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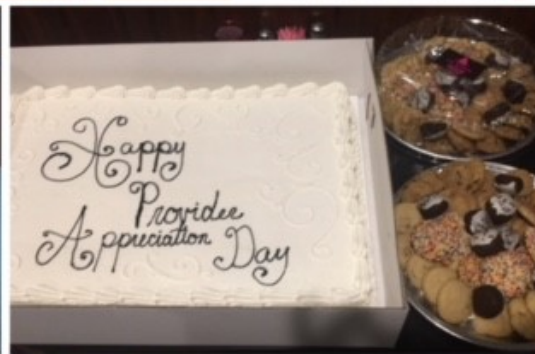
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Child Care CHAT
July to September 2018

Giving Providers, Parents and Businesses the Resources to Better Our Children's Future

Celebrating All Your Hard Work!

Provider Appreciation Day— June 27, 2018



We would like to thank the War Vets in Jamestown, NY for allowing us to host this event at their facility on such short notice. We are so grateful for your kindness.

Child Care CHAT is published by the Child Care Council * (716) 661-9430 * www.chautauquaopportunities.com
"Giving Providers, Parents and Businesses the Resources to Better Our Children's Future"

Parent Connections

Don't Let Ticks Take A Bite Out Of Summer Fun!

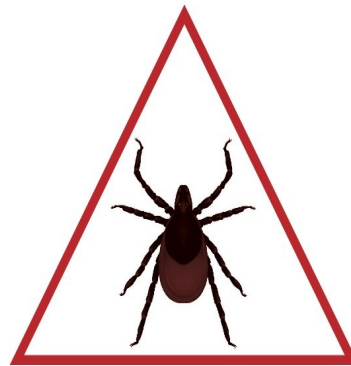
It took a while, but finally we see the grass and feel warmth in the air! That means more outdoor time playing and exploring. Ticks are out too! While not all tick bites spread disease or are even very bothersome to most people, it is best to be informed in case you or your children do get bit. The Centers for Disease Control (CDC) has these tips and facts:

Prevention Tips

- Avoid wooded and brushy areas with high grass and leaf litter.
 - Walk in the center of trails.
 - Use repellent that contains 20 percent or more DEET, picaridin, or IR3535 on exposed skin for protection that lasts several hours.
 - Check daily for ticks.
 - Take a shower soon after coming in from outdoors.
 - Carefully examine gear, pets, coats, and day packs. Tumble dry clothes in a dryer on high heat for 10 minutes to kill ticks on dry clothing after you come indoors.
- Call your doctor if you get a fever or rash.

Key Facts

- Symptoms of Lyme disease begin 3-30 days after a tick bite; average 7 days.
- Of people who get Lyme disease, 70 to 80% develop a rash called an erythema migrans.
- The ticks that transmit Lyme disease can sometimes cause other diseases, too.
- Only blacklegged ticks transmit the bacteria that cause Lyme disease.



**PREVENT
LYME
DISEASE!**

Child Development

Outdoor Play-Sensory Play

Playing outdoors is a form of exercise that promotes well-being and physical development.

Children are naturally drawn to active play outdoors: it allows them to explore their environment, develop muscle strength and coordination, and gain self-confidence. It can also improve their emotional and mental state! Including outdoor play time for children in your program can help children develop a healthy habit of being physically active which can help to fight obesity.

Another way to utilize your outdoor space is to take the play and learning outside!

Play is not always tidy—especially sensory play. For example when you add water to sand, it is a whole different experience! And who doesn't love the feel of mud oozing between your bare toes?

Children learn best through direct experiences. If a child's environment is too sterile, they are deprived of the deep exploration that comes from "making a mess." How can an educator embrace this rich learning without worrying about keeping the floor clean or the furniture intact?

Take it outside!



Child Development

Dramatic Play

Turn your dramatic play center into a camp site by adding a tent, flashlights, camp chairs, supplies for your favorite camping activities and even a fake fire pit. The children's imaginations will take it from there!



Music and Movement

Camping Yoga is a great way to start moving in the morning or calm down before lunch/ rest times.

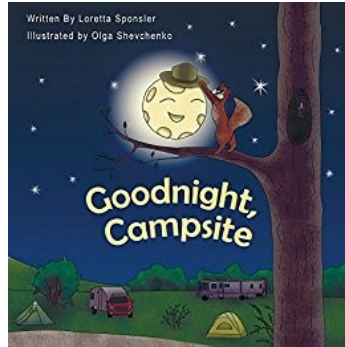
Children can create their own rain sticks using a cardboard tube and items from nature.

Singing songs like "A camping we will go.." or changing the words to "Old MacDonal had a campsite" can inspire children's musical thinking.

Science

Taking children on a nature walk is a great way for them to start to observe the world around them.

Point out different trees, birds, insects, etc., or give them a list of items to find.



Camping Theme Activities for Your Program



Snack

Involve the children in making a traditional camping snack while adding in a little STEM.



Literacy

Who doesn't love to listen to a good story around a camp fire? By adding or creating some story stones, children can make up their own stories.



Art

Natural items you pick up during your nature walk are great additions to the art center! Children can make nature collages, create leaf rubbings and prints, or create 3-D art with sticks and rocks. You can even make natural paint brushes out of leaves, pine needles, or flowers strung onto a stick handle.

Attention Child Care Professionals!



Tom Copeland on Budgeting

By Chris Wigren, Registrar

On Friday, April 20th, I had the privilege of meeting Tom Copeland in person after attending one of his workshops and then an informal session where he was available to answer individual questions. (For anyone not familiar with Tom, he is an attorney who has presented hundreds of business workshops for family child care providers all over the country. He has frequently presented during SUNY videoconferences which are now webinars. On his website, Tom refers to himself as “the nation’s leading trainer, author, and advocate for the business of family child care since 1981.”) The following information is being shared from the workshop and some of what Tom has posted online.

An area that Tom touched on in one of his workshops was income and financial goals and creating a financial plan. He made the observation that not everyone is comfortable with budgeting, so he suggests looking at a budget as a plan of action in dollars.

When creating a budget, his advice is to think about short and long-term goals and actually write them down noting that individuals who write down their financial goals will often succeed in attaining those goals. Meeting a budget goal will often motivate a resistance to the temptation to spend.

Tom stated that it is important to dedicate certain funds for their use: car loan fund, emergency fund, and even a vacation fund. He gave an example of a way to meet to a vacation fund goal and that is to select one child in care and designate all of the income from this particular child’s care to a vacation fund. Monitor funds on a monthly basis. According to Tom, the purpose is not to meet the budget but to meet the goal.

After goals, it is time to track where money is going. Make 2 columns of expenses – one labeled “fixed” (meaning payments that don’t vary such as mortgage, taxes, car payments) and one labeled “flexible” (meaning food, donations, etc.) It is important to pay down those expenses with the highest interest such as credit cards.

Be sure to take a careful look at ALL expenses – even if they seem like they are very minor expenses. By tracking where we are spending money, we may discover that we are spending way too much on non-essentials. One child care professional who did this realized that she was spending over \$800 a year on birthday parties alone. She decided that she would continue to have birthday parties but now asks the parents to contribute as well.

Attention Child Care Professionals!

Next, it is time to look at income. Be sure to also write down all income which includes parent fees, grants, subsidies, CACFP payments and so forth. Tom noted that is often easier to control expenses than income. (This can be especially true for providers whose enrollment might change at times. It is a good idea to maintain a waiting list and also to notify the Resource and Referral Counselor whenever there is an opening for another child.)

Speaking of income, when Tom was asked why all providers who are eligible to participate in the Child and Adult Care Food Program don't, his response was something to the effect that it is crazy for them not to. Consider what Tom has posted on his blog site:

"Providers will receive \$0.73 for a snack under the Tier I rate, but only \$0.20 under the Tier II rate (2017 rates). Some providers think it's not worthwhile to claim (a) 20-cent snack. Are they right?

Let's look at this example: If you claim a 20-cent snack for the entire year, the total reimbursement for one child will be \$52.00 (\$0.20 a day x 5 days a week x 52 weeks). If you care for four children, the total is \$208.00 (\$52.00 x 4). If it takes you five minutes a day to record these snacks, this will amount to 21.7 hours a year (5 minutes a day x 5 days per week x 52 weeks).

If we divide \$208.00 by 21.7 hours, you will have earned \$9.58 per hour for doing the paperwork. If it takes you only two and a half minutes per day, you will be earning \$19.18 per hour. Conclusion: It is still worthwhile to claim a 20-cent snack. Don't throw away this opportunity to earn money for your business..."

(Consider, too, that \$208 x 5 years = \$1,080. Who wouldn't want an extra \$1,000?)

It is this kind of advice that Tom offers in numerous books that he has authored

including:

Family Child Care Record-Keeping Guide

2017 Family Child Care Tax Workbook and Organizer

2017 Family Child Care Tax Companion

Family Child Care Contracts and Policies

Family Child Care Marketing Guide

Family Child Care Money Management and Retirement Guide



In addition, Tom recently announced a partnership with MyMAX which is a voice activated, hands-free technology that allows (child care professionals to) record attendance records, meals served, health reports, and child milestones. MyMAX can help eliminate paper record keeping. The system works by speaking into the Amazon Echo or Dot which will cause it to record (providers') activities and send daily reports to parents. Go to: <http://tomcopelandblog.com/new-mymax-features-save-providers-time-money> for more information.

Child care providers who have questions or want to read more about Tom Copeland and the topics he presents on may call him at 651-280-5991 or go to: <http://tomcopelandblog.com>. He can also be found on Facebook.

Attention Child Care Professionals!



Providers! Remember Your Regulations!



As the weather clears from ice and snow of winter, and moves to the warmth of spring and summer. These are days many child care providers envy. They can do the necessary actions in staying compliant and projects they need to do without concern over the weather. Just as much as adults appreciate the warmth of the sun's rays for these activities, children in the care of providers do just as much for their own purpose.

Making necessary actions includes getting pet animals up to date with their current license and vaccinations. It also includes making sure grills that are taken out for the season aren't within the vicinity of an egress and making sure that propane tanks are made inaccessible to children. When considering changes to your home such as repainting or reconstructing your home, make sure that a safety plan is created and contact your licensure or registrar before any changes. With all these things to consider, remember to stay in compliance.

Refer to regulation:

416.5 Safety

(l) Animals and Pets.

(2) All pets that require a license must be licensed.

(3) All required vaccines must be kept current.



Attention Child Care Professionals!

416.4 Fire Protection

(k) Kerosene and gasoline may not be stored in the habitable areas of the home, child care areas, or path of egress.

Also, remember that children are required to have daily supervised outdoor play. Outdoor play can magnify the imagination of children. Imagination not only is crucial to a child's sense of well-being, but also supports and encourages the possibilities of ideas and what they envision. When children go outside, they act on behalf of their imagination. They want to jump as high as the clouds or as fast as the wind becoming a part of nature itself. Thus, outdoor play is essential in the essence of imagination and growth development. Outside play is important, but safety always comes first. Remember to use sunscreen protectant and bug repellent as necessary to avoid sickness and infectious disease if applicable during time outside. Follow your health care plan. As always stay in compliance.

Refer to these regulations as a reminder:



416.7 Program Requirements

(h) Programs must offer daily supervised outdoor play, except during inclement or extreme weather or unless otherwise prohibited by a health care provider. Parents may request and programs may permit children to remain indoors during outdoor play time so long as such children will be supervised by an approved caregiver.

416.11 Health and Infection Control

(c) The Health Care Plan.

(1)The Licensee must prepare a health care plan on forms furnished by the Office. Such plan must protect and promote the health of children. The health care plan must be on site, followed by all caregivers and available upon demand by a parent or the Office. In those instances where the program will administer medications, the health care plan must also be approved by the program's health care consultant unless the only medications to be administered are:

(i) over-the-counter topical ointments, lotions and creams, sprays, including sunscreen products and topically applied insect repellent



Quarterly Article

The Importance of Your Job - School Readiness IS Related to the Quality of Care You Provide

by Dr. Jennifer Berke

Readiness for school is dependent on relationships that children experience from the moment of their birth as well as the environments that they are exposed to day-in and day-out. It is more likely that children will have the foundational skills that are identified as necessary for school success IF they:

- interact with primary caregivers who are caring, responsive, respectful, and consistent
- experience environments where learning is fostered through purposeful engagement.

Readiness is also dependent on other elements. Each part of the plan must seamlessly merge in order to ensure that ALL children are successful in educational and care settings.



<https://www.livingcities.org/blog/414-integrating-data-sources-to-help-children-and-communities-succeed>

Readiness Begins in Infancy –So Should Our Response

School readiness is initially and critically impacted during the infant/toddler years. It is then that the brain is mapped out, creating the foundation for all future learning. Poverty has negative effects on children’s school readiness since toxic stress and early childhood adversity impact children’s development.

To focus only on the education of children beginning with kindergarten is to ignore the science of early development and deny the importance of early experiences.

QUALITY of Care*

The inadequate outcomes of children in poor-quality care often cannot be fully remedied in the formal structure of the K-12 educational system. Considering the at-risk environments that many children come from in Chautauqua County, it is imperative that families and children have access to high-quality care. Over 50 years of research documents a correlation between the quality of care and long-term positive outcomes. High-quality early education and child care for young children improves their health and promotes their development and learning.

“Early childhood education and care needs to be of sufficient quality to achieve beneficial child-outcomes and yield longer term social and economic gains. Research shows that poor quality ECEC provision can have lasting detrimental effects on children’s development” (OECD, 2011, 7).

<http://www.childcarecanada.org/documents/research-policy-practice/12/02/investing-high-quality-early-childhood-education-and-care-e>

“As much as half of school failure may be attributable to gaps in early care and development that exist before school entry” (Schuyler Center, 2012, 2-Early Learning Left Out, <http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/661/Early-Learning-Left-Out.aspx>)

Future articles will offer information on how you can support each of the foundational skills

Quarterly Article

The Importance of Your Job- School Readiness IS Related to the Quality of Care You Provide continued..

School Readiness – It’s More than Academics!

What Are the Foundational Skills?

Physical well-being and age-appropriate motor skills
Age-appropriate social and emotional development
Disposition to learn and age-appropriate approaches to learning
Age-appropriate language and literacy development
Age-appropriate cognitive development and general knowledge

Five Numbers to Remember About Early Childhood Development

700

new neural connections per second

18

months: Age at which disparities in vocabulary begin to appear

90-100%

chance of developmental delays when children experience 6-7 risk factors

3:1

odds of adult heart disease after 7-8 adverse childhood experiences

\$4-\$9

in returns for every dollar invested in early childhood programs



***“The lack of quality care is related to the lack of school readiness.”**

https://www.naccrra.org/sites/default/.../quality_matters_may_2013.pdf

Nutrition and Learning



As child care providers, you can influence the lives of young children in your care. Most likely, children spend a large amount of time with you, so why not make sure that time is continuous learning experiences that will help prepare them for school and beyond?

By providing good nutrition and appropriate meals for the children, you are making a difference in their lives. When participating in the Child and Adult Care Food Program (CACFP), you serve nutritious food that meets USDA guidelines. These foods help with brain development, nutrition, and growth in infants, toddlers, and preschoolers. You may think, "I take part in the CACFP and feed the children in my care nutritious and appropriate food, but is there more that I can be doing?"

According to Zero to Three (2018), "Children who are malnourished – not just fussy eaters but truly deprived of adequate calories and protein in their diet – throughout this period [mid-gestation and two years of age] do not adequately grow, either physically or mentally." During this time, it is important for infants and moms to have good nutrition intake. Insufficient nutrition for infants can have a devastating effect and can cause the brain to be smaller than normal, which could possibly result in impaired cognitive and motor development. Some of the effects of not receiving proper nutrition may be irreversible; however, nutrients such as iron, iodine, DHA, choline, folic acid, and zinc promote early brain development (Nutrition and Early Brain Development, 2011).

Nutrition and Learning continued..

Providing good nutrition for proper growth and development along with encouraging healthy eating habits can set the stage for success as children begin to learn. A healthy diet is linked to better reading skills (Science Daily, 2016). Books are designed to accommodate different age groups. Therefore, it is never too early to give a child a book. Having books available for infants and toddlers can increase their curiosity about reading. It also provides a positive experience that infants and young children look forward to and can increase their desire to learn to read in the same manner that you are reading to them. According to the University of Eastern Finland (2016), "Healthy diets boost children's reading skills."

As you begin reading to infants, toddlers, and preschoolers, let them see, touch, and hold the book. Reading readiness varies in children so it is important to continue to expose them to books and reading while making it fun. Learning to read will vary in age with children. The more they see and hear, the easier it will be to learn to read when they are developmentally ready. As appropriate for the child, choose a letter and teach the name of the letter and sound of the letter. When ready, introduce them to phonics. Phonics is a method of teaching children to read by correlating sounds with letters or groups of letters in the alphabet. Preschool is a good time to teach children how to sound out letters, then whole words, and they may learn to read. This is a lifetime gift that they will be thankful for! They will remember it was in child care when they learned the alphabet and how to sound out the letters. Keep in mind that all children learn differently, and some children may not be successful with phonics.

Institute of Child Nutrition The University of Mississippi

**LEARNING
IS
FUN**



Policy and Advocacy

Food Insecurity Threatens the Health and Well Being of Millions of Children

As child care providers, you know that some children are receiving most of their meals while they are in care with you. It is easy to understand why it is so important that healthy meals and snacks are served to children in child care programs. It is especially important for those children who may not be receiving healthy foods at home because their families are “food insecure.”

Food insecurity is defined by the online Merriam-Webster Dictionary at www.merriam-webster.com as, “unable to consistently access or afford adequate food.” While it may be difficult for some to imagine a lack of healthy food, it is an all-too-real problem in our country.

According to a “**Child Hunger Fact Sheet**” published in September 2017 by the organization Feeding America, “In the United States today, nearly 13 million children face hunger. While hunger is harmful to everyone, it can be especially devastating to children. Good nutrition, particularly in the first three years of life, is important for establishing a solid foundation that has implications for a child’s future physical and mental health, academic achievement and economic productivity. Hunger threatens this critical foundation, which in turn, threatens a child’s opportunity to thrive...

(Those) children who experience food insecurity may be at higher risk for behavioral issues and social difficulties.

- (They) may be at a greater risk of truancy and school tardiness.
- When they are in school, children who are food insecure may experience increases in an array of behavior problems including: fighting, hyperactivities, aggression, anxiety, mood swings and bullying.”

(To see the entire fact sheet, go to: <http://www.feedingamerica.org/assets/pdfs/fact-sheets/child-hunger-fact-sheet.pdf>.

Please let your representatives know that even one child in our country facing hunger is unacceptable - let alone millions.





A Note From the WNY Infant Toddler Resource Network



Protective Factors Matter

Kim Puma, Infant Toddler Specialist, WNY Infant Toddler Resource Network

It's an unavoidable part of life. Stressful events happen. Whether it's an important exam, death of a loved one, poverty, or violence, stress is often unavoidable. Sometimes these stressors can result in trauma, especially for young children.

There is an important discussion happening everywhere these days; so important that even Oprah is talking about it. And when Oprah talks, people listen. Maybe some of these words sound familiar to you; resilience, ACES, trauma, Infant Mental Health. Maybe you're listening to the conversation and asking yourself, "What can I do?" "How can I support the social emotional health of the children I care for everyday?" The answer is, quite a bit.

First, keep the talks going. Tell everyone who will listen about ACES, the idea that events can happen to people that shape who they become later in life. Tell everyone who will listen about Resilience. Even after going through trauma, children can bounce back if they have enough protective factors in their lives.

Next, focus on building protective factors in your programs. Short definitions and activities for building protective factors are listed below:

Attachments/Relationships

- ◆ Act happy with familiar adults
- ◆ Make needs known to others
- ◆ Enjoy being cuddled
- ◆ Enjoy interacting with others

Initiative

- ◆ Try to clean up after his or herself
- ◆ Follow simple directions
- ◆ Show concern for others
- ◆ Ask to do new things

Self-Regulation

- ◆ Handle frustration well
- ◆ Easily follow daily routine
- ◆ Able to easily transition from one activity to the next

Activities to Help Protective Factors

- ◆ Provide consistent routines
- ◆ Assign primary caregivers to children
- ◆ Be responsive to the needs of children
- ◆ Respect individual preferences
- ◆ Provide opportunities for practice (putting on and taking off shoes, pouring own milk, watering the plants)
- ◆ Encourage and recognize empathy ("I like how you gave Addie her blankie when she was sad")
- ◆ Allow children time to find an answer on their own first

Finally, for more resources and ideas please visit:

<https://www.centerforresilientchildren.org/wp-content/uploads/2018/02/DECA-Infants-Definitions.pdf>

<https://www.centerforresilientchildren.org/wp-content/uploads/2018/02/DECA-Toddlers-Definitions-1.pdf>

Provided by the WNY Infant Toddler Resource Network
1000 Hertel Avenue Buffalo, NY 14216 * (716) 877-6666 x3065

What's Happening

Entertainment in the Park Series



Thursday, July 5, 2018 | 6:30 – 8:30pm

Location: Lakeside Park 50 W. Lake Rd.
Mayville, NY 14757

FREE Musical performances every Thursday July 5th-August 30th held at Lakeside Park, Mayville, or in the Community Center at Lakeside Park if raining. Bring your own seating. Music, Food, and Fun!

Phone: 716-753-3113

Email: dmarsala@chautauquachamber.org

Region: Chautauqua Lake

Kid's Free Fun Day

Saturday, July 21, 2018 | 11:00am – 4:00pm

Location: Our Own Candle Company

Rt. 426 and Rt. 430

Findley Lake, NY 14736



Fun, Free day for Kids! Bounce house, slip'n slide, activities and crafts. Hot dogs, snow-cones, cotton candy, and a visit from the Erie Zoo and Erie Children's Museum. ALL FREE!

Phone: 716-769-7609

Email: chamber@visitfindleylake.com

Region: Findley Lake

Story Pirates: Kids Comedy Show



Story Pirates believes that every child has a story to tell. Whether it's a world where cats can fly or a rock opera about fuzzy alien tickle monsters, this sketch comedy musical is performed by professional actors but based entirely on writing from students. Let Story Pirates delight and surprise you with puppets, enlivening songs, and outrageous sketches! Great for ages 5-12. As a special treat, Story Pirates will be performing stories written by area students. Students can submit their stories to info@comedycenter.org by July 1st.

AUGUST 4 @ 11:00AM [WILLOW BAY THEATER](#) Jamestown, NY [FREE](#)



Chautauqua
Child Care Council

"Giving Providers, Parents and Businesses
the Resources to Better Our Children's Future"



**Be In The Now.
Take An Active Role In Child Care.**

Early care and education policy needs
your support in order to truly give all
children a great start in life.

For more information go to:
www.naccrra.org/public-policy
or call 716-661-9430 ext. 2300.

Thank you!

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**If You Are Interested
In Becoming A
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Please Contact**

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