



Saturday, June 16, 2018
9:00am-4:00pm

Attend our Nature Explore Workshop and help the children in your life reconnect with nature



Learning with Nature-Explore some of the common barriers that keep children from creating positive connections with the natural world, and discover ways families and educators can counteract them.

We Dig Dirt: Supporting Children in Outdoor Classrooms-Explore innovative ways to facilitate meaningful infant, toddler, and preschool learning experiences in well-designed outdoor spaces.

6 Hours of training will be provided in OCFS categories 1 & 3. Registration: \$50.00 for both workshops. Participants must attend both sessions.

Reduced price including lunch! \$50.00 for a whole day of training!
Sponsored by: Joan Frazier

For registration information please call
585-654-4794 or email
c.shufelt@childcarecouncil.com.

President Jason Kiefer - CEO Barbara-Ann Mattle - Editor Jennifer Weykman

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CHILD CARE COUNCIL
Your premier resource. Inc.



CARING MATTERS

May/June 2018- Vol. 36 Issue 5



Child Care Council is proud to announce that we have been listed as one of Rochester's top Workplaces for 2018.

This honor is especially meaningful because it is the result of an anonymous survey conducted of our employees.

The survey gathers responses on 24 factors covering seven areas, including organizational health factors that measure how well employees are working together toward a common cause:

- Alignment** - where the company is headed, its values, cooperation.
- Effectiveness** - doing things well, sharing different viewpoints, encouraging new ideas.
- Connection** - Employees feel appreciated, their work is meaningful.
- My Manager** - cares about concerns, helps to learn and grow.
- Employee Engagement** - motivation, retention and referral.
- Leader** - confidence in company leadership.
- The Basics** - pay, benefits, flexibility, training, expectations.

Child Care Council staff attended the award ceremony on March 28th at the Joseph A. Floreano Rochester Riverside Convention Center where they were pleased to receive this prestigious award.



Playground Safety

By Josean Vargas-Rodriguez, Referral Specialist

Ensuring that the playground area is safe requires careful planning and monitoring. Remember that infants and toddlers (ages 0 - 2), preschool-age children (ages 3 - 5), and school-age children (ages 5 - 12) have different developmental needs and abilities, and may need different environments. Multiple age groups may need different playground equipment to ensure that playgrounds are safe and fun for everyone. Here are some guidelines to assess playground safety.

- Regularly inspect surface and playground equipment for broken, worn, or missing parts. Remove, repair, or replace items immediately.
- Cover sand boxes when not in use so animals won't use them as a litter box.
- Provide some shade in the play space, either from natural sources like trees or from a tent, awning, or other shelter.
- Place metal playground equipment, such as platforms and slides, in the shade to prevent burns. A slide that faces north will receive the least direct sunlight.
- Place equipment that has moving parts, such as swings, on the outside of the play area.
- Teach children to stay away from the front and back of the swing area.
- Keep outdoor play equipment at least 6 feet away from pavement, fences, trees, buildings, walkways, and other play equipment.
- Provide guardrails or barriers for platforms or ramps over 30 inches high.
- Cover all protruding bolts or screws with plastic safety caps.
- Close S-hooks completely on swings.
- Never attach any ropes or cords to play equipment.
- Safely anchor to the ground permanent outdoor equipment such as swing sets or climbers.



Heavy Metals. *Primary health concerns: Learning and developmental disabilities, organ damage, cancer. Presence in child care settings: Toys, jewelry-making kits, certain face paints and other art supplies.* Arsenic, antimony, cadmium, lead, and mercury are among the toxic heavy metals present in children's products. They are capable of harming children's health at very low levels. Health impacts include multiple organ damage, changes in DNA, and cancer. Heavy metals are in toys, jewelry making kits, vinyl, certain face paint and other art supplies, and numerous other children's products.

Stain and water proofers. *Primary health concerns: Cancer, cholesterol, compromised immune systems. Presence in child care settings: Carpet, non-stick cookware, soft furnishings.* Most stain, water and greaseproof materials are treated with PFASs - poly- and perfluoroalkyl substances. The most notorious chemicals are PFOA and PFOS in Teflon and GoreTex. They are being phased out because they don't break down easily in the environment, build up in our bodies over time, and can cause health problems. These health problems include kidney and testicular cancer, higher cholesterol levels, suppressed immune systems, and decreased benefit from vaccinations. They are being replaced with alternatives, which have not been shown to be safer. PFASs can still be present in common early care and learning products such as stain-proof carpets, waterproof children's rain gear, disposable paper plates and bowls, soft furnishings and nonstick cookware.

Vinyl (polyvinyl chloride). *Primary health concerns: Toxic additives can disrupt hormones, lower IQ, affect fertility, cause asthma. Presence in child care settings: Flooring, wallpaper, dolls/action figures, mats (both play and nap), padded blocks.* Vinyl is made from cancer-causing vinyl chloride, and requires a variety of often-toxic additives, such as lead and phthalates, to stabilize the vinyl, make it flexible or hard, resist UV light, and more. Phthalates (pronounced THAL-ates) disrupt hormones, cause new asthma cases and trigger attacks, and heavy metals can lower IQ, damage organs and pose other threats. PVC is used throughout child care settings in numerous children's products including inflatable toys, nap mats, dolls, and clothing, as well as child care settings products such as wallpaper and flooring.

Volatile Organic Compounds (VOCs). *Primary health concerns: Respiratory illness and irritation including asthma. Presence in child care settings: flooring, furniture, pressed wood products.* VOCs are a group of chemicals that easily become gases and can move from products into the air. They are used in adhesives in plywood or pressed wood furniture, paints, and permanent markers. Two VOCs, benzene and formaldehyde, are considered human carcinogens, and others are anticipated to be so. Short-term exposures can lead to eye and respiratory irritation, headaches, dizziness, tiredness, and nausea. Long term exposures can damage the liver, kidneys and central nervous system.

More on this topic to come in the July/August issue of Caring Matters.

Selling Safer Products continued from page 17...

Why chemicals?

There are over a thousand chemicals that can affect children's health and development, alter hormones, contribute to cancer, obesity, learning and developmental disabilities or reproductive harm, or cause and trigger asthma.

Oregon, Washington State and Vermont require children's product makers to report the presence of over sixty chemicals in items they make. The following harmful chemicals are in products made for child care settings.

Antimicrobials. *Primary Health concerns: Hormone disruption, promotion of resistant bacteria, allergies. Presence in child care settings: Carpets, hard surfaces, cleaning products, cutting boards.* Chemicals used to limit bacterial growth have become all-to-common in children's products, such as toddler gym socks, children's lunch boxes, infant changing pads, and toys. Some of these, including triclosan, have been restricted in cleansers by the Food and Drug Administration, due to concern about hormone disruption and other potential health impacts, as well as its contribution to treatment-resistant bacteria. Antimicrobials are also marketed in proprietary blends such as Microban, biofresh, and Ultrafresh. There is no evidence that adding antimicrobial chemicals to things like carpets, cutting boards, and wall paint prevent transmission of disease. They instead are added to protect the product itself. When it comes to cleaners, studies show washing hands with plain soap and water is just as effective at killing germs that contribute to the spread of disease.

Bisphenols. *Primary health concerns: Cancer, infertility, obesity, diabetes. Presence in child care settings: Food service items, food and beverage can linings, other rigid plastics, receipt paper.* The most widely-known of these is bisphenol A, (BPA) used as the building block for polycarbonate (hard, usually clear) plastic and the flexible linings of canned foods. BPA is no longer used in baby bottles or sippy cups, but is still in widespread use elsewhere. It can act like estrogen, contributing to prostate and breast cancer, reproductive problems, diabetes, and obesity. Similar chemicals, such as bisphenol S (BPS, sometimes used in replacement plastics in baby bottles) and bisphenol AF (BPAF) are at least as potent hormone disruptors as the BPA they replaced, which is why scientists and advocates now call for avoiding all bisphenols, not just one chemical in the class.

Flame Retardants. *Primary health concerns: Cancer, infertility, learning and developmental disabilities. Presence in child care settings: Nap and play mats, pads, foam blocks, electronics.* The term "flame retardants" includes a wide range of chemicals that are added to or used to coat plastic, polyurethane foam, and cloth in furniture, draperies and carpeting with the stated aim of slowing the spread of a fire. For many child care articles, including crib mattresses, changing pads, nap mats, padded blocks, tumble mats, and foam books, there is no evidence that these chemical additives actually play a meaningful role in fire safety. In most of these cases, no flammability standard applies any more.



What I Need...Through the Eyes of a Baby!

By: Rose Shufelt, Infant Toddler Specialist

- ***I need a caregiver...***who will hold me when I am crying and when I am happy. Please be patient with me when I am sad and hard to console. Don't be afraid to pick me up and cuddle me both when I am happy or sad. When I am in your arms, I feel safe and secure.
- ***I need a caregiver...***who talks with me, sings with me, and tells me stories. Hearing your voice and your words helps me learn language and recognize sounds. When you respond to my cooing and babbling, I learn that what I have to say is important.
- ***I need a caregiver...***who will create an environment that keeps me safe and healthy. By removing any dangerous or harmful materials from my play space, lets me explore my environment without the fear of getting hurt.
- ***I need a caregiver...***who works hand in hand with my family. Consistency with my home environment will help both of our days run smoothly.
- ***I need a caregiver...***who understands the importance of having objects and pictures from home. I need to have the security of things that I know with me all day. I love my blankie!
- ***I need a caregiver...***who gives me time to explore and learn. By offering a variety of play experiences, you are helping my brain make connections and you are fostering my physical, cognitive, emotional and social development.
- ***In return...***I will greet you in the morning with big smiles and reach out to hug you when it's time to say goodbye.
- ***In return...***I will point to and pull you over to see the many new discoveries that I will make as I play. I want to share everything with you.
- ***In return...***I will talk to you with babbles and coos. I have a lot to tell you.
- ***In return...*** I will kick and move my body in excitement when you walk into the room. You are a very special person in my life.
- ***In return...***I will hold your fingers, pull your hair, smile, and laugh when you are feeding me or rocking me to sleep. Routines are a very important part of our day.
- ***In return...***I will grow in leaps and bounds in your care.
I am ready and waiting. Please take care of me!

Is There Lead in Your Water?

By Chris Meagher, RN, BSN, Health Care Consultant

“Research tells us that there is no safe level of lead exposure for children. Unfortunately, lead is still regularly being found in our water (both well and public water systems). Children exposed to lead can experience headaches, abdominal pain, constipation, hearing problems, delayed growth, decreased IQ, behavioral and learning problems, damage to the brain and nervous system, and in extreme cases, death. Many of these adverse effects, such as reduced IQ and neurodevelopmental deficits, are irreversible.”

According to the Environmental Protection Agency (EPA): “Lead-contaminated drinking water is most often a problem in houses that are either very old or very new. Scientific data indicate that the newer the home, the greater the risk of lead contamination.”

The Kellogg Foundation (WKKF) has released a timely, commissioned report on “Managing Lead in Drinking Water at Schools and Early Childhood Education Facilities.” which can be found at:

<https://www.wkkf.org>

Eco-Healthy Child Care® is a national program of the Children's Environmental Health Network. You can learn more about lead in drinking water from EHCC's Frequently Asked Questions: Lead in Tap Water.

Resource: www.cehn.org/ehcc

Selling Safer Products For Early Care and Education Clean & Healthy New York

(This is a continuation of the article in the April 2018 issue)

More than 60% of American children spend time in child care programs during their earliest years, when rapid development and exploratory behaviors make them particularly vulnerable to certain chemicals in their environment. There is a broad set of chemicals that can disrupt healthy development, resulting in lifelong increases in cancer risk, decreased fertility, asthma, obesity, or learning and developmental disorders. Chemicals of concern include flame retardants, antimicrobials, bisphenols (like BPA) and phthalates, heavy metals, stain- and water-proofers, and vinyl (PVC).

In this report, we evaluated retailer policies on chemicals in products they sell, looking for both broad policies for all products, as well as specific efforts to offer products made without harmful chemicals. We also assessed how consumers can access this information. In this review, we used certifications to identify chemically safer products.

While nearly all (22 of 24) retailers use certifications to identify chemically-safer products, only one company applies a broad chemicals policy to all products it sells: Community Playthings. Another leader, Kaplan Early Learning, offered the most types of certifications in products they sell. On the other end of the spectrum, only for Creative Children were we unable to find any information about chemicals in products or relevant certifications. All of the rest reference at least one environmental or health benefit in some product descriptions.

We urge all early care and learning retailers to: 1) create and implement a policy for screening out chemicals that can harm children's healthy development; 2) establish a timeline for implementation; 3) make the policy and the timeline public; and 4) establish and implement a clear and consistent method for consumers to identify less toxic products.

Why early care and education programs?

Child care settings are tailored specifically to infants and toddlers. Nearly eleven million American children are in paid child care settings, spending an average of 36 hours each week - a major part of young children's lives and wakeful exploration of the world. Child care providers face substantial regulations regarding the physical safety of their facilities. However, due to inadequate or nonexistent limits on harmful chemicals in consumer products, child care programs can expose children to harmful chemicals. Providers do not intend to expose children to these chemicals, but can do so unknowingly when making purchasing decisions because of the lack of information.

Many products that babies and toddlers encounter are made especially for child care settings, and are purchased from retailers that market directly to child care providers and to other early care and learning programs. These retailers can play a meaningful role in going beyond regulatory requirements to screen out potential health hazards.

Allergies in the Family and Pregnant?



Allergic diseases have dramatically increased in the last 20 years.

We want to find out why, and how to prevent them.

If you, your family or other child in your family has hayfever, allergies, asthma or eczema, you may qualify for our study. You need to be 18 years or older and pregnant.

This is a 2 year study for mothers and their infants collecting questionnaires and multiple samples (stool, saliva, etc).

You will be reimbursed for your time and an allergy evaluation will be provided as appropriate.

Dr. Kirsi Jarvinen-Seppo in the Department of Pediatrics at the University of Rochester is conducting this study and the study is being sponsored by the National Institutes of Health.

Please contact Barbara Johnson, RN Coordinator for more information.

Telephone: (585) 275-8991 or email at

InfantAllergyStudy@urmc.rochester.edu



FCRB - University of Rochester - Approval
 RSRB No. 65265
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 - 12/19/2017 mac -

MEDICINE of THE HIGHEST ORDER

Spring Crafting

Susan Goodno, LE Inspector

Spring time is a great time to think about coming up with new things to do with kids. Out of ideas? The Child Care Council can help! The **Repurpose and More Store** has wood, scrapbook paper, poster board, paper tubes, foam and more! Here are some ideas for your next craft project:

Fabric:

- Paper doll clothing - get free printable doll templates online.
- Modge podge onto a can for a decorative pencil holder.
- Make a colorful wreath with strips tied to a wire hanger.

Wood:

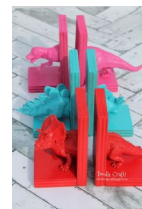
- Sting art - Have the kids paint the wood and choose a pattern.
- Book ends - A great way to encourage reading!
- Building blocks - Paint them all different colors.

Paper:

- Decoupage onto a light switch plate.
- Decorate Popsicle stick frames - Mother's day is coming!
- TP roll "monster-friends", add a stick and have a puppet show.

Come in and see what we have. Bring the kids and see what they come up with! Or check out Pinterest for a little help. We have a Pinterest page! <https://www.pinterest.com/cccouncilinc/pins/>

We also book private events for field trips, birthday parties and other special occasions. We'll work with you to create a fun event you won't forget! Give us a call 585-654-4720





Eating Habits that Young Athletes Should Have

By Jodi VerWeire, CACFFP Specialist

Optimum athletic performance, along with overall wellness, can be promoted by good, healthful eating habits. Athletes often unknowingly make several mistakes when it comes to nutrition. Proper nutrition makes a difference in the performance of even young athletes.

Eating habits that young athletes should have are:

- **Always eat breakfast**— Sometimes kids do not have a lot of time in the morning, or they may not be very hungry before school. Approximately 20% of kids (9-13 years-old) and 36% of teens (14-18 years-old) skip breakfast. Breakfast helps kids pay attention in school, and keep energy throughout the day. It does not have to be a big meal, but kids should try to eat something each morning.
- **Eat enough at lunch**— Bodies use fuel consumed at lunch to get through the after school practice or game. A good blend of carbs and protein should be consumed at lunch. Kids should skip the notorious “junk food line” at school too. They should opt for a lunch brought from home, or the hot lunch at school. A cup of soup, a sandwich, and a piece of fruit is a great lunch.
- **Avoid overeating**— If your child gets too hungry, they may overeat. This can cause weight gain. Over eating at night may interfere with morning appetite which will effect the proper eating throughout the day.
- **Make good choices**— Relying on unhealthful food choices such as candy, sweet muffins, granola bars covered in chocolate, and cookies is not a good practice. These should fall into the “everything in moderation” category; otherwise known as “sometimes foods.” Snacks should be fruit, vegetables, healthy whole grains, or healthful proteins.
- **Drink plenty of water**— Ideally fluids should be consumed all day. Sipping on water throughout the day, having plenty of fluids available at practice, and replenishing with more fluids is vital to optimal hydration as well as performance.
Resource: <https://jillcastle.com/young-athletes/6-unhealthy-eating-habits-young-athletes-break/>

Repurpose & More Store

Submitted by Anne Leone, Business Services Director

Item of the month

Pink Anti- Static Plastic Bags

Surprisingly these bags have several uses. I have personally used the bags for covering our Trim style Christmas trees and covering furniture when ceramic tile in my home was being replaced (what a dusty mess). A co-worker rolled them down a bit and used them as lawn bags (know your town or city guidelines). One more idea, I have covered some of my hanging clothes with the bags.

**The bags are: 6/\$1.00, 15/\$2.00,
1- box of 100/\$11.00**





Child Care Council

Office Schedule and Calendar of Events

Monroe County-Rochester

Hours are Mon-Fri 9am-5pm. Other hours available by appointment.

Livingston County-Lakeville & Wayne County-Newark

Hours are Mon-Fri 9am-5pm. Closed daily from 1pm-2pm. Other hours available by appointment.

May 2018

- 28th - Office closed for the holiday
- 30th - Child Care Council Staff Meeting-Office closed 10am-Noon

June 2018

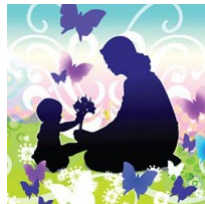
- 27th - Child Care Council Staff Meeting-Office closed 10am-Noon

Check out our social media pages!

Twitter	https://twitter.com/ChildCareCoun
Facebook	https://www.facebook.com/ChildCareCouncilinc
Pinterest	http://pinterest.com/ccouncilinc/
YouTube	http://www.youtube.com/user/ChildCareCouncilinc

Language and Literacy Tips:

Boosting Literacy while Celebrating Mom!



Here are several ways to enhance literacy while celebrating the Moms we know and love:

- Create a list of all the ways little ones can help their moms. Have them draw a picture of their favorite.
- Create cards for the little ones in your care to give to that special lady in their life. Don't forget Aunts, Grandparents, and Sisters.
- Sing this song about Mom: (Tune: Frere Jacques)
 I love Mommy, I love Mommy
 Yes, I do; Yes I do
 And my Mommy loves me,
 Yes, my Mommy loves me,
 Loves me too, loves me too



A Closer Look



Spring Reminders! Visitors and Supervision

By Susan Giovannini, Child Care Inspector

Spring is a busy time of year! It provides an opportunity to spend more time outdoors and may involve a wealth of new activities. It is important to remember that **Competent Supervision** must be maintained at all times. New York State Child Day Care Regulations Section (.8) defines all Supervision Regulations for all day care modalities.

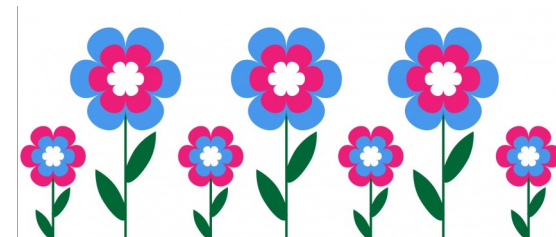
New York State Office of Children and Family Services provides a Policy Statement 15-1 covering the topic of Supervision Issues as they Relate to Home-Based Programs. All Policy Statements can be found on the OCFS Website: <http://ocfs.ny.gov>

Please remember that visiting children cannot interfere with the level of supervision and attention to day care children. Caregivers have a responsibility to supervise and care for the children enrolled in their program. Capacity must be maintained.

Visiting adults can not distract or interfere with the level of supervision the caregiver must provide to the children in care. Visitors may not be left alone to supervise children, nor may they participate in any caregiving activities entrusted to the caregiver.

Please refer to Policy Statement 15-1 for more details and always remember to follow your visitor control procedures. Visitors must sign in upon entry, indicate in writing the date of visit and time of entry, clearly state the purpose of the visit, and sign out upon departure from the home, as well as indicate the time of departure.

As always, please contact your Licensor or Registrar if you have any questions. We are here to help you!





Teaching Emotional Literacy

By Bethany Williams, Special Needs Coordinator

The first step to developing empathy is emotional literacy, or the ability to read or recognize your own emotions and the emotions of others so that you can figure out what they are feeling. Emotional literacy is noticing what other people are feeling. By tuning in to what other people are feeling, you have accomplished the first step towards developing empathy. Here are some ways that you can build emotional literacy with children:

1. **Stop and tune in.** Connect with your child on an emotional level. Move past the distractions and actually, intentionally, and fully connect with your child each and every day.
2. **Look face-to-face.** The first step to good communication is eye contact. Get down on your child's level and show them you are interested and invested by using good eye contact.
3. **Focus on feelings.** Children need to learn not only are feelings important, but how to express those feelings. Give them good words to use like I-statements: *I feel _____ when you _____*. Give them words to describe how they feel like *mad, angry, embarrassed, frustrated, shocked and ecstatic*. Ask good questions: "You seem really upset, what are you feeling right now?" Help children connect their physical reactions to the underlying emotions: "I see your face is getting red, are you feeling angry?"
4. **Express the feelings.** Before children have developed their emotional vocabulary, you will need to help them express their feelings, like "You must have been so excited when you were picked for Student of the Week." Once children have learned the words necessary to express their emotions, you can ask them "How do you feel?" It's also important to ask your children how they think other people feel: "How do you think he felt when she threw sand at him?"

Tuning in is the first step to raising empathetic children. For more information about how to help children develop empathy see the following resource.

Source: http://msue.anr.msu.edu/news/children_and_empathy_teaching_emotional_literacy



Statement from Strong Nonprofits for a Better New York: Nonprofits Applaud Minimum Wage Funding and Capital Program Eligibility in NY Budget

Strong Nonprofits for a Better New York applauds the Governor and the Legislature for their investment of \$15 million to fund the minimum wage increase for contracted nonprofit human services organizations. This shows a firm commitment to ensuring that nonprofits, their staff, and the people they serve do not have to choose between a progressive minimum wage and the ability to serve communities; it means that nonprofits will be less likely to have to make the tough call to scale back hours, programs, or in some cases close their doors. This investment recognizes that in order to have strong New Yorkers we must have strong nonprofits.

We hope to continue working with our partners in government to make sure that nonprofits and their staff stay strong. Although this year's budget did not allocate new funds for the Nonprofit Infrastructure Capital Investment Program or include much needed cost of living adjustments for human services workers, we do appreciate the expansion of eligibility for the State and Municipalities (SAM) Facilities Program to include nonprofits as eligible entities, along with municipalities, schools, libraries, and fire departments. This inclusion is a recognition of the vital role nonprofits play in our communities. This expansion, along with the investment in minimum wage are significant steps in a positive direction, and we look forward to building upon these steps to ensure human services agencies and workers have the resources they need to provide the services and supports many New Yorkers need to survive and thrive.

Strong Nonprofits would also like to recognize our 350 coalition member organizations, and Advisory Committee members whose hard work and dedication to building strong communities helped us achieve these milestone allocations.



Good news! The 2018-19 New York State budget – finalized late on Friday, March 30 – includes more than \$100 million in new investment in child care, with \$7 million coming from state funds, and an estimated \$106 million flowing from new federal Child Care and Development Block Grant (CCDBG) funds. The new federal funds – part of a \$2.37 billion appropriation to the CCDBG contained in the federal 2018 Omnibus budget bill (passed on March 21, 2018) – represents the largest increase in child care funding in history. Our success is a testament to the power of our collective voices – to the effectiveness of the countless calls and visits, emails, and tweets NY parents, providers and advocates made to lawmakers in Washington and in Albany over the last several months.

We are grateful to U.S. Senators Schumer and Gillibrand and Representative Lowey for their leadership in ensuring that the federal Omnibus budget contained this historic increase in investment in child care. And, while our goal was to secure an increase in state investment to child care subsidies, we successfully won – in a very challenging fiscal year – restoration of the state funds cut from subsidies last year, and inclusion of language directing that at least a portion of the new federal dollars go to expanding access to subsidies. It is important to thank the Governor and our legislative champions – particularly those in the NY Assembly – for these victories.

This is just the beginning! With budget negotiations concluded, we have at least two policy priorities for the months ahead. We expect the Governor will soon formally convene the new Child Care Availability Task Force which will meet, study, discuss and make recommendations regarding how to better meet our state's child care needs. The State will also make decisions regarding how the new federal dollars will be spent. In both cases, we need to advocate for policy decisions that move us ever closer to meeting our goals of expanding equitable access to affordable, quality care for all children and working families; securing fair wages and benefits for the early childhood workforce; and increasing compensation for providers that reflects the true cost of care. We'll be scheduling a statewide call in the next few weeks to discuss spring priorities and next steps. In the meantime, please send emails and tweets thanking our champions. There are samples at the below website.

Resource: Empire State Campaign for Child Care via ActionNetwork.org

CLASSES AT CHILD CARE COUNCIL MAY-JUNE-2018

Specialty Classes:

Medication Administration Training (MAT)

In order to administer medication to children in New York State, Day Care regulations require this training. There are several options available to obtain or renew this training.

To learn more about these options contact one of our MAT certified instructors. Next dates are:

MAT Training:

May 12th & 19th or June 2nd & 9th, 9am-2pm - Both in Rochester

MAT Independent Study Classes

May 11th 9:30am-12:30pm, or May 31st or June 14th 9:30am-12:30pm or June 19th 6pm-9pm All in Rochester

American Red Cross First Aid and CPR—Infant, Child and Adult CPR and Basic First Aid

May 12th-Rochester, or May 19th-Newark, or May 19th-Lakeville or June 9th-Rochester. All 9am-2pm.

Child Development Associate Classes (CDA)

A Child Development Associate (CDA) is an individual who has successfully completed a CDA assessment and has been awarded the National CDA Credential from the Council for Professional Recognition. The CDA is accepted as the required training hours for Family Day Care Accreditation and is a requirement for lead teachers in a child care center according to the minimum qualifications in the NYS day care regulations.

Prior to applying for CDA Credential Assessment, each candidate is required to complete 120 clock hours of formal child care education in eight different categories, which are offered through our CDA courses. Participants must be working in a child care setting.

CDA Courses at Child Care Council, Inc. are designed for potential candidates to complete their 120 hours, assist with the development of competency papers, and create a professional portfolio. CDA Courses are available in the evenings.

Classes meet weekly and are from 6:00 pm- 9:00 pm.

CDA is offered in four modules. You may apply for more than one module at a time within a calendar year. Classes are first come, first served.

For dates and times or to receive a CDA Course registration package, call (585) 654-4798. NEW CLASS Starts July 11th.

Legally Exempt Provider Classes:

The Legally-Exempt Training Series is for any in-home or family legally-exempt provider who wishes to enhance their knowledge and their reimbursement rate. Participants will learn about topics such as business regulations, child development, child abuse, and SIDS while interacting and networking with other providers. For more information call 585-654-4720.

CLASSES AT CHILD CARE COUNCIL MAY - JUN 2018

Individual Classes: All classes are 6:30-9:00 pm unless otherwise noted.

Wayne County Professional Development Group Newark May 1st
Instructor: Colleen Peno June 4th

Family and Group Family child care providers meet together once a month to network, support each other, and participate in a training chosen by the group. There is a different topic each month. If you would like to join the group, contact us for the details. (585) 654-4798

Trauma Informed Intervention

Instructor: Rose Shufelt Rochester May 3rd

All challenging behaviors have a reason. When the behavior stems from a traumatic experience, we need to implement strategies beyond the normal behavioral interventions. This session will focus on how we define trauma and how we can best support children who have experienced a traumatic event including how to support resilience in young children.

Gender Issues and Diversity in Programs

Instructor: Jennifer Shook Rochester May 7th

As an adult in the lives of young children, we play an important role in guiding children as they explore one of their most pressing questions: Who Am I? We will discuss early learning and how to promote resiliency and look at books that help support healthy gender expression in children.

Typical Vs Challenging Behaviors

Instructor: Bethany Williams Rochester May 14th

This introductory class covers the differences between typical vs. challenging behaviors for children with special needs. Participants will learn common triggers for children with disabilities and appropriate intervention strategies. This class has a reduced rate of \$25.

The Value of Play

Instructor: Kristine Huff Rochester May 29th

During this class, participants will explore how children learn and will identify the connections of play to learning. We will discuss benefits of an environment and schedule that encourages play for children. The participants will understand their role in the classroom and will leave with new learning activities and several ideas on how to incorporate high level play into their program.

Imagine, Plan, Create: STEM Engineering Activities for Children

Instructor: Anne Leone Rochester June 6th

Young children are natural scientists. They are also young engineers. This session will look at the concept of STEM education in early childhood settings, focusing on how children can create, solve problems, experiment, test, adapt, and collaborate by participating in the design process as young engineers. This highly interactive session will look at ways to incorporate engineering as a way to connect with all domains of learning.

Prevention of Child Abuse, Maltreatment and Shaken Baby Syndrome

Instructor: Kristine Huff Rochester June 11th

In this workshop we will discuss laws concerning mandated reporting and will look at indicators for abuse and neglect. Participants will be given resources for making a report to the SCR and ideas on how to teach children about personal safety. We will discuss Shaken Baby Syndrome and explore the physical consequences of shaking a child and the most common trigger, crying.



Fellow New Yorker,

Last fall, I pushed for legislation to close a loophole to ensure domestic abusers are required to surrender all firearms, not just handguns.

Thousands of you signed our petition, and I am happy to say our efforts have paid off. Over the weekend, I signed into law a bill that will remove firearms from those who commit any domestic violence crimes. The link between domestic violence and gun violence is clear. Research shows when a domestic abuser has access to a gun, the homicide risk goes up 5 times. Removing guns from domestic abusers is a common-sense measure that will save lives.

The recent wave of mass shootings in our country is horrifying, and the federal government's failure to act in any meaningful way is unconscionable.

Our gun laws are already the strongest in the nation, and with this legislation, we are going even further and will continue to lead the fight to end gun violence.

I thank you for your advocacy and your support.

Sincerely,

Governor Andrew M. Cuomo

You can view the video that accompanied this article by going to www.facebook.com/GovernorAndrewCuomo/videos/1867203