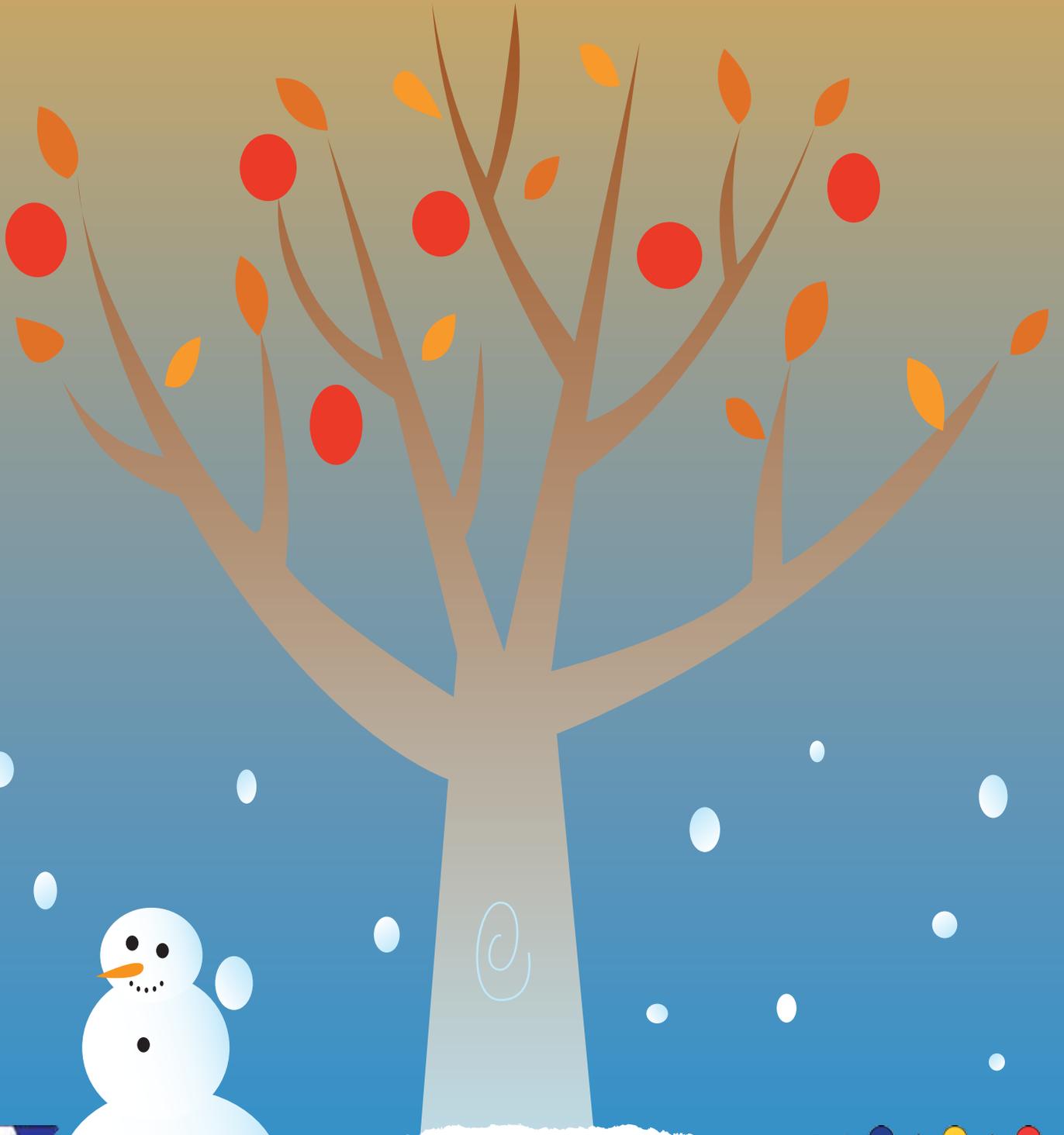


# Arkansas

## Early Childhood Newsletter



November-December 2009





The Arkansas Early  
Childhood Commission  
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Tonya Russell, Director  
Barbara Gilkey, Chair

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The Arkansas Early Childhood  
Newsletter is an information  
service of the Division of  
Child Care and Early Childhood  
Education, Department of  
Human Services.



## ► Director's Note

Dear Early Care and Education Colleagues:

I hope you are enjoying the children in your program but more importantly I hope they are enjoying you and the opportunities you provide each day.

I have had the opportunity to visit with several of the leaders in federal programming this fall to discuss what is happening in Arkansas and hear the vision for children and youth at the national level. Many of the federal leaders are longtime advocates for quality early care and education services. I am excited that Joan Lombardi, former and first Child Care Bureau Director, is serving as a liaison between the U.S. Department of Health and Human Services and Department of Education regarding services for children birth to five. Shannon Rudisill, who previously worked in the Child Care Bureau, has returned and is serving as Director. Even more exciting, Dr. Jacqueline Jones, my counterpart for state funded pre-k in New Jersey, is now serving in a newly created early education position at the U.S. Department of Education. Stay tuned for continued news from Washington, DC as these leaders begin to shape policies in the new administration. I also encourage you to stay informed about the Early Learning Challenge bill moving in Congress which supports the coordination of state efforts to improve the quality of early learning and education across systems for all children.

In this newsletter, there are a number of articles related to children's health and development including nutrition and physical activity as well as updates about seasonal and H1N1 flu shots. Enjoy the article about the "turtle technique" which is a great calming tool to improve social/emotional opportunities for children in classrooms. Remember children cannot learn and develop optimally, if health needs are compromised. Learn about the efforts to improve quality for all children by understanding "Better Beginnings". Arkansas' efforts to develop and implement a Quality Rating Improvement System which goes hand in hand with the Early Learning Challenge bill mentioned above.

As always, thanks for all you do to improve the lives of children and families in Arkansas.

Tonya Russell, Director  
Division of Child Care and  
Early Childhood Education





# Pre-K–12 Arts In Education (AIE) Mini-Grant Program

The Arkansas Arts Council is pleased to announce a Pre-K–12 ARTS IN EDUCATION (AIE) Mini-Grant Program for Pre-K–12 schools and community organizations. This grant will provide funding to bring artists listed on the Arts in Education Artist Roster into the classroom or into an after-school or summer program to present a hands-on, curriculum-based or character-centered artist residency that can last up to ten days.

The AIE Mini-Grant program also allows schools and organizations the opportunity to present a professional development workshop for teachers in curriculum-based arts activities with, or instead of, an artist residency. Applicants may receive a maximum of \$2,000, using established AIE program rates for artist fees, travel, meals, lodging, and supplies. Applicants must show a 1:1 match of cash and/or in-kind contributions. All Arkansas schools and community organizations will be able to apply. Schools and organizations in rural and underserved communities that have not had access to one of the Art Council's AIE grant programs are especially encouraged to apply.

Interested parties may view the attached MINI-GRANT PLANNING GUIDE, MINI-GRANT ARTIST ROSTER, and AIE-MINI-GRANT APPLICATION. Information may also be obtained through the program Web site: <http://www.arkansasarts.org/programs/aie>.

Mini-Grant programs must occur between October 2009 and August 2010. Grants will be awarded on a first-come, first-serve basis until funds are expended or until August 31, 2010, or whichever comes first. Applications must be received at least two weeks before the date of the actual program to allow time for processing. Requests must be submitted and approved for funding before the residency begins.

For more information, contact Cynthia Haas, Arts in Education Program Manager, at 501-324-9769, or by e-mail at [Cynthia@arkansasheritage.org](mailto:Cynthia@arkansasheritage.org).



## Change Means GREEN



Everyone is thinking GREEN, including the Division of Child Care and Early Childhood Education. The whole agency is moving toward paperless systems, so one of the first things our Division plans to do is begin posting all notices to our web site for you as the provider to access through a secure log-in (this means you will have a password allowing only you to view this information). Paper notices (i.e. fee notice) will no longer be mailed to you through the USPS, unless you specifically request it.

The web site will also give you as the provider a tool for making self-reports and alternative compliance requests, as well as viewing compliance history, complaint history, etc. for your program. All these methods will not only help the environment by reducing paper, but will save time in processing the requests you have submitted for review.

The Child Care Licensing Specialist in your area will be contacting you to obtain your e-mail address and/or web site address to enter into the new licensing computer system called CCLAS. The CCLAS system is scheduled to roll-out January 29, 2010, so the Division is preparing for the transition from our existing system, CLEAN, to the new system, CCLAS. Please contact your licensing specialist or Central Office at 501-582-8590 if you have any questions or need further clarification.



## 2009 H1N1 Flu: Parents and Caregivers of Young Children

- If your child is younger than 6 months, you should get vaccinated against seasonal and 2009 H1N1, since children younger than 6 months cannot be vaccinated.
- If your child is 6 months or older, he or she should get both a regular flu shot and a 2009 H1N1 shot when they are available in your community.
- If your child is 2 years or older and does not have asthma, he or she may get the nasal spray form of the vaccine.
- If your child is 9 or younger, he or she will need two doses of the H1N1 vaccine given 3-4 weeks apart.
- Both you and your child should wash your hands often, cover your coughs and sneezes, and keep a distance from others when sick.
- If you are sick and need to be in close contact with a child, consider wearing a surgical mask or cover your nose and mouth with a tissue and wash your hands frequently.
- If your child is younger than 5 years old (and especially if he or she is younger than 2 or of any age with a condition that places them at high risk of flu complications) and develops flu symptoms (including some or all of the following: fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, or tiredness), please call your health care provider or the nurse advice line at your health plan, clinic, or health department.
- Most people with flu symptoms do not require testing for 2009 H1N1 because the test results usually do not change how you are treated.
- Early treatment with antiviral medicine for young children and children of any age with underlying health conditions is important and can make a big difference. (Treatment within 2 days of when symptoms start is best.)
- Aspirin should not be given to people under the age of 19 with flu, and over-the-counter cough medicine should not be given to children younger than 4 years.
- Underlying conditions in children include asthma or other lung problems, diabetes, weakened immune systems, kidney disease, heart problems, and neurological and neuromuscular disorders.

### Anyone with the following emergency warning signs needs urgent medical attention:

#### CHILDREN

- Fast breathing or trouble breathing
- Bluish skin color
- Not drinking enough fluids
- Not waking up or not interacting
- Being so irritable that the child does not want to be held
- Flu-like symptoms improve but then return with fever and worse cough
- Fever with a rash

#### ADULTS

- Difficulty breathing or shortness of breath
- Pain or pressure in the chest or abdomen
- Sudden dizziness
- Confusion
- Severe or persistent vomiting
- Flu-like symptoms improve but then return with fever and worse cough



# Keep your kids and your community healthy.



**Get your flu shot!**

## Key Facts about Seasonal Flu

- Seasonal flu is a disease that causes mild to severe illness. Each year in the US, there are 25-50 million infections, over 200,000 hospitalizations and 36,000 deaths due to flu.
- The seasonal flu virus is easily spread through coughing or sneezing and by touching a hard surface with the virus on it and then touching your nose or mouth.
- The best way to prevent the flu is to get a flu shot each year. The shot takes one to two weeks to start working and is 70 to 90 percent effective in preventing the seasonal flu.
- The flu shot will not give you the flu! The shot is a vaccine that helps protect you against the seasonal flu virus. This shot will not protect you against the novel H1N1 influenza A (Swine Flu) virus.

## Seasonal Flu Tips

- Children, the elderly, health care workers and others prone to getting the flu should get their flu shot every year.
- For extra safety, people you live with or spend a lot of time with should also get a flu shot. You are less likely to get the flu if the people around you don't have it.
- The best time to get a flu shot is between mid-October and mid-November. This helps your body fight the flu during the height of the flu season, which is generally December through March.

## The Importance of Seasonal Flu Shots

- Children can catch the flu more often than adults but they usually aren't as sick. Parents should keep their sick children at home so they do not spread the flu to others.
- For older adults and others who are at risk of complications, a flu shot can reduce hospitalizations by as much as 70 percent and deaths by 85 percent.
- The best way to protect yourself, your family and your community against the flu is to get a flu shot each fall.

**GET A FLU SHOT!** For more information on seasonal flu go to: [www.healthyarkansas.com](http://www.healthyarkansas.com)



## The Turtle Technique – A Calming Routine

One of the most popular activities with the participants in Pre-K Social-Emotional Learning (Pre-K SEL) trainings has been the Turtle Technique, a calming routine. While adults may often tell children to calm down, it is highly unlikely that this will help children to actually change their angry, impulsive behavior. The Turtle Technique teaches young children a strategy to modify their thoughts and self-regulate. The Turtle Technique involves four simple steps that can be easily taught to preschoolers.

1. Recognize that I am angry (“I am mad.”).
2. Think **stop**.
3. Go into my shell and take three deep breaths and think calming, coping thoughts, “I can calm down and think of good solutions. I am a good problem solver.”
4. Come out of my shell when calm and think of some solutions to the problem.



Using a turtle puppet is very effective in engaging children while teaching the Turtle Technique. During large or small group time, a teacher can begin by introducing the turtle to the class. The turtle can tell the children about a time that he got really upset (use an incident that is familiar to preschoolers). The turtle demonstrates how he realizes that he is mad. Then the turtle tells the children that he thinks to himself **stop** and goes into his shell. The turtle takes three deep breaths in his shell and thinks to himself, “I can be calm and think of good solutions to solve my problem.” He comes out of his shell when he is calm and is ready to solve the problem peacefully. The turtle can invite the children to practice the Turtle Technique with him. (Joseph & Strain, 2006)

A downloadable PowerPoint of the scripted social story using the Turtle Technique, *Tucker Takes Time to Tuck and Think*, along with many other useful resources can be found on the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) website at <http://www.vanderbilt.edu/csefel/index.html>. Their companion federally-funded project of the same focus, Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) can be accessed at <http://www.challengingbehavior.org/index.htm>.

Pre-K SEL is 45 hours of training that equips early educators with the skills and knowledge to create warm relationships with children, parents, and coworkers; create positive and productive classroom climates; prevent challenging behavior; manage disruptive behavior; and teach children new skills so they enter kindergarten ready to learn. Since the launch of Pre-K SEL in June of 2008, over 100 trainers and 1,800 participants have been trained across the state. Schedules for upcoming Pre-K SEL courses can be found on the TAPP Registry website: <http://professionalregistry.astate.edu/registry.asp>.

For more information contact about Pre-K SEL, contact:

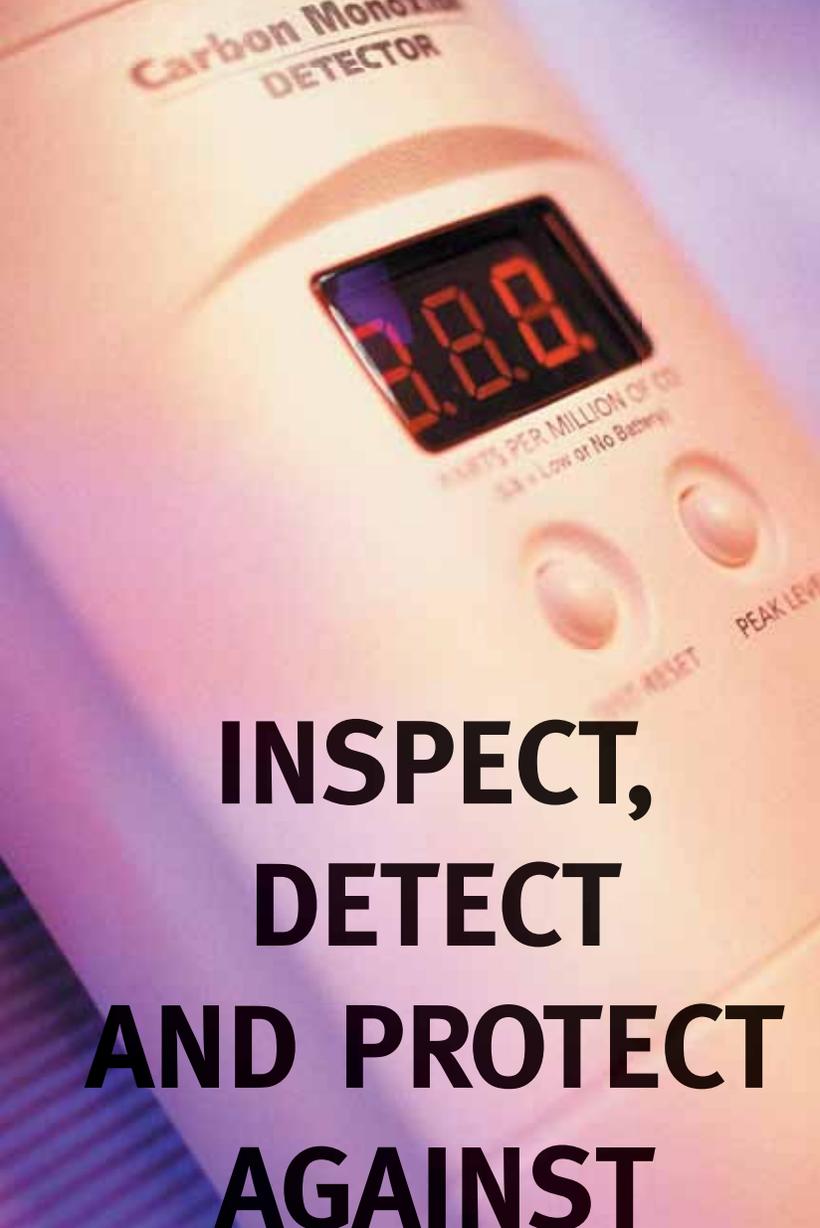
Susan Slaughter, Pre-K SEL Training Advisor

Early Care & Education Projects

800-632-8754 or [slaught@uark.edu](mailto:slaught@uark.edu).

<http://ecep.uark.edu/>

Joseph, G., & Strain, P. (2006). *Module 2. Handout 7. Social emotional teaching strategies: Helping young children control anger and handle disappointment*. Center on the Social and Emotional Foundations of Early Learning. Retrieved on September 15, 2009, from <http://www.vanderbilt.edu/csefel/modules/module2/handout7.pdf>



**INSPECT,  
DETECT  
AND PROTECT  
AGAINST**

**CARBON  
MONOXIDE  
POISONING**



**U.S. Consumer Product Safety Commission**

CPSC hotline: 800-638-2772  
and 800-638-8270 (TTY)



**National Safety Council**

**Each Year about  
125 People Die  
from Carbon  
Monoxide (CO)  
Poisoning\*.**

\*Associated with fuel-burning consumer products.

**Be sure you:**

- Every year, have a professional inspect all fuel burning heating systems including water heaters and furnaces.
- Install CO alarms in hallways near bedrooms in each sleeping area.
- Check CO alarm batteries monthly and replace them annually.

This alert was produced by CPSC's Neighborhood Safety Network program.

Sign up to receive free NSN safety alerts and posters at

**[www.cpsc.gov](http://www.cpsc.gov)**

# Best Practices for Nutrition, Physical Activity & Screen Media in Child Care Settings



Issue Brief #2 ♦ 2009

## The child care setting strongly influences child behavior and early habits.

Successful childhood obesity prevention efforts focus on creating healthy environments that make healthy choices possible. Research shows that nutrition, physical activity, and screen media behaviors are linked to a child's physical and social development.

This issue brief offers practical steps based on recommendations from leading researchers, clinicians, child care providers and others in the child care field. These best practices can serve as a guide for policy change in all types of child care settings. While some actions are easy to do, others increase costs and require additional effort. To fully implement these steps, child care providers will require more support, training, technical assistance, and funding from public and private sources.

## 1. Make every calorie count by offering a variety of healthy foods.

Children's early experiences with food influence their preferences and consumption—they like what they know. Good eating habits come from exposure to healthy food and pleasant meal and snack times. Below are some specific measures that child care providers can take.

- Develop and follow a menu that includes a selection of nutritious foods.
- Include nutrition and feeding policies and practices in the orientation for new employees and regularly review policies with employees.
- Include a policy about foods brought from home in the parent guidebook.
- Find out if you are eligible for the USDA Child and Adult Care Food Program (CACFP) to help with food costs and menu planning.
- Provide meals, snacks, and beverages as suggested by a nutrition consultant, or as required by licensing or CACFP.

- Children who receive CACFP meals eat healthier food than children who bring meals and snacks from home.<sup>1</sup>
- Adding portable play equipment to an outdoor preschool playground significantly increases physical activity in 3-5 year old boys and girls.<sup>2</sup>
- For 3 year olds, each one hour increment of TV viewing per day is linked to consumption of more sugar-sweetened beverages, fast food, and calories; and less fruit, vegetables, calcium, and fiber.<sup>3</sup>



- ✓ **Grain products:** Make most of your grains whole. Look on labels for the words whole wheat or whole oats, etc. These provide fiber to help digestion.
- ✓ **Vegetables:** Vary your veggies. Consider new ways to serve them. Use to introduce different colors, shapes and textures.
- ✓ **Fruits:** Try new colors. Choose fresh, frozen, canned or dried.
- ✓ **Meat & Meat Alternatives:** Choose lowfat or lean meats and limit high fat products (hot dogs, chicken nuggets, etc.). Try different types of bean products.
- ✓ **Milk products:** Go lowfat (1%) or fat free for children 2 years and older. Limit flavored milks.
- ✓ **Juice:** If you serve juice, make it 100% juice and only provide to children older than 12 months. Serve in cups not bottles and limit to 4 ounces per day.
- ✓ **Sweetened Beverages:** Avoid beverages with added sweeteners. Instead, offer milk to provide calcium and Vitamin D which are essential for bone growth.
- ✓ **Water:** Make water available at all times. Encourage water with snack and meal times.
- ✓ **Low-nutrition, high fat, high calorie foods:** Offer sparingly and provide healthy suggestions to parents for special events.

## 2. Create healthy meal and snack times.

- Serve food in common bowls and pitchers to pass around so children can serve themselves.
- Have adults eat with children for safety and to model healthy eating.
- Introduce new foods with familiar foods.
- Let the child decide how much to eat.

*Healthy meal times are not just about the food.*



## 3. Move throughout the day.

A child's health, development, and learning depend on getting physical activity every day.

- Offer 30-60 minutes of age-appropriate physical activity and play daily.
- Train teachers to engage and lead children in physical activities.
- Incorporate movement (stretching, dancing, marching, jumping, crawling) into all aspects of the curriculum, including transition times.
- Include policies in the parent handbook about outside play and physical activity. Ask parents to dress children in clothes that encourage active play. Keep extra mittens, hats, and coats on hand.

*Physical activity is more than exercise.*



## 4. Minimize Screen Media Time.

Even young children are widely exposed to screen media—television, video, video games, computers, phones—every day. The long term effects are unknown. However, research has linked TV viewing by young children to increased aggressive and antisocial behavior, lower academic performance, poor nutrition, obesity, and sleep disorders. Because of these adverse effects, the American Academy of Pediatrics ([www.aap.org](http://www.aap.org)) recommends:

- No TV viewing for children younger than 2 years.
- Limit children's total media time for non-educational purposes to no more than 1-2 hours per day.
- Encourage active games, listening and moving to music, and creative play to foster interaction and help brain development.

*Less screen time means more time for play.*



### References

- <sup>1</sup> Bruening KS et al. *Journal of the American Dietetic Association*. 1999 Dec;99(12):1529-35.
- <sup>2</sup> Hannon JC, Brown BB. *Preventive Medicine*. 2008 Jun;46(6):532-6.
- <sup>3</sup> Miller SA et al. *International Journal of Pediatric Obesity*. 2008;3(3):168-76.

For more information and tools to put these practices in action see [www.cphn.org](http://www.cphn.org)



Prepared by the University of Washington Center for Public Health Nutrition.  
Support for this project was provided by a grant from the Robert Wood Johnson Foundation.

# Reminders from your Compliance Unit

• Please be reminded that Veteran's Day (11/11/09), Thanksgiving Day (11/26/09), and Christmas Day (12/25/09) are allowable holidays, where the provider may bill absentee and actually be closed. Any holiday billed as absentee will count toward the maximum billed absentee days of seven (7) per month. Also, listed below are some stipulations that you agreed to when you signed your child care system voucher agreement (DHS 9800):

1. You MUST keep an accurate record of voucher children's attendance on a DHS approved form [www.arkansas.gov/childcare/familysupport](http://www.arkansas.gov/childcare/familysupport).
2. These records MUST be retained for five years
3. Your billing MUST coincide with the attendance records
4. You MUST provide these records within an hour after they are requested by DHS
5. The Provider will maintain all client records in a confidential manner

• Are you considering selling your facility or turning over control to a new owner? If so, and you participate in the voucher or food programs the new owner will need time to apply to participate and be approved. This process takes between 2 to 6 weeks. Give yourself and the new owner plenty of time to make a smooth transition for you and the children. New owners who are not approved to participate in the voucher or food program cannot be paid for the children in care. Please take time to prepare for changes for the benefit of the children and families you serve.

• Please be reminded that billing for school-aged children will change in a few days because schools will be back in session. School-aged children who currently qualify for full-time billing will probably be eligible for only half-time, or part-time billing after the school year begins. Please notify the child's caseworker IMMEDIATELY if you do not have the correct voucher for a school-aged child who attends your facility. Also please be reminded for those children attending your facility both before and after school will need to be signed in and out in the mornings and again in the afternoons on the attendance records.

If you have questions, you may contact Ray Jones (501-683-2611), Mike Saxby (501-682-8584), and/or Sharron Brooks (501-683-3670). Please don't hesitate to call us if need, we are here just waiting to help!

## save the Date



# Shawn Brown's Super Fun Show

**11<sup>th</sup> Annual Spring Concert**

**Tuesday, April 27, 2010**

**At Independence Hall,**

**UACCB**

**In Batesville**

**And**

**Wednesday, April 28, 2010**

**At Benson Auditorium,**

**Harding University**

**In Searcy**

For more information call

1-800-737-2237

or

870-793-5233

In Batesville

# School-Age Specialist Online



**NEW ENROLLMENT  
PERIOD!**  
School-Age Specialist  
**ONLINE**

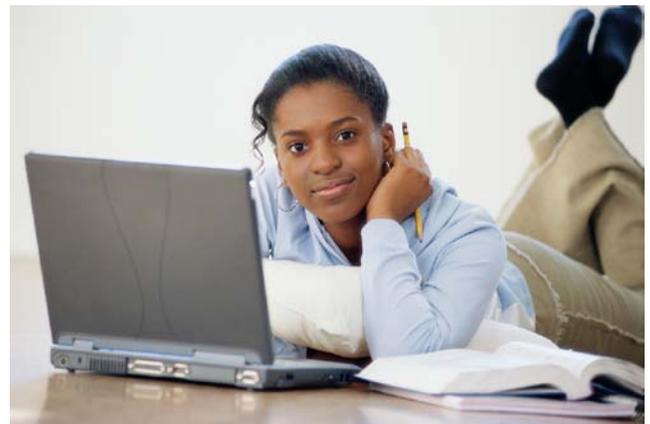
Everything needed to complete the training will be provided through ASU's online learning tool, "Blackboard Online," through [www.astate.edu](http://www.astate.edu) at no additional cost.

This training may be taken as an introduction for the provider new to the school-age field, or as a refresher course for those who have been working in the field for some time.

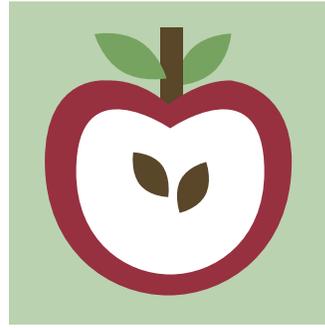
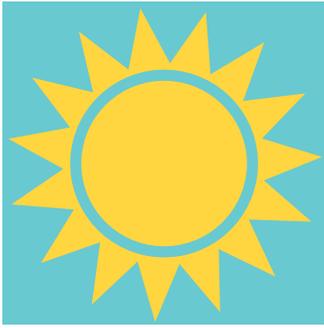
The five modules address the following topics:

- Growth & Development
- Planning a Safe and Healthy Environment
- Activities & Program Planning
- Guiding Children's Behavior
- Building Relationships

**Next course begins  
October 1 - November 15  
February 1—March 15**



For more information about this class contact Woodie Sue Herlein at [wherlein@astate.edu](mailto:wherlein@astate.edu) or 888-429-1585



# better beginnings

EVERY CHILD DESERVES OUR BEST

# FAST FACTS

## Not a New Idea...

A growing number of states are creating quality rating improvement systems (QRIS). Similar to rating systems for restaurants and hotels, QRIS awards quality ratings to early education and school-age care programs that meet specified standards.

These systems provide an opportunity for states to increase the quality of care for children, increase parents' understanding and demand for higher quality care, and increase the knowledge and expertise of child care providers.

- ☀ 17 States have implemented statewide Quality Rating Improvement Systems for child care facilities
- ☀ More than 25 states are exploring or designing statewide rating systems
- ☀ 5 states (CO, NC, OK, PA, and TN) have conducted in-depth evaluations of their rating systems, which have shown positive effects on quality

## ...But a GREAT Idea!

- ★ Provides tools for self-evaluation and program improvement for providers
- ★ Assists parents in identifying quality child care through easy access portals (toll-free number, Web site, literature, community meetings)



# Coming to a Town Near You!



**Better Beginnings** is the NEW name for the Arkansas QRIS and the companion consumer education campaign. Watch for **Better Beginnings** in July, 2010.

-  **Better Beginnings** supports Arkansas communities and families as we prepare our children for the knowledge-based economy of the 21st Century
-  **Better Beginnings** promotes engaging, meaningful learning opportunities for children
-  **Better Beginnings** incorporates parent/family/community partnerships
-  Parents, children, schools, communities, and businesses will be the beneficiaries of **Better Beginnings** – Every Child Deserves our Best!

## For more information, contact:



DHS/Division of Child Care and Early Childhood Education  
700 Main Street, Little Rock, AR 72201 or P.O. Box 1437, Little Rock, AR 72203-1437  
Phone 501-682-4891 • Fax 501-682-2317 • TDD 501-1550  
[www.arkansas.gov/childcare](http://www.arkansas.gov/childcare)

## Are You Getting Ready for Better Beginnings?

The Arkansas Better Beginnings System will be available to licensed child care programs in July 2010. Better Beginnings is a great way to receive recognition as your program progresses toward higher quality.

If your program is planning to participate in Better Beginnings, you may want to attend a new workshop for administrators, “Getting Ready for Better Beginnings”. This 3-hour session will review Better Beginnings requirements, explain the quality assessment procedures and discuss strategies for achieving your goal.

“Getting Ready for Better Beginnings” is scheduled in the following locations. More information is available on the Training Opportunities page of the TAPP Registry web site at <http://professionalregistry.astate.edu>.

Hot Springs  
November 17, 2009 1pm-4pm  
FUMC Christian Life Center  
1100 Central Ave.

Jonesboro  
November 11, 2009 11am-2pm  
ASU Technical Center  
5504 Krueger Drive

West Memphis  
November 10, 2009 11am-2pm  
FUMC John Mac Smith Room  
215 N. Missouri

# Welcome the Children Project

Second Language  
Development  
and Assessment

Cultural  
Diversity



Cultural Diversity | Second Language Development and Assessment in Early Childhood

## Register Now for the 2009 Celebrating Cultural Harmony Professional Development Institute!

November 18 - 20, 2009; Crowne Plaza Hotel, 201 S. Shackleford, Little Rock, Arkansas

The **2009 Welcome the Children Celebrating Cultural Harmony Professional Development Institute** is the fourth annual two and a half day training event on culture for professionals, sponsored by the University of Arkansas for Medical Sciences (UAMS) Partners for Inclusive Communities. Planning co-sponsors include the Arkansas Department of Human Services – Division of Child Care and Early Childhood Education as well as the Division of Volunteerism; the University of Arkansas at Little Rock, and the Arkansas Head Start State Collaboration Office.

### Where is the Institute being held? Check out our new location in West Little Rock!

The *Welcome the Children Celebrating Cultural Harmony Professional Development Institute* is being held at the Crowne Plaza Hotel. This recently renovated, upscale hotel is located in West Little Rock near I-630 & I-430 at Markham and Shackleford. Crowne Plaza Little Rock is well positioned located near 25 restaurants and spectacular shopping. Shuttle service is available to the Little Rock National Airport and the downtown River Market District. Check out their website for directions and a map, a list of the hotel's exceptional amenities, and local attractions <http://www.crowneplazalittlerock.com/index.php>.

### Why should I attend?

**The Welcome the Children – Celebrating Cultural Harmony Institute will help you to:**

- Explore your own culture by looking at history and culture
- Promote positive cultural relations
- Understand the impact of socioeconomic factors
- Understand the differences between race / ethnicity and culture

**You will be able to choose workshops with topic areas such as:**

- Immigration
- Model inclusive programs for children
- National, state and community resources
- Available professional development programs and training
- Cross cultural communication strategies
- Effectively using interpreters and translators
- The effects of homelessness and poverty on children
- Race, ethnicity and disability

Check the website [www.uams.edu/welcomethechildren](http://www.uams.edu/welcomethechildren) frequently for updated information on presenters and workshops. Click on the link to the Institute pages.

### Will the Institute count toward my professional development requirement?

The training hours will be verified through the Traveling Arkansas' Professional Pathways (TAPP) Early Childhood Registry. We are also approved for AR Dept. of Education professional development hours (K-12). General Continuing Education Units (CEUs) and verification of contact hours will be available for submission to various disciplines including social work and speech pathology.

### What if I need more information?

**Please contact a Welcome the Children representative:** Brenda Reynolds [reynoldsbrendak@uams.edu](mailto:reynoldsbrendak@uams.edu); Darlene Kurtz [kurtzdarlenej@uams.edu](mailto:kurtzdarlenej@uams.edu); Sabrina Zarco [zarcosabrinae@uams.edu](mailto:zarcosabrinae@uams.edu); or Tanya Miller [millertanyas@uams.edu](mailto:millertanyas@uams.edu); 501-682-9900 (V); 1-800-342-2923 (V/TDD); 501-682-9902 (TDD).

### How do I register?

Complete the registration form and return it with your payment. Each participant should complete a separate registration form. We accept checks, money orders and purchase orders. Checks and money orders should be made payable to: **UAMS Welcome the Children**. We apologize for any inconvenience, but we are unable to accept cash or credit cards.

Note: If you prefer, you may register online at [www.uams.edu/welcomethechildren](http://www.uams.edu/welcomethechildren).



# Early Care & Education Projects

*Providing professional development to enhance the quality of care and education for young children throughout Arkansas*

## Courses Offered

**Child Care Orientation Training [CCOT]** – Provides basic orientation training for child care workers and covers the following topics: Early Care and Education as a Profession, Best Practice for the Developing Child, Guiding Children, Children’s Health, and Children’s Safety. (1.0 CEU - 10 clock hours)



**Family Child Care Provider [FCCP]** – Provides basic orientation training for family child care providers. It is required for newly licensed and registered providers within the first six months of being licensed or registered. It is also useful for providers who would like a refresher course in the basics of family child care. (0.8 CEU - 8 clock hours)



**Caregiver Certificate [CC]** – Offers a variety of specialized professional development training. A Caregiver Certificate is awarded upon completion of all six courses. (1.5 CEUs - 15 clock hours each)

- ▶ **Child Development: Birth to Three**
- ▶ **Child Development: Three to Five**
- ▶ **Child Development: Five to Eight**
- ▶ **Creative Activities**
- ▶ **Guidance & Behavior Management**
- ▶ **Health & Safety**



**Pre-K Early Literacy Learning in Arkansas [Pre-K ELLA]\*** – Provides skills and resources to early childhood educators to help them deliver balanced literacy opportunities which provide a strong literacy foundation for school and life success to young children in Arkansas. (3.0 CEUs - 30 clock hours)



**Pre-K Framework Handbook [Pre-K FH]\*** – Equips early childhood professionals in the use of the *Arkansas Early Childhood Education (AECE) Framework Handbook*. (3.0 CEUs - 30 clock hours)



**Pre-K Social-Emotional Learning [Pre-K SEL]** – Provides teachers of three to five year olds knowledge and skills to build warm relationships with children, parents and coworkers; create positive and productive classroom climates; prevent challenging behavior; manage disruptive behavior and teach children new skills so they enter kindergarten ready to learn. (4.5 CEUs - 45 clock hours)



**INDEX: Math and Science for Young Children** – Provides teachers of three to five year olds with an interactive learning experience focused on how young children learn, math and science concepts appropriate for young children, and the application of math and science concepts through in-depth studies of interesting topics. (3.0 CEUs - 30 clock hours, administered by ASU, also taught by ECEP)



\*Honeycutt (2008) determined those Arkansas ABC teachers who attended Pre-K ELLA and Pre-K FH training had higher ECERS-R scores than those who did not attend.

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To check for available classes and Training opportunities visit, **Traveling Arkansas' Professional Pathways** at: <http://professionalregistry.astate.edu/registry.asp>





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