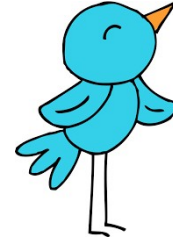


# NETWORK NEWS

## Enriching the Community



### A Message from the CCR&R Director

We made it a full year into the pandemic. Wow. What a year! It's been crazy and stressful and downright frustrating at times, but we made it.

As a child care provider, you have done an amazing job this year! You probably feel like providing care for children is a thankless job. As we come up on Provider Appreciation Day on May 7, 2021, I wanted to take the time to let you know how we recognize the hard work you have done this year! Child care providers were essential long before the pandemic, and the past year has just highlighted the lengths to which you are willing to go to keep your doors open to serve the children of other essential workers. You are a partner with parents for raising children and our future generation. They trust you every day to nurture, love and keep their children safe.

Today and everyday; Child care providers deserve a big "Thank you" for their dedication, commitment and compassion.

THANK YOU!

Happy Provider Appreciation Day!

*Jennifer Perney*

Family Enrichment Network  
is a proud member of:



Early Care &  
Learning Council  
United to Promote Quality

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# Latest COVID Vaccine and Quarantine Information



From the CDC website:

Vaccinated people with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria†:

- Are fully vaccinated (i.e.,  $\geq 2$  weeks following receipt of the second dose in a 2-dose series, or  $\geq 2$  weeks following receipt of one dose of a single-dose vaccine)
- Are within 3 months following receipt of the last dose in the series
- Have remained asymptomatic since the current COVID-19 exposure

People who do not meet all three of the above criteria should continue to follow current quarantine guidance after exposure to someone with suspected or confirmed COVID-19.

Please remember that if you received the immunization, you can still contract the virus but will likely be asymptomatic, so you still must wear a mask over your nose and mouth, social distance whenever possible, and continue to practice scrupulous hand washing.

## Child Care Resource and Referral Contact List Broome Office: (607) 723-8313

Jennifer Perney: Director	Ext: 872	jperney@familyenrichment.org
Leslie Vermaat: Training Specialist/Mentor	Ext: 884	ljvermaat@familyenrichment.org
Elaine Johnson: Legally Exempt Specialist	Ext. 832	ejohnson@familyenrichment.org
Cathy Lipski: CACFP Coordinator	Ext: 824	clipski@familyenrichment.org
Crystal Rozelle: CACFP Monitor	Ext: 825	crozelle@familyenrichment.org
Cortney Nornhold: Infant Toddler Specialist	Ext. 826	cnornhold@familyenrichment.org
Tessa Stacy: IT Mental Health Specialist	Ext 1602	tstacy@familyenrichment.org Cell: (607) 201-5678

## Tioga Office: (607) 687-6721

Lisa Rosa: Tioga Coordinator	Ext. 1187	lrosa@familyenrichment.org
Ann Shear: Training Coordinator	Ext: 1186	ashear@familyenrichment.org

## Chenango Office: (607) 373-3555

Julie Henry: Chenango Coordinator	Ext: 1522	jhenry@familyenrichment.org
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General questions: email: [jperney@familyenrichment.org](mailto:jperney@familyenrichment.org)  
Program updates or referrals for parents: [referrals@familyenrichment.org](mailto:referrals@familyenrichment.org)

## Social Emotional Well Being of Infants and Toddlers

Loving relationships give young children a sense of comfort, safety, confidence, and encouragement. These connections teach young children how to form friendships, communicate their emotions, and to deal with challenges. Strong, supportive relationships with parents, adults, and friends help young children develop trust, empathy, compassion, and a sense of right and wrong. Starting from birth, babies are learning who they are by how they are treated. Around 12 months, young toddlers start to develop a sense of self-awareness. Around 24 months, young children really begin to play interactively with their peers.

What can we do to encourage infants and toddlers to develop their social emotional skills?

We can:

- Be responsive
- Be affectionate and nurturing - When you support a baby during difficult times, you are letting that baby know they can trust and rely on you. Get to know what the baby likes and dislikes.
- Promote safety and security
- Establish routines and transitions. Discuss rules and limits in language the child can understand. Be “home base” as the child explores, they will “check in” with you when they want/need to feel safe. They may look back for encouragement.
- Support development
- Encourage social skills
- Provide support during group play - Show them how to share, take turns, etc. Help your toddler become a confident problem-solver. Ask questions and offer praise through the process.
- Encourage child-led play
- Let them play, explore, and follow their interests. Describe what the child is doing. Build on the skills they already have.
- Help children understand emotions and feelings
- Explore and express feelings through play
- Use puppets, toys, playdough, books, art, etc. to teach emotions. Put feelings into words.
- Promote home culture
- A child’s culture is an important part of who they are. Use words the family uses for important people and things. Choose books and songs that reflect the home culture.

Social-Emotional Development. Retrieved from [www.zerotothree.org](http://www.zerotothree.org).

If you get an email from The Empire State Child Care Match, that’s from us!

You will receive emails asking you to update your record every few months. It’s ok to click on the link and update your record in our database.

Or, if you have a change to your program information and want to update it at any other time, you can do that too! Just log into;



# The Danger of Perfectionism

Research shows that perfectionism puts children at risk for anxiety. Preschoolers may show tendencies of perfectionism even though true perfectionism doesn't develop until later. Some of the ways that preschoolers (and even older children) may show their tendency to be perfectionistic is to cry or have a tantrum in response to a little error, saying that a project is completely bad or ruined by a mistake, or insisting that they start over when there's a flaw. Sometimes children may also avoid challenges altogether because they're afraid they can't do things perfectly. This might include not wanting to do things in front of other people, claiming that they're "bad" at something, or refusing to practice a new skill at all.

Here are some responses that will help you give the message to children that being and doing "perfect" is not the goal:

Acknowledge feelings instead of arguing that they CAN: "You're frustrated that it didn't turn out the way you wanted it to" instead of, "That's not true! Your picture is perfectly (Oops) fine!"

Challenge All-or-Nothing thinking: There's one thing you don't like about your picture. Tell me two things you DO like."

Use anti-perfect language: "It's not perfect but it's good enough! We like good enough."

Minimize pressure by not offering tips too often about how to do something better.

Focus on process: Notice effort, strategy, persistence, and enjoyment, not the end result.

Normalize the struggle: Tell them that hard things help the brain grow and talk about things you do that turn out imperfectly but good enough.

Use the word "yet". Saying, "You haven't learned to tie your shoes YET," shows that it's coming and they WILL learn it.

Since "perfect" is impossible, it's not a good measure of worth and not a good word to use in that context. Guide your children toward being open to learning and trying, not striving for the unattainable goal of perfectionism. You may benefit as well!

Tannith, Carey, *What's My Child Thinking?, Practical Child Psychology for Modern Parents*, Penguin Random House, 2019.



## Congratulations!!

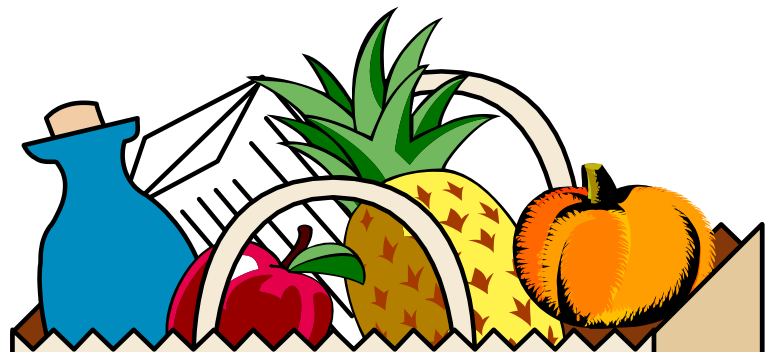
**New child care program:**

**Broome County  
Group Family Child Care**

Kristy Hanyon

**Chenango County Family Child Care**

Carrie Gregory—Little Explorers Daycare



### *Pizza Green Beans*

**INGREDIENTS:**

- 2 cups diced tomatoes, drained
- 1 quart green beans with liquid
- 1/8 cup dried oregano
- 1 1/2 tsp fresh garlic, minced
- salt and pepper (to taste, optional)

**PREPARATION:**

1. Combine all the ingredients in a medium saucepan and stir well.
2. Bring to a boil, uncovered over medium high heat for 5-10 minutes.
3. Reduce heat and simmer for 5 minutes.
4. Serving size—1/2 cup (for CACFP, count as 1/4 cup tomatoes and 1/4 cup green beans)

Recipe courtesy of USDA from the National CACFP Sponsor's Association newsletter March 30, 2021.

## Top Telephone Turnoffs



The telephone is your first contact with your potential clients. Make it a good one; you might not get a second chance!

Sometimes the things we think are cute, or don't really matter, really do matter to parents interested in hiring you. The following list consists of the most common complaints parents have about the provider's phone etiquette.

- o The parent tried to call the provider and there was no answer. Solution: get voicemail
- o The parent phoned the provider and a young child answered. Solution: if you are busy and unable to answer the phone, let it go to voicemail
- o The parent reached the provider's voicemail. The outgoing message was recorded by the provider's preschooler, or had the provider's own personal beliefs (such as "God bless") or a questionably humorous message. Solution: keep it short and professional. Include an indication that you provide childcare and that you will return calls to interested parents.
- o The parent left a message, but didn't get a call back. Solution: retrieve messages from your voicemail and call everyone back, even if you are full. You may have openings in the future and do not want a reputation as being unprofessional.
- o The parent called and reached the provider but could hear the television blaring in the background. Solution: mute the TV when you answer the phone so parents don't think you sit the kids in front of the set all day.
- o The parent reached the provider but also could hear unhappy children in the background. Solution: if the children (or the dog) are not content, let it go to voicemail.
- o The parent phoned and reached the provider, who sounded flustered. Solution: Smile before you answer the phone and have an upbeat attitude. Parents want to know you like caring for children. If it's not a good time to take a call, let it go to voicemail.
- o The parent reached the provider, who explained "I do child care because I could never leave my child with a stranger." Solution: Don't make judgmental comments about working parents. Aren't you trying to convince this parent to leave their child with a stranger? Try instead "I know how hard it is to find a provider you feel comfortable with. That's why I wanted to be a provider; to provide loving care to others."
- o The parent spends 30 minutes on the phone with the provider during child care hours. Solution: Keep calls short. Let each parent know your prime job is caring for children and that you will call them back at naptime or in the evening.

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## Spring Songs: Plants, Garden and Seeds

You can use songs to incorporate music and movement into your daily routine and your kids will love singing and dancing along. Music is perfect for introducing new concepts, building background knowledge, and developing vocabulary skills related to a particular theme. Songs are also fun for young children to sing during circle time, transitions, whenever they just need to refocus and get their wiggles out! You can search YouTube and pinterest for videos and ideas.

Here are some age appropriate YouTube videos for young children:

- Spring is Here** by The Learning Station
- Green Grass Grows All Around** by The Learning Station
- What a Plant Needs to Survive** by Jack Hartmann
- Grow Little Seed, Grow!** by FuntasticTV
- One Seed** by Laurie Berkner
- Farmer Plants the Seeds** by The Kiboomers
- The Planting Song** by Mother Goose Club
- Can You Plant a Bean?** by Dance and Beat Labs
- Parts of a Flower** by Harry Kindergarten
- Five Little Flowers** by The Kiboomers

Source: [Pre-Kpages.com](http://Pre-Kpages.com)



# Advantages and Disadvantages of Using Convenience Foods

Compiled by Cathy Lipski, CACFP Coordinator, from the Institute of Child Nutrition

Convenience foods are items that are partially or entirely prepared by the manufacturer before they are purchased. It is important to know the pros and cons of using these items when buying and preparing nutritious meals and snacks.

## What are the advantages of using convenience items?

- Saves time
- Provides product consistency
- Requires less labor, thought, and effort
- Lists nutrition information on the product label



## What are the disadvantages of using convenience items?

- Costs more
- Often higher in sodium and fat
- Cannot control the ingredients

## How do you determine if you should use convenience foods?

- Think about the advantages and disadvantages of using convenience foods.
- Use the Nutrition Facts Label to determine the most nutritious products.
- Cook convenience foods the healthiest way. For example, do not add salt to the water when you boil noodles.
- Determine if additional foods are needed to meet the Child and Adult Care Food Program meal pattern requirements.
- Determine the cost per serving for each child to help control costs.
- Check the packaging dates for added value: A “sell-by” date tells the store how long to display the product for sale. You should buy the product before that date expires. A “best if used by (or before)” date is recommended for best flavor or quality. It is not a purchase or safety date. A “use-by” date is the last date recommended for the use of the product while at peak quality. The manufacturer of the product has determined the date.

This information should help you decide when and what type of convenience foods to use in your program.

For more information on Child Adult Care Food Program  
contact the Family Enrichment Network at (607) 723-8313.  
Cathy at ext. 824 or Crystal at ext. 825

This CACFP institution is an equal opportunity provider.

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## Supporting Infants and Toddlers

Every child and family is deserving of quality, nurturing childcare by providers who have access to the resources that are needed to allow for a physically and emotionally safe environment. We can help!

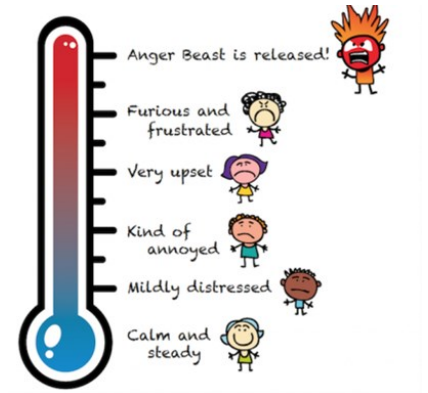
Call or email the Infant Toddler Mental Health Specialist Tessa Stacy—  
tstacy@familyenrichment.org or (607) 201-5678 for free support!

*“Early Childhood Mental Health is not the absence of mental illness, but rather the presence of a feeling of safety and emotional security, comfort in connecting with trusted others, confidence in one’s developmental trajectory, an expectation that dependency needs will be met, and an assumption of one’s right to move, explore, and communicate.”* WestEd (2019).  
Program for Infant Toddler Care



# Recognizing a Child's Frustration

By: Lisa Rosa, Tioga CCR&R Coordinator



A child's frustration is a leading cause of challenging behaviors. It's natural for young children to feel frustrated because things aren't always easy. It's important for kids to push through, even when learning something seems to take too long. All children are different and no two will have the exact same triggers of frustration. A few common triggers include: transitions, feeling misunderstood, and unexpected or new situations. And don't overlook the two big ones—being hungry or tired.

Here are some ways you can help children with their frustration are:

- Recognize their feelings. "I can see that you're frustrated. Want to tell me about it? What's making you feel that way?"
- Help them find a way of calming down that works: taking some belly breaths, counting to 10, or taking a break. Encourage them to walk away and try again later.
- Together, think of something new they have learned to do in the past year. Ask, "Did you do it the first time you tried?" Learning something new takes a lot of patience and practice.
- Break the task into lots of little steps. Help them to master one task before moving onto the next. Remind them of the progress they have already made.

Life is full of challenges, and children don't come with frustration management skills! Fortunately, with guidance and a lot of patience, you can help the children develop coping strategies to deal with frustrations both large and small. Frustration in and of itself is not a bad thing. It helps children learn how to become more resilient.

A child's world is always full of emotions, some leading to joy and fun, and others leading to frustration. Children have to deal with not having full control of their environment, challenging peer interactions, and parents setting appropriate limits. These types of frustrations can lead to unwanted behaviors, such as throwing tantrums, melt downs or hitting. The key is understanding your child's temperament. A highly sensitive child might get overwhelmed easily. Find a cozy spot to have them regroup such as a corner of the room, or a tent where they can take a break to gather themselves. Children, who are super active kids might benefit from getting some energy out. Have them jump up and down, shake it out, squeeze their fists. Regardless of the child's temperament, when frustration first arises, help the child to step back from the situation that is causing the frustration.

Children are little sponges; they pick up everything. If you try your best to remain calm and look for solutions, the children will likely follow suit too.

How do you react to children's frustration? Children have to feel understood before they can learn. Often we attempt to solve a problem for children before establishing that connection." The goal is to put yourself in the children's world. When your child is overwhelmed, he/she will appreciate that you "get it" and that you're on his/her side.

It can be very tempting to step in and try to solve your child's problems when frustrations arise, that doesn't do your child any favors. Like adults, children like to feel competent and capable, and it's your job to help them along. It's also not the time for lessons like "practice makes perfect." When overwhelmed with frustration, your child is not likely in the frame of mind to be receptive to lessons. What can be helpful instead is to leave space for problem-solving. Offer help thinking a problem through knowing that sometimes the most effective act is a simple big comforting hug to reset the nervous system.

If you need help with any situation in your program, give us a call! We can come on-site or set up a virtual visit to assist.

## Save the Earth!

With Earth Day and Arbor Day coming up, April is a good month to focus on environmental topics. It's also a good time to shake things up after a long winter of being stuck inside. Environmental activities with the children can get you outside and moving again. There's also plenty to keep you busy inside on rainy spring days.

Children have a natural curiosity about the world around them and it is easy to show them ways they can take care of their environment. As you may realize from first-hand experience, adults can have trouble over-coming their bad habits. Recycling, conserving water and energy, and carpooling are easy tasks that are obviously good for the environment. But because we might not be used to doing them, we adults may struggle with them. Today's children don't have that luxury. When they grow up, the little things will have to be second nature to them. They will be tackling – and hopefully solving – the enormous issues we only talk about: global warming, water pollution, acid rain, the ozone hole, and so on.



In my experience children are not only willing, but very eager to do their part. But they need information, encouragement, and the sense that they have the power to make a difference. It would be easy to run the risk of letting children grow up feeling that the environmental problems we face are too big, too difficult, too hopeless to deal with. We can't let that happen. Children must be told, and shown that they can accomplish wonderful things for the earth. They have to experience the satisfaction that comes with something good and right.

At my child care center, the children's battle cry was "Save the Earth!" I will never forget the day I was sitting in my office and I overheard a child say to a teacher "You should turn the water off in between uses." I came out of my office, gave that child the biggest sticker I could find, and we had a little celebration on the spot. The children were very proud of themselves for being guardians of the environment and I was happy that I was making a difference by teaching them to conserve.

Environmental activities can be a lot of fun for everyone. They can be very simple or can be incorporated into a longer project. There are a multitude of resources for ideas, with many geared specifically for children. You can incorporate environmental activities into all other areas of your program. Once you get started, you will probably find that taking care of the earth becomes second nature and a way of life.

An added benefit ... teaching children conservation practices can also save your program money! By conserving energy, your utility bills go down. By conserving materials, children (and adults) don't waste so much. By recycling, reusing, and repurposing items, you won't need to spend more money on new items. There are many books to help you learn how to make useful teaching toys from recycled materials.

If you would like to learn more about how to include environmental conservation activities in your program, or would like resources for more information and ideas, please feel free to contact me. I would be very happy to share!

Remember: Save the Earth!

You can reach me at [ashear@familyenrichment.org](mailto:ashear@familyenrichment.org) or 607-687-6721, ext. 1186

Ann Shear





# Don't Lose your Balance

by Cathy Lipski CACFP Coordinator, Certified Fitness Instructor



No one has to tell you that you are very busy! You balance your family, your business and time for yourself. All these tasks are competing for your valuable attention. The result is exhaustion, stress, and frustration. Beware of signals that you are off balance.

Your life may be out of balance if:

1. Your “to do” list appears to be the size of Mt. Everest.
2. You feel you are very busy, but not sure you are accomplishing anything.
3. You feel burned out, tired, have headaches or other physical and emotional signs of stress.
4. You realize there may be an area or two of your life that you have neglected.

So, how do you bring your life back into balance? Follow these six tips to bring more balance into your life.

1. Acknowledge and accept that you cannot do everything all the time. Stop, take a deep breath and regroup.
2. Manage yourself, not time. There is really no such thing as “time management.” But, we can manage our activities.
3. Add and subtract. To do more of one thing, you must do less of others. You must be willing to cut some activities from your schedule, even if just temporarily, in order to accomplish higher priorities.
4. Just say “No”. Being able to say no is a critical piece in reducing stress and balancing your life. It also gives your yes’s much more power
5. Schedule time for yourself. Be intentional in resting, playing and in growing. Take at least 10 minutes a day to do something you enjoy. Scheduling time for yourself is a must if you want to be your best and tackle your busy schedule.
6. Live with purpose! A life oriented around an authentic and passionate purpose is one that is much easier to keep in balance. We have a choice about how to live our lives and the activities and people we need to include .

Life doesn't have to be a tightrope walk or juggling act. It is all about BALANCE!

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## Week of the Young Child™

APRIL 12th – 16th

The Week of the Young Child™ is an annual celebration sponsored by the National Association for the Education of Young Children (NAEYC), the world's largest early childhood education association. The purpose is to gain public attention to the needs of young children and their families.

Here are some ideas for celebrating the Week of the Young Child™

<b>Music Monday</b>	<b>Tasty Tuesday</b>	<b>Work Together Wednesday</b>	<b>Artsy Thursday</b>	<b>Family Friday</b>
Sing, dance and listen to music. Create musical instruments.	Have a food fun day cooking together while learning math, science, nutrition and healthy habits.	Build and explore together. Plant some seeds. Clean up the neighborhood.	Think, problem solve and create with open-ended art.	Engage and celebrate families. Read books. Cook together.

For more information visit [naeyc.org](http://naeyc.org).

Check out Facebook page: *Chenango County Young Children and Families* for daily videos and ideas.

APRIL 2021

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

MAY 2021

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

JUNE 2021

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

**Upcoming Training Opportunities**

**Broome County (JC):**

- April 15: 6-9pm—ACEs 101—Virtual
- April 20, 23, 27, 29 & May 6: 9am-12pm—Director Health and Safety—Virtual
- May 4: 6:30-8:30pm—Competent supervision—Virtual
- May 11, 13 & 18: 8am-2pm—Provider Health and Safety—In-person
- May 18: 6-9pm—Small Talk: ACEs—In-person
- May 19: 4-8pm—CPR/First Aid—In-person testing
- May 20: 6:30-8:30pm—Child Abuse Maltreatment and Abusive Head Trauma
- June 10: 6-9pm—ACEs 101—Virtual
- June 15: 6:30-8:30pm—Small Talk: Promoting Positive Behavior in School-Age—In-person
- June 15: 6:30-8:30pm—Caring For Your Business—Virtual

**Chenango County (Chen):**

- April 24: 8:30-11:30am—ACEs—In-person
- May 12: 6-7:30pm—Healthy Bodies—In-person
- June 10: 6-7pm—Summer—In-person

**Tioga County (Owego):**

- April 14: 6:30-8:30pm—Save the Earth—In-person
- April 24: 4-8pm—CPR/First Aid—In-person testing
- May 19: 6:30-8:30pm—Cooking Up a Story—In-person
- June 16: 6:30-8:30pm—Making the Most of Your Space—In-person
- June 30: 6:30-8:30pm—What's New and Planning Ahead—In-person

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



## Get Quality Improvement Support for Your Early Childhood Program with **QUALITYstarsNY**<sup>SM</sup>

QUALITYstarsNY provides quality improvement support and resources at NO COST to early childhood programs across New York State.

### **Programs participating in QUALITYstarsNY receive:**

- One-on-one support from a Quality Improvement Specialist
- Professional development opportunities and scholarships for staff
- Access to high quality classroom materials and furnishings
- Data-driven assessment to inform quality improvement planning
- *And much more!*

### **What is QUALITYstarsNY?**

QUALITYstarsNY is New York State's voluntary Quality Rating & Improvement System for early childhood programs. We currently support hundreds of center-based, family child care and school-based programs across the state.

### **We're expanding participation across New York!**

QUALITYstarsNY is currently enrolling early childhood programs across the state. Space is limited—don't miss your chance to participate! Interested in applying? Fill out an intent-to-apply form at [qualitystarsny.org/apply](http://qualitystarsny.org/apply).

### **Contact Colleen Finch to learn more:**

Email: [cfinch@qualitystarsny.org](mailto:cfinch@qualitystarsny.org)

Phone: 607-376-7296



Family Enrichment Network  
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PO Box 997  
Johnson City, NY 13790-0997



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).