

# NETWORK NEWS

## Enriching the Community

### A Message from the CCR&R Director

It's summer time and with that comes planning for the CCR&R (Child Care Resource and Referral) contract to start October 1st.

We will be sending out our annual survey by September. Please remember to fill that out and return it by the deadline so we can utilize that information in our plans. We use it for planning our training and workshops for the 2018 year, as well as the Community Assessment we start compiling each December. We also use the survey results to inform our services. We want to know what your needs are so we can look for funding to meet them.

Some changes we know that are going to be taking place are with the New Staff Training we have been offering monthly for child care centers. September is our last month to hold that full training day, so directors—make sure you send your staff to one in July, August, or September to get those free training hours before they are gone! We are hoping to continue the free onsite training for centers for the next program year. We'll keep you posted on that.

Another change we anticipate will be with the CPR and First Aid classes we offer. We are down 1 certified trainer so will not be able to offer trainings on-request. We have trainings scheduled in each county on the July through December Training Calendar, so please plan ahead to attend one before your certification expires. We will not be able to fit more in.

Have a safe and fun summer!

*Jennifer Perney*

Family Enrichment Network is a proud member of:



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## Tips for Promoting Healthy Hydration with Water as Warm Weather Approaches



- o Start your young kids off right when they are little. Avoid offering children soda and punch.
- o Limit juice but do offer two cups a day of non-fat or 1% milk. It's great for children older than two to provide calcium and vitamin D (whole milk is fine from ages 1 to 2).
- o Do offer water throughout the day
- o Try keeping a cold pitcher in the fridge - some children only like very cold water.
- o Add slices of lemon or squeeze a little bit of fresh orange juice to add some flavor.
- o Have the kids make a Popsicle using little fruit juice and mainly water.
- o Have a water drinking contest and have each child put a star by their name if they drink one 8-ounce glass of water. Use a tracking chart!
- o Make water fun for kids by giving them water bottles that are brightly colored. Let them pick their favorite color.
- o There is flavored water or club soda with zero calories that are better options to sugary drinks.
- o Avoid having sugary drinks in the house or in sight to reduce the temptation.
- o Most of all be a role model. Adults need at least eight 8-ounce glasses of water for good hydration too.

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## How Much Risk is Too Much for Children in Child Care?

When children take healthy risks, they build confidence in themselves, as well as resilience. These two things play a huge role in success and happiness later in life. How can you tell how much risk is acceptable and when it becomes unsafe?

Consider the child's personality. Children with natural tendency towards risks need to be reined in while those children with a natural tendency to avoid risks need to be encouraged to take risks. Pushing children towards one or the other too far is dangerous because it pushes them too far out of their comfort zone.

Consider your own personality. If you are a risk-taker, you can encourage and model more risky behavior. If you have a fear of risk, you may send the opposite message and keep children from taking part in risks that are actually healthy for them. At the same time, if you encourage children to take risks outside of your own comfort zone, it puts you and them in a dangerous situation.

Consider the benefit to the risk against the danger. Sometimes those benefits are short-term and sometimes long-term. Evaluate how severe the worst-case scenario consequence could be. For example, running down a wooded path. The benefit is the thrill and the confidence gained. The possible consequence is a fall and skinned knee.

The important thing to remember in choosing when to allow children to take part in healthy risks is to create a balance. Children need to be kept safe. The OCFS regulations are designed for health and safety, so it is imperative that you abide by those at all times, especially when deciding if a risk is healthy or dangerous. Once you have checked the regulations to ensure the risk does not violate one of them, consider the 3 points above to allow them the freedom to engage in risks that will promote their development while still keeping them safe.

Reference: Jim Taylor Ph.D. *Risk-Taking for Your Children: How Much is Enough?* Psychology Today; Mar 18, 2014.

### Kid's Favorite Risky Behaviors

No matter what we do to safety-proof, "Kids are always going to figure out how to do the most dangerous thing they can." (Gever Tulley) Ellen Sandseter has developed these categories of risky play that seem to especially appeal to kids in play.

- *Great heights:* Climbing trees, furniture, anything else to get that "king of the mountain" thrill.
- *Rapid speeds:* Swings, merry-go-rounds, slides, bikes, roller coasters. Anything fast.
- *Dangerous tools and dangerous elements:* Fire, hammers, knives, guns, power tools, chemicals.
- *Rough and tumble:* Wrestling, play-fighting, chasing, pushing, pinching.
- *Disappearing / getting lost:* Games like peek-a-boo, then hide and seek fulfill some of this desire, but there's also little ones trying to wander outside their boundaries, older kids staying out past curfew.

For each, the child has a sense of possible risk, and feeling *just barely* in control, but managing to stay in control through that challenge. This gives a thrill, and also a sense of power and competence.

From: <https://gooddayswithkids.com/2014/05/26/take-risks/>



# Immunization Records



Are you keeping what you are supposed to and doing what you need to?

According to the OCFS regulations, a child care program must have documentation that each child has received the immunizations required by New York or State Public Health Law unless exempt by regulation (religious exemption or detrimental to health).

Child care centers also have additional requirements with the Department of Health.

Head Start programs, nursery schools and day care centers are required to submit the annual mandated immunization survey online through the Health Commerce System . Each day care and pre-k must have a Health Commerce System (HCS) account in order to access the survey.

Group family child care programs must also complete the survey they receive in the mail, not online.

It is recommended you update your health care policies to include:

- Immunization records will be reviewed for children 6 weeks to 2 years old quarterly. (Yes, you should be double checking if children are up to date on their immunizations and refer them to their doctor if they are not or exclude them from care if they do not provide you documentation in a timely manner.)
- Children 2 years to 5 years will be reviewed yearly.
- A current list of susceptible children will be maintained to easily identify children who would be excluded from care in the event of a disease outbreak.

For resources, visit: [https://www.health.ny.gov/prevention/immunization/information\\_system/](https://www.health.ny.gov/prevention/immunization/information_system/)

For your reference, please review and use the Recommended Immunization Schedule on page 7.

A colorful illustration of a shopping basket overflowing with fresh produce. It includes a blue glass bottle, a red apple, a yellow pineapple, and an orange pumpkin. The basket is set against a light background.

## Banana Milk Shake

**INGREDIENTS:**

- 1 1/2 cups unsweetened almond milk
- 15 fresh strawberries, stems removed or 3/4 cup of frozen strawberries
- 2 ripe bananas, peeled and cut up

**PREPARATION:**  
In a blender, combine the almond milk, strawberries, and bananas. Process on high speed until smooth, about 45 seconds.  
Divide the milk shake evenly among 5 glasses.



## Congratulations!!

### New child care programs:

#### **Broome County Family Child Care**

Rebecca Beylo  
Ms Meishas Family Day Care  
Uthe Bowien

#### **Broome County Child Care Center**

The Learning Ladder  
Child Care Center of Johnson City

#### **Chenango County Family Child Care**

Kiley Walsh

## Helping Children Learn Right From Wrong What Can We Do to Help?

1. **We can offer kindness and model empathy.** Children’s early experiences in the world help shape their ability to make sense of what is right and wrong. Nurturing relationships in which young children feel loved, understood, and responded to, are the foundation for empathy and social-emotional development. As calm, steady caregivers, we help children develop a conscience. A good conscience is the internal voice that encourages us to act with compassion, respect, and fairness. It also prods us to make things right (as well as we can) when we do not behave our best.
2. **We can highlight differences.** Toddlers don’t yet know that others have their own thoughts and feelings. Being able to understand this, and that other people are unique and separate from one another, is the foundation of an important concept called “theory of mind.” To foster this critical component of empathy, point out differences you observe in other people’s preferences, views, and feelings. For example, you might say to your child, “You don’t like peas very much. But your brother really loves them,” or, “Caden enjoys going on the Ferris wheel, but I don’t like it at all. What rides do you like?”
3. **We can provide boundaries.** Setting age-appropriate rules that are grounded in kindness and respect also helps nurture the fairness and decency we all want to see in our children. For example, the rule might be that hands are for hugging or clapping, and not for hitting. When children break rules, adults can provide calm guidance. A child who hits can be encouraged to offer a simple kindness or gentle touch to the child who’s been hit.
4. **We can help children make sense of their emotions.** Emotions are not right or wrong, but the way we act on them can be helpful or not-so-helpful. For example, “Taylor, I see how angry you are that Charlie took your train. You are really screaming! Let’s work this out together. When you are mad at Charlie, you can say, ‘I’m mad! Give me back my train!’” Move in close so you can keep everyone safe while you help.

### Patience Is Key

Children do show empathy for others starting very early in life. In fact, babies cry more when they hear the cries of other babies than they do when they hear tape recordings of their own crying. But, like all skills, morality, ethics, and compassion develop over time.

Adapted from *Zero to Three*; Mar 14, 2017; By Rebecca Parlakian

## Farmer’s Market Fun!

Take a trip to a local farmer’s market and make it a fun activity for the children by adding a scavenger hunt. Have them:

1. Find a yellow fruit or vegetable. What is it?
2. Find a purple food with an interesting shape. What is it?
3. Find a red food that is bigger than your fist. What is it?
4. Find a green food that you have not tasted before. What is it?
5. Taste an organic strawberry and one that’s conventionally grown (not organic). Compare the flavor. Which one tastes better?
6. Find something that grows on a vine.
7. Find something that grows underground.
8. Find something that grows on a tree.
9. Ask 3 people if a tomato is a fruit or a vegetable.
10. What are two examples of a “stone fruit”?
11. Taste them and say which one you liked better.
12. Find two stands that sell peaches. How do their prices compare? (For older kids: List 3 reasons why might one be more expensive than the other.)



Adapted from: Courtesy of Michelle Stern, <http://whatscookingblog.com/>

## Move Your Body, Grow Your Brain



Incorporating exercise and movement throughout the day makes students less fidgety and more focused on learning. Improving on-task behavior and reducing classroom management challenges are among the most obvious benefits of adding physical activities to your teaching toolkit. As research continues to explore how exercise facilitates the brain's readiness and ability to learn and retain information, we recommend several strategies to use with students and to boost teachers' body and brain health.

Exercise may have both a physiological and developmental impact on children's brains. Physical mechanisms include:

Increased oxygen to the brain that may enhance its ability to learn

Alterations to neurotransmitters

Structural changes in the central nervous system

In fact, John Ratey, author of *A User's Guide to the Brain*, calls exercise "Miracle-Gro for the brain" because of its role in stimulating nerve growth factors.

Studies suggest that regular physical activity supports healthy child development by improving memory, concentration and positive outlook. For example, researchers found that children who had an opportunity to run 15-45 minutes before class were less distracted and more attentive to schoolwork, and these effects lasted up to 2 hours.

The connection between learning and exercise seems to be especially strong for elementary school students.

### *Pump Up Your Brain with Regular Exercise*

Regular physical activity is an essential component for maintaining body and brain health for people of all ages. A recent study involving 120 people found that walking briskly 30-40 minutes a day three times a week helped to "regrow" the structures of the brain linked to cognitive decline in older adults. The effect was the equivalent of stopping the brain's aging clock by one to two years. This is one of the first scientifically controlled studies showing the power of exercise in boosting brain regeneration. As we share with educators in our programs, physical activity before, during and after school is smart for your heart, body and brain.

"Exercise is really for the brain, not the body," Ratey contends in a WebMD article. "It affects mood, vitality, alertness and feelings of well-being."

By incorporating movement and physical activity into the school day, you can support student learning in a variety of ways:

### *Start the Day with Movement*

Many teachers we know start the school day with exercises such as jumping jacks, arm crosses and stretches.

### *Enhance Attention During and Between Lessons*

Incorporating short exercise or stretch breaks into lessons can re-sharpen children's focus on learning. Especially for younger students, shorter activities that involve movement keeps their attention on learning and helps make the content more memorable. Exercise and stretch breaks also work well during transitions between lessons.

### *Play Games and sing songs.*

Songs, poems, and counting are fun with movement or a rhythm and they get us moving!

## New York State Recommended Childhood and Adolescent Immunization Schedule

A check ✓ means that this is the earliest and best time for your child to be immunized. If your child misses the “best time” for vaccination, he or she should still be immunized as quickly as possible. Ask your doctor about getting your child caught up.

Vaccine against:	Birth	2 months	4 months	6 months	12 months	15 months	18-23 months	4-6 years	11-12 years	16 years
Hepatitis B	✓	✓ 1-2 mo.		✓ 6-18 mo.						
Rotavirus		✓	✓	✓ <sup>1</sup>						
Diphtheria, Tetanus, Pertussis (DTaP)		✓	✓	✓		✓ 15-18 mo.		✓		
Tetanus, Diphtheria, Pertussis (Tdap) <sup>2</sup>									✓ <sup>2</sup>	
<i>Haemophilus influenzae</i> type b (Hib)		✓	✓	✓ <sup>1</sup>	✓ 12-15 mo.					
Pneumococcal Disease (PCV) <sup>3</sup>		✓	✓	✓	✓ 12-15 mo.					
Polio (IPV)		✓	✓	✓ 6-18 mo.				✓		
Influenza							Recommended yearly for all children aged 6 months and older. Ask your doctor if your child should receive one or two doses.			
Measles, Mumps, Rubella (MMR) <sup>4</sup>				See footnote 4	✓ 12-15 mo.			✓		
Varicella (Chickenpox)					✓ 12-15 mo.			✓		
Hepatitis A					✓			✓		
Human Papillomavirus (HPV) <sup>5</sup>									✓ <sup>5</sup>	
Meningococcal Disease <sup>6</sup>							Ask your doctor if your child 2 months old or older should get vaccinated against meningococcal disease.		✓	✓

<sup>1</sup> For some types of Hib and Rotavirus vaccine, the 6-month dose is not needed.

<sup>2</sup> Tdap: Children 7-10 years old who are not fully immunized against pertussis should receive a single dose of Tdap.

<sup>3</sup> PCV = Pneumococcal Conjugate Vaccine; PPSV23 = Pneumococcal Polysaccharide Vaccine

<sup>4</sup> MMR: Children 6-11 months old who are traveling outside the U.S. should receive one dose of MMR before departure.

<sup>5</sup> The HPV vaccine includes two shots given 6 months apart. It is recommended for both boys and girls. Teens who start the series after age 15, and some children with special medical conditions, may need three doses.

<sup>6</sup> There are two vaccines that protect against meningococcal disease. Some children with special medical conditions may need both MCV4 and MenB.

## MUSIC MAKES YOUR PROGRAM GO 'ROUND



Music activities have the potential to foster child development in so many ways. Lullabies can help children transition into sleep and teach them how to self regulate, music parades with instruments encourage children to play and plan together, and feelings expressed through music can aid in “letting out” emotions before language development is able to. Incorporating music into your child care program involves more than turning on a CD or the continuous music channel on the TV. Here are some music activities that can play an important role in a child’s development:

1. When holding babies or toddlers, sway and move to music. This encourages children to connect with a beat or rhythm.
2. Songs that combine music with physical motion (Head and Shoulders, Knees and Toes; Hokey Pokey) increase body awareness, coordination, and balance.
3. Cognitive development is enhanced when music is connected to specific activities, like the Clean-Up song when cleaning up toys.
4. Songs with lyrics increase and stretch language and literacy development.
5. “Playing” instruments allow babies to practice their cause and effect connections.
6. Playing “Stop the Music” (children move to music and “freeze” when the music stops, staying still until the music starts again), helps children learn self-regulation and self-control.

Music is too powerful to resist. Tune your children in to music early. You’ll be the only one who knows how much they are learning!

### Reference

Parlakain, R. with Lerner, C. (2010). Beyond Twinkle, Twinkle. *Young Children*. March 2010 (p.14-19).

## Ice Egg Dinosaur Preschool Science

Let the children explore states of matter (solid, liquid, gas), melting, freezing, and different temperatures with these fun dinosaur eggs!!

You do need to plan this activity a day in advance, but preparing for it only takes about five minutes...and when you pull it out, your kids will play with it for *much* longer than that!

To prepare your own dinosaur eggs, simply wedge a dinosaur into a balloon. Use the little dinosaurs and the 12" balloons to make it easy. Then add water, tie a knot, and stick it in the freezer overnight.

When you're ready to play (or use it for science or fine motor time!), just pull it out of the freezer, snip the balloon off, and give the ice eggs to the children. I also gave them a bowl of warm water and pipettes to work with. They loved them!!

*Found on Pinterest: Preschool Powol Packets*





### How To Pay Yourself First



Most family child care providers know they should be saving more money for their retirement.

But, at the end of the month there is usually little, if anything left for savings. You've spent your money on other things and left out any savings for retirement.

Here's the first step you should take to gain more control over your money, so that you will have some money to save. Track the money you spend for a month. Put the expenses into two categories: fixed expenses and flexible expenses.

Fixed expenses are those items that you have little or no control over how much you have to spend each month. They can include: mortgage/rent payment, utilities, taxes, food, credit card payments, car loan payment, etc.

Flexible expenses are those that you have some control over. They can include: clothing, entertainment, charitable contributions, child care business expenses, and so on.

At the end of the month, review where you spent your money and ask yourself these questions:

- Is my spending level sustainable? If your monthly expenses exceed your monthly income, this is a clear sign that your finances need immediate attention. You won't be able to continue down this path without going into debt.
- What fixed expenses might you reduce? Credit card interest and car loan interest are the first place to look. Your goal should be to pay off all credit card debt at the end of each month and start a car replacement fund so you can eventually pay cash for a car.
- Are my values in line with my spending? If your spending behavior doesn't match your true priorities in life, you may want to become more purposeful about how you are using your resources. This can be a powerful motivation for changing your spending habits.

The best way to save money for your retirement is to make it a high priority. This means setting a modest savings goal each month (\$25, \$100, etc.) and deposit this amount in a saving account or IRA at the beginning of each month. This is called paying yourself first.

If you start running out of money before the end of the month, cut your flexible expenses. It should be fairly easy to cut something (eating out, clothing, entertainment, etc.). Providers who do this exercise don't miss the money they didn't spend. Now you are on the road to saving for your retirement.

Small amounts add up. If you save \$100 a month and it earns 8% a year, you will have over \$19,000 at the end of ten years!

Tom Copeland – [www.tomcopelandblog.com](http://www.tomcopelandblog.com)  
Image credit: <https://www.flickr.com/photos/76657755@N04>

JULY 2017

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12 Owego	13 Owego	14	15
16	17	18	19	20 JC	21	22
23	24	25	26 JC	27	28	29
30	31					

AUGUST 2017

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2 Chen	3	4	5
6	7	8 Chen	9 Chen	10 Chen	11	12
13	14	15	16 Chen	17 JC Owego	18	19
20	21	22	23 JC	24	25	26
27	28	29	30 Chen	31		

SEPTEMBER 2017

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9 Chen
10	11	12	13 JC	14 Owego	15	16
17	18	19 JC	20 JC	21 JC	22	23
24	25	26	27 JC Chen	28	29	30 JC

Upcoming Training Opportunities

Broome County (JC):

- July 20, 8:00am-2:00pm—New Staff Training
- July 26, 6:30-7:30pm—Small Talk
- August 17, 8:00am-2:00pm—New Staff Training
- August 23, 6:30-7:30pm—Small Talk
- September 13, 6:30-8:30pm—Books! Books! Books!
- September 19, 6:30-8:30pm—The New CACFP Meal Patterns
- September 19, 6:30-8:30pm—Child Abuse and SBS
- September 20, 6:30-8:30pm—Math, Music, and Mealtimes
- September 21, 8:00am-2:00pm—New Staff Training
- September 27, 6:30-7:30pm—Small Talk
- September 30, 8:00am-4:00pm—Saturday Seminar

Chenango County (Chen):

- August 2, 6:30-7:30pm—Provider Show ‘N Tell in Norwich
- August 8, 9, & 10, 9:00am-3:00pm—Heath and Safety
- August 16, 8:00am-3:00pm—CPR/First Aid—Full Class
- August 16, 4:00-8:00pm—CPR/First Aid—Recertification Class
- August 30, 6:30-7:30pm—Provider Show ‘N Tell in Greene
- September 9, 8:00-10:00am—Active Play!
- September 27, 6:30-7:30pm—Provider Show ‘N Tell in Sherburne

Tioga County (Owego):

- July 12, 6:30-8:30pm—The Basics of Family Style Dining
- July 13, 6:30-8:30pm—Trending Health Topics in Child Care
- August 17, 6:30-8:30pm—The Role of Family Child Care in Preventing Child Abuse
- September 14, 6:30-8:30pm—The Enrollment Process

Please see the July –Dec Professional Development and Training Calendar for full workshop descriptions or visit our website at [www.familyenrichment.org](http://www.familyenrichment.org).



### Broome County Residents:

FACT: If your home was built before 1978, it may have lead paint. It only takes a little bit of lead dust to damage a child forever. Don't take that risk.

Broome County can help eligible renters or homeowners cover the costs of making homes lead-safe.

For more information, visit: <http://broomecountylead.com/>

### 2017 SUNY PDP Videoconferences

All videoconferences are held on Thursday evenings from 6:45-9:15pm at the Family Enrichment Network offices in Broome, Chenango, and Tioga Counties.



The last 2017 Videoconference date is:

October 26, 2017—Special Webcast: Focus on the NYS Child Care Regulations

To register for a videoconference, visit: [www.ecetp.pdp.albany.edu/](http://www.ecetp.pdp.albany.edu/)



### READ TALK SING

Check out the new Building Brighter Futures for Broome video!

Scan this code:



Or use this link: <https://www.youtube.com/watch?v=MSk5j1uttw&feature=youtube>

Building Brighter Futures for Broome believes in:  
Effective Parenting. Healthy Children.  
Quality Childcare & Early Education.

Don't forget to like us on Facebook!



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Through partnerships with families and community agencies, Family Enrichment Network provides supportive services and programs for the optimal development of children, adults and families.

To learn more about our mission, and share in our vision that all children and families have the opportunity to grow and develop to their full potential, please visit our website at [www.familyenrichment.org](http://www.familyenrichment.org).