

**Community Capacity Building: Supporting Military Children and Families**

**ENVIRONMENTAL SCAN OF EXTENSION  
PROFESSIONAL DEVELOPMENT  
OPPORTUNITIES FOR EARLY CHILDHOOD AND  
SCHOOL AGE PROVIDERS**

**FINAL REPORT**

October 2011

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## ENVIRONMENTAL SCAN PURPOSE

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The purpose of this environmental scan was to discover what professional development is offered through the Cooperative Extension System to early childhood or school age providers across the nation. A secondary focus was to assess the availability of professional development opportunities offered through the Cooperative Extension System for providers who serve children (birth-12) from military families, both on and off installation.

**Early childhood professional development programs** were defined as those that provided learning opportunities for individuals who work with young children ages birth to five in a variety of child care settings (home, church, center, etc) whether licensed or unlicensed. They could be center directors, teachers, assistant teachers, etc.

**School age professional development programs** were defined as those programs that provided learning opportunities for individuals who work with children ages 5-12 in before and after school child care and youth programs. This includes teachers, administrators, para-professionals, or other school staff, facilitators of after-school programs, 4-h club leaders, etc.

Through this process, the strengths of Extension were highlighted and existing resources that could be replicated for use in other states were identified.

## COOPERATIVE EXTENSION

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The Cooperative Extension System is a nationwide, educational network. Each U.S. state and territory has a state office at its land-grant university and a network of local or regional offices. The Morrill Act of 1862 established land-grant universities to educate citizens in agriculture, home economics, mechanical arts, and other practical professions. All universities engage in research and teaching, but the nation's more than 100 land-grant colleges and universities, have a third critical mission—Extension. "Extension" means "reaching out," and—along with teaching and research—land-grant institutions "extend" their resources, solving public needs with college or university resources through non-formal, non-credit programs. These programs are largely administered through thousands of county and regional Extension offices, which bring land-grant expertise to the local communities.

Over the last century, Extension has adapted to changing times and landscapes, and it continues to address a wide range of human, plant, and animal needs in both urban and rural areas. Today, Extension works in six major areas, 4-H Youth Development, Agriculture, Leadership Development, Natural Resources, Family and Consumer Sciences, and Community and Economic Development. The Extension System also supports eXtension, a coordinated, Internet-based information system where professionals and the community will have round-the-clock access to trustworthy, balanced views of specialized information and education on a wide range of topics. For more information about Extension, visit the NIFA website at <http://www.csrees.usda.gov/qlinks/Extension.html>

## DATA COLLECTION METHODS

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### SAMPLE

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The research team developed the sampling frame (Dillman, Smyth, & Christian, 2009) from a list of Cooperative Extension System leaders in each state. Within this sampling frame, a purposeful sample (Creswell, 2005) was identified which consisted of at least one target individual from each state. The purposeful sample was comprised of either the Program Leader in Family and Consumer Sciences or the Assistant Dean of Extension at each land-grant university. If no such position was available, contacts were made to Cooperative Extension faculty and agents listed in either Human Development and Family or 4-H Youth Development as found on the University website. Researchers contacted individuals from all 50 states, who often sent the information out to others in the state to gather the necessary information. One hundred thirty-five respondents from 48 states submitted information for the environmental scan. Two states did not report any information.

### DATA COLLECTION

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Researchers developed a questionnaire for use in the initial thirteen states (Alaska, California, Colorado, Delaware, Florida, Indiana, Kansas, Kentucky, North Carolina, Texas, Virginia, Vermont, and Washington). These thirteen states are part of a larger pilot project funded by the Department of Defense and USDA and were used as a pilot group for the environmental scan project. The instrument was developed based on guidelines for survey development set forth in Dillman et. al., (2009). The questionnaire was filled out via a telephone survey with the identified contact in each state. A copy of the original questionnaire can be found in Appendix D. Following the telephone survey, a member of the research team used the information collected and completed the questionnaire template. In addition, a brief descriptive narrative was written for each of the initial 13 states that described the professional development offered through Extension in that state and provided information about the state in general (i.e. Quality Rating and Improvement System, licensing requirements, presence or absence of military installations). Next, the research team member sent the completed questionnaire back to the contact to verify the information listed and the contact made changes as needed.

Based on the collection of telephone survey data from the initial 13 states, a questionnaire template was drafted (see Appendix C). For the remaining 37 states, researchers requested data by sending the template and an email introduction letter to the identified contact. Following best practices recommended by Dillman (2009), members of the research team made follow up phone calls at least once a week until the researchers received data from each state. If two weeks passed without a response from the identified contact, the research team identified secondary contacts either using a recommendation from another university (snowball sample method; Creswell, 2005) or searching through the university website for possible contacts. Researchers sent the template and introduction letter to the secondary contact. Data collection for the initial 13 states occurred from November 2010 to February 2011. The data collection for the remaining 37 states occurred from April-May 2011.

## ANALYSIS

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Upon receipt of the data for each state, researchers reviewed responses and asked the contact person questions for clarification as needed. Researchers reviewed the responses and programs listed that did not meet the criteria set forth in the definition of early childhood or school age professional development programs were removed from the template. Upon review of the data received and the completion of any necessary edits, member checking (Creswell & Plano Clark, 2007) was completed wherein the edited information was sent to the state contacts for verification and approval. Nine of 48 states submitted minor additional revisions to the data.

Frequency counts were recorded for each of the items on the template (target audience, content area, contact hours, scope of program, delivery method, and year began). Using descriptive analysis, the research team identified the distribution, central tendency, and dispersion of the data (Creswell, 2005; Gravetter & Wallnau, 2007; Trochim, 2006). States could report multiple responses for target audience, content area, scope of program, and delivery method therefore these numbers are duplicated counts. The only items where a state could only report once were for curriculum name, contact hours and year began. These items provide the only unduplicated counts of the programming offered through Extension. The content areas of the professional development programs coded and collapsed for common themes (Creswell & Plano Clark, 2007; Richards & Morse, 2007). Guided by the child and youth development literature, the themes became the common content areas reported (such as nutrition, health & safety and child development; see Appendix B for definitions of the content areas).

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## PROFESSIONAL DEVELOPMENT THROUGH EXTENSION

### NUMBER OF PROGRAMS REPORTED

Among the 48 states that provided information, 478 professional development programs were reported that provided professional development to school age and early childhood providers. For the school age audience 139 professional development programs were available (see Table 1). For the early childhood audience, 339 professional development programs were offered. The number of programs reported by state ranged from zero to 58. Respondents reported between zero to 48 early childhood professional development programs and zero to 17 school age programs.

	Early Childhood Programs	School-Age Programs
<b>Total Number of Programs</b>	339 programs	139 programs
<b>Average Number of Programs Per State</b>	7.70 programs	4.56 programs
<b>Range of Programs Reported Per State</b>	0-48 programs	0-17 programs
<b>Average Number of Contact Hours Per Program</b>	4.26 hours	5.19 hours
<b>Range of Contact Hours Reported</b>	1-45 hours	1-36 hours

TABLE 1 PROGRAMS AND CONTACT HOURS REPORTED

Although there were many more early childhood professional development programs reported than school age programs, there was great variation within the early childhood programs with little consistency among the states. There was one early childhood program, Better Kid Care developed by Penn State University Extension, which was reported across multiple states. School age professional development programs, on the other hand, were more streamlined, with the same programs being reported across many states.

One explanation for the number of early childhood professional development programs is that the Youth Development branch of the Cooperative Extension System has traditionally focused on providing direct service programs for youth rather than professional development for the adults who work with the youth. Although Youth Development offers a myriad of programming, this programming is not reflected in the environmental scan. In addition, the recent focus nationally on the quality and quantity of early childhood care and education may have influenced the development of more Extension led early childhood professional development programs.

The level of involvement of each state in early childhood and school age professional development was variable (see Figure 1). Some states focused on school age professional development and others provided more programs for early childhood providers. Other states

had a relatively equal distribution of professional development for both audiences. Out of the 48 states reporting, 27 offered professional development programs for both early childhood and school age providers. Eighteen states reported only early childhood professional development and three states reported only professional development for school age providers. However, only 14 states reported conducting equitable amounts of professional development for each audience. States tended to offer either mostly early childhood or mostly school age professional development. States that reported high numbers of programs typically were stronger in professional development for one audience. Respondents cited the focus of the Cooperative Extension System in each state, funding, and limited human resources to do the work as reasons why states focused on offering certain programs. Because these results represent self-reported data by each state, the information collected may not fully capture all of the school age and early childhood programming that is available through Extension and in partnership with Extension.

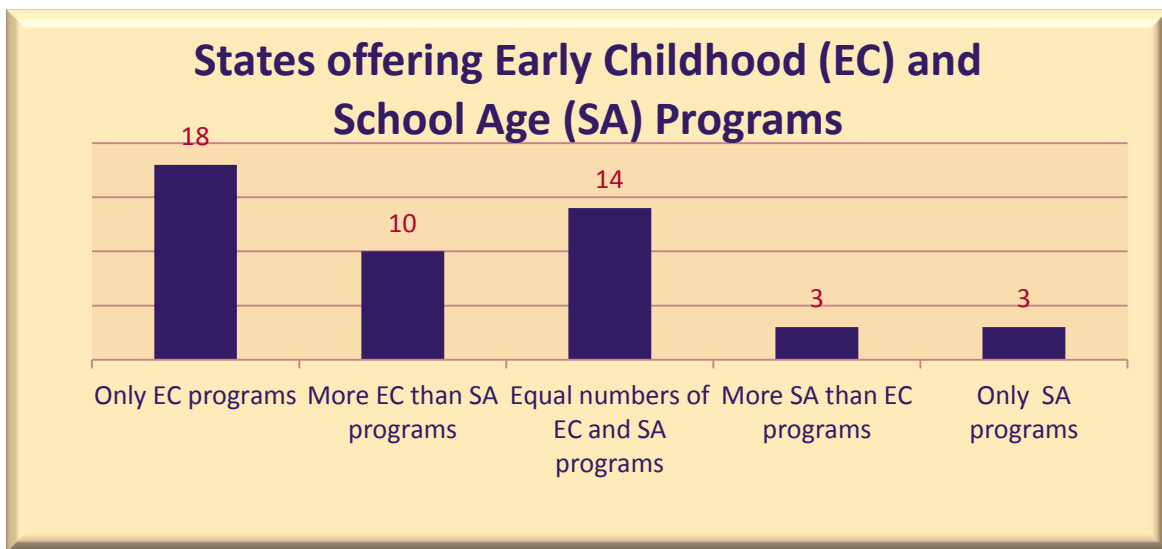


FIGURE 1 NUMBER OF STATES OFFERING PROGRAMS

### SCOPE OF PROGRAMMING

The questionnaire asked respondents to indicate whether the program was implemented at the county or local level, in multiple counties, statewide, or nationally (see Figure 2). Respondents could indicate multiple levels of scope for each program reported. If a state indicated that a program was offered both at the county/local level and statewide, the program was counted as being offered statewide, with the assumption that any program offered statewide is offered at the local/county level. The majority of states offered their professional development programs statewide however, a few states reported programming only at the county/local level. The national count for the early childhood programs is slightly skewed by 35 programs in one state that are

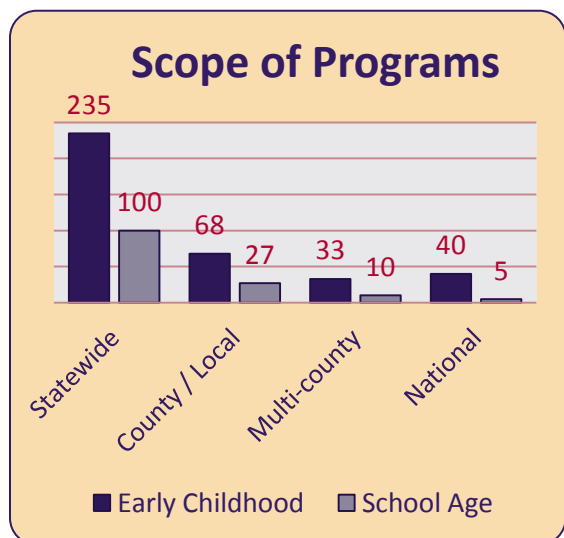


FIGURE 2 SCOPE OF PROGRAMS  
SCHOOL AGE N=142 EARLY CHILDHOOD N=379

offered online and are available nationally. In contrast, the national programs reported for school age professional development were programs, such as Tools of the Trade I and II and Essential Elements of 4-H, and Operation: Military Kids that were used consistently across states.

## GROWTH OF PROGRAMMING

Across the 48 states, there has been an overall upward trend for the growth of early childhood professional development programming offered through the Cooperative Extension System since 2000 (see Figure 3). States reported an increasing number of professional development programs for early childhood providers beginning in 2005. Prior to 2005 the programming remained fairly level. There was a lull in programming in 2007, and a renewed focus on professional development in 2008, 2009, and 2011.

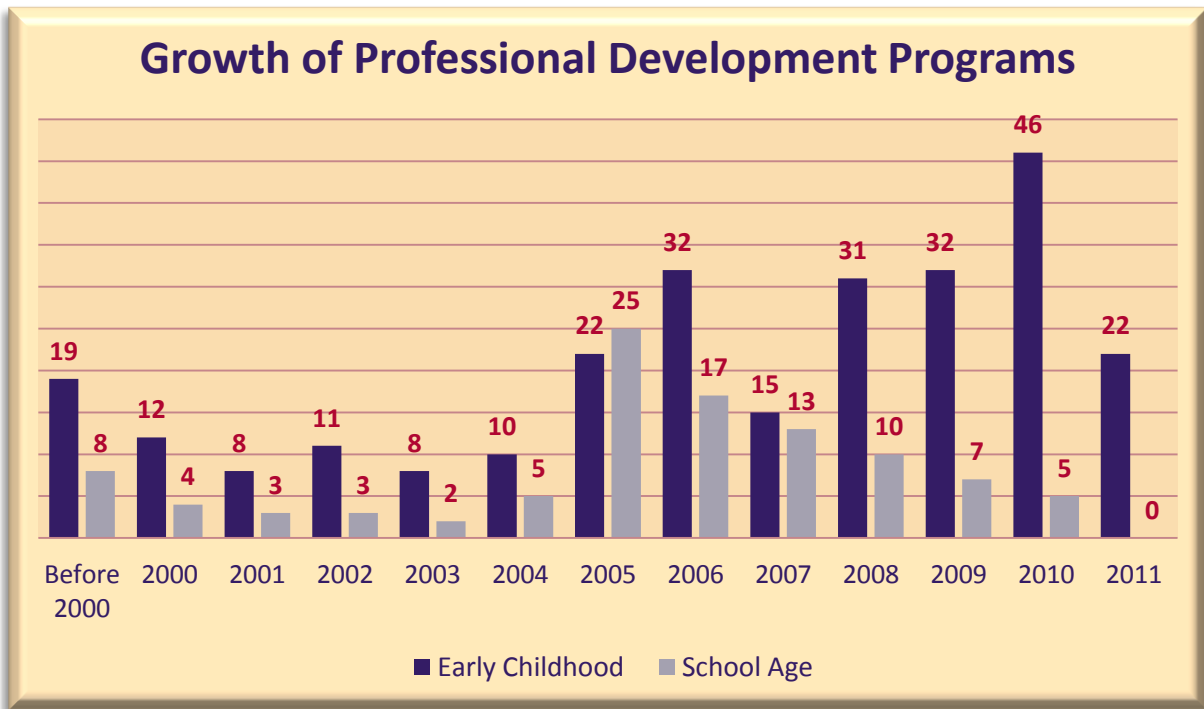


FIGURE 3 GROWTH OF PROFESSIONAL DEVELOPMENT PROGRAMS

School age professional development programs showed a level trend although there was a spike in programming in 2005. Programming for school age providers has decreased between 2006 and 2011. Of those reported, nearly 75% of the early childhood (74.6%) and school age (75.5%) professional development programs reported began in 2005 or later. Only 28 of the 371 programs reported began prior to 2000. There were many (n=84 programs) that did not report the year that the program began. States did not report any school age programs that began in 2011.

## EVALUATION OF PROGRAMS

In the 370 programs reported, states identified 478 types of program evaluations that they were using. Therefore, some programs were evaluated using multiple strategies. Early childhood and school age professional development programs were evaluated in a variety of ways. The two most frequently reported evaluation types were 1) Pre/Post evaluation and 2) post workshop evaluation. One hundred twenty (120) programs did not report an evaluation method. It is unclear whether these programs did not conduct any evaluation for the program or if the respondent left the item blank for a different reason. Other types of evaluation were qualitative evaluation, informal and formal participant feedback, ongoing evaluation, and multiple other explanations of evaluation strategies that did not fit into a clearly defined category.

Common Evaluation Types	
Post Workshop Evaluation	N=186
No Report	N=120
Pre/Post Evaluation	N=96
Other	N=43
Survey	N=14
Follow-Up	N=19

TABLE 2 COMMON EVALUATION TYPES  
SCHOOL AGE N=102 EARLY CHILDHOOD N=268

## PROGRAM PARTNERS

Respondents reported a variety of partners with whom they work to conduct, fund, or manage each professional development program (see Table 3). The most commonly cited partners for each level of scope are listed below although there was great variety in the partnerships reported within and among the 48 states.

National Partners	State Partners	Local Partners
National Association for the Education of Young Children (NAEYC)	State Agencies (Dept of Education, Licensing, Health and Human Services, Head Start State Collaboration Office)	School Districts (Private and Public)
Head Start	Out of School Networks	21 <sup>st</sup> Century Community Learning Centers
MetLife	Child Care Resource & Referral	Child Care Centers

<b>Child and Adult Care Food Program (CACFP)</b>	<b>Military Installations</b>	<b>Churches</b>
<b>National 4-H</b>	<b>Private Institutes &amp; Funders</b>	<b>Libraries</b>

TABLE 3 COMMON PROGRAM PARTNERS REPORTED

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## EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

For the purposes of this evaluation, early childhood professional development programs were defined as those that provided learning opportunities for individuals working with young children ages birth to five in a variety of child care settings (home, church, center, etc) whether licensed or unlicensed. They could be center directors, teachers, assistant teachers, etc. States reported any curriculum or program provided through the Cooperative Extension System that they felt met the criteria outlined above. Forty-five of 48 states reported providing at least one professional development opportunity for early childhood providers (see Table 4). An average of 7.70 programs was reported per state. States ranged from offering zero programs for early childhood professionals to as many as 48 programs offered in one state. These results do not include any of the 150+ Better Kid Care Programs, which provide professional development on a variety of topics face to face and online delivery. Better Kid Care is currently being used in 43 states by child care providers who have used online modules. In addition, 15 states have purchased instructor modules.

Early Childhood	Number of Programs Reported	Average # of programs per state	Range
	<b>339</b>	<b>7.70</b>	<b>0-48</b>

TABLE 4 EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROGRAMS REPORTED

### PROGRAM CHARACTERISTICS

#### *Early Childhood Content Areas*

Respondents reported a specific content area(s) the program/curricula represented. As a result, ten broad content areas for professional development were identified through coding and theme development and by referencing seminal early childhood research and literature. Explanations for each of the content areas can be found in Appendix B. The most common content areas for early childhood training were child development (n=137) and nutrition, health, and safety (n=120). Within the child development content area, professional development programs were provided across all domains of learning (Cognitive, Language, Social, Physical, and Creative Arts). Language and early literacy and social/emotional development made up the majority of the trainings (see Figure 4). Two programs did not report a content area. Respondents could provide multiple content areas for each program, which resulted in 379 content areas for the 339 programs reported (see Figure 5)

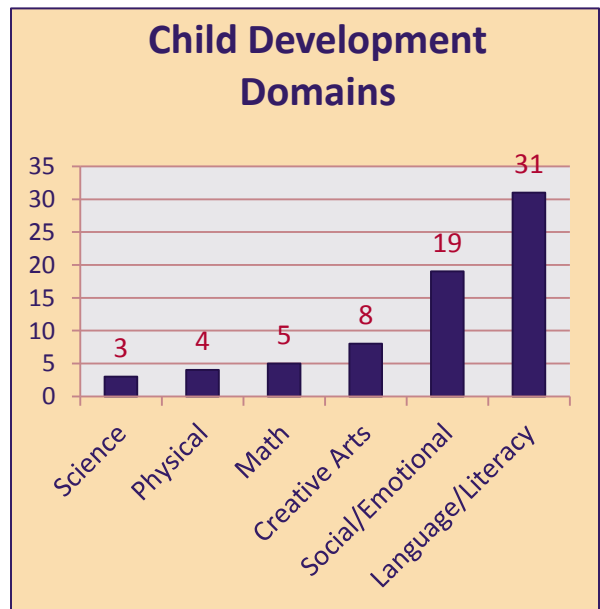


FIGURE 4 CHILD DEVELOPMENT DOMAINS

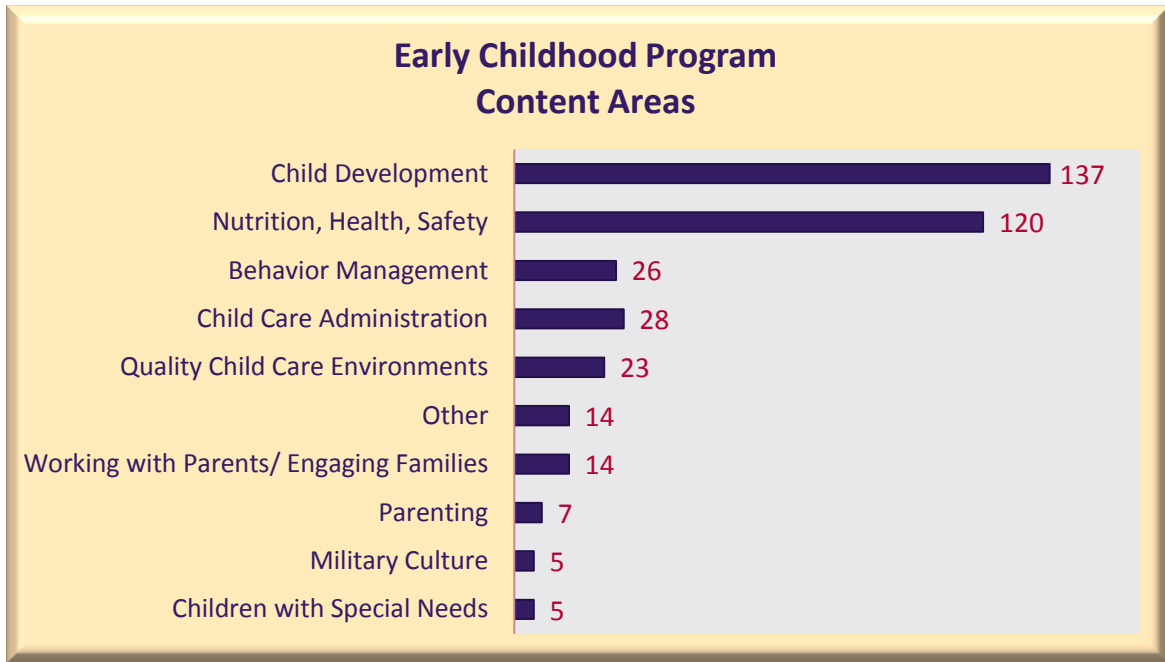


FIGURE 5 EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROGRAM CONTENT AREAS

### Contact Hours

The average number of contact hours for each participant during a given training was 4.26 hours. Nearly four percent of programs did not report contact hours. Sixty-seven percent of professionals received between one and three contact hours for each training and seven percent received more than 10 contact hours during each training. Only four percent of early childhood programs reported provided 10 or more contact hours. Most (81%) of the programs reported offer from one to seven contact hours. This arrangement makes sense for early childhood providers who are traditionally a harder audience to reach with professional development due to work hours.

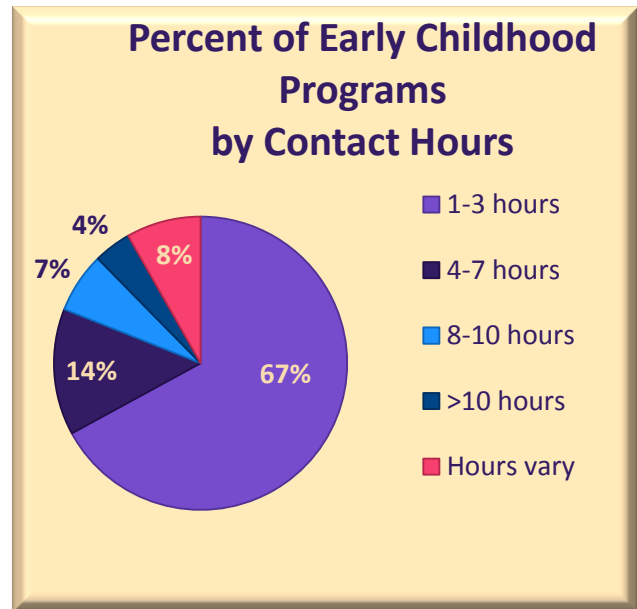


FIGURE 6 CONTACT HOURS REPORTED FOR EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROGRAMS



### ***Delivery Method***

Respondents indicated the delivery method of each professional development program (see Figure 7). The choices were face to face, online, hybrid delivery or other. Multiple options for each program could be selected. A total of n=386 delivery methods were indicated for the 328 programs that reported delivery method. Eleven out of the 339 programs reported (3.24%) did not indicate a delivery method. Early childhood professional development programs were delivered either face to face or online with the majority (70%) offered face to face. The delivery method for four percent of the programs was categorized as other. The most common other format reported was self-study or a hybrid (face to face & online) delivery method.

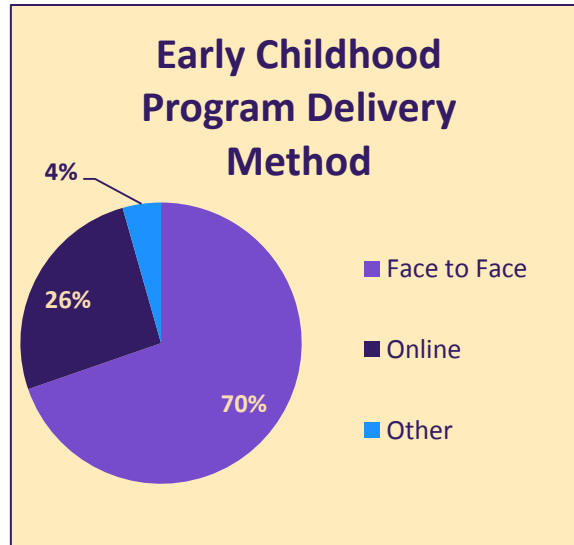


FIGURE 7 EARLY CHILDHOOD PROGRAM DELIVERY METHOD

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## SCHOOL AGE PROFESSIONAL DEVELOPMENT

For the purposes of this evaluation, school age professional development programs were defined as those programs that provided learning opportunities for individuals who work with children ages 5-12 in before and after school childcare and youth programs. This includes teachers, administrators, para-professionals, or other school staff, facilitators of before and after-school programs, 4-H club leaders, etc. States reported any curriculum or program provided through the Cooperative Extension System that they felt met the criteria outlined above. Thirty of 48 states reported at least one professional development program for school age providers (see Table 5). The range of programs reported was 0-17 and states reported an average of 4.56 programs each.

School Age	Programs Reported	Average # of programs per state	Range
	<b>139</b>	<b>4.56</b>	<b>0-17</b>

TABLE 5 SCHOOL AGE PROFESSIONAL DEVELOPMENT PROGRAMS REPORTED

### PROGRAM CHARACTERISTICS

#### *Content Areas*

Drawing upon the research and literature in youth development the research team coded and collapsed themes developing eleven content areas representing the professional development for school age providers. Explanations for each of the content areas can be found in Appendix B. The most common content areas for school age professional development were nutrition, health, and safety (n=40), youth development (n=31), and quality afterschool environments and activities (n=28). Respondents could provide multiple content areas for each program. This resulted in 161 content areas for the 139 programs reported (see Figure8).

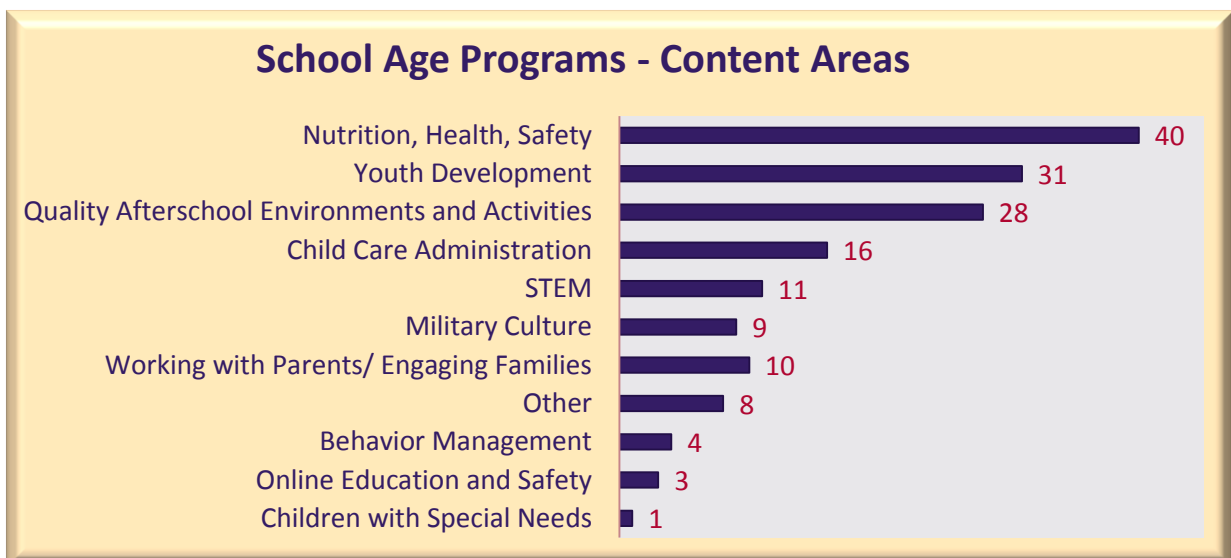


FIGURE 8 CONTENT AREAS REPORTED FOR SCHOOL AGE PROFESSIONAL DEVELOPMENT PROGRAMS

### Contact Hours

The average number of contact hours that each participant received during a training was 5.19 hours. Thirty-nine percent of professionals received between one and three contact hours and 16% received more than 10 contact hours by participating in a school age professional development program (see Figure 9). The amount of time spent in professional development for each training was greater for school age providers than for early childhood providers. Just over six percent (6.47%) of programs did not report the number of contact hours for the program.

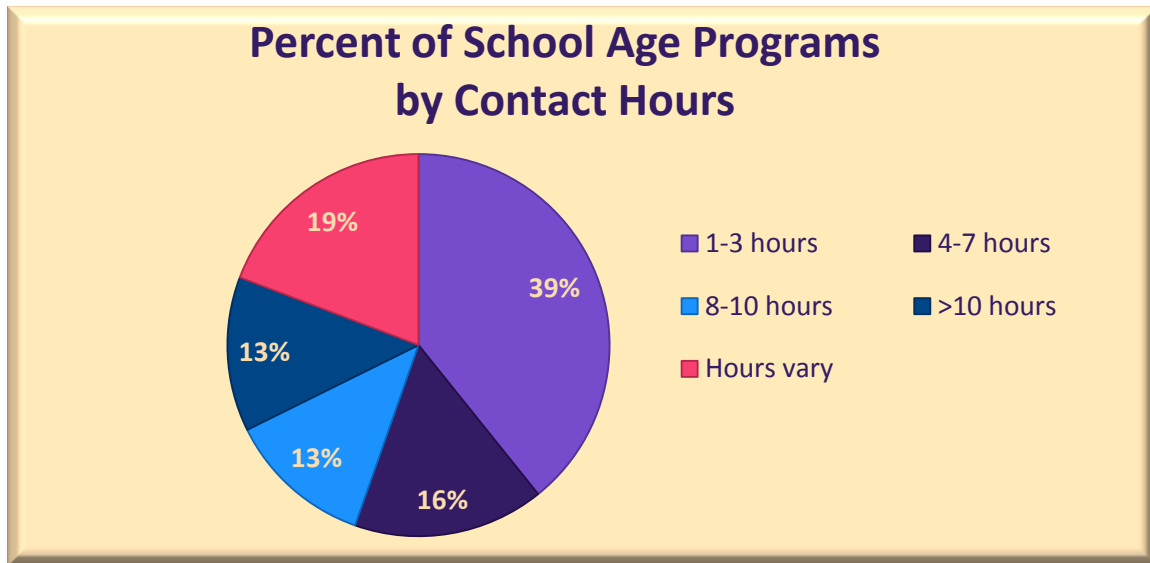


FIGURE 9 CONTACT HOURS REPORTED FOR SCHOOL AGE PROFESSIONAL DEVELOPMENT PROGRAMS

### Delivery Method

School age professional development programs were mostly delivered face to face (n=129). A limited number of programs (n=16, 11%) were offered online, while three (3) programs did not have a delivery method reported (see Figure 10). School age providers have often been easier to reach with professional development because these providers are typically accessible during in-school hours. These providers have more availability and flexibility to attend face to face training than do early childhood providers.

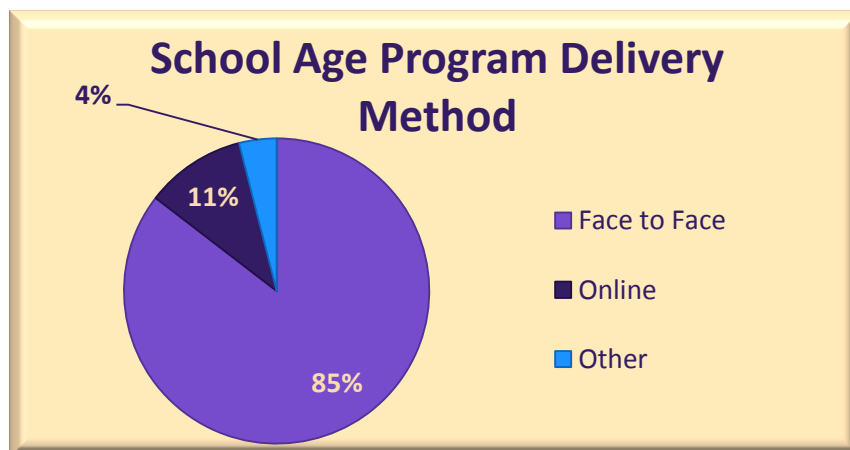


FIGURE 10 SCHOOL AGE PROFESSIONAL DEVELOPMENT PROGRAM DELIVERY METHODS

## MILITARY RELATED PROFESSIONAL DEVELOPMENT

A secondary focus of the environmental scan was to assess the availability of professional development opportunities for providers who serve military families, both on and off installation. States were asked to identify the professional development programs they offered which they knew had served providers who work with military children and families.

### PROFESSIONAL DEVELOPMENT FOR PROVIDERS SERVING MILITARY FAMILIES

While some states were able to provide this information, most states do not track whether providers who attend their trainings work with military children and families and had no accurate way of determining if their professional development programs had served this population. Extension faculty noted the difficulty of identifying providers, especially early childhood providers, who serve the guard and reserve populations. In addition, respondents also frequently noted that although the programs are not designed specifically for providers working with military children and families, all programs reported could be appropriate for use with providers who work with military children and families.

States Reporting Professional Development for Providers who work with Military Families		
Early Childhood	10 states reported	39 programs
School Age	16 states reported	46 programs

TABLE 6 NUMBER OF STATES REPORTING PROFESSIONAL DEVELOPMENT FOR PROVIDERS WHO WORK WITH MILITARY FAMILIES

Despite, these challenges, among the 48 states reporting information, 19 states reported 82 professional development programs that had served providers who work with military children and families (see Table 6). For early childhood professional development, 39 programs in 10 states reported that they had served these providers (see Figure 11.1). Sixteen states reported 46 programs that served school age providers who work with this population (see Figure 11.2

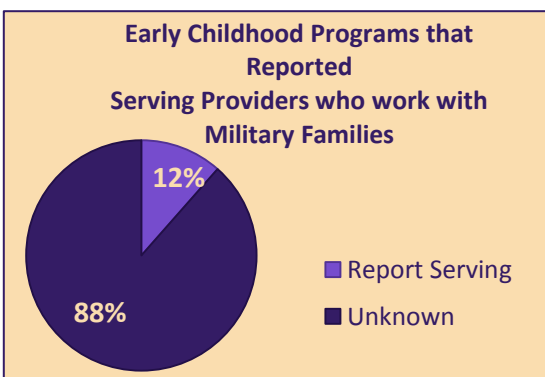


FIGURE 11.1 EARLY CHILDHOOD PROGRAMS

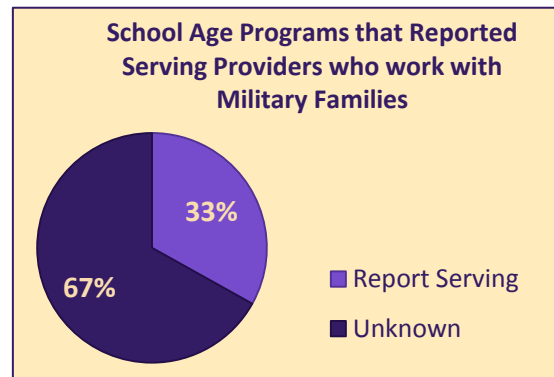


FIGURE 11.2 SCHOOL AGE PROGRAMS

## PROFESSIONAL DEVELOPMENT WITH A MILITARY FOCUS

A limited number of professional development programs were reported that focused specifically on working with military children and families (see Figures 12.1 and 12.2). There were five early childhood professional development programs and nine school age programs reported with this focus. In addition, a few states reported the initiation of college courses at their land grant university entirely focused on educating professionals about the unique needs of military children and families. These courses are not included in the numbers provided.

Currently school age and professional development opportunities offered through Extension cater to a broader professional audience. Therefore, few intentional efforts to track or provide unique support to providers who work with military children and families were reported. However, it is apparent that there are many professional development opportunities available for these providers through the Cooperative Extension System. Additionally, the data shows that there are limited professional development opportunities that focus on teaching providers about the unique needs of military children and families through Extension.

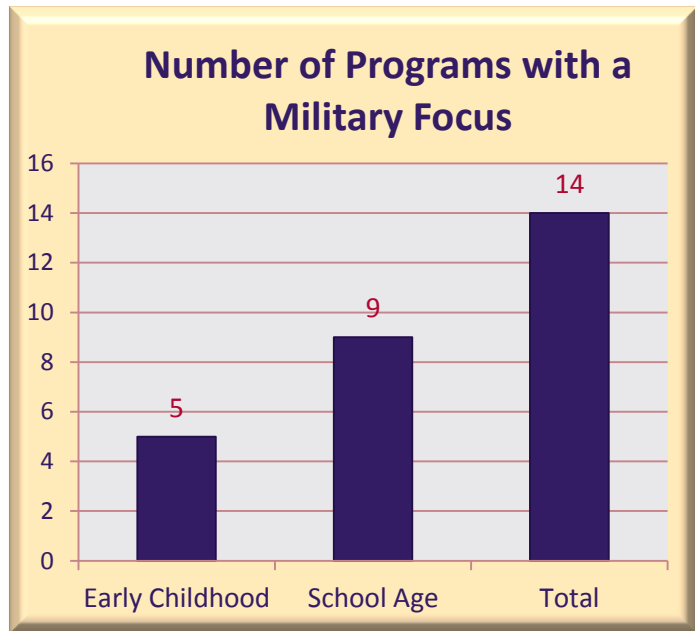


FIGURE 12.1 NUMBER OF PROFESSIONAL DEVELOPMENT PROGRAMS REPORTED WITH A MILITARY FOCUS

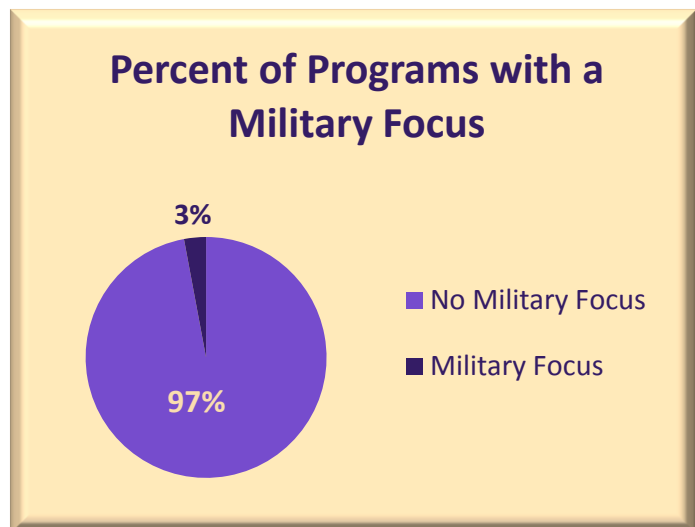


FIGURE 12.2 PERCENT OF PROFESSIONAL DEVELOPMENT PROGRAMS REPORTED WITH A MILITARY FOCUS

## LIMITATIONS

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There are a few limitations to consider when interpreting the results presented in this report. One of the major limitations of this report is that the data collected relies solely on self-reported information. Only the data received could be analyzed. Therefore, it is likely that there are additional programs being conducted that were not reported. Another limitation is that this data provides only information about what is offered through the Cooperative Extension System in each state. Extension services are focused on locally driven needs and faculty and educators work in partnership with many other agencies to conduct professional development in each state. The information in this report provides only a glimpse into the professional development being conducted in each state. While the intent of this environmental scan was to capture the professional development offered to early childhood and school age providers, it should be noted that a wealth of additional resources outside of professional development are available through the Cooperative Extension System. These resources, such as online support communities, specialized professional networks, and informational documents and are all public domain were not captured through this environmental scan.

## CONCLUSIONS

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The Cooperative Extension System conducts many high quality, research informed professional development programs for early childhood and school age providers across the nation. Many of the programs offered are responsive to local needs of the community, region, or state thus allowing the Extension system in each state to create and provide professional development that meets the immediate, identifiable needs in each state. In addition, these programs are available to be used to meet the needs identified by other states. By identifying the current programming that exists in states, we have provided a means for states to share programming and work more efficiently and effectively to reach more early childhood and school age providers including those who work the military children, youth, and families.

## RECOMMENDATIONS

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The results from this environmental scan of professional development offered within the Cooperative Extension System have important implications for Extension personnel, professionals, and the military community. Based on the data collected, the following recommendations are made:

### ***Outreach to Community***

- The Cooperative Extension System could help share messages related to the presence of military families and their needs through on-going media messages. This would help in developing local community capacity and support.
- While this study focused on professional development for early childhood and school-age providers, there is a plethora of resources available through the Cooperative Extension System that would be of benefit to military families.

### ***Professional Development for Providers who work with Military Children and Families***

- The Cooperative Extension System has a wealth of high-quality, research informed and multimodal professional development programs for early childhood and school-age providers. These programs could be marketed more specifically to those providers working with military families.
- Extension personnel have the opportunity to share and utilize existing professional development programs that have a focus on working with military families across states to disseminate information about the unique needs of military children and families.
- Providers serving military families should be linked with the Cooperative Extension System in their state to give them access to professional development and other resources that are available to assist them with their work.
- It would be helpful if Extension faculty conducting professional development programs collected data on whether the providers they were reaching served military families. This data could provide better documentation of how the Extension System was meeting this need.
- Extension can draw upon its tradition of multi-modal and diverse delivery methods to reach a larger scope of professionals who work with military children and families

### ***Program Impact***

- The Cooperative Extension System could identify two or three professional development programs that would be offered nationwide related to early childhood and school-age care. This would provide some continuity as providers move among states and make it easier to document program impact.
- There is opportunity for the Cooperative Extension System to strengthen means of documenting program impact on its professional development programs for early childhood and school age providers. While there is anecdotal evidence of program success, there are few results based on rigorous evaluation processes.

### ***Support within Extension***

- Extension faculty conducting professional development for early childhood and school-age providers would benefit from participating in programming designed to increase their understanding of the special needs of military families. These resources are already available through programs offered by the National Guard, Zero to Three, etc
- Extension faculty in states with high military populations should be encouraged to take coursework being developed specifically around serving the special needs of military families (i.e., the Great Plains IDEA program).
- Extension faculty should include information specific to meeting the special needs of military families in programs where a percentage of the participants are individuals who work with military children and families.



## APPENDIX A

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### REFERENCES

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## APPENDIX B

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### EARLY CHILDHOOD CONTENT AREA DEFINITIONS

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**Nutrition, Health, Safety** included programs such as obesity prevention, healthy lifestyle, physical activity, child abuse and neglect, SIDS, hand washing, and food safety.

**Child Development** included programs from all domains of learning as well as programs that focused on developmental milestones, broad developmental concepts, brain development and adult-child interactions.

**Working with Parents/Engaging Families** included programs that focused on teaching providers to work with, communicate, and engage parents and families.

**Child Care Administration** included programs such as money management, staff development, emergency preparedness, and curriculum planning.

**Behavior Management** included programs that focused on supporting children in the classroom through positive guidance and teaching adults how to manage and respond to challenging behaviors.

**Children with Special Needs** included programs that educated providers on how to support children with special needs in the early childhood classroom.

**Child Care Environments** included programs that focused on the physical and emotional environment of the classroom such as classroom design and environment rating scales trainings.

**Parenting** included programs that focused on teaching providers about the challenges of parenting young children.

**Military Families** included programs that focused on military culture and supporting military families.

**Other** included programs that were reported once or twice across all of the states such as nature education, provider literacy, and diversity.

### SCHOOL AGE CONTENT AREA DEFINITIONS

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**Nutrition, Health, Safety** included programs such as obesity prevention, healthy lifestyle, physical activity, child abuse and neglect, SIDS, hand washing, and food safety.

**Youth Development** included programs such as citizenship, life skill development, developmental milestone, age appropriate activities for youth.

**Working with Parents/Engaging Families** included programs that focused on teaching providers to work with, communicate, and engage parents and families.

**Child Care Administration** included programs such as money management, staff development, emergency preparedness, and curriculum planning.

**Behavior Management** included programs that focused on supporting children in the classroom through positive guidance and teaching adults how to manage and respond to challenging behaviors.

**Children with Special Needs** included programs that educated providers on how to support children with special needs in the school age classroom.

**Quality After School Activities and Environments** included programs that educated providers on topics such as classroom arrangement, appropriate activities for school age children, and inquiry based learning.

**Military Families** included programs that focused on military culture and supporting military families.

**STEM** included programs that focused on teaching in the areas of science, technology, engineering, and math.

**Online Education and Safety** included programs that focused on appropriate internet use and dangers of the internet.

**Other** included programs that were reported once or twice across all of the states such as nature education, bullying, and diversity.

## APPENDIX C

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### STATE REPORTED PROFESSIONAL DEVELOPMENT PROGRAMS

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The following tables present the professional development programming reported by each state. The tables are included in alphabetical order and all 50 states are represented, although data were only reported for 48 states. The professional development programs listed are those that are conducted through Extension and are not expected to be inclusive of what is happening across agencies in each state. Contact information for each state is also provided. Any special notes included were provided by the state contacts to help provide some context for understanding the programming in each state.

\* Indicates that this state knows that the program has served providers who work with military families.

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**ALABAMA**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Family Child Care Partnerships</b>	Early Childhood Providers	Quality Environments	To increase child care quality to national accreditation level standards (as per National Association of Family Child Care)	varies	Statewide	Face to face	2000	AL Department of Human Resources; Child care quality enhancement contractors	On-going assessment using NAFFC benchmarks and FCCERS (Harms & Clifford)

\* Indicates that this state knows that the program has served providers who work with military families.

**Special Notes:** Family Child Care Partnerships (FCCP) is funded by the Alabama Department of Human Resources through a competitive grant process. Funding runs through the College of Human Sciences. The Extension system is not involved with licensing requirements, trainer requirements, or quality rating systems. However, the FCCP Managing Director provides input to State-directed committees addressing those issues. Regional Extension agents who work with child care audiences are able to call on FCCP staff and resources to provide group-level training as requested on a local basis.

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**ALASKA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Physical Activity &amp; Nutrition</b>	Early Childcare Providers	Nutrition Healthy Lifestyle	To increase physical activity in Head Start.  To promote healthy nutrition.  To increase use of native foods.  To bring awareness to the issue of childhood obesity.	7-8 Hours	Statewide	Face to Face	2010	Head Start  State of Alaska Public Health	
<b>Early Childhood Education Course thorough NACTEC</b>	Future Early Childcare Providers	Child Development Administration	To encourage the use of language and literacy through activities and routines  To learn how to incorporate the strengths of the local community into early childhood classrooms	2-4 Weeks of Class  Includes 15 Hour practicum	Open to students statewide  Class is offered in Nome	Face to Face		NACTEC  University of Alaska-Fairbanks	

\* Indicates that this state knows that the program has served providers who work with military families.

**Special Notes:** University of Alaska Extension employs six district agents who cover the whole state. Within each of the districts, agents help to coordinate early childhood professional development experiences. In Alaska, the Childcare Resource and Referral Agency, Thread

(www.threadalaska.org) coordinates and conducts most of the professional development experiences for early childhood professionals. Extension agents work closely with Thread to coordinate training opportunities. Extension agents in Alaska are less involved in the professional development of school age providers. Several 4-H and HHFD agents work with child care providers in after school programs, the majority of this work is in direct delivery to youth. In addition, Nutrition Educators in the EFNEP and SNAP-Ed Program also work directly with youth and only tangentially with school age providers.

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**ARIZONA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Brain Builders For Life</b>	Early Childhood Providers	Child Development Infants & Toddlers	To provide childcare providers with the most current information on brain development and to provide education on various child development domains.	16 hours	Multi-county	Face to Face	2009		Pre and Post Tests
<b>Developmentally Appropriate Practices</b>	Early Childhood Providers	Child Development	To provide childcare providers with information and hands on tools to utilize when working with children.	8 hours	Multi-county	Face to Face	2002		None

\* Indicates that this state knows that the program has served providers who work with military families

**Report Contributors**

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**Special Notes:** The University of Arizona also offers two college courses related to working with military families

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Understanding the U.S. Military From a Family Perspective*</b>	Bachelor and Master students interested in civilian military careers	Working with military families	Course explores how military service influences children, youth and families	1 course unit	Statewide	Online	2011		Graded per University standards
<b>Understanding the Modern U.S. Military Family*</b>	Bachelor and Master degree seeking students	Working with military families	Focus on military life issues including relocation, deployment, reunification and recent changes in the U.S. military family	3 course units	Statewide	Online	2011		Graded per University standards

\* Indicates that this state knows that the program has served providers who work with military families

**ARKANSAS**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Arkansas 4-H Afterschool*</b>	School Age Providers Volunteer leaders	STEM Citizenship	Provide training to youth programming staff to understand youth development and implement 4-H Curricula and other programs	5 hours	Statewide	Face to face	2005	Arkansas Out of School Network	Individual workshop evaluation
<b>Best Care*</b>	Early Childhood Providers	Child Development Health/Safety Nutrition	Increase knowledge of content areas as they pertain to childcare and early childhood education	10 hours	Statewide	Face to face	1998	Arkansas DHS Division of Childcare and Early Childhood Education	Individual workshop evaluation and follow up
<b>Best Care Connected*</b>	Early Childhood Providers	Child Development Health/Safety Nutrition	Increase knowledge of content areas as they pertain to childcare and early childhood education	5 hours	Statewide	On-line	2002	Arkansas DHS Division of Childcare and Early Childhood Education	End of course evaluation
<b>Guiding Children Successfully*</b>	Early Childhood Providers Parents	Child Development Guidance Parenting	Increase knowledge of content areas as they pertain to parenting, childcare, and early childhood education	30 hours	Statewide	Self Study	2003	Arkansas DHS Division of Childcare and Early Childhood Education	End of course evaluation

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** The University of Arkansas Division of Agriculture Cooperative Extension Service offers up to 50 hours of childcare provider training through four separate programs available statewide. The Arkansas DHS Division of Child Care and Early Childhood Education funds this contract. The state of Arkansas requires each childcare practitioner to obtain at least 10 hours of training each year. Within the state, a registry exists called Traveling Arkansas' Professional Pathways (TAPP) to help practitioners, center directors, and governing agencies monitor an individual's progress through the professional development system as they mature professionally within the quality rating system. Arkansas' quality rating system is called Better Beginnings. Practitioners who participate in Better Beginnings are required to obtain a minimum of 15 hours of verified training annually.

Since the U of A Cooperative Extension has a presence in all 75 counties, and we offer three different modalities of training (face-to-face, on-line, and self-guided), we are able to reach more individuals across the state. New curricula are written annually for the Best Care, Best Care Connected, and 4-H Afterschool programs. Although not specifically tracked, we believe each of our four programs indirectly serves the children of military families.

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**CALIFORNIA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Off to a Good Start*</b>	Early Childcare Providers	Child development Early Literacy Science	To train provider to train parents and others on topics of reading literacy, science and problem solving, language, healthy habits, and the transition to school.	7 Lessons  8-12 Hours	Statewide	Face to Face	2000  Revised in 2006	California First5 Funding  Resource and Referral  NAEYC and California AEYC	Retrospective pre-post survey
<b>Let's Read Together*</b>	Early Childcare Providers	Child Development Early Literacy	To develop early literacy skills, teach strategies for reading book, familiarize the adult with genres of literature, and introduce the research on early literacy	17 Lessons  7-8 Hours typically  All 25 hours	Statewide	Face to Face	2003	California First5 Funding  Resource and Referral  NAEYC and California AEYC	Retrospective pre-post survey
<b>Nutrition Best</b>	Early Childcare Providers	Nutrition	Provides research on nutrition such as how to prepare healthy lunches, the importance of breakfast, physical activity, and nutrition and gardening.	5-10 Hours	County	Face to Face		California First5 Funding	Have evaluated the training with providers and the impact of the information on families.

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Tools of the Trade I: Giving Kids a Lifetime Guarantee*</b>	School Age Providers	Youth Development After School Environments	To provide information about child development about appropriate after school environments, guidance, appropriate activities, and working with parents	9 Lessons 9-10 Hours	Statewide	Face to Face	2007	MetLife funding through National 4-H	Have documented the effective results of the program
<b>Tools of the Trade II*</b>	School Age Providers	Science, Engineering, Technology Inquiry Engaging Families	To provide information related to science, engineering, and technology. To provide information about inquiry and engaging families in science.	28 Hours	Statewide	Face to Face	2009	Local resource and referral NAEYC and California AEYC, NAA 4-H Advisors on the county level	Have documented the effective results of the program
<b>Let's Eat Smart and Play Hard Together</b>	School Age Providers Parents	Healthy Eating Physical Activity	To provide information about physical activity, fitness, and healthy eating.	5-10 Hours	County				Have documented the effective results of the program

\* Indicates that this state knows that the program has served providers who work with military families

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**COLORADO**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Tools of the Trade I: Giving Kids a Lifetime Guarantee</b>	School Age Providers	Youth Development After School Environments	To provide information about child development, after school environments, guidance, activities, and working with parents.	9 Lessons 9-10 Hours	Statewide	Face to Face			
<b>Tools of the Trade II</b>	School Age Providers	Science, Engineering, Technology Engaging Families	To provide information related to science, engineering, and technology, and engaging families in science.	28 Hours	Statewide	Face to Face			
<b>Essential Elements</b>	School Age Providers	Quality After School Activities	To promote youth independence, belonging, mastery, and generosity.	10 modules 10–12 hours		Face to Face			
<b>Acres of Adventures</b>	School Age Providers	Quality After School Activities	To promote agricultural literacy among young people during out-of-school time	Varies		Face to Face		Publica- tion of National 4-H	
<b>Food, Culture, and Reading</b>	School Age Providers	Healthy Lifestyle Nutrition	To promote healthy lifestyles and nutrition through literature	2 hours	Statewide	Face to Face			
<b>Cloverbud Kit Inservice</b>	School Age Providers	Science	Attendees learned of the 61 Cloverbud Kits available for their use		Local	Face to Face	2010		

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** In 2008, the Family/Consumer Extension agents in Colorado worked through a strategic planning process and identified three areas of concentration. Those areas did not include the Human/Family/Child Development program area. Until the change in focus, Extension agents were the sole entity approved to deliver a state required course in adult learning strategies for individuals training child care providers. Extension agents are no longer delivering this programming due to changes in focus area. It is important to note that significant early childhood professional development expertise and infrastructure lies in the Department of Human Development and Family Studies (HDFS). Specifically, the department's baccalaureate degree includes coursework leading to director qualifications. This is available in both resident instruction and continuing education (online) formats. In addition, in collaboration with the School of Teacher Education and Principal Preparation, the department offers the Early Childhood Education Licensure Program, which leads to preK-3 licensure in Colorado. The department supports internships, practica and other forms of experiential learning as part of the degree program.

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## CONNECTICUT

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>4-H*</b>	School Age providers	Experiential Learning	Provide training on experiential learning and 4-H curriculum	2 Hours	Local	Face to face	2008	Navy Subbase Youth Center	
<b>Community-based Service Learning</b>	School Age providers	Quality After School Environments	Giving providers tools in planning service-learning projects	1.5 Hours	Statewide	Face to face	2002	CT Dep't of Higher Education	Pre-post testing
<b>Behavior management in Out-of-school-time programs</b>	School Age providers	Behavior Management	Training providers in behavior management, curriculum planning, etc	1-10 Hours	County	Face to face	1999	School districts & youth serving agencies	Individual evaluations
<b>Activity planning and Behavior management</b>	School Age providers	Behavior Management	In-service training on activity planning and classroom management	2.5 Per session	Local	Face to face	2004	Community Outreach	Individual Feedback
<b>USDA Dietary Guidelines and My Pyramid</b>	Early Childhood Providers	Nutrition	Improve nutrition	10 Hours		Face to face	2010-2011		Individual feedback

\* Indicates that this state knows that the program has served providers who work with military families

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**DELAWARE**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>*Building Relationships With Children &amp; Youth Who Challenge Us</b>	Early childhood providers School age providers	Staff development	Participants will analyze their temperament to understand their strengths and weaknesses and how that fits with the temperament of the children in their care	2 Hours	Statewide	Face to Face	2011		Post program evaluation
<b>*DineSafe</b>	Early childhood providers School age providers	Health & Safety	Participants will understand the importance of preparing food safely for the children in their care	3 Hours	Statewide	Face to Face	2003	Delaware Restaurant Association	Post program evaluation
<b>*Improving Transition Times</b>	Early childhood providers	Quality Environment	Participants will be able to identify 5 tools they can use to improve transition times with children	2 Hours	Statewide	Face to Face	2005		Post program evaluation
<b>*Eat Smart for a Healthy Heart</b>	Early childhood providers School age providers	Nutrition	Participants will understand the importance of preparing heart healthy food for the children	6 Hours	Statewide	Face to Face	2005		Post program evaluation

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>*Healthy Habits, Healthy Start</b>	Early childhood providers School age providers	Nutrition	Participants will understand the nutrition and physical activity requirements of the Delaware Child and Adult Care Food Program	6 Hours	Statewide	Face to Face Online	2010	Delaware Division of Public Health	Post program evaluation
<b>*ServSafe®</b>	Early childhood providers School age providers	Health & Safety	Participants will understand the National Restaurant Association requirements for serving safe food	8 Hours	Statewide	Face to Face	2000	Delaware Restaurant Association	Post program evaluation
<b>*Giving Your Best-Making Secure Attachments</b>	Early childhood providers School age providers	Child Development	Participants will understand the importance of personal relationships in the development of confidence, independence, strong social skills, and cooperation.	2 Hours	Statewide	Face to Face	2011		Post program evaluation
<b>*Working with Single Parent Families</b>	Early childhood providers School age providers	Working with Parents	Participants will understand the challenges faced by single parents of children in their care	2 Hours	Statewide	Face to Face	2009		Post program evaluation

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>*Supporting Stressed Children</b>	Early childhood providers	Child Development Social and Emotional Development	Participants will learn to identify and acknowledge stresses children in their care face and learn tools to help them cope	2 Hours	Statewide	Face to Face	2009		Post program evaluation
<b>*Pets in Child Care</b>	Early childhood providers	Child Care Environments	Participants will understand the pros and cons of pets in a child care setting	2 Hours	Statewide	Face to Face	2009		Post program evaluation
<b>*Healthy Nutrition and Active Movement for Infants &amp; Toddlers</b>	Early childhood providers	Nutrition Physical Activity Infants and Toddlers	Participants will understand the need for infants and toddlers to be physically active and appropriate meals and snacks to be served	2 Hours	Statewide	Face to Face	2009		Post program evaluation
<b>*Protecting Yourself in Managing Today's Workforce</b>	Early childhood providers School age providers	Administration	Participants will understand the legal and regulatory considerations for managers and supervisors	3 Hours	Statewide	Face to Face	2010		Post program evaluation
<b>*Internet Safety</b>	Early childhood providers School age providers	Online safety	Participants will understand how the internet can be used constructively	2 Hours	Statewide	Face to Face	2002		Post program evaluation

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>*Managing Money in a Family Day Care Setting</b>	Early childhood providers	Administration	Participants will understand how to build a workable spending plan with their child care income	2 Hours	Statewide	Face to Face	2008	Delaware Money School	Post program evaluation
<b>*Managing Credit in a Family Day Care Setting</b>	Early childhood providers	Administration	Participants will understand where to begin in gaining control of debt and how to wisely use credit	2 Hours	Statewide	Face to Face	2008	Delaware Money School	Post program evaluation
<b>*Saving and Investing in a Family Day Care Setting</b>	Early childhood providers	Administration	Participants will understand how to “find money” to save and start savings and investment plans	2 Hours	Statewide	Face to Face	2008	Delaware Money School	Post program evaluation
<b>*Moving Youth Ahead- Training for School Age Providers</b>	School Age Providers	Youth Development	Participants will understand the core competencies required by school age professionals in working with school aged children	15 Hours	Statewide	Face to Face	2004	Delaware Institute for Excellence in Early Childhood	Post program evaluation
<b>*Getting the Most Out of Eating Locally</b>	Early childhood providers School age providers	Nutrition	Participants will learn facts about this trend and ways to save money, serve nutritious foods and support the local economy	2 Hours	Statewide	Face to Face	2009		Post program evaluation



Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>*Wanna be My Friend? The Pros and Cons of Online Social Networking</b>	School age Providers	Online Safety	Participants will understand the benefits and challenges of social networking as it pertains to children in their care	2 Hours	Statewide	Face to Face	2010		Post program evaluation
<b>*Dining with Diabetes</b>	Early childhood providers School age providers	Nutrition	Participants will understand the impact of diabetes on the children in their care and how to modify recipes for healthier options	6 Hours	Statewide	Face to Face	2000		Post program evaluation
<b>*Knowing Your Fats- The Good, Bad, and Ugly</b>	Early childhood providers School age providers	Nutrition	Participants will understand optimal amounts of good and bad fats to incorporate into children's menus and the importance of consuming good fats for optimal development	2 Hours	Statewide	Face to Face	2009		Post program evaluation
<b>*How to Create a Retirement Paycheck</b>	Early childhood providers School age providers	Administration	Participants will understand how to anticipate income needed in retirement and how to meet financial goals	2 Hours	Statewide	Face to Face	2009	Delaware Money School	Post program evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
*Managing Difficult Parents	Early childhood providers School age providers	Working with Parents	Participants will understand and learn skills needed to communicate with challenging parents	2 Hours	Statewide	Face to Face	2009		Post program evaluation
*Does a Parent's Age and Cultural Background Influence Child Development Strategies	Early childhood providers School age providers	Diversity Working with Parents	Participants will explore and understand how cultural backgrounds impact parenting of the children in their care	2 Hours	Statewide	Face to Face	2011		Post program evaluation

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** Many of the professional development opportunities provided through Delaware Cooperative Extension are relevant to providers who work with children from birth to age 12. The topics often are applicable to all children within this age range.

#### Report Contributors

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**FLORIDA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Working with Military Families</b>	Early Childhood Providers	Military families Engaging Families	Increasing childcare provider knowledge of stressors experienced by military families, and how to identify issues and best work with parents	3 hours	Multi-county	Face to face	2011		Pre- and post-testing
<b>Understanding Food Allergies</b>	Early Childhood Providers	Food allergies	Increase understanding of food allergies based on recent research, recommendations for best practices	5 hours	Multi-county	Face to face	2011		Pre- and post-testing
<b>5-Ring Math Circus; Chartreuse Moose</b>	Early Childhood Providers	Child Development Math & Literacy	Strengthen literacy; Increase math skills	2 hour lessons	County	Face to face	2001	University of Nevada-produced materials	Pre and post
<b>Child development topics</b>	Early Childhood Providers	Temperament Birth order	Increase understanding of caregiving style and better understand child behavior	2 hours lessons	County	Face to face	1995-2006	Family Information Services' materials	Post-test
<b>Nutrition Education: Basics of Healthy Eating Part 1</b>	Early Childhood Providers	Nutrition			County				

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Cooking Matters No Kid Hungry</b>	Early Childhood Providers	Nutrition	Improve skills at planning and preparing tasty, healthy, low-cost meals for children To encourage healthy eating habits that will stick for life.	5 hours	Multi-county	Face to face	2010	Leon County Headstart ConAgra WalMart Share our Strength's Grant	Pre/post tests
<b>Effective Behavior Management Strategies for the Childcare Setting</b>	Early Childhood Providers	Behavior management	Increase knowledge and understanding of why behavior problems occur in the childcare setting and best practices for responding to behavior problems	2.5 hours	Multi-county	Face to face	2011		Pre- and Post-testing
<b>Growing Healthy Eaters</b>	Early Childhood Providers	Food safety Nutrition Curriculum development	Demonstrate safe food handling practices and increase knowledge of nutritional needs of young children	10 hours	Multi-county	Face to face	2011	UF continuing education	Post test and post survey of practices
<b>Working with Parents who have Children with Disabilities</b>	Early Childhood Providers	Children with Special Needs Working with Parents	Explore key issues using cyclical grief and resiliency models; identify tools for working directly with parents	2 Hours	County	Face to Face	2010	PBC Institute of Excellence in Early Care and Education	Pre/Post test and Institute's evaluation
<b>Color Me Healthy</b>	Early Childhood Providers	Nutrition	To build knowledge in the areas of nutrition by using color, music and exploration	13 lessons 6.5 hours	County	Face to Face Train-the-trainer	2007	Early Learning Coalition of Southwest Florida Lee, Collier and Glades/Hendry	Pre-post and workshop evaluation. 6month follow-up

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Child of Wonder: Nurturing Creative &amp; Naturally Curious Children</b>	Early Childhood Providers	Child Development	Identify and explain environment conducive to children being curious and creative	2 Hours	County	Face to Face	2010	PBC Institute of Excellence in Early Care and Education	End of session evaluation
<b>Helping Children Make the Right Choices</b>	Early Childhood Providers	Guidance	Understand what the MOP rules are and incorporate them in classroom activities	2 Hours	County	Face to Face	2004	PBC Institute of Excellence in Early Care and Education	Pre/Post test Follow-up survey
<b>Helping Children Learn Part 1: Encouraging a Growth Mindset in Young Children</b>	Early Childhood Providers	Child Development	Identify how providers can encourage and help children develop a “growth” mindset	2 Hours	County	Face to Face	2010	PBC Institute of Excellence in Early Care and Education	Pre/post test
<b>Helping Children Learn Part II</b>	Early Childhood Providers	Child Care Environments	Identify, discuss, and leave with strategies to increase children’s active engagement in the classroom	2 Hours	County	Face to Face	2010	PBC Institute of Excellence in Early Care and Education	Pre/post test
<b>Raising a Thinking Child: Teaching Young Children to Resolve Everyday Conflicts and Get Along with Each Other</b>	Early Childhood Providers	Child Development	Understand and use a problem-solving model that inspires children to think and give them skills to solve problems in light of their own feelings	2 Hours	County	Face to Face	2010	PBC Institute of Excellence in Early Care and Education	End of session evaluation 6-month follow-up

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Behavior Management in Early Childhood Classrooms Pt. II: Positive Discipline for Early Care Practitioners</b>	Early Childhood Providers	Social and Emotional Development  Guidance	Learn strategies for creating an environment that is inviting and nurturing for children, and encouraging for staff	2 Hours	County	Face to Face	2011	PBC Institute of Excellence in Early Care and Education	Pre/Post test and Institute's evaluation; 6-month follow-up
<b>ADHD in Childcare</b>	Early Childhood Providers	Children with Special Needs	To help childcare providers learn about ADHD in young children	2.5 hours	Multi-county	Face to face	2011		Pre- and Post-testing
<b>Nutrition Education: Basics of Healthy Eating Part 1</b>	Early Childhood Providers	Nutrition			County				
<b>Nutrition Education: Food Safety in the Child Care Setting</b>	Early Childhood Providers	Nutrition  Health & Safety			County				
<b>Nutrition Education: Integrating Nutrition in the Sunshine State Standards</b>	Early Childhood Providers	Nutrition			County				
<b>Health and Fitness for the Early Care Practitioner</b>	Early Childhood Providers	Nutrition  Healthy Lifestyle			County				
<b>Kids with Food Allergies: Celebrating Holidays</b>	Early Childhood Providers	Health & Safety	To prepare allergy free foods with flavor and nutritional value	1 lesson	County	Face to Face	2010	PBC Institute of Excellence in Early Care and Education	Pre/Post Test 3 month follow-up

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Helping Parents Raise Healthy Eaters: Part 1, 2 and 3</b>	Early Childhood Providers	Nutrition	To build knowledge and skills in the areas of child nutrition, menu planning, recipes, food and feeding relationship	3 lessons 6 Hours Total	County	Face to Face	2011	PBC Institute of Excellence in Early Care and Education	End of session evaluation 3 Month Follow-up
<b>Go Kids!</b>	Early Childhood Providers				County				
<b>Fun in the Garden</b>	Early Childhood Providers	Nature Nutrition			County				
<b>Did You Wash Them?</b>	Early Childhood Providers	Health & Safety	To prevent food contamination by washing hands	2 hours	County	Face to Face	2010	PBC Institute of Excellence in Early Care and Education	End of session evaluation
<b>Children and Cholesterol</b>	Early Childhood Providers	Nutrition			County				
<b>Early Childhood Development in the Childcare Setting</b>	Early Childhood Providers	Child Development Obesity prevention	Increase knowledge of early brain and social development and obesity prevention, as well as best practices for the childcare setting	3 hours	Multi-county	Face to face	2010		Pre- and Post-testing
<b>Autism Spectrum Childcare Provider Training</b>	Early Childhood Providers	Children with Special Needs	Increase knowledge about the Autism Spectrum including red flags, diagnosis, treatments, working with parents.	6 hours	Multi-county National	Face to face	2008	Center for Autism and Related Disabilities at University of Florida	Pre- and Post-testing

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Better Kid Care programs</b>	Early Childhood Providers	Child Development (15-20 programs)	Improve caregivers' understanding of best practices in child care	2 hour lessons	County	Face to face	2000	Penn State University-produced materials & videos	Post-test

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** County Cooperative Extension faculty in the local communities work closely with local Early Learning Coalitions (Florida's child care resource & referral agency). In addition, the University of Florida Extension is an approved training provider in the state. Some county faculty provide training to child care providers on a regular basis, with some faculty doing more training and others doing less depending on local needs. Some of the county faculty may collaborate with schools in their local communities based on individual needs and relationships. In addition, child care facilities that serve children through age 12 before and after school will have providers who are trained with the rest of the early childhood staff. Many of the training topics are applicable to both audiences.

#### Report Contributors

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**GEORGIA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Teaching Basic Health and Safety in the Early Childhood Classroom</b>	Early Childhood Providers	Health & Safety	To provide early childhood teachers with classroom activities designed to introduce children ages 3 to 5 years to basic health and safety concepts and practices	5 lessons  2 hours each  10 hours total	Statewide	Face to face	2002	Bright from the Start  UGA Dept of Child and Family Development	Pre and post-test; survey of activities used
<b>Eat Healthy, Be Active</b>	Early Childhood Providers	Nutrition  Physical Activity	To introduce participants to statistics and risk factors for childhood obesity; to familiarize them with hands-on activities to teach preschoolers five age-appropriate concepts about nutrition and physical activity.	3 Hours	Statewide	Face to face	2006	Bright from the Start  UGA Dept of Child and Family Development	Pre and post-test; survey of teacher health practices; survey of activities used; teacher evaluation of curriculum and resource kit
<b>More than Punishment</b>	Early Childhood Providers	Guidance	To familiarize participants with a variety of guidance strategies to prevent misbehavior	2 Hours	Statewide	Face to face	2003		Post-test and intent to change behavior

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Dare to Be Messy!</b>	Early Childhood Providers	Child Development Creative Arts	To introduce the concept of creativity, provide participants with tools to promote creativity in children; To introduce a variety of sensory materials and activities for use in early childhood programs	2 Hours	Statewide	Face to face	2001		Post-test and intent to change behavior
<b>It's Never Too Early to Set the Tone</b>	Early Childhood Providers	Child development Sexual development in young children	To familiarize participants with normal sexual development in young children; to distinguish normal sexual behaviors from signs of sexual abuse	2 Hours	Statewide	Face to face	2006		Post-test and intent to change behavior
<b>1-2-3-4: Counting and So Much More</b>	Early Childhood Providers	Child Development Math	To expand participants' understanding of pre-math skills, which will provide them with tools to plan developmentally appropriate math activities for toddlers and preschoolers in early childhood programs.	2 Hours	Statewide	Face to face	2002		Post-test and intent to change behavior
<b>The Great Pretenders</b>	Early Childhood Providers	Child Development Dramatic Play	To introduce participants to the stages of pretend play; to provide ideas for structuring pretend play; to introduce new theme ideas for dramatic play	2 Hours	Statewide	Face to face	2005		Post-test and intent to change behavior

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Ready for Reading</b>	Early Childhood Providers	Child Development Early Literacy	To expand understanding of reading readiness; provide tools and strategies to encourage pre-reading skills; and tips for reading aloud effectively	2 Hours	Statewide	Face to face	2004		Post-test and intent to change behavior
<b>The Guidance Toolbox</b>	Early Childhood Providers	Guidance	To expand “tool box” of ways to handle misbehavior by introducing new strategies; to prepare participants to teach problem solving to preschoolers and school-agers	2 Hours	Statewide	Face to face	2005		Retrospective post-then-pre evaluation; intent to change behavior
<b>Food for Children: Food Safety and Nutrition for Child Care Center Cooks and Administrators</b>	Early Childhood Providers	Health & Safety Nutrition	To help cooks prepare, serve, and store food safely; to prepare directors and administrators to make healthy food choices in child care	2 Sections 4 hours total	Statewide	Face to face	2007		Pre and post-test
<b>Better Brains for Babies</b>	Early Childhood Providers	Child Development Brain Development	To familiarize participants with basic concepts of early brain development; to connect brain development to language, attachment, play, physical health, consistency, and stress	Variable (2 – 10 hrs)	Statewide	Face to face	1998		Pre- and post-test

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>More than Just Reading and Writing</b>	Early Childhood Providers	Child Development Quality Environments	To help participants identify ways to support creativity; to introduce the concept of multiple learning styles; to share ways to support different learning styles	2 Hours	Statewide	Face to face	2009		Retrospective post-then-pre evaluation; intent to change behavior
<b>Basic Core Skills for Child Care</b>	Early Childhood Providers	Health & Safety Child Abuse	To prepare participants to recognize and report suspected abuse To prepare participants to identify and remove safety risks; to prepare participants to handle injuries in child care	3 Sections 2 Hours Each 6 Hours Total	Statewide	Face to face	2011		Retrospective post-then-pre evaluation; intent to change behavior
<b>Rockin' and Rollin': Music and Movement in the Early Childhood Program</b>	Early Childhood Providers	Music and creative movement Creative arts	To help participants recognize the value of music and movement in early childhood; To introduce creative ways to use music and movement in ECE programs	2 Sections 4 hrs total	Statewide	Face to face	2009		Retrospective post-then-pre evaluation; intent to change behavior
<b>Drawing, Painting and More: Creative Art in Early Childhood</b>	Early Childhood Providers	Child Development Creative Arts	To introduce the concept of creative art; to distinguish between free art and craft projects To share a variety of art materials and techniques for use in ECE programs	2 Hours	Statewide	Face to face	2010		Retrospective post-then-pre evaluation; intent to change behavior

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Keeping Children Safe and Well in Child Care</b>	Early Childhood Providers	Health & Safety	To help participants prevent the spread of infectious diseases in child care; to prepare participants to identify and remove safety risks; to prepare participants to handle injuries	2 Hours	Statewide	Self-study; video and workbook	1990s		Pre- and post-test (must score 80% or better on post-test to receive certificate)
<b>Rockin' Around the Infant Classroom</b>	Early Childhood Providers	Child Development Infants & Toddlers	To familiarize infant teachers with basics of infant development, attachment, classroom arrangement for infants, play, feeding, language development, and strategies for communicating with families	7 Hours	Statewide	Face to Face & Online 4.0 hours face to face; 3.0 hours online modules)	2009	Georgia Center for Continuing Education	Pre- and post-tests; self-assessment of infant development knowledge; intent to change behavior; survey of comfort with computer technology
<b>Child Development Zone</b>	Early Childhood Providers	Child Development	To familiarize participants with basic patterns and milestones of child development from birth through age 5	3 Hours	Statewide	Self-study; video and workbook	1990s		Pre- and post-test (must score 80% or better on post-test to receive certificate)

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Guiding Children Positively</b>	Early Childhood Providers	Guidance	To introduce participants to effective strategies to guide children's behavior and handle misbehavior in child care programs	3 Hours	Statewide	Self-study; video and workbook	1990s		Pre- and post-test (must score 80% or better on post-test to receive certificate)
<b>Cyber bullying Prevention, Teen Identity Theft Prevention, Social Networking and Internet Safety</b>	School Age Providers Parents Youth grades 3-12	Online Safety Cyber-Bullying	To provide youth and the adults who care for them a better understanding of cyber bullying, identity theft, social networking and internet Safety, and ways to keep themselves safe online.	1.5- 2 Hours	Statewide and National	Face to face or online	2006		Pre- and post-test; online survey

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** Georgia has 159 counties, but only about 35 – 40 county Extension agents assigned to Family and Consumer Sciences. Some agents are assigned to two counties, but most work only in one county, so many parts of the state do not have a FACS Extension presence. FACS agents in Georgia are generalists, covering the various areas of Family and Consumer Sciences (child development, family relations, food safety, nutrition, financial management, and housing) depending on local needs. Most FACS agents provide at least some face-to-face training for child care providers. Training schedules vary from monthly evening classes to “Super Saturday” sessions once or twice a year. A few counties offer large Early Childhood Institutes that provide 6 hours of training to several hundred child care providers once a year.

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**HAWAII**

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>4-H*</b>	School Age Providers	Quality After-School Environments	Provide training to understand youth development and implement 4-H Curricula and other programs	Varies	Statewide Kwajalein, Japan, Korea	Face to face online	1997	Army Navy Air Force Marines	Individual workshop evaluation
<b>Operation: Military Kids Ready, Set, Go*</b>	School Age Providers	Military culture	Provide on the deployment cycle, how it affects military children and resources available	4 hours	Statewide	Face to face	2005	Active duty, guard and reserve branches, other OMK partners	Individual workshop evaluation
<b>Operation: Military Kids Yellow Ribbon and MTL curriculum, *</b>	School Age Providers	Youth development	Provide training to understand youth development and implement OMK Curricula and other programs	Varies	Statewide	Face to face	2008	All active duty, guard and reserve branches, other OMK partners	Individual workshop evaluation
<b>4-H Read to Me</b>	School Age Providers	Youth Development	Provide training to understand service-learning and implement 4-H Read to Me project	Varies	Statewide	Face to face Online	1997	Department of Education, Private Schools, other youth organizations	Individual workshop evaluation
<b>Aging Simulation</b>	School Age Providers	Aging sensitivity Intergenerational relationships	Provide students with skills to work with frail older adults	1-3 hours	County	Face to face	2009		Individual workshop evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Youth Adult Partnership</b>	School Age Providers	Youth Development	Training for 4-H club leaders to increase knowledge that youth are valuable partners.	Varies	County	Face to Face	2000		Observation , reflection, testimony
<b>Foster Grandparent Program</b>	School Age Providers	Intergenerational relationships Children with Special Needs	Train and place adult volunteers in preschool, school, and after school settings to work one on one with students who have special needs.	varies	County	Face to face	2009	Hawaii State Department of Human Services	Individual workshop evaluation  Periodic evaluation of student success
<b>Money on the Bookshelf</b>	Early Childhood Providers	Literacy development Financial literacy	Introduce literacy and financial literacy skills/concepts to preschool children  Increase grandparent and parent financial literacy skills	Varies	County	Face to face	2009	Head Start	Weekly evaluations
<b>Fun Food Fridays / Maui Cooking Intergenerational Style</b>	School Age Providers	Obesity prevention Math/Science skills Intergenerational relationships	Reinforce science and math concepts through experiences in the kitchen  Provide older adults opportunities for teaching and building relationships with young teens	12-18 hours	County	Face to face	2009	Department of Education, Hui Malama Learning Center, Retired Senior Volunteer Program, Maui Assoc of Family/Community Education	Pre/post testing

\* Indicates that this state knows that the program has served providers who work with military families



**Report Contributors**

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## IDAHO

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### Early Childhood:

Cooperative Extension at the University of Idaho does not have a regularly scheduled program of professional development for child care providers. However, they make 1-2 presentations a year to state and regional conferences of early childhood professionals. The topic is generally a research update.

### School Age:

- Idaho 4-H does afterschool programming through the CYFAR grant (sites operated by Extension) and as a community partner providing an enrichment component to a community or school based program. CYFAR staff are trained once a year on a variety of topics however not specifically using a training curriculum like Tools of the Trade.
- A relationship exists with the Idaho State Department of Education Safe and Drug Free Schools who oversee the 21<sup>st</sup> Century Community Learning Centers (afterschool programs). Extension agents have opened trainings on art and Lego Robotics to 21stCCLC staff
- 4-H has an OMK program and works with the Mountain Home Air Force base. We do not train the AFB afterschool staff. Most of the trainings/workshops are *youth* focused, rather than focused on training adults who work with the youth

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**ILLINOIS**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Your Young Child</b>	Early Childhood Providers	Child Development	Provide education to parent of young children Provide training to professionals who work with young children and their parents Reduce child abuse associated with challenging behaviors Increase positive parenting skills	9-18 hours	Statewide	Online	2006		Individual workshop evaluation
<b>Intentional Harmony</b>	Early Childhood Providers	Other	Increase knowledge of the causes, correlates, and outcomes of work-life stress Reduce the experience of work-life stress Increase the use of adaptive work-life management strategies	6 modules 2 hours each 12 hours	Statewide	Face to face Online	2002	The Family Resilience Center; The Child Care Resource and Referral Service	Individual workshop evaluation
<b>Parenting 24/7</b>	Early Childhood Providers Parents	Child Development Parenting Managing work and family life	Provide information on child development and parenting to promote developmentally appropriate expectations, use positive parenting strategies, and learn strategies for coping with the stresses of raising children.	N/A	Statewide	Online	2005	Extension	User survey

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** Illinois Extension is involved at the local and statewide level with Child Care Resource & Referral offices (CCRR) and INCCRRA. There are educators who serve as liaisons for local CCRRs and as trainers for statewide curricula. The CCRR at the University of Illinois is home to the Child Care Resilience Program. Angela Wiley (UI Extension Specialist, Family Life) directs this program, which is dedicated to advancing knowledge and practice to strengthen child care and the families, and children who use it in Illinois and across the country. The mission of this program includes conducting basic and applied research, teaching a new generation of child care scholars, and engaging with stakeholders to provide practical, policy-relevant tools and information based on evidence. This is part of a long-standing tradition of Illinois Extension staff developing and delivering training and professional development materials for child care providers. As an example, for a number of years, the “Better Kid Care” series has been facilitated across the state by UIE Family Life Educators to fulfill continuing education requirements for licensed child care providers. Currently, UIE staff is collaborating with training staff from the Child Care Resource and Referral Service (CCRS) at the University of Illinois to develop a series of mini-lessons based on a multi-state Extension effort, the Just-In Time Parenting electronic newsletter. The adapted product will be used in Illinois to train and support child care providers and will be available to Extension staff in other states. Another example currently underway in the Child Care Resilience Program is the IDHS-sponsored development of training materials designed to improve quality for child care providers, administrators, and R&R staff that are distributed statewide in collaboration with INCCRRA. Examples include a DVD-based resource in Spanish and English for providers and parents entitled “Healthy Weight, Healthy Future: Fighting Childhood Obesity in Everyday Life.” Another upcoming statewide training for R&R staff addresses sensitivity to and effective methods for reaching out to Latino clients.

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**INDIANA**

**Extension Resources for Early Childhood and School Age Professional Development**

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Parenting Counts*</b>	Parents  Early Childhood Providers	Child Development Birth to Age 5	To help parents and providers understand child development and appropriate interactions through play  Encourages professionals to teach research based parenting and child development information to families in their communities	13 lessons  Participants typically do a 5 workshop series  10-26 Hours	Statewide	Face to Face	2008	The Talaris Institute  Head Start and Early Head Start  Indiana Head Start State Collaboration Office	Emerging through development of recently completed evaluation tools
<b>Raising Healthy Eaters*</b>	Parents  Early Childhood Providers	Nutrition  Parenting		8 lessons  Participants usually complete at 5 lesson series  12.5 – 20 Hours	Statewide	Face to Face	2008	Head Start and Early Head Start	Inconclusive at this time due to low participant numbers

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Recipe for Growing Healthy Children*</b>	Early Childhood Providers	Nutrition Healthy Eating	To build knowledge and skills in the areas of child nutrition, menu planning, recipes, food preparation and food safety.	7 lessons  Can be taught individually or all together  7 Hours	Statewide	Face to Face	2007	Indiana Department of Education  Child and Adult Care Food Program (CACFP)	
<b>Parents Raising Safe Kids*</b>	Parents  Early Childhood Providers	Health and Safety  Parenting	To teach about risk factors for violence and its consequences.  To teach protective factors and skills for effective parenting.  To teach about participating in the community's efforts on prevention.	8 lessons  12-16 Hours	Statewide	Face to Face	2002	National Association for the Education of Young Children  American Psychological Association  Indiana Association for the Education of Young Children  Indiana Department of Family and Social Services  Indiana Institute for Strengthening Families	Evaluation of this program is focused on the trainers who participate in train the trainer sessions.

\* Indicates that this state knows that the program has served providers who work with military families



**Special Notes:** Extension provides educational programming that helps child care providers meet annual professional development hours required for licensing, and professional development hours required for providers in the Paths to Quality child care rating system. These can be on varying topics in broad categories including health and nutrition, family resource management, leadership and personal development, etc. Indiana also has a strong Infant/Toddler Specialist Network (<http://www.cfs.purdue.edu/itsi/>). Indiana Extension works closely with Head Start and also provides programming to any child care setting (family child care, ministry and center child care, after-school programming) interested in programs offered through Extension. Programming varies across the state depending on the individual Extension educator’s relationships with child care providers in their community. The Indiana Youth Institute offers programming and resources to school age caregivers in as well (<http://www.iyi.org>).

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**IOWA**

**Extension Resources for Early Childhood and School Age Professional Development**

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Better Kid Care New Staff Orientation</b>	Early Childhood Providers	Child Development Health & Safety Guidance	To provide a comprehensive, on-site orientation for new staff.	16 hours	Statewide	Online	2005	Funded by Iowa Department of Human Services	Workbook portfolio reviewed, retrospective evaluation
<b>Better Kid Care New Staff Orientation Director Training</b>	Early Childhood Providers	Child Care Administration	To provide child care center directors with skills and knowledge to conduct a comprehensive orientation for new staff.	6 hours	Statewide	Face-to-face Online	2005	Funded by Iowa Department of Human Services	Individual workshop evaluation, follow-up survey
<b>Child Care Nutrition Training</b>	Early Childhood Providers School Age Providers	Nutrition Healthy Lifestyle	To provide knowledge and skills needed to meet children's nutritional and physical activity needs.	10 hours	Statewide	Face-to-face	2010	Funding support from CCR&R Early Childhood Iowa	Individual workshop evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Nature Explorer</b>	Early Childhood Providers School Age Providers	Nature	To provide effective teaching strategies for introducing children to nature and the environment	33 hours	Multi-county	Face-to-face	2009	Dimensions Educational Research Foundation CCR&R	Individual workshop evaluation Classroom certification
<b>Early Learning Webinars</b>	Early Childhood Providers School Age Providers	Child Development All Domains of Learning	To provide in-depth knowledge and skills in curriculum development and early learning teaching practices	2 hours	Statewide	Online	2010	Fee –based program	Individual workshop evaluation, online quiz, follow-up survey
<b>Early Childhood Environment Rating Scale Training ECERS-R</b>	Early Childhood Providers	Quality Environments	To provide knowledge and skills needed to accurately use each of the environment rating scales for self-assessment and program improvement planning.	8 hours	Statewide	Face-to-face	2004	Funded by Iowa Department of Human Services Early Childhood Iowa	Self-assessment, Instructor reviewed program improvement plan, Individual workshop evaluation, follow-up survey Optional ERS assessment required to meet Iowa DHS Quality Improvement Rating Scale Scoring
<b>Infant and Toddler Environment Rating Scale Training ITERS-R</b>	Early Childhood Providers	Quality Environments	To provide knowledge and skills needed to accurately use each of the environment rating scales for self-assessment and program improvement planning.	8 hours	Statewide	Face-to-face	2004	Funded by Iowa Department of Human Services Early Childhood Iowa	Self-assessment, Instructor reviewed program improvement plan, Individual workshop evaluation, follow-up survey Optional ERS assessment required to meet Iowa DHS Quality Improvement Rating Scale Scoring

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Family Child Care Environment Rating Scale Training</b>  <b>FCCERS-R</b>	Early Childhood Providers	Quality Environments	To provide knowledge and skills needed to accurately use each of the environment rating scales for self-assessment and program improvement planning.	8 hours	Statewide	Face-to-face	2004	Funded by Iowa Department of Human Services  Early Childhood Iowa	Self-assessment, Instructor reviewed program improvement plan, Individual workshop evaluation, follow-up survey Optional ERS assessment required to meet Iowa DHS Quality Improvement Rating Scale Scoring
<b>School Age Environment Rating Scale Training</b>  <b>SACERS-R</b>	School Age Providers	Quality Environments	To provide knowledge and skills needed to accurately use each of the environment rating scales for self-assessment and program improvement planning.	8 hours	Statewide	Face-to-face	2004	Funded by Iowa Department of Human Services  Early Childhood Iowa	Self-assessment, Instructor reviewed program improvement plan, Individual workshop evaluation, follow-up survey Optional ERS assessment required to meet Iowa DHS Quality Improvement Rating Scale Scoring

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** Iowa State University offers series and evidenced-based classes and online training for early childhood educators. All training is designed to meet Iowa Department of Human Services professional development requirements for licensing or registration, Iowa Early Learning Standards. The Better Kid Care New Staff Orientation program and Environment Rating Scale Training is required to meet Iowa Quality Rating Improvement System requirements. Almost all Iowa State University Extension early childhood programs are offered statewide. The New Staff Orientation program is used by over 75 percent of all licensed preschool and center programs.

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**KANSAS**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Veggie Program</b>	Early Childhood Providers Parents	Emphasize eating more veggies	Make eating veggies fun	1 hour	Local	Face to face	2010		Yes - survey
<b>Better Kid Care Videos</b>	Early Childhood Providers	Variety of issues	Address difficult behaviors	1 hour	Local		1989		No
<b>Kidzone After School Staff Training</b>	School Age Providers	Food, Nutrition, Fitness, Food Safety	Participants will: Balance the food they eat with Physical Activity, choose and prepare nutritious meals; Practice food safety	10 sessions 20 hours	Local	Face-to-Face	2005	KCK District 500	Pre/post survey
<b>Shopping on a Budget</b>	Early Childhood Providers Parents	Nutrition	Optimal Nutrition on a Limited Budget	1 hour	County	Face to Face	2011	Nutrition Plus—CACFP sponsor	None
<b>Know Your Nutrients</b>	Early Childhood Providers Parents	Nutrition	Covers food sources and functions of food	1 hour	County	Face to Face	2011	Nutrition Plus—CACFP sponsor	None
<b>Working with Children with Autism</b>	Early Childhood Providers	Children with Special Needs	How to provide care for children with Autism		Local	Face to Face			

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Responsive Discipline</b>	Early Childhood Providers Parents	Behavior Management	Make effective, age-appropriate discipline decisions based on alternatives.	2 hours	County	Face to Face	1993	Local Agencies	Post Survey
<b>ABC's of Toddler Nutrition Time</b>	Early Childhood Providers Parents	Nutrition	Increase fruit, veg and whole grain, decrease sweets/fats	2 Hours	County	Face to Face	2004	CACFP	Pre/Post Survey
<b>Kids A Cookin' and Movin'</b>	Early Childhood Providers Parents	Nutrition	Increase fruit, veg and whole grain, decrease sweets/fats & increase physical activity	1 Hour	County	Face to Face	2005	Schools	Pre/Post Survey
<b>Family Mealtime and/or Mealtime Manners</b>	Early Childhood Providers School Age Providers Parents	Healthy Lifestyle Nutrition	To help parents and teachers understand the importance of family mealtime.	1 – 3 lessons 3 hours	County	Face to Face	2008	CACFP	Survey
<b>Food Allergies</b>	Early Childhood Providers School Age Providers Parents	Food Allergies Health & Safety	To help parents and teachers understand food allergies.  Learn how to safely prepare/serve food.	1-3 lessons 1-3 hours	County	Face to face	2009	Local school districts	Survey



Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Food Safety</b>	Early Childhood Providers	Health & Safety	To help parents, teacher, childcare providers and community organizations learn safe food handling.	1-3 lessons	County	Face to Face	2007	Health Dept Churches KRHS	Survey
	School Age Providers			1 - 3 hours					
	Parents								
<b>Color Me Healthy: Preschoolers moving and eating healthy</b>	Early Childhood Providers	Nutrition	Teach children, parents and teachers how to use color, music and the senses to learn that eating healthy and physical activity are fun.	8 – 14 lessons	County	Face to Face	2010	Head Start Public Library By North Carolina Cooperative Extension	
	School Age Providers			5 to 10 hours					
	Parents								

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**Special Notes:** At this point in time, Kansas State University Extension does not have any uniform training responsibility for training early childhood providers. Much of the professional development for early childhood providers in Kansas is being done through the Department of Health and Environment (KDHE) and the local child care resource and referral offices. The Kansas Child Care Training Organization (KCCTO) ([www.kccto.org](http://www.kccto.org)) also conducts many of the professional development online and community-based trainings for early childhood providers. In the last several years the training responsibility has been turned over to the local resource and referral offices. KCCTO has contracted with some local Extension agents to provide training; however the involvement of the agent with KCCTO is determined at a local level. School age professional development experiences occur mostly through 4-H, KsBPYD and the Kansas Enrichment Network (KEN). In 2003 Kansas 4-H received funds from the National 4-H Council to train Extension agents in quality after school care, however the grant ended training was folded into on-going training offered by the Kansas Department of Education’s 21st Century Community Learning Center program.

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**KENTUCKY**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Feed Hungry Minds</b>	Early Childhood Providers	Early Literacy  Child development	To provide information that helps leaders promote adult-child storybook reading.	3 lessons	Statewide	Face to Face	2003, revised 2008	Community agencies	Evaluations for each lesson  6 month follow-up questionnaire
<b>Traveling Light: Family Language Fun to Go</b>	Early Childhood Providers	Child development  Adult-child interactions	Provide basic information about child development  Promote oral literacy capacity from infants through young adolescents and their adult family members  Promote family communication and bonding	Varies	Statewide	Face to face	2006	Public librarians, family resource centers	Track the number of skill building practices the individual attempted to put into place  Pre and post session evaluations

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**Special Notes:** At this time, there are no specific curricula being used for professional development of early childhood providers through University of Kentucky Extension. There are some programs available to be used, but no current agenda in Kentucky that is pushing one curriculum over

another. Most of the professional development opportunities are in response to the needs of the providers in the local and regional areas. The Extension agents typically collaborate with the local Child Care Resource and Referral office to coordinate the trainings. The University of Kentucky in partnership with the Veterans Resource Center has developed an on-line graduate level course entitled “Working with Military Families”. The goal of this course is to acquaint professionals with the unique challenges and opportunities facing active military personnel and their families and to explore policies, programs, and other support systems specific to these populations. It is open to anyone interested in the topic but is targeted to social workers, psychologists, Extension professionals, and others who work with military families. The course is currently open for only University of Kentucky graduate credits. However, they hope to develop a community webinar based on the class and would like to secure funding to complete an on-line community wide course to increase military awareness and support.

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**LOUISIANA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>LSU AgCenter's Child Care Provider Training Program</b>	Early Childhood Providers	Child Development Professional development	Providing and incorporating developmentally appropriate experiences for children and youth.	110 trainings  3-4 Hours each	Statewide	Face to Face  Online in development	2000	LA Dept. of Child and Family Services	Pre and Post, survey and phone interview for knowledge gain and practice adoption. Also graduate student thesis research on practice adoption.
<b>LSU AgCenter's Child Development Associate (CDA) Achievement Program</b>	Early Childhood Providers	CDA Content Areas	Child Development, recommended child care practices	120 hours	Multi-county	Face to face	2009	Local library	3 Pre and Post tests, homework accuracy by participants, Quality of professional resource file and other course required assignments
<b>Character Critters</b>	Early Childhood Providers	Social-emotional development	Increase understanding of character concepts, character development in children, increase involvement in developing character.	Varies	Statewide  National	Face to Face	2000		Educator and parent post program survey

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>The Little Bookshelf</b>	Early Childhood Providers	Literacy	Parents read daily to their baby from birth.	varied	Multi-county	Parents receive books and early literacy information monthly through the mail. Also receive small bookshelf.	2007	Medical staff at Pediatric Clinic for low income children in Baton Rouge and 13 Parish Public Health Units serving the poor.	Post program survey

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**MAINE**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Make Your Own Baby Food</b>	Home Visitors	Infant feeding	<p>Understand the cost effectiveness of homemade baby foods.</p> <p>Identify age appropriate homemade foods to offer to their baby.</p> <p>Learn how to prepare, store, and reheat homemade baby foods.</p> <p>Understand important food safety rules to follow while preparing baby food at home.</p>	1 Hour	Statewide	Face to face	2009	Maine Families Home; City of Bangor Health and Community Services; Eat Well Nutrition Program	Post
<b>Young Parents and Home Visiting</b>	Home visitors	Teen Parents	To provide an overview and understanding of teen development; Best practices for working with them	1.5 Hours	Statewide	Online	2011	Maine Families	

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Nutrition during Breastfeeding and lactation</b>	Home Visitors	Nutrition	The importance of nutrition during pregnancy and lactation. The various factors that influence a pregnant and lactating woman's ability to obtain these key nutrients. The implications of both overeating and under-eating during pregnancy and lactation.	1 Hour	Statewide	Online	2011	Maine Families Home	
<b>4-H Afterschool Academy</b>	School Age Providers	Child Development Quality Afterschool Environments	Integrate 4-H and positive youth development concepts into their afterschool programs, actively engage students in 4-H Science, and be introduced to 4-H Science curriculum	10 Hours	Statewide	Face to Face Online		Funding-Metlife, Resource Development Centers, Afterschool Network	Post
<b>* Operation Military Kids Ready Set Go Training</b>	Early Childhood Providers School Age Providers	Military Culture Deployment Cycle	Understanding of military culture and impact of deployment for Maine communities and military families in Maine Create networks and communication channels between OMK, DOE, Military support to provide support for children of deployed military personnel		Statewide	Face to Face	2006	Department of Education, Army & Air National Guard, Army Reserve, Army, Marine Reserves, Navy, Navy Reserve, Maine Afterschool Network, Maine Parent Federation, Operation Home Front, American Legion & Auxillary, Child Resource and Referral Agency	Post, 6-month follow up



Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>We Can! Energize Our Families</b>	Early Childhood Providers School Age Providers Parents	Physical Activity Nutrition	Increase the availability and accessibility of healthy foods in the home.  Limit the availability and accessibility of sweetened beverages and high-fat, high-density/low-nutrient-value foods in the home.  Control portion sizes of foods consumed.  Support and enable family physical activity.  Support and enable reduced screen time.	Varies	Statewide		2005	National Institutes of Health American Nurses Association – Maine Eastern Maine Health System Let's Go! Maine 21st Century Community Learning Centers Maine Action for Healthy Kids Maine Afterschool Network Maine Center for Public Health Maine Coordinated School Health Programs Maine Dairy and Nutrition Council Maine General Health MaineHealth Maine Nutrition Network Maine PAN Program / Healthy Maine Partnerships Maine School Nutrition Program Move More / Move More Kids New Balance Subway Fresh Fit for Kids	Per NIH guidelines

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**MARYLAND**

**Extension Resources for Early Childhood and School Age Professional Development**

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Color Me Healthy</b>	School Age Providers	Integrating nutrition and physical activity into the classroom	Increase teachers' knowledge about the importance of nutrition and physical activity by implementing FSNE curricula and other programs	Varies from .25 to 1 hour	Multicounty	Face-to-face	2010	Local community schools	None for past training (pre- and post testing in future)
<b>Color Me Healthy</b>	Early Childhood Providers	Integrating nutrition and physical activity into the classroom	Nutrition focus featuring circle time, where food comes from, food safety, physical activity	2 hours	Multicounty	Face-to-face	2006	Head Start	Qualitative evaluation
<b>Read for Health</b>	School Age Providers	Integrating nutrition and physical activity into the classroom	Increase teachers' knowledge about nutrition and physical activity by implementing FSNE curricula by reading selected books with the students and performing additional reinforcing activities	Varies from .25 to 1 hour	Local/county	Face-to-face	2011	St. Mary's County Public Schools	None for past training (pre- and post testing in future)

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
Nutrition Nuggets	School Age Providers	Nutrition  Physical Activity	Provide training to youth programming staff to understand importance of nutrition and physical activity by implementing FSNE curricula	1 hour	Multicounty	Face-to-face	2010	Local agencies	None for past training (pre- and post testing in future)

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**MASSACHUSETTS**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>PowerPoint presentation</b>	Early Childhood Providers	Nutrition	Meet the requirement for childcare staff to receive training in the latest USDA food regulations for childcare facilities, including choking issues	2 hours	Statewide	Face to face	2011		Individual workshop evaluation

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**MICHIGAN**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Speak Out for Military Kids (SOMK)*</b>	School age providers	Military Youth and the Deployment Cycle	Raise community awareness of issues faced by geographically dispersed military children and youth, foster community support for the sacrifices made by military families, acquire knowledge and skills in developing creative and informative presentations using a variety of different media, and gain leadership, technology, research, organization, & public presentation skills	Varies	Statewide	Face to face	2005	Army and Air Guard	Individual workshop evaluation
<b>Ready, Set, Go! Training (RSG!)*</b>	Early Childhood Providers School Age Providers	Working with military families	Community trainings designed to increase understanding of the unique issues facing military youth, military culture, the deployment cycle, fostering resilience in youth, and to engage them in building State and Local community networks to provide support for military children and youth.	8-10 hours	Statewide	Face-to-face	2005	OMK National Partners and State Partners	Process training evaluation from National OMK

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>4-H*</b>	School Age Providers	Quality After-School Environments	Provide training to youth programming staff to understand youth development and implement 4-H Curricula and other programs	varies	Statewide	Face to face	2009	Army Guard and Air Guard	Individual workshop evaluation
<b>The Incredible Years Teacher Classroom Management Program</b>	Early Childhood Providers School Age Providers	Working with parents Quality environments	Classroom management, positive relationships with students and parents, behavior plans, coaching and teaching, reduced stress, home parent activities to enhance child learning.	20-36 hours	Multi County	Face to Face	2008	Early Childhood Investment Corporation Regional Resource Centers 4-H Youth Mentors Campfire USA Americorps Vista Workers	Workshop Specific Teacher Self Evaluations  Pre and Post Evaluation Tests
<b>Relax: Alternatives to Anger</b>	Early Childhood Providers School Age Providers	Stress management	To help adults recognize their own anger cues and triggers. Learn ways to calm down and de-stress, problem solve, forgiving and letting go of past.	8 hours	Statewide	Face to Face	2005	Early Childhood Investment Corporation Regional Resource Centers 4-H Youth Mentors Campfire USA Americorps Vista Workers	Pre and Post Testing

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**Special Notes:** The Early Childhood Investment Corporation <http://greatstartforkids.org> coordinates training throughout the state via 10 Regional Resource Centers. The Resource Centers contract with local trainers to provide some of the required training. Trainers need to have minimum a BA in child development or a related field. MSUE is one of the selected contractors in some counties, but not all, around the state. In counties where there are not contracts with Extension and the local Regional Resource Center <http://greatstartforkids.org/connect> childcare provider training is provided depending on the needs of the local community and the capacity of the local Extension staff. The Early Childhood Investment Corporation is also charged with organizing the statewide Quality Rating System. This is currently in a pilot phase. As with the training, the involvement of Extension ranges from highly involved in the team process to minimal involvement. Although with the new MSUE restructuring, coordinating involvement in these local collaborations is being strongly encouraged throughout the Health and Nutrition Institute Social Emotional Health work team and the Children and Youth Institute Academic Success 0-5 work team.

Michigan does not have any “active” military installations; therefore, many families are geographically dispersed throughout the State. MSUE 4-H Youth Development program works with military branches and remaining installations to provide support for children, youth and families at pre-deployment, reintegration, Yellow Ribbon and other military branch sponsored events. In addition, through the Operation: Military Kids program additional events are planned and executed to help support military families experiencing deployment. A major component of the OMK program is to help build community capacity to support military families in the communities in which they reside. This is done through community-based trainings (noted below). The 4-H Military Partnerships grant allows 4-H staff to work with remaining military installations to establish chartered 4-H clubs and helps to connect geographically dispersed military youth with the local 4-H program in their counties

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**MINNESOTA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Youth Work Matters</b>	School Age Providers	Youth Development	This exploration of the foundations and theories of positive youth	Varies 3, 6 and 24-hour formats	Statewide	Face to face Online	1999	Developed from the initial National BEST youth worker training project	National Best study  Individual workshop evaluation
<b>Youth Engagement Matters</b>	School Age Providers	Youth Development Quality After School Environments	Training based on Rings of Engagement, which emphasizes the range of types of youth engagement and youth-adult partnerships. The series includes a deep dive into four ways in which we can engage youth.	15 - 18 hours	Statewide	Face to Face	2010		Individual workshop evaluation
<b>Quality Matters</b>	School Age Providers	Administration	A long-term assessment and learning project that provides participants with information, skills, and hands-on support to improve the quality of their youth programs.	15 hours full series	Statewide	Face to Face Online	2005	Weikart Center	Individual workshop evaluation  YPQA program quality data  National YPQI research study on intervention

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Leadership Matters</b>	School Age Providers	Administration	This signature program explores the unique context of youth work management and leadership, and provides professional development strategies specifically targeted to youth work practice	Varies 3, 6 and 24-hour formats	Statewide	Face to Face	2010		Individual workshop evaluation
<b>Intentional Program Design Matters</b>	School Age Providers	Administration	This signature program introduces the theory of intentionality as a framework for creating new "architecture" in a youth program. Participants will learn about effective program design and expand upon ideas and options for how and why we develop program structure.	Varies 2 and 15 hour formats	Statewide	Face to Face	2011		Individual workshop evaluation
<b>Deliberate Practice Matters in Youth Work</b>	School Age Providers	Administration	In this foundational youth work class, dig into the sticky challenges and issues of youth work and examine various ways to respond to real-life dilemmas	Varies 3, 6, and 18 hour formats	Statewide	Face to Face	2009		Individual workshop evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Culturally Responsive Youth Work Matters</b>	School Age Providers	Administration	Examines and develops the concept of creating inclusive youth programs. Participants will explore their own and other cultural identities and examine how these critical elements impact interactions with youth.	Varies 3, 6, and 18 hour formats	Statewide	Face to face	2007		Individual workshop evaluation, program evaluation
<b>Evaluation Matters</b>	School Age Providers	Administration	Course facilitators will provide information, skills, and hands-on support to create survey instruments, test, analyze, and report on youth outcomes.	Varies 12 sessions	Statewide	Face to Face Online	2005		Individual workshop Evaluation, program Evaluation
<b>*Ready, Set, Go! Training (referred to as "Hidden Heroes" in MN)</b>	School Age Providers	Military Families Cycle of Deployment	Increase knowledge of what is occurring within a military family/youth during the Emotional Cycle of Deployment (from the time of pre-deployment through reintegration)	1.5 - 2 hours	Statewide	Face to face	2007		Individual workshop evaluation

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#### Report Contributors

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**MISSISSIPPI**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Beyond the Bell: An Introduction to Quality School-Age Care</b>	School Age Providers	After-school Environments	To build a quality program for school-age children during non-school time, such as holidays, summer time, and after school hours. To learn the basics of child development, guidance, the learning environment, scheduling, curriculum, and activities.	4 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>SACERS: School-Age Care Environment Rating Scale</b>	School Age Providers	After-school Environments	This workshop addresses components assessed in the School-Age Care Environment Rating Scale which are Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, and Staff Development.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Guidance for Out-Of-School Program</b>	School Age Providers	Behavior management	To provide guidance strategies and ways to promote positive behavior in out-of-school programs. To place the focus on creating a climate that is healthy for children and responsive to their needs.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation

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<b>Move &amp; Groove with Out-of-School</b>	School Age Providers	Nutrition healthy lifestyle	Participants in this hands-on workshop will learn fun ways to promote physical activity and make healthy food choices with their school-age students.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Inclusion in Out-of-School</b>	School Age Providers	Healthy lifestyle	This workshop addresses out-of-school physical activities that are adapted and modified to meet the needs of the special needs students.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Incorporating Language and Reading into Out-of-School Programs</b>	School Age Providers	After-school Environments	Provides strategies and ways to encourage language and reading skills in out-of-school programs by creating print rich environment and making literacy fun with ideas that support and guide school-age students .	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Bully-Free Environments for Out-of-School Programs</b>	School Age Providers	Bullying Quality environments	Provides effective strategies to promote a bully-free environment by provide information relative to taking steps to preventing and stopping bullying in out-of-school programs.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Room Arrangement</b>	School Age Providers	After-school Environments	This workshop will provide effective strategies to arrange space for accessibility in learning centers and provide age appropriate activities in out-of-school programs.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation



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<b>Going to School</b>	Early Childhood Providers	Child development	This readiness campaign will aid parents and early care and education providers in helping preschool children success in school and prepare them for a lifetime of learning.	6 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Care to Read: Understanding Early Language and Literacy Development</b>	Early Childhood Providers	Child development Language	This training provides an overview of the “Care to Read” curriculum with an emphasis on early language and literacy development. To teach typical stages children pass through as they gain listening, talking, reading, and writing skills.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Care to Read: Creating Literacy-Rich Environments</b>	Early Childhood Providers	Child Development	To create a literacy rich environment. Tips for arranging and outfitting a center classroom or an in-home setting that invites children to listen, talk, read, and write are provided.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Care to Read: Where Conversation Leads</b>	Early Childhood Providers	Child development Language	This training will help providers support the development of listening speaking skills by modeling how language is used to communicate, responding to and talking with children, and reading aloud.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation

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<b>Care to Read: Reading Aloud</b>	Early Childhood Providers	Child development Language	Participants will gain knowledge on selecting books that are developmentally and individually appropriate for the children in their care, and learn how to read aloud in a way that engages and actively involves young children.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Care to Read: Making My Mark</b>	Early Childhood Providers	Child development Language	Providers will learn how to provide materials, activities and interactions that support children's development of eye-hand coordination, visual perception, drawing and writing skills, alphabet knowledge, and phonemic awareness.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>The Creative Curriculum Series: Based on The Creative Curriculum for Infants and Toddlers</b>	Early Childhood Providers	Child Development Administration	To provide practical tips for engaging young children in early learning experiences based on their individual need and development. From creating a safe and nurturing environment to understanding appropriate methods of guiding behaviors	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Care to Read: Supporting Language and Literacy Every Day</b>	Early Childhood Providers	Child Development Language Social-emotional	This workshop helps participants learn how to plan, implement, and evaluate activities and experiences that engage children in language and literacy learning.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation

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<b>The Creative Curriculum for Preschool Series</b>	Early Childhood Providers	Child Development Administration	From selecting age-appropriate toys and evaluating them for their safety to understanding the importance of sand and water play. Planning high quality early educational experiences for preschool-age children.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>The Limited Resources, Unlimited Creativity: Applying ELG Concepts in Your Preschool Classroom series</b>	Early Childhood Providers	Quality Environment	Teaching how to use recycled, donated, and low-cost items to stock learning centers with appropriate learning activities in the preschool classroom.	2 hours	Statewide	Face to Face Online	2009	MDHS	Individual Workshop Evaluation
<b>Creative Activities with Infants &amp; Toddlers (Make &amp; Take)</b>	Early Childhood Providers	Child Development Quality Environment	Using inexpensive items found around the house, workshop participants will create age-appropriate toys.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Your Young Child: What to do When Baby Cries</b>	Early Childhood Providers	Child Development	This course discusses the reasons infants cry, signs and causes of infant colic, techniques for soothing fussy infants, and ways to cope with the stress of a crying child.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>Your Young Child: Helping Baby Sleep</b>	Early Childhood Providers	Child Development	Participants will learn about infant sleep patterns, the impact of culture of parenting, and effective ways of encouraging children to self-soothe themselves to sleep.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation

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<b>Your Young Child: Learning to Say Goodbye</b>	Early Childhood Providers	Child Development	This workshop addresses transitions from home to child care, comforting techniques, and ways to deal with the stress of leaving a child in someone else's care.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>Your Young Child: When All You Hear is "NO!"</b>	Early Childhood Providers	Guidance	Participants will learn components of effective discipline for young children, behavioral management strategies, and how parenting styles impact children's behavior.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>Your Young Child: Making Mealtime Manageable</b>	Early Childhood Providers	Child Development	This class focuses on eating habits, why some children become "choosy" eaters, and strategies to make mealtimes easier.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>Your Young Child: The Exploring Toddler</b>	Early Childhood Providers	Child Development Adult/child interaction	Participants will define age-appropriate toddler behavior, recognize the benefits of safe exploration in home and child care environments, and learn strategies for interacting with children as they engage in their environments.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>What Do You Do With the Mad That You Feel?</b>	Early Childhood Providers	Child Development Social - emotional	In this workshop, caregivers will find helpful ways to think about anger and self-control, and learn about activities that can support the development of self-control.	3 hours	Statewide	Face to Face Online	2007	MDHS	Individual Workshop Evaluation

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<b>Right from Birth</b>	Early Childhood Providers	Child Development	This video series is designed to teach how to provide children with the necessary skills and foundation for future learning and success in school.	6 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Challenging Behaviors: Where Do We Begin?</b>	Early Childhood Providers	Child Development Behavior management	Provides insight into challenging behavior and self-regulation.	3 hours	Statewide	Face to Face Online	2007	MDHS	Individual Workshop Evaluation
<b>Books You Can Count On: Preschool Math Concepts &amp; Children's Literature</b>	Early Childhood Providers	Child Development Math	We discuss how different books can teach math skills and different types of fun learning activities to use.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>We Are the Same, We Are Different: Bringing Diversity into the Classroom</b>	Early Childhood Providers	Child Development Quality environment	This training will emphasize the ECERS classroom assessment scales by using books, activities, and stories to enhance diversity on a daily basis in the classroom.	2 hours	Statewide	Face to Face Online	2009	MDHS	Individual Workshop Evaluation
<b>Between the Lions: Get Wild About Reading Preschool Professional Development</b>	Early Childhood Providers	Child Development Literacy	Based on the PBS television show, the "Between the Lions" Preschool Literacy Initiative is designed to help children develop strong foundations in early literacy.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>Toddler Art</b>	Early Childhood Providers	Child Development Creative arts	Learn what appropriate art is for the youngest of children.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation

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<b>Smart and Healthy Kids</b>	Early Childhood Providers	Nutrition	Wellness concepts and behaviors for children ages 3 to 5. The program is centered on the child, their environment, their family with includes family activities, physical activity and nutrition with in the classroom and in the child's home.	4 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>Ready to Read : Sesame Street</b>	Early Childhood Providers	Child Development Language	Developed by MSU's Early Childhood Institute, this workshop uses the Sesame Workshop DVD "Every Day is a Reading and Writing Day" to share language and literacy concepts with early care and education providers.	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>Ready to Read: Between the Lions</b>	Early Childhood Providers	Child Development Language	Developed by MSU's Early Childhood Institute, this workshop features language and literacy lessons and activities designed especially for four-year-old children using the PBS TV show "Between the Lions"	2 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation
<b>Cooking Up Some Fun</b>	Early Childhood Providers	Nutrition	Cooking, a natural part of every child's life, is an ideal way to teach children lifelong healthy eating habits while promoting knowledge, skills, and creativity.	2 hours	Statewide	Face to Face Online	2005	MDHS	Individual Workshop Evaluation

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<b>Promoting Emotional Resilience</b>	Early Childhood Providers	Child Development Social-emotional	Learn the basics of promoting emotional resilience in children ages 4-6 years and how promoting emotional resilience can help early care and education programs meet the Mississippi Early Learning Guidelines.	3 hours	Statewide	Face to Face Online	2009	MDHS	Individual Workshop Evaluation
<b>Childcare As A Business</b>	Early Childhood Providers	Child Development Child care Administration	Cover topics such as how to get started; record keeping; determining prices to charge; marketing; licensure regulations; professionalism; room arrangement; as well as food safety, meal/snack planning, discipline and communicating with parents.	16 hours	Statewide	Face to Face Online	2005	MDHS	Individual Workshop Evaluation
<b>Awesome Ocean</b>	Early Childhood Providers	Child care Administration	Discover the underwater world in this course designed to strengthen planning for thematic units.	2 hours	Statewide	Face to Face Online	2005	MDHS	Individual Workshop Evaluation
<b>Winter Science</b>	Early Childhood Providers	Child Development Science	Participants will learn to plan seasonal science activities using everyday “kitchen science” items. This training focuses on a hands-on approach to scientific discovery.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Creative Art: No More Coloring Sheets</b>	Early Childhood Providers	Child Development Creative arts	Learn how to set up the art center and engage children in age appropriate activities with materials that foster creativity and cultural sharing, and contribute to development.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation

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<b>Putting the Print In Print-Rich</b>	Early Childhood Providers	Quality environment	Discover the importance of incorporating print and language into early childhood classroom. Examples of materials and activities to include in a print-rich environment will be provided.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Shovel &amp; Sift, Splish &amp; Splash</b>	Early Childhood Providers	Quality environment	Emphasizes the significance of sand and water play and the variety of activities and materials that can be used in the sand and water table for sensory exploration.	2 hours	Statewide	Face to Face Online	2009	MDHS	Individual Workshop Evaluation
<b>When Disaster Strikes: Disaster Preparedness Training</b>	Early Childhood Providers	Administration	Learn how to prepare your center, your families, and the children in your care for all kinds of natural and manmade disasters. Training also includes tips on helping children cope.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Spaces are Special Places</b>	Early Childhood Providers	Quality environment	This course focuses on actively engaging participants in identifying effective room arrangement for meeting the needs of children and facilitating discovery-based learning.	2 hours	Statewide	Face to Face Online	2006	MDHS	Individual Workshop Evaluation
<b>Play to Learn: The Importance of Play in Preschool</b>	Early Childhood Providers	Child Development	Research-based training focuses on the impact of play in all its forms on children's cognitive, social, emotional, and physical development.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation



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<b>From Lullabies to Literacy: The Importance of Relationship</b>	Early Childhood Providers	Child Development Adult-child interaction	Nurturing the development of self-discipline in young children is a key part of the early care and education provider's role. This workshop will teach providers to help children respond positively to external guidance and shift to internal discipline.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Learning Discipline, Communication, and Relationships</b>	Early Childhood Providers	Behavior management	This workshop will teach providers to help children respond positively to external guidance and shift to internal discipline.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Let's Explore! Encouraging Curiosity in Young Children</b>	Early Childhood Providers	Child Development	This training gives attendees practical tips and inspiration for engaging children in what they love most: exploring their world.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Play to Learn: The Role of the Teacher</b>	Early Childhood Providers	Child Development Adult child interaction	Current research about play and focuses on how teachers' interaction builds complexity and expands learning opportunities.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>The ELG Series for Preschoolers</b>	Early Childhood Providers	Child Development All Domains of Learning	Provides a comprehensive educational foundation for professionals serving three and four year olds. From the latest research to activities for classroom use, each ELG training offers practical information from building academic social and motor skills.	12 hours	Statewide	Face to Face Online	2008	MDHS	Individual Workshop Evaluation Pre-and Post Testing

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<b>The ELG Series for Infants and Toddlers</b>	Early Childhood Providers	Child Development All Domains of Learning	Provides a comprehensive educational foundation for professionals serving infants and toddlers. From the latest research to activities for classroom use, each ELG training offers practical information from building academic social and motor skills.	12 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation Pre-and Post Testing Evaluation
<b>The Learning Environment: ELG Intermediate Level</b>	Early Childhood Providers	Quality environment	Focuses on room arrangement, emphasizing the use of learning centers and how to best utilize those centers. Special attention will be paid to the ECERS-R and incorporating the Early Learning Guidelines into lesson plans.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Thematic Units: ELG Intermediate Level</b>	Early Childhood Providers	Administration	Planning strategies for teaching with thematic units in three and four-year-old classes. Emphasis will be placed on incorporating the Mississippi Early Learning Guidelines into lesson Plans.	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation
<b>Language, Vocabulary, &amp; Literacy Development ELG Intermediate Level</b>	Early Childhood Providers	Child development Language	From the “Whole Language versus Phonics” debates to the latest trends in literacy instruction, this workshop includes research-based information and practical tools for building language skills in the preschool classroom- without worksheets, flashcards, or expensive programs!	2 hours	Statewide	Face to Face Online	2010	MDHS	Individual Workshop Evaluation

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<b>Child Care As A Business: One Day Renewal</b>	Early Childhood Providers	Administration	Latest updates on licensure regulations, QRS, and other programs while also benefitting from sessions on leadership and professionalism in the workplace. Quality improvements begin with the director's vision, so join us for this one-day renewal course and network with other director's for some inspiration and practical tips.	6 hours	Statewide	Face to Face Online	2011	MDHS	Individual Workshop Evaluation

\* Indicates that this state knows that the program has served providers who work with military families

#### Report Contributors

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**MISSOURI**

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<b>The Terrific Twos</b>	Early Childhood Providers	Child Development Infants and Toddlers	<p>Understand typical child development between 18 and 36 months.</p> <p>Create a flexible daily schedule for toddlers and plan activities that encourage toddler development</p> <p>Practice effective guidance and discipline strategies with toddlers.</p>	2 Hours	Statewide	Face-to-face			
<b>Early Literacy</b>	Early Childhood Providers	Child Development Language and Literacy	<p>Understand how young children's language and early literacy develops</p> <p>Plan and implement activities to promote children's early literacy</p> <p>Communicate about children's early literacy development to parents and others</p> <p>Be aware of Missouri's Pre-Kindergarten Literacy Standards</p>	2 Hours	Statewide	Face-to-face			

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<b>Making Math Fun</b>	Early Childhood Providers	Math	<p>Understand the skills that children need to be competent with math.</p> <p>Gain activity ideas and recognize ways to encourage competence.</p> <p>Be familiar with the Missouri Pre-Kindergarten Mathematics Standards.</p>	2 Hours	Statewide	Face-to-face			
<b>Encouraging Young Scientists</b>	Early Childhood Providers	Science	<p>Understand the process of scientific inquiry.</p> <p>Learn how to encourage scientific inquiry with teacher behavior and with the learning environment.</p> <p>Gain new science-oriented activity and project ideas.</p> <p>Be familiar with the Missouri Pre-K Science Standards.</p>	2 Hours	Statewide	Face-to-face			
<b>Community Connections</b>	Early Childhood Providers		<p>Get to know the resources and partners in your community who can help children and families with transitions</p> <p>Use the local community as a resource and a client.</p>	2 Hours	Statewide	Face-to-face			

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<b>Child Observation</b>	Early Childhood Providers	Observation and Assessment	<p>Understand the usefulness of child observation</p> <p>Implement effective observation guidelines</p> <p>Recognize the difference between subjective and objective language</p> <p>Gather child observations using running records and anecdotes</p>	2 Hours	Statewide	Face-to-face			
<b>Family Matters</b>	Early Childhood Providers	Working with Parents	<p>Understand your feelings about parents.</p> <p>Learn strategies to involve parents in your child care program in a variety of ways.</p> <p>Learn strategies to solve problems and parent-program conflicts.</p>	2 Hours	Statewide	Face-to-face			
<b>Taking Care of Business</b>	Early Childhood Providers	Management	<p>Effective record keeping and how to protect yourself and your business with liability insurance</p>	2 Hours	Statewide	Face-to-face			

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<b>Staff for Keeps</b>	Early Childhood Providers	Professional Development	<p>Develop professional development plans for staff.</p> <p>Implement team building activities on a regular basis.</p> <p>Express appreciation to your staff individually and collectively.</p>	2 Hours	Statewide	Face-to-face			
<b>Socializing Healthy Habits: Physical Activity</b>	Early Childhood Providers	Physical Activity	<p>Be aware of national concern with children's physical inactivity.</p> <p>Understand why physical activity is important for young children.</p> <p>Better understand your own attitudes and behaviors centered on physical activity.</p> <p>Learn about physical development, birth through school entry.</p>	2 Hours	Statewide	<p>Face-to-face</p> <p>(in development for online delivery)</p>			
<b>Building Strong Families</b>	Early Childhood Providers	<p>Guidance</p> <p>Healthy Nutrition</p> <p>Managing Stress</p>	Helps families find and build their strengths and learn skills to create stronger families, improve relationships and increase communication	<p>Up to 14 hours</p> <p>7 workshops</p>	<p>Statewide</p> <p>Multi-state</p>	Face to face	1997		<p>Please see our website:</p> <p><a href="http://Extension.missouri.edu/bsf/evaluation/index.htm">http://Extension.missouri.edu/bsf/evaluation/index.htm</a></p>



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<b>Socializing Healthy Habits: The Nutrition Environment</b>	Early Childhood Providers	Healthy Eating, Nutrition	<p>Be aware of national concern with increases in childhood obesity.</p> <p>Recognize possible causes of the increase in childhood obesity.</p> <p>Be familiar with the components and goals of effective nutrition education for young children</p> <p>Understand the importance of adult behaviors and attitudes that help children adopt healthy habits</p>	2 Hours	Statewide	<p>Face-to-face</p> <p>(in development for online delivery)</p>			
<b>Understanding Children's Sleep Needs</b>	Early Childhood Providers	Child Development	<p>Understand the "why's" and the "what's" of children's sleep.</p> <p>Review children's sleep needs by age and become familiar with best practices for children's sleep</p> <p>Discuss children's sleep problems and brainstorm strategies for engaging parents</p>	2 Hours	Statewide	Face-to-face			

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<b>The ABCs of Helping Children Learn New Behaviors</b>	Early Childhood Providers	Guidance	Identify “positive opposite” behaviors  Learn to use appropriate reinforcement strategies  Learn how to break down children’s learning into small and manageable steps	2 Hours	Statewide	Face-to-face			
<b>Guidance and Discipline</b>	Early Childhood Providers	Guidance	Implement strategies to prevent child behavior problems.  Communicate with children in age-appropriate ways.  Arrange the physical environment to reduce child misbehavior and increase child learning and engagement.	2 Hours	Statewide	Face-to-face			
<b>Choosing to Lead</b>	Early Childhood Providers	Professional Development	Recognize the unique challenges of child care work and identify effective coping methods.  Understand the barriers to time management and have strategies to address them.	2 Hours	Statewide	Face-to-face			
<b>Missouri Afterschool Resource Center</b>	School Age Providers	Technical Assistance	Improve program quality by providing training and technical assistance to state funded programs	8-20 hours	Statewide	Face to Face	2006	St. Louis for Kids, The Francis Institute at MCC-Penn Valley	Annual satisfaction survey, # programs served, # trainings offered

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National Partnership for After School Science	School Age Providers	Science	Promote and support high-quality science [STEM] project work at out-of-school time (OST) programs		Statewide	Face to face	2009	St. Louis Science Center, Jackson County 4-H, Missouri Afterschool Resource Center	EDC is conducting an evaluation to identify <i>the</i> factors that contribute most to the ability of NPASS2 and state-based afterschool networks to increase the quality and quantity of project-based science delivered in afterschool programs.

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**Special Notes:** In the state of Missouri, individuals working in licensed child care facilities are required to complete 12 clock hours of training annually. Missouri Extension is a valued statewide partner in delivering research-based training and educational opportunities to the state’s early childhood workforce. MO is currently using ARRA monies to develop and implement a trainer and training approval system; additionally, although the state does not have a Quality Rating and Improvement System (QRIS), several regions of the state have voluntarily implemented a QRS system.

**Report Contributors**

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**MONTANA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
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<b>Parenting Piece By Piece</b>	Early Childhood Providers	Child Development	To provide teachers with knowledge and skills to be able to recognize developmental tasks of 5 year olds.	6 Hours	Multi County	Face to Face	2004	Head Start	Individual workshop evaluations
<b>The Importance of Play</b>	Early Childhood Providers	Child Development Curriculum	Stressing the importance of play in all children and implementing cross curriculum activities for day care providers	6 Hours	County	Face to Face	2004	Family Connections	Pre-post tests Individual workshop evaluations
<b>Military *Babysitting</b>	School Age Providers Youth	Babysitting Military	Safety and first-aid skills for babysitting	8 Hours	Statewide	Face to Face	2010	Malstrom Air Force Base Red Cross	Pre-Post Test
<b>Fight BAC</b>	School Age Providers	Food Safety and Nutrition	To provide teachers and after school attendees skills for preparing foods in healthy and safe manners	8 Hours	County	Face to Face	1996	County Schools	Pre-post tests

\* Indicates that this state knows that the program has served providers who work with military families

**Report Contributors**

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**NEBRASKA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Wiring Infants and Toddlers for Success</b>	Early Childhood Providers  Parents	Brain Development	Increase child care providers' understanding of infant and toddler brain structure  Increase child care providers' ability to develop and implement age appropriate activities to stimulate children's brain development	1-2 hours	Statewide	Face to face	2008	Child, Youth and Family Studies Department Early Childhood & Child Development Faculty	Post Evaluation and Follow up Interviews of participant sample
<b>Communicating with Families</b>	Early Childhood Providers	Working with Families	Introduce child care providers to effective communication skills and techniques when communicating with families  Increase child care providers' understanding of the stresses families have when leaving children in child care and develop a plan for building successful partnerships with families.	2 hours	Multi-county	Face to face	2007		Post evaluation and Follow up interviews of participant sample

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Helping Children Resolve Conflict</b>	Early Childhood Providers	Social and Emotional Development Guidance	Gain understanding of why children exhibit challenging behaviors; identify types of aggression, and introduces the conflict mediation model.	1-2 hours	Multi-county	Face to face	2005		Post evaluation
<b>Eating with Ethan and Emily</b>	Early Childhood Providers	Nutrition	The purpose of this seven part series is to teach caregivers how to use the food guidance system and food safety with the three to six year-olds in their classrooms.	1-3 hours	County	Face to Face	2005		Post Evaluation
<b>Safe with You Series</b>	Early Childhood Providers	Health and Safety	The purpose of this three series training is to increase child care provider's awareness of three critical topics to enhance child safety: child abuse and neglect; shaken baby syndrome, and SIDS prevention.	4 hours	Multi-county	Face to Face	2008	NE Early Childhood Training Center	Post Evaluation
<b>Growing up Wild</b>	Early Childhood Providers Parents	Nature Education	Strengthen early childhood professionals' knowledge of and ability to encourage children to explore, discover, and understand their natural surroundings	2-3 hours	Statewide	Face to Face	2010	NE Early Childhood Training Center	Post Evaluation



Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Darkness to Light: Child Sexual Abuse</b>	Early Childhood Providers	Health and safety Child Sexual Abuse	Increase awareness of (a) child abuse and neglect, (b) how to make a report, (c) ways to strengthen families, and (d) how to prevent child abuse in their own child care program.	3 hours	Statewide	Face to Face	2010	Faith Regional (Norfolk)	Post evaluation
<b>Early Learning Guidelines</b>	Early Childhood Providers	Child Development All Domains of Learning	Assist early childhood caregivers/teachers and other adults in supporting the learning and development of children	2-6 hours	Statewide	Face to Face Self-Study	2005	NE Early Childhood Training Center	Post evaluation and follow up interviews of participant sample
<b>Fun to Play Ready to Learn</b>	Early Childhood Providers	Child Development	Increase caregivers knowledge of and practices in enhancing young children's' (B-3) cognitive, social, emotional and physical growth and development	1 hour	Statewide	Face to Face	2009		Post evaluation and follow up interviews of participant sample
<b>Survive, Strive and Thrive</b>	School Age Providers Parents	Character Education Healthy Relationships Child Development	A 15-unit curriculum that takes teens and adults from day-to-day surviving to thriving at home, at school, at work and in their communities by teaching basic life skills such as goal setting, making good decisions, and positive parenting	2 hours	County	Face-to-Face	2010	Scottsbluff Public Schools	Pre-Post Parent and youth mentors evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Real Colors</b>	Early Childhood Providers School Age Providers	Child care administration	Gain understanding of how to effectively communicate and build relationships in order to enhance a productive workplace.	2-4 hours	Multi-county	Face to Face	1995	None	Follow up survey
<b>40 Developmental Assets</b>	School Age Providers	Youth Development	Identify the 40 Developmental Assets of Youth Development and target specific assets appropriate to the setting	1.5 hours	Statewide	Face to face	2008	TeamMates of Nebraska	
<b>Poverty Simulation</b>	Early Childhood Providers School Age Providers	Poverty	Individuals learn about personal reactions to poverty, process what they can do in their school or work and how they can help the community	2-4 hours	Statewide	Face to Face	1980	Community Action Programs, High Schools, UNL College of Education and Human Sciences, local community colleges and institutions	Pre and post evaluation
<b>Trauma and Youth</b>	Early Childhood Providers	Child Development Trauma	Increase awareness and understanding of (a) stages of grief (b) impact of stress on brain development (c) common reactions of children who are dealing with trauma and (d) resources available to support children after traumatic events	1-2 hours	Statewide	Face to Face	2008	Emergency Response Commission on Child Care (Programmatic Issues Committee, Montgomery, MD)	Post Evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Family Nights</b>	Early Childhood Providers  Parents	Child Development  Parenting	Provide opportunities for child care professionals and parents to receive education to increase skills, communication with parents and reduce child abuse and neglect.	6 hours	County	Face to Face	1999	UNL Extension, St. John Child Development Center, Four Counters Public Health Department, Seward Library, Seward County Bridges, Southeast Early Childhood Professional Development Partnership	Post Evaluation and Follow Up Measures
<b>Child Care Provider Conference</b>	Early Childhood Providers	Various topics	To improve skills to better work with children and foster positive learning environments	6 hours	Statewide	Face to Face	1991	Nebraska Community Services, Community Colleges, Educational Service Unit, Health and Human Services	Post evaluation
<b>Better Kid Care</b>	Early Childhood Providers	Social and Emotional Development  Physical Health  Child Development	Child care providers will enhance knowledge and understandings of ways to support young children's healthy social, emotional and physical growth and development	2 hrs	Multi-Local	Face to Face  Video streaming	2000	Penn State Better Kid Care Program Regional Child Care Provider Coalition	Post Evaluation

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**Special Notes:** Nebraska's Department of Health and Human Services is responsible for child care licensing practices. There are six Extension Educators on the Learning Child Team who are certified to conduct ECERS and ITTERS training and 12 who have engaged in CSEFEL (Center on the Social Emotional Foundations for Early Learning) train-the-trainer trainings. Some Extension Educators are also certified Playground Assessors with the National Program on Playground Safety. All areas of Nebraska are served by the Early Learning Connection; local networks consisting of early childhood professionals and

experts are commissioned by the Nebraska’s Early Childhood Training Center to bring their skills and knowledge to local communities to share with those working directly with children and families. Extension offers state approved early childhood trainings so child care providers can fulfill their professional development requirements. Some of the programs listed are in collaboration with the Early Childhood Training Center and divisions within the Nebraska Department of Education. There are also several Educators who are certified to teach specific trainings offered by NE Department of Education such as Safe with You, Shaken Baby Syndrome, Early Learning Guidelines and SIDS prevention. Nebraska is home of Offutt Air Force Base and is home of National Guard and reserve service men, women and their families. Nebraska's Operation: Military Kids (OMK) program provides support to children and youth whose families are impacted by the Overseas Contingency Operations. The Military Child Education Coalition partners with OMK to provide professional development opportunities on working with military populations for community members and school personnel making them aware of the stressors that can be associated with a military deployment. (NEOMK, 2010). Although there are currently no early childhood or school age programs specifically targeting professionals who serve military children, youth and families explicitly, Extension Educators and Specialists from the Learning Child and 4-H/Youth Development Action teams are developing evaluation tools and utilizing scan data to (a) identify the military children and families being served through Extension programming and services and (b) measure whether the unique needs of military children and families are being met in communities across NE.

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**NEVADA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Tools of the Trade I: Giving Kids a Lifetime Guarantee*</b>	Trainers of School Age Providers	Child Development  After School Environments	To provide information about child development To provide information about appropriate after school environments, guidance, developmentally appropriate activities, and working with parents.	9 Lessons  15.5 hours	Statewide training provided at national conferences and for Penn State staff and faculty	Face to Face	2006	University of Nevada Cooperative Extension & University of California Cooperative Extension	Retrospective Evaluation provided for each lesson
<b>Tools of the Trade II: Inspiring young minds to be SET* (science, engineering and technology) Ready for Life*</b>	Trainers of School age providers	Providing science, engineering and technology learning opportunities in after school environments  Science education standards	Provide training outline and activities for trainers to help school age providers become comfortable and familiar in leading science, engineering and technology informal education learning opportunities for school age youth in out-of-school-time settings	14 lessons  22 hours	Statewide & at national conferences and for AZ, NH, VA Cooperative Extension faculty and staff	Face to face	2009	University of California Cooperative Extension & University of Nevada Cooperative Extension	Retrospective Evaluation provided for each lesson
<b>Buckaroo Bunny: Steering Children to Literacy</b>	Early Childhood Providers	Literacy	Increase provider knowledge on early literacy development and provide developmentally appropriate activities to use with young children	3 hours	Statewide	Face to face	2001	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Buckaroo Bunny Presents: Reading Roundup</b>	Early Childhood Providers	Literacy	Increase provider knowledge of early literacy development and provide developmentally appropriate activities to use with young children	3 hours	Statewide	Face to face	2003	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>See It, Say It, Play It: Language Development for Young Children</b>	Early Childhood Providers	Language Development	Increase provider knowledge of language development and provide developmentally appropriate activities to use with young children	3 hours	Statewide	Face to face	2002	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>Chartreuse Moose and Other Fun Language Activities for Children</b>	Early Childhood Providers	Language Development	Increase provider knowledge of language development and provide developmentally appropriate activities to use with young children	3 hours	Statewide	Face to face	2001	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>Reducing the Risk of SIDS (Sudden Infant Death Syndrome) in Child Care</b>	Early Childhood Providers	Health & Safety	Increase provider knowledge of SIDS and learn strategies to reduce the risk	2 hours	Statewide	Face to face	2006	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation



Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Kids Deserve a Safe Place to Grow: What Child Care Providers can do about Child Abuse and Neglect</b>	Early Childhood Providers	Health & Safety	Increase provider knowledge of child abuse detection and prevention as well as how to report suspicions	3 hours	Statewide	Face to face	2004	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>The Fabulous Five-Ring Math Circus</b>	Early Childhood Providers	Math	Increase provider knowledge of early math development and provide developmentally appropriate activities to use with young children	3 hours	Statewide	Face to face	2001	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>Art for All Seasons</b>	Early Childhood Providers	Creative Art	Increase provider knowledge of creative art and provide developmentally appropriate activities to use with young children	3 hours	Statewide	Face to face	1999	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>Let's Get Creative: Art Activities for Young Children</b>	Early Childhood Providers	Creative Art	Increase provider knowledge of creative art and provide developmentally appropriate activities to use with young children	3 hours	Statewide	Face to face	2002	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Learning Activities for Young Children</b>	Early Childhood Providers	Curriculum Planning	Increase provider knowledge on curriculum planning and provide developmentally appropriate activities to use with young children	3 hours	Statewide	Face to face	1998	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>Detective T is on the case: Understanding Temperament</b>	Early Childhood Providers	Child Development & Temperament Types	Increase provider knowledge on role of children's temperament and provide strategies to use with young children	3 hours	Statewide	Face to face	2008	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>Transitions: Focus on the Journey</b>	Early Childhood Providers	Quality Environments	Increase provider knowledge of the role of transitions in early childhood settings and provide ideas	3 hours	Statewide	Face to face	2010	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>Murphy's Terrible, No Good, Very Bad Day: Emergency Preparedness for Child Care Programs</b>	Early Childhood Providers	Health & Safety	Increase provider awareness for and knowledge of elements of emergency preparedness and provide opportunity to begin planning	3 hours	Statewide	Face to face	2010	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Unlocking the Mysteries of Positive Guidance</b>	Early Childhood Providers	Guidance	Increase provider's knowledge of goals of positive guidance, impact of environment on child's behavior, skills and strategies for positive guidance and socially and emotionally healthy children	3 hours	Statewide	Face to face	2008	Nevada State Licensing Bureau & University of Nevada Cooperative Extension	Pre-post workshop evaluation
<b>Child Abuse Recognition and Reporting: A Self-Study Guide for People Working with Children</b>	Early Childhood Providers School Age Providers	Health & Safety	Providers will learn about 4 general types of child maltreatment; indicators of potential maltreatment; when, where, what and how to report suspicions; how to respond to a disclosure; and related policies	2 hours	Statewide	Self-Study	2001	University of Nevada Cooperative Extension	Pilot-tested Quizzes are completed and reviewed before certificates of completion are provided
<b>Caring 4 Kids: Nevada Child Care: Getting Started in Your New Profession</b>	Early Childhood Providers	Best Practices	Providers will learn about benefits and challenges of the child care profession; qualities of good caregivers; Nevada's child care licensing system; and professional development	2 hours	Statewide	Self-Study	2005	University of Nevada Cooperative Extension	Pilot-tested Activities are completed and reviewed before certificates of completion are provided

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Caring 4 Kids: Food Safety in Child Care Settings</b>	Early Childhood Providers	Health & Safety  Nutrition & food safety	Providers will become familiar with food borne illness, proper hand washing; cleaning food preparation areas; avoiding cross contamination; cooking and storing food safely; cooking with children and safe handling of baby food, bottles and breast milk	2 hours	Statewide	Self-Study	2001	University of Nevada Reno, Center for Partnership Evaluation & University of Nevada Cooperative Extension	Pilot-tested Activities are completed and reviewed before certificates of completion are provided
<b>Caring 4 Kids: Recognizing and Reporting Child Abuse and Neglect</b>	Early Childhood Providers	Health & Safety	Providers will learn about 4 general types of child maltreatment; indicators of potential maltreatment; when, where, what and how to report suspicions; how to respond to a disclosure; and related policies	3 hours	Statewide	Self-Study	2005	University of Nevada Cooperative Extension	Pilot-tested Activities are completed and reviewed before certificates of completion are provided
<b>Caring 4 Kids: Cognitive Development</b>	Early Childhood Providers	Child Development  Cognitive Development	Providers will become familiar with basic domains and principles of child development, brain and cognitive development, how to support cognitive development, developmental milestones, and supporting cognitive development	3 hours	Statewide	Self-Study	2000	University of Nevada Reno, Center for Partnership Evaluation & University of Nevada Cooperative Extension	Pilot-tested Activities are completed and reviewed before certificates of completion are provided

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**NEW HAMPSHIRE**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>NH Afterschool Orientation</b>	School Age Providers	Administration	Completion is accepted as 3 training hours in the annual training requirements for licensed afterschool programs, and for credential applications.	3 hours	Statewide	Face to face		NH Afterschool Coalition	
<b>NH training of afterschool staff</b>	School Age Providers	Administration	Includes 21st Century Community Learning Center programs, on request using juried curriculum, including Tools of the Trade I, Tools of the Trade II, and any other 4-H curriculum.						
<b>Understanding Bullying</b>	School Age Providers	Bullying	To Reduce Incidence of Bullying Across the State in Schools and Communities  To help parents interpret NH's New Bullying Law	3-6 hours	Statewide	Face to Face  Online  Brochures	2009	NH School Administrators Association, All NH School Districts, Family Resource Centers, NH Children's Trust	Written Retrospective

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Just In Time parenting</b>	Home Visitors	Training on how to use Just In Time Parenting as a tool for home visitors and other professionals	To improve impact of JITP in NH		Statewide	Face to face Online	2010	Extension WIC	Written Retrospective
<b>Reflective Parenting</b>	Early Childhood Providers	Child Development Parent	To provide targeted assistance to Parent Education Professionals	2-3 hours	County	Face to Face	2007	Family Resource Centers	Based on Protective Factors Survey
<b>Annual trainings</b>	Early Childhood Providers	Annual series of trainings across the state that address social and emotional development for child care providers, social workers, nurses and other professionals.	To increase skills of Child Care Providers and Home Visitors	6 hours	County	Face to Face	2009	New Hampshire Children's Trust Fund, Early Learning NH	Written Retrospective

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**NEW JERSEY**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>From Our Farms</b>	Early childhood providers	Nutrition Health and safety	To provide youth with a farm enhanced learning experience. They learn how fruits and vegetables grow, learn about farms and farmers.	1 hour	Statewide	Face to Face	2006		Post
<b>Jump Start Your Bones</b>	School Age Providers	Health and nutrition	Provide students with an osteoporosis prevention education	1 hour	Statewide	Face to Face	2001		Post

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## NEW MEXICO

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Better Kid Care New Staff Orientation Program</b>	Early Childhood Providers	Play Child Development Job Stress Behavior Management Communicating with Parents	Participants will increase their knowledge level on a variety of subjects which meet child care licensing regulation competencies, such as nutrition education, child care and guidance, child health and safety, or one of the topics in the New Staff Orientation Program.	5 Lessons 1 hour each 5 hours total	Statewide	Face to Face	2006	New Mexico's Early Childhood Training & Technical Assistance Centers	Pre and post tests; workshop evaluation survey

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**Special Notes:** New Mexico Extension provides County Extension Agents with a Child Care Provider Education Plan of Work that they can assimilate into their county plan of work. The goals of the plan of work are to deliver educational workshops that provide continuing education credits and increase the knowledge level for child care providers in collaboration with Early Childhood Training & Technical Assistance Centers and Regional Early Care Education Conferences. Child care providers in New Mexico need assistance in acquiring continuing education credits in order to keep their jobs and to insure the likelihood that they can provide quality care. Child care licensing regulations in New Mexico stipulate that providers need 6-24 hours of continuing education annually depending upon the type of center or family day care home in which they work (New Mexico Kids, 2010). County Extension agents provide educational programs which help child care providers earn continuing education credits.

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**NEW YORK**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Discipline Is Not a Dirty Word *</b>	Early Childhood Providers	Guidance Child Development	Help children learn self-control and problem solving; new ways to correct and guide children's behavior	3 lessons 6 hours	Statewide	Face to face	2008		Pre and post testing
<b>Winning Ways to Talk With Kids</b>	Early Childhood Providers School Age Providers	Child Development Adult-Child Interaction	Teach effective communication skills at every stage of child development	2 hours	County	Face to face	2007		Individual workshop evaluation
<b>The Connection Between Play and Literacy Development</b>	Early Childhood Providers	Child development	Teach about the connection between emergent literacy skills, child development and children's play and how play activities can promote literacy	2 hours	County	Face to face	2010		Individual workshop evaluation
<b>Supporting Children's Healthy Development</b> <b>Apoyando el Desarrollo Saludable de los Niños</b>	Early Childhood Providers	Child development	To provide information on what infants and Young children need for optimal intellectual, emotional and social growth.	3 hours	County	Face to face	2010		Individual Workshop Evaluation

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>The Family Table</b>	Early Childhood Providers School Age Providers	Healthy Lifestyle	To inform childcare providers of the benefits of shared family meals and encourage them to use this in their family or center based programs	2 hours	County	Face to face	2007		Individual Workshop Evaluation
<b>Appropriate discipline for 3 to 5 year olds</b>	Early Childhood Providers	Child development Child guidance	To inform providers about the developmental stages and age appropriate guidance that they can provide to help children learn important lessons in self-control and discipline.	2 hours	County	Face to face	2010		Individual workshop Evaluation
<b>Parenting Styles and the Feeding Relationship: Coping with Picky Eaters</b>  <b>La Crianza y las Practicas de Alimentar</b>	Early Childhood Providers	Parenting Nutrition	To inform providers about the different styles of parenting	2 hours	County	Face to face	2011		Individual Workshop Evaluation
<b>Building Blocks For Literacy</b>	Early Childhood Providers	Child Development	Providers explore the journey children take in becoming literate from infancy through age 5	3 hours	County	Face to face	2010	None	Individual Workshop Evaluation
<b>Healthy Kids, Healthy NY</b>	School Age Providers	Obesity Prevention	Childhood obesity and ways to increase physical activity and reduce screen time	10 hours	County	Face To Face	2010	New York State Department of Health	Workshop Evaluation Action Planning

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Nutrition and Physical Activity Self-Assessment for Child Care Centers (NAP SACC)</b>	Early Childhood Providers	Obesity prevention	Childhood obesity and ways to improve food choices, increase physical activity and incorporate policy and environmental changes in child care	12 hours	County	Face to face	2010	New York State Department of Health	Workshop Evaluation Action Planning
<b>Food Safety</b>	Early Childhood Providers	Health and safety	Increase staff's knowledge of safe food handling	4 hours	County	Face to face	2005		Individual workshop evaluation
<b>Hazards in the Home: Radon and Lead</b>	Early Childhood Providers	Health and safety	Increase knowledge of staff regarding these health hazards and be able to give information to parents.	1.5 hours	County	Face to face	2009		Individual workshop evaluation
<b>Raising Responsible Children</b>	Early Childhood providers	Child development Adult child interaction	To help empower children to become responsible	3 sessions 6 hours	County	Face to face	2009	Area schools	Pre/Post
<b>Bookstart</b>	Early Childhood providers	Child development Early literacy skills School readiness	Teach about the connection between literacy skills, child development and children's play and how that can promote literacy	6 sessions 12 hours	County	Face to Face		School readiness Action team, RCLS Library System	Pre/Post
<b>Healthy Children Healthy Families</b>	Early Childhood Providers	Childhood obesity	Develop positive discipline techniques while learning about healthy meals and active play.	8 sessions 16 hours	County	Face to face	2009	Cornell University Head Start	Pre/Post

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>*Stepping Stones for School Success</b>	Early Childhood Providers	Child development School Readiness	School preparedness – emotional, psycho-social, academic	2 sessions 4 hours					
<b>What Do You Do With The Mad That You Feel?</b>	Early Childhood Providers	Child development Social Emotional Development	Help children to identify and manage feelings, develop self control and to help with anger and bullying issues.	4 sessions 8 hours	County	Face to face	2011	Area schools	Pre/Post

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## NORTH CAROLINA

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Preschool Outdoor Environment Rating Scale POEMS</b>	Early Childhood Providers	Quality Environments	To raise the quality of outdoor learning environments	Varies	Statewide	Online Face-to-face	2008	Karen DeBord, Nilda Cosco, & Robin Moore @ NCSU Linda Hestenes @ UNCG Janet McGinnis Health Directions	POEMS was developed within the context of a controlled study and found reliable.
<b>Playsafe</b>	Early Childhood Providers	Health & Safety	Train the trainer to conduct regionalized trainings on playground safety rules	8 hours	Statewide	Online	2003	Div. of Child Dev. URL: <a href="http://www.ces.ncsu.edu/depts/fcs/human/playsafe/">http://www.ces.ncsu.edu/depts/fcs/human/playsafe/</a>	Records of number of certificates awarded

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**Special Notes:** Extension has served as a lead agency in communities and in multi-county efforts by coordinating training calendars between agencies including holding conferences, and offering seminars and workshops. Professional development through Cooperative Extension is very localized and variable in each community. Agents are involved in bringing together different child care provider groups and hosting conferences throughout the state each year. They typically host four or five of these regional conferences for child care providers each year. . In addition, there are several agencies in North Carolina whose sole purpose is to improve the quality of and access to after school services including The North Carolina Center for Afterschool Programs (NCCAP) and The North Carolina AfterSchool Coalition (NCASC). More information about these school age initiatives can be found at: <http://nccic.acf.hhs.gov/afterschool/PDFDocs/NC.pdf>.

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**NORTH DAKOTA**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Early Childhood Development and Discipline— several curricula used for Child Care providers</b>	Early Childhood Providers	Child Development Child Care Environments	Increase knowledge of research on early brain development and social-emotional development, parenting skills, discipline, and best practices	Varies	County	Face to face	2007	Child Care providers associations	Pre- and Post-testing
<b>4-H*</b>	School Age Provider	Essential Elements of Youth Development	Provide training to youth programming staff to understand youth development and implement 4-H Curricula and other programs		Statewide	Face to face		Army & Air National Guard Air Force	Individual workshop evaluation
<b>Essential Elements of Youth Development</b>	School Age Providers	Essential Elements of Youth Development	Provide training to youth programming staff to understand youth development		County	Face to Face	2010	Fargo Moorhead Youth Commission & Cass Clay YMCA	Retrospective Evaluation

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>RSG! Awareness Training*</b>	School Age Providers	Working with Military children and youth	Increase knowledge of the stages of deployment and the impact of deployment on children and youth; learn positive ways to support military children impacted by the deployment of a parent		Statewide	Face to Face	2009	American Legion and Auxiliary, ND CCR&R, JFSAP	Workshop Evaluation
<b>Tools of the Trade I: Giving Kids a Lifetime Guarantee</b>	School Age Providers	Child Development After School Environments	To provide information about child development, appropriate after school environments, guidance, appropriate activities, and working with parents.	9-10 Hours	County	Face to Face	2009	Fargo Moorhead Youth Commission & Cass Clay YMCA	Retrospective Evaluation

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**OHIO**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Health and Safety in Family Child Care Homes</b>	Early childhood providers	Health and Safety	For providers to learn child development, discipline, food safety, nutrition	8 hours	County	Face to face	Approx. 1995	WJFS, Wayne Co Career Center	Individual evaluation
<b>Stress Management</b>	Early childhood providers	Techniques for time and stress management	For providers to learn to manage their personal stress	2 hours	County	Face to face	1995	WJFS, Wayne Co Career Center	Individual evaluation
<b>ABC's of Child Care</b>	Early childhood providers	Business practices for starting your Child care business	To provide information on insurance, taxes, contracts, advertising and business management	4 hours	County	Face to face	2005	WJFS, Wayne Co Career Center	Individual evaluation
<b>Kids in the Kitchen</b>	Early childhood providers	Child Development	Incorporating math, reading, and science in Kitchen activities	2 hours	Statewide	Face to face	2005	WJFS, Wayne Co Career Center Ohio Hunger Alliance	Individual evaluation
<b>Eat Well Play Hard</b>	School Age Providers	Nutrition	Learn how to read a recipe, choose nutritious snacks and to learn and practice basic kitchen terms	2 hours	County	Face to face	2004	Wayne County schools, Wooster City Schools	Observation & Teacher/volunteer input

<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Steps to Success: Literacy, Fitness and Food Activities for Young Children (Fun and Nutritious Snacks for Young Children)</b>	Early childhood providers	Nutrition, Early Literacy, Physical Fitness, Food Preparation and Food Awareness	To assist child care providers in providing healthful food, activities and literacy practices to the children in their care in order for children to be exposed to good lifestyle choices at an early age.	Varies	County-wide, shared at National Meetings	Face to Face	1996	Northwest Ohio Community Action Commission, Head Start, YWCA Child Care Connections	Individual workshop evaluation
<b>Health and Safety in Family Child Care Homes</b>	Early childhood providers	Healthy, Safety and Nutrition	Home Safety Healthy Children Food Safety Nutrition Child Guidance	6 hours	Statewide	Face-to-face	2000	Ohio Department of Job and Family Services	End of program evaluation
<b>Healthy Children Healthy Weights</b>	Early childhood providers	Nutrition, Physical Activity	Training in the areas of nutrition and physical activity.	15 hours	County	Face-to-face	2010	Ohio Child Care Resource and Referral Association	End of program evaluation. Certified program when lesson plans, policy handbook, and menus are submitted for evaluation.
<b>Family Style Meals and Family childcare Settings</b>	Early childhood providers	Nutrition	Plan meals and snacks that meet the standards of the child and adult food program. Serve family styles meals and create a positive and pleasant atmosphere.	1.5 hours	County	Face-to-face	2010	Ohio Child Care Resource and Referral Association	End of program evaluation.

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Various Nutrition Topics to fill the CDA credit training.</b>	Early childhood providers	Health, Safety and Nutrition	Practice safe food handling skills. Provide learning experiences that teach children about good nutrition.	From 1-2 hour classes offered	County	Face-to-face	2000	Local child care resource program	End of program evaluation
<b>Communicable Disease</b>	Early childhood providers			6 hours	Statewide	Face to Face	2002	OCCRRA/ Job and Family Services/ OD Health Ohio Dept Ed.	Post Test
<b>Ohio Infant and Toddler Guidelines – Overview</b>	Early childhood providers	Describe the purpose of Ohio’s Infant & Toddler Guidelines for early childhood. List the six domains of development.	Educate parents, professionals, policy makers on child development. Three ages of Infancy: Security, Exploration, and Identity. Participants will gain knowledge of the six domains outlined in the Guidelines:	3 hours	Statewide	Face to Face	2006	OCCRRA/ Job and Family Services/ OD Health Ohio Dept Ed.	Yes
<b>Ohio Infant and Toddler Guidelines- Social Development</b>	Early childhood providers	Social Development		3 hours	Statewide	Face to Face	2006	OCCRRA/ Job and Family Services/ OD Health Ohio Dept Ed.	Yes

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Ohio Infant and Toddler Guideline – Emotional Development</b>	Early childhood providers	Emotional Development		3 hours	Statewide	Face to Face	2006	OCCRRA/ Job and Family Services/ OD Health Ohio Dept Ed.	Yes
<b>Ohio Infant and Toddler Guidelines-Physical Health</b>	Early childhood providers	Physical Health	Describe how physical health can impact another development domain, define a medical home and its importance, name two resources that can be utilized to research good routines in health practices	3 hours	Statewide	Face to Face	2006	OCCRRA/ Job and Family Services/ OD Health Ohio Dept Ed.	Yes
<b>Ohio Infant and Toddler Guidelines-Motor Development</b>	Early childhood providers	Motor Development		3 hours	Statewide	Face to Face		OCCRRA/ Job and Family Services/ OD Health Ohio Dept Ed.	Yes
<b>Ohio Infant and Toddler Guidelines-Language Development</b>	Early childhood providers	Language Development		3 hours	Statewide	Face to Face		OCCRRA/ Job and Family Services/ OD Health Ohio Dept Ed.	Yes



Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
Ohio Infant and Toddler Guidelines Cognitive	Early childhood providers	Child Development		3 hours	Statewide	Face to Face		OCCRRA/ Job and Family Services/ OD Health Ohio Dept Ed.	Yes

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**OKLAHOMA**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Food Service Training</b>	Early Childhood Providers	Health & Safety	1-Nutrition planning 2-Age-appropriate food selection 3-Food prep, service, storage 4-cleaning & sanitizing	2 Hours	Multi-County	Face to Face	2007	DHS Child Care Licensing	Post Test

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**OREGON**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
Healthy Home Child Care	Early Childhood Providers	Nutrition  Healthy Lifestyle	1) to identify key behavioral and environmental factors that predict change in body mass index (BMI) in 2- to 5-year-old children attending family child care homes; 2) evaluate the impact of a multi-level healthy eating and physical activity intervention on change in BMI in 2- to 5-year-old children attending family child care homes; 3) determine the effects of the intervention program on home child care providers' policies and practices related to eating and physical activity behavior	varies	Multi-county	Face to Face	2009	OSU College of Health and Human Sciences faculty  Local county Extension faculty	Pre and post testing
<b>Health in Action</b>	Early Childhood Providers	5-module nutrition education curriculum	Increase awareness of nutrition and physical activity for 3 to 5 year olds among their parents.  Provide a learner-centered nutrition education curriculum for preschool teachers who serve families with limited resources.	varies	Multicou nty	Face to face	2010	OSU College of Health and Human Sciences faculty; local county Extension faculty	Formative – curriculum is still being revised

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
Family Care and Connection*	Early Childhood Providers	Child Development Children with Special Needs Developing quality care services Communicating and working effectively with families Business and Program management	To provide information about child development. To provide information about appropriate, guidance, developmentally appropriate activities, and working with parents.	varies	Multicounty	Face to Face Online		Oregon Center for Career Development in Childhood Care and Education	Individual workshop evaluation

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**Special Notes:** Early childhood faculty (outside of Extension) at Oregon State University have been involved with state efforts to develop licensing requirements, trainer requirements, and quality rating systems for child care providers. There are no campus Extension faculty who have a primary responsibility for working with child care providers. One county faculty member is responsible for Family Care Connection in three counties. In 2010 the program worked with approximately 250 child and respite care providers, providing comprehensive services to families in the counties needing care for 561 children and/or individuals with a special care need. The program also provided 94 trainings to 515 child care providers in the three county service area. Oregon Extension Family and Community Health focuses its programmatic efforts on nutrition and health education in the majority of our 36 counties. At the state level we are very involved with creating an infrastructure for parenting education. The capacity to be involved with parenting education is due to funding from private foundations.

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**PENNSYLVANIA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Better Kid Care Online Lessons*</b>	Early Childhood Providers	150+ topics related to child care (early care and education and school-age care)	Increasing quality of care for all children by providing professional development to early learning and care professionals.	100,000+ hours of professional development annually	Statewide National	Online	1983	Penn State Cooperative Extension, PA Office of Child Development and Early Learning	Alignment with Core Body of Knowledge Evaluation of participants; number of participants
<b>Better Kid Care Community-based Workshops*</b>	Early Childhood Providers	Different workshops offered each year (3-4 new each year developed by Better Kid Care state staff)	Increasing quality of care for all children by providing professional development to early learning and care professionals.	2-3 hours	Multi-county	Face to face	1986	Penn State Cooperative Extension, PA Office of Child Development and Early Learning	Post-program evaluation (N=8,000+) in Survey Monkey
<b>Tools of the Trade I: Giving Kids a Lifetime Guarantee</b>	School Age Providers	Child Development After School Environments	To provide information about child development To provide information about appropriate after school environments, guidance, developmentally appropriate activities, and working with parents.	9 Lessons 9-10 Hours	Statewide	Face to Face	2009		Post-session evaluations

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
Operation Military Kids*	School Age Providers	Understanding military youth and families	Assist other youth organizations in helping meet the unique needs of military youth	varies	Statewide	Face to Face		PA 4-H	

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**Special Notes:** The PA Key office is key in providing professional development and quality improvement. The role of the Pennsylvania Key is to work with the Office of Child Development & Early Learning (OCDEL) to provide statewide leadership in the development of an integrated and coordinated system of program quality improvements and professional development supports for early childhood education.

The Pennsylvania Key manages statewide professional development initiatives, such as Better Kid Care, ECELS, Project TEACH and Regional School-Age Initiatives. The PA Key also:

- coordinates the Early Childhood Mental Health (ECMH) Project,
- coordinates work with the higher education community,
- implements special quality improvement initiatives,
- develops the career lattice,
- provides technical assistance to community engagement groups,
- coordinates regional planning efforts with the Regional Keys,
- manages Environment Rating Scale assessments,
- administers the Head Start State Collaboration Office, and
- administers PA Pre-K Counts.

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## RHODE ISLAND

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Resolving Conflicts</b>	Early Childhood Providers	Behavior management	To provide information about individual child behavior	3 hours	Statewide	Face to Face	2006		Individual workshop evaluation
<b>The Defiant Child</b>	Early Childhood Providers	Behavior management Social-emotional	To help childcare providers understand temperament of young children and how to work with them	3 hours	Statewide	Face to Face	2007		Individual workshop evaluation
<b>Parenting Strategies</b>	Early Childhood Providers Parents	Parenting Child guidance	Identify the 10 worst disciplinary mistakes, provide alternatives to assist parents in becoming more competent and how to avoid these mistakes	6 to 9 hours	Statewide	Face to Face	2010		Individual workshop evaluation
<b>Development of Autonomy in Adolescence</b>	School Age Providers Parents	Youth development	Help parents understand a teen need to think, feel, and make decisions on his/her own.	6 hours	Statewide	Face to Face	2006		Individual workshop evaluation
<b>Parenting Roles of Middle School Children</b>	School Age Providers Parents	Youth development	Changes your middle school child is experiencing	3 hours	Statewide	Face to Face	2010		Individual workshop evaluation

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**SOUTH CAROLINA**

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**SOUTH DAKOTA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Working with Military Families*</b>	Early Childhood Providers	Working with Military families	Increasing childcare provider knowledge of stressors experienced by military families, and how to identify issues and best work with parents	On-Going	Statewide	Face to face Online (Skype)	2011	University of Arizona	Pre- and post-testing
<b>Early Childhood Development in the Childcare Setting</b>	Early Childhood Providers	Child Development Infant/Toddler Care	Increase knowledge of research on developmentally appropriate practices, discipline and relationships.	Varies	Multicounty Statewide	Face to face Online	2000	South Dakota State Child Care Services/ Bush Foundation	Pre/ Post-testing
<b>Food Safe SD</b>	Early Childhood Providers School Age Providers	Safe Food Handling	Reduce the risk of food borne illness by educating employees and volunteers in quantity food preparation settings.	2-4 hours	Statewide and National	Self-study electronically and paper	2004	Feeding SD, SD Dept of Health, Horizons	Reflective Post then Pre and survey

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>SAFE AID</b>	Early Childhood Providers School Age Providers	Safe Food handling	Reduce the risks associated with unsafe food handling in food distribution programs	2-4 hours	Statewide and National	Self-study – electronically and paper	2010	Feeding SD, SD Dept of Health, Horizons, Mont State Univ.	Reflective post then pre and survey
<b>Serving Food Safely in SD is Good Business</b>	Early Childhood Providers School Age Providers	Safe Food Handling	Reduce the risk of food borne illness associated with food handling in foodservice settings.	4 hours	Statewide	Face to Face	2003	SD Dept of Health SD Beef Industry Council	Reflective post then pre and survey
<b>Reading Round-up</b>	Early Childhood Providers	Nutrition, Physical Activity, Literacy	Reduce childhood obesity; increase children’s overall physical well-being; increase Head Start provider knowledge on nutrition and physical activity	6 hours	Statewide	Face to Face	2009	Head Start, SNAP-Ed, EFNEP	Food Frequency Questionnaire; Pre and Post Surveys
<b>Tatanka’s Healthy Tales</b>	School Age Providers Early Childhood Providers	Nutrition Physical Activity	Reduce childhood obesity; increase children’s overall physical well-being; increase Lakota literacy skills	10-20 hours	County/Local	Face to Face	2010	SD Department of Education	Pre and Post Surveys

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
KidQuest	School Age Providers	Nutrition and Physical Activity	Reduce childhood obesity and increase physical activity	2006 hours	Statewide	Face to Face	2005	SD Department of Education	Pre and Post Surveys

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**TENNESSEE**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Preparing Your Child for Kindergarten</b>	Early Childhood Providers Parents	Brain Development School Readiness	Provides teachers and parents with activities and strategies to help prepare a child for kindergarten	3 Hours	Statewide	Face to face	2006		Pre/post knowledge gain
<b>Step Ahead</b>	Early Childhood Providers	Child Care Administration	To help teachers who wish to become directors of child care programs. Professionals learn how to deal with conflict, communicate listen, etc.	2 Hours	National	On-line	2011		Pre/post knowledge gain
<b>First Steps</b>	Early Childhood Providers	Health & Safety Child Development	State-mandated training for all newly hired child care teachers and directors	2 hours teachers 4 hours directors	Statewide	CD/DVD and on-line	2001	Tennessee Dept of Ed	Pre/post knowledge gain and behavior change
<b>Windows of Opportunity</b>	Early Childhood Providers Parents	Brain Development Social Emotional Development	Help parent and providers understand the importance of the first three years and the importance of literacy and social/emotional development	10 Hours	Statewide	Face to face	2006		Pre/post knowledge gain and behavior change

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**TEXAS**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Reducing Children’s Exposure to Asbestos and Lead in Child Care Settings</b>	Early Childhood Providers	Health & Safety	To teach how children can be affected by these environmental pollutants and how to reduce exposure	1 hour	Statewide National International	On-line			
<b>Testing for Radon in Child Care Setting</b>	Early Childhood Providers	Health & Safety	To teach what radon is and how to test for it.	1 hour	Statewide National International	On-line			
<b>How to Control for and Remove Biological Pollutants in Child Care Settings</b>	Early Childhood Providers	Health & Safety	To teach what biological pollutants are and how they get into child care facilities.	1 hour	Statewide National International	On-line			
<b>Controlling for Combustion Pollutants in Child Care Settings</b>	Early Childhood Providers	Health & Safety	To teach about common combustion pollutants found in facilities and how they affect the well-being of young children.	1 hour	Statewide National International	On-line			
<b>Keeping Kids Safe - Emergency Planning for Child Care Facilities</b>	Early Childhood Providers	Health & Safety	To provide tools necessary to develop an effective disaster preparedness plan.	2 hours	Statewide National International	On-line			

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Controlling Asthma Triggers in the Indoor Environment</b>	Early Childhood Providers	Health & Safety	To gain an understanding of childhood vaccinations, including the benefits, requirements, and the diseases they prevent.	2 hours	Statewide National International	On-line			
<b>Childhood Immunizations</b>	Early Childhood Providers	Health & Safety	To gain an understanding of childhood vaccinations, including the benefits, requirements, and the diseases they prevent.	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	
<b>Healthy Habits: Encouraging Healthy Eating and Physical Activity in Young Children</b>	Early Childhood Providers	Nutrition	To understand the importance of developing healthy nutrition and physical activity habits in young children and to provide strategies to encourage these habits	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	
<b>Grow Sun Smart - Reducing risks for skin cancer in child care settings</b>	Early Childhood Providers	Health & Safety	To understand how we can all Grow Sun Smart, by minimizing sun exposure and reducing the risk of skin cancer at our child care centers.	1 hour	Statewide National International	On-line			

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Responding to Challenging Infant Toddler Behavior</b>	Early Childhood Providers	Behavior Management	Recognize, understand, and develop responses to these types of behavior. Emphasizes the importance of identifying the meaning of behavior and of working with a team to fully assess and address challenging behavior.	2 hours	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	
<b>Introduction to Infant and Toddler Social Emotional Development</b>	Early Childhood Providers	Child Development Social-Emotional	Introduction to the process of infant and toddler social emotional development, including key concepts such as temperament and attachment	2 hours	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Routines and Environments that Support Social Emotional Development in Infants and Toddlers</b>	Early Childhood Providers	Child Care Environments	Presents a sampling of strategies that can be used to intentionally support the social emotional development of infants and toddlers.	2 hours	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	
<b>Understanding Infant and Toddler Development</b>	Early Childhood Providers	Child Development	Teaches developmental patterns in infancy and toddlerhood, the three key domains of development, practical strategies for encouraging optimal development, and how to recognize signs of potential developmental delays in very young children.	2 hours	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Establishing Positive Relationships with Families</b>	Early Childhood Providers	Working with Parents	Offers child care providers a variety of strategies for encouraging families to become involved in their children’s care, with an emphasis on ongoing, respectful communication.	1 hour	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	
<b>Brain Development, Sudden Infant Death Syndrome, and Abusive Head Trauma: Shaken Baby Syndrome</b>	Early Childhood Providers	Health & Safety  Brain Development	Addresses each of these critical topics related to caring for the youngest and most vulnerable population of children, infants and toddlers. Caregivers will learn how to optimize development and minimize risk	1 hour	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Developing Appropriate Learning Environments for Infants and Toddlers</b>	Early Childhood Providers	Child Care Environments	Appropriate environments for infants and toddlers, including: Health and safety, space and furnishings, learning areas, outdoor play, creating language rich environments, the social emotional environment, and the structure of infant and toddler programs.	2 hours	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	
<b>Ensuring the Health and Safety of Infants and Toddlers in Child Care</b>	Early Childhood Providers	Infant/Toddler Development  Health & Safety	To help caregivers identify and remove potential hazards in infant and toddler environments, incorporate healthy practices into the daily routine, learn to properly clean and sanitize objects and surfaces in the child care environment	2 hours	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	



Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Healthy Eaters: Infant and Toddler Nutrition in Child Care Settings</b>	Early Childhood Providers	Nutrition Infant/Toddler Development	To familiarize child care providers with the nutritional needs of infants and toddlers and the best strategies for meeting these needs	1 hour	Statewide National International	On-line		Developed in cooperation with the Texas Department of Family and Protective Services, Child Care Licensing Division, and using funds provided under the American Recovery and Reinvestment Act of 2009.	
<b>Creating a Literacy-Rich Early Childhood Program</b>	Early Childhood Providers	Child Development Early Literacy Child Care Environments	To learn about the various components of emergent literacy, strategies for promoting early literacy development in children, and how to create a literacy-rich early childhood environment.	1 hour	Statewide National International	On-line			

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Little Tum mies and Big Appetites: Nutrition and the Preschool Child</b>	Early Childhood Providers	Nutrition	To learn the when, what, and how much of child feeding recommendations based on the USDA MyPyramid and the American Academy of Pediatrics.	1 hour	Statewide National International	On-line			
<b>Infection Control in Child Care Settings</b>	Early Childhood Providers	Health & Safety	To gain an understanding of how to fight germs, reduce incidence of infection, and learn to apply basic infection control procedures.	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	
<b>Germ Fighting Gone Green</b>	Early Childhood Providers	Health & Safety	To increase the use of cleaning products that have fewer health risks; to increase the use of the least toxic disinfecting and sanitizing products and methods to control infection.	1 hour	Statewide National International	On-line			

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Helping Children Resolve Peer Conflict</b>	Early Childhood Providers	Behavior Management	Children's conflict, why children engage in frequent conflict with their peers, and how to effectively manage children's conflicts by teaching them age-appropriate conflict resolution skills.	1 hour	Statewide National International	On-line			
<b>Safe Sleep: Reducing the Risk of Sudden Infant Death Syndrome in Child Care Settings</b>	Early Childhood Providers	Health & Safety	To gain an understanding of SIDS, including what it is and is not, factors that increase the risk of SIDS, and specific steps you can take to create a safe sleep environment for infants in your care.	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	
<b>Oral Health: Building Healthy Teeth and Gums in the Childcare Setting</b>	Early Childhood Providers	Health & Safety	To understand the issue, including specific advice on how to care for children's teeth and gums	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Supporting Children's Social and Emotional Development</b>	Early Childhood Providers	Child Development Social and Emotional Development	To learn more about children's social-emotional development during the preschool years. In addition to providing you with a general overview of the topic, this course will offer some practical tips on how to best support children's development in these key areas.	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	
<b>Caring for Children with Special Health Care Needs</b>	Early Childhood Providers	Children with Special Needs	To help providers to work effectively with children with developmental disabilities or children with special health care needs requires a unique set of skills and knowledge.	2 hours	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Injury Prevention and Child Safety in Child Care Settings</b>	Early Childhood Providers	Health & Safety	Gain a better understanding of the subject of child safety and how to prevent injuries to the children in their care.	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	
<b>Linking to Health Care Resources</b>	Early Childhood Providers	Health & Safety	Learn about important health care resources available to them and the children and families that they serve.	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	
<b>The Value of Play for Preschool Children</b>	Early Childhood Providers	Child Development	Examines the role of play in contributing to the healthy development of children.	1 hour	Statewide National International	On-line			

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Supporting Breastfeeding in the Child Care Setting</b>	Early Childhood Providers	Working with Parents Nutrition	Gain an understanding of the benefits of breastfeeding and how to support mothers who want to continue breastfeeding after returning to work or school.	1 hour	Statewide National International	On-line		Funding for this course was provided by Office of Title V and Family Health, Texas Department of State Health Services using Title V Maternal and Child Block Grant Funds.	
<b>Transporting Children Safely in Child Care</b>	Early Childhood Providers	Health & Safety Transportation	To provide basic knowledge on the correct selection, usage, and installation of child safety seats and guidelines for protecting children in and around vehicles.	2 hours	Statewide National International	On-line			
<b>Establishing Positive Partnerships with Parents</b>	Early Childhood Providers	Working with Parents	To assist child care providers in establishing positive partnerships with parents.	1 hour	Statewide National International	On-line			

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Positive Guidance and Discipline</b>	Early Childhood Providers	Guidance	Learn about the strengths and weaknesses of various disciplinary styles and explore strategies for setting and enforcing healthy limits.	1 hour	Statewide National International	On-line			
<b>Fostering Children's Self-Esteem</b>	Early Childhood Providers	Child Development  Social and Emotional Development	Learn about the concept of self-esteem, how to distinguish between healthy and unhealthy self-esteem, and how to foster children's self-esteem in early childhood settings.	1 hour	Statewide National International	On-line			

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** Texas has a well-developed on-line professional development system which was developed because the county agents were not able to meet the training demands of the providers. The online professional development system provides 1-2 hour short courses and has users throughout the state, nation, and also internationally. The on-line system reaches many more providers each year. The on-line system has gone from reaching 3,000 providers the 2006 to 50,000 providers in 2010. Slightly more than 50% of the providers who use the system are from Texas. The rest of the providers come from other states and internationally. The on-line system also has a reporting system that can pull up data which compares pre-test and post-test scores in each of the courses. They have seen statistically significant changes in knowledge. The on-line courses can be accessed at [childcare.tamu.edu](http://childcare.tamu.edu). The professional development offered through Extension for school-age providers is less developed at this time. Face to face conferences put on in cooperation with Extension in local communities and regionally might have separate school age tracks however this varies by conference.

#### Report Contributors

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**UTAH**

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No Data Reported

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**VERMONT**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Growing Connections</b>	Early Childhood Providers	Healthy Lifestyle Nutrition	To promote healthy lifestyles and nutrition through gardening and horticulture.	1-2 Hours	Statewide	Face to Face	2002		Participants consistently reports improvement in knowledge of and attitudes toward growing and using fresh healthy food, as well as behavioral change of children with whom participants use the program: choosing healthier snacks and greater compliance with food safety best practices e.g. hand washing.
<b>Explore 4-H Science</b>	School age providers	Science 4-H Resources	To promote awareness of 4-H resources. To promote quality science activities in afterschool programs.	2 workshops 6 hours	Statewide	Face to Face	2011		Evaluations have indicated increased understanding of youth development framework around inquiry and experiential learning, and better understanding of appropriate evaluation tools and 4-H resources to draw from.
<b>Leadership Club*</b>	School age providers	Life Skill Development Leadership	Quality leadership training and curriculum that focuses on life skills	3-4 Hours	Statewide	Face to Face	2010	21 <sup>st</sup> Century Sites in the public schools	Attendees consistently report that their understanding and abilities related to leadership increased as a result of the workshop.
<b>Food, Culture &amp; Reading Afterschool*</b>	School age providers	Healthy Lifestyle Nutrition	To promote healthy lifestyles and nutrition through literature	2 hours	Statewide	Face to face	2010		Children and families taste new foods and choose healthier snacks.

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Food, Culture, &amp; Reading*</b>	Early Childhood Providers School age providers	Healthy Lifestyle Nutrition	To promote healthy lifestyles and nutrition through literature	2 hours	Statewide	Face to face	2000		Children and families taste new foods and choose healthier snacks.
<b>Food, Fun &amp; Reading*</b>	Early Childhood Providers School age providers	Healthy Lifestyle Nutrition	To promote healthy lifestyles and nutrition through literature	2 hours	Statewide	Face to face	2007		Children and families taste new foods and choose healthier snacks.
<b>Ready, Set, Go*</b>	Early Childhood Providers School Age Providers	Life Skill Development , Resiliency and Coping Military	To promote understanding of the deployment cycle and related emotional affects, as well as tools to use to handle the affects	1- 3 hours	Statewide	Face to face	2009	VT National Guard, Scouts, YMCA, and more	Community members are motivated to provide more support to military families through increased outreach and special events/volunteerism

\* Indicates that this state knows that the program has served providers who work with military families

**Special Notes:** Throughout Vermont, there are a number of conferences in the state that target educators (after school providers, alternative type educators, public school teachers). Typically there are about four of these statewide conferences each year, and Extension is almost always represented, conducting workshops on a variety of topics such as Essential Elements, 4-H Science, curriculum specific workshops like embryology or Health Rocks, or experiential education.

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**VIRGINIA**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Food Friends</b>	Early Childhood Providers	Nutrition Healthy Lifestyle	To promote physical activity and healthy lifestyles in the childcare setting.	4-8 Hours	County	Face to Face			
<b>Healthy You Program</b>	Early Childhood Providers	Nutrition Healthy Lifestyle	To increase the consumption of fruits and vegetables in preschool aged children.	1 hour each month 7 months	County	Face to Face	2008	Faith Lutheran Preschool	
<b>Childcare Provider Trainings and Guest Speaking Presentations</b>	Early Childhood Providers	Nutrition Healthy Lifestyle	Train participants on childhood nutrition and wellness, encouraging healthy environments in the centers.	Varies	Multi-County	Face to Face	2008	Childcare Connections, Smart Beginnings, Preschools	
<b>Mighty Moves</b>	Early Childhood Providers	Nutrition Healthy Lifestyle	To promote physical activity and healthy lifestyles in the childcare setting.	4-8 Hours	County				

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**Special Notes:** .The primary focus for professional development for early childhood educators is very localized in Virginia. Agent educators, in partnership with local agencies and organizations provide a great deal of professional development for early childhood educators in their respective regions or local areas. For example, some agent educators have addressed the business side of childcare in local programming. In addition, across the Commonwealth, agent educators respond to regional needs by planning, organizing and implementing annual continuing education conferences for early childhood educators. In addition, several agent educators partner with Smart Beginnings throughout Virginia. The school-age professional development opportunities provided through Extension are variable depending on location. Professional development for school age providers occurs in much the same way as the early childhood professional development opportunities. The connection of the Extension agent to the local community and the level of partnership in each community have an impact on the amount of involvement and training done by the Extension agent in each county.

### Report Contributors

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**WASHINGTON**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Encouraging Healthy Activity and Nutrition in Childcare Environment</b>	Early Childhood Providers	Nutrition  Healthy Lifestyle	To improve healthy nutrition and physical activity in young children and their families  To identify barriers to healthy physical activity and nutrition practices in child care.		County	Face to Face			
<b>Literacy and Educational Pathways for Latino Child Care Providers</b>	Early Childhood Providers	Literacy of Providers	to improve the educational advancement of Latino childcare providers and thus increase the quality of care for the children in their licensed family childcare environments	Varies	County	Face to Face		Gates Foundation, Franklin County, Columbia Basin College, Benton Franklin Health District, Kennewick Division of the Department of Early Learning, Benton Franklin Head Start, Benton Franklin Community Action Committee, School's Out Washington, and individual community leaders.	

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
Washington Regional Afterschool Project (WRAP)*	School Age Providers	School age care	Provide training and technical assistance to school age care providers	Varies	Statewide	Face-to-face Phone Email Videoconferencing	2001	School's Out Washington Spokane Public Schools Volunteers of America	Individual workshop evaluation and reporting by WRAP specialists
4-H	Youth programs	Quality After School Environment	Provide training to youth programming staff to understand youth development and implement 4-H Curricula and other programs	varies	Statewide	Face to face	1996	Army Navy Air Force	Individual workshop evaluation

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**Special Notes:** The majority of the training for school-age providers in Washington that flows through Extension occurs as part of the School's Out Washington (SOWA) initiative called the Washington Regional Afterschool Project (WRAP). This is a training and technical assistance project that is conducted by Extension in 3 regions. The Washington Afterschool Association (WAA) puts on a yearly conference for school-age providers. School's Out Washington, in partnership with the Office of the Superintendent of Public Instruction and other partners sponsor the Bridge Conference which focuses on the partnerships between schools and afterschool programs to enhance learning.

#### Report Contributors

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**WEST VIRGINIA**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
4-H*	School Age Providers	Quality After-School Environments	Provide training to youth programming staff to understand youth development and implement 4-H Curricula and other programs		Statewide	Face to face		4-H Leaders Association	Pre- and post-testing
Tools of the Trade	School Age Providers	Child Development After School Environments	To provide information about child development To provide information about appropriate after school environments, guidance, developmentally appropriate activities, and working with parents.	8 hours	Statewide	Face to Face			Evaluate workshops
Apprentice Child Development Specialist	Early Childhood Providers	Child development, Child care environment	Develop skills in child care providers to support child growth and development	45 hours	Multi-county	Face to face		Community colleges	Tests and assignments, student evaluations of instruction
STARS training	Early Childhood Providers	Child development	Increase knowledge in content areas as specified by state registry		Statewide	Face to face	2009	State Department of Ed	Pre- and post tests

\* Indicates that this state knows that the program has served providers who work with military families

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**WISCONSIN**

Extension Resources for Early Childhood and School Age Professional Development									
Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Better Kid Care</b>	Early Childhood Providers	Child Development  Early Childhood Education	Knowledge, ideas that can be applied the next day, and networking with other local ECE staff	6 workshops each year  2 hrs each  Possible 12 Hours	Statewide	Broadcast or DVD combined w/ local discussion	2000	Penn State Extension	Telephone interviews, post only.

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**Special Notes:** University of Wisconsin does more programming on this topic, but with a wide variety of curricula, most locally produced, and therefore not readily shared. They are just starting work on a curricula for training ECE staff on issues of diet and mealtimes, based on our recent book (Nitzke, Riley, et al, 2010, "Rethinking Nutrition: Connecting Science and Practice in the Early Childhood Setting, Redleaf Press).

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**WYOMING**

<b>Extension Resources for Early Childhood and School Age Professional Development</b>									
<b>Curriculum Name</b>	<b>Target Audience</b>	<b>Content</b>	<b>Goals and Objectives</b>	<b>Contact Hours</b>	<b>Scope of Program</b>	<b>Delivery Method</b>	<b>Year Began</b>	<b>Partners</b>	<b>Evaluation</b>
<b>Why Character Counts</b>	School Age Providers	Youth Development	To increase the understanding of why using, teaching, and modeling Character Counts curriculum is important in an out-of-school setting	6 Hours	Local	Face to face	2010	Boys and Girls Clubs	End of program evaluation
<b>4-H Afterschool Farm to Plate</b>	School Age Providers	Gardening	To provide knowledge of the benefits of connecting kids to nature projects and to provide information, resources and ideas of how to engage youth in gardening projects	2 Hours	Statewide	Face to face	2010	Serve Wyoming	
<b>Connecting with the Connected Generation</b>	School Age Providers	Internet Safety and Technology	To provide resources for internet and cell phone safety and to provide ideas and easy to use technology pieces that can improve program delivery, communication and connecting with their audience	2 Hours	Statewide	Face to face and Skype	2010		

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Characteristics of Vibrant Youth Programs</b>	School Age Providers	Quality after-school programs	To increase the understanding of the essential elements of vibrant youth programs, self assess current level of programming to foster vibrant youth programs and identify things to do differently	2 Hours	Statewide	Face to face	2009		Individual workshop evaluation
<b>Get ready, GET SET</b>	School Age Providers	Science, Engineering & Technology	Provides background, goals and ideas for incorporating SET rich activities in afterschool	2 Hours	Statewide	Face to face	2009		
<b>Character Counts! in Afterschool Programming</b>	School Age Providers	Youth Development	To introduce the Character Counts! framework to afterschool programs across the state and provide participants with materials, implementation ideas and activities to take pack to their programs.	2 Hours	Statewide	Face to face	2009	Wyoming Afterschool Alliance	Individual workshop evaluation
<b>Science, Engineering &amp; Technology (SET) Incorporation into Afterschool programs</b>	School Age Providers	Science, Engineering & Technology Inquiry Based Learning	To promote the inclusion of inquiry based learning SET enrichment activities in afterschool programs in Wyoming	2 Hours	Statewide	Face to face	2009		

Curriculum Name	Target Audience	Content	Goals and Objectives	Contact Hours	Scope of Program	Delivery Method	Year Began	Partners	Evaluation
<b>Experiential Learning, Character Counts &amp; Incorporating 4-H into programming</b>	School Age Providers (Day Camp Staff)	Youth Development Experiential Learning 4-H Introduction	To teach summer camp staff about the experiential learning process, the Character Counts! framework and how it can be incorporated into their programming, and to introduce 4-H projects into the day camp curriculum	4 Hours	County	Face to face	2009	Teton County Parks and Recreation	End of training evaluation

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**APPENDIX D**

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**Extension Early Childhood/School-Age Professional Development Programs  
Environmental Scan Survey**

1. What is the name of the Extension professional development program?

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2. Does this professional development program focus  
 professional development for early childhood providers (Ages birth to 5)  
 professional development for school-age providers (ages 5-12, before and after school and youth programs)

3. On what age of child does this professional development focus its teaching? Select all that apply

- Infants (0-18 months)
- Toddlers (18 months- age 3)
- Preschoolers (3 to 5 year olds)
- Middle childhood (ages 6-12)

4. In what year did the program begin?

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5. Is the program still active?

- Yes
- No

6. What is the scope of the program?

- Local County/Parish  Yes  No
- Multi-county/Multi-parish  Yes  No
- State  Yes  No
- Multi-State  Yes  No

7. What are the goals/objectives of the program?

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8. Does this professional development program provide information or training on working with parents and families?

No

Yes

If yes, what is the content of the program that relates to working with parents and families?

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9. Who do you partner with to conduct this professional development program?

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10. Who is the primary target audience for this professional development program?

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11. Does this professional development program serve providers who care for children from military families either on or off base?

Yes, on base

Yes, off base

Yes, both on and off base

No

Not sure

12. Please describe briefly the educational activities in the program and how they are delivered (face to face, distance education, hybrid, etc).

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