

CFR Connection

2015 Issue 1



**Child & Family
Resources, Inc.**

SERVING CHILDREN
AND FAMILIES IN
ONTARIO, SENECA
AND YATES
COUNTIES

**Effective
Homework
Habits** pg. 1

Agency news pg. 3

**Infant/
Toddler** pg. 4

**Registrar's
Corner** pg. 5

**Childcare
Training** pgs.
6-8

Diaper Drive Pg. 9

**Big Hands/
Little Hands
Cooking with
Children** pg. 10

CACFP pg. 11

Helping Children Establish Effective Homework and Study Habits

There is nothing more frustrating than seeing your child struggle through the after-school blues of homework. It is not too early to encourage positive study habits, as these habits will carry them through many years of schooling. Healthy study habits can help to improve academic success and personal confidence!

Healthy study habits are affected by the environment around a child. Most children are most productive in a quiet environment with minimal distractions. It is best to turn off all electronic devices to cut down on distractions. Establish a household rule that the TV stays off during homework time.

Creating a consistent routine that children practice daily promotes an understanding between you and your children of what is expected during the afterschool hours. Providing a permanent work space is part of this routine. Choose a space that is free of distraction and clutter, where the child can sit and have room to spread out books and papers. Set aside enough time for homework so the child does not feel rushed.

When creating your routine, remember to be realistic about your child's needs. Some children need a snack and a short period of play

before feeling ready to concentrate again. Other children respond better if they get it done right away. Remember that this routine is developing life-long habits, so set a time to begin homework to avoid procrastination.

If your child struggles with a subject or two, work on short amounts of this subject each day to encourage progressive growth. Share stories of your own academic struggles (and your positive outcome), so that your child doesn't feel isolated in his challenges. Stay in contact with the



child's teacher. Providing the teacher with feedback of your child's struggles and successes, and any needs that your child may have promotes academic success! Teachers often have wonderful resource recommendations as well as insightful feedback about what is happening at school. Every child learns differently and it is wonderful to take a team approach. Your child benefits from positive communication between home and school!

(continued on Page 6...)

staff & site...

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***Regular office hours are Monday-Friday, 9-4:30**

****Canandaigua office hours are Monday-Friday, 10:30-4:30**

Website: www.cfresources.org

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Canandaigua, NY 14424

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agency highlights. . .



Hi! My name is **Jinilee Hildebrandt**. I am the new Office Manager and Child Care Resource and Referral Specialist at the Canandaigua site. I have my Associates degree in Human Services and have always loved helping people in any way that I can, even just as a listening ear. I have worked and still work at Thompson Health since 2002. I have worked in various departments there, including the senior communities and outpatient services. I love children and have two boys of my own, Liam, 2 ½ and Mason, 10 weeks old. I love spending time with my family and enjoy being in the great outdoors. In my spare time I make jewelry and crafts. I am very excited to join the team and be a part of a great organization that helps families grow and develop!

CFR has received **new grants** from the William G. McGowan Charitable Fund and the Nord Family Foundation to support programming and activities that promote **early literacy skills** in children. Some of the activities include specialized early literacy curriculum training and children's books for family child care programs, fun interactive literacy kits for parents and providers to borrow, a listening corner for the Penn Yan ECE program and increased opportunities for our Together Time Program in both Penn Yan and Dundee. We are excited to bring additional supports to early literacy skill building!!

Every year Child and Family Resources partners with **Keuka College** to coordinate a program called **Angel Tree**. The purpose of the program is to assist children and families during the holiday season. Families that work with our agency are nominated to participate in the program. Keuka college then has different student clubs, as well as other attending students and faculty, sponsor each child who has been nominated. In December, the event culminates in a reception at CFR with Santa (along with milk and cookies), while the Keuka students and staff 'Santa's helpers' present the families with the gifts. Because of the generosity of the students and faculty at Keuka College, our Angel Tree event was able to share the spirit of giving with 38 children and their families!



We extend our sincere gratitude to every person who supports Child and Family Resources with contributions of time and money. Thank you.

Geneva Rotary for their donation for our car seat program

George and Mary Ann Anderson for the donation to the Brad Anderson Memorial Fund supporting scholarships for Gorham ECE programming

Penn Yan Presbyterian Women for continuing to support families in the Penn Yan area

Our Mission Statement

Child & Family Resources is dedicated to providing affordable and accessible programs that enhance and support the education of parents, caregivers, and child care providers, as well as encourage the highest quality of care and positive learning experiences for young children.



Infants and Toddlers Exploring Mathematics By Eugene Geist Young Children – May 2009

A good deal of research is beginning to support the ideal of emergent mathematics and that, much as with reading, children begin to learn mathematics from the day they are born. We know that infants and toddlers begin to notice relationships as they interact with their parents or primary caregivers through songs, rocking, and other verbal and nonverbal communication. Later, they build on this foundation by beginning to classify, seriate (put objects in order based on number and size), compare, and order objects. Here are some examples of what infants and toddlers might do, how these behaviors are related to mathematics, and what teachers or providers can do to encourage the natural mathematical interests of this age group.

What children Might Do	How the Behavior Relates to Mathematics	What Teachers, Providers, (or Parents) Can Do
Dump blocks out of a bucket and put all of the blue ones in a pile	Infants and toddlers look for exact matches because that is the level of classifying they can handle. They cannot understand that things can be the same and different at the same time (e.g. round and blue versus square and blue). Classification skills will one day be used for the math content areas of measurement, patterning/algebra, and geometry/spatial. Receptive language develops before productive language. Therefore, infants and toddlers can understand what you say to them even if they can't talk to you.	Provide plenty of blocks and other toys and items of different shapes, colors, and sizes. Play with children, notice what they do, record observations, and promote interactions with objects. Use words that describe size, shape, and color. "You made a big pile of blue blocks." Ask questions, such as, "Where is the blue one?" or "Can you put all the balls in the bucket?" Ask children what they are doing and talk about mathematical connections the child is making.
Fit containers (such as plastic bowls) of different sizes inside each other.	Infants and toddlers learn by using their senses and their motor skills. Their ability to compare and contrast the attributes of objects is the basis for many future math concepts. Order and sequence (in this case based on size) will eventually lead children to an understanding of quantification (e.g. <i>how much</i> and <i>how many</i>) and comparisons (e.g. <i>more</i> and <i>less</i>)	Provide a variety of toys that invite children to explore with their senses and motor skills and allow them to compare and contrast objects by size, color, texture, and sound. Some good toys for this purpose include xylophones, stacking rings, shape boxes, and textured balls or texture books.
Crawl through a tunnel or in and out of a cardboard box.	Infants and toddlers use their whole bodies to explore and learn. Being in different positions lets children pay attention to where things and spaces are in relation to one another. Physical activities introduce spatial relationships and set the stage for understanding geometry and numbers. The developmental domains (cognitive, physical and emotions) are linked and need to be used to support mathematics understanding.	Encourage children to explore how their own bodies fit in space and to see things from different perspectives (e. g. inside and outside, high and low). Provide an expanding tunnel or one made by taping together several cardboard boxes. Let children climb on a stack of pillows. Talk about what children are doing so they can begin to learn the words that describe math concepts: "You were in the box, and then you climbed out." "You climbed up, on the pillows, and then you jumped down."
Help a teacher slice bananas for snack or return blocks to shelves labeled with shapes	Adults use mathematics every day to help make sense of the world, solve small problems, and order the universe. Infants and toddlers do the same thing as they engage in everyday activities, such as eating snack and cleaning up. As children grow, it is important for them to understand the importance of mathematics in their daily lives so they will feel comfortable with mathematics as adults.	Point out mathematical and relational comparisons during daily activities. For example, serve two kinds of fruit and say, "these apples are hard and crunchy. The bananas are soft and mushy." Introduce mathematical words to children in matter-of-fact ways: "These blocks are longer than those blocks" or "These are square and those are round."



Hello Providers,

The world of child care is every changing. Would you agree? And many times with the changes come new or revised forms.

In September, OCFS put together a **Volunteer Packet OCFS-6015 (9-2014)**. Volunteers are required to comply with the criminal history review provisions of the child care regulations and Part 413 Definitions. This volunteer packet contains the following individual forms and can be obtained by downloading them from OCFS or contacting Child & Family Resources, Inc. via our website at www.cfresources.org, phone, email or mail:

OCFS-6016 Volunteer Information

OCFS-6017 Volunteer Criminal Conviction Statement

OCFS-4930 Request for NYS Fingerprinting Services

JC CBC 15 Staff Exclusion List Check

LDSS-3370 Instructions for Completing the Statewide Central Register Database Form
-DCCS version

The second most recently revised document is the family/group family **Health Care Plan OCFS-LDSS-7021 (Rev. 11/2014)**. It will take the place of the former family/group family HCP. The form number (OCFS-LDSS 7021) remains the same but has a new revision date. The revision and replacement of this form does not require that family/group caregivers replace their plans with this new revision. Going forward, however, applicants should use the revised form. If you have a stock of the old forms, please dispose of them. Continue to use your approved plans. However, should you choose to update, please contact your licensor, registrar and/or health care consultant immediately to ensure the new plan form is reviewed and approved.

Lastly, the **revised Regulations for Day Care Centers (DCC) and School Age Programs (SACC) have been adopted** and will go into effect on **June 1, 2015**. And they are now posted on the OCFS website www.ocfs.ny.gov. Copies of the regulations can be downloaded or ordered through the website as well. Please take the time to become familiar with and come into compliance with the changes made to these regulations. You may forward questions to your licensor or registrar.

Regards,

Mary Jepsen, Registration Coordinator

Hats off to:

*New
Providers:*

Sheila Grant

Laura Jensen

Kelly Martin

DID YOU KNOW THAT...?

- ♦ If you are in need of a [Health Care Consultant](#) please contact our office nearest you for our consultant contact information. Site visits from our consultant for Health Care Plan approvals are now \$50 per hour. All other fees for these services are funded by the Office of Children and Family Services.
- ♦ Our OCFS supported [Intensive Technical Assistance Project](#) is uniquely geared to individual registered and licensed providers or center staff located in Ontario, Seneca or Yates Counties. Professional facilitators come into your program during your business day to offer tips, information and hands-on practice. Providers interested in investigating topics not covered in group classes or as a follow up to a training attended can request this program. Contact Tammy Bursley at 585-507-8601 for more information.
- ♦ Until further notice, Child and Family Resources no longer has a certified MAT trainer. If you are in need of [MAT training](#), depending on your location, please contact the Child Care Council in Rochester at 585-654-4720, or Child Care Aware of Steuben and Schuyler Counties at 607-776-2126. Both agencies can assist with MAT training & recertification.

child care training reminders ...



LOOKING FOR SOMETHING DIFFERENT??

Check out these OPTIONS for Child Care Professionals

Child and Family Resources offers professional development programs that are completely **online**, so the media-rich, interactive courseware can be accessed any place or time via the internet. Once you purchase your course package, you have a year to complete your training at **your own pace**.

Course Offerings:

- Multiple options to fulfill required training hours
- Initial and Renewal Training for CDA
- 100+ Individual courses approved by OCFS

Including but not limited to:

Early Childhood Program Accreditation
Ethics and Ethical Behavior
Stress Management for Child Care Professionals
Bullying: Identification and Prevention
Childhood Anger and Anger Management

Conflict Management in the Early Childhood Classroom
Discovery of Math
Documenting Children's Behaviors
Enhancing Children's Self-Esteem
Experiencing Music in the Classroom
Guidance and Discipline in a Child Care Setting
Learning Styles
Multiculturalism
Nurturing Toddlers
Physical Activity
Physical Activity for Children with Disabilities
Positive Solutions for Challenging Behaviors
Recognizing Levels of Social Play
Risk Management
Special Care: Inclusion
Stranger and Separation Anxiety
Stress in Young Children
Supporting Young Children's Dramatic Play
Teaching Tolerance
Transitioning to Kindergarten
Using Portfolios in Early Childhood Programs
Using the Arts as a Teaching Tool
Using Visual Arts to Enhance Development
Working with Children with Disabilities
Design and Use of Child Oriented Spaces
Communicating Effectively with Parents
Encouraging Parental Involvement
Planning and Conducting Open Houses
Relating with Parents

You can find the link to the Training Academy at
www.cfresources.org

From the Professional
Development tab, click
["Online/Distance Learning"](#)



Continued from page 1...

Encourage your child to get some homework completed at school if the teacher gives this opportunity. The benefit of this is that the teacher is present to assist with any questions your child might have as well as cutting down on the time required at home to complete work. Be available to answer questions and offer assistance, but never do your child's homework for her. There are many web-based supports, and often teachers are willing to send a textbook or topic aids to support both parents and students in their home efforts.

Remember that school is not all academic. There are many social and emotional contributors to your child's experiences at school. Take time to listen to your child about their daily experiences. Most of the time all they need is a simple, reflective response indicating that you are listening to them (and not thinking about dinner plans), and a hug to reassure them of your love.

Lastly, your child is never too young or old to read with you. Bedtime is a perfect time to spend 15 minutes together reading. This counts as quality time and also is a relaxing activity to promote sleepiness. It works so well that sometimes mom or dad are even asleep before their youngster!

Submitted by Sarah Scorsone

child care training reminders ...

CACFP

Child and Adult Care Food Program

ATTENTION Child & Family Resources CACFP PARTICIPANTS

February 12 — Penn Yan

Cen\$ible Meals

(planning meals on a budget)

6:00-7:30pm

- CACFP participants are required to attend one CACFP training per contract year (10/1-9/30).
- CACFP Training can also be used toward the regulatory training topic area of "NH"
- There is no cost to CFR CACFP participants.
- \$15 fee for non-CFR CACFP participants
- Registration is required.

Registration required. No Walk-ins.

Please contact:

Amanda Hines, CACFP Administrator
at 315-536-1134, ext. 2310 to register

Tax Tips (BR, SDC)

6:30-7:30pm

January 21st, 2015

**United Methodist Church— Corner of Rt. 332
and County Road 41, Farmington**

Come ask those nagging tax and business questions! Join guest speaker and accountant, Mark Jacobs and get those questions answered. Participants will walk away with answers to some of those common questions related to owning a family child care business. This will be a lecture based workshop with the opportunity for participants to ask questions that you won't want to miss out on!

(Identified Audience – new providers, experienced providers, potential providers, FDC, GFDC)

CBK: 6, 7 CDA: 6

Trainer: Tammy Bursley, Credential #1367

Bringing Sign Language into Your Program (CD, PD, SDC)

6:30-8:30pm

February 25th, 2015 at our Canandaigua Site

Babies who can communicate through sign are often much happier babies and toddlers -which translates into a happier you. Using signs to communicate with the children that you care for can be that simple. You can even use signs with toddlers and older children who are already speaking. Come join us in learning some simple signs. Participants will walk away with new songs and signs to bring into their programs to use with their children. **It's never too late to begin signing!**

(Identified Audience – new providers, experienced providers, FDC, GFDC, DCC, SACC, LE)

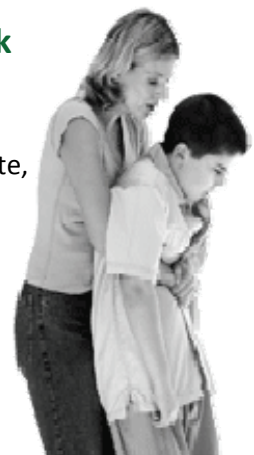
CBK: 1, 4 ELG: 1, 2, 3 CDA: 2, 3, 8

Trainer: Tammy Bursley, Credential #1367

CPR and First Aid are a requirement for Child Care programs in New York State; at least one certified staff must be on site at all times.

- ♦ Classes below are offered with our American Red Cross Certified trainer at our Geneva Site,
- ♦ Class fees: \$125 per person.
- ♦ To register for Child & Family Resources' classes contact Rhi @ 536-1134, ext. 2301

**February 23rd & March 2nd (6-9pm both nights)
April 13th & 20th (FCC 101-limited space)**



Super Saturday!

DOOR PRIZES!

March 21st, 2015

8:30am-3:00pm

Geneva Site



**5 Hours of
training in one day!**

**\$80.00 for the whole day
including breakfast,
lunch and materials!**

**Register with Rhi at
315-536-1134, ext. 2301
by March 6th, 2015**

Schedule

8:30-9:00 am	Registration & Breakfast
9:00-11:00 am	Darkness to Light– Stewards of Children
11:00-12:30 pm	Dramatic Play in Child Care
12:30-1:00 pm	Lunch
1:00-2:30pm	Stretching your Way to Literacy with Yoga!
2:40-3:00	Wrap-up & Evaluations

Darkness to Light – Stewards of Children (CA, SCA, SDC)

Come join guest speaker Nicole Davoli from the Child Advocacy Center of the Finger Lakes in receiving a mix of survivor stories, expert advice, and practical guidance for preventing child sexual abuse. Learn about making choices, taking risks, and supporting each other. Get simple strategies to prevent and respond to sexual abuse through Darkness to Light's **5 Steps to Protecting Our Children**.

(Identified Audience- new and experienced providers, FDC, GFDC, DCC, SACC, LE)

CBK: 5, 6 ELG: 1, 2 CDA 7
Trainer: Bette Somerville, Credential # 14269
Trainer: Tammy Bursley, Credential # 1367

Dramatic Play Design for Child Care (CD, PD)

Dramatic Play can be a useful element in developmental programming. Come learn how to let your imagination and the imaginations of your children soar. We will examine how to align your dramatic play area and design programming with childhood developmental stages. Fun activities, group discussions, and resources will give you the tools to create an amazing Dramatic Play area in your child care.

(Identified Audience – CCC, FDC, GFDC, LE)

CBK: 1, 2, 3, 4 ELG: 1, 2, 3, 4
Trainer: Bette Somerville, Credential #14269

Stretching your Way to Literacy with Yoga! (CD, PD, SDC)

Through yoga, children sense their caregivers trust and deep commitment and responsiveness as they move forward in developing their physical, social, intellectual and emotional skills. Research has shown that one of the benefits of yoga can be a relief from fussiness and from colic. Come join us in learning more ways yoga can benefit your program. Participants will walk away with ways yoga benefits their program, enhances literacy skills and many yoga poses to use with children in their program. **(Please bring a doll or teddy bear to training with you)**

(Identified Audience – new providers, experienced, FDC, GFDC, DCC, SACC, LE)

CBK: 1, 4 CDA: 2, 3, 8 ELG: 1, 2, 3
Trainer: Tammy Bursley, Credential # 1367



HEALTHY FAMILIES ONTARIO

Winter Wonderland Diaper Drive

Healthy Families Ontario
is requesting donations!

~ Diapers (newborn or size 1)



~ Baby Wipes

~ New Baby Items

Please bring all donated baby items to :

Child & Family Resources

514 S. Main St., Canandaigua

or

671 S. Exchange St., Geneva

between

January 1st and March 20th, 2015

*All donations will benefit the Community
Baby Shower on March 28, 2015!*



For more
information
contact:

Sarah Scorsone
514 S. Main St.

Canandaigua, NY 14424

Phone: 585-919-2476

Fax: 585- 394-2078

E-mail: sarah.scorsone@cfresources.org



263 Lake Street, Penn Yan
January 24th, 2015
10am-12pm

Winter Wonderland Family Connections

Join us for fun and games,
indoors and out!



There will be an
activity breakfast,
arts & crafts,
and outside winter
activities (weather
permitting) for all
the kids and
parents too!

**So dress in your winter wear and
come enjoy the season!**



To register contact Rhi at
315-536-1134, ext. 2301



Cooking with Children — fun and educational!

Some of the most stressful times for parents and childcare providers is during meal preparation. We need to be aware of what the children are doing during the mealtime prep and for providers this can be difficult. The same can go for parents. The evening meal can especially be difficult because everyone is tired. Added to this, our children may want our attention so that they can tell us about all their adventures during the day.



One way to get this handled and still get a meal is to have the children assist with the preparation. Children as young as 2 year olds can help in

the kitchen. Starting this practice at a young age can lead to a life long love of cooking. Plus, children who help with the cooking of the meal are more apt to eat the food they helped prepare.

The following are just a few samples how cooking is a learning experience for our children and they probably don't even realize it!

Literacy

Cooking experiences provide a natural way for children to learn new vocabulary - as you talk together about the ingredients you are using, cooking processes and changes observed, they are being introduced to new words and their meanings. Reading the recipe aloud to your child and referring back to it as you cook teaches your child about one of the important purposes of literacy - to provide instruction or information.

Family traditions

Food plays an important part in a family's unique culture. For most families, food plays an

important role in both every day life and special celebrations, and it is the joy and sense of belonging that stems from the repetition of these traditions that stays with children into adulthood.

Brain development

Sensory experiences are wonderful for brain development and cooking with your child engages all of their senses - seeing, hearing, smelling, touching, and (most fabulously) tasting!

Motor skills

Stirring, whisking, chopping, peeling, beating, kneading, tenderizing - all of these cooking processes provide the opportunity to develop physical skills - both fine (fingers, hands and co-ordination) and gross (arm and body) motor skills.

Mathematical concepts

Cooking experiences provide a hands-on, contextual way to introduce mathematical concepts to children and being actively involved within a meaningful context is important when it

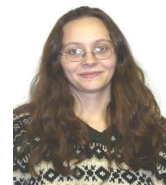


comes to early learning. Especially with abstract concepts such as those related to measurement, number and sequencing.

Self esteem

Children feel a real sense of achievement when they have the opportunity to serve food they have helped to prepare to family and friends.

Adapted from
Childhood 101.com



Go, Slow, and Whoa Foods

An easy way for children to learn about which foods are lower in fat and calories is to teach them to think in terms of Go, Slow, and Whoa. Go foods are those lowest in fat and sugar, relatively low in calories, "nutrient dense" (rich in vitamins, minerals, and other nutrients important to health), and perfect for eating any time.



Examples of Go foods include: fruits, veggies, whole grains, nuts, egg whites, beans, and low-fat milk products. Slow foods are those higher in fat, added sugar, and calories. These should be eaten sometimes or less often.

Examples of Slow foods include: canned fruits in light syrup, meats with the skin on, low-fat mayonnaise, and baked chips. Whoa foods are those highest in fat and added sugar, high in calories, often low in nutrients, and to be eaten sparingly and in small portions.

Examples of Whoa foods include: canned fruits in heavy syrup, cakes, cookies, whole milk, fried foods, and hot dogs.

Next Training: February 12 — Penn Yan. See training page for details. Remember you must pre-register so that we can be sure that all participants have materials.

Important news about the CACFP program and the Civil Rights Training Requirement:

You must take this short training every year and be sure that Amanda gets a copy of your certificate.

Go to http://nydontraining.health.state.ny.us/civil_rights_frontline/.

You will need to download the Adobe Flash Player to view the training.



Child & Family Resources is a National CACFP Sponsor Association member.

CHILD & FAMILY RESOURCES, INC.

Name: _____

Address: _____

City, State, Zip: _____

Phone: (____) _____ Email: _____

Enclosed is my/our gift to Child & Family Resources, Inc. in the amount of \$ _____

This contribution is a Memorial Gift Honoring: _____

☐ Please call me to discuss my gift through my will of estate plan



2015 — Year of the Sheep

January 2015 — *National Soup Month*

January 19 — Martin Luther King, Jr. Day —
CFR closed — all sites

January 24 — Winter Wonderland Family Connections
Penn Yan — 10:00—12:00

February 2015 — *Library Lovers Month*

February 14 — Valentine's Day

February 16—Presidents Day—

CFR closed—all sites

February 16—20 — Winter Recess — no ECE classes

March 2015 — *National Nutrition Month*

March 8 — Daylight Savings Time begins

March 30—April 3 — Spring Recess — no ECE classes

CFR closed April 3rd for the holiday-all sites



Have you liked our page on Facebook? You will discover some great ideas, thought provoking articles, news you can use and the latest in recalls. It is a great way to stay connected to other providers as well as Child & Family Resources...And when you like what you see... let us know and click on LIKE!!

Parenting Meetings and Support!!

(Child Care Provided-Registration Required)

Penn Yan Site:

Wednesdays - 6-7:30pm, ongoing group

P4L — Parenting For Life

Child & Family Resources, Inc. is an official Child Care Resource and Referral Agency affiliated with the New York State Office of Children and Family Services, Division of Child Care Services, Regional Office, 259 Monroe Avenue, Rochester, NY 14607.
585-238-8531 www.ocfs.ny.gov



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Penn Yan, NY 14527

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"The more we shelter children from every disappointment, the more devastating future disappointments will be." Fred G. Gosman



Community Partner

