

ECE Insider

From the Directors Desk

Work that focuses on the awareness and understanding of diversity, equity and inclusion is vital in the workplace and in our early learning environments. The Cabinet for Health and Family Services, including the Department for Community Based Services and the Division of Child Care is taking great strides as an agency to do our own work surrounding DEI and support those of you in the field who train teachers, own and operate child care programs, early childhood professionals and families who support and utilize these services throughout Kentucky.

The Division of Child Care is excited to announce the launch of Leaders in ECE: Diversity, Equity, and Inclusion Collaboratives. We have partnered with six training agencies across Kentucky to offer an opportunity to engage with colleagues throughout your regions and learn more about what diversity, equity and inclusion is and how you can support the work in your communities and early childhood programs.

This opportunity if available for any licensed or certified child care provider in Kentucky. For more information and to connect with a participating training agency in your area, please reach out to Jessica Abner at Jessica.Abner@ky.gov.

Sincerely,
Andrea Day
Director
Division of Child Care

Directors and Administrators

As an owner, director, or administrator of an early childhood education setting, you have a responsibility to yourself, your staff and to the children and families who put their trust in your program to prioritize professional development. Early care and education professionals play a vital role in the most important growth and development stage of a young child's life.

Whether you're new to the Early Childhood Education space or you've been a professional in this field for many years, having career goals not only increases access to high quality care for young children, but also supports motivation, inspiration, productivity, and relationship building among staff and administrative teams. Take this month as an opportunity to have discussions with staff to encourage and support them in taking the lead to set career-related goals and seek opportunities that will help them reach those professional goals and acquire the skills necessary to provide high quality nurturing and developmentally appropriate experiences for children.

The Division of Child Care along with many of our partners value your dedication and expertise to the field and the children and families throughout Kentucky! To learn more about how to elevate your staff's professional development goals and opportunities, visit: <https://www.childcareawareky.org/quality-tips-and-tools/>

IMPORTANT DATES

National Career Month

National Family Literacy Day –
November 1st

National Stress Awareness Day –
November 1st

National Parents as Teachers Day –
November 8th

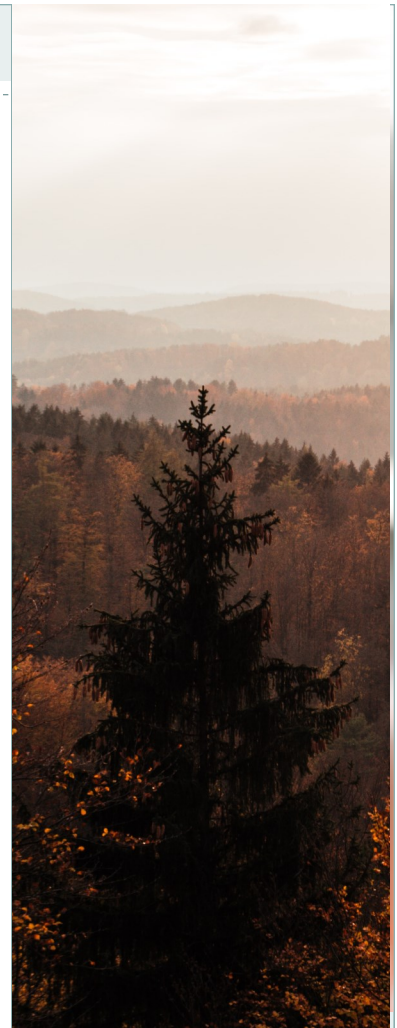
Veterans Day – November 11th

American Education Week – No-
vember 13-17th

Thanksgiving – November 23rd

National Young Readers Week –
November 13th-17th

National Day of Giving – November
28th





Family & Community Partnerships - Upcoming Holidays/Gratitude

November is known for Thanksgiving, gratitude, and National Day of Giving. As a provider this is a good time to work on gratitude as a form of self-care for yourself and model this positive strategy for the children and families you work with. Help children to understand that this is a time for being thankful and grateful for the people and things that we love.

As an adult take time this month to practice gratitude or share this resource with your families:
<https://www.dhs.wisconsin.gov/non-dhs/dph/selfcare-gratitude.pdf>

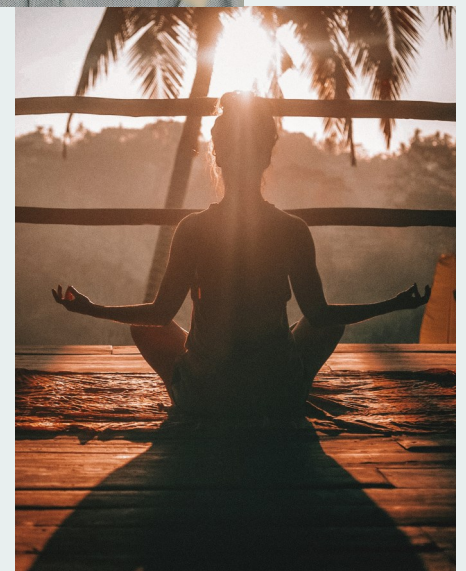
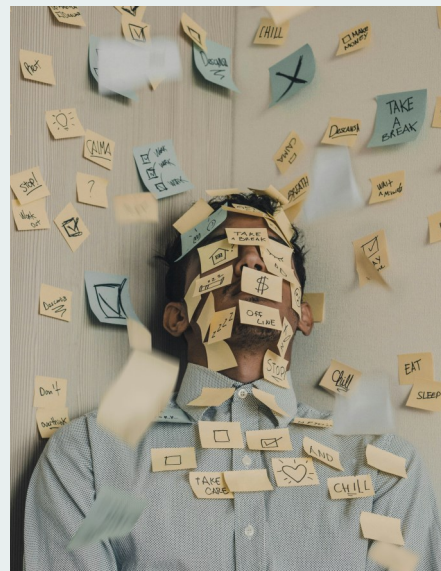
You can also help young children to color gratitude notes to give to family, staff, or friends. While they might not be able to read or understand the gratitude notes, having them be a part of the giving gratitude process with their families will start to build social-emotional connections early. KET offers Sesame Street themed Thankful notes to color here! For older kids PBS has a gratitude turkey project that can be done with teachers or parents.

Early Care and Education Professionals— National Stress Awareness Day

November 1st boasts another holiday... National Stress Awareness Day, which can also be celebrated during the whole month of November. Our field is incredibly demanding and draining. However, we know it is filled with reward both intrinsically and through our work with our children.

It's important to first recognize our sources of stress, then when stress gets to unhealthy levels, and furthermore, ways to help reduce our stress. This will look different for everyone, but it's critical to remember that it's not a "one size fits all" solution. The CDC offers reliable information about mental health, data on stress, a screening for stress and how to cope with stress in healthy ways. (<https://www.cdc.gov/mentalhealth/>)

We also need to remember that the children in our care also may be experiencing healthy or unhealthy stress at any given point. Supporting them happens best when we ourselves are regulated, de-stressed, and ready to tackle each new day!



Early Care and Education Professionals: National Young Readers Week



National Young Readers Week began with the Pizza Hut's 'Book It!' program in 1985 and over time was endorsed and recognized as a holiday to celebrate the importance of reading in youths' lives. According to research conducted at Ohio State University "kids who are read only one book a day will hear about 290,000 more words by age 5 than those who doesn't regularly read books with a parent or caregiver." The Child-Mind Institute also highlights other reasons why reading to children is important including language development, empathy, and emotional awareness, and to strengthen the bond between the child and caregiver. You can read the full article from the Child Mind Institute [here](#).

Make sure books in child care programs are age and content appropriate. You can search and check Amazon for the product details to look at suggested age ranges for most books.

It is also important to have children develop their own reading palate when choosing a new book to read. Gail Boushey and Joan Moser developed the "I PICK" strategy to help older children have choice in their books. You can use these questions to help a child determine if the book will be a good fit:

I-I choose a book.

P- Purpose- Why do I want to read it?

I-Interest- Does this book interest me?

C-Comprehension-Am I understanding what I am reading?

K- Know- Do I know most of the words?

Encouraging Literacy practice in your daily lesson plans can help to build confidence and interest of young readers that can greatly impact their love of learning through life.

Family Child Care Network: National Family Literacy Day

Early childhood professionals know how important it is for children to develop their language skills and literacy skills but how that does happen? Hopefully by starting at birth with their families looking at and reading stories to them. What better time to encourage all families and early childhood professionals to read more than National Family Literacy Day observed on November 1.

As an early childhood program, plan to celebrate this all month (and all year)! Developing the love of reading and developing language/communication is a vital part of school readiness. According to www.nationaltoday.com, National Family Literacy Day came about when in 1994 it was discovered that approximately 20-27 million workers in the US did not have the skills needed in reading, writing, and math skills to adequately do their jobs. This is when Congress created National Family Literacy Day.

While early childhood development in language and literacy begins at birth with building relationships, there are five stages of literacy development (Literacy Development: The 5 Stages for Developing Literacy (lwtears.com)). The first stage is emergent literacy from ages 4-6 years. Children in this stage begin to understand letters and words. Stage 2 is alphabetic fluency when children are 6 and 7 years old. In this stage, they are transitioning to better understand words and patterns. The third stage is words and patterns that range between the ages of 7 and 9 years old. This stage develops stronger reading skills. Stage 4 is intermediate reading from ages 9 to 11 years old. This stage develops the child's ability to read better and write with fewer errors and better overall fluency. The final stage is advanced reading from ages 11 to 14 years. By this stage, children should be fluent in their reading and able to independently read for and learn new information. The link above will provide some behavioral examples of what each stage may show. As you explore these stages, you may be thinking "I don't work with these ages of children." However, what happens in a child's early years impacts their school readiness and their ability to move between each stage. Children who enter school ready to learn are more successful in their educational experiences. This success begins with us and their families developing the love of learning and making learning enjoyable!

As you think about how to promote National Family Literacy Day, look in your community for resources that already exist and promote literacy. Partner with your local library. Partner with your local bookstore. Partner with your community public schools. Encourage your families to come as a "guest speaker" and spend time in the classroom reading to individual children. Here are a few other ideas for families to do with their children:

- Get a library card
- Visit the local bookstore and look at the book covers and talk about what you see
- As you drive in your community or walk around your neighborhood, talk about what you see – what looks the same, what is different, what can you see that matches an identified color, etc
- Play a game together. Games require math skills, communication, laughing and having fun. After all, learning should be fun! Families set the tone for learning and learning and enjoyment should complement each other.
- Find out how to assist families in signing up their child to participate in the Dolly Parton Imagination Library to receive a book each month from birth to age 5.

For additional information, visit these websites: NATIONAL FAMILY LITERACY DAY - November 1, 2023 - National Today and for families wanting to improve their literacy skills, Dollar General Literacy Foundation (dgliteracy.org), NCFL | Mission (familieslearning.org), and About us | Read Write Think

Program Planning

922 KAR 2:120. Child-care center health and safety standards.

Section 2. Child Care Services.

- (4) The child-care center shall provide a daily planned program:
- (a) Posted in writing in a conspicuous location with each age group and followed;
 - (b) Of activities that are individualized and developmentally appropriate for each child served;
 - (c) That provides experience to promote the individual child's physical, emotional, social, and intellectual growth and well-being; and
 - (d) Unless the child-care center is a before- or after-school program that operates part day or less, that offers a variety of creative activities including:
 - 1. Art or music;
 - 2. Math or numbers;
 - 3. Dramatic play;
 - 4. Stories and books;
 - 5. Science or nature;
 - 6. Block building or stacking;
 - 7. Tactile or sensory activity;
 - 8. Multi-cultural exposure;
 - 9. Indoor and outdoor play in which a child makes use of both small and large muscles;
 - 10. A balance of active and quiet play, including group and individual activity;
 - 11. An opportunity for a child to:
 - a. Have some free choice of activities;
 - b. If desired, play apart from the group at times; and
 - c. Practice developmentally appropriate self-help procedures in respect to:
 - (i) Clothing;
 - (ii) Toileting;
 - (iii) Hand-washing; and
 - (iv) Eating; and
 - 12. The use of screen time, electronic viewing, and listening devices if the:
 - a. Material is developmentally appropriate to the child using the equipment;
 - b. Material is not a replacement for active play or a substitute for engagement and interaction with other children and adults;
 - c. Material does not include any violence, adult content viewing, or inappropriate language;
 - d. Child is over twenty-four (24) months of age;
 - e. Viewing or listening is discussed with parents beforehand; and
 - f. Viewing or listening is designed as an educational tool used to help children explore, create, problem solve, interact, and learn with and from one another.



Additional Resources

Division of Child Care
<https://www.chfs.ky.gov/agencies/dcbs/dcc/Pages/default.aspx>

Division of Regulated Child Care (DRCC)
<https://www.chfs.ky.gov/agencies/os/oig/drcc/Pages/default.aspx>

Child Care Aware Tips and Tools
<https://www.childcareawareky.org/tips-and-tools/>

Family Child Care Network
<https://www.fcckky.com/>

Division of Child Care (DCC)

WEBSITE
<HTTPS://WWW.CHES.KY.GOV/AGENCIES/DCBS/DCC/PAGES/DEFAULT.ASPX>

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