

CFR Connection

2015 Issue 2

National
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**Child & Family
Resources, Inc.**

SERVING CHILDREN
AND FAMILIES IN
ONTARIO, SENECA
AND YATES
COUNTIES

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Active Play

Young children always seem to be moving - or, at least, they should be moving. Young children crawl, wiggle and scoot. As they get older this changes to walking, running and jumping. So why, then, are we having a problem with childhood obesity? Over the last 30 years, the number of preschool children, ages 2 to 5, who are overweight has more than doubled. Sadly, the number of obese children ages 6 - 11 has tripled! There are many reasons why, however, the two biggest are **what they are eating** and **what they are doing**. What they are doing is not being physically active.

What can we as parents and providers do? How young should we start “promoting” physical activity for our children? Let’s start with the second question. The answer is we need to start promoting physical activity when they are infants. As an infant grows, every kind of activity is important to their overall development. Movement encourages brain activity which in turn plays a role in their cognitive, emotional, and social development. Infants need opportunity and space to roll over, crawl, pull themselves up, and walk. All the time they are doing this they are exploring their world. A baby who spends too much time in a swing, playpen, and stroller doesn’t get this opportunity. As parents and providers we need to make sure that all children are able to move as much as possible. Changing a baby’s position, dancing with your baby in your arms, and baby

yoga are just a few ideas that you can do before they can move by themselves. Even these provide some movement. As they grow we need to give them safe space for exploration, crawling, and pulling themselves up.

How much physical activity do toddlers and preschoolers need? According to the Child and Adult Care Food Program (CACFP), children who are 12 months to 3 years need 60 - 90 minutes of moderate to vigorous play in an 8 hour period. Preschoolers should have 90 - 120 minutes per day. This active play does not need to be continuous. It is recommended that except for sleeping, a child this age should go no more than 60 minutes at a time without some type of movement or physical activity.



School-age children need even more physical activity than toddlers and preschoolers. The activity can be structured or unstructured. These children often receive structured physical activity in gym class, however, it is not enough.

...Continued on pg 11

staff & site...

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Alicia Avellaneda — Early Childhood Educator, ext. 2312

Julie Champion—Executive Director, ext. 2304

Heather Fiero—Executive Assistant, ext. 2306

Debra Hartman—Referral & Outreach Coordinator, leave messages at ext. 2301

Amanda Hines—CACFP Administrator, ext. 2310

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Karlee Roberts — Family Educator, ext. 2222

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Lynette Gage—Early Childhood Educator

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Alison Snyder — Family Support Worker, ext 2508

***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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Penn Yan Center*

263 Lake Street

Penn Yan, NY 14527

315-536-1134

Fax: 315-536-9918

Children's Center

Yates County Courthouse

Monday, Tuesday, Thursday

415 Liberty Street

Penn Yan, NY 14527

315-531-3438

Geneva Center*

671 S. Exchange Street

Geneva, NY 14456

315-781-1491

NEW Fax: 315-789-2524

Gorham ECE

Gorham Elem. School

Gorham, NY

585-526-6351

Seneca Falls* Center

115 Fall Street

Seneca Falls, NY 13148

315-568-0945

Fax: 315-568-0978

Canandaigua ** Center

514 S. Main Street

Canandaigua, NY 14424

585-919-2476

Fax: 585-394-2078

agency highlights. . .



Hi! My name is Alison K. Snyder. I was recently hired to work in the new. Child and Family Resources Inc. office in Canandaigua. I will be working in the Healthy Families Ontario Program, as a FSW. I can't even begin to express how excited I am to be working with and educating pregnant and parenting families. I hold a Bachelor's

degree in Social Work. I have a great deal of experience working with at risk populations, from various cultural backgrounds, with the past 10 years working in the Canandaigua Primary School. I volunteer a great deal of my time helping to care for infants, and providing meals for those less fortunate than myself. I have an abundance of love for children and animals. My two boys, ages 24 and 30 have left the nest. I now fill that void with my two, four legged children, Sasha my beagle, and my cat Princess, these two provide me with hours of "pet therapy". I love the outdoors, camping, gardening, living holistically and spending time with my wonderful husband, and of course the boys when they venture back home.

CFR is excited to be offering ***Together Time*** in Dundee!! This fun filled free program is for children and their parents/caregivers to play and learn TOGETHER! Age appropriate materials, art and literacy activities are a common practice in this weekly program. It is held Thursday mornings from 10:30-12. Call Alicia, 315-536-1134, ext. 2312, for location details and more information.

On March 12th the Yates County Children's Center celebrated its 7th year. Congratulations!!!

The Children's Center, located on the 1st floor of the Yates County Courthouse, is a free, drop-in child care center available to parents and caregivers who have business in the courthouse. It also provides referrals to many different programs such as WIC and Food Stamps, as well as parenting education and resource materials based on an individual family's needs. Since the inception of the Children's Center, the staff have served over 1200 children and families. The current operating hours are Monday, Tuesday, and Thursday, 9-5. Please call Abby at (315) 531-3438 if you have any questions.



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

William Mitchell for his donation to the Brad Anderson Memorial Scholarship Fund.

Canandaigua Rotary Club for the donation from the 2014 Pier Festival.

Mary Hanlon for her donation to the Penn Yan Early Childhood Education program.

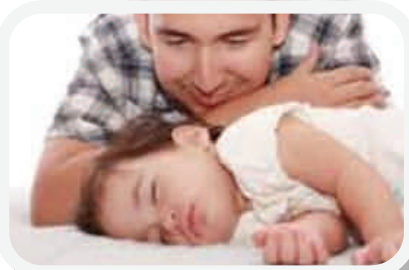
Our Mission Statement

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.



Contrasting Perspectives on Caregiving Practices

You know the old saying, “There are two kinds of people in the world?” This piece isn’t about two kinds of people. It is about two different perspectives on what children need most. Into the first perspective fits most of the professional orientation of early childhood educators and early childhood special educators. That perspective is an individualistic one. It goes something like this: babies are born into the world completely dependent and unaware that they are separate human beings. The early lessons must be to get them to accept the fact that they are separate individuals and can become more and more independent as they grow. The ultimate goal is when an individual



can stand on his or her own two feet and be his or her own person. That doesn’t mean that the individual is alone in the world. Of course, relationships are important too. But, relationships are expected to happen naturally as the child becomes socialized. It’s the independence and individuality aspects of development that must be stressed because they don’t seem natural to those with an individualistic perspective.

Into the other perspective fits 70% of the world population (Triandis). That perspective is a collectivistic or communitarian one. It goes something like this: babies are born into the world with strong tendencies to be independent individuals and they must be coaxed into understanding that they aren’t alone, but in fact, are part of a group of other people. The early lessons must be to get them to accept the fact that they are permanently tied to those around them and that group needs take priority over individual ones. With the proper care, the older they grow, the more attached they become. The goal is life-long ties. Of course, individual attributes, talents and skills are important, but because they serve the group; they aren’t for the glory of the person. Individuality and independence are seen to come naturally; that’s why group

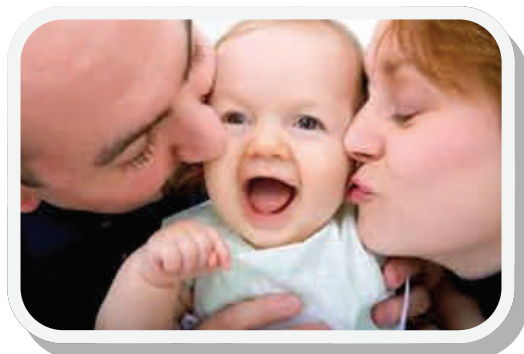
membership must be stressed.

Parents raise their children according to which perspective is strongest and it influences their child rearing practices down to specific ideas like how much to hold babies; when and where to put them *down to sleep*; when and how to *toilet train*; how long to *spoon feed*. Some families’ orientation is based on clear perspective and has strong set priorities to go with it. Others are less clear about their priorities. All families combine elements of individualism and collectivism, but the emphases are different.

The point is not to analyze people in order to classify them, but rather to talk to them so you can understand the meaning behind what you may consider questionable behavior, like toilet training before a year old or spoon feeding three year olds. No matter how uncomfortable one feels about the perspective that isn’t theirs, one way isn’t right and the other wrong. Both work for rearing healthy children. They may have different outcomes as far as the strength of the commitment to family and balance of group needs to individual needs; but which ever perspective you take, it’s hard to ignore the wisdom of this quote:

“Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.”

Vince Lombardi



Developed by Janet Gonzalez-Mena, 2007, WestED, Program for Infant/Toddler Care



Dear Child Care Providers,

Spring, a welcomed season after a long, cold winter! Sunny days when flowers and trees are in bloom is a time of wonder and discovery for children. And it is reason for increased outdoor play time and movement activities. These activities may bring you to your local library for books on planting flowers, bugs, and insects or for story time. You may venture out to your local playground, or take a nature walk at one of our local public trails. Whatever the activity, transportation may become part of your weekly or monthly journey. Oh, don't look away if you are not providing transportation. There is important information for those who arrange for transportation in the event of an emergency as well.

Let's take a look at section **.6 Transportation** for Family, Group Family, School Age and Center programs. Each program has similar regulation requirements. Each regulation has either been revised or updated with specific requirements. Below you will find the underlined portion of the regulation that is new or revised. Remember to contact your licensor or registrar with questions or concerns.

Transportation:

- .6(a)** ...programs must obtain written consent on forms furnished by the Office or approved equivalents from the parent... provided or arranged for by the program.
- (b)** ...parents must be informed when the person who is providing the transportation changes.
- (c)** ...parents must be informed of and agree to a transportation plan before a child can be transported by the program.
- (d)** (center and school age programs)...the program must develop and follow procedures to guarantee no children are left alone on a bus, vehicle, or other transportation modes without adult supervision at any time, including insuring all children have departed the vehicle.
- (e)** Each child must board or leave a vehicle from the curbside of the street.
- (f)** All children must be secured in child safety seats properly installed per manufacturer's recommendation...
- (g)** Programs that offer transportation service either directly or by contract with a third party must ensure that drivers and vehicles meet all Department of Motor Vehicles and Department of Transportation requirements.
- (h)** Drivers must be 18 years of age or older and hold a current valid license to drive the class of vehicle they are operating. *Note: There is a specific class of vehicle for transporting 10 or more children.*
- (i)** Any motor vehicle, other than a public form of transportation, used to transport children in care...must have a current registration and inspection sticker.
- (j)** Parents whose children receive transportation services must receive, at the time of enrollment of their child, a copy of the program's transportation plan. If the plan is amended, parents must receive a copy of the amended plan prior to its start date.
- (k)** No person transporting child care children shall operate a motor vehicle while using a mobile phone, or other electronic communication device, including hands-free devices. All communications made or received by the driver while the motor vehicle is in use for the transportation of child care children must be made from a legally permitted parked position off the road.
- (l)** The program must openly display its daily transportation schedules.
- (m)** When transportation is provided by the child day care center, the driver of the vehicle may not be included in the supervision ratio except when the only children being transported are enrolled in kindergarten or a higher grade.

Be safe, have fun, remain in compliance and enjoy the season!

Regards,

Mary Jepsen
Registration Coordinator

Hats off to:

*New
Providers:*

*Courtney
Foster*

*New
CACFP
Providers:*

Vanessa Grady

Laura Jensen

Allison Smith

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"

Before enrolling be sure class is OCFS
approved.



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

April 13th & 20th (FCC 101-limited space) 6:00 - 9:00pm

May 9th: 9:30am - 4:30pm

June 8th and 15th: 6:00 - 9:00pm

Geneva site only



child care training reminders ...

CACFP

Child and Adult Care Food Program

**ATTENTION Child & Family Resources
CACFP PARTICIPANTS**

9:00—10:30 am

May 16th, 2015—Geneva site

My Kids Won't Eat That

- 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

Small/Medium Enterprise Strategies (BR)

6:30-8:30pm

May 14th, 2015, Geneva Site

Managing the business side of your child care program can be frustrating and time consuming. This is the training you've been looking for! SME is a not-for-profit business program sponsored by IBM and IMF and made available to small and medium business owners at no cost. Forms, spreadsheets, emergency planning, and contracts are just a few of the available resources. Conquer your business challenges!

*(Identified Audience – FDC, GFDC, LE), CBK: 7
Trainer: Bette Somerville, Credential #14269*

Nurturing Nature, Nurturing Our Children (PD, CD)

6:30—8:30pm

May 19th, 2015, Penn Yan Site

So many children are not experiencing the world of nature. They do not play in dirt, run barefoot in the grass, play with worms and bugs, look at clouds, look at **stars**, or even just experience the sounds and smells of nature. Because of this, they are suffering. Providers will leave this training understanding the need and value of nature in the development of our children. They will discover simple and exciting ways to get the children involved in nature and natural play.

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

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

Trainer: Barb Owens Credential # 14334

NAEYC & NAFCC Accreditation (PD) Overview Session

6:30-8:30pm

June 9th, 2015, Seneca Falls Site

Research shows quality matters! Learn more by joining us for this overview session on why accreditation matters. Participants will review and become familiar with the process and requirements to achieve accreditation along with meeting the program standards and maintaining NAEYC and NAFCC accreditation. We will explore what the characteristics of a high quality program are, as well as the steps in the current NAFCC and NAEYC accreditation process. Ample time for questions and answers.

(Identified audience – experienced providers, FDC, GFDC, DCC, SACC)

Trainer: Barb Owens, Credential #14334

child care training reminders ...



Understanding and Knowing Your Role as a Mandated Reporter (CD, SCA, SDC, SS, SBS)

6:30-8:30pm April 13th, 2015

11 Gibson St., United Church, Canandaigua

New York State recognizes that certain professionals are especially equipped to perform the important role of mandated reporter of child abuse or maltreatment. Did you know that Shaken Baby is a form of child abuse? Come join us in **learning** when am I Mandated to Report? What is a Professional Role? And who are Mandated Reporters? Protecting children and preventing child abuse and maltreatment does not begin or end with reporting. Participants will walk away with knowing their important role as a mandated reporter and will be able to recognize child abuse and maltreatment. By working together, we can better protect children who may be vulnerable.

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

CBK: 5, 7 ELG: 2 CDA: 3, 8

Trainer: Tammy Bursley, Credential #1367

SUNY Teleconferences

Geneva & Seneca Falls Centers

All sessions: TIME: 6:45-9:15 pm

There is no cost to providers for this training.

April 30, 2015: A Closer Look at the New Day Care Center and School-Age Regulations. OCFS areas: PD, SDC

May 21, 2015: Author Study with a Focus on STEM (Science, Technology, Engineering and Math) OCFS areas: PD, CD

June 18, 2015: Looking at your Child Care Program through a Different Lens OCFS areas: BR, SDC

For conference topic descriptions go to: www.ecetp.pdp.albany.edu
You must register **ONLINE** at the address above

Please only register for the teleconferences that are applicable to your setting and that you plan on attending.

Get connected to training.....

See our
Professional Development Catalog
for fee and registration details:

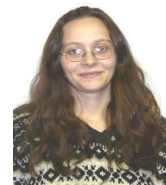
cfresources.org

To Register:

Contact
Rhi Murphy at:
315-536-1134
Ext. 2301

For Family Child Care Health & Safety Start-Up Grant applications or questions:

Contact Julie at:
315-536-1134
Ext. 2304



The Benefits of Family Style Meals in Childcare

Parents and teachers share a common desire to make sure that the children in their care get balanced meals with adequate helpings of fruits, vegetables, proteins, and other meal components. To this end, they carefully prepare plates at meals and snacks, doling out the appropriate servings and encouraging children to eat up. However, there is growing evidence that family-style meals where children are allowed to serve themselves their own desired portions of food from common serving bowls may help children learn to tell when they are hungry or full and to enjoy healthier foods.

Family-style benefits.

Healthy and unhealthy food choices are not made in a vacuum. Individual food choices and preferences are influenced by multiple environmental factors, including the meal setting; interactions with family members, providers, peers; and, particularly for children, role modeling from adults. Family-style meals help alter some of these environmental factors by encouraging children to learn about their own body cues, i.e. fullness vs hunger, and giving children adult and peer role models during meal times.

Family-style meals have two important components: Children serve themselves, and they eat with their peers and adults at a table. The first component, self-service, has many benefits for children: It helps children learn to respond to their own hunger and fullness cues with appropriate servings and develops motor skills related to scooping and selecting food and passing bowls and plates. The motor skill benefits may be obvious, but teachers and caregivers often balk at the idea that children should select their desired foods and serving sizes. Adults may assume that children do not know how much to eat or fear that children will eat too little or too much if allowed to make their own food choices, but there is evidence that even very young children can respond to their own hunger and fullness cues and self-regulate their food intake if given the chance. Providers who are part of the CACFP program, though, do need to oversee that the children are getting the minimum proportion to meet the meal requirement.



The second part of **family-style service**, role modeling, is also important for both social development of children and healthy eating. There is evidence that parents and siblings can promote healthy food consumption by modeling it themselves and that meals eaten with family members are positively associated with the consumption of healthier meals by children and adolescents. Having child care providers enthusiastically model healthy eating can also help encourage children to try new foods. While adult modeling of healthy eating is an obvious benefit of family-style service, peer-to-peer role modeling is an often overlooked positive. Some child care providers have found that children are more willing to try new foods when they see other children choosing the novel foods. Family style also gives children a chance to practice their social niceties, such as passing food to their peers, saying “please” and “thank you,” and conducting conversations.

For more information and references please go to www.altarum.org/health-policy-blog/pass-the-peas-please-the-benefits-of-family-style-meals

Next CACFP training: SATURDAY- May 16th ,9:00-10:30, Geneva site “My Kids Won’t Eat That”
You must pre-register to attend. Call Amanda at 315-536-1134 ext 2310

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_frontend/

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



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

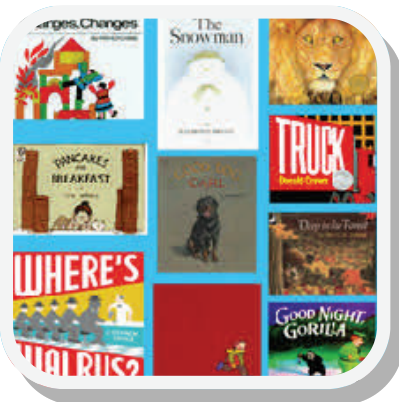


Have Fun Reading Wordless Books

Sometimes parents and providers feel overwhelmed and lost when a child asks them to read a wordless book. There are lots of benefits to reading wordless books. Literacy is not simply decoding words but also involves the understanding of subtext and the ability to make inferences, so learning how to "read" stories beyond literal text is very important. Wordless books have to tell the story without text, so they are the perfect tool for enhancing reading comprehension. The following are some tips on "reading" books with no words.

Narrate the action: this is the most common approach in that all you do is simply narrate the pictures. However, with some books this can be really hard especially at the end of a long day. So if that doesn't always work, what else can you do?

Ask questions: Asking questions not only takes the pressure off the reader (you) but it teaches the child that narrative clues lay outside of just the text. When answering your questions, kids start to understand story elements like plot, character, conflict, theme and even symbolism. It is also a great foundation for later on when they need to write and create their own stories.



So what questions do you ask? Start with the simple ones:
What do you see in the picture?
What is happening?
Who do you see?

Just opening the book for the first time can lead to these questions: *Where does this story take*

place? What is the weather, the season, the time of day? Is there anything unusual or familiar in the picture? What sorts of things do people do in a place like this?

Spend time talking about the characters: *What does it look like they are doing? How do you think that they feel? What is the character thinking?*

Ask anticipatory questions. This is a great way to spark interest for the children so that they are eager to turn the pages to see what happens: *What do you think will happen next? What do you think should happen? What is the character going to do next? What choices does the character have to make?*

By asking some of these questions, you are able to get the child to tell you the story! Child-led narration exercises his imagination and oral skills. It encourages him to learn new vocabulary. With you by his/her side you are able to assist him/her with new words as they tell you the story


These tips are not just for wordless books, though. If you give a child a new book, you can do the same thing. Look at the pictures, ask questions, and see where the child leads you. Then you can suggest: *"Let's read and see how close we were to the story that the author wrote."*

The following is just a few of the wordless books for you to enjoy with the children in your home or care.

"Changes, Changes"
"The Snowman"
"Pancakes for Breakfast"
"Where's Walrus"
"Good Night Gorilla"
"Truck"







Adapted from article in www.whatdowedoallday.com

get connected ...



Child and Family Resources presents

Pinwheel Garden "Powered by Air"



Celebrate the
Month of the Young Child
& Child Abuse Prevention Month
with pinwheels and other air
powered activities!

Help plant a pinwheel garden.
Crafts, games and snack will be
provided for the whole family

Seneca Falls Library – 47 Cayuga St.
4/11/2015 – 10am-Noon Call: 315-568-0945 to register

Penn Yan Site – 263 Lake St.
4/18/2015 – 10am-Noon Call: 315-536-1134 to register

Geneva Site – 671 S. Exchange St.
4/25/2015 – 10am-Noon Call: 315-781-1491 to register

...continued from page 1...Active Play

The National Association for Sport and Physical Education recommends that children in this age get 30 - 60 minutes of physical activity with 15 minutes of this being vigorous. A minimum of an additional hour should be spent on non-structured and fun physical activity. Although not always fun, having your child help with chores can help them to be more physically fit. An example is raking leaves.

So what can you do to promote physical activity for your children? The two greatest things you can do is be a good role model **and** participate in the activities with them! In turn, that will make you more physically active, too! Make these activities a family effort. Remember, fitness is not just doing formal exercises, it is moving and stay moving for a period of time. Make it fun!!!

Submitted by Barb Owens

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

April 2015

April 3 — **CFR Offices closed**

April 6 — ECE classes resume — Penn Yan & Gorham

April 11 — Pinwheel Event - Seneca Falls Library

10:00am-12:00*

April 18 — Pinwheel Event - Penn Yan-10:00am-12:00*

April 24 — **CFR Offices closed for staff training**

April 25 — Pinwheel Event - Geneva-10:00am-12:00*

*See page 11 for more information

May 2015

May 25 — closed for Memorial Day —

Memorial Day Parade — Gorham ECE classes

June 2015

June 15-19 — last week of ECE classes



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!!

Come join us at the following community events:

April 11 — Geneva Reads Bookfest @GCC, 12:30-3:00

April 11 — Geneva Festival of Nations @GCSD, 3-5:00

April 25 — YMCA's Healthy Kids Day @ Canandaigua

YMCA, 10:00am-1:00

May 30 — Pride Event @ Geneva, Seneca Street,

1:00—3:00

June 13 & 14 — Keuka Arts Festival in Penn Yan.

9:30-5:30

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



Child & Family Resources, Inc.
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"Children are like wet cement. Whatever falls on them makes an impression." Hain Ginott



Community Partner

