



# Child Care Providers Training

Deadline to register is  
**February 1<sup>st</sup>, 2013**

**February 9th, 2013**

## Registration Form (One per person)

*Personal Information:*

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Daytime Phone: (\_\_\_\_) \_\_\_\_\_ County where you reside: \_\_\_\_\_

Email Address: \_\_\_\_\_

Child Care Center/Day Home You are representing: \_\_\_\_\_

I work with children ages \_\_\_\_\_ to \_\_\_\_\_ most of the time.  Director  Asst. Director

*Please select the following as they apply to you:*

- General Registration – Cost \$20.00** at the time of registration (deadline is February 1st, 2013)
- I would like to be added to the Texas A&M AgriLife Extension Service Child Care mailing list, and I understand my information will only be used for such purpose.
- I require an auxiliary aid, service or accommodation in order to participate in this meeting. If you checked this box, please indicate the auxiliary aid required so appropriate accommodations can be arranged.



**Please mail or bring this Registration Form to:**  
 Alexis Cordova, CEA-FCS  
 Texas A&M AgriLife Extension Service – Liberty County  
 501 Palmer Ave., Liberty, TX 77575  
 Phone – 936-334-3230  
 Fax – 936-336-4565  
*(Checks and money orders can be made out to FCS Advisory Board receipts will be provided at the time of payment)*

Extension programs serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating.

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TEXAS A & M AGRILIFE EXTENSION SERVICE



# Child Care Connection



Alexis Cordova, M.S.  
 County Extension Agent  
 Family & Consumer Sciences  
[alexis.cordova@agnet.tamu.edu](mailto:alexis.cordova@agnet.tamu.edu)

Texas A&M AgriLife Extension  
**Service Liberty County**  
 501 Palmer, Liberty, TX 77575  
 (936) 334-3230  
 FAX (936) 336-4565  
[liberty-tx.tamu.edu](http://liberty-tx.tamu.edu)

## Preschool concerns after the tragedy at Sandy Hook School

By Deborah J. Stewart, M.Ed.

A new week of school starts for most of us and yet, depending on the age of your preschool students, this week begins with the concern of what will tomorrow be like? Will I need to talk with my students about the tragedy in Newtown Connecticut? Should I bring up a conversation with my students about what happened? And if I do, what should I say? Never before have we seen something so sad, so terrible, so awful happen in an elementary school with so many young lives lost. From the emails and message I have received from teachers and parents all over, it seems we are left with an emptiness and the natural concern for what should we do next...



Having not experienced this type of tragic event first hand before, I wouldn't even begin to think I have all the answers for you. But for those of you who were not living in Newtown or any where close by this tragedy and yet find yourself worried about what to say to your students, I

want to share some thoughts on what to say or not say based upon some of the comments I have received.

**Listen**  
 According to Cindy Terebush, of Best Practice in Education, we should start by being good listeners. Children need to feel like it is okay to share their concerns or fears with you. Cindy says, "We need to tell them it is okay to be afraid or sad or worried. Children can see us feel the same way an use us as an example of accepting emotion and coping. They need to ask their questions even when we don't have an answer."

**Be Reassuring**  
 Young children need to feel safe. It is within a safe environment and feeling safe that young children are better able to learn and better able to cope with what is bothering them. Find ways through your conversations with your students to always be reassuring that they are safe. Leave your deepest sorrow outside the classroom door so you can be a source of confident reassurance for your students.

*Preschool Concerns Cont. Page 2*



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Extension program serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating. Individuals with disabilities who require an auxiliary aid, service or accommodation in order to participate in an event are encouraged to contact the Liberty County Extension Office at 936-334-3230 as soon as possible to advise us of the auxiliary aid or service that you will require.

## Preschool Concerns Cont...

### Let your children be children

Although this tragedy is of great sorrow and concern to us as adults, many of your preschool age students may very well not be aware of the events at all or have very little knowledge. They may know something sad or bad happened but don't expect them to have a grown up understanding of the events or presume that they should know any or all the details. Some of your students may not be aware of anything at all and it is necessary to make them aware. Let young children continue to be young children.

### Don't use this tragedy as the basis for teaching tough lessons

From reading the discussions on social media, I just have to add this section. I worry that due to the heightened emotions about the tragic events on Friday and all the adult concerns about school safety policies, gun control, and any other issues that have been raised because of the tragedy, it might seem like an appropriate time to tackle tough issues in your classroom too.

*For example, I read a comment by one person recommending a question like this: "Ask your students to tell you what they would do if a bad person broke into the classroom." I sure hope no one even considers asking a question like that.*

Let me encourage you to not use this tragedy as the basis of information for teaching any type of life lesson in your classroom. Focus your energy on helping your students feel safe, where needed, and getting back to your normal classroom routine right now. If you have tough issues that need addressed, tackle them slowly and sensitively and wisely.

### Gun Play in the Classroom

I have also read that many folks plan to go back into their classroom and immediately make strict rules about gun play. The topics of gun play in the classroom is something that you will get lots of different opinions on depending on who you ask but it is important to note that play is how young children develop their understanding of their world and work through their fears, concerns, or curiosity. Keep in mind that every time a child picks up a block and decides to make it a gun that it doesn't mean they are on the path towards hatred. I am not advocating for gun play in the classroom - but I am saying to keep in check what would be considered normal child's play versus a sign of unacceptable aggression. Here is an article from Teacher Tom titled *Gun Play* and how he tries to help his students think about what is appropriate and what is not.



Again, the point I want to make here is that whatever you do, don't use the tragic events from Sandy Hook as the reason or explanation you give to young children about why they can't play with guns or have pretend gun play in your classroom. If you decide that you need to establish new rules on gun play, then teach your expectations wisely and give children time to remember and understand them.

### Building empathy and concern for others

It is always important to help young children develop a sense of empathy, concern for others, and kindness so that they are gaining the skills they need to make loving and caring choices, but be sure you are taking a healthy and positive approach towards building these attributes and skills.



### Talk with Parents

I also recommend that you discuss any concerns you have with parents of your students. Don't assume that all of your students spent time watching the news with their parent- or spent time listening to disturbing conversations about the tragic events. Be sensitive and perhaps even talk with your parents about what they have shared with their children at home. Many of your parents may have strong feelings about what kind of information you share with their child so be sensitive to their concerns as well.

### Take things slowly

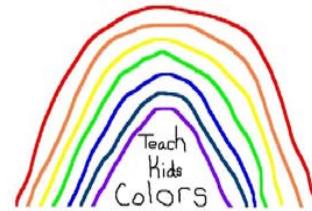
Take things slowly, listen to any concerns raised by your students, and address them in a way that considers where they are in their cognitive reasoning, understanding, and development.

[www.teachpreschool.org/2012](http://www.teachpreschool.org/2012)



# Child Care Provider Training

## February 9th, 2013



Teach young children their colors with fun, engaging activities that include art, games, and interactive experiences.

Church of Christ  
3201 N. Main Street  
Liberty, TX

8:00 a.m. - 4:00 p.m.  
7 Clock Hours (.7 CEUs)

*Lunch will be on your own!*

**\$20.00 per person**

**\$5.00 Late fee for registrations received after deadline. No money collected at the door.**

**Registration Deadline is  
February 1st, 2013**

*See Registration Form Attached!*

Questions? Contact Alexis Cordova  
County Extension Agent, Texas A&M Agrilife Extension  
Service Liberty County  
(936)334-3230

TEXAS A&M  
AGRILIFE  
EXTENSION

Registration begins  
at 7:30 a.m.



### Training Topics

Take a Color Hike  
Safe Violence Free Learning  
Spinning wheel of COLOR  
Color Me Healthy  
Be a Color Magician  
Coloring through Creativity  
What Color are You?

*\*Note: No Participant will be allowed to leave during the training for any reason excluding lunch. This training is for adults only; there will not be child care available during training.*

Does your Center Staff need clock hours? If you have a specific topic or need you would like to request, please contact me and I would be glad to come to your center!



Connect with Experts from Universities across the country!  
Visit [extension.org](http://extension.org)!

27th Annual Conference on the Prevention of Child Abuse  
March 4-5, 2013  
Omni Hotel at the Colonnade  
San Antonio, TX

A statewide Conference designed to offer quality training and information on topics and model programs of interest to leaders in child abuse prevention: social workers, counselors, educators, child care and youth workers, law enforcement personnel, medical & legal professionals, foster parents, child welfare board volunteers, elected officials, and other interested child advocates. Participants may attend their choice of a variety of workshops on child abuse and neglect prevention and educational programs or may select workshops for specialized training credits and professional development.

Register online: <http://www.preventchildabusetexas.org/nextconference.html>

### Super Saturday—Beaumont, TX



The next Super Saturday conferences are:  
**April 13, 2013**  
*Building Relationships*  
**July 13, 2013**  
*Let's Make It!*

For information on Region 5 ESC Early Childhood professional development opportunities go to:  
<http://region-5-school-ready.wikispaces.com>

## Extension Email List Update!!!!

We are in the process of updating our email list to link you with current child care education topics and training opportunities.

**Please send:**

Name, Center (optional), Address, and Email Address to

[alexis.cordova@agnet.tamu.edu](mailto:alexis.cordova@agnet.tamu.edu)

Or

Call at (936) 334- 3230



Pinwheels for PREVENTION  
Prevent Child Abuse Texas

## Online Courses

Texas Agrilife Extension  
Clock hours and/or CEUs  
(Continuing Education Units)  
to fulfill state-mandated training requirements or obtain hours toward Child Development Associate (CDA) National Credential.

<http://childcare.tamu.edu>  
**Set up Free Account Today!**



<http://txchildren.org/conference>

**We all want to leave our kids in capable hands when we go to work, but finding—and affording—good care is a burden that families shouldn't have to shoulder alone.**



"Show and Share" is the highlight of Graham Stutts's week, but it's hard to say whether the 4-year-old is more excited about showing his triceratops to his buddies or wearing his pj's on Pajama Day. He's been attending the Frank Porter Graham (FPG) Child Care Center, in Chapel Hill, North Carolina, since he was a baby, and his 8-month-old brother, Johnny, joined him there this summer. "We've had the most amazing teachers, who really pick up on what each child needs," says his mom, Else. That's why she burst into tears when she found out the center is scheduled to

close next year. "There's nothing more important to a working parent than knowing her kid is in a good child-care situation," Stutts says. The center is run by The University of North Carolina's FPG Child Development Institute, where researchers have spent 40-plus years studying early childhood. Because the monthly fee paid by parents, which ranges from \$1,000 to \$1,520 per child, depending on age and family income, doesn't cover the cost of operating and staffing the program, the institute has had to subsidize up to a third of it. But due to state and other budget cuts, that's no longer possible. This sad situation highlights a longstanding problem: Good child care often costs more than families can afford. In a recent survey of Parents readers who use child care, 84 percent said that finding affordable, quality care is either a challenge, very hard, or impossible. And our survey with the Too Small to Fail Campaign found that 66 percent of parents think the lack of access to child care is a serious problem. Particularly in this economy, parents face tough choices. Having a full-time stay-at-home parent simply isn't a reality for most families anymore. Among married couples, only about 23 percent of moms and 3 percent of dads stay home full-time with their kids, according to the latest U.S. Census data. As a result, nearly 11 million children under age 5 are in some type of child care each week. Roughly 40 percent of those are in the charge of grandparents, other relatives, or friends. Experts include

babysitters in this group of informal caregivers because they aren't regulated, but that doesn't necessarily mean they're inexpensive. Another 30 percent of children attend a child-care center, Head Start, or pre-school, and 15 percent go to a family home day care. None of us wants to settle for someone who will simply "watch" our kids, especially given what we know about the amount of brain development and learning that occurs in the earliest years. Indeed, experts now talk about "early child care and education" as one concept. "It's important to have loving caregivers who know how to organize the day so that the children are engaged and excited to be there," says Parents advisor Kathleen McCartney, Ph.D., dean of the Harvard Graduate School of Education and a researcher with the National Institute of Child Health and Human Development's long-term study of child care. Most parents would probably be shocked to realize that there are no federal standards for quality and safety in child care, only a hodgepodge of inconsistent state laws. Fortunately, government leaders are realizing that changes are needed, but given current budget pressures, the major problems in the child-care system can't be solved overnight. "Many other countries have figured out this challenge, and we need to figure it out too," says Dr. McCartney. [See the results from our survey with the Too Small to Fail campaign.](#) *Crisis Continued... Page 4*



### Footing the Bill

The cost of child care has increased twice as fast as the median income of families since 2000, according to Child Care Aware of America (formerly the National Association of Child Care Resource and Referral Agencies). Average annual fees for center-based care range from \$3,900 in Mississippi to \$15,000 in Massachusetts, depending on a child's age (infant care is more expensive). Of course, some areas are even pricier. "It's a crisis for families with young children," says Richard M. Clifford, Ph.D., a senior scientist at the FPG Child Development Institute. "The cost of quality child care is in the range of what you'd pay for college." For families with two kids in child care, the cost usually doubles, so you can expect to shell out more than the average rent payment in your state. The Federal government gives about \$10 billion per year to states to subsidize care for low-income families through the Child Care and Development Block Grant (CCDBG), but only one out of six kids who qualify for assistance receives it and many states have long waiting lists for vouchers. The U.S. ranks below most developed nations in terms of spending for early-childhood programs and, unfortunately, funding for child care has never been a national priority.

### Peace of Mind

As much as the cost of care varies, so does the quality. According to Child Care Aware of America, which scores each state on a detailed set of criteria every two years, most states earned a failing grade in the most recent report. For example, 16 states don't require lead teachers in centers to have a high-school diploma, and only 21 states insist that caregivers have any child-development training. In California, centers are inspected only once every five years. In South Dakota, a home day care can have a dozen children and not need a license. Centers have to be licensed in all states, but some states exempt those in churches or other religious buildings from any oversight. The ratio of adults to children is important (experts recommend at least one adult for every four babies or ten preschoolers), but sheer numbers aren't the key to quality. "Kids need to be in an environment that supports all aspects of their development—social, emotional, intellectual, and physical," says Dr. McCartney. Even something as simple as whether a caregiver responds to a babbling baby can have a profound impact on his language skills. The facility matters too—children need space to play and explore. Despite their crucial role, child-care workers earn little respect and their median paycheck is about \$21,000 a year. "You can have an amazing staff member who is a natural with kids, but she has to quit because she can't afford to pay her bills

on her salary," says Donna Denette, executive director of Children First, a child-care center in Granby, Massachusetts. Staff turnover is hard on young children, who become attached to their caregivers. Experts are increasingly concerned about health and safety issues. It's important for staff to be trained in first aid, CPR, safe-sleeping practices, and child-abuse prevention. Centers should be regularly inspected (after all, dog-grooming salons and restaurants are). Only eight states require that caregivers in licensed centers and family child-care homes have a comprehensive background check, including a fingerprint check against state and FBI records, and a check of sex-offender and child-abuse registries. In North Carolina, for example, more than 450 people who applied for jobs at child-care programs last year were turned down because they were found to have a criminal record or a history of child abuse. Some states, such as Kansas and Texas, have enacted stricter safety regulations only after tragic incidents in which a child died.

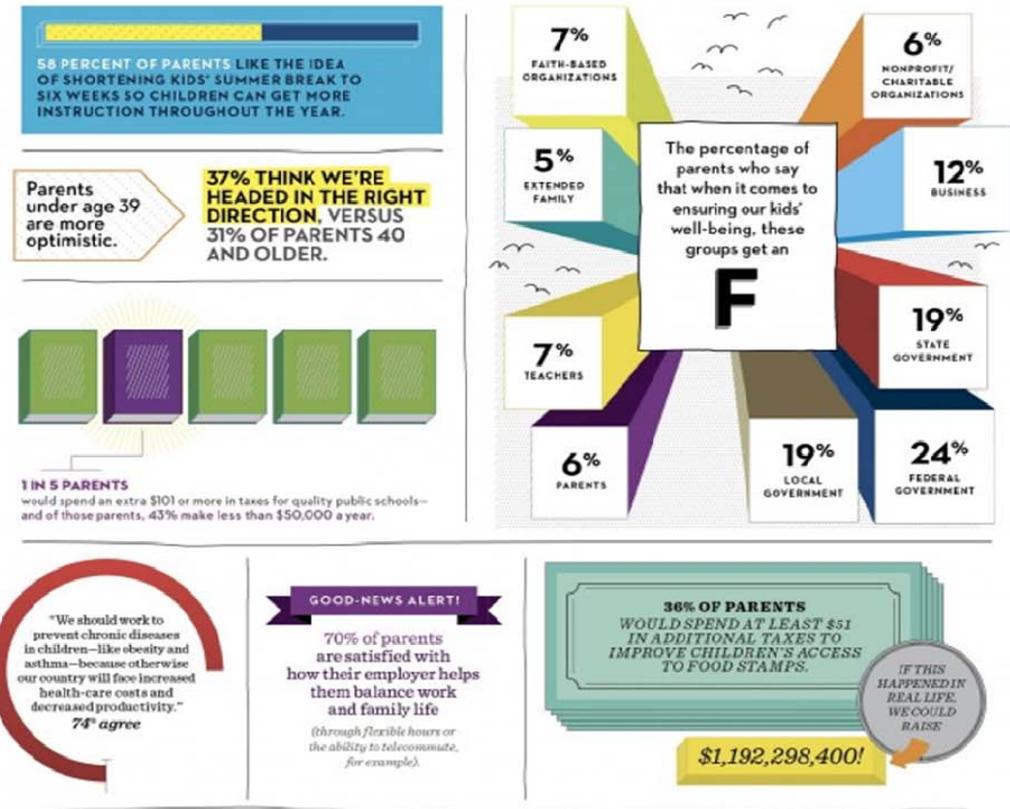
*Crisis Continued... Page 5*



# Parents AND THE CENTER FOR THE NEXT GENERATION

## OUR KIDS' FUTURE, BY THE NUMBERS

WE CONDUCTED A JOINT SURVEY OF MORE THAN 2,100 PARENTS OF CHILDREN UP TO AGE 18 TO FIND OUT HOW YOU FEEL ABOUT YOUR KIDS' LIVES. THESE ARE AMONG THE FINDINGS THAT OPENED OUR EYES.



This online survey of 2,173 parents was conducted August 9–14, 2012 by Research+Data Insights, a Hill+Knowlton Strategies company. The margin of error is +/- 2.2 percentage points. Illustration by Frank Augugliaro.



Parents Magazine is partnering with Child Care Aware of America on a letter-writing campaign to advocate for new standards that will protect children at child-care centers and in family day-care homes.

- Comprehensive background checks for all caregivers
- At least 40 hours of initial training and 24 hours of annual training for caregivers in health/safety and child development

- At least one unannounced inspection per year
- Required state license for all centers and day-care homes of any size
- Results of inspections and violations posted online Quality rating systems for centers and homes in every state
- An increase in the percentage of federal funds reserved for quality improvement to at least 12 percent

## [Our Kids' Future by the Numbers](#) By Jessica Hester

This country gives us a lot to be proud of: freedom of speech and religion, for one thing; how we prize individualism, for another. But there's also much to worry about, including a faltering education system, an increase in poverty, and a rise in chronic health problems such as diabetes and asthma. Perhaps your family has been impacted by these issues, but even if it hasn't, there's no question that they'll ultimately affect all of our children.

That's why *Parents* partnered with the Too Small to Fail campaign, a program of [The Center for the Next Generation in San Francisco](#), which aims to raise awareness about the state of America's kids. We surveyed a national sample of more than 2,100 parents of children up to age 18 to find out how moms and dads feel about their kids' lives today, and what concerns you have about their future. The findings opened our eyes.

Click the link below to send a letter to your members of Congress and let them know that you support these priorities as part of the reauthorization of the Child Care and Development Block Grant.

Send a Letter—Visit link below!  
<http://www.usa.childcareaware.org/parentsmag>

*Originally published in the December 2012 issue of Parents magazine.*

Parents Parents.com  
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## Prioritizing Solutions

For years, advocates have been calling for reforms to the Child Care and Development Block Grant (which hasn't been updated since 1996) to establish higher standards that states must follow in order to receive federal funding for child care. There is now a bipartisan effort in the Senate, led by Democrat Barbara Mikulski (MD) and Republican Richard Burr (NC), to reauthorize the legislation. Although more money for child-care subsidies is certainly needed, given the current budget constraints the senators are now focusing on lower-cost ways to improve care overall "It is absolutely crucial that we make a national commitment that safe and quality child care is available everywhere," Senator Burr said at a subcommittee hearing in July. Such improvements are also the idea behind the federally funded Race to the Top Early Learning Challenge, which awarded \$500 million dollars to nine states last December. The states will use the money, which will be given over four years, to fund their winning plans to improve early-learning programs for infants, toddlers, and preschoolers. Five runners-up are expected to share an additional \$133 million.

It's not that we don't know how to provide high-quality, affordable care in this country. The Federal government already runs an enviable child-care system for military

families. In 1989, Congress passed the Military Child Care Act, which required strict standards and oversight for all centers and day-care homes. Parents pay only a portion of the program's actual cost. However, none of the same requirements for civilian child care were included in CCDBG, which was originally enacted the following year.



Even given the current federal deficit, experts believe that spending more on child care is worth it. Research from Nobel prize-winning economist James Heckman, Ph.D., at the University of Chicago, for example, found that the return on investment can be as high as \$16 for every dollar that goes into high-quality early-childhood programs, because kids in good care have less need of special education and public assistance, and are less likely to commit crimes.

There is limited financial help available for middle-income families, who can't qualify for state or federal assistance. Under the current law, the Dependent Care Tax Credit offsets a tiny fraction of

the fees parents pay. As part of his Fiscal Year 2013 budget, President Obama proposed to increase the amount next year to 35 percent of qualified expenses, up to \$3,000 for one child and \$6,000 for two or more children in families making less than \$75,000 per year. Parents may also be able to take advantage of Dependent Care Accounts offered by their employers, which allow them to put aside up to \$5,000 pretax.

Clearly, there's no cheap, easy solution, but that doesn't mean we shouldn't speak up about the importance of the issue. "Imagine if all the child-care centers closed for a week. Everything would come to a screeching halt," says Denette. "But you don't hear people talking about us as if we're critical to the functioning of society."

We can expect to pay a high price if we pitch in to help cover the cost of better care for all—but an even higher price if we don't. "We have decided as a country to invest in other things that aren't giving us the same bang for the buck that early education will," says Dr. McCartney. "As a developmental psychologist, I care most about children's early learning and social development, but, ultimately, the crisis in child care is also going to affect our global competitiveness."

Our hearts go out to the family members and others affected by the tragic school shooting in Newtown, Connecticut. We've compiled these online resources for parents, teachers, and others working with young children about coping with violence and talking to young children about tragedies they learn about in the media.

**[The National Association of School Psychologists - Resources to cope with violence](#)** Resources on talking to children about violence, tips for parents, teachers, and school administrators, dealing with a death in a school and more. The Association has listed some of these key resources on their home page for quick access.

**[The National Child Traumatic Stress Network - Tips for talking to children about the shooting](#)** Resources on talking to children about the recent shooting, information about the shooting's psychological impact, tips for parents on media coverage - includes tips specific for preschool-aged children.

**[The National Education Association - School crisis guide](#)** The National Education Association (NEA) and the National Education Association Health Information Network (NEA HIN) developed this easy-to-use crisis guide with essential, to-the-point advice for schools and districts.

**[American Academy of Pediatrics - Talking with children](#)** Resources to help parents talk to children about violence and disasters.

**[Child Care Aware - Helping families and children cope](#)** In the wake of any kind of emergency or disaster - large or small - children and adults may feel anxious about their own safety and security. Child Care Aware offers resources for Parents, Caregivers, School Professionals and more.

**[American Psychological Association - Helping children manage distress](#)** As a parent, you may be struggling with how to talk with your children about a shooting rampage. It is important to remember that children look to their parents to make them feel safe.

**[National Academy of Child and Adolescent Psychiatry - Coping with tragic events](#)** In hopes of helping families cope with such tragic events AACAP created a collection of resources including [tips for talking to children about Connecticut school shooting](#).

**[Substance Abuse and Mental Health Services Administration - Coping with violence and traumatic events](#)** This web page includes information about the Disaster Distress Hotline, the nation's first hotline dedicated to providing disaster crisis counseling. It also includes articles for students, parents, teachers, and other caregivers, and for responders and health professionals.

**[Sesame Workshop - A resource for parents and caregivers](#)** "Here for Each Other: Helping Families After and Emergency" is a resource that includes tips, ideas, and activities to help adults and children cope with disasters.

**[Helping Children Deal with Tragic Events in the News - Timeless wisdom from Fred Rogers for parents, teachers, and caregivers](#)** In times of community or world-wide crisis, it's easy to assume that young children don't know what's going on. But one thing's for sure, children are very sensitive to how their parents feel. They're keenly aware of the expressions on their parents' faces and the tone of their voices.

**[Tips for Talking to Children and Youth after Traumatic Events](#)** Subtitled "A Guide for Parents and Educators," this printable PDF contains concise tips for talking to children after traumatic events as well as resource links when more active intervention may be required.

**[Helping Children Cope with Tragedy-related Anxiety](#)** This web page, from Mental Health America (formerly known as the National Mental Health Association), offers tips for parents in helping preschool-age children, as well as grade school-age children and adolescents, with tragedy-related anxiety.

**[After the Crisis: Using Storybooks to Help Children Cope](#)** Authors Cathy Grace and Elizabeth Shores offer literature-based activities to help children who have been through a trauma. With activities and exercises that can be used in conjunction with 50 children's books, the discussion starters and writing and art activities in *After the Crisis* can be used by teachers to promote children's ability to cope and heal.

**[Media Coverage of Traumatic Events](#)** This web page discusses research findings that link watching media coverage of traumatic events with stress. The article gives viewing recommendations and other advice for parents of young children.

National Association for the Education of Young Children  
[www.naeyc.org](http://www.naeyc.org)

**Early Childhood Training Courses** <http://fcs.tamu.edu/collabforchildrensu/>

- A Classroom Where Everyone Belongs (1 clock hour)
- Big Ideas in Small Spaces: Using Centers to Encourage Active Learning (2 clock hours)
- Classroom Management (2 clock hours)
- Effective Communication Strategies (2 clock hours)
- From Good to Great: Creative and Interactive Circle Time Routines for Young Audiences (2 clock hours)
- Getting a Clue: Observation and Assessment (1 clock hour)
- Health and Safety: The First Line of Defense (1 clock hour)
- How Do I Design Effective Training For My Staff? (2 clock hours)
- How to Build Effective Partnerships with Families (1 clock hour)
- I Wonder...Science in the Early Childhood Classroom (2 clock hours)
- Leadership 101: The Basics of Maintaining an Effective Child Care Program (1 clock hour)
- Magical Math Experiences for Early Childhood Classrooms (2 clock hours)
- More Outside Play Please: Importance of Outside Play (2 clock hours)
- More Than the A,B,C's: Language and Literacy Development for Young Children (2 clock hours)
- Positive Guidance: Why, What and How? (1 clock hour)
- Supporting Child Growth and Development (1 clock hour)
- Teaching with a Purpose: Developmentally Appropriate Practice (1 clock hour)
- Trouble in the Classroom: Overcoming Challenging Behaviors in the Early Childhood Classroom (2 clock hours)
- View From the Door: Creating Welcoming, Respectful, Work Environments for EC Professionals (1 clock hour)
- Why Play? Understanding the Role of Play in Early Childhood (2 clock hours)

*Funding for online training provided by Gulf Coast Workforce Board – Workforce Solutions as part of their Early Care and Education Quality Improvement Grant.*



**Get children excited about eating smart and moving more!**



Need assistance with bringing healthy messages to the children in your center? Call Texas AgriLife Extension Service in Liberty County and speak with Mrs. Grace! She will bring fun circle time lessons to your classroom! Some of the lessons include a short food demo and snack!

**Cost: FREE**

**Monthly Lessons Available!**

**For more information call (936)334-3230**

**Free nutrition classes to help adults learn the basics can be coordinated for parents & staff too!**