

NETWORK NEWS

Enriching the Community



A Message from the CCR&R Director

Have you ever considered the economic impact of child care on our community? Child care is a critical piece of infrastructure that not only supports children’s development, but facilitates parent’s employment.

The local numbers of the child care industry show the importance to the local economy. Child care providers and programs comprise of:

200 small businesses– these small businesses contribute to the economic activity of our region.

42.5 million dollar industry - the yearly cost of all regulated child care spots in our region is over 42.5 million in child care payments. This does not include head start programs or UPK in the school districts.

1000 workers- workers are comprised of a large employment sector.

6,000 children of working parents- parents are able to work because their children are in child care. Child care keeps other businesses running. Employers need child care to support their working parents.

Child care is expensive for parents, yet child care workers make low incomes.

Help us tell your story to elected officials! Go to www.earlycareandlearning.org and click on “Get Involved.” There, you can tell your story and sign up for advocacy alerts. Together, we must speak out in order to make changes.

Jennifer Perney

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Family Enrichment Network is a proud member of:



Family Enrichment Network Community Assessment

Our annual community assessment process is complete. The final report is approved by both our Board of Directors and Head Start Policy Council.

You can find this document on our website at www.familyenrichment.org under “Community Reports”.

Some interesting facts:

- There is a great need for infant and toddler child care in our area, both in family child care and center-based care.
- There are increased requests for care for children with behavioral issues or special needs.
- The average cost of care in a child care center is over the DSS market rate.
- The local average pay for an assistant teacher is \$9.21 an hour and for a lead teacher is \$10.18 an hour; both slightly under the national average. Both will also be impacted by the raise in minimum wage over the next few years.
- The local average pay of a center director is higher than the national average.

Child Care Resource and Referral Contact List

Broome Office: (607) 723-8313

Jennifer Perney: Director	Ext: 872	jperney@familyenrichment.org
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Brittany Houlihan, Legally Exempt Specialist	Ext: 1187	bhoulhan@familyenrichment.org

Chenango Office: (607) 373-3555

Nicole Dillon: Chenango Coordinator	Ext: 1522	ndillon@familyenrichment.org
Melanie Manwarren: Legally Exempt Specialist	Ext: 1523	mmanwarren@familyenrichment.org

Social Stories for Teaching Appropriate Behavior

Social stories are brief descriptive stories which provide accurate information regarding a social situation all children must learn to handle. The goal is to help a specific child understand social situations, expectations, social cues, new activities, and/or social rules encountered in typical daily routines and interactions. You can use these simple stories as a tool to prepare a child for a new situation, to address problem behavior, or to reinforce emerging skills. You can make up your own social stories using pictures of the child/children or download many social stories/templates online for FREE!

A social story is written in the first person about a specific child using developmentally appropriate language. The stories incorporate a child’s familiar words, people, situations and pictures, and describe his or her feelings and perspectives (Broek, 1994).

Each story should:

- Congratulate or applaud a child’s skills, abilities, personality traits or achievements; and
- Introduce words and behaviors that are considered desirable for a child to use in a specific social situation.

The child hears how he or she (the main character) successfully navigates a difficult situation e.g., sharing toys, and learns new behaviors via a “self-as-model” strategy, and that’s the “hook”!

Reading and/or listening to a story about how to make friends, or what to say to a peer who is annoying, is a form of coaching and modeling. Often a child will request to hear a particular story over and over, and through an improved understanding of events and expectations, eventually learns more effective responses.

Have fun discovering social stories and their benefits! For examples of social stories, visit:

- <http://csefel.vanderbilt.edu/resources/strategies.html>
- <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/social-stories.html>



Adapted from: Electronic Learning Community (ELC) © 2011, Johns Hopkins University School of Education, Center for Technology in Education.

Updated DSS Market Rates

Did you see OCFS released new market rates effective June 1, 2016?

There was a slight increase in some of the categories for the three counties of Broome, Chenango, and Tioga. Family and Group Family Child Care are now the same rates.

You must contact your county DSS to fill out a new rate sheet to get the new rates. They are not automatic! Here are the full time rates for each type of care:

Type of Care	Weekly Rate	Infants (under 1 1/2)	Toddlers (1 1/2 to 2)	Preschool (3-5)	School Age (6-12)
Center	Weekly	\$200	\$190	\$180	\$170
Family/Group	Weekly	\$150	\$150	\$150	\$143
School Age	Weekly	—	—	\$180	\$170

Development Screening? What's That?

Do you conduct developmental screenings on the children in your program? You should! It's very easy to do with the right tool and can provide so much information for you and the parents.

Screening detects developmental delays in children—and celebrates milestones.

The earlier a delay is identified and intervention takes place, the better the outcomes for the children.

A quick and easy tool to use for starting development screenings is the *Ages and Stages Questionnaires (ASQ)*. Family Enrichment Network CCR&R can share this tool with you and show you how to use it.

Just call a Specialist today!



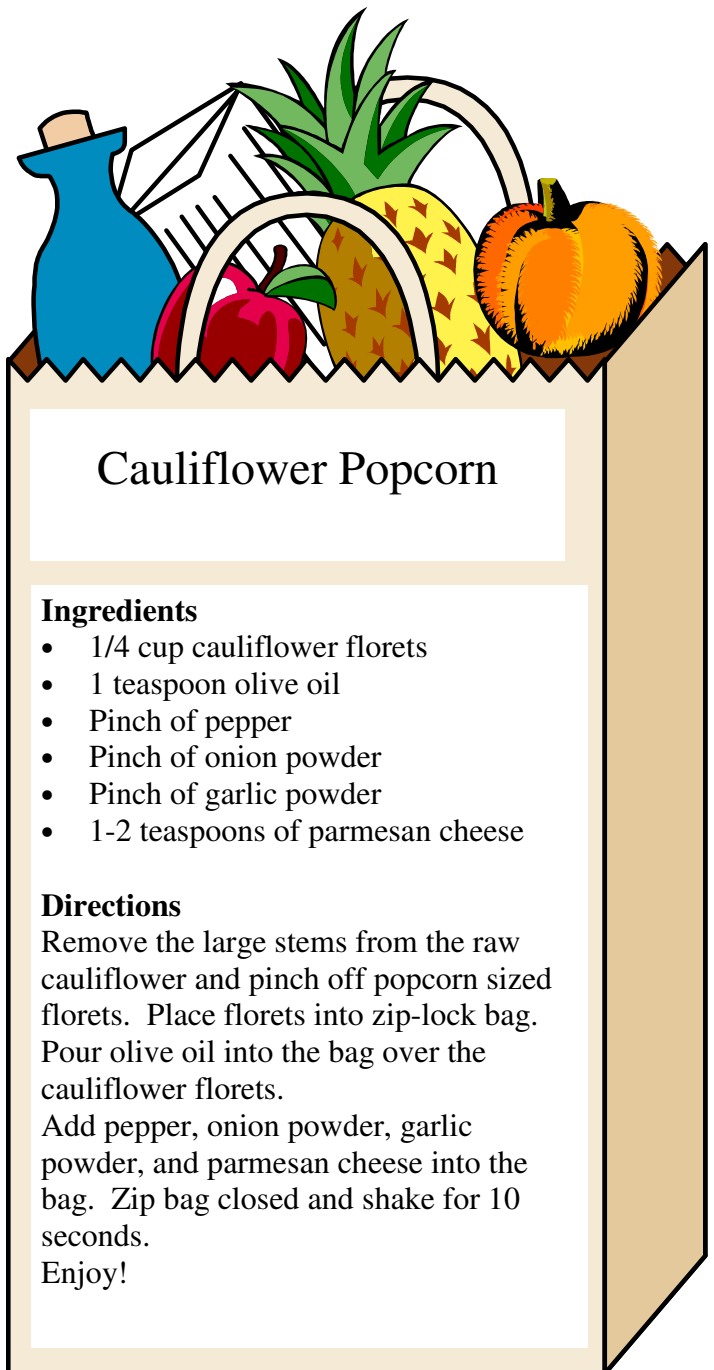
Congratulations!!

**New child care
program:**

Broome School Age Child Care
Broome County YMCA—MacArthur School

they may forget
what you said
but they will
never forget how
you made them
FEEL.

- carl w. buchner



It's Time To Change How We View a Child's Growth.

As they grow, children are always learning new things. Below are just some of the things you should look for as the children in your program grow. Use this as a guide, and if you and the parents have concerns, recommend the parents talk with the pediatrician and call for an evaluation. For children under 3, call Early Intervention at the local Health Department. For children 3-5, call the Special Education Director at the school district the child will attend.

At 6 months, many children:

- respond to own name
- respond to other people's emotions and often seem happy
- copy sounds
- like to play with others, especially parents



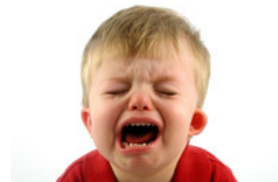
At 1 year (12 months), many children:

- use simple gestures, like shaking head "no" or waving "bye-bye"
- say "mama" and "dada" and exclamations like "uh-oh!"
- copy gestures
- respond to simple spoken requests



At 1 ½ years (18 months), many children:

- play simple pretend, such as feeding a doll
- point to show others something interesting
- show a full range of emotions, such as happy, sad, angry
- say several single words



At 2 years (24 months), many children:

- say sentences with 2 to 4 words
- follow simple instructions
- get excited when with other children
- point to things or pictures when they are named



At 3 years (36 months), many children:

- show affection for friends without prompting
- carry on a conversation using 2 to 3 sentences
- copy adults and friends
- play make-believe with dolls, animals, and people



At 4 years (48 months), many children:

- tell stories
- would rather play with other children than by themselves
- play cooperatively with others



Questions to ask your child's doctor:

- Is my child's development on track for his or her age?
- How can I track my child's development?
- What should I do if I'm worried about my child's progress?
- Where can I get more information?

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. www.cdc.gov/actearly 1-800-CDC-INFO Learn the Signs. Act Early. 220791

Marketing your Child Care Program

By: Nicole Dillon

Owning a child care business, regardless of the modality, is no different than any other business when it comes to marketing and outreach. Word of mouth is the best marketing tool available, but sometimes that is challenging at the start of the business and sometimes there is a just a “dry spell” with calls. Parents who call the Child Care Resource and Referral agency looking for child care will receive an individualized list of providers who are likely to meet their family’s needs; you are the only one who can make your program stand out from that list.

Before you can market your program, there is some work you will have to do; things to think about. In order to market, you should know what you are marketing. What makes your program unique? What is your niche, the thing that makes your program different than everyone else? There are benefits; telling parents how your program helps them and their children. There are also features; which describe what your program offers. Make a list of the benefits and features of your program, and use those to steer your marketing in that direction.

Once you determine those things, you can begin to tell families about your program. This can be done with the basic flyers and newspaper ads, as well as through social media. Facebook, Twitter, Pinterest and LinkedIn are all social media tools that supply an avenue for free advertising. They can be used for more than just “I have openings”. Social media and blogs can be used to post photos of your program, activities children are doing (with permission, of course), field trips or cute things children say during the day.

In addition to social media, marketing can be done using visual aids such as receipts, evaluations, daily notes or children’s artwork. Anything your name and program can be added to. Since word of mouth is the best advertising available, keep track of families after they leave your program. Send birthday cards or an annual newsletter updating them on what you have been doing. Make connections with other businesses that provide a different service to the same clientele. Children’s consignment shops, gymnastics or martial arts programs and birthday party services are all potential partners to work with. Finally, stay informed on what families need. Talk with parents and with colleagues to see what families are looking for in a child care program and make adjustments as necessary.

For more assistance on this or many other topics, do not hesitate to call the Family Enrichment Network Specialists!

BE ACTIVE TODAY

Suggestions from the USDA



Eating healthier foods is important, but we also need to be physically active. Adults should try to be active most days of the week. Children should try to be active every day. Think about activities you enjoy and find ways to move throughout the day.

Some physical activity is better than none at all.

- Adults need to be physically active for at least 2 ½ hours during the week.
- Kids need at least 60 minutes of physical activity every day.
- Children 2 to 5 years old should play actively throughout the day.

Find ways to be active your way. Adults should do some type of moderate-intensity activity throughout the week. Things such as walking briskly, jogging, dancing, bicycling, and gardening. (You may need more physical activity to lose or maintain a healthy weight.)

Even if you are busy, there are many ways to be active. Being more physically active can help you feel better about yourself and give you more energy. Look for friends, family, or members in your community who will support your efforts to move more.

Kids Can Cook – and Learning is the Secret Ingredient!

By: Lisa Rosa, CACFP Coordinator

Most children learn quickly that eating is fun. They also enjoy helping adults cook. Put the two together and you have the perfect recipe for learning!

Children learn best when they're busy and interested in what they are doing. When children are busy scrubbing, mixing, stirring, kneading, spreading, tossing, squeezing, and pouring, they don't realize there's a special ingredient that you're adding: it's called learning!

Here are some things children learn while cooking:

1. Cooking involves reading and talking. There is much to talk about as a recipe is read, followed, and prepared.
2. Children learn math skills through counting, measuring, and following step-by-step directions.
3. Science is learned as children see how food changes during cooking. They learn about hot and cold, floating and sinking, dissolving, melting, and freezing.
4. Good nutrition is encouraged through cooking. Seeing exactly what goes into a recipe helps children learn to make better decisions about the food they eat.
5. Children can learn about and connect with other cultures as they prepare foods from various cultural groups.
6. Critical thinking skills are developed as children learn to compare and make relationships in food preparation. If we use too much flour in our cookie recipe, the result is a dry, hard cookie. Proportions are easily mastered when children learn that if you double the ingredients in the cookie recipe, you get double the cookies.
7. Social skills are practiced in cooking when children work together, take turns, and solve problems. Most importantly, self-esteem abounds when children prepare foods for themselves and others.

Here are some important tips to remember when cooking:

- Good cooks of all ages always wash their hands before cooking.
- Tell children to wait until the dish is done before sampling it. This will help prevent illness.
- Expect spills and messes.
- Children have short attention spans. Give them quick, simple jobs, and give instructions one at a time. Children get excited and forget. Repeat directions as often as needed.
- Young cooks need constant supervision.
- Give children jobs to help with cleanup.



For more tips on cooking with children, attend a training at Family Enrichment Network!

Cooking With Children will be held on the following dates:

Broome County: September 26th, 6:30pm-8:30pm

Tioga County: July 13, 6:30pm-8:30pm

Tioga County: November 3, 6:30pm-8:30pm

For more information on nutrition and how you can get a reimbursement for serving healthy meals and snacks to the children in your program,

call Lisa Rosa, CACFP (Child and Adult Care Food Program) Coordinator at (607) 723-8313 ext. 824.

QUALITY INFANT TODDLER CARE

From www.zertothree.org



What does quality infant and toddler care look like? Are you offering quality child care in your program?

Zero To Three has established some principles which define quality care for infants and toddlers.

A good infant/toddler caregiver:

- Is loving and responsive
One who hugs, rocks, cuddles, seeks eye contact and enjoys the child; responds to the baby's smiles and emerging skills and interests; finds ways to expand upon children's play to help them learn new skills; is sociable and interested in children; talks with the baby about what they do and see, a playful partner who introduces new ideas, objects and games; and supports children in building relationships with other children and adults.
- Respects the baby's individuality
One who understands and nurtures babies' development; recognizes the baby's personal rhythms, style, strengths, and limitations; tunes into these when planning the pace and time for eating, sleeping and playing; and is comfortable accommodating to children's special needs or conditions.
- Provides a stimulating and child-friendly environment
An area that is clean and safe so babies can explore their surroundings; filled with interesting and stimulating things to explore; set up to promote learning through free play; changed regularly to accommodate the needs of growing infants and toddlers; organized to have distinct eating and diapering areas; and set up to be comfortable and practical for adults, allowing them to focus on the children

Some questions parents are encouraged to ask include:

- What training do staff members have in infant-toddler development?
- Do caregivers speak to the children, even babies? Do they sing and read to the children?
- Do they answer children's questions patiently? Do they ask children questions?
- Is each baby allowed to eat and sleep according to their own rhythms, and not based on a schedule imposed by the caregiver?
- For toddlers, is a daily schedule posted, using pictures and visuals, so that children can anticipate what will happen next?
- Are toys and materials well organized so that children can choose what interests them?
- Are caregivers able to accommodate the special needs of children?
- Does the environment accommodate the special needs of children?
- Do caregivers respect the language, culture, and values of families in the program?
- How does the caregiver feel about discipline? Weaning? Toilet training? Feeding? Do the caregiver's beliefs match your own?
- Does the caregiver handle conflicts without losing patience, shaming a child, or frequently displaying anger?
- Does the caregiver seem to enjoy children?

For help in your infant toddler program, contact Infant Toddler Specialist, Jolie Ludwig at 723-8313 ext. 826.

Encouraging Creativity through Open Ended Art

by Debbie Gray from www.claytonearlylearning.org

Submitted by Ally Kruczkowski

Creativity is defined as the ability to generate a new idea and product. Creative thinking is random and intuitive, meaning exciting ideas appear from nowhere, unexpected connections occur, and solutions to different problems can reveal themselves. Creative thinking is as important as the analytical thinking which our society has traditionally emphasized. Creativity needs to be nurtured. (i)

Young children have the desire to create. Art is a means of self-expression, a way for a child to show his/her feelings and express emotions. It is important as educators that we take a child's artistic talent seriously and appreciate and value the process of creating open-ended art as well as the product.

Open-ended art allows the children to do "free art" and make independent choices on what materials to use and the outcome of the work. Open-ended art is focused on individual expression rather than on the final product. When a child experiments with open-ended art with a variety of materials, the child is learning initiative, problem solving, taking risks by showing originality, and expressing herself through representation. (ii)

In contrast, with pattern or teacher directed art work, the focus is on the finished product. This type of art work stifles the child's creativity and can hurt his/her self esteem if his/her picture does not look exactly like the pattern or his/her friends' work.

How do we as educators support and encourage open-ended creative art work?

- Provide a rich assortment of materials and experiences. To meet the Early Childhood Environment Rating Scale (ECERSR) criteria for Art 5.1 there must be at least 3-5 materials available from at least 4 out of the 5 categories. The categories are: drawing materials, paint materials, three-dimensional materials, collage materials, and tools.
- Follow the child's lead. Children generally learn from experiences that are an interest of their own.
- Expand on the child's ideas whenever possible by explaining other uses for the materials that are provided, and asking open-ended questions.
- Make objective observations. As the child is creating try to make descriptive, factual observations about the work, for example, "I like the way you used a lot of green and red." or "I see you have made a lot of blue circles in your picture." instead of statements such as "I like your picture."
- Encourage conversation by asking open-ended questions or prompts such as "Tell me about your picture." Exploration and creative thinking are linked to meeting challenges throughout our life!



(i) Parents As Teacher National Center –Born to Learn Curriculum 3 years to Kindergarten Entry.

(ii) Zellich, K. (1996). Constructivist Art-Decoding the differences.



**Worry less about the mess
and take art outside this
summer.**



JULY 2016

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

AUGUST 2016

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

SEPTEMBER 2016

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

Upcoming Training Opportunities

Broome County (JC):

- July 23, 8am-4pm—CPR/First Aid
- July 27, 6:30-7:30pm—Small Talk: Open-Ended Art
- Aug 17, 6:30-8:30pm—Responsive Caregiving
- Aug 24, 6:30-7:30pm—Small Talk: Dress Code
- Sept 13, 6:30-8:30pm—Combatting Childhood Obesity
- Sept 26, 6:30-8:30pm—CACFP: Cooking with Children
- Sept 27, 6:30-8:30pm—Troubled Parent-Child Interactions
- Sept 28, 6:30-7:30pm—Small Talk: Potty Training

Chenango County (Chen):

- July 7, 6:30-7:30pm —Norwich Provider Talk: Safe Water Play
- Aug 4, 6:30-7:30pm —Greene Provider Talk: Circle Time
- Aug 13, 8:00am-10:00am—Family-Style Dining
- Sept 8, 6:30-7:30pm —Sherburne Provider Talk: Open-Ended Art

Tioga County (Owego):

- July 13, 6:30-8:30pm—CACFP: Cooking with Children
- July 21, 6:30-8:30pm—Exploration and Experimentation
- Aug 18, 6:30-8:30pm—Recordkeeping
- Sept 22, 6:30-8:30pm—How Movement Supports Learning

Please see the July–December Professional Development and Training Calendar for full workshop descriptions or visit our website at www.familyenrichment.org.

CPR/First Aid Training Now Available!

Family Enrichment Network CCR&R now has 2 certified CPR/First Aid Trainers on staff to help meet your training needs.

Upcoming Trainings:

Saturday, July 23rd, 8am-4pm at 24 Cherry Street, Johnson City = \$60

Saturday, October 22nd, 8am-4pm at 24 Cherry Street, Johnson City = \$60

To register, please call Norma at 723-8313 ext. 829.

To schedule a training at your large child care site, call Ally at 723-8313 ext. 894 or Jolie at 723-8313 ext. 826.

Do you need
CPR/First Aid
Training?

[CLICK HERE FOR MORE INFORMATION](#)



MAT

The Broome County Health Department offers the MAT workshop!

The upcoming 2016 dates are the first Thursday of each month (Aug 4, Sept 1, Oct 6, Nov 3, and Dec 1) from 8:30am-5:00pm.

You must register at least 30 days in advance with the Health Department by calling Colleen Coddington at (607) 778-2869.

Family Enrichment Network will schedule a Saturday training in the late fall. Call Norma at (607) 723-8313 ext. 829 to be placed on our waiting list.

2016 SUNY PDP Videoconference Dates:

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 2016 Videoconference training is:

November 3—Addressing Challenging Behavior: The Pyramid Model In Action

To register for a videoconference, visit: www.ecetp.pdp.albany.edu/

Join the Building Brighter Futures for Broome Coalition!

Building Brighter Futures For Broome is a coalition of community members, agencies, and schools committed to increasing the quality of early care experiences for children. For more information, find us on Facebook!





Family Enrichment Network
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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.