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Fall

NEWSLETTER

2022

Newsletter for Niagara County Child Care Providers, Parents & Child Advocates



 **Gummy Worm Day!**  

It was a struggle to come up with something for the newsletter cover page, then I came across July 15th, “**Gummy Worm Day!**” The date has already passed but how can you not celebrate “**Gummy Worm Day!**” So pick a day, any day will work, and have fun! Just so you know, if you are receiving CACFP, gummy worms are not considered a credible snack.

 **How to Celebrate “Gummy Worm Day!” ?**

- Treat yourself with a big bag of **Gummy Worm** candies.
- Bring **Gummy Worms** to share with the kids and co-workers (remember possible allergies).
- Learn how to make **Gummy Worms** from scratch (recipe in newsletter).



Did You Know...

- ...that the word gummy comes from the German word *gummi*, meaning rubber (*yum*)?

Want ideas, type “**Gummy Worm recipes for kids**” in your search engine. More ideas came up than I would have ever imagined. In creating this newsletter, I learned about ice chalk. The recipe was e-mailed to parents and providers in July and now, “**Gummy Worm Day!**”

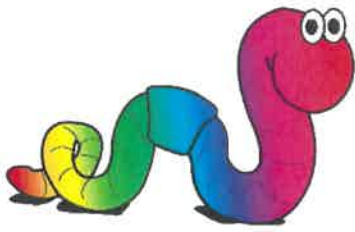


Have an absolutely terrific day filled with laughter!

Note, our office is closed September 2nd & 5th.

Carolyn





DIY GUMMY WORMS!



Recipe by [sudsrakay](#)

READY IN: 5 hours 20 minutes
SERVES: 15
YIELDS: 15 gummy worms



INGREDIENTS

- ✦ 3 ounces **Jell-O gelatin** (any flavor)
- ✦ $\frac{2}{3}$ cup **water** or $\frac{2}{3}$ cup juice
- ✦ 15 **soda straws**



DIRECTIONS

- ✦ Boil water/juice & add Jell-O.
- ✦ Mix until Jell-O dissolves.
- ✦ Pour into a square/rectangle baking pan. Let Jell-O cool.
- ✦ Put straws into Jell-O so they fill up with it (you can use a knife to hold them down).
- ✦ Put pan into fridge until Jell-O is very firm.
- ✦ Remove straws from Jell-O.
- ✦ Roll a rolling pin on straws to push out the Jell-O.














SCHOOL-AGE KIDS

<https://www.psychologytoday.com/us/basics/child-development/>

School-age children, roughly between age 6 and 10, are more independent, and independently social, as they take on more responsibility for their social lives, their activities, their schoolwork, their health, diet, hygiene, and safety. Some will enter puberty at this age, girls more likely than boys.

The frequent transitions of this period can be daunting for kids and for parents, but children are more likely to thrive when they are confident that their caregivers remain ready to support their emotional needs. Parents can maintain strong relationships with their kids by remaining engaged with their connection even when their children don't seem to be or won't admit to be. Parents may find that even as sons and daughters begin to rebel, they will still listen to their caregivers' advice, eventually, if it is given calmly and without judgment.

On This Page

-  How can kids learn to become more independent decision makers?
-  Why do children seem to lose motivation as they enter middle school?
-  How do children develop resilience?
-  How can a parent tell if a child has enough friends?
-  How can children manage early puberty?
-  How does bullying affect children?
-  What do children need most from their parents as they approach adolescence?
-  How can a parent tell that a child is depressed?
-  Does too much screen time affect kids' mental health?

How can kids learn to become more independent decision makers?

Metacognition means being aware of one's own thinking. Experts believe it is crucial for children developing decision making as it enables planning, monitoring, and evaluation of their responsibilities, school assignments, and schedules. Conscious awareness of one's challenges in math, for example, can lead to better planning on upcoming assignments, more attention to the results, and greater self-reflection.

Why do children seem to lose motivation as they enter middle school?

Often a child who worked hard and was eager to achieve in elementary school seems to slack off and lose interest when they enter upper grades. It's a normal phenomenon at this stage of development, often driven by frustration with new demands on their organizational and time-management skills; distraction, as social life and bodily change become higher-priority concerns; the effects of bullying or social exclusion; and an embrace of rebellion to authority, represented by teachers. Parents who observe these shifts in their children should reach out with calm, empathy, reassurance, and practical advice, as opposed to judgment or punishment.





How do children develop resilience?

Life stressors can weigh particularly heavily on children, who may lack the perspective an adult might bring to a temporary setback. Resilience is not an innate trait. It's something children can develop. Research has shown that children who are better able to regulate or control their emotions are less likely to become anxious or depressed in stressful times. Supportive relationships with parents and other close adults can boost a child's resilience, as it gives them the confidence to move forward.

How can a parent tell if a child has enough friends?

Parents may hope that their children meet whatever definition of "popular" they subscribe to, but like adults, children differ in their social needs. Some are happy to have one or two close friends, while others may become anxious if they don't feel like everyone in their class likes them. Like adults, though, few children embrace loneliness. Parents who closely observe their children's moods and routines, and recognize that they are experiencing loneliness, can support them not by arranging play dates, but by encouraging participation in group activities and helping them develop social skills.

How can children manage early puberty?

The American Academy of Pediatrics considers puberty to be early, or "precocious," if it occurs before age 8 in girls, or age 9 in boys. The average age of puberty onset is about 12 years, although research suggests that this age is gradually shifting earlier for more children than ever before. For these children, changes to their bodies and moods may be especially tumultuous, leading to feelings of awkwardness around peers, discomfort with their bodies, and an unwelcome sense of being detached. Girls who reach puberty earlier may be more likely to experience panic attacks, body dissatisfaction, substance abuse, and even experience suicidal tendencies.

Researchers refer to these issues as the result of mismatch between one's physical and emotional development. Early developing boys experience similar stresses due to mismatch, research finds, but generally to a lesser extent as even early puberty tends to arrive later in boys than in girls.

Parents, experts advise should reassure children that they are still "normal"; they are just reaching a universal milestone slightly ahead of schedule. A parent's openness to listen to a child's concerns about any topic, and their ability to remain positive and supportive, can help a child get through this period with their confidence and self-esteem intact.

How does bullying affect children?

Approximately 20 percent of students report being bullied at school. Boys and girls report being bullied in equal numbers. However with the advent of cyberbullying, those numbers may be rising. As children move past early childhood, they are less likely to tell parents about bullying or ask parents to intervene. Victims can be traumatized by bullying, in ways that may linger into adulthood including shame, lower self-esteem and diminished self-confidence. Children who are bullied may experience it as social rejection, which is why being bullied is a common source of school avoidance.

What do children need most from their parents as they approach adolescence?

Research has long suggested that the most beneficial parenting style for a child's development is authoritative—high in both warmth and discipline. More recent research investigated which of those factors was more important for healthy development over the lifespan and found that children benefited more strongly from parental warmth, regardless of whether the parent was also high or low in terms of discipline. Love, then, in the form of warmth, forgiveness, and understanding, may be the most important thing a parent can offer their children.

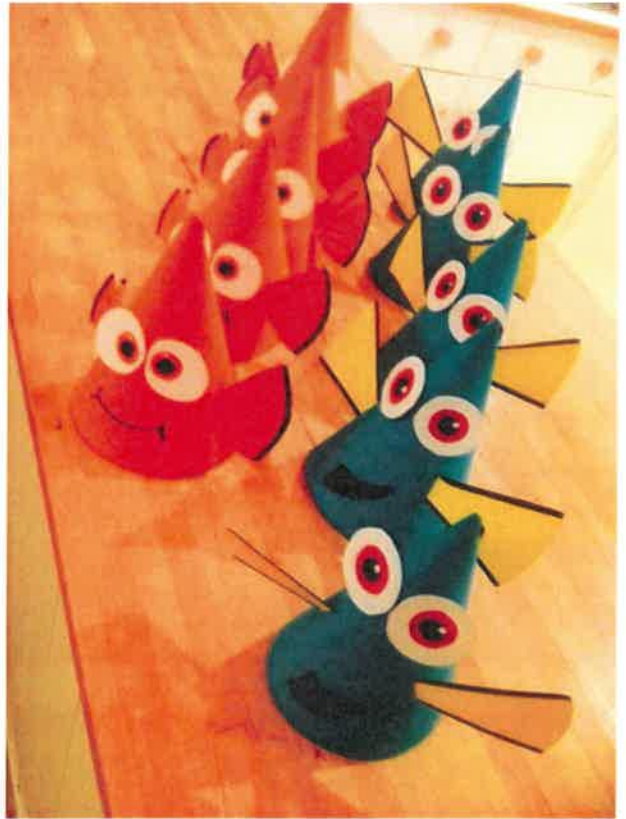
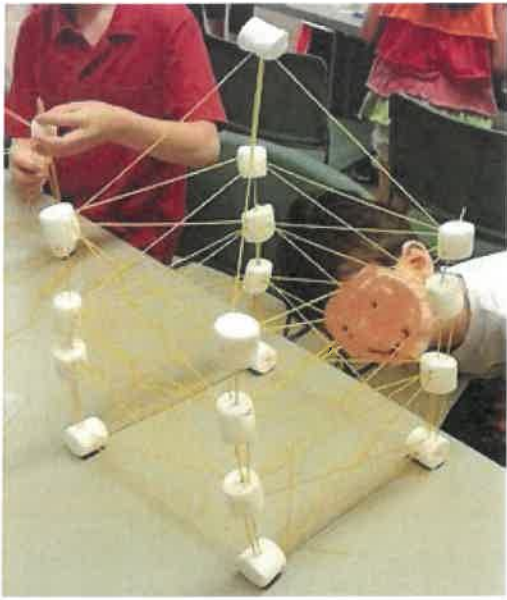
How can a parent tell that a child is depressed?

Research suggests that 1 to 3 percent of children experience depression before puberty. Parents should understand that depression is a treatable condition. Treatment is crucial because, if ignored, depression can recur throughout their child's life. Unfortunately, it is not always easy to tell that a child is depressed, especially as they approach and enter adolescence and become increasingly less likely to share their feelings with parents. The most common symptom of depression in children is irritability, and a depressed child may also display sadness, lethargy, a lack of interest in their activities, and self-destructive behavior. Parents should let a child know that they are aware of his or her pain and that they want to listen, and to help. Along with seeking professional help, taking part in activities together, like biking or walks, may lessen symptoms by boosting a child's activity and assuring them that they have support.

Does too much screen time affect kids' mental health?

Recent research suggests that there could be an effect, but a small one, and that it may not work in the way many people imagine. A study based on surveys of thousands of children ages 9 to 11 revealed a link between screen time and depression in young people, and a lesser connection between screen time and anxiety. It appeared, however, that increased screen time, especially passive time watching videos or other content, was a symptom of depression, not a cause. Gaming and online chatting were more closely linked to anxiety in children, though, again, the link was not necessarily causal and in any event, it was statistically small.







artbycitykids.com



The leaves are made by children's fingerprints.



POPSICLE STICK
Scarecrow

the SHARP bunch



CRAFTYMORNING.COM





What to Do After School:

31 After School Activities for Kids

After homework and chores are done, there is a period of time before bedtime when your kids get bored and need something to do for fun and to keep them busy. To help your kids stay entertained, we've compiled this list of fun after school activities for kids!

🌿 **Play a Sport Outside.** Nothing is better for kids than physical activity! Double points if they're playing with a group of friends and sharpening their social skills. Stock up on all the necessary supplies from your local store. Kids can play organized sports for their local YMCA or just with friends in a pickup game. Either way, getting moving outside is a great way to boost their moods and keep them healthy.

🌿 **Study.** One after school activity your child might not want to do, but should, is to study. This is especially necessary as kids get older and school workload increases. Spending ten to fifteen minutes practicing letter writing, reviewing spelling words, and getting prepared for the next day's test can cut down on bad grades and school stress.


🌿 **Draw with Chalk.** Let your little artist have a large canvas by drawing with chalk all over the driveway. There are tons of colors and styles to keep them busy for hours (we love our Glitter Sidewalk Chalk set!). Try tracing each other and then filling in facial features and favorite clothes. Give your chalk family members accessories to match their personality like a favorite toy, doll, or ball. Hopscotch is also a time tested classic outdoor game that is sure to be a hit!


🌿 **Blow Bubbles.** Nothing widens a child's eyes like a big, colorful bubble! You can get a large wand set or a bubble making machine! Don't worry if you run out! Just mix a little water with some dish detergent and keep blowing. Try to see if your child can pop all of the bubbles before they reach the ground, or who can blow the biggest bubble!


🌿 **Visit a Neighborhood Park.** Let your kids make new friends by visiting a neighborhood park. There's always a new face and plenty to do. They'll get some exercise and develop their outdoor play skills by climbing, swinging, hopping, and running through obstacles.


🌿 **Read.** Your child's vocabulary will improve as well as their overall knowledge when they read for even fifteen minutes a day. Take them to the local library and let them pick out a few books. They can explore a new subject they're interested in, or escape to a magical world with a great novel.


🌿 **Make a Treasure Hunt.** Have your children take turns hiding a "treasure" and then creating a map with a big red X on it. The treasure can be anything your child might be happy to find such as money, candy, a favorite toy or even just a unique trinket from around the house. Make the map colorful and full of cool pictures and make the course take them all over the backyard!


 **Play With A Pet.** When a child has a pet, the little critters can often get neglected due to our busy schedules. Make your furry friends happy by having your children play with them for at least ten minutes a day. This can mean throwing the ball with the dog or going for a walk, brushing the fur of a smaller pet, or letting the animal go outside for some fresh air.


 **Play an Outdoor Game.** Nothing is as fun as a big group of kids playing hide and seek until dark! Encourage your little one to gather up his friends and teach them a few of the classic games such as hide and seek, red rover, or colored eggs. Kids will not only build bonds and get exercise, but they'll learn a little about each other, too!


 **Make a Movie.** Break out the smart phones and have your kids write a script or just make up a story as they go. Once they're finished, upload it to the computer and have them add special effects or captions using video editing software. Using an HDMI cable or another method, stream their new creation on the big screen and pass the popcorn!


 **Break Out the Board Games.** Develop critical thinking and math skills while having fun with board games! Not only will your child be learning how to count, but many fun board games such as **Life** and **Monopoly** teach real world skills as well. With so many titles, you are sure to be in for hours of endless fun.


 **Get Crafty.** All you need is some construction paper, scissors, glue, and glitter to keep your child busy for hours! Have them make cards or create their own stuffed friends using templates online. If your child is a little older, get them started with crochet or knitting.


 **Explore or Hike.** You may not live near mountains, but with a little imagination, woods can be a magical world to explore. Bring along the dog, as well as mom and dad, and check out some of the green areas around your neighborhood.


 **Ride Bikes.** Riding bikes is a great way for your child to stay healthy and have fun. If you or your child do not have bicycles of your own, many parks offer rental services. Grab one for each member of your family and spend the afternoon cruising the trails!


 **Build A Blanket Fort.** Cloudy skies? Don't worry! Grab a few blankets and chairs from the kitchen and create a blanket fort in the living room. Dim the lights and use flashlights to see inside. Add popcorn and a movie to make it extra special.


 **Practice a Skill.** Is your child in band or on the basketball team? Have them spend time practicing whatever their special skill is. Just a few minutes a day can make a world of improvement and help them to become more proficient in their craft.


 **Learn Something New.** Have your child pick a special activity they would like to tackle such as learning sign language or how to breakdance. Spend some time on Youtube exploring instructional videos and let them get immersed in new experiences.


 **Make a Snack.** Break out the pretzels and cheese or make some homemade chocolate chip cookies together. Have your child create their own face on their plate using finger foods or make up their own sandwich.


 **Go Geocaching.** Geocaching, similar to the hit Pokemon Go game, involves searching for hidden treasure using GPS coordinates. Many phones have apps to download that allow you to participate in these digital treasure hunts. Grab your smart phones and take your kids outdoors and on a search.

 **Make an Obstacle Course.** Have your child set up obstacles in the backyard and create a course for friends and siblings to run through. Grab a timer and see who can do it the fastest!


 **Learn How Things Work.** Have an old radio or computer in the garage? Let your child explore how technology works by having them take it apart. Provide supervision and safety, but let them use the tools and do the discovering themselves!


 **Exercise.** There are lots of fun things your child can do for exercise whether inside or out! Tag, sports, or going for a run are great ways to keep your heart healthy. If it's a rainy day, stay inside and do a Zumba dance video together. Everyone will enjoy moving to the music and getting in a few laughs while they are at it!


 **Make Slime.** Using simple ingredients lying around the house, your child can create slime of all different colors and textures. Add some color or glitter to give it a fancy look, or pop some Styrofoam balls in for some funky texture! Here's a great no mess, 3-ingredient recipe we found on Kinder Craze!


 **Put on a Puppet Show.** Lay a table on its side and throw a blanket over it. Have your children make puppets out of socks and other household products or use action figures to tell a story. Let other friends or siblings sit in the audience and take turns seeing who can put on the best show!


 **Go Roller Skating.** Whether to the rink or just around the block, skating is a great exercise and tons of fun!


 **Paint.** With tons of different ways to paint, your little artist will never be bored! Grab a few canvases and let them mix colors and add texture. When finished, painted canvases makes great wall decorations for their room or the family room.

 **Play Together.** Your child craves your attention and sometimes the best activity is to play together. Let them pick a fun activity for you to do together and then let loose and have fun.

 **Go to the Library.** Local libraries are great places to spend the afternoon. Have your child pick out a novel, a book about a certain topic, and a book that interests them and then spend the afternoon reading together. Many libraries also offer classes and other fun activities to do together as a family.

 **Build.** Grab some LEGO pieces and create a tower that reaches to the ceiling or go outside and see if you can build a teepee out of sticks. Playing with blocks and other building materials will strengthen your little architect's creativity and hands on abilities.

 **Do a Science Experiment.** Research together a few science experiments that interest your child and then go to the store for supplies. There are many unique and fun ways for your child to learn about science through hands on research.

 **Make Your Own Comic Book.** Grab a sheet of white paper, draw in a few boxes, and have your child create their own comic strip. They can write out the dialog, draw the pictures, and then color it in. Make a few copies of the finished edition so their friends can read, too!

Keeping kids busy can feel challenging at times, but with a little creativity, you can keep your children entertained and having fun using this list of fun after school activities for kids.



JESSIE

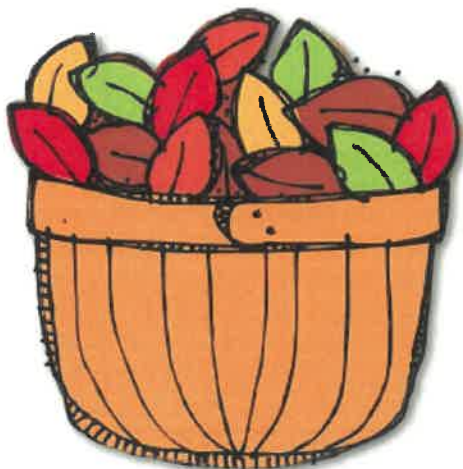
Jessie is a fun and fabulous freelance writer living in the beautiful state of South Carolina. She has a little boy who is her entire world and stays focused on her work and hobbies by fueling up on large amounts of coffee. If she's not working her day job at a non-profit, you can find her hanging out with her friends or family, attempting to play basketball with her son, or working on one of her numerous side projects.



I See Leaves

sung to the tune of
"When the Saints Go Marching In"

I see leaves.
They're on the ground.
I see leaves.
They're on the ground.
Falling leaves are many colors—
Yellow, green, red, orange
and brown.



Ten Little Leaves

One little, two little,
three little leaves,
Four little, five little, six
little leaves,
Seven little, eight little,
nine little leaves,
Ten little leaves
Fall down.



BACK TO SCHOOL WORD SEARCH

Find and circle all of the words from the word list below.

BOOKS
BUS
CRAYONS
GLUE
GYM

LEARNING
LIBRARY
MUSIC
PAPER
PLAYGROUND

PRINCIPAL
READING
RULER
SCHOOL
SCIENCE

SCISSORS
SPELLING
STUDENT
STUDY
WRITING

W G L U E R I Z D B N E G R U
C R A Y O N S R W X O B W E W
S R T Q F Q Z R E F M O E E P
T W P M U S I C F A E S K M L
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Y Y S C I E N C E B Y S N W G
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I W P C C P S I R D T S R O N
T A E P H W B N R U L E R I D
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N M M P O L E A R N I N G R C
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GHOST
 PUMPKIN
 OCTOBER
 HALLOWEEN
 CANDY
 TRICK
 NIGHT
 LANTERN

↑ ↓ ← → ↘ ↙ ↖ ↗

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CROSSWORD

1 [] [] [] []
 2 [] [] [] [] [] [] [] []
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 5 [] [] [] [] [] [] [] []
 6 [] [] [] []

SOLUTION: AUTUMN

10 Little Pumpkins

One little, two little,
Three little pumpkins.
Four little, five little,
Six little pumpkins.
Seven little, eight little,
Nine little pumpkins.
Ten pumpkins on the vine!



Pumpkin Poem

Pumpkin pumpkin on the ground
How'd you get so big and round?

Planted as a seed so small

Now you are a great big ball.

Pumpkin pumpkin on the ground
How'd you get so big and round?



Five Little Pumpkins



Five little pumpkins sitting on a gate.

The first one said, "Oh my, it's getting late!"

The second one said,
"There are witches in the air."

The third one said,
"But we don't care!"

The fourth one said,
"Let's run and run and run!"

The fifth one said, "Oh, what fun!"

Then, "Woooooo" went the wind and
OUT WENT THE LIGHTS.
And the five little pumpkins
rolled out of sight.

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I'm a Little Pumpkin

I'm a little pumpkin
short and round.
I grow on a vine,
and on the ground.
I start as a seed,
then grow and grow.
Soon I'll be ready to be
carved and glow!



How to Set Limits in a Playful Manner with Toddlers

Jessica Tucker



When toddlers have tantrums, it can be hard for parents to keep their cool. However, it is these very moments if parents can keep their heads that they can change the tide of the situation and make it better for everyone. As such, by connecting with toddlers or determining if a situation is really worth arguing over, the relationship can be strengthened when limits are set versus a power struggle being had every time. This is why setting limits with toddlers in a playful manner may be something worth parents trying if struggling with their little ones.

Toddlers are at the age where they want to do things on their own, make their own decisions, and not listen to authority if asked to do something they do not want to do. By setting limits in an empathetic and playful manner, parents can get through to their toddlers in a way that yelling and punishment will and cannot. And when parents and toddlers walk away from the situation, everyone feels better for it.

Here is how to set limits in a playful manner with toddlers.

☛ **What Is Playful Parenting?**

Playful parenting is parenting toddlers in a way that is respectful to little ones. This is because, according to ***Positive Parenting Connection***, playful parenting encourages "cooperation and listening." While this may appear to be a way of parenting that does not set limits, in reality, the way the limits are set reduces temper tantrums and power struggles. And because of this, it is "extremely effective," per the publication.

Making things more of a game or using empathy to understand where toddlers are coming from and why they do not want to do what is asked of them, it stops parents from yelling and toddlers from feeling bad about what they feel. Instead, parents are able to motivate toddlers to do what is asked of them without toddlers realizing what is going on, which is a win-win for all.

☛ **How To Set Limits Using Playfulness**

It may seem like a whole new way of parenting for parents who are not used to setting limits in a playful way. But when setting limits in this manner, there are just three simple ways to set limits using playfulness.

- ☛ **Evaluating the situation:** Because parents have a need to be in control, they may make rules that are not necessary all the time. As such, the first step to setting limits in a playful way is to look at the situation and see if limits really need to be administered.

If what the toddler is doing is not bothering anyone or ruining anything important, then it may not be necessary to set limits. This is important to note, according to the publication, because if there are too many limits, toddlers will rebel and the situation will be worse than when it started.

- ☛ **Set the limit:** Setting the limit is knowing how far a toddler is allowed to go with their behavior and putting a stop to it when that threshold is reached. It is important that toddlers know what those limits are and that those limits are reinforced so that they learn from the situation.

If the threshold is reached, toddlers are gently reminded by being removed from the situation, physically stopping them from what is being done, or the like, according to *Playful Notes*, in a way that is respectful and kind versus embarrassing toddlers or making them feel bad for what they are doing.

- 🌿 **Come up with better solutions:** To come up with better solutions, toddlers need to be in a receptive place to talk with their parents. This is not in the middle of a temper tantrum, per the publication.

Instead, parents should wait until toddlers are calm so that the situation in question can be discussed. Then, toddlers can come up with what they think are better solutions than the way they reacted and learn from what happened. This is done in hopes that the reaction given will not happen again in the future.

🌿 **What To Do If Using Playfulness Does Not Work**

There are times that setting playful limits may not work. In those situations, according to *Imperfect Families*, toddlers may get angry, cry, or try to change their parents' minds. Parents should not back down from the limits set. Instead, empathy will go a long way to bring toddlers around to understanding why limits were set in the first place.

Per the publication, parents need to remember that toddlers are allowed to feel the way they do. Their reaction to limits should not be punished. Parents should try to put themselves in their toddlers' shoes and help them work through why they are so upset with the limits that have been set.

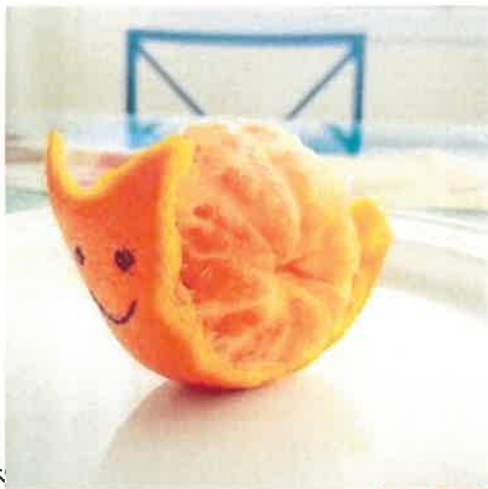
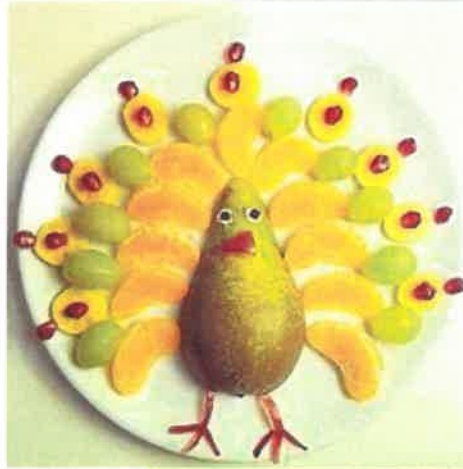
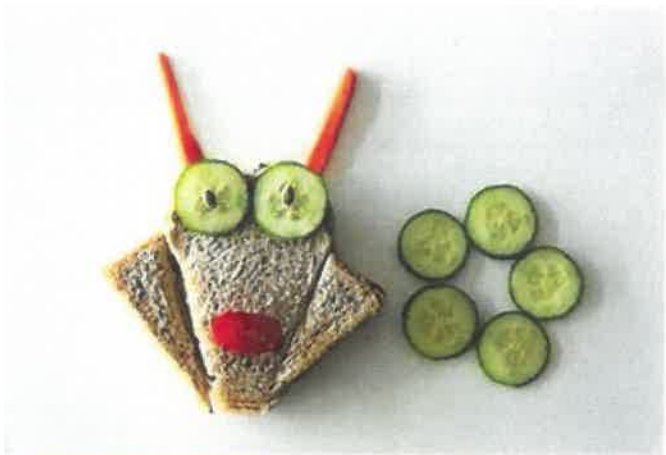
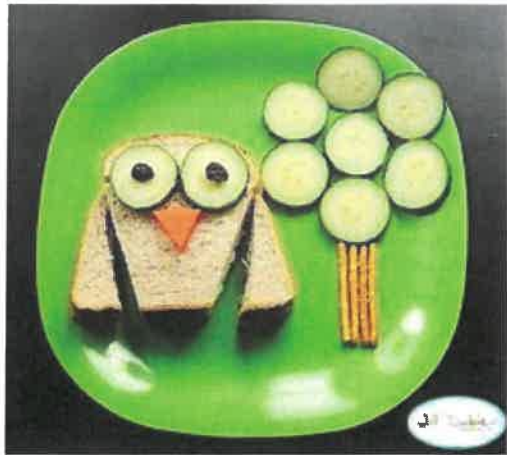
If angry, according to *Imperfect Families*, toddlers need to learn to "downsize" their anger. This can be done by letting toddlers know their anger is understood and asking if they want to sit with their parents until they calm down so that a solution to being so angry can be found.

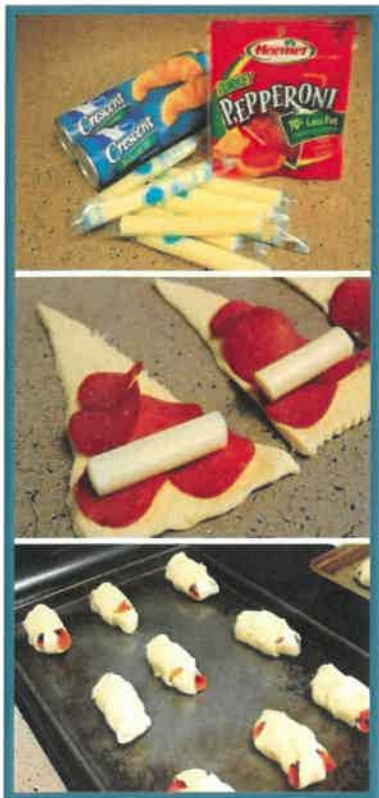
For those who are crying, parents should not ignore their toddlers, according to the publication. Instead, they should acknowledge them, and ask toddlers if they want to be comforted until they feel better.

And for those toddlers who desperately want to change their parents' minds, parents need to remind toddlers that limits were set. Asking them if they want to "brainstorm" about different options to solve the problem next time should be done so that proper limits can be set and there is no confusion as to what is expected on both the parts of toddlers and parents alike.

Source: [Positive Parenting Connection](#), [Playful Notes](#), [Imperfect Families](#)







EASY AFTER SCHOOL SNACK: CUCUMBER BITES



Eating on a Dime.com





One of the driving forces behind [Mental Health First Aid \(MHFA\)](#) and the work of the [National Council for Mental Wellbeing](#) is the belief that mental wellbeing, including recovery from substance use, can be a reality for everyone. A gleaming example of this is Alexander Hardy, a grits-powered writer; home cook, dancer, lupus survivor, co-founder of creative wellness agency [GetSomeJoy](#) and Mental Health First Aider turned Instructor.



Alexander Hardy reunites with National Trainer Lee Berlinquette, who led his first MHFA Instructor training. (April 2022, MHFA Summit)

On the heels of five-plus years of unstable housing, including nearly three years in New York City's loud, chaotic shelters, Hardy found that he feels the most alive in his kitchen, where he feels connected to his mother, grandmother and their Panamanian roots.

"Food is more than a source of sustenance for me. It's an icebreaker and a way to get friends and strangers to talk about feelings. Food is a vehicle for joy," Hardy writes in a recent MHFA blog.

He shares five ways to use food as a tool for practicing mindfulness, fostering connection and centering joy:

- 1. Prepare or order a meal that represents joy to you.**
 - What dishes represent joy or safety to you? Why?
 - Write about it.
 - Ask a loved one the same question and use that dish to brighten their day.
- 2. Reflect and write about your family and cultural food traditions and history.**
 - Marinate on your family or community's connections to food in your journal, or explore this question with community members, students or coworkers.
- 3. Host a virtual cook-along with family, friends or co-workers.**
 - Pick a date, choose a dish and share the recipe ahead of time. Whether you're each making the same dish, or you've all chosen something different, going through your processes and even enjoying your meals together in a videoconference removes distance as a barrier to connection.
- 4. Practice mindful eating by not working or scrolling while eating.**
 - What spices or ingredients can you smell? Notice the crunch or the softness in that first bite, how the flavors and textures harmonize (or don't). Who or what do the flavor or food combinations bring to mind?
 - Appreciate the flavors that linger on your tongue, and the work, creativity or love that brought the meal to your plate. Do a celebratory dance if the spirit moves you!
- 5. Experiment with one new recipe per week or month.**
 - It doesn't have to be a holiday-level spread. Try a new sauce or find a copycat recipe of one of your favorite restaurant meals.



jokes



www.shutterstock.com · 127956362

Created by: Sarah Nyamekye

What did the tree say to autumn? 🌿 **Please leaf me alone!** 🌿

🌿 How do you fix a broken pumpkin? 🌿 **With a pumpkin patch!**

How do trees get on the internet? 🌿 **They log in!** 🌿

🌿 What is the best thing to put into a pumpkin pie? 🌿 **Your teeth of course!**

Which monster is red, round and only comes out in the autumn? 🌿 **Frankenapple!** 🌿

🌿 What is a scarecrow's favorite type of fruit? 🌿 **Straw-berries!**

What is the cutest of all seasons? 🌿 **Awwwtumn!** 🌿

🌿 Why do trees hate tests so much? 🌿 **Because they get stumped on all questions!**

Why did the scarecrow win the Nobel Prize? 🌿 **Because he was out-standing in his field!** 🌿

🌿 What's the ratio of a pumpkin's diameter to its circumference? 🌿 **Pumpkin Pi!**

What is a tree's least favorite month of the year? 🌿 **Sep-timber!** 🌿

🌿 What happens when winter arrives? 🌿 **Autumn leaves!**

Why do trees like to try new things each year? 🌿 **Because every autumn they turn over a new leaf!**

🌿 Why do all the birds fly south in the fall? 🌿 **Because it's too far to walk!**

Why did the pumpkin roll across the road? 🌿 **Because it didn't have any feet to walk across!**

🌿 What do the trees say when they start getting their leaves back in spring? 🌿 **What a re-leaf!**

What do you call a very large pile of leaves? 🌿 **The Great Barrier Leaf!**

🌿 What do you get if you drop a pumpkin? 🌿 **Squash!**

Who can jump higher, a pumpkin or a scarecrow? 🌿 **Neither of them can jump!**

🌿 What is red, orange and yellow and doesn't get hurt when it falls? 🌿 **Autumn leaves!**





ATTENTION PARENTS!

If you are working and your income is less than the guidelines shown below, you may be eligible for help to pay for your child care costs.

**CHILD
CARE
SUBSIDY**

For more information and/or to apply for child care subsidy call:

716-439-7656

| FAMILY SIZE | 300% ANNUAL INCOME 8/1/22 – 5/31/23 |
|-------------------------------|--|
| 1 | \$40,770 |
| 2 | \$54,930 |
| 3 | \$69,020 |
| 4 | \$83,250 |
| 5 | \$97,410 |
| 6 | \$111,570 |
| 7 | \$125,730 |
| 8 | \$139,890 |
| 9 | \$154,050 |
| 10 | \$168,210 |
| Each additional family member | \$14,160 |





Average Range of Cost for Child Care in Niagara County

Revised: 6/3/2022

Dear Parent/Caregiver,

Below is the average range of cost for child care in Niagara County. Please note that child care providers set their own rate. A child care provider may or may not charge the amount indicated under the average rate of costs.

Age of Child

| DAY CARE CENTER | UNDER 1 ½ | 1 ½ - 2 | 3 - 5 | 6 - 12 |
|--|-----------|----------|----------|----------|
| Weekly | \$295.00 | \$275.00 | \$253.00 | \$245.00 |
| Daily | \$64.00 | \$59.00 | \$55.00 | \$55.00 |
| Part-Day | \$43.00 | \$39.00 | \$37.00 | \$37.00 |
| | | | | |
| FAMILY & GROUP FAMILY DAY CARE | UNDER 2 | 2 | 3-5 | 6-12 |
| Weekly | \$260.00 | \$252.00 | \$250.00 | \$225.00 |
| Daily | \$55.00 | \$53.00 | \$50.00 | \$50.00 |
| Part-Day | \$37.00 | \$35.00 | \$33.00 | \$33.00 |
| | | | | |
| SCHOOL-AGE CHILD CARE | UNDER 1 ½ | 1 ½-2 | 3-5 | 6-12 |
| Weekly | \$-0- | \$-0- | \$253.00 | \$245.00 |
| Daily | \$-0- | \$-0- | \$55.00 | \$55.00 |
| Part-Day | \$-0- | \$-0- | \$37.00 | \$37.00 |
| | | | | |
| LEGALLY-EXEMPT GROUP CHILD CARE (SUMMER CAMPS) | UNDER 1 ½ | 1 ½ -2 | 3-5 | 6-12 |
| Weekly | \$-0- | \$-0- | \$190.00 | \$184.00 |
| Daily | \$-0- | \$-0- | \$41.00 | \$41.00 |
| Part-Day | \$-0- | \$-0- | \$28.00 | \$28.00 |
| | | | | |
| LEGALLY-EXEMPT CHILD CARE & IN- HOME CHILD CARE - Standard Rate | UNDER 2 | 2 | 3-5 | 6-12 |
| Weekly | \$173.00 | \$164.00 | \$163.00 | \$146.00 |
| Daily | \$36.00 | \$34.00 | \$33.00 | \$33.00 |
| Part-Day | \$24.00 | \$23.00 | \$21.00 | \$21.00 |
| | | | | |
| LEGALLY EXEMPT CHILD CARE & IN- HOME CHILD CARE - Enhanced Rate | UNDER 2 | 2 | 3-5 | 6-12 |
| Weekly | \$186.00 | \$176.00 | \$175.00 | \$158.00 |
| Daily | \$39.00 | \$37.00 | \$35.00 | \$35.00 |
| Part-Day | \$26.00 | \$25.00 | \$23.00 | \$23.00 |



Child Care Stabilization Grant 2.0 is Now Available!

The New York State Office of Children and Family Services (OCFS) has made available \$343 million in funding for Child Care Stabilization Grant 2.0. This grant is for child care programs to use for workforce supports. The online application to apply for Stabilization 2.0 opened on July 5, 2022, for all modalities of child care exempt School-Age Child Care (SACC) programs. The application for SACC programs and those eligible programs that did not receive Stabilization 1.0, will open on August 22, 2022. All eligible providers may apply for the Child Care Stabilization 2.0 Grant through November 30, 2022, at 11:59 PM when the application portal will be closed.

To be eligible for and to continue to receive grant payments, the provider must be in good standing, operating, and providing in-person care to at least one child who is enrolled and attending on a regular basis. In-person attendance means that at least one child must attend the child care program at least one day in a given month.

Providers have until 9/30/23, to make any payments for allowable stabilization grant uses incurred through 9/30/23, in accordance with the terms and conditions of this grant opportunity.

At least 75% of the Child Care Stabilization Grant 2.0 award must be spent on workforce support expenses. These expenses include:

- Bonuses or increases in wages
- Contributions towards health insurance costs that reduce such costs for staff
- Contributions to staff retirement plans that supplement any employer contribution
- Supplemental educational advancement or tuition reimbursement
- Mental health supports and services for staff

The remaining 25% of the Child Care Stabilization Grant 2.0 award can be used for other eligible expenses. Programs that are deemed eligible for the grant funds will receive two payments approximately 60 days apart.

NOTE:

- No eligible provider will receive any funds from the Child Care Stabilization Grant 2.0, until the provider has completed the expense report for the Child Care Stabilization Grant 1.0.
- In addition, providers must complete an additional expense report documenting how the funds were spent from the first Child Care Stabilization Grant 2.0 payment before the second payment will be made.

For more information on the specifics of the Child Care Stabilization Grant 2.0 and how the grant funds can be spent, please visit: the OCFS website at:

<https://ocfs.ny.gov/main/contracts/funding/COVID-relief/childcare-stabilization/>

The Child Care Stabilization Grant 2.0 application portal can be found by accessing:

childcare-grants.ocfs.ny.gov

If you have any questions on the Child Care Stabilization Grant 1.0, 2.0 or on completing the Child Care Stabilization Grant expense report, please contact the Community Child Care Clearinghouse of Niagara at 716-285-8572.



Child Care Desert Grant 2.0

New York State identified \$30 million for existing child care programs to expand child care capacity in areas with the least supply. This \$30 million is available to existing center-based child care programs to expand capacity under their current license/registration. Home-based child care programs are eligible to expand capacity and/or types of cares in other ways.

The Child Care Desert Grant, Request for Application #2 (RFA#2) defines an existing child care program as a child care program that was licensed/registered before 1/28/2022.

The RFA#2 is divided into 2 components, Component A and Component B. The chart below explains both components.

| | |
|---|---|
| Component A: For Day Care Center and School-Age Child Care Programs | To expand up to 25 NEW child care slots under their existing license. |
| Component B: For Small Day Care Centers, Family Day Care and Group Family Day Care programs | To provide at least ONE of the following: <ul style="list-style-type: none">• Expand program hours to include at least 15 hours of non-traditional hour care a week.• Provide services to at least one newly enrolled infant or toddler.• Provide services to at least one newly enrolled child with special needs. |

* Please Note: Component A providers are not eligible for any non-traditional hour deliverables. Component B providers must have current enrollment that is less than their licensed capacity to be able to apply for the Child Care Desert grant. Programs may not displace existing children from care to create openings.

Child care providers must contact their assigned OCFS regulator about changes to their existing license and initiate the process for updating program specifics before submitting their application. For more information on the RFA#2, please visit the New York State Office of Children and Family Services website at: <https://ocfs.ny.gov/programs/childcare/deserts/existing.php>.

The Child Care Desert Grant, RFA#2 is a competitive grant. Please read all of the directions for applying for the grant and the attestations required for the grant carefully when applying.

Once selected for participation in the grant, programs must enroll and participate in QUALITYstarsNY for the duration of the grant period. For more information on QUALITYstarsNY, please visit: <https://qualitystarsny.org/>.

Please contact the Community Child Care Clearinghouse of Niagara at 716-285-8572 if you need technical assistance related to applying for the Child Care Desert Grant, RFA#2 or if you need assistance once you have been awarded a Child Care Desert Grant.



Infant Toddler Mental Health Project

- Are you a caregiver of infants and/or toddlers?
- Do you have staff that cares for infants & toddlers?
- Are you dealing with stress, burnout, or struggling with staff turnover in your child care program?
- Would you or your staff like additional strategies to assist with challenging behaviors?

The work of an Infant Toddler Mental Health Consultant is to help providers and staff to:

- Create a positive learning environment which is emotionally safe and responsive.
- Develop and implement plans designed for an individual program to promote child growth.
- Reduce staff stress.

Our Mental Health Consultant works closely with providers to execute a plan created for them. Weekly meetings and support are provided as needed.

For more information regarding the Infant Toddler Mental Health Consultation project, contact:

**Jameelah Masaed • jmasaed@niagaracap.org
716-285-8572 Ext. 120**

**This service is offered by the Community Child Care Clearinghouse of Niagara
Free of charge.**



Do you have?

- A disgruntled parent?
- A screaming child?
- A curriculum which isn't working for you?
- Are staff members exasperated with behavior management?

If you would like help with these issues in your day care, contact:

- Bev McArthur, 716-285-8572 opt. 4 (Children ages 3–12 yrs.)
- Kelly Janese, 716-285-8572 opt. 7 (Children ages 6 weeks up to 3 yrs.)

This may include: Observations Trainings Assessments
Quality Improvement Plan Other technical support

This service is offered by the Community Child Care Clearinghouse of Niagara free of charge.



September - December 2022

Please refer to September-December 2022 Training Calendar for complete information regarding training opportunities.

| SEPTEMBER TRAINING | | |
|-----------------------------------|---|---|
| 09/06/2022 6:30 pm to 7:30 pm | Overview of Technical Assistance | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/08/2022 6:30 pm to 8:30 pm | The Professional Approach and Why it Matters | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/10/2022 8:30 am to 12:30 pm | First Aid/CPR/AED Training | Mount St. Mary's <u>Child Care Center</u> |
| 09/12/2022 6:30 pm to 8:30 pm | Safety, Supervision and Security | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/13/2022 9:00 am to 12:00 pm | Program Contracts and Policies | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/14/2022 6:00 pm to 9:00 pm | Program Contracts and Policies | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/19/2022 6:00 pm to 9:00 pm | 201-Level Adverse Childhood Experiences Institute | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/20/2022 9:00 am to 12:00 pm | Staff Recruitment and Retention | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/21/2022 6:00 pm to 9:00 pm | Staff Recruitment and Retention | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/27/2022 9:00 am to 12:00 pm | Child Care Program Marketing | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 09/28/2022 6:00 pm to 9:00 pm | Child Care Program Marketing | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| OCTOBER TRAINING | | |
| 10/01/2022 8:30 am to 12:30 pm | First Aid/CPR/AED Training | Mount St. Mary's <u>Child Care Center</u> |
| 10/03/2022 6:30 pm to 8:30 pm | Safety, Supervision and Security | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 10/04/2022 9:00 am to 12:00 pm | Business and Financial Structure | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 10/05/2022 6:00 pm to 9:00 pm | Business and Financial Structure | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 10/11/2022 9:00 am to 12:00 pm | Ongoing Financial Management | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 10/12/2022 6:00 pm to 9:00 pm | Ongoing Financial Management | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 10/17/2022 6:00 pm to 9:00 pm | 201-Level Adverse Childhood Experiences Institute | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 10/18/2022 9:00 am to 12:00 pm | Facilities and Liability | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 10/19/2022 6:00 pm to 9:00 pm | Facilities and Liability | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 10/25/2022 9:00 am to 12:00 pm | Program Contracts and Policies | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |

| October Training Continued | | |
|-----------------------------------|---|---|
| 10/26/2022 6:00 pm to 9:00 pm | Program Contracts and Policies | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| NOVEMBER TRAINING | | |
| 11/01/2022 9:00 am to 12:00 pm | Staff Recruitment, Management and Retention | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 11/02/2022 6:00 pm to 9:00 pm | Staff Recruitment, Management and Retention | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 11/05/2022 8:30 am to 12:30 pm | First Aid/CPR/AED Training | Mount St. Mary's <u>Child Care Center</u> |
| 11/07/2022 6:30 pm to 8:30 pm | Safety, Supervision and Security | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 11/08/2022 9:00 am to 12:00 pm | Child Care Program Marketing | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 11/09/2022 6:00 pm to 9:00 pm | Child Care Program Marketing | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 11/14/2022 6:00 pm to 9:00 pm | 201-Level Adverse Childhood Experiences Institute | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 11/15/2022 9:00 am to 12:00 pm | Business and Financial Structure | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 11/15/2022 6:00 pm to 8:00 pm | Container Baby Syndrome | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 11/16/2022 6:00 pm to 9:00 pm | Business and Financial Structure | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| DECEMBER TRAINING | | |
| 12/03/2022 8:30 am to 12:30 pm | First Aid/CPR/AED Training | Mount St. Mary's <u>Child Care Center</u> |
| 12/05/2022 6:30 pm to 8:30 pm | Safety, Supervision and Security | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 12/06/2022 9:00 am to 12:00 pm | Ongoing Financial Management | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 12/07/2022 6:00 pm to 9:00 pm | Ongoing Financial Management | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 12/12/2022 6:00 pm to 9:00 pm | 201-Level Adverse Childhood Experiences Institute | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 12/13/2022 9:00 am to 12:00 pm | Facilities and Liability | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |
| 12/14/2022 6:00 pm to 9:00 pm | Facilities and Liability | Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara |





FREE ON-LINE TRAINING CLASSES – PROFESSIONAL DEVELOPMENT PROGRAM

<http://www.ecetp.pdp.albany.edu/elearncatalog.shtm>

Supporting Language Development: Birth to 5 ****NEW****

OCFS Training Topics 1, 3 & 4 (2.5 training hours)

Media Use and Safety with Children ****NEW****

OCFS Training Topics 1, 3, & 4 (1.5 training hours)

Prevention and Identification of Brain Injuries, including Abusive Head Trauma (AHT) ****NEW****

OCFS Training Topics 7, 4, 1, 6, 8, & 9 (2.0 training hours)

Information and Resources to Promote a Successful Program ****NEW****

OCFS Training Topics 4 & 5 (2 training hours)

Identifying and Responding to Anaphylaxis: Elijah's Law ****NEW****

OCFS Training Topics 1, 2, 4 & 5 (1 training hour)

Foundations in Health & Safety

OCFS Training Topics 2, 3, 4, 7, 8 & 9 (5 training hours)

Expulsion & Suspension Prevention Strategies

OCFS Training Topics 1, 3, & 4 (1.5 training hours)

Infant Brain Development

OCFS Training Topics 1 & 3 (1 training Hour)

School Age Child Care

OCFS Training Topics 1, 3 & 4 (1.5 training hours)

Supervision of Children

OCFS Training Topic 4 (1.5 training hours)

Obesity Prevention

OCFS Training Topic 2 (2.0 training hours)

Emergency Preparedness

OCFS Training Topics 4 & 7 (1.5 training hours)

Family Engagement

OCFS Training Topics 3 & 4 (1.0 training hours)

Early Intervention

OCFS Training Topics 1 & 4 (1.5 training hours)

Transportation

OCFS Training Topics 3, 4 & 7 (2.0 training hours)

Managing Challenging Behavior: Birth to 18 Months

OCFS Training Topic 1 (1.5 training hours)

Managing Challenging Behavior: 18 Months to 36 Months

OCFS Training Topic 1 (1.5 Training hours)

Keeping Children Safe: Prevention of Lead Poisoning and Other Dangers to Children

OCFS Training Topics 1, 3, 4 & 7 (1.5 training hours)

Preventing Sudden Infant Death Syndrome and Promoting Safe Sleeping

OCFS Training Topics 1, 3, 4 & 7 (1.0 training hours)

Mandated Reporter On-Line Training

OCFS Training Topics 5, 6, & 8 (2.0 training hours)

Niagara Community Action

Board of Directors:

| | |
|-------------------|------------------|
| Tim Beach | Gary Heuck |
| Andrea Haseley | Andrew Kirsch |
| John Lombardi III | Kimberlyann Meal |
| Robert Pecoraro | Kateri Serpas |
| James Pyra | Joyce Scott |
| Charles Walker | Dennis Stachera |
| Owen Steed | Richard Sirianni |
| Joanne McGrew | |

CCR&R Staff:

| | |
|---|--|
| Supervisor: | Angela Burns |
| Registrar Unit: | Kimmarie Brown Elizabeth Nowakowski |
| Technical Assistant Specialist: | Beverly McArthur |
| Infant & Toddler Specialist: | Kelly Janese |
| Infant Toddler Mental Health Consultant: | Jameelah Masaed |
| Legally Exempt: | Debbie Perricelli Donna Striffler |
| CC Referrals: | Carolyn Jacobs |

Mission Statement:

Niagara Community Action Program, Inc. is a countywide agency dedicated to reducing poverty in a collaborative effort by initiating and conducting programs of self-sufficiency. Our ultimate goal is to empower individuals and families to reach their fullest potential.

Office Closings:

- September 2 (Friday)
- September 5 (Monday)
- October 10
- November 11
- November 24 & 25

Contact Information:

Community Child Care
Clearinghouse of Niagara
1521 Main Street
Niagara Falls, NY 14305

Phone: 716-285-8572
Toll Free: 1-800-701-4KID (4543)
Fax: 716-285-9693
E-mail: crrniagara@niagaracap.org
Web: www.childcareofniagara.com

Facebook:
<https://www.facebook.com/CCRandR/>



Would you like to become less busy?

"The bad news is time flies, the good news is you're the pilot." - Michael Altshuler

What happens if and when we **truly** start to believe that more? That we have more control of our schedules.

Yes, life can be taxing, but you can take more control of "you time" by **choosing new thoughts and beliefs** that may better support you and give you the time you need.

How do I do that?

Start to swap "I'm too busy" with new statements like:

- ☘ I make time for the things that matter.
- ☘ I make time to recover.
- ☘ I make time for my own self-care.
- ☘ I make time for _____.

Give it a whirl! See what happens.

Remember, you are the pilot!

Sending Love,
Bari

