

CFR CONNECTION

STAY CONNECTED WITH CHILD AND FAMILY RESOURCES, INC.



**CHILD & FAMILY
RESOURCES, INC.**

**SERVING CHILDREN
AND FAMILIES IN
ONTARIO, SENECA
AND YATES COUNTIES**

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Provider Appreciation Day is Friday, May 9th !

Provider Appreciation Day is an annual celebration on the Friday before Mother's Day that recognizes the work of child care providers, teachers and other educators of young children. Established as a way to thank family child care and center-based providers, Provider Appreciation Day is now celebrated throughout the United States and around the world as a "thank you" to the people who educate, support and spend a tireless amount of time with our children.

Childcare has evolved over time. In earlier history, the elders of the family would naturally take on this role. Childcare was a family institution and non-family members were not considered to be responsible for caring for the family's children. With the Industrial Revolution and demand for laborers, to the need for two parent incomes, to the societal changes in caregiving roles, the scope for child care has changed.

Today, child care is needed more than ever, with both parents going to work and both being expected to meet the demands of the workplace. Retirement age has extended into our 70s. Grandparents are no longer the first option to take care of the kids, as they are also most likely still working. 2020 revealed the intense need for childcare and the impact of accessible, consistent and knowledgeable child care professionals. The role they play cannot go unnoticed and taken for granted.



Join us in celebrating the educators who provide care, learning and lifelong success for young children in their family child care homes, in child care centers and in preschool/Head Start/UPK programs in Ontario, Seneca and Yates Counties.

How Can I show My Appreciation?

- Simple and Heartfelt:
 - Handwritten Thank-You Note: A simple, heartfelt note expressing your gratitude can go a long way.
 - "Thank You" with a Smile: A genuine smile and a simple "thank you" can be a powerful way to show appreciation.
 - Share a Kind Word: Let them know how much you appreciate their work and dedication.
- Tangible Gifts: a gift card to a local coffee shop or a store they frequent can be a thoughtful gesture.
- Book or Learning Materials: If you know they enjoy reading or need supplies for their center, consider a book or educational materials.
- Organize a Group Gift: Get together with other families to pool resources and purchase a larger gift or contribute to a classroom need.

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NEW STAFF

Courtney Ellis
Office Manager &
Marketing Specialist



Greetings! My name is Sara Keller and I am happy to join the CFR team as a Family Resource & Support Specialist. I just relocated to Canandaigua, from Erie County, Pennsylvania. I was born and raised in Northwestern PA – so this has been quite the change for me. Prior to joining the CFR team, I have experience working in inpatient drug and alcohol treatment as an assistant counselor and was a caseworker with Erie County CPS for nearly 4 years. I attended Indiana University of Pennsylvania where I obtained my bachelor's degree in criminology. In my free time I enjoy camping, music festivals, and spending time with my 2 cats! I am passionate about supporting and advocating for children and families and excited to start this new adventure with CFR!



My name is Hannah, one of the new FRSS for Ontario County. I was previously an Family Resource & Support Specialist for Wayne County before I started here. I live on a small hobby farm with my husband and three children. I have not been in the human service field for long, only starting October of last year. I have my Bachelor's in Animal Science and am currently pursuing a Masters in Clinical Mental Health Counseling. It is my hope to help parents navigate the emotional rollercoaster that is parenting. I look forward to working with CFR in supporting families and meeting all the wonderful staff that work here!



Hi! My name is Mattie Yontz. I am the new Early Childhood Educator at the Children's Center in the Penn Yan Court House. Prior to starting with CFR I worked at a childcare center in Watkins Glen called My Place: A Play and Learning Center. There I was a lead teacher and over the span of 3 years I lead multiple different rooms and ages such as infants, toddlers and preschool (Mainly infants). I have previously studied Early Childhood Education at SUNY Cortland for about a year and am currently in the process of completing my associate's degree. I am truly passionate about caring for others, especially those in need of support. Caring for others is something that has always come naturally to me. I'm happy to be joining the CFR team and am excited to gain knowledge, help children and families, and continue to grow here with all of you!



Donations are always appreciated. Your donations will go to a family in need, to support our programs for parents, children and caregivers.

Amanda Miller
Children's Center Supervisor
& Child Care Specialist



Understanding and Responding to Infant's and Toddler's Challenging Behaviors

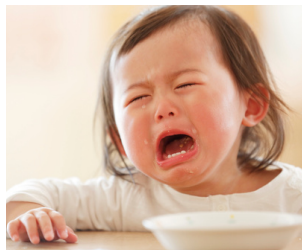


Infants and toddlers are constantly learning about the world around them, and as they develop, they often express their needs, wants and emotions in ways that can be challenging for caregivers. Whether it's tantrums, biting, hitting, or difficulty sharing, these behaviors are a normal part of early childhood. Understanding the reason behind these actions and responding with patience and guidance can help children develop important social and emotional skills.

Why do Challenging Behaviors Happen?

Infants and toddlers experience big emotions but have limited ways to communicate them. Their challenging behaviors often stem from:

- **Limited Communication Skills**– young children may struggle to express their needs verbally, leading to frustration based behaviors like crying or hitting.
- **Developing Independence**– as toddlers explore their autonomy, they may resist instructions or insist on doing things their way.
- **Emotional Regulation Challenges**– self-control is still developing, making it hard for little ones to manage strong emotions.
- **Curiosity and Exploration**– young children learn by testing limits, which can sometimes lead to unwanted behaviors like throwing objects or grabbing toys.



Positive Strategies for Managing Behaviors

Rather than viewing these behaviors as misbehavior, caregivers can see them as learning opportunities. Here are a few strategies to support children through these moments:

- **Model Calm and Positive Behavior**– children learn by watching adults. Demonstrating patience and problem-solving skills helps them develop their own self-regulation.
- **Use Simple, Clear Language**– encourage communication by labeling emotions and guiding behavior with simple instructions (ie. "you're feeling mad, lets take a deep breath.")
- **Offer Choices**– providing small choices ("do you want the red cup or blue cup?") helps toddlers feel in control and reduces power struggles.
- **Redirect and Distract**– if a child is engaging in an unwanted behavior, gently guide them toward a more appropriate activity.
- **Set Clear, Consistent Limits**– establishing simple and consistent rules helps children understand expectations. Use positive phrasing, such as "hands are for helping" instead of "don't hit."
- **Encourage Positive Behaviors**– praise efforts and successes to reinforce good behavior ("Great job using your words to ask for a turn!")
- **Support Emotional Regulation**– teach children how to manage their emotions through techniques like deep breathing, hugs, or a calm-down space.

When to Seek Additional Support

While challenging behaviors are a normal part of early development, some children may need extra support. If behaviors are persistent, intense, or interfere with daily life, consulting with a pediatrician, early childhood specialist, or behavioral expert can help identify any underlying concerns and provide guidance. By responding with patience and understanding, caregivers can help infants and toddlers navigate their emotions and build the social-emotional skills they need for future successes. Remember, every challenging moment is an opportunity to teach and nurture a child's growth!

Kelli Aruck
LE Enrollment Specialist



Dear Enrolled, Legally Exempt Providers,

Did you know that you could be eligible to be paid at an enhanced rate? **Relative and non-relative providers are both eligible!** In addition to the enhanced payment rate, you will be gaining information and resources to enrich your program and assist the families you work with.

To be eligible you must:

- **Complete additional 10 hours of approved training as specified in Social Services Law 390-a (**see below) These trainings must have been completed within the last twelve months.**
- **Submit satisfactory documentation of the training to the enrollment agency (Child & Family Resources)**

Please note that for non-relative providers this 10-hour training is in addition to the required 5-hour pre-service training. The enhanced enrollment rate can be completed at any time during the enrollment period and must be renewed yearly. Specific training categories are listed below. All the training under the e-learning tab, on the Early Childhood Education and Training Program (ECETP) website are approved training categories. Please see the link below for the website. You will need to create an account and log in to complete trainings.

<https://www.ecetp.pdp.albany.edu/mytraining/guest/Login.aspx>

****Training topics specified in Social Services Law 390-a**

- Principals of childhood development, focusing on the developmental stages of the age groups for which the program provides care
- Nutrition and health needs of infants and children
- Child day care program development
- Safety and security procedures
- Business record maintenance and management
- Child abuse and maltreatment identification and prevention
- Statutes and regulations pertaining to child day care
- Statutes and regulations pertaining to child abuse and maltreatment
- For operators, program directors, employees and assistants of family day care homes, group family day care homes and child day care centers, education and information on the identification, diagnosis and prevention of shaken baby syndrome.
- Adverse childhood experiences (ACEs), focus on understanding trauma and on nurturing resiliency.



This and other training information can be found on page 4 of the New York State Office of Children and Family Services Legally Exempt Program Enrollment Form Information and Instruction Guide. You may find the instruction guide using the link below.

<https://ocfs.ny.gov/forms/index.php?find=4699a&lang=%25&topic=%25>

Please reach out to the Legally Exempt team if you have any questions!

1-800-881-5786 or 315-568-0945

Donna Wilcox
CCR&R Coordinator



Learning Through Play

I was often asked by the parents at my learning center why I promoted play so strongly. Don't get me wrong, I also felt that structured learning "played" an integral role in a child's healthy growth and development, but it is only part of the equation. The second question asked by parents was what the benefits were for their children. Their mindset seemed to reflect the worn-out tale that their children can play at home, and why on earth would they want them to play in school and have to pay for it to boot? They expected their children to learn academic skills in school, when a lot of these skills can be learned through free play.



Consider this: the LEGO Foundation funded an examination of over 300 pieces of research that studied play in 40 countries. They found that when children ages 3–6 are given ample time for child-led free play, they showed significantly greater learning gains in literacy, motor, and social-emotional development. Pretty neat, huh?

Over the past several years, experts in various disciplines such as pediatrics, psychology, and education have expressed alarm about the disappearance of play in early childhood and its long-term effects. This tells me that more training needs to be done on the importance of free play in early learning centers, but also in elementary school. As children age, the academic demands on them increase, and play is a vital release of pent-up frustration from these demands. This "older" play might look different than in pre-school, but it serves the same purpose in terms of the skills gained through it.



The benefits of free play include cognitive development, increase in creativity, social skills, emotional regulation, and physical development. Children are engaged because it grabs their attention and motivated them to participate actively in their education. When children are engaged, they are more likely to retain information and develop a love for learning. They can explore topics at their own pace, catering to their interests and learning styles. They also learn resilience. Through play, children face challenges and learn to cope with failures.

How do we define play in early childhood? The answer is that play is an activity; something occurs when play takes place, play is recreational; it is creating and recreating, amusing and diverting, and play is spontaneous; it does not require rehearsal or planning (that's the best part!).

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Donna Wilcox
CCR&R Coordinator



Learning Through Play (continued)

The implementation of free play is pretty self-explanatory, but one key component to remember is that we as teachers are not part of it. Yes, we are the facilitators and are always nearby to assist as needed, but free play is unstructured and 100% child directed. Isn't that a recipe for disaster, you might ask? On the contrary, it is a vital recipe for success. Learning through play is considered a pedagogical approach to learning that emphasizes the importance of play in a child's development. It recognizes that play is not only a natural and enjoyable activity for children, but also a vital component of their learning process.

Implementation is key. When we incorporate free play into our classrooms, we have to remember the importance of setting up our environment with age-appropriate and engaging materials that a child with infinite curiosity will find impossible to resist. We must design our classrooms to include materials for imaginative play. Let them decide the centers in which to play. They are individuals and have individual tastes, just like adults.

Consider dramatic play. There are a myriad of ways for setting up your dramatic play learning center and then keep it engaging by rotating your materials at a minimum of every season, if not monthly. You can plan around your theme of the month. For instance, if the children are learning about shopping at the grocery store, you can include shopping carts, cash registers, food, money, etc. If you provide real items, (such as empty boxes of cereal, etc.) it is all the more enriching for children because this is what they see in the grocery store. Then, during free play, the children spend time "shopping" with their friends, one friend being the store cashier and another the customer. Children love to imitate adults and letting them play-act is the perfect way to do it.



And don't forget outdoor play. It allows children to explore nature, get fresh air, and develop their gross motor skills. Here as well, they learn to cooperate and problem solve. They will feel a sense of cohesiveness with their peers, and a desire to be part of the group. Their social and emotional skills will develop (with us as facilitators if they have trouble fitting in), they will be less likely to be bullied, and more likely to be leaders with a mind of their own. It is important to remember that our role as educators is to model the behavior we want them to emulate.

Learning through play is a powerful approach that supports holistic development in children. By valuing play as a critical component of education, we can foster an environment that promotes lifelong learning, creativity, and resilience. Embracing this approach not only enhances academic outcomes but also nurtures well rounded individuals prepared to face the complexities of the world.



Tracy Travis
Professional Development
Coordinator



**April 17th
12 – 1:30pm via ZOOM
Directors Coalition**

Directors Coalition consists of child care directors from Ontario, Seneca, and Yates Counties, with the goal to have a professional networking system for support and training. The meeting focus is determined by the directors. The group is composed of new directors and those with many years of experience.

- Donna Wilcox and Candi Hart
- Cost: **FREE**



**May 7th
6:30–8:00pm
Canandaigua Office
CACFP**

- Priority will be given to those who have not yet attended one required training. All others will be wait listed and will be contacted by phone when a seat is available
- 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 “2-NH”
- There is no cost to CACFP participants sponsored by Child and Family Resources.
- \$15 fee for non-Child & Family Resources sponsored CACFP participants
- Please make childcare arrangements! Children cannot be present at trainings.
- Registration is required to attend. Please register 1 WEEK before training.
- **Trainer:** Amanda Miller

**May 3rd & 4th
9am – 5pm; Penn Yan (both days)
Health & Safety**

This competency-based 15-hour training provides a foundation for practices that promote and protect the health and safety of children in home-based childcare. Successful completion of this course is required for all new family or group family day care applicants in New York State prior to licensure or registration, as well as for existing family or group family day care providers who change location or modality. This course is required for all new FDC and GFDC providers by NYS OCFS.

- OCFS: 2 (NH); 4 (SS); 5 (BR); 6 (CA); 7 (SDC); 8 (SCA); 9 (SBS)
- Trainer: Tracy Travis



**May 7th
6 – 8:00pm via ZOOM
Core Business #5- Facilities & Liability**

Goal:

- To understand the liabilities involved in child care business

Learning Objectives:

- Recall three risks of operating a child care business
- Identify strategies for minimizing risks and staying in compliance with regulations
- Create a Risk Management plan
- 3 Minimum Participants
- OCFS: 3 (PD); 5 (BR)
- Trainer: Tracy Travis
- Cost: **FREE**

May 14th

6:30-9pm

Canandaigua Office

Role of Provider in Meeting the Social Emotional Needs of Infants and Toddlers

This training explores the critical role that early childhood providers play in supporting the social-emotional development of infants and toddlers. Participants will gain an understanding of how secure attachments, responsive caregiving, and supportive environments shape young children's emotional well-being. The session will cover key developmental milestones, strategies for fostering positive relationships, and techniques for recognizing and responding to children's emotional cues. Providers will also learn how to create nurturing, predictable routines and use reflective practices to strengthen their caregiving approach. By the end of this training, participants will have practical tools to promote healthy social-emotional growth in the children they care for, laying a strong foundation for lifelong well-being and success.

- 2 Minimum Participants
- OCFS: 1 (CD); 3 (PD); 6 (CA)
- Trainer: Amanda Miller
- Cost: **FREE** thanks to the Infant Toddler Contract

June 4th

6-8pm via ZOOM

Core Business #6- Policies & Contracts

Goal:

- To understand the importance of having contracts and policies in child care businesses

Learning Objectives:

- Recall the basic elements in a contract
- Identify the process for developing and revising policies
- Evaluate current program policies
- 3 Minimum Participants
- OCFS: 3(PD); 5 (BR)
- Trainer: Tracy Travis
- Cost: **FREE**



June 5th

6:30-9pm

Canandaigua Office

Baby Basics; Play is Key

Wondering what to do with the infants in your care all day? Curious about nutrition, temperament, or childhood development? In this training we will touch on all of this and more! Join us to learn all about the basics of caring for an infant, from diapering to sleep, relationships to temperament, and everything in between.

- 2 Minimum Participants
- OCFS: 1 (CD); 3 (PD)
- Trainer: Candi Hart
- Cost: **FREE** thanks to the Infant Toddler Grant

June 18th

6 - 7pm via ZOOM

Tom Copeland Curriculum- Intro to Record Keeping

This first session is a one-hour overview of record keeping for family child care providers. After completing this introductory class, participants will be able to run their businesses more smoothly by keeping appropriate business records.

This class focuses on the following areas:

- Identifying which business records to keep to help save time and money
- Reporting business income accurately
- Identifying common business deductions to reduce taxes.
- 3 Minimum Participants
- OCFS: 5 (BR)
- Trainer: Tracy Travis
- Cost: **FREE**



June 14th, 2025

8:30am-3:30pm

Child Care Educators Professional Development

Spring Conference 2025

*See Registration QR code for link to full
session descriptions and payment options*

Agenda



8:30-9:00

Arrival & Check-In



9:00-10:00

Keynote Speaker

**Barb Owens, Early Childhood
expert & consultant**



10:15-12:15

Workshop Session 1



12:30-1:15 Lunch included



1:30-3:30

Workshop Session 2

5 hours of training!

- Training will count towards OCFS topic areas.
- Network with other family based, center based and school based professionals!
- Learn new tips for supporting children in your care

Location:



HOBART AND WILLIAM SMITH
COLLEGES

In Collaboration with:

GENEVA | 2030



Register Here

Scan code or click link



\$40

per person

Registration Closes May 30, 2025.

*Transportation may be available through HWS for local
Geneva area caregivers only.*

Please contact 315-536-1134 for more information.

Amanda Hines
CACFP Administrator



Snuffy's Snack



Supplies:

- 1 Large Bowl for mixing
- Parchment Paper
- Baking Sheet

Ingredients:

- 2 Cups of rolled oats
- 3 oz chopped almonds
- 1 tbsp cinnamon
- ½ tsp salt
- 3 large egg whites



Directions:

- Combine oats, almonds, cinnamon and salt
- Stir egg whites in until mixture is evenly coated
- Place on Parchment-lined baking sheet and bake at 225 degrees for 60 minutes, stirring about every 20 minutes.
- **Once cooled, Enjoy a crunchy SNUFFLEUPAGUS snacky treat !**



The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department." "If you need to file a complaint, USDA uses specific language. Therefore, If you wish to file a Civil Rights program complaint of discrimination, you must complete the USDA Program Discrimination Complaint Form, found online http://www.ascr.usda.gov/complaint_filing_cust.html, or call any USDA office. You may also call 866-632-9992 to request the form. A letter can be written, however it must contain all the information present on the form. Send your completed complaint form or letter to: USDA Office of the Assistant Secretary for Civil Rights 1400 Independence Ave, SW, Stop 9410 Washington, D.C. 20250-9410 or E-mail address: program.intake@usda.gov. Individuals who are deaf, hard of hearing, or have speech disabilities can contact USDA through the Federal Relay Service at Local or Federal relay: (800) 877-8339 Spanish relay: (800) 845-6136."



Spring Flowers

Supplies:

- Paint or Markers
- Egg Carton (not foam)
- Straws, Pipe Cleaners, or Popsicle Sticks
- Pom Poms
- Scissors (with adult supervision)
- Glue
- Paint Brushes

Choose the supplies you would like to use to design your own flowers.

Spring Activities Scavenger Hunt

				
Squat to find a sprout	Dance on the grass	Smell three flowers	Pedal your legs in the air	Find four yellow things
				
Find something soft	Reach up to the sun	Collect ten small rocks	Wiggle like a worm	Look for a tree with flowers
				
Collect four sticks	Tiptoe like a raccoon	Jump over a puddle	Spin around five times	Jump like a frog
				
Stomp in the mud	Find three bugs	Crawl like a turtle	Skip on a sidewalk	Waddle like a duck
				
Spot three birds	Look under a big rock	Stretch like a rainbow	Take ten steps backwards	Roll like an egg

Cooking With Zak (from #LittleZaksKitchenadventures)

At Little Zak's, we have introduced weekly cooking and meal prep activities with your children, aiming to guide them towards good food habits and let them enjoy the benefits of cooking from a young age. To make it easier to mirror this at home, we will be sharing one recipe from our Little Zak's Cookbook every month on our [Instagram](#) and [Facebook](#)! Share your cooking journey with us using [#LittleZaksKitchenAdventures](#)

Cooking is a vital skill that everyone should be able to do. But did you know that learning to cook has numerous benefits for children? From learning life skills to fostering responsibility and promoting healthy eating habits, cooking with your child has a positive impact on their development. There is no age when you should start cooking with your children because as long as they are doing age-appropriate tasks, like kneading, mixing, or measuring, they will benefit. It's worth mustering all the patience you have because there are many great reasons to bring your little one's into the fold!



- **Develops Life Skills**—Cooking skills are used throughout the entirety of a person's life: from making a basic sandwich to crafting a three-course feast, we use them daily. Beginning to cook at a young age will allow your child to grow up with a wide repertoire of meal options and phenomenal kitchen skills that are sure to impress! They can develop valuable life skills simply by spending time in the kitchen with you, even if they are not given a large task to do
- **Improves Motor Skills**—Motor skills are important for all child developmental stages, helping children learn everything from handwriting and language skills to coordination and balance. Not everyone knows that sports and crafts are only some of the ways that your little learners can develop their motor skills. Rolling dough, stirring sauce, peeling fruit, and mixing batter are great cooking tasks that help young children to develop their hand-eye coordination and fine motor skills. You can alter the kinds of tasks your children help with depending on their age and capabilities to help improve these skills.
- **Increases Reading & Language Skills**—Reading and talking about recipes with your child can help them to enhance their comprehension skills, whilst showing them different applications of writing. Not all children love story books, and that's okay! With recipes, you have the benefits of teaching them to read, but in a fun and hands-on way that offers a clear cause and effect. For younger children with limited language, start them on individual words they know, and as they grow they can read more and more of the method to you.
- **Improves Math & Numeracy Skills**—As anyone who has ever followed a recipe knows, there is a lot of math involved in cooking! Whether measuring by weight with scales or using measuring cups and spoons, your little ones have a great opportunity to improve their math and numeracy skills. Counting, addition, subtraction, ratios, fractions, and timing are all real-life applications of math in your kitchen.



- **Improves Concentration Span**– We all know that children are masters at being distracted, but like arts and crafts, cooking is a process that can keep them engaged. The preparation time listed in the method is a great help in being able to assess the difficulty of a task for your child, as well as the number of steps. If there are five steps to a recipe, take them one step at a time and let your child's interest guide you into how many steps they complete with you. If they love a recipe but only complete one step, make it again later and watch as they complete and learn more steps as their attention span and confidence grow. Besides, along the way, they will discover how all steps must be completed for a delicious treat at the end — what a motivator!



- **Builds Self-Confidence & Fosters Responsibility**– Who doesn't love creating a nice meal or treat that everyone enjoys? This is true too for children who can use cooking to help develop positive self-esteem, confidence, and a sense of self-worth. It is a great and safe space to encourage and celebrate their work and achievements, as they can see the result of their effort and benefit from it in real time. It is also a great way for little ones to foster a sense of responsibility. A small task they might find easy and do well, like peeling carrots for example, might end up being something they always end up doing to help with dinnertime. They can consider this task their "job" and feel a sense of pride whenever it must be done or for simply just helping their parents in the kitchen.

- **Expresses Creativity**– Cooking can function much like arts and crafts, as it lets children express their creativity and have fun through simple things like food or meal presentation and recipe development. This can be as simple as choosing the plates to serve the meal on, helping to pick the ingredients for a salad or dish, or decorating cookies and cupcakes with icing.



- **Encourages Sharing & Builds Relationships**– The kitchen is a great environment for siblings, cousins, and friends to cooperate, communicate, and build stronger relationships together. Shared activities are great at fostering stronger ties between children and can allow each of them to play to their own strengths while building up other skills. Children of different ages can assist with different steps and tasks from a recipe while reading it together and working towards the shared goal of enjoying a meal or snack afterwards. The kitchen is also a great place where you can spend quality time with your little ones. You can pass down family recipes and traditions to your children or create new memories and moments that they will want to pass down to their own children.

- **Encourages Adventurous Eaters & Healthy Eating Habits**– A toddler and small child's life is all about experimenting and exploring, and this means at mealtimes too. Picky eating is one way that children can show their independence, which is a normal part of child development — however frustrating it can be! Helping to prepare their own meals can make a big difference to your children's eating habits and help them become more adventurous eaters. They are more likely to eat food they have prepared themselves as this still feels as if they are in control. It is a great way to introduce new foods to their diets to support their childhood nutrition and can encourage life-long healthy eating habits.



CFR Pinwheel Events



April is Child Abuse Prevention Month
and Family Strength and Support Month

April 12th

9am - 12pm

Seneca Falls Community Center
35 Water St

April 12th

10am - 12pm

Penn Yan Library
214 Main St

Snack and Drinks Provided

FREE books thanks to Budding Readers, while supplies last

Come Decorate a Butterfly or Make A Pinwheel

FREE program made possible with funding from OCFS Trust Fund

Contact Natalie Poore at (315) 956-9903 for more information



Community BABY SHOWER



Locations:

please register for one location
Penn Yan Academy (Cafeteria)
Saturday, April 26th
10-11:30am

Seneca Falls Community Center
Saturday, June 28th
10-11:30am

Wood Library
Saturday, August 23rd
10-11:30am

REGISTER using the QR Code,
click here for the link, OR
Call/Text Sarah at
315-412-4527
at Child & Family Resources

FREE Program
made possible
by a grant from
NYS OCFS.



2025 Community Baby Shower
Registration Form



Expectant Parents will Receive:

- Community resource information
- A diaper bag to fill during the event
- The chance to win raffle prizes
- Food and beverages are available
- A fun time with other expectant parents!

Provider Appreciation Day

Friday, May 9th

(continued from page 1)

Other Ways to Show Appreciation to Your Child Care Provider:

- Volunteer: Offer to help with tasks in the classroom or at the center.
- Share Positive Feedback: Let the provider know when you're particularly pleased with something they've done.
- Submit a Video Testimonial: If appropriate, record a short video of your child saying thank you or expressing their appreciation.
- Create a Thank You Card: Have your child draw a picture or create a card to express their appreciation.
- Donate to the Center/Home: If you know of a need at the center/home, consider donating or helping with fundraising.
- Celebrate National Provider Appreciation Day: Plan a small celebration for your provider or program.