHD 145 Teaching Art, Music and Movement to Children
   • Early Childhood Endorsement II – Health, Safety, Nutrition Series EDU 235 Health, Safety and Nutrition Education

OPTION 1 – PARTICIPATION VIA COMPLETION OF VDSS-SPONSORED COURSES
Individuals who wish to obtain either of the Endorsements must:
• Register for the required Endorsement courses outlined below
• Complete all required courses
• Complete all assessments and submit for grading
• Achieve a passing score of 70% or higher on each course to receive either of the Endorsements

OPTION 2 – PARTICIPATION VIA COMPLETION OF COLLEGE CREDIT COURSES
Upon successful completion of the appropriate college credit course as noted above, participants are eligible to apply for the corresponding VDSS Endorsement. Individuals who wish to apply for either Endorsement based upon completion of college credit courses must:
• Complete the application (available at www.dss.virginia.gov/family/cc/professionals_resources.cgi)
• Enclose a copy of the college transcript or Letter of Completion from your instructor
• Submit application, transcript or letter, and processing fee for each endorsement.

COURSE REQUIREMENTS FOR EACH VDSS ENDORSEMENT
Infant and Toddler Endorsement
The Infant and Toddler Endorsement requires completion of the following 12 online courses. Successful completion of each course provides 4 clock hours of training credit, with the exception of the Early Childhood Theorists course, which provides 6 clock hours of training credit. The courses can be taken in any sequence.
• Ages and Stages of Development for Infants and Toddlers
• Beyond Babble: Exploring Early Language Development
• Child Abuse and Neglect: Recognition and Reporting
• Creating an Appropriate Learning Environment for Infants and Toddlers
• Early Childhood Theorists
• Guiding the Behaviors of Infants and Toddlers
• Health Screening for Child Care Professionals
• Nurturing Productive Partnerships with Parents
• Observation and Recording in Early Childhood
• Planning Activities for Infants and Toddlers
• Preventing Injuries in the Child Care Environment
• Understanding Temperaments of Infants and Toddlers

Preschool Endorsement
The Preschool Endorsement requires completion of the following 12 online courses. Successful completion of each course provides 4 clock hours of training credit, with the exception of the Early Childhood Theorists course, which provides 6 clock hours of training credit. The courses can be taken in any sequence.
• Ages and Stages of Development for Preschool Children
• Child Abuse and Neglect: Recognition and Reporting
• Creating an Age-Appropriate Learning Environment for Preschool Children
• Early Childhood Theorists
• Exploring Brain Development
• Guiding the Behaviors of Preschool Children
• Health Screening for Child Care Professionals
• Nurturing Productive Partnerships with Parents
• Observation and Recording in Early Childhood
• Planning Appropriate Activities for Preschool Children
• Preventing Injuries in the Child Care Environment
• Reframing Discipline

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Special Programs

Virginia Professional Development Registry Information

continued from page 8

Early Childhood Endorsement I – Creativity Series
13 online courses. Successful completion of each course provides 4 clock hours of training credit. The courses can be taken in any sequence.
• Creative Junk for Fun and Learning
• Facilitating Brain Development in Young Children
• Incorporating Creativity into Early Childhood Curricula
• Movin’ and Groovin’: Using Movement to Help Young Children Learn
• Music in the Early Childhood Classroom
• Observing and Recording the Creative Process in Young Children
• Pinch, Pull, Twist, and Turn—Small Motor Development in Early Childhood
• Promoting Creativity and Including All Children
• Roles of Imagination, Play and Dramatic Play in Early Childhood
• Storytelling in the Early Childhood Curriculum
• Three-Dimensional Creative Activities for Young Children
• Two-Dimensional Creative Activities for Young Children
• Why is Creativity Important?

Early Childhood Endorsement II – Health, Safety, Nutrition Series
The Early Childhood Endorsement II requires completion of the following 12 online courses. Successful completion of each course provides 4 clock hours of training credit. The courses can be taken in any sequence.
• Chronic Health Conditions in Early Childhood
• Controlling Communicable Illness in the Early Childhood Classroom
• Creative, Healthy Cooking with Young Children
• Developing Healthy Habits in Young Children
• Ethics for Early Childhood Professionals
• Food Safety in the Child Care Environment
• Health Makes a Difference in Early Childhood
• Making Meal Times Fun in the Early Childhood Classroom
• Management of Injuries and Acute Illness in Early Childhood
• Nutritional Guidelines in Early Childhood
• Safety in a Quality Early Childhood Environment
• Teaching Young Children about Health, Safety and Nutrition

FOR ADDITIONAL INFORMATION CONTACT:
Peggy Watkins
Child Care Aware of Virginia
(804) 285-0846
peggyw@va.childcareaware.org

PROFESSIONAL DEVELOPMENT REGISTRY
FOR THE EARLY CHILDHOOD AND SCHOOL-AGE
CHILD CARE PROFESSION

Virginia is one of a few states that do not currently have a statewide professional development registry.

A professional development registry is a tool used by the early childhood development and school-age care profession to:
• promote professional growth and development,
• gather and maintain core data, e.g., training and education, regarding providers and trainers and the training offered to providers,
• place individuals on one of the Career Lattice Step levels based on verified education and training information,
• recognize and honor professional achievements of early childhood development and school-age care professionals, and
• inform policy makers and partners, e.g., by tracking the impact of public and private investments in quality supports to child care programs.

Why join the registry?
• The registry tracks professional education and development (for all training) and provides a pathway (career lattice placement based on education and training) for child care providers who wish to advance in their career;
• Since education and training is verified by registry staff through submission of proper documentation (e.g., college transcripts, training certificates, etc.), a staff professional development record, which will be developed for each registry member, could potentially be used to verify compliance with licensing, accreditation, Virginia Star Quality Initiative, and credentialing requirements;
• The registry can assist individuals and program directors in professional development planning;
• The registry will help provide data on Virginia’s early childhood and school-age care profession - data that we really haven’t had access to in the past;
• The registry will provide recognition for providers’ training and education by providing a Registry Certificate that can be posted and/or shared with employers and/or parents;
• The registry will have a trainer and training approval component, which will assist providers in finding quality trainers and training; and
• The registry will be Web-based and will provide access to a variety of helpful resources and information, including a resume builder, links to useful resources, information updates, frequently asked questions, etc.

LOOK FOR NEWS ABOUT THIS EXCITING, USEFUL TOOLS IN THE NEAR FUTURE!
ALL-NEW SCHOOL-AGE CHILD CARE ENDORSEMENT!

Virginia Department of Social Services Division of Child Care and Early Childhood Development announces the ALL-NEW School-Age Child Care Endorsement! This endorsement is designed to provide basic knowledge for working with children 5 to 12 years old in any school-age child care program (e.g., before/after care, summer child care, family day home). Twelve all-new online courses have been developed to provide high quality training for school-age child care professionals in Virginia.

The VDSS School-Age Endorsement can be valuable as:
- Entry-level credential for employment in the field of school-age child care
- Demonstration of basic knowledge in working with children 5 to 12
- Supplement to a child-related degree or credential that does not include instruction on working with school-age children in a child care setting
- Supplement to a degree or credential outside the field of school-age child care

Additionally, completion of classes for the School-Age Child Care Endorsement can be used toward compliance with annual VDSS licensing requirements.

Individuals who wish to obtain the VDSS School-Age Child Care Endorsement must:
- Register to attend the component courses outlined below
- Complete all required courses
- Complete all assessments and submit for grading
- Achieve a passing score of 70% or higher on each course to receive the School-Age Child Care Endorsement

FOR ADDITIONAL INFORMATION CONTACT:
Peggy Watkins
Child Care Aware of Virginia
(804) 285-0846
peggyw@va.childcareaware.org

The School-Age Child Care Endorsement requires successful completion of the following 12 online courses. Successful completion of each course provides 4 clock hours of training credit. The courses can be taken in any sequence.
- Ages and Stages of Development for School-Age Children 5 to 8
- Ages and Stages of Development for School-Age Children 9 to 12
- Child Abuse and Neglect: Recognition and Reporting for School-Age Children
- Clubs and Special Interest Groups for School-Age Children
- Creating Appropriate Learning Environments in School-Age Child Care
- Guiding the Behaviors of School-Age Children
- Health Screening for Child Care Professionals
- Homework, Holiday and Summer Activities for School-Age Children
- Observation and Recording of School-Age Children
- Partnerships with Parents of School-Age Children
- Planning Appropriate Activities for School-Age Children
- Preventing Injuries in the School-Age Environment
Code of Virginia
Drug Control Act CHAPTER 34.
§ 54.1-3408. Professional use by practitioners.
O. In addition, this section shall not prevent the administration of drugs by a person to a child in a child day program as defined in § 63.2-100 and regulated by the State Board of Social Services, the Child Day Care Council, or a local government pursuant to § 15.2-914, provided such person (i) has satisfactorily completed a training program for this purpose approved by the Board of Nursing and taught by a registered nurse, licensed practical nurse, doctor of medicine or osteopathic medicine, or pharmacist; (ii) has obtained written authorization from a parent or guardian; (iii) administers drugs only to the child identified on the prescription label in accordance with the prescriber’s instructions pertaining to dosage, frequency, and manner of administration; and (iv) administers only those drugs that were dispensed from a pharmacy and maintained in the original, labeled container that would normally be administered by a parent or guardian to the child.

Standards for Licensed Child Day Centers and Standards for Licensed Family Day Homes
The regulations for licensed child day centers and family day homes contain a standard that goes beyond the requirements of the law and require medication administration training for anyone who administers prescription AND non-prescription medications.

<table>
<thead>
<tr>
<th>CHILD DAY PROGRAMS</th>
<th>MEDICATION ADMINISTRATION TRAINING</th>
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</thead>
<tbody>
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<td>Child day centers (licensed)</td>
<td>Training required for administration of Prescription and Non-Prescription medications</td>
</tr>
<tr>
<td>Family day homes (licensed)</td>
<td>Training required for administration of Prescription and Non-Prescription medications</td>
</tr>
<tr>
<td>Religiously exempt child day centers (regulated)</td>
<td>Training required only for administration of Prescription medications</td>
</tr>
<tr>
<td>Voluntarily registered family day homes (regulated)</td>
<td>Training required only for administration of Prescription medications</td>
</tr>
<tr>
<td>Family day homes approved by a (licensed) Family Day System</td>
<td>Training required only for administration of Prescription medications</td>
</tr>
<tr>
<td>Certified preschools (regulated)</td>
<td>Training required only for administration of Prescription medications</td>
</tr>
<tr>
<td>Local ordinance approved family day homes</td>
<td>Training required only for administration of Prescription medications</td>
</tr>
</tbody>
</table>

Important Information
- **Get Answers to MAT Training Questions** – For answers to questions about MAT training, including MAT curriculum content, MAT procedures/processes, MAT or PMAT classes, MAT recertification, MAT/PMAT training certificates, approved MAT trainers, etc., contact Medical Home Plus (MHP) at: MAT@medhomeplus.org. MHP administers and manages the MAT Program under contract with VDSS.
- **Best Practice** – The Medication Administration Training for Child Day Programs teaches BEST PRACTICE and covers the administration of all medications, both prescription and non-prescription.
- **MAT Recertification** – MAT Certification is valid for three (3) years from the issue date indicated on the MAT Certificate. Providers and/or staff members must be recertified prior to the date the certificate expires in order to continue to administer medication to children in a child day program.
- **Two Options for Completing the MAT Course:**
  - **Classroom-based** – Providers may choose to complete the MAT course in a classroom setting with an approved MAT Trainer. Providers must attend the entire class and successfully pass the written and skills competencies. **Class size is limited to 8 participants.**
  - **Independent Study** – Providers may choose to complete the MAT course by independent study. The MAT Independent Study is made up of two parts. Part One is a self-paced, online review of the MAT course content using MAT course handouts, video segments and independent exercises. Part Two consists of hands-on practice time and testing with an approved MAT Trainer. Providers must successfully pass the written test and skills competencies. **Class size for Part Two of the MAT Independent Study is limited to 4 participants.** For more information on the MAT Independent Study visit: www.medhomeplus.org/MAT/index.php, scroll to MAT Independent Study for Child Day Programs in Virginia and click on the link to the instructions.
- **Find a MAT or PMAT Class** – To find scheduled Medication Administration Training (MAT) and Pre-Medication Administration Training (PMAT) classes, visit the VDSS website at: www.dss.virginia.gov/family/cc_providertrain/tips.cgi, scroll through the class listings. Be sure to contact the class sponsor for class details or registration information.
- **Find/Contact an Approved MAT Trainer** – To find/contact an approved Medication Administration Training (MAT) trainer, visit the Medical Home Plus website at: www.medhomeplus.org/MAT/index.php, under (MAT) Medication Administration Training, scroll to Find a MAT Trainer Near You.
IMPORTANT COURSE INFORMATION

Core Competencies for Early Childhood Professionals

Competencies outlined in the Virginia Department of Social Services publication, *Core Competencies for Early Childhood Professionals*, that are addressed in each Early Childhood Endorsement course will be indicated as follows:

CC = Core Competencies

Child Development Associate (CDA) Content Areas

CDA Content Areas addressed in each Early Childhood Endorsement course will be indicated as follows:

CDA = Child Development Associate Content Area
Adult Learning Theory and Methods

Length: Approximately 2 – 4 hours
Credits: 10 clock hours / 1.0 CEU
Fee: $99
Target Audience: Instructors who provide professional development and training for adult learners

Overview: This two-part course offers participants a basic overview of adult learning theory and the tools to apply it in the workplace training environment. In part one, Theory and Instructional Design, emphasis will be placed on understanding how adults learn, ways to maximize learning retention, and which methods of training are most effective. Part two, Facilitation Strategies, will provide participants with tools to apply sound facilitation techniques, including managing the adult training environment, encouraging active learning, and applying methods to control disruptive behavior.

Objectives
As a result of completing this course, you will be able to:
• Identify key characteristics of adult learners.
• Apply the principles and practices of adult learning in a training environment.
• Design an instructional program.
• Create training objectives that are learner-focused.
• Practice teaching methods that will engage learners.
• Identify evaluation and measurement methods.
• Effectively facilitate a training class.
• Practice active learning techniques.
• Recognize selection criteria for visual aids.
• Create and effectively use PowerPoint presentations.
• Recognize features of the learning environment that encourage active learning.
• Identify techniques to control disruptive behaviors.

CHLD 2011
Ages and Stages of Development for Infants and Toddlers

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: II. Understanding Child Growth and Development
  1. Basic Child Development
CDA Content: • Physical and Intellectual Development
  • Principles of Child Development and Learning
Fee: $20
Target Audience: Providers who work with infants and toddlers

Overview: This course will provide participants with information on the ages and stages of development for infants and toddlers. The primary focus of this course is to explore three needs that are central to the young child’s growth: security, exploration, and identity. In addition, this course will address the sequence of developmental milestones and how each influences the other. Finally, the course discusses the characteristics of caregivers, the value of observation, and the importance of communication between caregivers and parents.

Objectives
• Define ages and stages of development as applied to infants and toddlers.
• Identify and understand physical, language, cognitive, and social/emotional development of infants and toddlers.
• Recognize how the physical, language, cognitive, and social/emotional skills are interrelated and how that affects the development of infants and toddlers.
• Identify desirable characteristics of infant and toddler caregivers.
• Gain insight about why and how we use observation as a way to facilitate a child’s growth and development.
• Recognize the importance of communication between parents and caregivers and learn effective ways to share developmental information with parents.
CHLD 2002
Ages and Stages of Development for Preschool Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: II. Understanding Child Growth and Development
    1. Basic Child Development
CDA Content: • Physical and Intellectual Development
             • Principles of Child Development and Learning
Fee: $20
Target Audience: Providers who work with preschool children
Overview: This course discusses the care and development of children ages three to five. This course focuses on the growth and development of preschoolers. The ages and stages of child development are organized into the physical, language, cognitive, and social/emotional domains. In this course participants will learn the reasons for and the means of gaining knowledge about the ages and stages and will examine each of the domains in detail.
Objectives: • Identify and understand desirable characteristics of caregivers of three to five year old children.
            • Gain insight about why and how we study children, including the importance of observation.
            • Define ages and stages and be introduced to the domains of physical, language, cognitive, and social/emotional development.
            • Examine how the different domains are interrelated and how that affects development.
            • Learn effective strategies for sharing developmental information with parents.

CHLD 2079
Ages and Stages of Development for School-Age Children 5 to 8

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20
Target Audience: Providers who work with school-age children
Overview: Participants will learn how to understand and support the continuum of growth and development across various domain areas for children ages 5 to 8.
Objectives: • Identify the developmental characteristics of 5 to 8 year old children.
            • Understand the importance of meeting the developmental needs of 5 to 8 year old children.
            • Discuss the role that relationships play in children’s development.
            • Plan and implement activities that support children’s development.
            • Recognize the importance of creating environments that support children’s needs.
            • Identify ways to involve children and families in activities planning so that expectations and needs of staff, children and families are met.
CHLD 2080
Ages and Stages of Development for School-Age Children 9 to 12

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20

Target Audience: Providers who work with school-age children

Overview: This course addresses how to understand and be able to support the continuum of growth and development across various domain areas for children ages 9 to 12.

Objectives:
• Identify the developmental characteristics of 9 to 12 year old children.
• Understand the importance of meeting the developmental needs of 9 to 12 year old children.
• Discuss the role that relationships play in children’s development.
• Plan and implement activities that support children’s development.
• Recognize the importance of creating environments that support children’s needs.
• Identify ways to involve children and families in activities planning so that expectations and needs of staff, children and families are met.

CHLD 2018
Beyond Babble: Exploring Early Language Development

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs

Target Audience: Providers who work with infants and toddlers

Overview: This course will allow participants to gain an understanding of early language development and communication. Participants will explore the physical structures involved in language development; how children acquire language; patterns of typical language development; three key roles adults play in language development; and age-appropriate ways to verbally interact with children.

CC:
II. Understanding Child Growth and Development
1. Basic Child Development

CDA Content:
• Physical and Intellectual Development
• Principles of Child Development and Learning

Fee: $20
CHLD 2015
Child Abuse and Neglect: Recognition and Reporting

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: 1. Health, Safety, and Nutrition Practices
2. Abuse/Neglect
CDA Content: • Safe, Healthy Learning Environment
Fee: $20
Target Audience: Providers who work with infants, toddlers, and preschool children
Overview: Child care providers will learn how to recognize and manage suspected child abuse and neglect. This course provides instruction on types of abuse and neglect, strategies for responding to suspected child victims and their parents, the child protective services response process, and knowing when and how to report suspected abuse and neglect. Virginia law mandates that child care providers report suspected child abuse and neglect.

CHLD 2084
Child Abuse and Neglect: Recognition and Reporting for School-Age Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20
Target Audience: Providers who work with school-age children
Overview: Child care providers will learn how to recognize and manage suspected child abuse and neglect in a school-age environment. This course provides instruction on types of abuse and neglect, strategies for responding to suspected child victims and their parents, the child protective services response process, and knowing when and how to report suspected abuse and neglect. Virginia law mandates that child care providers report suspected child abuse and neglect.
CHLD 2064
Chronic Health Conditions in Early Childhood

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: I. Health, Safety, and Nutrition Practices
    1. Policies, Practices, and Procedures
    5. Health Education
CDA Content: • Safe, Healthy Learning Environment
• Physical and Intellectual Development
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course will address chronic health conditions including children with special needs, allergies, asthma, diabetes, fetal alcohol syndrome, fetal alcohol effect, lead poisoning, seizure disorders, sickle cell anemia in young children, and the teacher’s role in managing chronic health conditions in the group setting. Observing and recording observations made during the daily health check will also be reviewed.

CHLD 2082
Clubs and Special Interest Groups for School-Age Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20
Target Audience: Providers who work with school-age children
Overview: Participants will learn how to help the school-age children in their programs investigate and take an interest in the world - beginning with their own immediate surroundings. This includes developing skills in planning experiences that are meaningful to school-age children, making them feel competent and industrious, and involving them in their communities.
Objectives:
• To develop plans which reflect an understanding of children’s special interests and abilities.
• To generate a list of community and world resources that will enable children to investigate their world, including their immediate environment and beyond. These resources may be useful for creating clubs and special interest groups.
• To generate a list of ideas for use with clubs and special interest groups.
CHLD 2065
Controlling Communicable Illness in the Early Childhood Classroom

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: I. Health, Safety, and Nutrition Practices
   1. Policies, Practices, and Procedures
   5. Health Education
CDA Content: • Safe, Healthy Learning Environment
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course will define communicable illness, list the factors required for an infection to be communicable, and discuss control measures that teachers can use to reduce communicable illnesses. The signs and symptoms of childhood communicable illnesses will be addressed. The family’s role in controlling the spread of communicable illness will also be discussed.

Objectives:
• Realize the importance of considering the physical, language, cognitive and social/emotional domains of infants and toddlers when planning an appropriate learning environment.
• Recognize the importance of creating sensory rich and interactive surroundings for young infants, mobile infants and toddlers.
• Identify the basic features for indoor and outdoor environments for young infants, mobile infants and toddlers.
• Learn criteria for selecting various types of materials and equipment needed for young infants, mobile infants and toddlers.
• Identify health and safety issues related to young infants, mobile infants and toddlers.
• Learn how to organize a daily plan for young infants, mobile infants and toddlers.

CHLD 2012
Creating an Appropriate Learning Environment for Infants and Toddlers

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: V. Learning Environment
   1. Overall Learning Environment
   2. Learning Strategies
   3. Curriculum
   5. Physical Environment
   6. Materials and Equipment
CDA Content: • Safe, Healthy Learning Environment
   • Effective Program Operation
Fee: $20
Target Audience: Providers who work with infants and toddlers
Overview: This course is designed to identify key elements for creating an appropriate learning environment for infants and toddlers. The primary focus is to explore eight basic qualities of a well-designed infant and toddler space: safety, health, comfort, convenience, child-sized equipment, flexibility and movement. In addition, the course will address the sequence of developmental milestones and how they must be considered when planning an appropriate environment. Finally, the course will describe how to develop and organize a daily plan for young infants, mobile infants, and toddlers.

Objectives:
• Realize the importance of considering the physical, language, cognitive and social/emotional domains of infants and toddlers when planning an appropriate learning environment.
• Recognize the importance of creating sensory rich and interactive surroundings for young infants, mobile infants and toddlers.
• Identify the basic features for indoor and outdoor environments for young infants, mobile infants and toddlers.
• Learn criteria for selecting various types of materials and equipment needed for young infants, mobile infants and toddlers.
• Identify health and safety issues related to young infants, mobile infants and toddlers.
• Learn how to organize a daily plan for young infants, mobile infants and toddlers.
CHLD 2003  
Creating an Appropriate Learning Environment for Preschool Children

Length: 60 – 90 minutes  
Credits: 4 clock hours / 0.4 CEUs  
CC: V. Learning Environment  
1. Overall Learning Environment  
2. Learning Strategies  
3. Curriculum  
5. Physical Environment  
6. Materials and Equipment  
CDA Content: • Safe, Healthy Learning Environment  
• Effective Program Operation  
Fee: $20  
Target Audience: Providers who work with preschool children  
Overview: This course establishes a basis for understanding how the environment impacts children’s growth and development. This session provides participants with information related to planning and establishing an environment that encourages independence, exploration, and skill development for preschool children. It will also present information on selecting materials that are appropriate for children who represent a wide range of skills and knowledge. In addition, the importance of the daily schedule is presented as an integral part of establishing a constructive environment for preschool children.

Objectives • Review the physical, language, cognitive, and social/emotional developmental domains of preschool children.  
• Gain insight into how aspects of the environment affect children’s development.  
• Learn how to assess the child care environment and evaluate the daily schedule.  
• Learn how to plan an environment that supports the positive behavior of preschoolers.  
• Describe how the developmental domains should be considered when selecting, storing, and arranging materials.

CHLD 2078  
Creating an Appropriate Learning Environment in School-Age Child Care

Length: 60 – 90 minutes  
Credits: 4 clock hours / 0.4 CEUs  
Fee: $20  
Target Audience: Providers who work with school-age children  
Overview: This course is designed to assist school-age child care providers in creating meaningful, motivating, and productive environments for school-age children ages 5 to 12. The course provides an overview of the physical, social-emotional, and cognitive developmental characteristics of school-age children and how learning environments can impact their level of engagement in activities. In addition, the course will address ways to plan the use of space in varied settings, whether they are dedicated to school-age child care or shared space environments. The course provides information guiding the selection and display of materials, and implementing flexible scheduling.

Objectives • Describe the developmental characteristics of school-age children.  
• Recognize how the developmental characteristics of school-age children are impacted by the environment of the school-age child care setting.  
• Plan for ways to use space in a variety of settings whether the space is in a school, community center, child care center, family home care, or other setting.  
• Practice strategies of selecting and arranging materials for school-age children.  
• Utilize the principles of effective scheduling to develop flexible schedules for school-age programming.
### CHLD 2073
**Creative, Healthy Cooking with Young Children**

*Length:* 60 – 90 minutes  
*Credits:* 4 clock hours / 0.4 CEUs  
*CC:*  
1. Health, Safety, and Nutrition Practices  
3. Nutrition and Dietary Practices  
V. Learning Environment  
3. Curriculum  

*CDA Content:*  
- Safe, Healthy Learning Environment  
- Physical and Intellectual Development  

*Fee:* $20  

*Overview:* This course will demonstrate how cooking can be done in the classroom setting with very little equipment. It emphasizes how cooking can help children learn about new foods, become more willing to try new foods, and learn many different types of early academic skills.

### CHLD 2060
**Creative Junk for Fun and Learning**

*Length:* 60 – 90 minutes  
*Credits:* 4 clock hours / 0.4 CEUs  
*CC:*  
V. Learning Environment  
2. Learning Strategies  
6. Materials and Equipment  

*CDA Content:*  
- Physical and Intellectual Development  

*Fee:* $20  

*Overview:* This course will focus on how found items (junk) can be used to help children develop their creativity. Ideas for teachers to develop classroom materials from found items will be presented. Participants will also learn how using found items can extend the budgets of child care centers.
CHLD 2074
Developing Healthy Habits in Young Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: I. Health, Safety, and Nutrition Practices
   1. Policies, Practices, and Procedures
   4. Communication with Families
   5. Health Education
II. Understanding Child Growth and Development
   1. Basic Child Development
CDA Content: • Safe, Healthy Learning Environment
            • Productive Partnerships with Parents
            • Principles of Child Development and Learning
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course will present a series of Healthy Habits for children to develop early in life so they can become lifelong habits. It will address day-to-day skills children need to remain healthy and safe as they go from early childhood to adulthood, including exercise, cleanliness, eating appropriately and getting the appropriate amount of rest.

CHLD 2090
Early Childhood Theorists

Length: 90 – 120 minutes
Credits: 6 clock hours / 0.6 CEUs
CC: II. Understanding Child Growth and Development
   1. Basic Child Development
   2. Typical and Atypical Development
   3. Individual Differences
   4. Influences on Development
CDA Content: • Physical and Intellectual Development
            • Social and Emotional Development
            • Principles of Child Development and Learning
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: Within the context of a historical perspective, this course provides an overview of the major theorists and others whose ideas contributed to the field of early childhood education and child development. The course also includes examples and illustrations of the application of these ideas and theories in programs that serve young children.

Objectives:
• Describe the difference between practice based on research and practice based on personal opinion.
• Explain why our Code of Ethics requires that we study child development theory.
• Identify contributions of influential people whose ideas have helped to shape our view of children and our approaches to working with them.
• Identify contributions of major theorists and how their research informs the practice of working with young children.
• Discuss how child development research is used to advocate for children.
• Describe major theories of social/emotional development and understand how this research helps us to understand behavior and personality development.
• Demonstrate how to use modeling to eliminate negative behaviors or to teach a new behavior.
• Describe how children demonstrate their intelligences within an early care and education setting.
• Explain the major theories of cognitive development and how the research helps us to plan appropriate activities for children.
• Recognize the role of contextual theories in explaining the nature vs. nurture debate.
**CHLD 2072**  
**Ethics for Early Childhood Professionals**

- **Length:** 60 – 90 minutes  
- **Credits:** 4 clock hours / 0.4 CEUs  
- **CC:** VI. Effective Interactions  
  - 1. Relationships  
  - 4. Communication  
  - 6. Family Collaboration  
- **VII. Program Management**  
  - 4. Human Resources Management  
  - 6. Families and Community  
- **VIII. Teacher Qualifications & Professional Development**  
  - 4. Ethics  

**CDA Content:**  
- Productive Relationships with Parents  
- Effective Program Operation  
- Professionalism  

- **Fee:** $20  
- **Target Audience:** Providers who work with infants, toddlers and preschool children  

**Overview:** This course focuses on ethics as it relates to children in early childhood environments, how children are talked to about ethical issues, and how information is presented to parents. Lillian Katz’s *Stages of Professional Development* will also be reviewed.

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**HLTH 2124**  
**Exploring Brain Development**

- **Length:** 60 – 90 minutes  
- **Credits:** 4 clock hours / 0.4 CEUs  
- **CC:** II. Understanding Child Growth and Development  
  - 1. Basic Child Development  
  - 4. Influences on Development  

**CDA Content:**  
- Physical and Intellectual Development  

- **Fee:** $20  
- **Target Audience:** Providers who work with infants, toddlers and preschool children  

**Overview:** This course offers an introduction and overview of the human brain as it relates to child care and the ages and stages of development.

**Objectives:**  
- Learn the function and physical makeup of the brain.  
- Explain the “Windows of Learning” associated with language acquisition, large/small motor skills, reading comprehension, and social skills.  
- Realize the importance of nurturing for successful brain development.
### CHLD 2089
**Facilitating Brain Development in Young Children**

| Length: | 60 – 90 minutes |
| Credits: | 4 clock hours / 0.4 CEUs |
| CC: | II. Understanding Child Growth and Development  
1. Basic Child Development  
4. Influences on Development  
5. Strategic Facilitation of Development  
V. Learning Environment  
2. Learning Strategies |
| CDA Content: | • Physical and Intellectual Development  
• Social and Emotional Development  
• Principles of Child Development and Learning |
| Fee: | $20 |
| Target Audience: | Providers who work with infants, toddlers and preschool children |
| Overview: | This course provides background information about the major parts and functions of the brain and the impact of neglect on the development of the brain in young children from birth to age five. The stages of brain development in infants, toddlers and preschoolers will be presented through the physical, cognitive, language and social-emotional domains. Participants will discover the crucial role they have in planning and creating an environment that will enhance the brain development of children in their care. Participants will learn strategies and activities enabling them to facilitate the brain development of the children in their early childhood settings. |

### CHLD 2070
**Food Safety in the Child Care Environment**

| Length: | 60 – 90 minutes |
| Credits: | 4 clock hours / 0.4 CEUs |
| CC: | I. Health, Safety, and Nutrition Practices  
1. Policies, Practices, and Procedures  
3. Nutrition and Dietary Practices  
5. Health Education  
II. Understanding Child Growth and Development  
1. Basic Child Development |
| CDA Content: | • Safe, Healthy Learning Environment  
• Physical and Intellectual Development  
• Social and Emotional Development |
| Fee: | $20 |
| Target Audience: | Providers who work with infants, toddlers, preschool and school-age children |
| Overview: | This course addresses aspects of food safety related to personal hygiene, food preparation and storage. Foods that are choking hazards will be reviewed. Cooking activities to use with children will be included. |
CHLD 2014
Guiding the Behaviors of Infants and Toddlers

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: II. Understanding Child Growth and Development
1. Basic Child Development
CDA Content:
• Physical and Intellectual Development
• Principles of Child Development and Learning
Fee: $20
Target Audience: Providers who work with infants and toddlers
Overview: This course is designed to identify the behavioral characteristics and temperaments of infants and toddlers; to define the differences between guidance and punishment; and to learn age-appropriate strategies and techniques for use with infants and toddlers. The primary focus of this course is to recognize the factors that affect behaviors, to recognize behaviors that are expected to naturally occur, and to recognize that the caregiver’s response affects the outcome of the behavior or guidance technique. In addition, the course will address the sequence of developmental milestones, how these milestones influence the caregiver’s response behaviors, and provide participants with appropriate behavioral strategies.
Objectives:
• Identify behavioral characteristics of young infants, mobile infants, and toddlers.
• Discuss the different temperaments of infants and toddlers.
• Describe the difference between guidance and punishment.
• Recognize external factors that influence the behaviors of young infants, mobile infants, and toddlers.
• Recognize appropriate caregiver’s responses to the behaviors of young infants, mobile infants, and toddlers.
• Identify alternative strategies for guiding the behavior of young infants, mobile infants, and toddlers.
• Discuss common behaviors that require special attention.

CHLD 2005
Guiding the Behaviors of Preschool Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: VI. Effective Interactions
1. Relationships
4. Communication
5. Guidance
CDA Content:
• Social and Emotional Development
Fee: $20
Target Audience: Providers who work with preschool children
Overview: This course will explore the ages and stages of development for the 3 to 5 year old child and examine the role a provider plays in guiding the behavior of the preschool-age child. Positive behavior support, misbehavior, and strategies to change inappropriate behavior will be discussed.
Objectives:
• Learn the definition of positive behavior support and how this differs from punishment.
• Learn what factors impact the behavior of three to five year old preschoolers.
• Understand why misbehavior occurs and learn ways to prevent it.
• Identify strategies to change inappropriate behavior and encourage behavior that is appropriate for preschoolers.
• Learn techniques for sharing concerns about behavior with parents, and sharing behavioral strategies for use at home.
CHLD 2048
Guiding the Behaviors of School-Age Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20
Target Audience: Providers who work with school-age children
Overview: This course is designed to enhance the child care provider’s ability to use positive guidance strategies in working with school-age children.

Objectives
• Identify basic milestones of school-age children’s social/emotional and cognitive development.
• Explore the difference between discipline and punishment.
• Recognize the relationship between discipline and self-control/guidance.
• Develop positive guidance strategies.
• Identify strategies for avoiding negative situations.
• Develop a plan that includes family input and coordinated strategies to guide children’s behavior.

CHLD 2063
Health Makes a Difference in Early Childhood

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course addresses factors influencing children’s health, the concepts of preventive health and promoting a healthy lifestyle for children and families. Child growth and development will be reviewed as it relates to potential health issues. The role of observation in daily health checks and screenings will be discussed. The need for written policies in the area of health issues in child care will also be presented.
CHLD 2016
Health Screening for Child Care Professionals

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: I. Health, Safety, and Nutrition Practices
   1. Policies, Practices, and Procedures
   5. Health Education
CDA Content: • Safe, Healthy Learning Environment
Fee: $20
Target Audience: Providers who work with infants, toddlers, preschool children, and school-age children
Overview: This course satisfies the training requirements specified in the Standards for Licensed Child Day Centers. The course provides instruction in daily health observation, excluding children for illness, preventing infections, communicable diseases, vaccine-preventable diseases, immunizations, OSHA health and safety practices, and the provider’s role in reporting diseases. While the class is required for providers who work in licensed child day centers and who perform the daily health observation of children, it is beneficial for all child care providers.
Objectives: • Conduct the daily health observation of children.
   • Determine how diseases spread and ways to reduce their spread (e.g., proper hand washing and diapering, proper food handling, cleaning, and disinfecting).
   • Identify when to exclude a child from the child care facility for illness.
   • Discuss specific communicable diseases and how they are spread.
   • Identify vaccine preventable diseases and immunization requirements.
   • Describe OSHA staff occupational health and safety practices that protect against exposure to bloodborne pathogens.
   • Discuss the provider’s role in reporting diseases of public health importance.

CHLD 2083
Homework, Holiday and Summer Activities for School-Age Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20
Target Audience: Providers who work with school-age children
Overview: This course addresses how successful school-age programs must be based on the needs and interests of the school-age children being served. Participants learn about setting up and monitoring a homework program that will support and encourage school-age children to do their homework and learn through the process. Participants will explore ways to plan activities and thematic projects for those longer child care days during holiday vacations and summer sessions.
CHLD 2058
Incorporating Creativity into Early Childhood Curricula

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: V. Learning Environment
3. Curriculum
CDA Content: • Physical and Intellectual Development
• Effective Program Operation
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course focuses on how the curriculum that encourages creativity the most in young children is an integrated, whole curriculum. In an integrated curriculum the artificial divisions among content areas are reduced. In an integrated curriculum the children are able to experience learning as a whole. Any curriculum can be infused with creative activities that stimulate and motivate children to want to learn.

CHLD 2069
Making Meal Times Fun in the Early Childhood Classroom

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: I. Health, Safety, and Nutrition Practices
3. Nutrition and Dietary Practices
4. Communication with Families
5. Health Education
II. Understanding Child Growth and Development
1. Basic Child Development
CDA Content: • Physical and Intellectual Development
• Principles of Child Development and Learning
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course focuses on appropriate meal time and nutritional practices for providers who work with young children. Healthy nutrition and food choices will be addressed, as well as feeding practices and strategies to make meal times enjoyable for children and adult caregivers. Providing for children with special nutrition needs will also be reviewed. Participants will learn how to use songs, poems, books and finger plays to promote healthy eating for young children.
CHLD 2067
Management of Injuries and Acute Illness in Early Childhood

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: I. Health, Safety, and Nutrition Practices
1. Policies, Practices, and Procedures
5. Health Education
CDA Content: • Safe, Healthy Learning Environment
• Effective Program Operation
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course will examine the difference between emergency care and first aid. A review of the ABCs for assessing emergencies will be conducted. The teacher’s role and responsibilities as they relate to management of unintentional injuries and acute illness will be discussed.

CHLD 2056
Movin’ and Groovin’: Using Movement to Help Young Children Learn

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: II. Understanding Child Growth and Development
1. Basic Child Development
V. Learning Environment
2. Learning Strategies
3. Curriculum
CDA Content: • Physical and Intellectual Development
• Social and Emotional Development
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course will focus on how young children seem to be in constant motion and how teachers of young children can use that propensity for motion to facilitate learning. Participants will learn how movement activities combine this natural inclination with activities that stretch imaginations, exercise muscles, contribute to the formation of spatial and temporal concepts, and build respect for the uniqueness and ideas of others.
## CHLD 2055
### Music in the Early Childhood Classroom

| Length:  | 60 – 90 minutes |
| Credits: | 4 clock hours / 0.4 CEUs |
| CC:      | V. Learning Environment  
           2. Learning Strategies  
           3. Curriculum  
           6. Materials and Equipment |
| CDA Content: | • Physical and Intellectual Development  
                       • Social and Emotional Development |
| Fee:     | $20 |
| Target Audience: | Providers who work with infants, toddlers and preschool children |

**Overview:** This course will focus on how children have an innate, spontaneous affinity to music, which makes this a natural element to incorporate into the early childhood curriculum. Participants will learn how to incorporate music into children’s everyday play and exploration, not only as an activity to be carried out during a special music time. The course will identify ways to expose young children to the components of music (e.g., rhythm, pitch).

## CHLD 2006
### Nurturing Productive Partnerships with Parents

| Length:  | 60 – 90 minutes |
| Credits: | 4 clock hours / 0.4 CEUs |
| CC:      | I. Health, Safety, and Nutrition Practices  
           4. Communication with Families |
| III. Appropriate Child Observation and Assessment | 2. Communication with Families  
                             3. Collaborative Community Partnerships  
                             4. Nurturing Families as Advocates |
| IV. Partnering with Families and Community | 1. Knowing and Respecting Families  
                           2. Communication  
                           3. Collaborative Community Partnerships  
                           4. Nurturing Families as Advocates |
| VI. Effective Interactions | 6. Family Collaboration |
| CDA Content: | • Productive Relationships with Parents |
| Fee:     | $20 |
| Target Audience: | Providers who work with infants, toddlers and preschool children |

**Overview:** This course is designed to enhance the early childhood professional’s skills and ability to establish positive, productive partnerships with parents. The course will identify the principles of effective communication with parents and discuss techniques and strategies for dealing with difficult parent-teacher situations.
CHLD 2068
Nutritional Guidelines in Early Childhood

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: I. Health, Safety, and Nutrition Practices
   1. Policies, Practices, and Procedures
   3. Nutrition and Dietary Practices
   5. Health Education
CDA Content: • Safe, Healthy Learning Environment
              • Effective Program Operation
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course focuses on nutritional guidelines for children and why they are important. The My Plate Model will be presented and activities to use with young children related to the My Plate Model will be provided. Guidelines related to children’s nutrition needs, including: (1) meeting children’s health needs, (2) respecting children’s food choices, and (3) encouraging children to enjoy healthful foods will also be addressed.

CHLD 2007
Observation and Recording in Early Childhood

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: III. Appropriate Child Observation and Assessment
   1. Assessment Plan and Procedures
   2. Communication with Families
   3. Confidentiality
CDA Content: • Observing and Recording Children’s Behavior
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: Learning the fine art of observation and recording of children’s behavior allows the child care professional to gain a greater understanding of the children in her/his care to enhance curriculum, plan and adapt the classroom or home environment, provide staff and parents with insight into each child’s interests, develop children’s social skills, and manage challenging behaviors. Methods of observation and the pros and cons of various types of recording tools will be discussed. The course will assist professionals in incorporating the skill of accurately and objectively observing and recording children’s behavior in various settings.
CHLD 2076
Observation and Recording
of School-Age Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20

Target Audience: Providers who work with school-age children

Overview: This course addresses tools that school-age program providers can use when documenting children’s activities and behaviors. Each tool can be used in a variety of environments, and each can be especially useful in before and after school programs. This course also explores the importance of documenting children’s activities, their progress and certain behaviors in order to individualize strategies for each child. Participants will learn how to analyze and plan appropriate activities that will enhance each child’s development during their formative years.

Objectives:
• Discuss why observation and recording information about school-age children is critical to supporting planning and teaching strategies.
• Acknowledge the role the observation process plays when developing activities for small group and large group activities.
• Analyze the cyclical nature of planning and offering activities, observing children’s actions and learning processes, documenting results, and evaluating for future lessons and activities.
• Identify several observational tools and describe appropriate ways to use each tool.
• Recognize that each observational tool can be used in various settings and discern when each tool can be used effectively.
• Identify how personal biases affect provider’s interpretation of children’s behaviors and children’s progress.

CHLD 2059
Observing and Recording the Creative Process in Young Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs

CC:
II. Understanding Child Growth and Development
   1. Basic Child Development
III. Appropriate Child Observation and Assessment
   1. Assessment Plan and Procedures
V. Learning Environment
   3. Curriculum

CDA Content:
• Physical and Intellectual Development
• Social and Emotional Development
• Observing and Recording Children’s Behavior

Fee: $20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course addresses how observation is one of the best methods to determine the progress made by children in the area of creativity. Appropriate methods of observation including anecdotal records, checklists, and recording project work will be reviewed. Participants will also learn to develop portfolios of children’s work and use it in analyzing a child’s development through the year. The importance of the creative process versus the product will also be discussed.
## CHLD 2077
**Partnerships with Parents of School-Age Children**

- **Length:** 60 – 90 minutes
- **Credits:** 4 clock hours / 0.4 CEUs
- **Fee:** $20
- **Target Audience:** Providers who work with school-age children
- **Overview:** This course is designed to enhance participants’ skills and ability to establish positive, productive partnerships with parents. The course will identify the principles of effective communication with parents and discuss techniques and strategies for dealing with difficult parent-teacher situations.

**Objectives**
- Gain an understanding of the roles of the teacher and the parent in the school-age child care relationship.
- Identify and use principles of effective communication with parents.
- Discuss and experience effective communication tools such as parent-teacher conferences, portfolio/anecdotal notes, newsletters and bulletin boards.
- Learn techniques and strategies for dealing with difficult parent-provider situations.
- Identify strategies designed to increase parent involvement.

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## CHLD 2061
**Pinch, Pull, Twist, and Turn – Small Motor Development in Early Childhood**

- **Length:** 60 – 90 minutes
- **Credits:** 4 clock hours / 0.4 CEUs
- **CC:**
  - V. Learning Environment
  - 2. Learning Strategies
  - 3. Curriculum
- **CDA Content:**
  - Physical and Intellectual Development
  - Effective Program Operation
  - Principles of Child Development and Learning
- **Fee:** $20
- **Target Audience:** Providers who work with infants, toddlers and preschool children
- **Overview:** This course will focus on the development of small motor skills using creative materials and activities. Participants will develop an understanding of how perceptual development can be enhanced through small muscle activity.
CHLD 2013
Planning Activities for Infants and Toddlers

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: V. Learning Environment
   1. Overall Learning Environment
   2. Learning Strategies
   3. Curriculum
CDA Content: • Safe, Healthy Learning Environment
• Effective Program Operation
Fee: $20
Target Audience: Providers who work with infants and toddlers
Overview: This course is designed to identify age and stage appropriate play experiences for infants and toddlers by defining the role of infant/toddler caregivers. Developmental domains will be discussed as they relate to play experiences. The course will identify the characteristics of appropriate play experiences of infants and toddlers and introduce participants to guidelines for selecting and constructing appropriate play materials.
Objectives: • Understand the role of infant and toddler caregiver.
• Identify the characteristics of appropriate play experiences for infants and toddlers.
• Recognize the importance of developmental domains as they relate to play experiences.
• Learn guidelines for selecting and constructing appropriate play materials for infants and toddlers.
• Plan play experiences that enhance the development of infants and toddlers.

CHLD 2004
Planning Appropriate Activities for Preschool Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: V. Learning Environment
   1. Overall Learning Environment
   2. Learning Strategies
   3. Curriculum
CDA Content: • Safe, Healthy Learning Environment
• Effective Program Operation
Fee: $20
Target Audience: Providers who work with preschool children
Overview: This course will allow the participants to use their knowledge of the characteristics of preschool children to better understand the reasons for and process of developing thematic units to guide learning. Long-term and short-term goals will be addressed, and participants will learn the web technique for creating and presenting age and stage appropriate activities in a thematic unit based on these goals. Participants will also learn how to share this information with parents and how to encourage their involvement in the thematic activities.
Objectives: • Review the characteristics of preschool children, ages three to five, and describe how these characteristics should be considered when planning activities.
• Develop appropriate long-term and short-term goals for preschool children that address development in all domains (physical, language, cognitive, and social/emotional).
• Learn the importance of using thematic units in guiding the learning of preschoolers.
• Plan and organize an effective means of presenting thematic activities.
• Learn techniques for sharing goals with parents.
### CHLD 2081
Planning Appropriate Activities for School-Age Children

**Length:** 60 – 90 minutes  
**Credits:** 4 clock hours / 0.4 CEUs  
**Fee:** $20  
**Target Audience:** Providers who work with school-age children  
**Overview:** This course is designed to provide an overview of the physical, social-emotional, and cognitive developmental characteristics of school-age children and how learning about each child in the program is instrumental in providing a wide variety of activities and projects that will motivate these school-age children to participate. This course provides the participant with experiences to plan appropriate activities for school-age children for stand-alone activities and thematic projects and activities. It presents information related to normal growth and development and how this development is impacted and enhanced by program activities. This course also presents information and strategies to enable participants to plan meaningful activities for and with school-age children, ages 5 to 12, to enrich and extend learning experiences.

### CHLD 2009
Preventing Injuries in the Child Care Environment

**Length:** 60 – 90 minutes  
**Credits:** 4 clock hours / 0.4 CEUs  
**Fee:** $20  
**Target Audience:** Providers who work with infants, toddlers and preschool children  
**Overview:** This course will raise awareness about keeping the child care environment safe for children, including preventing falls, burns, choking, suffocation, strangulation and injuries related to products, toys, furniture, water, transportation and pedestrian injuries; and ensuring active supervision. Information that is required by the Standards for Licensed Child Day Centers and the Minimum Standards for Licensed Family Day Homes on safety and injury prevention in the child care environment will be included.
CHLD 2086
Preventing Injuries in the School-Age Environment

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
Fee: $20
Target Audience: Providers who work with school-age children
Overview: This course will raise awareness about keeping the school-age child care environment safe and ensuring active supervision for children, including preventing falls, burns, choking, suffocation, strangulation and injuries related to products, toys, furniture, water, transportation and pedestrian injuries. Information that is required by the Standards for Licensed Family Day Homes will be included.

CHLD 2051
Promoting Creativity and Including All Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC:
   II. Understanding Child Growth and Development
      1. Basic Child Development
   III. Appropriate Child Observation and Assessment
      1. Assessment Plan and Procedures
   V. Learning Environment
      3. Curriculum

CDA Content: • Physical and Intellectual Development
            • Social and Emotional Development
            • Observing and Recording Children’s Behavior

Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course addresses how young children need knowledge and skills to express their creative potential. Thus, an important goal for the early childhood teacher is to provide an adequate base of knowledge and skills for children, while at the same time providing an environment that encourages creative thinking in the use of the knowledge and skills. During the course participants will examine how any curriculum can be modified to promote creativity and how all children can be included. By observing and recording information about each child’s knowledge base and interests the teacher can plan activities that stimulate and encourage creativity.
CHLD 2008
Reframing Discipline

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: VI. Effective Interactions
1. Relationships
4. Communication
5. Guidance
CDA Content: • Social and Emotional Development
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course provides ways that participants can connect with children who have behavior challenges to help them engage, learn, and get along with others. Participants will learn how to examine their own attitudes related to discipline and change the way they deal with children from a reactive mode to a teaching mode so children can learn more appropriate behaviors. The course will provide adults with the skills necessary to move from seeing a "problem child" to seeing "problem behavior."

CHLD 2052
Roles of Imagination, Play and Dramatic Play in Early Childhood

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: II. Understanding Child Growth and Development
1. Basic Child Development
5. Strategic Facilitation of Development
V. Learning Environment
2. Learning Strategies
3. Curriculum
6. Materials and Equipment
VI. Effective Interactions
1. Relationships
3. Group Interactions
CDA Content: • Physical and Intellectual Development
• Social and Emotional Development
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course will examine how imagination, thinking and sharing play a role in the development of creativity. Important components of creative thinking will be presented. How play is critical in the child’s learning environment will be discussed and the stages of play will be presented. Why it is important for teachers and parents to understand play will be explored.
### CHLD 2066
**Safety in a Quality Early Childhood Environment**

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<thead>
<tr>
<th>Field</th>
<th>Details</th>
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<td>Length</td>
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<tr>
<td>Credits</td>
<td>4 clock hours / 0.4 CEUs</td>
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<tr>
<td>CC</td>
<td>I. Health, Safety, and Nutrition Practices</td>
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<td></td>
<td>1. Policies, Practices, and Procedures</td>
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<td>2. Communication with Families</td>
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<td>5. Health Education</td>
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<td></td>
<td>II. Understanding Child Growth and Development</td>
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<td>1. Basic Child Development</td>
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<td>CDA Content:</td>
<td>• Safe, Healthy Learning Environment</td>
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<td></td>
<td>• Principles of Child Development and Learning</td>
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<td>Fee</td>
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<tr>
<td>Target Audience:</td>
<td>Providers who work with infants, toddlers and preschool children</td>
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<tr>
<td>Overview:</td>
<td>This course will describe ways of making a child’s environment safe. The four basic principles of classroom safety management will be presented. The role of negligence in classroom safety issues will be examined. Age and stage issues related to safe classrooms will be reviewed.</td>
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### CHLD 2057
**Storytelling in the Early Childhood Curriculum**

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<td>CC</td>
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<td>2. Learning Strategies</td>
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<td>3. Curriculum</td>
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<tr>
<td>CDA Content:</td>
<td>• Physical and Intellectual Development</td>
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<td>Fee</td>
<td>$20</td>
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<tr>
<td>Target Audience:</td>
<td>Providers who work with infant, toddlers and preschool children</td>
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<tr>
<td>Overview:</td>
<td>The focus of this course is the dynamic connection between storytelling and literacy and how the ancient art of storytelling is a vital way to inspire children’s imaginations as well as language and listening skills. Different methods of storytelling, sources of stories and props for storytelling will be presented. Books and creative presentations of them for children and by children will be discussed, as well as incorporating puppetry, flannel boards and other props into the storytelling process.</td>
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CHLD 2071
Teaching Young Children about Health, Safety and Nutrition

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: I. Health, Safety, and Nutrition Practices
5. Health Education
CDA Content: • Safe, Healthy Learning Environment
• Professionalism
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course addresses appropriate topics to include in teaching children about health, safety and nutrition issues. How to develop a lesson plan for teaching health, safety and nutrition concepts will be presented. The importance of including families in the children’s learning experiences will also be discussed.

CHLD 2054
Three-Dimensional Creative Activities for Young Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: V. Learning Environment
2. Learning Strategies
6. Materials and Equipment
CDA Content: • Physical and Intellectual Development
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course addresses how young children use three-dimensional media to produce artwork that has depth, height, and solidity in addition to color and shape. Just like graphic arts, three-dimensional projects can be abstract or representational. Play dough and clay, collage, and woodworking are examples of three-dimensional activities that will be examined in the course.

Professional Development Catalog for Child Care Professionals
CHLD 2053
Two-Dimensional Creative Activities for Young Children

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: V. Learning Environment
2. Learning Strategies
6. Materials and Equipment
CDA Content: • Physical and Intellectual Development
Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children
Overview: This course focuses on how young children, as they move from scribbles to gradually more representational depictions, most commonly create these pictures through graphic art media. Such graphic art is not only a form of creative expression, which gives the teacher insight into children’s thinking, but also is a child’s first step toward writing. Participants will examine graphic arts in terms of drawing, printing, and printmaking using various materials.

CHLD 2017
Understanding Temperaments of Infants and Toddlers

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: II. Understanding Child Growth and Development
1. Basic Child Development
3. Individual Differences
CDA Content: • Social and Emotional Development
Fee: $20
Target Audience: Providers who work with infants and toddlers
Overview: This course will define temperament and explain its importance in the development of infants and toddlers. It will focus on five temperament characteristics – activity level, approach/withdraw, intensity, mood, and persistence. The construct of “goodness-of-fit” will also be emphasized and strategies for interacting with infant and toddler children who demonstrate a variety of temperaments will be given. Participants will have the opportunity to explore their own temperaments and to discuss case examples of infants and toddlers with extreme temperaments.

Objectives:
• Define temperament and identify the five dimensions of temperament – activity level, approach/withdraw, intensity, mood, and persistence.
• Explain what “goodness-of-fit” means.
• Identify temperament characteristics.
• Identify strategies to adapt the environment to improve “goodness-of-fit” for children with different temperaments.
• Recognize the importance of language in describing children with different temperaments.
• Identify strategies for helping children with different temperaments adapt to their environment.
CHLD 2050
Why is Creativity Important?

Length: 60 – 90 minutes
Credits: 4 clock hours / 0.4 CEUs
CC: II. Understanding Child Growth and Development
  1. Basic Child Development
  4. Influences on Development
  5. Strategic Facilitation of Development
V. Learning Environment
  2. Learning Strategies
  3. Curriculum
VI. Effective Interactions
  1. Relationships

CDA Content: • Physical and Intellectual Development
  • Social and Emotional Development
  • Principles of Child Development and Learning

Fee: $20
Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course defines creativity and why it is important for children to be able to be creative through a variety of ways and in many different situations. It will examine the role aesthetics play in creativity and compare and contrast creativity and divergent thinking with conformity and convergent thinking. Possible barriers to creativity will be presented. The course will also include how art fosters child development and the development of positive self-concept in children. Both the ways parents and teachers help children develop creativity and enhance children’s creative expression will be addressed. Classroom environments, attitudes of openness, acceptance and encouragement that allow for creativity will be discussed.
**READ-A-BOOK PROGRAM**

This program is administered and managed by Child Care Aware of Virginia under contract with VDSS.

This distance learning self-study program allows early childhood professionals to earn credit for training clock hours by reading children’s literature and books on early childhood education and child development. The Division of Child Care and Early Childhood Development, a part of the Virginia Department of Social Services, collaborated with the Library of Virginia to place sets of books in each of the 350 public libraries across Virginia. The Read-A-Book Program focuses on the importance of incorporating children’s literature across the curriculum, reading to and with young children daily, understanding early brain development, fostering language and literacy development, and communicating successfully with young children. This program currently offers two book report options for obtaining credit for training clock hours. You are encouraged to choose one or both to receive credit. You may read and report on more than one book, and be eligible to receive credit for training clock hours for each new book report submitted to Child Care Aware of Virginia for grading. All book report materials are free when accessed electronically. A $20.00 processing fee will be due when you submit materials for grading.

**Option 1: Reading Children’s Literature Books with Children**

Option 1 requires you to read two children’s literature books to your children and then develop a book report for each book that describes the activities and projects you developed to support the story or theme of the book. You may choose from the infant and toddler books placed in each public library in Virginia (titles listed on page 6 of the Read-A-Book Program booklet), or you may choose to use two of your favorite children’s books.

**Option 2: Reading Professional Books**

Option 2 requires you to read one of the professional books listed in the Read-A-Book Program booklet on page 3, and then complete the corresponding book report. Each Virginia public library has at least one copy of the professional development books listed in the Read-A-Book Program booklet.

**To Participate in Either Option**

- Download and print the Read-A-Book Program booklet, which includes book lists, instructions, and all forms required for participation in Option 1, and the list of professional development books and special instructions to participate in Option 2, by visiting the VDSS website at: www.dss.virginia.gov/family/cc/readbook.cgi, or the Child Care Aware of Virginia website at: www.vachildcare.org, OR
- Request the Read-A-Book Program booklet via email at: mamie@vachildcare.com. If you request the program booklet by email, please specify whether you would like to receive the program booklet via email or by U.S. mail, OR
- Request the Read-A-Book Program booklet via U.S. mail using the form below (this option includes a $10 postage and handling fee to be paid upon request for materials).

Librarians do not have the Read-A-Book Program materials.

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**READ-A-BOOK PROGRAM BOOKLET REQUEST FORM**

Mailing Address
Read-A-Book Program
Child Care Aware of Virginia
VDSS – Distance Learning
308 Turner Road, Suite A
Richmond, Virginia 23225

Name:

Street Address (Where Materials Should Be Sent):

City: State: Zip:

Telephone Number (including area code): (    )

Email Address:

Please attach a check made payable to Child Care Aware of Virginia for $10 to cover postage and handling when requesting Read-A-Book materials by U.S. mail.
Additional Educational Opportunities

Distance Learning

VIDEO TRAINING SERIES

The Virginia Department of Social Services (VDSS) offers two video-based training programs with study guides and testing materials. These programs are self-paced and child care professionals may earn four, six, or eight clock hours of training credit upon successful completion of the assessment materials.

To Participate

Child care professionals borrow the DVDs/videotapes and receive copies of the study guides and test materials from one of the eight regional licensing offices listed below. There is no cost for the study guides or testing materials. A twenty dollar ($20.00) processing fee per person is charged when submitting the completed assessments for grading. A ten dollar ($10.00) processing fee per person is charged if it becomes necessary to re-take an assessment.

To apply to receive credit for participation in either video series, each individual must complete the assessment materials for each program. Individuals must receive a passing grade to be awarded credit for training clock hours. Detailed instructions for participation are included with each study guide.

1 – DSS 101 - The Whole Child - A Caregiver’s Guide to the First Five Years (TWC) is a video series production developed by WTVS Detroit and the Merrill-Palmer Institute at Wayne State University in 1998. It is based on the textbook of the same name written by Joanne Hendrick, Professor of Early Childhood Education Emerita at the University of Oklahoma.

2 – The Program for Infant/Toddler Caregivers (PITC) was developed by WestEd and the California Department of Education. A team of experts in child development, child care, adult education, and print and video production was assembled to work with national and state advisors to create this video production. The goal of the program was to develop meaningful training materials based on sound principles and proven practices. The materials were developed for both center-based and family day home providers and focus on caring for infants and toddlers.

To reserve the DVDs/videotapes for participation in either video series training program, please call your regional licensing office listed below.

Central Licensing Office: ......................(804) 662-9773
Fairfax Licensing Office: .......................(703) 934-1505
Eastern Licensing Office: ......................(757) 491-3977
Valley Licensing Office: .........................(540) 332-2330
Peninsula Licensing Office: ....................(757) 247-8020
Piedmont Licensing Office: ....................(540) 204-9624
Northern Licensing Office: .....................(540) 347-6345
Western Licensing Office: .....................(276) 676-5655
Additional Educational Opportunities

DISTANCE LEARNING

CHILD ABUSE & NEGLECT ONLINE COURSE

Two FREE online courses are available for child care providers who are mandated reporters. Please visit www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html for more information. Successful completion of either course provides 2 clock hours of training credit and all are welcome to take EITHER course.

Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators (CWS5691), designed specifically for teachers and delivered via web pages that include videos that are delivered by RealPlayer.

Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect (CWS5692), developed for non-VDSS employees and delivered in Flash without videos.

NATIONAL PROGRAM FOR PLAYGROUND SAFETY (NPPS) ONLINE TRAINING OPPORTUNITIES

NPPS offers online courses that target the needs of child care providers. Listed below are two options.

Early Childhood Outdoor Play Inspectors (ECOPI) is an interactive online course that gives child care providers, licensing consultants, administrators, and professionals from the health and safety disciplines the knowledge and understanding needed to inspect the outdoor play area for safety. Through pictures, discussion, readings, and assignments, participants will gain the experience needed to inspect the early childhood outdoor play environment. The National Association for the Education of Young Children (NAEYC) recognizes the ECOPI certificate to meet the Physical Environment 9.B.07 criteria.
- Length of Course – once coursework is begun, participants have up to four weeks to complete the course, which is self-paced
- Clock Hours – 12 hours
- CEUs – 1.2

Playground Supervision for Child Care Providers is an online course that gives child care providers the opportunity to learn supervision practices in an outdoor play environment. Through instructional videos, pictures, and written information, providers will learn new supervision techniques to implement in their facilities.
- Length of Course – Once coursework is begun, participants have up to two weeks to complete the course, which is self-paced.
- Clock Hours – 1 hour
- CEUs – 0.1

To register: Visit www.playgroundsafety.org/training/online/index.htm

For more information: Contact the National Program for Playground Safety as listed below.
www.playgroundsafety.org
Phone: (800) 554-PLAY (7529) • Fax: (319) 273-7308 • Email: playground-safety@uni.edu

BEETTER KID CARE FROM PENN STATE

Department of Defense-funded Online Training – Need a course fairly quickly? Better Kid Care Distance Learning provides online courses that are research-based and presented using adult learning principles. The Department of Defense is funding provider training in areas with high density of Guard and Reserve families. In partnership with the University of Nebraska – Lincoln and Child Care Aware of Virginia, the DoD-funded training is available to Virginia licensed family child care providers or child care providers working in licensed facilities. Professional development credit hours will be offered and the cost is covered by the DoD. For providers not residing in designated high Guard and Reserve areas of the state, the training is available for $5.00 per lesson. Courses range from 1-2 hour lessons on a wide variety of topics, including some for directors and instructors. Courses may be accessed by using this Web address: www.betterkidcare.psu.edu/page02a.html.
The Task Force to serve as guides to assist adults in their important roles have been developed by the Virginia Early Childhood Alignment Project for children so they can be successful in life. Consequently, two documents have been developed:

- **EARLY CARE & EDUCATION RESOURCE DOCUMENTS**
  
  It is vital that we provide the necessary foundation for Virginia’s young children so they can be successful in life. Consequently, two documents have been developed by the Virginia Early Childhood Alignment Project Task Force to serve as guides to assist adults in their important roles with young children.

  The **Milestones of Child Development** document articulates a research-based set of child indicators and strategies for adults designed to support the growth and development of young children from birth to kindergarten entry. Providers can use the Milestones to:
  - plan quality learning experiences for children,
  - select appropriate curriculum materials,
  - provide information to parents to facilitate their child’s development, and
  - explain how their program benefits and facilitates children’s development.

  The **Competencies for Early Childhood Professionals** document articulates standards for competent practice, identifying what early childhood professionals must know, be able to do, and care about to provide quality early care and education. Providers may use the Competencies to:
  - identify staff training needs and develop or update training offered in-house to staff,
  - develop an individual plan for professional development or a tool for tracking training,
  - develop job descriptions, hiring practices, and salary structures, and
  - support the professional credibility of staff receiving education and training that are based on the competencies.

  To download these valuable documents, visit the website at: [www.dss.virginia.gov/family/cc/scholarship.cgi](http://www.dss.virginia.gov/family/cc/scholarship.cgi).

- **DIRECTOR’S TOOLBOX**
  
  The **Director’s Toolbox**, a training aid for directors and staff members in child care/child development centers, is available in pdf format at: [www.dss.virginia.gov/family/cc/professionals_resources.cgi](http://www.dss.virginia.gov/family/cc/professionals_resources.cgi).

- **VIRGINIA CHILD CARE PROVIDER SCHOLARSHIP PROGRAM**
  
  VDSS provides the **Virginia Child Care Provider Scholarship Program** that pays for college tuition and technology fees for child care providers. The program pays for either a maximum of eight courses or the current maximum lifetime award, whichever comes first, at Virginia’s institutions of higher learning, and is funded through the Federal Child Care and Development Fund. To obtain more information call 1-866-636-1608 or visit the website at: [www.dss.virginia.gov/family/cc/scholarship.cgi](http://www.dss.virginia.gov/family/cc/scholarship.cgi).

- **TRAINING INFORMATION FOR PROVIDER SUCCESS (TIPS) CALENDAR**
  
  The Training Information for Provider Success (TIPS) Calendar permits for-profit, non-profit and governmental organizations to list child care provider training. The calendar lists all training opportunities in date order and provides a search feature that permits access to specific training, locations, and dates. VDSS offers this site as an informational service and does not endorse any non-VDSS training. The TIPS Calendar may be viewed at: [www.dss.virginia.gov/family/cc_providertrain/tips.cgi](http://www.dss.virginia.gov/family/cc_providertrain/tips.cgi).

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- **VIRGINIA DEPARTMENT OF LABOR & INDUSTRY, DIVISION OF REGISTERED APPRENTICESHIP**
  
  Did you know that you can achieve a journeyworker’s card in the field of Child Care? Registered Apprenticeship is a training system combining on-the-job training with child care related instruction. Many child care providers in Virginia are exploring this option as a way to enhance the training of current staff and bring new employees into the profession. Depending on each individual’s circumstances, scholarship funding for some of the required coursework may be available through the Virginia Child Care Provider Scholarship Program. For more information about the Virginia Child Care Provider Scholarship Program, visit: [www.dss.virginia.gov/family/cc/scholarship.cgi](http://www.dss.virginia.gov/family/cc/scholarship.cgi). Additionally, many of the classes in this catalog are already approved for credit toward an apprenticeship completion certificate. For more information about Registered Apprenticeship, contact this agency by email at: apprenticeship@doli.virginia.gov; call (804) 786-2382; or visit the agency website at [www.doli.virginia.gov](http://www.doli.virginia.gov).

- **ADDITIONAL TRAINING RESOURCES**
  
  Additional Training Resources...
Child Care Aware of Virginia, a statewide network, works to ensure that high-quality child care is available and accessible to families throughout Virginia. Child Care Aware of Virginia network members are local child care resource and referral (CCR&R) agencies that provide services to families, early childhood professionals, and communities. Child Care Aware of Virginia agencies link families to information about selecting quality child care and maintain regional databases of providers that link families with child care options.

CCR&R agencies help child care providers maintain and improve quality of care by offering technical assistance and training in their local communities. Many member agencies have lending libraries for toys, equipment, and resources to enhance learning opportunities. Training sessions are scheduled by each member agency to meet the needs of their local providers and are offered via distance learning, as well as individual and group class sessions. In addition to providing their own training topics, Child Care Aware of Virginia member agencies provide training for providers using curricula such as, Wingspan’s Al’s Caring Pals for Family Child Care, ZERO TO THREE’s Partnering with Parents: Preventing Child Abuse and Neglect*, The Center on Social, Emotional Foundations for Early Learning’s Promoting Social and Emotional Competence*, Developing Your Family Child Care Business, and Dollars & Sense: Planning for Profit in Your Child Care Business.

Child Care Aware of Virginia training topics include:
Al’s Caring Pals
- Strengthening resilience by:
  - listening to children
  - teaching and encouraging use of feeling language and kind words
  - valuing children’s individuality
  - developing children’s creativity
  - guiding problem-solving
  - involving children meaningfully in daily activities
  - communicating clear norms about healthy choices

Partnering with Parents: Preventing Child Abuse and Neglect
- Building Collaborative Relationships
- Early Brain Development
- Social-Emotional Development
- Understanding Temperament
- The Influence of Culture
- Understanding and Responding to Abuse
- Responses to Troubled Parents
- Challenging Behaviors

Promoting Social and Emotional Competence
- Promoting Children’s Success
- Social-Emotional Teaching Strategies
- Individualized Intensive Interventions
- Leadership Strategies

Dollars & Sense: Planning for Profit in Your Child Care Business
- The Provider Bill of Rights
- Contracts and Policies
- Rates, Fees, and Collection
- Effective Record Keeping
- Cash In, Cash Out
- Marketing Strategies
- Responsibilities of an Assertive Provider
- A Professional Business Plan

Scheduled training opportunities are listed on the VDSS TIPS Calendar at: [www.dss.virginia.gov/family/cc_providertrain/tips.cgi](http://www.dss.virginia.gov/family/cc_providertrain/tips.cgi).

To find the Child Care Aware of Virginia agency serving your community, contact the agency at 1-866-KIDS-TLC (1-866-543-7852), or visit the website at: [www.vachildcare.org](http://www.vachildcare.org).

Additional online training opportunities are provided by Child Care Aware of America at: [naccra.smarthorizons.org/child-care-providers.html](http://naccra.smarthorizons.org/child-care-providers.html).

* Note: Continuing Education Units (CEUs) are available for this training when completed through a Child Care Aware of Virginia member agency.
Additional Educational Opportunities

SQUARE ONE

Square One offers prevention and early intervention (PEI) professional development training courses for child care providers/early childhood educators, home visitors, and parents. Training sessions will be held in 2-6 hour formats at various locations in Hampton Roads.

An Audio/Web Conference Series of 1-hour training sessions will be offered also. Participants will receive in-service training certificates upon completion of all trainings.

NEW! Online Training available – “Parental Health” and “Infant Development- 0-12 months” online courses are available on the Square One website in a 1-hour, self-paced format. Visit www SqOne.org.

PEI courses include:

- Parent/Child/Teacher Interaction
- Dynamics/Indicators of Child Abuse & Neglect
- Infant Care/Development/Health (0-12 mo, 13-36 mo, 37 mo.- 5 yrs.)
- Growing a Brain & Advanced Brain Development
- Mindful of Cultural Diversity
- Infant/Toddler Milestones of Development
- Language Development/Emerging Literacy
- Working with Resistant Parents
- Mental Health
- Introduction to the “Early Childhood Environment Rating Scale” (ECERS)

Visit www SqOne.org to view a course calendar and follow registration/payment procedures. For more information, contact Square One at info@sqone.org or call (757) 552-0293.

“Training Scholarships” are provided...Register early!

THE VIRGINIA INFANT & TODDLER SPECIALIST NETWORK

The Virginia Infant & Toddler Specialist Network strives to achieve excellence in early care by increasing the educational level and skills of those who care for infants and toddlers, whether in family homes or centers. Through eight regional offices, 15 infant and toddler specialists provide three levels of service to those who care for children 0-36 months:

- on-site consultation, mentoring, and support for selected programs using quality improvement plans,
- training and technical assistance including webinars and audio conferences to groups of caregivers/teachers and directors, and
- resources and linkages to existing professional development opportunities.

Please visit the Network’s Web site at www va itsnetwork org to obtain contact information about the infant and toddler specialist(s) in your area.

Upcoming statewide professional development opportunities provided by the Virginia Infant & Toddler Specialist Network include audio conferences and webinars, 1-2-3 READ! training, Celebrating Babies and Tots institutes, and other training for early care providers who care for infants and toddlers in group settings. This information can be found on the Network’s website. Check www va itsnetwork org often for training topics, dates, locations, and registration information.

The Virginia Infant & Toddler Specialist Network is a program of Child Development Resources, www cdr org, and is supported by the Virginia Department of Social Services (VDSS) Grant # 93.575, with funds made available to Virginia from the U.S. Department of Health and Human Services.
A FREE online course, entitled *Reducing the Risk of Sudden Infant Death Syndrome (SIDS) in Child Care!*, has been made available through the American Academy of Pediatrics (AAP) Healthy Child Care America. The course is designed to educate everyone who cares for babies, including child care providers, grandparents, health care professionals, babysitters, parents and relatives.

In one hour, participants will learn how to create a safe sleep environment to reduce the risk of SIDS and other sleep-related deaths. With an easy to use format, this course is available 24/7 from your home computer! Child care providers will receive a certificate of completion for 1.0 contact hour.

For information on how to access this FREE online course and for information and materials on how to reduce the risk of SIDS, visit [www.healthychildcare.org/sids.html](http://www.healthychildcare.org/sids.html).
EARNED INCOME TAX CREDIT (EITC) PROGRAM

The Earned Income Tax Credit (EITC) is a tax credit for low-to-middle income individuals and families. An individual or family making as little as $10 could qualify, but you must file an income tax return to receive it – even if the Internal Revenue Service (IRS) doesn’t require filing for your income level. An individual earning up to $13,460 a year or a family earning up to $43,352 a year may qualify. If you qualify for EITC, you also qualify to have your taxes prepared for free at one of many free tax preparation sites - including many local social service offices at: www.dss.virginia.gov/localagency/. Call 1-800-906-9887 to find the tax preparation site closest to you.

The EITC Program is not widely known; therefore, please share this information with staff, co-workers, and families in your programs.

For more information on the EITC Program, visit: www.dss.virginia.gov/community/eitc.cgi.

NEVER SHAKE A BABY

With the goal of preventing Shaken Baby Syndrome (also known as Abusive Head Trauma) through education, VDSS provides a Web page dedicated to Shaken Baby Syndrome awareness, prevention, education, resources and assistance. Please visit the VDSS web page at: www.dss.virginia.gov/family/cps/shaken_baby.cgi.

VIRGINIA SMALL BUSINESS FINANCING AUTHORITY - CHILD CARE FINANCING PROGRAM

If you are a regulated child care provider, you may be eligible to apply for a low-interest rate loan through the Virginia Small Business Financing Authority’s Child Care Financing Program. Loan proceeds can be used to meet or maintain child care standards or to make quality enhancements to a child care program (e.g., playground equipment, infant care equipment, necessary renovations or repairs to comply with Department of Social Services health and safety standards, buses for transporting children, and education materials). Financing for this program is provided by VDSS through Child Care and Development Block Grant funds. For more information, including application materials, eligibility requirements, etc., visit the Virginia Department of Business Assistance website at: www.vdba.virginia.gov, select “Financing” or call 1-866-248-8814.
The 1-2-3 READ! storybook-based curriculum is a research-based early literacy curriculum developed by Child Development Resources (CDR) that has been proven to result in children, birth to age 3 years, achieving significant, measurable gains in their language and cognitive development. 1-2-3 READ! is designed to build emergent literacy in infants and toddlers through a carefully planned set of experiences that lay the foundation for reading and writing success.

The 1-2-3 READ! Virginia Early Literacy Training is an interactive, practical two-day training designed for you if you work with infants and toddlers in a group setting.

Who Should Attend?
Family/Home or Center-based caregivers who work with infants and toddlers (birth to 36 months) in group settings and who have not previously attended a 1-2-3 READ! two-day training. Registration is restricted to individuals who have not attended 1-2-3 READ! training in the past.

What Will You Learn?
• Strategies for expanding children’s language through storytelling and one-on-one conversations
• How to select and use books and print materials with infants and toddlers
• How to infuse literacy activities within a child’s daily routines
• How to use story props to engage infants and toddlers in early literacy experiences
• Strategies for involving families in literacy activities, and MUCH MORE!!!

What Will You Receive?
• A certificate of attendance that can be used toward continuing training clock hours required by the Virginia Department of Social Services
• A Guide for Using the 1-2-3 READ! Curriculum Modules
• Three curriculum module booklets and accompanying children’s books
• Teacher Resource: Story Stretcher for Infants and Toddlers: Experiences, Activities, and Games for Popular Children’s Books
• An opportunity to apply for follow-up on-site coaching and additional literacy materials

For more information visit the 1-2-3 READ! website www.123read.cdr.org or contact Lisa McKean (757) 566-2840 or lisam@cdr.org.

How Much Does It Cost?
$15.00 per person. Each registered participant must attend both full days of the training. Once you register, your space is reserved and attendance is expected. No refunds!

1-2-3 READ! Virginia is a program of Child Development Resources (CDR), www.cdr.org and is supported by the Virginia Department of Social Services (VDSS) grant no. 93.575, with funds made available to Virginia from the U.S. Department of Health and Human Services.
Commonwealth of Virginia

Early Childhood and Child Care Professional Development Career Lattice

The Career Lattice details steps of career development based on training, education, and experience in the field. The Lattice provides guidance for any individual developing a plan for professional advancement in early childhood education and child care based on Virginia Department of Social Services (VDSS) Licensing Standards.

<table>
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<tr>
<th>ENTRY LEVEL</th>
<th>FAMILY DAY HOME PROVIDER (FDH) ENTRY LEVEL</th>
<th>PROGRAM LEADER/TEACHER (PL) ENTRY LEVEL</th>
<th>VDSS EARLY CHILDHOOD ENDORSEMENT</th>
<th>120-CLOCK-HOUR CHILD DEV. CREDENTIAL [PROGRAM DIRECTOR (PD) ENTRY LEVEL]</th>
</tr>
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<tbody>
<tr>
<td>AIDE ENTRY LEVEL</td>
<td>LICENSING REQUIREMENTS: • Minimum 18 yrs of age • Current TB Screening • Satisfactory Sworn Statement • Clear Criminal History Record Report • Clear Child Protective Services Central Registry Check • Demonstrated proficiency in English • Provider – Minimum 18 yrs of age • If employed after 6/30/10, high school program completion or equivalent • First Aid and Cardiopulmonary Resuscitation (CPR) • Assistant – Minimum 16 yrs of age • If assistant 18 yrs. or older and left alone with children – First Aid and Cardiopulmonary Resuscitation (CPR)</td>
<td>LICENSING REQUIREMENTS: • Minimum 18 yrs of age • High school program completion or equivalent • Current TB Screening • Satisfactory Sworn Statement • Clear Criminal History Record Report • Clear Child Protective Services Central Registry Check • Ability to communicate with emergency personnel</td>
<td>LICENSING REQUIREMENTS: • FDH – Meets FDH Entry Level • PL – Meets Step I A &amp; B TRAINING: • Virginia Department of Social Services (VDSS) Early Childhood Endorsement – Infant and Toddler Or Preschool - 48 clock hours of training (12 4-hour classes) for each endorsement OR: EDUCATION: • CHD 120 - Introduction to Early Childhood Education (College course consisting of at least 3 credits)</td>
<td>LICENSING REQUIREMENTS: • FDH – Meets FDH Entry Level • PL - Meets Step I A • Program Director (PD) – Meets Step I A and minimum 21 years of age • PD without mgmt. experience(^1) must have 10 clock hrs. of mgmt. training OR one child care mgmt. course OR one college course in business-related field TRAINING: • Minimum 120 clock hours of child-related training as specified by credentialing organization(^2) and VA Standards for Licensed Child Day Centers (CDCs) OR: EDUCATION: • College courses equivalent to or exceeding 120 clock hours of training requirement as determined by credentialing organization(^2) and VA Standards for Licensed CDCs OTHER REQUIREMENTS: • As determined by credentialing organization(^2) and VA Standards for Licensed CDCs</td>
</tr>
<tr>
<td>EXPERIENCE</td>
<td>• None required at this level</td>
<td>• Provider - If employed after 6/30/10, 3 months of programmatic experience</td>
<td>• PL – 6 months supervised programmatic experience</td>
<td>• PL – 3 months • PD – 2 years w/l year in staff supervisory capacity</td>
</tr>
<tr>
<td>CREDENTIAL</td>
<td>• None</td>
<td>• None</td>
<td>• None</td>
<td>• VDSS Infant &amp; Toddler Endorsement • VDSS Preschool Endorsement</td>
</tr>
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</table>

\(^1\) Mgmt. experience is defined as at least six months of on-the-job training in an administrative position that requires supervising, orienting, training, and scheduling staff.
\(^2\) International or national credentialing organization that meets requirements as stated in 22 VAC 15-30-230 A 4 b of Virginia Standards for Licensed Child Day Centers.
\(^3\) Child-related field such as, but not limited to, child care administration, early childhood administration, child development, early childhood development, early childhood education (ECE), human development, early childhood special education, child care, and elementary education (Early Childhood, PK-3, NK-3).
**Commonwealth of Virginia**

**Early Childhood and Child Care Professional Development Career Lattice**

The lattice indicates the *minimum licensing requirements* for professionals employed by organizations regulated by VDSS. For those individuals who wish to pursue a position that is regulated by another federal or state authority, a higher level of qualification may be required. For example, Head Start requires 50% of teachers to have an Associate degree (Step VI) or higher, 100% to have a minimum of a 120-clock-hour credential (Step III). Also, some employers may require a higher level of qualification, e.g., 98% of teachers employed by the Virginia Preschool Initiative program hold a Bachelor degree (Step VII) or higher.

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<th>STEP IV</th>
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<tr>
<td><strong>LICENSING REQUIREMENTS:</strong> • FDH – Meets FDH Entry Level • PL – Meets Step I A • PD – Meets Steps I A &amp; III</td>
<td><strong>EDUCATION:</strong> • Community College Certificate in approved course of study in child-related field w/minimum of 12 total credits</td>
<td><strong>LICENSING REQUIREMENTS:</strong> • FDH – Meets FDH Entry Level • PL - Meets Step I A • PD - Meets Steps I A &amp; III</td>
<td><strong>EDUCATION:</strong> • One-year community college certificate in approved course of study in child-related field w/minimum of 30 total credits</td>
<td><strong>LICENSING REQUIREMENTS:</strong> • FDH-Meets FDH Entry Level • PL-Meets Step I A • PD-Meets Steps I A &amp; III</td>
<td><strong>EDUCATION:</strong> • Approved course of study in child-related field or with child-related License or Endorsement</td>
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**KEY:** FDH – Family Day Home Provider  PL – Program Leader/Teacher  PD – Program Director

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## Professional Development Resources

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* Program Directors - contact your VDSS licensing inspector to determine whether the credentials issued by these organizations meet the “child development credential” requirements as stated in Standards for Licensed Child Day Centers (22 VAC 15-30-230 A 4 b). Inclusion of training, education and professional organizations is for informational purposes only and does not imply endorsement of any program contained herein.