

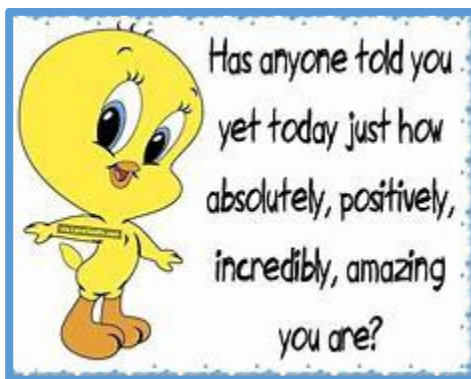
1521 Main Street
Niagara Falls
New York 14305
www.childcareofniagara.com



Toll Free: 1-800-701-4KID
Phone: 716-285-8572
Fax: 716-285-9693
E-mail:
ccrniagara@niagaracap.org

Spring NEWSLETTER 2021

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



When you think about it, we're all essential workers. Each of us provides essential services in one way or another. As I was driving into work I tuned into a Canadian station. At the time Canada was in a hard lock down. The disk jockey brought up the question why hair salons and bars are not considered essential. His reasoning is that stylist and bartenders are "counselors". Quite often they are the person we talk to. They listen, empathize and at times offer common sense advice. In a time when mental health is in decline, we need their services.

I share this to bring up the simple fact that we need each other. We are all essential regardless of the work we do. So much more takes place in our daily interactions than what could possibly be expressed or measured. I know for me there are times the transaction really wasn't the point. Sure, I get what I came for but the personal interaction was the focal point.



THANK YOU



Smiles are essential!

Regardless of the work we do, smiles are the most important part of our job description.

Thank you for everything you do to care for and keep the children safe and healthy. It's been tough and at times it's taken sheer grit and determination to push through. The service you provide is invaluable to the children in your care, their parents and your community.



Santa Cheeks!

(Carolyn)

For those of you who may not know...

Santa Cheeks happens when your face mask irritates your skin!



When Do Babies Understand Facial Expressions?

© Provided by Fatherly

Everyone smiles at newborns, but newborns don't necessarily understand what those smiles mean. Ditto with toddlers and the more complex facial expressions (and weird faces) people toss their way. Though studies suggest that humans learn to differentiate between happy, sad, and angry expressions relatively early on, there's a learning curve when it comes to mastering more subtle facial expressions, like surprise, fear, and disgust. Here's what we know about when and how babies, children, and teenagers learn to recognize facial expressions.

Newborns: Good With Faces, Bad With Feelings

From the moment a baby is born, he or she is looking for faces. Studies have shown that even **nine-minute-old babies** prefer to look at clear images of faces rather than scrambled images. Hours later, studies suggest that babies can differentiate between their mother's face and that of a strange woman, and that they stare longer at images of their mothers than other images.

But, when it comes to recognizing facial expressions, the research is far less settled. In 2007, researchers tested 17 healthy newborns within the first 24 hours of life and found that they were entirely unable to discriminate or even show preference for scared versus neutral faces but they did spend more time staring at happy faces. This indicates that, "at least some expressions are discriminated and preferred in newborns only a few days old, according to researchers."

After that, baby's emotional intelligence skyrockets. A large 1982 study in *Science* found that five-month-olds can match a sad face to a sad voice, and a 2008 study found that one-year-olds take social cues from facial expressions if their mothers give discouraging expressions, they stop crawling down a potentially dangerous slope. If their mothers smile, they trek onwards. Reactions to facial expressions only improve as a baby ages. One study of toddlers found that they avoid approaching new toys unless their mothers smile at them encouragingly.

Kids & Teens: Learning Surprise, Fear, and Disgust

Research on when children and adolescents grow to understand the full range of facial expressions is a mixed bag. One 2004 literature review threw up its hands and concluded that: "Methodological inconsistencies and disparate findings make any conclusion difficult."

But in 2015 researchers surveyed 478 children and adolescents in the UK, and presented perhaps the first robust study to track how our understanding of facial expressions develops over time. They showed each child 60 pictures of faces expressing an emotion.

Each time a child saw a face, he or she clicked on the word “happy, sad, angry, fearful, disgusted, or surprised” to describe what the person in the picture was likely feeling. At all ages, children pretty much nailed the “happy, sad, angry” faces. But, until age 8, few children detected “surprise” accurately. They were unable to detect “disgust” until age 14, or “fearful” until age 16.

It’s unclear why it takes more time for kids to learn to identify surprise, disgust, and fear than “primary color” emotions like joy and sadness. It is possible that it has to do with information being conveyed by different parts of the face, but we have no reason to believe that children are better or worse at detecting changes in, for instance, the eyes versus the mouth. One 2013 study suggests that young children may divide faces into two categories “feels good” and “feels bad” but have difficulty working with faces that don’t clearly fit into either box, such as “surprised” or “fearful.”

And then there’s puberty. As adolescents approach puberty, they become obsessed with social acceptance and more sensitive to how others evaluate them. It’s a time when facial expressions mean everything and preliminary evidence suggests adolescent brains may alter to meet those demands.

“The synaptic reorganization that is evident in the adolescent brain may make regions dedicated to processing emotional information especially sensitive to environmental experience during this period of development,” the authors of the 2015 study write. “It might be hypothesized that hormonal changes during puberty differentially affect psychological processes and potentially neural circuits involved in the recognition of these facial expressions.”

When Not Recognizing Facial Expressions Is A Problem

Scientists generally agree that, by the time an adolescent reaches age 16, he or she should be fairly comfortable identifying facial expressions across the emotional spectrum. But in some cases, this skill never develops properly. Children with autism, for instance, tend to be less accurate at reading all facial expressions even the most basic “happy, sad, angry” ones.

There are several broad terms that describe people who cannot read emotions on their peers’ faces, emotional agnosia (inability to perceive facial expressions), prosopagnosia (face blindness), alexithymia (inability to describe or identify emotions) but most of these conditions are symptoms of more complex psychological disorders. Brain damage can also play a role.

But if your child can’t tell when you’re surprised or disgusted, he or she is probably perfectly healthy. However frustrating it may be that your kids can’t tell that you’re frustrated by looking at you, living in blissful ignorance of facial expressions is usually just part of growing up.



It takes time for children to learn and handle emotions, whether it’s their own or the emotions of others which would include parents and caregivers. It takes practice, lots of practice. Truth is, I’m still practicing.



Emotions Action Song

**If you're happy and you know it
clap your hands.**



**If you're mad and you know it
cross your arms.**

**If you're frustrated and you know it
stomp your feet.**

**If you're excited and you know it
jump up and down.**

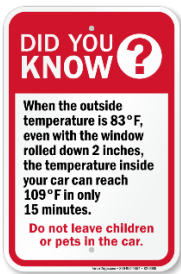


**If you're sad and you know it
make a frown.**



**If you're scared and you know it
hide your face.**





Once again, it's that time of year when the number rises due to children being left inside a vehicle.

Speaking for myself, I am so distracted right now. I forget so easily what I intend to do from one minute to the next. As the old saying goes, if my head wasn't attached, I'd lose it. I know I need to be especially mindful of everything I do.

A death of a child from being left in a vehicle is 100% preventable!

If your child is with you it won't matter:

- ✚ If you get distracted.
- ✚ If you bump into a friend.
- ✚ If the clerk takes a little longer to assist you.

A simple trick to help you remember is to place a stuffed toy in the car seat. When your child is placed in the seat, put the stuffed toy where you will see it, by your lunch, your purse, brief case to help remind you that your child is in the car. When you take the child out of the car seat, be sure to put the stuffed toy back in the seat.

www.KidsandCars.org

On average, 26% of U.S. hot car deaths are the result of children getting into vehicles on their own and not being able to get out.

To avoid hot car deaths, www.KidsandCars.org, recommends parents keep their vehicles:

- ✚ locked at all times
- ✚ never leave car keys within reach of children
- ✚ teach children to honk the horn if they become stuck inside a car

Lock your car anytime when children may have access to it (with or without permission):

- ✚ Grandchildren
- ✚ Nieces & nephews
- ✚ Neighborhood kids

IMPORTANT:
Teach children if they are unable to get out of any vehicle to honk the horn and do not to stop honking the horn until someone helps.



NOTE: Summer is when attention is drawn to children being left in a vehicle but it can happen in the winter as well even around here. We just need some sunshine coming through the windows.

True Story: My brother owns a full size truck. A little friend was visiting, age 3. It was summer so the truck windows were open. When my brother walks by, he notices the steering wheel is moving. He looks inside and there is our little friend. He's racing! My brother stayed by the truck till the race was over. He won, of course!

When the race was finished, my brother asked him how he got in the truck. He was too short to reach the handles.

- 1) He climbed onto the back bumper that's almost as high as he was tall.
- 2) Climbed over the tailgate into the truck bed.
- 3) Held on to side of the truck and swung himself through the open window.



What kind of tree fits in your hand?

A. A palm tree



Would February March?

A. No, but April May.



What animal is always at a baseball game?

A. A bat



What did the left eye say to the right eye?

A. Between us, something smells!



What has ears but cannot hear?

A. A cornfield.



What building in New York has the most stories?

A. The public library



What did one plate say to the other plate?

A. Dinner is on me!



How do you get a squirrel to like you?

A. Act like a nut!



Two pickles fell out of a jar onto the floor. What did one say to the other?

A. Dill with it.



What was the first animal in space?

A. The cow that jumped over the moon.



What is a pirate's favorite letter?

A. Arrrrrrrrrr





Storytelling is used as a complement to reading.

The following suggestions were taken from The Buffalo News, Saturday, October 31, 2020, Refresh section.

Article written by: Paul L. Underwood, New York Times

The writer of this article first, is a father and out of necessity that learned a few things about storytelling. He also spoke with several experts:

- ✚ Rebecca Sheir, hosts a storytelling podcast for children
- ✚ Rebecca Isbell, research who has studied storytelling
- ✚ Diane Ferlatte, Grammy-nominated story teller with 35 years of experience

1) You still need to read to your kids.

Storytelling can be used anytime:

- After reading a bedtime book. (Remember turn the lights out before beginning storytelling).
- Make a long car trip shorter.
- Just to pass the time.

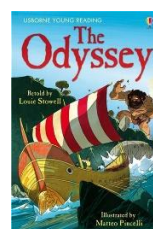
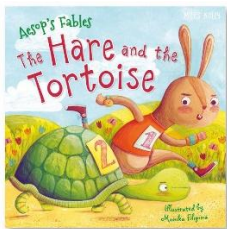
When you are storytelling you are engaging with your child in a unique way. Listening to the story without the illustrations requires a child to picture the characters and the events in their own mind. They are creating the story for themselves. They are listening to it, and as they do they're turning on that movie in their head.

These mental movies are powerful. Children understood and retained more of a story they were told out loud than having the same story read to them. When you tell a story, there's no book to focus on for you or your child, so you can use gestures and eye contact to add drama, suspense and intrigue.

Storytelling and reading work best in tandem to help children develop language and story comprehension.

2) Remember the basics of storytelling

If you are making up a story, remember every story should have a beginning, a middle and an end. Every story should have conflict and a resolution. Need help? Consider the folk tale.



To kids these characters aren't really animals, they're people. They visualize the characters and identify with them, and the nuance morals are things any kid can understand.

If you're stumped, consider your own story. We all have stories, a clever way you got out of a tricky situation or a surprise that made you laugh. Stories from your childhood have a special meaning because Kids have a hard time believing you ever were a child.



3) Take the story in an unexpected direction

Use pitch, pacing and pausing to keep your child on the edge of their seat (or pillow).

Pauses are very important. It lets in curiosity and suspense. You can use strategic pauses to let your child ponder what happens next and then take the story in an unexpected direction. Or just to make sure they're paying attention.

When you are making up a story, the voice is so important. You can vary your rhythm, pitch, tone, your pacing. You can speed it up! You can slow down your words. You can move your voice up if the character is climbing a mountain or move your voice down if they are climbing down. You don't have to be a musical person. We all have these musical instruments we've used for all our lives.

4) Use your whole body

One advantage of telling, rather than reading a story is that you don't have to look at and hold a physical book, which frees your face and hands to gesture and make eye contact. Use your hands to show whether something is huge or tiny, tap on nearby object to imitate knocking on a door or whoosh your hands when something happens quickly. This involves your children in the story.

5) Encourage audience participation

When telling a story, you can change it around. The character can be changed let's say from a snail to a mermaid. A voyage through the high seas can become a journey to Mars. You can change the sequence, you can change the characters, and/or you can change the phrases. This nurtures the fluency of ideas that we want our children to develop.

With singing a song, you can encourage call and response, or use rhymes to keep the child actively engaged. Leave out the end of a sentence and let your child fill in the blank. When telling a story, you want them to be involved in the telling, to be co-creators of the story so they're not just listening. They are actively participating

It helps when you are hard up for material, winging it. You can use audience participation to give yourself a break.

In a time when physical bookstores and libraries remain off-limits, storytelling is a way to introduce new tales into our daily life. It's also a way to bond with your child, to tap into their natural imagination while, perhaps reawakening yours.

The end.





Paper Chains Wall Hanging

- ✚ Various colors of paper
- ✚ Dowel
- ✚ String
- ✚ Tape or Glue



Beauteous Plant Project!

Project for either Easter or Mother's Day.

Supplies:

- ✚ Milk or juice cartons
- ✚ Wrapping or contact paper
- ✚ Various plants
- ✚ Potting soil



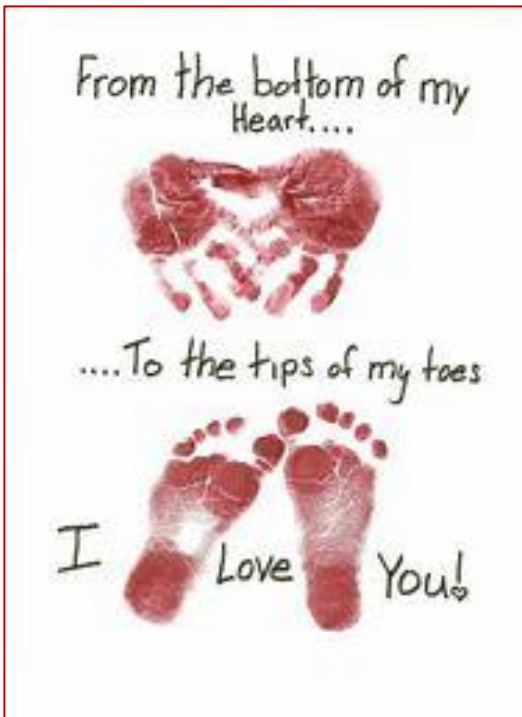
Supplies:

- fabric scraps or decorative paper scraps
- glue



Supplies:

- cupcake papers
- pastel felt
- glue
- fuzzy chicks
- paper (decorative)



(The flowers are created from a child's thumb or finger print. Apologies for poem's print quality but it's clear as it can be.)



Activities to do with Kids



Go on a picnic

- Fly a kite
- Make a bird feeder
- Pick wildflowers
- Watch butterflies
- Jump in rain puddles
- Go to a petting zoo



- Look for baby birds
- Plant some seeds
- Go to the park
- Make a suncatcher



Find a ladybug

- Look for a 4 leaf clover
- Paint a spring picture
- Visit a farm
- Go to the farmer's market
- Eat strawberries (check for allergies?)



- Watch a baseball game
- Make an obstacle course
- Have a water fight
- Paint a flower pot
- Bake cookies
- Make mud pies
- Dig for worms



Play with water balloons

- Make a rain gauge
- Feed the ducks



- Draw with sidewalk chalk
- Make a flower necklace
- Have a BBQ



Go fishing

- Go on a rock hunt
- Build a fort
- Skip rocks
- Go berry picking
- Make a rainbow
- Go on a bike ride



Blow on a dandelion puff

- Paint rocks
- Feed tadpoles
- Play an outdoor game
- Blow bubbles
- Go on a scavenger hunt



Go on a Bug Hunt



Patty Blankenship www.cacfp.org

Home Child Care Provider

After years of working with children's church programs and caring for neighborhood children, Patty Blankenship was encouraged to open her own home day care. Twenty-nine years later the doors to Miss Patty's Kids opens daily. She pours love into the children as if they are her own and gives them the confidence to go out into the world and conquer anything they set their mind to.

"I always try to teach the children life principles that will take them far beyond their years with me. The children are having fun, but we also associate everything we do with learning."

Surrounded by gardens and animals, Patty's home provides the ultimate opportunity for hands-on learning. Instead of farm-to-table, they are actually garden-to-table. The children start by potting seeds indoors and then transferring those to the garden or raised beds where they grow everything from turnips to orange trees. They help in the kitchen with age-appropriate tools and work to prepare food by following recipes. Patty encourages the children to 'handle the food' using all their senses to increase interest.

Patty ensures that the children eat healthy breakfasts, lunches and snacks in between. She has even served dinner to both children and their parents when needed. She credits her ability to do as much as she does to her participation in the CACFP which allows her to give the children the absolute best meals possible treating everyone the same, regardless of their circumstances. Patty knows that food is critical to the children's success and she believes treating people with kindness can create a domino effect for everyone.

Patty shares her servant's heart and love for the community with the children. She takes them to the senior citizen residence to share food from their garden and bring Christmas cards. The children enjoy making the postman lunch and visiting with local pastors when they come in for arts and crafts activities. Patty is continually motivated by the way something as simple as a child's touch and innocence can brighten even the dreariest day.

From Ariton, AL, Patty Blankenship has been a member of CACFP through Southeast Alabama Community Action Partnership since 1991.

CACFP is an indicator of quality child care.

**NATIONAL
CACFP SPONSORS
ASSOCIATION**





Practicing Gratitude.

Even something as simple as saying “thank you” to a stranger has been proven to benefit our mental health. One study reported that keeping a consistent **gratitude** journal can increase your long-term well-being by more than 10%! It can put things in perspective and help you stay positive and hopeful.

There are other ways to practice **gratitude** besides keeping a journal. If you enjoy:

- ❖ Art, draw
- ❖ Music, sing
- ❖ Talking ~ call a friend to say
 - I'm so **grateful** for you
 - Or that was so thoughtful, thank you
 - Whatever you're **grateful** for, share



Mediterranean Tuna Salad

Ingredients:

- 9 oz. chunk-style canned tuna
- 3/4 cup shredded carrots
- 1/2 cup diced cucumber
- 2/3 cup frozen peas
- 1/3 cup fat-free Italian dressing
- 3 whole-wheat pitas

Place drained tuna in bowl and break apart chunks using a fork.

Add carrots, cucumbers, peas and dressing.

Mix well, cover and refrigerate for 2 hours, or until salad is chilled and peas are thawed.

Cut each pita in half, and place 1/2 cup of tuna salad into the pocket of each pita half.

Serve one half of a pita pocket with fruit and milk for a #CACFP creditable lunch or supper for ages 1-5.



Spring Herb

Hummus Vegetable Garden

Vegetable platters need not all look the same. Here, fresh spring vegetables sit in an herb-laced hummus to resemble a spring garden in full bloom. My kids loved plucking the crisp vegetables from the garden, so much so that I think they forgot that they were filling themselves up with such a healthful snack.



By [Ashley Baron Rodriguez](#)

Recipe Summary

Prep: 20 mins

Total: 20 mins

Yield: 6 servings

Ingredient Checklist:

Homemade Hummus (or purchase readymade)

2 (15 ounce) cans chick peas (garbanzo beans), drained and rinsed

½ cup tahini

½ cup water

1 lemon, zested and juiced

¼ cup chopped fresh basil

¼ cup fresh parsley

¼ cup chopped fresh chives

¼ cup chopped fresh mint

1 clove garlic, peeled

½ teaspoon salt

“Garden Plants”:

6 small carrots with greens still attached, or as desired

6 sugar snap peas, or as desired

6 fresh asparagus, or as desired

6 radishes with greens, halved, or as desired

6 small stalks celery hearts with leaves, or as desired



Carrot Chips

This is a healthy alternative to potato chips and taste salty and sweet like sweet potato fries. This recipe is inspired by other recipes on the internet that I have played with. The thinner the slices, the crunchier the chips.

Prep: 10 mins

Cook: 12 mins

Total: 22 mins

Yield: 4

Ingredient Checklist:

4 carrots, washed

2 teaspoons extra-virgin olive oil

¼ teaspoon salt

Directions:

- Step 1** Preheat oven to 350 degrees F (175 degrees C). Put one rack on the highest level in the oven and another on the bottom.
- Step 2** Peel carrots into thin strips using a vegetable peeler; put into a large bowl. Drizzle olive oil over the carrot strips and toss to coat. Season with salt; toss again. Spread carrots onto 2 baking sheets in a single layer, preventing overlap.
- Step 3** Put one baking sheet on the top rack and the other on the bottom. Bake carrots in preheated oven for 6 minutes, switch racks, and continue baking until the carrots are crisp, about 6 minutes more. Cool chips until cool enough to handle before serving.

Nutrition Facts Per Serving:

51 calories; protein 0.7g; carbohydrates 6.9g; fat 2.5g; sodium 195mg.



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)

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)

Implicit Bias in Early Childhood

OCFS Training Topics 1 & 3 (1.5 training hours)



Provider Trainings

For more information, check your January–April 2021 Training Calendar

JUST A REMINDER:

- All child care providers are required to take 30 hours of training every 2 years.
- A minimum of 5 hours of Office Approved training must be obtained EACH YEAR.

NOTE:

The January–April 2021 training calendar has been published and distributed to child care providers in Niagara County. Training classes will be conducted using social distancing safety protocols along with using face coverings to comply with the current public mandate. Class registration is limited to a maximum of 8 participants and 1 trainer. The Community Child Care Clearinghouse of Niagara is taking every precaution to maintain safe social distancing and sanitation procedures to ensure all child care programs have the opportunity to maintain regulatory compliance and to offer on-site trainings as an alternative to virtual classes. Virtual training classes will also be offered in the near future.

DATE	TITLE	LOCATION
03/06/2021	CPR/FA & AED Training	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
03/08/2021	Behavior Management Strategies – Part I	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
03/18/2021	Cavity Free Kids	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
03/20/2021	Medication Administration Training (MAT)	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
03/22/2021	Safety, Supervision and Security	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
03/25/2021	Adverse Childhood Experiences (ACES) 101	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
04/10/2021	CPR/FA & AED Training	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
04/12/2021	Cavity Free Kids	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
04/15/2021	Behavior Management Strategies – Part II	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
04/24/2021	Medication Administration Training (MAT)	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
04/26/2021	Adverse Childhood Experiences (ACES) 101	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305
04/29/2021	Safety Supervision and Security	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara, 1521 Main St., N.F., NY 14305

Niagara Community Action

Board of Directors:

Tim Beach	Thomas Beachy
Andrea Haseley	Andrew Kirsch
John Lombardi III	Kimberlyann Meal
Robert Pecoraro	James Pyra
Joyce Scott	Danny Sklarski
Dennis Stachera	Owen Steed
Pamela Stevenson	Charles Walker

CCR&R Staff:

Supervisor: Angela Burns

Registrar Unit: Kimmarie Brown
Elizabeth Nowakowski
Patrick Carr

Technical Assistant
Specialist: Beverly McArthur

Infant & Toddler
Technical Specialist: Kelly Janese

Legally Exempt: Debbie Perricelli
Donna Striffler

CC Referrals: Carolyn Jacobs

CACFP: Linda Newman
Betty McCarthy

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 Closing:

- April 2
- May 31

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: ccrniagara@niagaracap.org
Web: www.childcareofniagara.com

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



Child & Adult Care Food Program (CACFP)

CACFP is a nutrition education and meal reimbursement program to help providers serve nutritious and safely prepared meals and snacks to children in day care settings. The income from this program is tax free.

For more information call: Angela Burns
716-285-8572 ext. 105

*This institution is an Equal Opportunity Provider (EOE).
(Sorry, Peeps are not CACFP credible)*



Do you have a screaming child, a disgruntled parent, or a curriculum which isn't working for you?

This is just a sample of the problems you may face as a child care provider. If you would like help with these issues in your day care, contact either Beverly McArthur (children aged 3-12 years) or Kelly Janese (children aged 6 weeks up to 3 years).

This may include: Observations Assessments Trainings
Quality Improvement Plan Technical support

To make an appointment with:

Beverly 716-285-8572 ext. 115
Kelly 716-285-8572 ext. 104



If you haven't returned your provider update form, please send it as soon as possible. If another update form is needed, let me (Carolyn) know.

I may be reached by:

Phone: 716-285-8572 ext. 109 (a voice message is sufficient)
E-mail: ccrniagara@niagaracap.org

