

CFR Connection



Child & Family Resources, Inc.

SERVING CHILDREN AND FAMILIES IN ONTARIO, SENECA AND YATES COUNTIES

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6 Ways To Upgrade Your Praise

Remember the days when your preschooler showed you every last drop of paint he splattered on paper so you could rave about it? And when you could talk your kindergartner into playing soccer just by telling her how awesome she was? Well, the times they are a-changin'.

"When kids get to be 7 and 8, they transition from being overly optimistic about their abilities to being realistic," explains Jennifer Henderlong Corpus, Ph.D., associate professor of psychology at Reed College, in Portland, Oregon. "They're beginning to know what they are capable of, how good they are at it, how they measure up to their classmates, and when the praise their parents give them rings true." A sign of this: Your kid may start brushing off your genuine kudos with "You have to say that -- you're my mom." How do you articulate your praise so that it meshes with your child's savvy new stage? Increase her self-esteem by tweaking your compliments so they sound more legit to her.

Focus on Improvement

Canned "This is the most creative art project in the class."

Credible "Your art project is even more detailed than last time."

Emphasizing improvement will keep your kid motivated when his work doesn't receive the top grade in class or get picked to be displayed on the school bulletin board. If your kid did, in fact, get the highest mark, still resist comparing his grade with his classmates'. Chances are, there will be times when your child doesn't do as well as his peers, and not hearing the usual "You're the best!" may make him sulk.

Emphasize the Effort

Canned "I'm proud you didn't get anything wrong on the spelling test."

Credible "I see you worked hard on memorizing the spelling words."

Acknowledge the process your child went through to reach her goal -- not just the end result. This will help her feel good not only about what she's done, but what she's capable of doing again. "By praising a child's effort, you help her to be confident about taking on new challenges," says Carol Dweck, Ph.D., professor of psychology at Stanford University, in California. It also instills resilience, which will come in handy when the going gets rough -- for example, when she doesn't get the part she wanted in the school musical or when she's expected to memorize all the multiplication tables.



Be Understated But Sincere

Canned "You're a great big brother."

Credible "That's pretty good how you helped Lila put her toys away."

"Kids this age trust understated praise more than overstated praise," says Harvey Karp, M.D., *Parents* advisor and creator of the DVD and book *The Happiest Toddler on the Block*. That's because over-the-top enthusiasm can feel manipulative, whereas low-key praise seems more honest and sincere.

(continued on page 3)

staff & site...

Penn Yan Staff

Alicia Avellaneda — Early Head Start Educator, ext. 312
Kelly Cohick—Office Manager, CCRR Specialist ext. 301
Lynette Gage—Early Childhood Educator, ext. 311
Amanda Hines—CACFP Administrator, ext. 310
Mary Jepsen—Registration Coordinator, ext. 313 or 206
Julie Champion—Executive Director, ext. 304
Shaintel McGuire—ECE Assistant, ext. 311
Cheonna Miller—Family Educator, ext. 308
Anetta Oppelt—Finance and Administration Director, ext. 303
Rebecca Reed—Family Educator, ext. 305
Eddie Strong — CCRR Specialist-Referrals/Grants, ext. 314

The Children's Center Staff

Eddie Strong—Early Childhood Assistant, (315) 531-3438
Abby Townley—Director/Early Childhood Educator, CACFP Monitor (315) 531-3438

Geneva Staff

Natalie Ball—Family Educator, ext. 219
Tammy Bursley—Infant/Toddler Specialist and Professional Development Education Coordinator, ext. 207
Heather Fiero—Executive Assistant, ext. 212
Jackie Gallahan—Registrar, ext. 208
Cynthia Gonzalez—Family Resource Educator, ext. 220
Debra Hartman—Referral & Outreach Coordinator, ext. 202
Teresa Kennedy—Family Educator, ext. 217
Terri Knight-Miller—Legally Exempt Coordinator, ext. 210
Millie Ortiz—Early Childhood Educator/Office Assistant, ext. 216 or 201
Joan Santiago—Family Educator, ext. 204
Bette Somerville — CCRR Specialist/Professional Development Facilitator, ext. 209
Dawn Waite— Geneva Site Coordinator/Family Educator, ext. 203
Jennifer Wright—Healthy Families Coordinator, ext. 211

Gorham Staff

Bonnie Coulson—Early Childhood Assistant,
Barb Owens—Early Childhood Coordinator/
Professional Development Facilitator

Seneca Falls Staff

Heather Elisofon—CCR&R Specialist/Professional Development Facilitator, ext. 402
Teresa Bryan — Office Manager, CCR&R Specialist-Referral, ext. 401
Shelly Wilcox— Registrar/Seneca Falls Site Coordinator, ext. 403

Joni Gustafson—Health Care Consultant, cell phone only 315-345-7093

General Email: cfr.info@cfresources.org
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

at Yates County
Courthouse
Monday—Wednesday
9am—5pm
415 Liberty Street
Penn Yan, NY 14527
315-531-3438

Geneva Center*

41 Lewis Street
Suite 103
Geneva, NY 14456
315-781-1491
1-800-881-5786
Fax: 315-781-1493

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

*Regular office hours are
Monday-Friday, 8:30-430

Another tactic that works: "Gossip" praise. Suppose you're talking to your mom on the phone when your son walks in from the backyard and starts his homework. Quietly tell your mom, "Jason got right to work on his homework." Make it loud enough so he can just overhear you. "If your son comes back with an "I heard that," you know you've done it right. "It's a curious phenomenon, but people believe things they overhear more than things that are told to them," says Dr. Karp.

Spotlight Specific Achievements

Canned "Terrific job selling all those Girl Scout Cookies!"

Credible "It was smart to smile and look customers in the eye when you asked them to buy the cookies."

Specific praise seems more legit to kids than a blanket statement. "Plus it helps a kid understand what she did right and what future strategies would be useful," says Dr. Corpus. Dana Kramer uses this tactic during Scrabble games with her son Andrew, 8. "I'll say things like, 'That was clever how you put the "J" down on the Triple Letter Score in the middle of two Double Word Scores,'" she notes.



Take Time to React

Canned "It's so exciting that you won a ribbon at the science fair."

Credible "Hmmm. Would you like to tell me about this ribbon?"

Instead of reacting right away, allow your child to evaluate and appreciate his own work; it lays the foundation for building self-esteem. "When you rush in with praise, it can derail your child's introspection," says Brad Sachs, Ph.D., family therapist in Columbia, Maryland, and author of *The Good Enough Child: How to Have an Imperfect Family and Be Perfectly Satisfied*. What's more, Dr. Sachs says being quick to praise may create anxiety in a child because he feels that he always has to perform at a high level. Instead, offer praise after your child has a chance to explain his accomplishment.

Acknowledge "You"

Canned "I'm incredibly proud of your school book report."

Credible "You must be so proud of your school book report."

While your opinion still matters to your child, she's developing her own sense of accomplishment. During this phase, turn the tables with your praise. Explains Dr. Corpus: "You'll be supporting her emerging autonomy and helping her feel responsible for her achievements."

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

To the children, families, community members and staff who supported our food and canned goods drive. Your contribution helped support local food pantries that serve those in need in our communities.

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.



In order to promote safety and well-being of children in child care programs, licensors and registrars will be available to child care providers for technical assistance. They will inspect programs to evaluate compliance with regulations. Research shows that unannounced inspections of child care programs encourages compliance with regulatory standards and improves quality. Therefore, licensors and registrars will be making unannounced inspections on a regular basis.

Review your regulations often. In some cases there are policy statements that help clarify certain regulations. You have on-line access to the policy statements at www.ocfs.state.ny.us. Other avenues of computer access should you not have a computer are through your local library or Child and Family Resources, Inc. Of course, you may call your licensor or registrar with questions or concerns. Keeping yourself informed will help obtain and maintain compliance to the regulations.

Program and child day care forms can also be accessed in the same manner as the regulations. The forms listed on the above website are for your use or you can develop your own. If you develop your own, make sure you are referring to the regulations in order to obtain regulatory information.

Lastly, CPR and First Aid is now law. Make sure you renew your certifications without a lapse. Not having current certifications will be a serious violation and a fine may be imposed. This is not an area where you can procrastinate. Therefore, plan several months ahead by scheduling a recertification date and applying for EIP funding.

We have just received information that there is now a number for providers across the state to call to find out information about CPR and First Aid classes in their area. The number is 1-888-522-1277. This should streamline the registration process and ensure that providers will receive clear, correct information. This number is managed by the Child Care Contract Team so providers will also be able to receive grant information.

New this year is that AED will be included in all CPR courses. The CPR class curriculum has also been updated in the last year with new materials. As of April 2011, OCFS agreed to the new 2 year certification for CPR. First Aid will now be offered in conjunction with the CPR/AED class as they are both now 2 year certifications. Review CPR classes will no longer be offered at the Red Cross or through the grant in the near future due to changes in the curriculum and certification times. The new class training times are CPR/AED with First Aid—8 hours. This is 4 hours for CPR/AED and 4 hours for First Aid.



Please remember if you have any questions, give your registrar or licensor a call.



Provider Appreciation Celebration!!



“Giving Childrøn Wings to Soar”

May 2nd, 2012

7-10 pm

Ramada Inn Geneva Lakefront

A Buffet Dinner Will Be Served

Child Care Providers - Free

Guests - \$20



We hope you can join us for an evening of

Friendship  Fun  Fellowship

Providers will receive gifts of appreciation & recognition

Reservations Required by April 20th

RSVP to Heather Fiero @ 315-781-1491 ext. 212

Hats off to...

*New CACFP
Participants:*

Richard Parker

*New
Providers:*

Sandra Bugbee

*Roxanne
Sellinger*

Beth Weldon

*21st Century
Boys and Girls
Club*

*The Salvation
Army of
Canandaigua
Phoenix
Program*

Health and Safety Training For Child Care Providers...

Health & Safety Training is required for all **potential family and group family** child care providers in order to become registered or licensed. Fees for Health & Safety are reimbursable to new providers who are successful in receiving their registration or license. This session of Health and Safety will be held at the Penn Yan Site from 6:00-9:00 pm on the following Tuesdays....

May 22 -“Intro to Health & Safety”, BR

May 29 -“Creating a Safe Environment”, SS, SDC

June 5 -“Creating a Healthy Environment, Part 1”, NH, SDC

June 12 -“Creating a Healthy Environment, Part 2”, NH, SDC

June 19 -“Protect & Prevent”, SS, CA, SCA, SBS

June 26 -“Emergency Preparation & Response”, SS, SDC

Cost for the series is \$250.
You may be eligible for a grant to
assist with payment.

*For further information please
contact Tammy Bursley at
315-781-1491, ext. 207*

*To register, contact
Heather Fiero at
315-781-1491, ext. 212*

child care training reminders . . .

**All Specialized Training — \$30.
All Class Times: 6:30-8:30pm
Contact the Geneva office to register.**

Working with Temperaments of Infants and Toddlers (CD, PD)

**May 9th
United Church
11 Gibson Street, Canandaigua**

An understanding of temperamental differences can help caregivers work more responsively and effectively with the individual infants and toddlers in their care. Dealing with temperament is dealing with individual differences. Each child has their own unique blend of temperament traits. Participants will leave the training with a better understanding of temperament and dealing with individual differences in their program. Come join us in small group discussions to see if you have that flexible, fearful or feisty child in your program. (A PITC based workshop)
(Identified audience - experienced providers who care for infants and toddlers FDC, GFDC, DCC)



Developing Themes for Your Program (PD/CD)

**May 22nd
Seneca Falls Site**

Developing themes for your programming can be fun and exciting! Using the skills learned in the “Developing Lesson Plans” workshop, we will learn how to go a step further and develop and use theme units. Seasonal, topical, literacy, science, math, and other subject areas will be used to develop a “Theme Lessons” resource library for the provider. This is a great opportunity to take your program to the next level. The participants will learn how to develop lessons that create a fun and exciting learning program. Participants will work in small groups and the classroom to create themed lesson plans to take home. (Identified audience – new providers, experienced providers FDC, GFDC, DCC, SACC)

The Emotional Impact of Custody & Child Care (CD, NH)

**May 30th
Geneva Site**

Learn how child care providers can support children whose parents are going through custody issues. An in-depth look at children’s reactions based on their age as well as the grieving process they go through during these transitions. (Identified audience – new provider, experienced providers, FDC, GFDC, DCC, SACC, LE)

Emotional Development in Infants and Toddlers (CD, PD)

**June 4th
Geneva Site**

By caring for the children in your program you have the ability to foster their development of healthy emotional behavior. Infants experience a series of distinctive social-emotional stages as they grow. By understanding these stages, caregivers can better support each child’s developing sense of self, relationships with others, understanding of social rules, and ability to work out feelings through communication and creative play. Participants will walk away from the training with a better understanding of the social-emotional stages of growth. Come join us in this PITC based lecture and discussion workshop to learn about the stages of emotional development of the infant and toddlers in your care! (Identified audience – experienced providers who care for infants and toddlers FDC, GFDC, DCC)

It's Potty Time! (CD, HN, PD)

**June 11th
Geneva Site**

It's my potty and I'll cry if I want to! Potty training can be one of the most rewarding...and most challenging steps in development a child can go through! The independence it brings about is magnificent...the work and time that is needed to get them there can seem insurmountable! Come share your concerns and experiences of potty training and take home many ideas that will help you and your program through this exciting transition! (Identified audience – new providers, experienced providers, potential providers FDC, GFDC, DCC, LE)

child care training reminders . . .

Free Red Cross Training Disaster Preparedness (SS)

April 11th, 6:30-7:30pm
Geneva Site

“What Would You Do If... - Preparing for those Un-thinkable Disasters” You don’t want to think it will happen ...but it can. This workshop covers all aspects of disasters preparedness. Topics addressed include personal preparedness steps, making a plan and assembling a disaster kit. Discuss what is needed for sheltering in place, how to communicate with parents and developing an alternate location, etc. Participants will learn ways to plan for those unwanted disasters from the experienced at American Red Cross. This hands-on is a great step towards keeping children safe!! (Identified audience- new providers, experienced providers FDC, GFDC, DCC, SACC, LE)

NAEYC & NAFCC Accreditation (PD) Overview Session

April 17th, 6:30-8:30pm
Geneva 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 NAFCC and NAEYC current accreditation process. Ample time for questions and answers. (Identified audience – experienced providers FDC, GFDC, DCC, SACC)

SUNY Teleconference Dates:

Topics to be determined

April 26 * May 17
June 14 * October 18
November 15

Time: 6:45—9:15
Geneva & Seneca Falls sites



M.A.T. Medication Administration Training

Class Date	Location	Time
May 19th Saturday	Geneva Center 41 Lewis St.	8:00-5:00

Non-Refundable Registration/Materials Fee: \$50
Classroom Training Fees: \$150
Independent Study Competency & Test: \$75
Independent Study Competency & Test
with M.A.T. binder if requested: \$125

Topic Areas covered: SDC-2 hrs., NH-5 hrs., SS-1hr.

*Training topics awarded upon successful
completion of competencies testing.*

For specific curriculum questions contact
Joni Gustafson at 315-435-7093

To register contact Heather Fiero
at 781-1491, ext. 212

CACFP- Child and Adult Care Food Program

ATTENTION CACFP PARTICIPANTS!!! LAST TWO TRAININGS FOR THE CACFP TRAINING YEAR!!!

5/1/12—Penn Yan Site, 263 Lake Street
8/14/12—United Church, 11 Gibson Street, Canandaigua

All sessions 6:30-7:30pm

- CFR CACFP participants are required to attend one CACFP training per year.
- 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.

CACFP Participants:

Please contact: Amanda Hines, CACFP Administrator,
315-536-1134, ext. 310 to check your
training requirement status!!

NON-CFR CACFP Participants:

Please contact Kelly Cohick:
315-536-1134, ext. 301



READING ENRICHMENT: Creating A Love of Books That Lasts A Lifetime

by Theresa Constans Daly

Early experiences with books, including being read to, lay the foundation for later literacy behaviors. Research has documented the tremendous impact these experiences have on later reading scores, verbal performance, and overall school achievement (DeBaryshe, 1993; Elley, 1989, Scarborough, Dobrich & Hager, 1991). If reading enrichment is a good thing for young children, what are the core components of reading enrichment programs? How can programs inspire a love of books in young children and foster parental involvement in reading and reading-related activities? Positive and frequent experiences with books are recognized as critical elements in the founda-



tion of later literacy. Public libraries and bookstores, particularly those with specially designed programs and materials for young children, are an excellent resource for families interested in exploring the world of books. In addition to offering a wide selection of books to choose from, many libraries and bookstores also offer literacy-related activities for children and their caregivers. "Story Hours" at libraries or bookstores are easy and accessible way for many parents to introduce their children to books. These opportunities often include an art or craft activity that is related to a book's theme. And, most importantly, "story hours" create an opportunity for parents and their children to be in a setting, surrounded by books, with other adults and children who share a similar interest. Parents have the opportunity to observe their own children as well as other children and parents are engaging in activities that promote literacy. Caregivers have the same opportunity with the engaging activities with the children they serve to take back to share with their families.

Family literacy programs, like those incorporated into Head Start and Early Head Start, are designed to address literacy on an intergenerational level. By supporting improvements in adult

literacy, these programs hope to foster a love of reading within families that, in turn nurtures the literacy development of the children. Simple and inexpensive interventions can have a positive impact on early literacy experiences of young children and their families. At Damon's house, his mother lifted him up into bed. As they snuggled, she looked on as Damon held his new book. "What's that?" she asked Damon as she points to the picture of a big dog on the book's cover. After dinner, Shantell and her mother used some watercolor paints together. "Let's make a purple tree," her mom suggests. Shantell dips her brush into red, then the blue paint. Parents can also learn from these experiences. They come to understand that early literacy is about more than teaching their children the alphabet or how to read. Together, parents and their children are also sharing in the joy of learning, the intimacy of reading together, and the creativity in building on a story through art or movement activities. The enriched relationships between infants, toddlers, and their caregivers through these early literacy experiences provide the best foundation for a life-long love of reading and writing.

Zero to Three, September 2005, Volume 26 No. 1

See page 12 for parent meeting information!!!!

“Bear Wants More” by Karma Wilson



*When springtime comes,
in his warm winter den
a bear wakes up
very hungry and thin.*

For those of you who don't know the books by Karma Wilson, the ECE team wants you to explore “Bear Wants More”. After reading the opening page above, you can see that this is a great book for this time of the year.

BEAR FACE: One fun activity that adds a different sensory experience is to make a paper **plate bear face**. All you need is a paper plate, cut-out ears, nose and something for the eyes like black buttons. Have the children glue on the face and then spread glue on the plate. For the “fun” texture have the children spread coffee grounds on the plate and shake. The coffee grounds will stick to the glue to make a brown bear.



BUILD A LAIR — cave. This could be done either inside the house or outside. Inside all you need are a couple of chairs, or a small table and a sheet/blanket. Children have great imaginations so real soon this becomes the lair to them. Also, what a great new word for them to learn. While you are at it, have the children make masks of the animals. Be creative! These can be done with paper plates, paper bags, or download a printout from the web. You can also have each child bring in their own

teddy bear and make a lair out of boxes, toy blocks, furniture etc. Again let both their and your imagination lead you!

SNACK TIME POTLUCK: What foods did the bear's friends offer him? Strawberries, clover, fish and honey cakes. Substitute gold fish for the fish and parsley or lettuce (or shamrock shaped cookies) for the clover. Ask the children what they would bring to a potluck with friends. Have a pretend potluck with all the children's favorite foods. This is also a great introduction to sharing.

“Bear Wants More” is also used as an introduction to **sign language**. Very young children can learn the sign of more:



Another concept that can be addressed is “more or less”. Snack time and project time are wonderful for discussing this concept. “Do you have more green fish or more yellow fish? Let's count and see.”

A great companion book to this is “Bear Snores On”. This book includes the same friends who visits the Bear's lair on a cold night. Many of the same ideas can be incorporated into this book, too.

Websites for great ideas:

www.teachervision.fen.com —
type “Bear Wants More” in the subject line

www.karmawilson.com/teachers.htm



Kid Friendly Recipes



Crinkly Carrot Fries

Slice 1 pound of carrots into 1/2-inch-wide sticks.

Toss with
1 tablespoon olive oil
1/4 teaspoon dried thyme
1/4 teaspoon salt

Bake at 400 degrees F. for 15 to 20 minutes, or until soft, on a parchment paper-lined pan.

If you have a crinkle cutter, kids may find these even more fun to eat.

Pasta with Veggies

Ingredients

1 cup acini de pepe or pastina
1/3 cup finely diced carrots
1/3 cup finely diced red bell pepper
1/3 cup frozen baby peas
1/3 cup finely chopped broccoli
1/3 cup frozen whole-kernel corn
1 tablespoon olive oil
1/8 teaspoon pepper

Make It

Cook pasta in lightly salted boiling water for 7 minutes. Stir in veggies and cook 5 minutes; drain and enjoy!
Makes 6 servings



Tips and Strategies for the Implementation of Water, Milk and Physical Activity in your Program...

There are many ways to implement new things into your program, whether it is through books, movement or choices. Here are some tips to help the children adapt to the changes:

- Purchase books about water, milk and physical activity and place them around the room for the children to look at.
- Teach children about the water cycle and show them how the process works.
- When offering water, offer the children straws and they may decide that they can have fun while drinking the water.
- Create a milk theme board – Ask children questions and take pictures of them drinking milk. Post them on the theme board for the children to see.
- Serve milk in special cups and let the children choose the special cups in which they will drink it from.
- Physical activity is very important to keep children moving and active. This also helps to fight obesity by keeping the children active and interested in different physical activities. There are many activities to do with children whether it is inside or outside. Set up obstacle courses with chairs, cones, balls and other items or put mats on the floor for tumbling, yoga and movement. Adults can become involved in these activities by teaching children how to navigate through the course. Physical activity is a great energy booster for both adults and children.
- Sign-up for the Let's Move! Child Care @ <http://healthykidshealthyfuture.org/welcome.html>.

Source: Mealtime Memo for Child Care January 2012 Healthy, Hunger-Free Kids Act of 2010

get connected ...

**Child Safety Seat
Inspection Stations**
For A List by County
go to:

<http://www.safeny.ny.gov/seat-per.htm>



In Need of a Car Seat?

Contact Millie at
315-781-1491, ext. 201



Celebrate the

Month of the Young Child

and

Child Abuse Prevention Month

*Help us plant a
pinwheel and rainbow garden !!*

Crafts, games and snack will be provided
for the whole family

April 28th

10am-Noon

ALL ARE WELCOME!!

3 Locations!!

To Register:

CFR Penn Yan Center Event: 536-1134, x 301

CFR Geneva Center Event: 781-1491, x 201

Waterloo Community Center Event:
568-0945, x 401

April*Grilled Cheese Month***2012***National Humor Month*April 6th **CFR closed**

April 9th—13th Spring Recess — ECE programs closed

April 22nd Earth Day

April 22nd—28th Week of the Young Child

April 28th Pinwheel Garden Event — all sites
see page 11 for details**May***Get Caught Reading Month***2012***National Smile Month*

May 2nd Provider's Appreciation Dinner, See page 5

May 6th World Laughter Day

May 11th Child Care Provider's Day

May 28th Memorial Day (observed) **CFR closed****June***Dairy Month***2012***Great Outdoors Month*

June 1 Say Something Nice Day

June 13th Celebrate Our Children — Gorham—5:30

June 15th National Flip Flop Day

Parenting Meetings and Support!!*(Child Care Provided-Registration Required)***Geneva Site:**Mondays -1-3:00pm, ongoing group
FUN — Family Understanding and Nurturing**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



Child & Family Resources, Inc.
263 Lake St.
Penn Yan, NY 14527

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Children need the freedom and time to play. Play is not a luxury. Play is a necessity.
Kay Redfield Jamison



Community Partner

