



Learning Session 1: The ABC's of a Healthy Me



CENTERS FOR DISEASE
CONTROL AND PREVENTION



Early Childhood Health Promotion
and Obesity Prevention

National Early Care and Education
Learning Collaboratives (ECELC) Project

Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Acknowledgements

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- **Nemours**
 - For their expertise, materials, support, and time spent on the project's implementation
- **Gretchen Swanson Center for Nutrition**
 - For the evaluation component of this national effort



Learning Session 1 Objectives

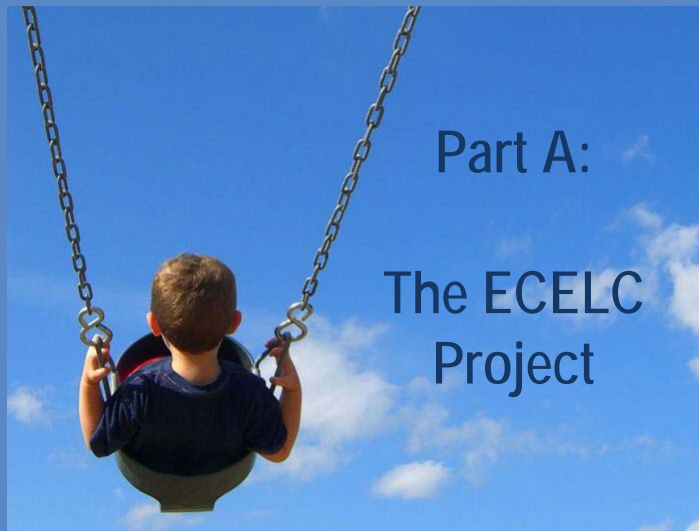
At the end of the Learning Session, participants will:

1. Identify at least two examples of changes in our society or environment that have contributed to childhood obesity over the years.
2. Identify at least two benefits of implementing best practices for nutrition, physical activity, screen time, and breastfeeding support.
3. Name at least two practices for creating a family-friendly environment.
4. Complete at least four Go NAP SACC instruments to assess program policies and practices.



3

Part A: The ECELC Project



4

Nemours National ECELC



5

Early Care and Education Learning Collaboratives (ECELC)

- **Community of learners for childhood obesity prevention**
 - Network of shared ideas and mutual support
 - Resources for healthy practice and policy changes
 - Research on best ways to implement best practices



6

Early Care and Education Learning Collaboratives (ECELC)

- **Aligned with national best practice guidelines from:**
 - *Healthy Kids, Healthy Future*
 - Preventing Childhood Obesity in Early Care and Education Programs (2nd Edition)
 - Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC)
- **Focus on quality ECE, and children's health as the foundation for life-long success**
- **Obesity prevention in the context of health promotion and wellness made possible by the *power* of ECE providers**

7

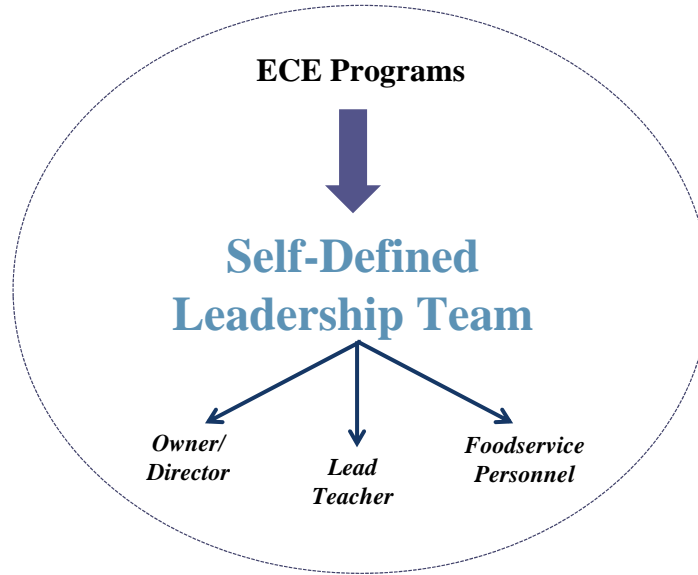
How are ECE Providers Powerful?

- Unique position to impact children and their families
- Influence on knowledge, attitudes and healthy habits
- Opportunities to create healthy environments
- Families look to providers as a resource
- We know you make a difference!



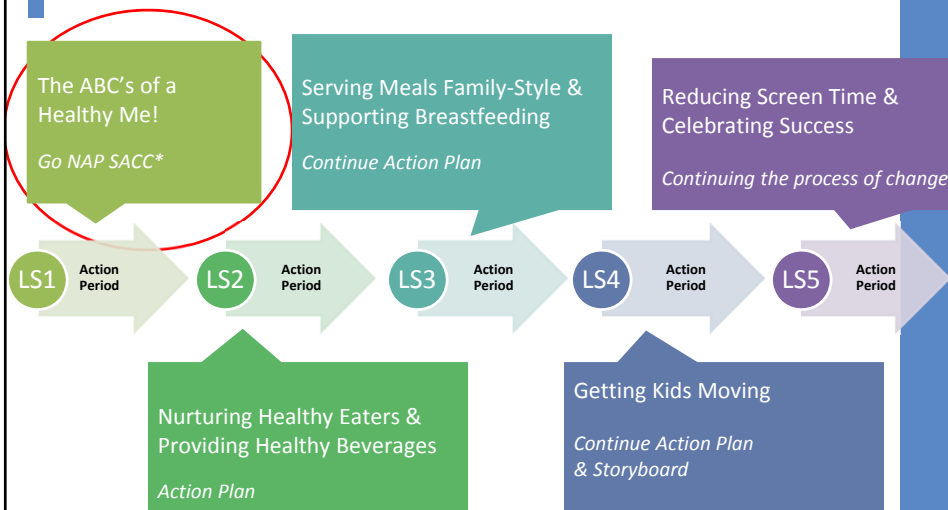
8

Leadership Team Model



9

Learning Session 1



*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices

10



Complete HKHF Quiz

As a Leadership Team, complete the quiz:

Healthy Kids, Healthy Future Checklist Quiz

The *Healthy Kids, Healthy Future* best practices are listed on the left. Please check the box under the statement that best describes your current situation.

Date Completed: _____

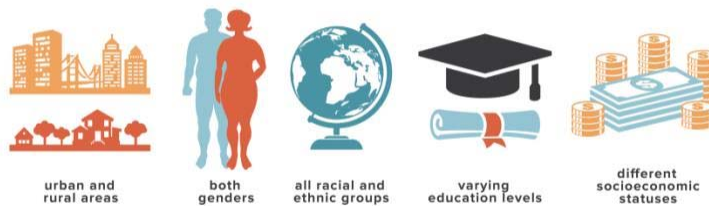
| Best Practices | Yes, fully meeting this best practice | Making progress on meeting this best practice | Ready to get started on meeting this best practice | Unable to work on meeting this best practice right now |
|---|---------------------------------------|---|--|--|
| Answer if you serve TODDLERS or PRESCHOOLERS | | | | |
| Drinking water is visible and available inside and outside for self-serve | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 100% fruit juice is limited to no more than 4-6 oz. per day per child and parents are encouraged to support this limit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sugary drinks, including fruit drinks, sports drinks, sweet tea, and soda, are never offered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children 2 years and older are served only 1% or skim/non-fat milk (unless otherwise directed by the child's health provider) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



13

The Obesity Epidemic's Impact

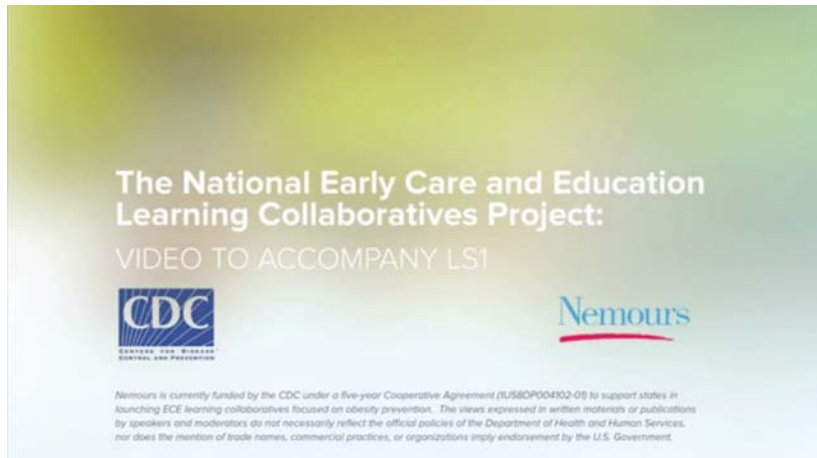
- Overweight and obesity increased rapidly in a short period of time among children, youth and adults in the U.S.



- The upcoming video will show how adult obesity rates changed in the U.S. since 1989

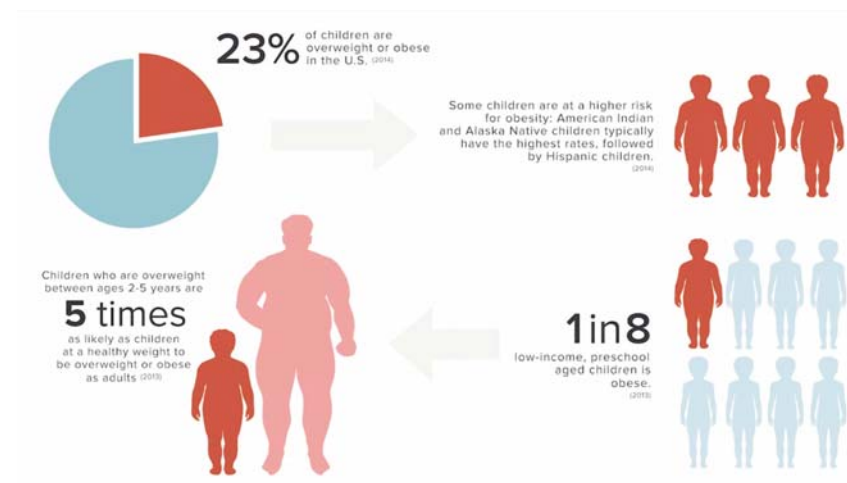
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Video Module 1



15

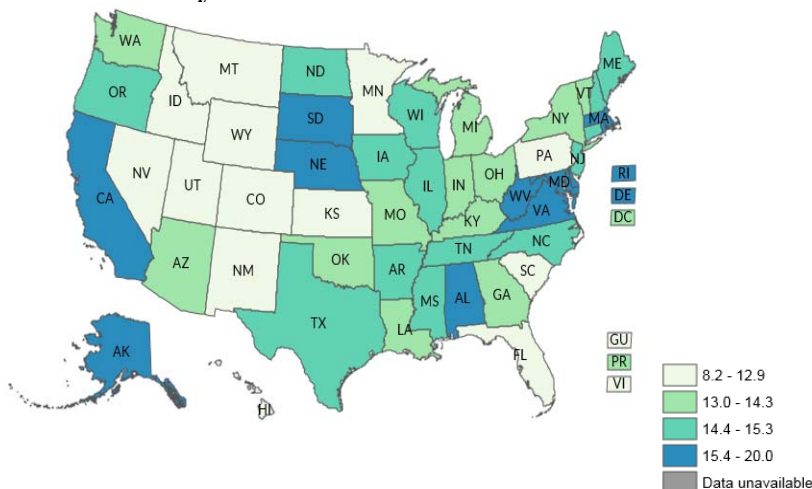
Video Module 1 Take Away Messages



16

State Childhood Overweight/Obesity Rates

- **2014: Percent of WIC children aged 2 to 4 years who have obesity**



17

Long-Term Impact of Obesity

- **Health problems in children formerly seen only in adults:**
 - Heart disease
 - High blood pressure (hypertension)
 - High cholesterol
 - Type 2 diabetes
 - Hip and joint problems
- **Serious long-term risks:**
 - Increased risk of developing co-morbid conditions
 - Negative impact on mental health
 - Shortened life expectancy



18

Discussion:

**What Has Contributed to
Childhood Obesity Over
the Past Thirty Years?**

19

Changes in Our Society and Environment

More Calories In

- Higher caloric foods
- Larger portion sizes
- Consumption of soda & sweetened beverages
- More meals away from home
- Growth of food industry and advertising

Less Calories Out

- Less physical activity
- Lack of walkable communities
- Automobile travel
- Perception of safety in communities
- Watching more TV and using devices
- More labor assisting devices in the workplace

20





Our Food Environment:
Sugar, Salt, and Fat

21

Activity:

What's that slogan?

22

What's that slogan?

I'm lovin' it.

23



What's that slogan?

Think outside the bun.

24



What's that slogan?

Have it your way!

25



What's that slogan?

Finger-lickin' good.

26





27

What is Healthy Development?

- **Healthy development is the capability of children, with appropriate support, to:**
 - Develop and realize their potential
 - Satisfy their needs
 - Interact successfully with their physical and social environments
- **Multidimensional and cross-domain**
- **Influenced by responsive relationships, safe and engaging environments to explore, good nutrition**
- **Foundation for success in learning and life**



28

Foundations of Healthy Development



29

What are Early Learning Standards (ELS)?

- State specific standards or guidelines that assist in developing appropriate learning and highlight several domains of child development
- Foundations for school readiness
- Provider and parent resource to identify common developmental domains



30

Commonly Used Developmental Domains in Early Learning Standards

- **Health and Physical Development**
 - Body awareness and control, large and small muscle development
- **Social and Emotional Development**
 - Self concept, identity, social competence and emotional expression
- **Approaches to Learning**
 - Play, learning styles, risk-taking, engagement and reflection
- **Language and Communication Development**
 - Listening comprehension, verbal and nonverbal communication, early reading and written expressions
- **Cognitive Development**
 - Exploration, inquiry, concepts, critical thinking and shared language

31



Early Learning Standards Physical Activity Break



32



ABC's of a Healthy Me Handout

ABC's of a Healthy Me

Active play

- Every day, inside and out

Breastfeeding

- Support and access to a private space

Cut down on screen time

- None for children under age 2
- No more than 30 minutes a week for children ages 2 years and older

Drink milk and water

- Offer milk at meals and make water always available to quench thirst

Eat healthy foods

- Fruits, vegetables, whole grains, lean meats and protein, low-fat dairy

Funding for this publication was made possible by the Centers for Disease Control (CDC). Nemours is currently funded by the CDC under a five-year Cooperative Agreement (1U08CE0004102) to support studies in launching ECE learning collaboratives focused on obesity prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services, Centers for Disease Control and Prevention, or the U.S. Government.

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35

ABC's of a Healthy Me

Testing Your Knowledge



36

Active Play, Every Day

1. In terms of indoor and outdoor play, all are correct **except:**
 - a) Active play *outdoors* 2-3 times per day
 - b) Opportunities to practice age-appropriate motor and movement skills
 - c) Structured play is the only type of acceptable play
 - d) Engage in moderate to vigorous physical activity (MVPA)
2. Preschoolers should enjoy at least _____ minutes of active play per day.
3. Toddlers should enjoy at least ____ - ____ minutes of active play per day.
4. Infants should enjoy “tummy time” every day for ____ - ____ minute periods, with longer periods as enjoyed.

37

Benefits of Active Play

- Supports exploration, development and learning
- Helps maintain a healthy weight and avoid excessive weight gain
- Builds and maintains healthy bones and muscles
- Increases strength, coordination and fitness
- Lowers risk of chronic disease
- Improves self-esteem
- Lowers stress



38

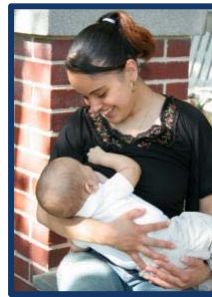
Breastfeeding Support

1. American Academy of Pediatrics recommends:

- Exclusive breastfeeding for the first ____ months of life
- Continued breastfeeding for ____ year(s) or longer

2. ECE programs provide important support by providing:

- a) A private, quiet, comfortable place to breastfeed or pump
- b) Encouragement
- c) Information on breastfeeding
- d) All of the above



39

Benefits of Breastfeeding

- **Breast milk is the best source of nutrition for infants**
- **Provides developmental benefits**
- **Encourages maternal-infant bonding**
- **Improves child and maternal health**
 - Child:
 - Reduces risk for a variety of infections
 - Reduces risk for developing several chronic conditions later in life
 - Mother:
 - Faster rate of returning to pre-pregnancy weight
 - Decreased risk of breast and ovarian cancer



40

Cut Down on Screen Time

1. Screen time includes all of the following, except:

- a) TV, DVDs, videos
- b) Computer time
- c) Smart phone, tablets
- d) Music and movement



2. No screen time for children under age ____ years

3. Limit or eliminate screen time for children ages 2 years and older

- No more than ____ minutes per week in ECE setting
- No more than ____ hours per day from all sources



41

Benefits of Cutting Down on Screen Time

- Increases time for physical activity
- Decreases exposure to food and beverage advertisements
- Decreases snacking and consumption of high caloric foods



42

Drink Water or Milk

1. Which beverage should be visible and accessible for self-serve, inside and outside?
2. Choose milk for meals
 - _____ milk for ages 12-24 months
 - _____ or _____ milk for ages 2 years and older
3. Limit or eliminate fruit juice
 - ____ - ____ ounces per day (between home and ECE setting)
 - If offered, serve only _____ juice



43

Benefits of Drinking Water and Milk

- Do not contribute to childhood obesity
- Do not contain added sugars
- Do not contribute to dental cavities
- Milk provides calcium, protein, and vitamin A & D (if fortified)



44

Eat Healthy Foods

1. Serve _____ and/or _____ at every meal and snack
2. Serve fried/pre-fried foods only ___ time per month or _____
3. Make _____ of grains whole grains
4. Choose low-fat dairy (_____ or _____)
5. Choose _____ meats and protein
6. Providing meals “_____” is considered best practice



45

Benefits of Eating Healthy Foods

- Fruits and vegetables provide vitamins and minerals that are essential for a child's growth
- Low-fat dairy contains calcium and protein to help build strong bones and muscles
- Whole grains, fruits, and vegetables contain fiber to help:
 - Increase fullness
 - Maintain a healthy weight
 - Decrease risk for developing chronic conditions
- Eating healthy foods at a young age helps children develop life-long healthy habits



46

Partnering with Families to Support Healthy Habits

- Teach parents to learn and follow the ABCs of a Healthy Me!
 - Spruce up your parent bulletin boards to include flyers on healthy habits
 - Ask parents to share how they prepare healthy foods at home
 - Send home weekly or monthly newsletters that include healthy recipes
 - Send home information regarding screen time
- Invite parents to participate in meal time on site

ABC's of a Healthy Me

47



You are the Key to Helping Kids Grow Up Healthy!

The healthy habits you model and teach will last a lifetime!



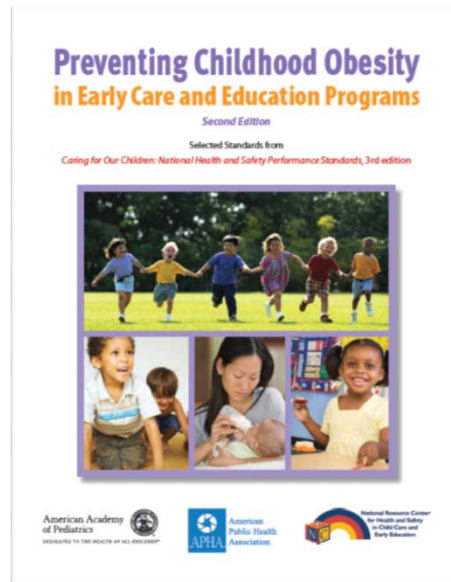
Have fun being active with your children!



Remember: We are here to help you and the program's families on your journey!

48

Preventing Childhood Obesity



49

ABC's of a
Healthy Me!
Idea
Exchange



50

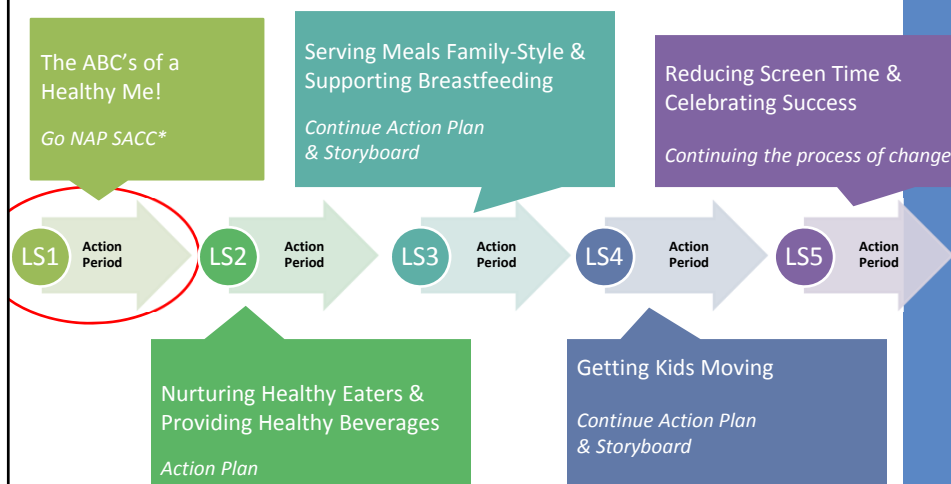


Video Making Health Easier: Healthy Changes Start in Preschool



53

Learning Session 1



*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices

54

Facilitating Change in Your Program: LS1 Action Period



- Facilitated by the program Leadership Team
 - Training for program staff
 - Mini-version of the Learning Session that the Leadership Team attended
- Opportunity to identify program strengths and areas for improvement
 - Program will complete action tasks related to making healthy change
- Trainers provide technical assistance (TA)

55

Go NAP SACC



- *Go NAP SACC* is a tool used to:
 - Assess programs' strengths and improvement needs in the areas of:
 - Child nutrition
 - Infant feeding & breastfeeding
 - Infant & child physical activity
 - Outdoor play & learning
 - Screen time
 - Identify improvement areas programs would like to focus on throughout the Collaborative
 - Develop an Action Plan (LS2) around the findings



56

LS1 Action Period



- **The Leadership Team will:**
 - Set up a time to train program staff
 - Guide program staff through completing *Video Module 1* Group Discussion Worksheet
 - Show *Video Module 1*
 - Collaborate with the program director to complete at least four *Go NAP SACC* instruments
 - Facilitate a discussion on five strengths and five improvement areas
 - Bring all Action Period materials back to LS2

57

Technical Assistance Groups

A large, dark blue speech bubble with a white border. The text "Question & Answer" is written inside in white, bold, serif font.

Question & Answer

58

Part E: Staff Wellness



What is Wellness?

- Conscious, self-directed and evolving process
- Multi-dimensional and holistic
- Positive and affirming
- Requires awareness and directed, thoughtful attention



Benefits of Staff Wellness Efforts

- Helps staff identify opportunities to improve their health
- Enhances productivity
- Reduces absences, illness and health care costs
- Shifts focus from treatment to prevention
- Increases loyalty & retention
- Creates role models for children and one another



61

Worksite Wellness

- **ECE programs can improve staff wellness by:**
 - Participating in community walks and/or runs
 - Promoting a stairwell climbing or ‘steps’ competition
 - Offering flexible lunch periods for individual or “buddy” walks
 - Purchasing fitness DVDs that employees can sign out
 - Encouraging staff to share healthy recipes
 - Providing information about packing healthy lunches
 - Posting information and posters about healthy eating in the break room or staff bulletin board
 - Find and print free materials from www.myplate.gov
 - Having water readily available

62

Stress Reduction



■ What is job stress?

- Harmful physical and emotional responses
- Short-term and long-term
 - Short term: headaches, sleep problems, upset stomach, short temper, job dissatisfaction, low morale, etc.
 - Long-term: cardiovascular disease, musculoskeletal disorders, mental health problems (depression & burnout), workplace injury, etc.
- Not the same as being challenged

63

Low-Cost Worksite Wellness Tips

Wellnessworks

101 Low-cost ideas for worksite wellness

The following ideas for worksite wellness can be implemented with limited resources. Many of these ideas have been found to help employees of all physical abilities maintain their health.

PHYSICAL ACTIVITY

1. Encourage employees to walk to a specific location and log individual miles for incentive prizes.
2. Participate in community walks (i.e., March of Dimes or walks for heart disease or cancer). Ask your company to sponsor employee participants or to match employee contributions.
3. Map out indoor and outdoor walking trails accessible to employees of all abilities. Measure the distance in halls and around the building to help employees set walking goals.
4. Encourage managers to hold walking meetings when gathering with a small number of employees.
5. Offer flexible lunch periods and breaks to encourage individual, group or "buddy" walks.
6. Offer incentives for distance parking and for employees who walk or bicycle to work.
7. Promote a stairwell ("Stair Well") climbing competition. Convert stairwells to walking areas by improving the lighting and adding of colorful posters.
8. Suggest that employees stretch for one minute before work each day. Announce a one-minute stretch on the intercom system.
9. Encourage physical activity breaks during long meetings and conferences.
10. Identify places within the worksite or around the building for physical activities.
11. Start a running, biking, walking or line dancing club.
12. Encourage employer-sponsored youth athletic teams, along with employee volunteer coaches.
13. Have a goal of the week or month (i.e., "I will exercise every day for a week"). Keep a chart of weekly or monthly exercise goals in the office.
14. Negotiate corporate discounts for health club memberships.
15. Place physical fitness bulletin boards in strategic areas.
16. Advertise an exerciser equipment swap.
17. Purchase fitness CDs and DVDs that employees may borrow.
18. Invite consultants from retail shoe stores or shoe manufacturers to be on-site for a day.
19. Promote a bike helmet fitting day.
20. Provide bicycle racks or a fenced-in area for bicyclists in a well-lit section of the property.

NUTRITION

21. Ask your vending machine company to add healthy foods.
22. Use vending machine commissions to help fund wellness programs.

moda
HEALTH

64

Discussion:

What other activities can you do to improve your own health?

65

Stress Reduction

- **Characteristics of low-stress organizations:**
 - An organizational culture that values the individual worker
 - Recognition of employees for good work performance
 - Opportunities for career development
 - Management actions that align with organizational values
- **Stress management techniques**
- **Organizational support + stress management = healthy workplace**



66

You are a Role Model!

- Children learn through interactions
- Young children want to do what you do
- Working with families gives you a unique opportunity



67

Role Modeling Handout

10 tips
Nutrition
Education Series

be a healthy role model for children

10 tips for setting good examples

You are the most important influence on your child. You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time.

- show by example**
Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on new vegetables.
- go food shopping together**
Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.
- get creative in the kitchen**
Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve "Jama's Salad" or "Jackie's Sweet Potatoes" for dinner. Encourage your child to invent new snacks. Make your own trail mixers from dry whole grain, low sugar cereal and dried fruit.
- offer the same foods for everyone**
Stop being a "short-order cook" by making different dishes to please children. It's easier to plan family meals when everyone eats the same foods.
- reward with attention, not food**
Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need "treats"—such as candy or cookies—as replacement foods.
- focus on each other at the table**
Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.
- listen to your child**
If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask "Which would you like for dinner: broccoli or cauliflower?" instead of "Do you want broccoli for dinner?"
- limit screen time**
Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.
- encourage physical activity**
Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.
- be a good food role model**
Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid belittling or forcing your child to eat.

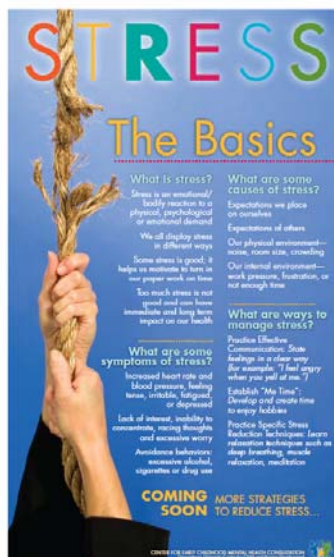
USDA United States Department of Agriculture Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov for more information.

50 TipSheet No. 12 June 2011 ©2011 a good example: practice and explain

68

Stress Management Tips



69

Free Phone Applications

- **My Fitness Pal**
 - Tracks food intake and physical activity
 - Suggests recommended daily calories for body size
- **BodBot**
 - Creates personalized workouts based on exercise equipment that is available
- **Cozi**
 - Sharing place for families to add and organize grocery shopping lists
- **Fooducate**
 - Scans food item's bar code and compares it to similar food items to help users make informed, healthier choices



70

Questions?

“The part can never be well unless the whole is well.” - Plato



71

Physical Activity Break



72



Part F: Principles of Family Support

What is Family Support?

- **An approach to strengthening and empowering families and communities so they are able to foster the development of:**
 - Children
 - Youth
 - Adult family members
- **A shift in the way services are provided to focus on the whole family, not just the child enrolled in care**



Elements of Family Engagement

- **In order to effectively engage families, providers should practice:**
 - Family support principles
 - A philosophy and approach of collaboration with families to increase participation in the program and to build trust
 - Parent involvement practices
 - Program design features and activities that enhance the program staff / family relationships so the center becomes a place where families feel comfortable leaving their children
- **Integration of these elements can enhance the learning environment to support child development**

75



Family Engagement Practices

- **Integrate culture and community** - incorporate role models of all cultural, ethnic and economical backgrounds
- **Provide a welcoming environment** - post welcoming signage and have staff greet families near the entrance
- **Strive for program-family partnerships** - include families in decisions related to both their child's education and the program as a whole
- **Make a commitment to outreach** - model educational activities families can do to support learning
- **Provide family resources and referrals** - provide resources and/or referrals to families in preventative health and family services
- **Set and reinforce program standards** - set clear program standards and ongoing professional development opportunities

76




AH1

Strengthening Families™ Framework

- Strengthening Families is an approach to increase families' strengths and enhance child development. It focuses on engaging families, programs and communities using five key protective factors
- The Strengthening Families Initiative focuses on four ideas:
 - Building protective and promoting factors not just reducing the risk
 - An approach - not a model or curriculum
 - A changed relationship with parents
 - Alignment of practice with developmental science

77

Reference: <http://www.cssp.org/reform/strengtheningfamilies>




AH2

Strengthening Families™ Framework: Key Protective Factors

Protective Factors are conditions or attributes of individuals, families, communities that eliminate risk

1. **Parental resilience** – hope, optimism, self-confidence, ability to manage negative emotion and problem solving
2. **Social connections** – multiple friendships and supportive relationships, feeling respected and appreciated,
3. **Knowledge of parenting and child development-** nurturing parenting behavior, appropriate developmental expectations and positive discipline techniques
4. **Concrete support in time of need** – seeking support when needed, adequate financial security
5. **Social and emotional competence-** encouraging and reinforcing social skills, warm and consistent responses that foster a secure relationship with the child



Slide 77

AH1 Please note: The Strengthening Families Framework slides (slide 77 and 78) may be deleted from the presentation IF the state does not utilize this framework.

Alexandra Hyman, 9/13/2017

Slide 78

AH2 Please note: The Strengthening Families Framework slides (slide 77 and 78) may be deleted from the presentation IF the state does not utilize this framework.

Alexandra Hyman, 9/13/2017

Bringing Families Together: Building Community Video



79

Creating a Family-Friendly Environment

- **Awareness and integration of the different cultures represented in the community can also facilitate a family-friendly environment**
 - Place posters of various cultures and family types so children feel comfortable in the program
 - Encourage parent participation throughout the program:
 - Have parents bring in cultural items from home to keep at the program (food boxes, clothing, etc.)
 - Share recipes used in the class as a cooking activity
 - Host a multicultural day



80

Creating a Family-Friendly Environment Activity

Creating a Family-Friendly Climate

"I feel welcome here... Everything says that we belong, that we are part of the family."

Use this assessment tool to learn whether program staff is employing best practices to welcome families in your program. Are the practices consistent throughout the program? What practices do you use that are not listed here?

| Best Practices for Creating a Welcoming Climate for Families | How do you put this into practice? |
|---|------------------------------------|
| Photographs of the families of children and program staff are displayed regularly in the facility. | |
| Adult family members have a comfortable place to sit and be involved with their child and others. | |
| Magazines and other kinds of parenting information are available to families. | |
| A welcome sign, in languages spoken by all the families, greets families and visitors. | |
| The spaces for adults and children are orderly, comfortable, attractive and interesting. | |
| Program staff greet the adults as well as the children. | |
| A sense of joy and caring is nurtured in the program and exists among the people in the program. | |
| The program celebrates small and big accomplishments of adults and children. | |
| Healthy refreshments (milk, coffee, water) are offered to family members who are visiting, volunteering or filling out forms. | |
| Adults have safe places to store their coats and personal belongings when they participate at the program. | |
| Family members (including extended family members) are invited to participate in the program. | |
| Healthy refreshments and dinner (when appropriate) are provided at events that families attend. | |
| Younger and older siblings are welcome to come with parents when they are involved in program activities. | |
| Parents are invited to visit the program at any time that is | |

81

Part G: Additional Support



82

National State and Local Leaders Support

- Supplemental Nutritional Assistance Program Education (SNAP-Ed)
- Expanded Food and Nutrition Education Program (EFNEP)
- Women, Infants and Children (WIC)
- Child and Adult Care Food Program (CACFP)
- Quality Rating and Improvement System (QRIS)
- Child Care Aware of America
- Child Care Licensing Regulations
- Early Intervention Programs
- YMCA

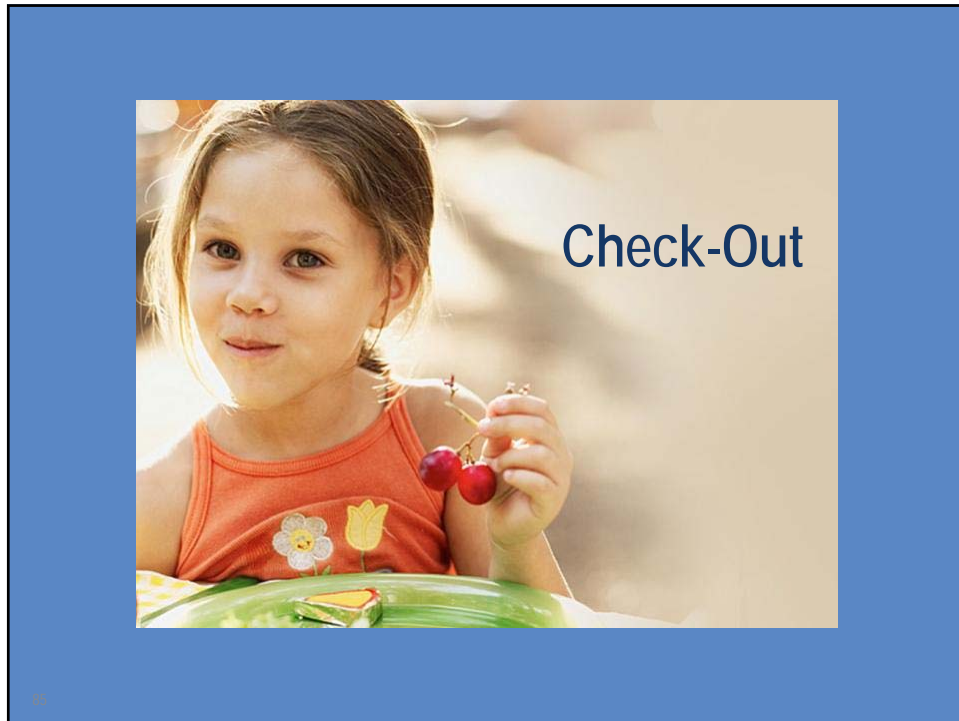
83

Healthy Kids, Healthy Future Website



www.healthykidshealthyfuture.org

84



Trainer Contact Information

