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Summer

NEWSLETTER

2022

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



The newsletter cover page was finished but then Saturday, May 14th, Buffalo's mass shooting, happened. The letter was no longer appropriate. In just a matter of minutes families, friends and a community was changed, forever. Do we still need a "Super Hug" day? Definitely.

Life is so very precious. A quick trip into a grocery store and our ordinary day is no more. It's been interrupted with the latest "Breaking News" of an unspeakable tragedy. A beautiful warm day with lots of sunshine has changed and forever etched in our memory.

If we could wave a magic wand and make it all better, I'm sure we would, but we can't. What we can do is let others in our life know how very special and loved they are.

So, pick a day and make it a "Super Hug" day!

Be sure to let each child, family member, and friends know they are loved bunches & bunches & bunches!

Carolyn



State of New York
Executive Chamber

Proclamation

Whereas, New York State is home to an estimated 10,253 family child care providers and 6,908 centers that care for 776,021 children; and

Whereas, New York State is also home to approximately 7,263 family caretakers and other informal providers that cared for approximately 27,000 children with child care subsidies in 2021; and

Whereas, the Covid-19 pandemic has impacted the lives of New York families over the last two years, child care providers have remained steadfast in meeting the child care needs of families, affording parents the ability to work while ensuring a sense of security that their children are being well cared for; and

Whereas, child care providers changed the way they cared for children to accommodate those learning remotely throughout the pandemic, promoting the importance of education during the challenging circumstance of not being able to be in school, demonstrating and teaching children to adapt in the face of adversity, building strong coping skills; and

Whereas, New York State applauds the commitment of child care providers to continuously meet high quality standards for children's educational and physical well-being, while focusing on the importance of children's mental health, and ensuring that children are safe and feel safe in the ever-changing world around them; and

Whereas, child care providers have been open minded about cultural diversity and creating purposeful activities and dialog around Diversity, Equity, and Inclusion to help children thrive and feel a sense of confidence in who they are while fostering a sense of belonging; and

Whereas, individuals who work to create effective programs of care that are most beneficial to the early development of children are respected and qualified professionals, as well as compassionate and caring human beings; and

Whereas, every year since 1996, the Friday before Mother's Day has been celebrated nationally as "Provider Appreciation Day" and on this 26th annual observance, New York State recognizes child care providers and expresses utmost gratitude to child care providers, school age program staff, educators, and all others who are entrusted with caring for our young children; and

Whereas, by joining in this observance and supporting its goals, New York State recognizes child care providers and their valuable contributions to children across our state and calls attention to the necessity and vital importance of high quality and available child care services for all children and families;

Now, Therefore, I, Kathy Hochul, Governor of the State of New York, do hereby proclaim May 6, 2022 as

PROVIDER APPRECIATION DAY

in the Empire State.



Given under my hand and the Privy Seal of the State at the Capitol in the City of Albany this second day of May in the year two thousand twenty-two.

[Signature]

Secretary to the Governor
Karen Persichilli Keogh

Kathy Hochul
Governor

How to promote and encourage your child

By Daniel Saransky

© (photo credit: MARCO BELLO/REUTERS)



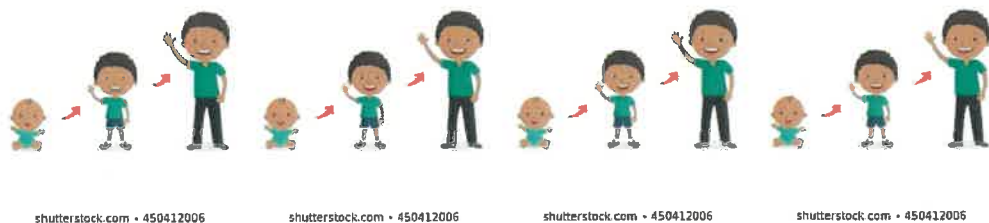
Many parents believe that if they don't reprimand their kids for the mistakes they make, they won't learn.

In a 'critical' method of education, comments from parents tend to focus on what the child lacks. They hear comments about behavior, about how they compare to other children, sometimes to siblings; this could cause them to view themselves as "broken" and in need of fixing.

Dana Hovesh, a certified parent counselor at the Adler Institute and for the Ministry of Education, explains that, as a parent, when you are disappointed or express dissatisfaction and criticize your kids for mistakes or for character traits, you give over to them the message that they are not good enough.

Though this may be done with the best of intentions, those of helping your child, it only makes it harder for them, devalues them and hurts the connection. It teaches them to see the world through unnecessarily critical glasses, increasing the likelihood that they will over-criticize themselves.

Alfred Adler, founder of the theory of individual psychology, taught that a person's desire to improve stems more from internal motivation than external criticism; that, in fact, criticism may impair a child's value and their will to try again out of fear of failing. They may also avoid or resist performing tasks that seem difficult, anticipating their failure in advance.



How to help your child grow.

Accept reality:

Understand that people aren't perfect, not even your child.

Have realistic expectations:

Pay attention to your child and balance your level of expectations towards them. If you find you are very disappointed with them, your level of expectations is probably too high. On the flipside, if you are pleasantly surprised by their behavior, your level of expectations is probably too low.

Positive encouragement acts:

Encourage your kids and emphasize their desire, effort and motivation to succeed; amplify that.

Every child and their journey:

Do not compare them to other kids, rather look at their progress in the context of the overall growth process that they are going through.

Calmly handle the situation:

When they behave inappropriately, even if it reaches an extreme place like harming themselves or destroying property, state out loud, with words what the problem is and try to fix it together.

Your kids will cooperate because they are being presented with a new learning opportunity, a positive stream in your relationship.

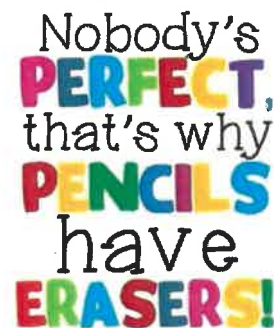
Language:

Learn a new and non-critical language, a language which separates the doer from the action being done and focuses on what should happen, instead of emphasizing what already has happened.

For example: instead of saying "you're lazy", say "you need to put in more effort;" instead of "you're all over the place" say "you need to concentrate more;" instead of "you have two left hands" say "it's broken, let's fix it together."

Rudolf Dreikurs, a psychologist and educator who developed Adler's theory into a feasible approach, summed the advice up as follows:

"Perfection is an elusive goal that's unattainable. We'll have the courage to be imperfect and allow our children to be imperfect. Only in this way can we act, progress and develop. The children won't lose their courage, and will learn to invest more effort if we reduce the value of the mistakes and focus our attention on the positive."





Pictures Speak Louder Than Words When It Comes to Getting Kids to Eat Their Vegetables?



WHAT THEY'RE SAYING

Placing photos of vegetables on lunch trays doubled green bean consumption and tripled carrot consumption at one elementary school.



WHAT WE KNOW

Could pictures of vegetables on lunch trays make it cool for kids to eat green beans? Studies have shown kids learn [primarily by example](#), so if you consume more fruits and vegetables, they may eventually be persuaded to do the same. If you offer healthy options each day, children will learn what normal meals are supposed to look like. It may take a few tries before your kids will like a new food. In fact, evidence suggests that rewards, such as stickers, could be helpful at increasing vegetable consumption.

With the recent push for healthier school lunches, a new study published in the *Journal of the American Medical Association* found that increasing the amount of vegetables children eat during lunchtime, or anytime, could be as simple as placing photos of vegetables on their lunch trays.



HOW DO WE KNOW THIS?

Researchers looked at the amount of veggies that kids ate during a normal day in February 2011 and compared it with consumption when the cafeteria served the exact same menu in May. On the later date, students went through the lunch line with trays that featured photographs of carrots and green beans in two of the tray's six compartments – subtle hints that students should select those foods.

Not only did more students take vegetables that second day, but the total amount of vegetables consumed went up as well. When the trays featured photos of green beans, 96 out of 647 kids took the vegetable, compared with 42 out of 666 kids on the day when trays lacked pictures. For carrots, 77 of 666 kids took the vegetable when trays were photo-free, but when pictures were used, 238 out of 647 kids took carrots. **Overall, students ate three times as many carrots and twice as many green beans.***

More research would be needed to support the results and to suggest ways to boost the amount of vegetables students eat, but this an easy, feasible intervention for increasing fruit and vegetable consumption that could be implemented right away.



OUR ADVICE

Try lots of creative ways to get your kids to experiment with fruits and veggies! While at times, it might be frustrating. Trying new ways to prepare fruits and vegetables (we have over 1,000 recipes!) and being positive are very important when trying to get your kids to love them! [Read About Picky Eaters](#)





SUMMER IDEAS FOR KIDS





For cute fairy garden ideas, check clipart:

"Fairy Gardens Kids Can Make"



Tribune News Service

Living with Children: Patience with young daughter's questions will pay off

John Rosemond, Tribune News Service

Question: I'm concerned that my 3-year-old, she's nearly 4, daughter has some sort of language issue. For example, even though my brother's family moved away nearly two years ago, whenever we drive by their former house, my daughter will ask if they still live there. If I am wearing a yellow shirt, she'll ask, "Is your shirt yellow, Mommy?" She knows her colors, by the way. Lately, when she asks a question of that sort, I ask, "What do you think?" I'm trying to get her to figure it out on her own, but she immediately becomes quiet, like she's confused. She's very bright for her age, but could she have a language problem? On the one hand, I'm worried.

Answer: I think you're making a mountain out of a molehill. If there is a problem, it would fall into one of three categories: discipline, development or disorder. You're certainly not describing a discipline problem, and while I don't have enough information to be definitive about the latter two possibilities, more than 40 years' experience as a parent, grandparent and family psychologist lead me to propose that what you're describing is no big deal.

My sense is she's simply trying to figure out how to begin conversations with people, starting with you. During the second and third years of life, a child figures out the fundamentals of language and begins constructing sentences. A 3-year-old child begins using language to describe the world around her, but threes are known for monologues, not conversation. They'll go on and on about seemingly nothing, jumping from topic to topic and obviously uninterested in what anyone else might have to say. At 4, the art of give-and-take conversation begins to develop.

Your daughter is simply trying to figure out how to have interactive exchanges with other people. And yes, a child's first attempts at conversation can be annoying, as can attempts on the part of a toddler to learn words (e.g., the constant "What's that?").

It takes patience to respond with more than a "yep" to your daughter's repetitions and seemingly unnecessary questions, but patience will pay off handsomely for the both of you. Help her learn what conversation is all about by responding to these "annoyances" with a question that causes her to think and draws her into a discussion.

For example, the next time she asks about your brother's former house, you can ask, "What's the best memory you have of being at Uncle Bob's?" or "Do you remember where Uncle Bob lives now?" If she asks, "Is your dress yellow, Mommy?" you can respond with "Can you name something else that is also yellow?"

Talk to your daughter. Teach her how to converse. The more you help her, the quicker she will develop her conversational skills, and the more you'll enjoy talking to her.



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MEETING THE NEEDS OF INFANTS AND TODDLERS



"A major contribution in a child's development is their family and environment." Erik Erikson

Providing care to children can be an intense and demanding job. A caregiver's knowledge and awareness about child development and the appropriate expectations for a child's behavior is crucial for understanding a child at different stages in their life (2020). At times, a caregiver's stress can be the result of expecting more from a child who is developmentally unable to succeed. And when unreasonable expectations are forced, children become stressed and they respond with avoidant and challenging behaviors.

Infancy and Toddler years are crucial because children are learning how to interact with others, how to control their emotions, and how to respond in crisis. Children learn and model behavior from the world around them. They learn how to behave, socialize, and be strong by the people around them and their environment. However, when certain needs are not met, this can lead to long-term risks for the child as they grow older.

Caregivers should understand that as children grow, and the more aware they become of the effects of their thoughts, actions, and decisions, then the more capacity they have for moral decision making. Consequently, infants and toddlers have no sense of morality. Instead, infants sense of right and wrong is solely based on their feelings and desires and whether their needs are met. A toddler's "moral decision making is shaped by the standards of adults and the consequences of following or breaking the rules" (McLeod, 2013). Even though a 2-3 year old might show empathy-based guilt and moral behaviors, they cannot quite understand the difference between right and wrong.

With so many resources available for caregivers to help them meet the needs of the children, sometimes it can be overwhelming and confusing. This article will provide a few tips to help caregivers understand what is expected for children at a certain age and provide a few strategies to build confident and self-assertive children as they grow older.

18 months- 3 years



Birth to 18 months

Infants depend on others for survival and depending on how they're treated by their caregivers, their sense of threat can be replaced by trust.

If you're "sensitive and responsive to a baby's basic needs (food and shelter) then you will help the baby develop a sense of security" (McLeod, 2018). If you're unresponsive, it can cause the baby to view the world as unreliable and unpredictable—and then they will develop a sense of anxiety and mistrust, which will affect how they interact with others as they grow.

Here are a few tips to build self-confidence in your infant:

- Provide a sense of security by encouraging a baby's exploration, which is tolerant of failure,
- Build trust by responding to their signals of love and comfort.
- Provide hands on support to help a child complete a task such as learning to hold a bottle or feed themselves.
- Provide opportunities that are challenging but interesting and within their ability to master. Example: Supporting them as they pull up into a standing position.
- Follow their lead and allow them to do things over and over.

Building confidence in infants will help them transition easier into group situations and it will also provide them with a sense of security.

During this stage of a child's development, "children struggle with personal control and establishment of self-entity" (Cherry, 2021). As children grow physically and cognitively, they acquire skills that allow them to become partially independent of their caregivers such as feeding, toileting, dressing, and playing with their toys. Having some degree of trust and self-awareness, toddlers begin to pay more attention to their own judgement as they progress. Depending on what is expressed by caregivers, the toddler understands obedience is normal. Hence, toddlers tend to follow the rules to avoid punishment.

It is crucial for a caregiver to show patience & encouragement because it helps shape a child's success. "When a caregiver pushes a child's assertions of will and self-control and allow them to strive towards independence, they help the child become self-reliant, self-disciplined and responsible individuals" (2019).

Children who can't take care of their own basic needs and continue to rely on their caregivers may begin to doubt their abilities and become dependent on others. If they're yelled at and scolded for their mistakes, they develop insecurity and guilt.

Here are a few tips to build self-confidence in toddlers:

- Give explanations and help your child understand and cope with rules.
- Validate a child's feelings and experiences. "I know you are sad because of..."
- Show your child that you value their interests by taking the time to watch and enjoy their accomplishments.
- Use interactive play to help teach your child the skills needed to work through their difficult feelings and experiences.

Building confidence in toddlers helps build problem solving skills and the courage to resist peer pressure. Ultimately, it provides them with a positive self-image and the capability of maintaining healthy relationships.

There are many more ways to build self-esteem and confidence within infants and toddlers. These are just a few tips to help caregivers understand the importance of responsive caregiving and having an understanding of age-appropriate expectations for children at certain stages of their life.

Check out the references below for more information that was provided in this newsletter.

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What kind of water cannot freeze?

Hot water.



What kind of tree fits in your hand?

A palm tree!



What animal is always at a baseball game?

A bat



How do we know that the ocean is friendly?

It waves!



What do ghosts like to eat in the summer?

I Scream.



Where do sheep go on vacation?

The Baaa-hamas.



And where do sharks go on vacation?

Finland!



What part of the fish weighs the most?

The scales.



Why did the robot go on vacation?

To recharge his batteries.



What does a mermaid use to call her friends?

A shell phone, of course.



What do you pay to spend a day on the beach?

Sand dollars.



Where do ghosts like to boat on vacation?





Mayo Clinic

Terrible twos: Why are 2-year-olds so difficult?



The term "terrible twos" has long been used to describe the changes that parents often observe in 2-year-old children. A parent may perceive this age as terrible because of the rapid shifts in a child's mood and behaviors and the difficulty of dealing with them. One minute your child might be clinging to you, and the next he or she is running in the opposite direction.

These changes, however challenging, are a normal part of child development. Two-year-olds undergo major motor, intellectual, social and emotional changes. Also, children at this age can understand much more speech than they can express, a factor that contributes to emotions and behaviors that are difficult for parents to interpret.

Two-year-olds are struggling with their reliance on their parents and their desire for independence. They're eager to do things on their own, but they're beginning to discover that they're expected to follow certain rules. The difficulty of this normal development can lead to inappropriate behavior, frustration, out-of-control feelings and tantrums.

During this time, expect that you and your child will occasionally lose patience with each other. Try to stay calm. When your child begins to get worked up, try to redirect his or her attention. If you can't distract your child, ignore him or her.

If you're in public, take your child aside without discussion or fuss and wait until he or she has calmed down before continuing with your activity. Also, consider avoiding challenging situations, such as going shopping during your child's nap time and be sure to praise your child for appropriate behavior.

By accepting the changes your child is going through and showing him or her love and respect, you'll help your child make it through this difficult stage with confidence.





🎵 Singing Oranges 🎵

Have a child roll an orange on the table until it is soft. Small, thin skinned oranges at room temperature work best. Make a small slit through the skin with a sharp knife, **an adult's job**. Insert half a stiff straw in the hole. Sip the juice through the straw. When finished, cut the orange into sections and eat the pulp.

Option: You can use a peppermint stick instead of a straw for a special treat.



🍌 CRUNCHY BANANAS 🍌

½ cup peanut butter
2 bananas
wooden sticks

2 tablespoons milk
1 cup crushed cereal

Check for allergies.

Mix peanut butter with milk. Peel bananas; cut in half crosswise. Insert a stick in each flat end. Spread banana with peanut butter mixture. Roll in crushed cereal. Place on waxed paper and freeze until firm, about 2 hours.



FRUIT POPS

1 cup applesauce
6 small paper cups

1 package (10 ounces) frozen strawberries thawed
6 plastic spoons or wooden pop sticks

Mix applesauce and strawberries together. Put about 2 tablespoons of fruit mixture into each paper cup. Place spoon in center of cup and freeze. Tear off paper to serve.



Apple Crunch Snack Mix (Check for any nut allergies)

5 cups square cereal pieces (suggestions: wheat, corn, mixed grain or rice Chex or Crispix)
½ cup margarine, melted
½ cup raisins
¼ cup sugar
Large baking pan

½ teaspoon cinnamon
½ cup chopped nuts
½ cup coarsely cut dried apples

Note: Add other types of dried fruit such as apricots, cranberries or peaches.

- ✚ Combine cereal and nuts in baking pan
- ✚ Pour melted margarine over cereal mixture while stirring.
- ✚ Stir together sugar and cinnamon. Sprinkle over cereal mixture, stirring to coat evenly.
- ✚ Bake at 250 degrees for 45 minutes. Gently stir every 15 minutes. Stir in apples and raisins.

Serves 12 Be sure to cool before storing in container with tight lid.



Lizard Skins

½ cup peanut butter 12 ounces marshmallows 2-4 drops green food coloring 16 raisins
4 cups crispy rice cereal (cornflakes or oat ring cereal may be used)
Non-stick cooking spray

- ✚ Heat peanut butter with marshmallows in a large saucepan over low heat until melted.
- ✚ Add green food coloring and mix in.
- ✚ Pour in cereal and stir quickly.
- ✚ Spray 8-inch pan with nonstick cooking spray and then pour mixture into pan.
- ✚ Allow to cook in refrigerator, then cut into long thin strips, about 1-inch by 4 inches.
- ✚ Cut each raisin in half and stick on one end of each strip to make the lizard's eyes.



Snack Crediting for Ages 3-5:

Total Time	5 minutes
Serving Size	1/2 cup
Servings	6



Components

Meat/Meat Alternate, Grains, Vegetable (Choose two)



1-2-3 Dip!

]

Ingredients

- 1 15 ounce can of chickpeas
- 4 cloves of garlic
- 1/4 cup fresh lemon juice
- Salt to taste

Choose one as complementary side

- 3 ounce whole-wheat pita chips
- 36 celery or carrot sticks, 1/2" by 4"

Directions

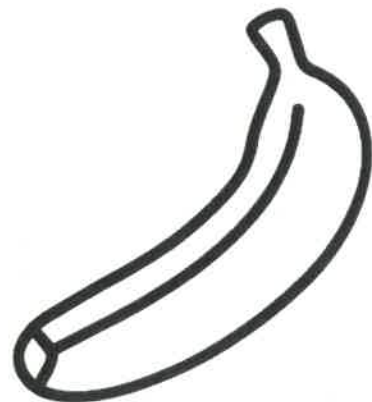
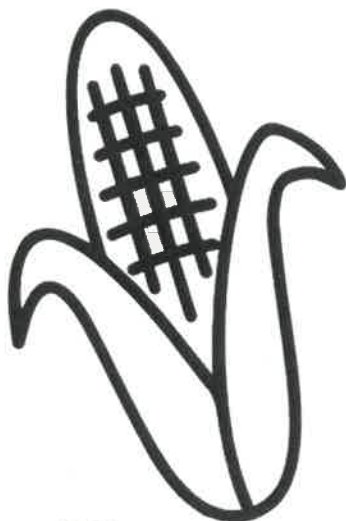
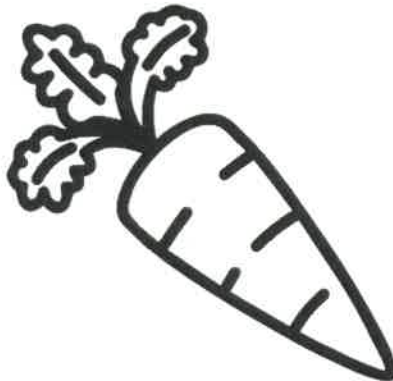
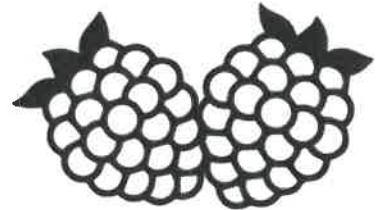
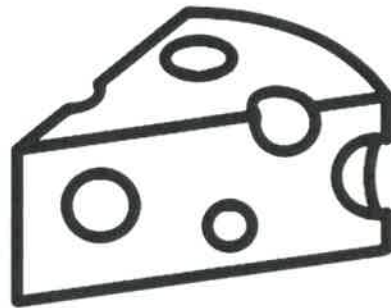
1. Drain and rinse chickpeas.
2. Combine chickpeas with garlic and lemon juice in a food processor.
3. If crediting chickpeas as a meat alternate, serve 1/2 cup with either 1/2 ounce whole-wheat pita chips, or 6 celery or carrot sticks.
4. If crediting chickpeas as a vegetable, serve 1/2 cup with 1/2 ounce whole-wheat pita chips.



CACFP is an indicator of quality child care.

Rainbow Plate

Color each of the food items, then cut out all the pieces. Take a paper plate and paste different food items to your plate to create a rainbow of healthy foods.



FARM to TABLE

When kids help grow their own produce, they are more likely to eat it! If you can't create a backyard garden, consider getting a regular produce box delivery from a local gardener or take your children on a weekly trip to the farmers' market together. Farm to preschool is a great way to get your kids invested in gardening and healthy eating.



LEARN IT
How does your garden grow?
 Every garden must start with a seed, but how does that seed become the plants we can cook and eat in our homes? This is a fantastic opportunity to teach the children in your care what a seed is, examples of seeds, and what those seeds need to become strong, healthy plants that we can harvest.



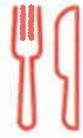
MAKE IT Garden Printing
 Sometimes the best art can be created without a paint brush! Cut various vegetables from your garden such as carrots, peppers, squash, zucchini, eggplant, and potatoes in half so they can be used as a stamper. Make the children a paint pallet with different colors. Ask them to stamp the vegetables in the paint and then they can make their work of art on a large piece of construction paper.



GROW IT
Container Gardening
 Not everyone has the space to plant an elaborate garden. That's okay! You can still have a garden with a container garden. Tires, buckets, large planting pots, or even tubs can all be used as your container. Hanging baskets are great for fruits like strawberries, cherry tomatoes and herbs. Plastic containers will hold in moisture better than a clay or wood container. Fill the container with gardening soil and begin planting. Remember to check plants daily for watering needs and support your fast growing, tall plants with trellises and stakes. Plant ideas for container gardens:

Beans	Broccoli	Carrots
Cucumbers	Eggplants	Lettuce
Onions	Peppers	Radishes
Tomatoes		

EAT IT Garden Stir Fry
 1/2 cup low sodium chicken broth
 1/2 tablespoon of corn starch
 1 teaspoon soy sauce
 1 tablespoon sesame or olive oil
 2 tablespoons garlic minced
 5 cups of your favorite garden vegetables
 3 1/3 cups diced chicken
 Whole Grain Rice



Mix together the broth, cornstarch and soy sauce and set aside. Add oil to a large pan and sauté the garlic on high heat for one minute. Add the vegetables and cook for eight minutes until tender. Add the soy sauce mixture and reduce heat to medium. Continue cooking until the sauce thickens. Serve over 1/4 cup cooked whole grain rice for each child.

Lunch Crediting:
 10 Servings (1/2 cup)
 for ages 3-5 (Vegetable/ Meat/ Grain)



PLAY IT Garden Turnover
 Divide the children into equal groups, each with a unique vegetable name. Have them sit in chairs forming a large circle, with one child starting the game as the center. When the child in the center calls out one of the vegetable names, those children get up and try to find a new chair as the center tries to steal a seat. The child left standing calls out a new vegetable and the game repeats. If the center child calls out "Garden Turnover!" all the children get up to find a new seat.



READ IT
Growing Vegetable Soup by Lois Elhert
 This easy to understand book with bold pictures talks about necessary gardening tools, gardening chores and what happens after harvesting. A recipe for vegetable soup is included! Maybe you can use produce from your own garden to make a batch of soup to share with the children.

CACFP is an indicator of quality child care. This institution is an equal opportunity employer. Learn more @ cacfp.org



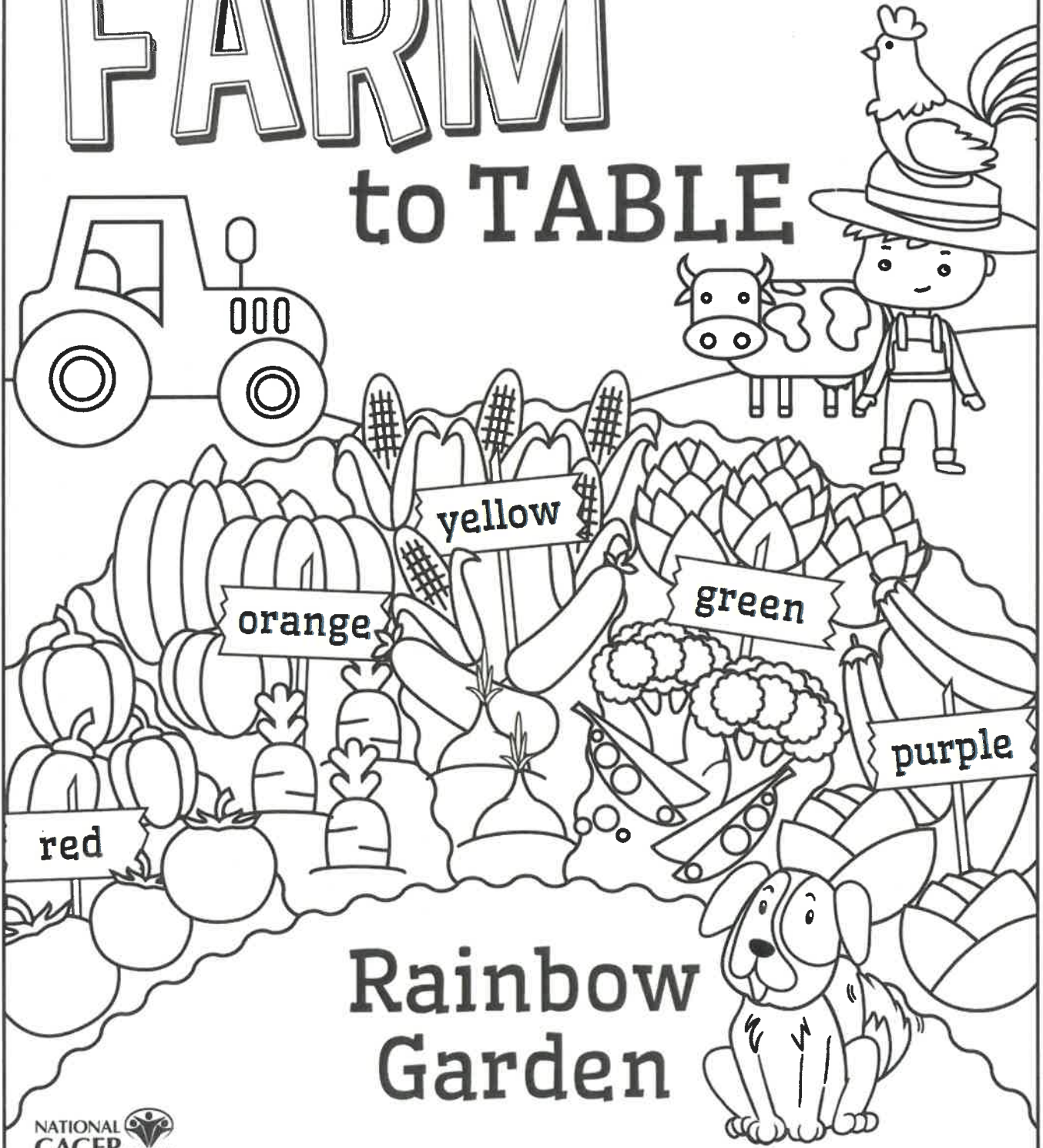
SING IT Bingo Was His Name O
 There was a farmer who had a dog,
 and Bingo was his name O!
 B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
 and Bingo was his name O!



CACFP is an indicator of quality child care.

FARM

to TABLE



Rainbow Garden

TODAY announces the newest Gerber baby, Isa, who has a limb difference

By: Kait Hanson



The results are in: The newest Gerber baby melts hearts with her joyful giggle and loves to snuggle.

She is the first Gerber baby with a limb difference, as baby Isa Slish from Oklahoma was born missing part of her right leg.



“Isa is a strong, amazing little girl that loves to interact with the world around her and nothing will stop her,” Meredith shared. “Her smile lights up the room and her laughter is irresistible.”

Isa was born with Congenital Femoral Deficiency and Fibular Hemimelia.



Meredith, Isa’s mother: “Before she was born in September of 2021, we knew Isa was special, and she has shown us that every day since she came into our lives. We found out at 18 weeks that Isa would be born without a femur or a fibula in her right leg. “While the world around us seeks to embrace individuality and uniqueness, we hope that awareness for limb differences will lead to greater inclusion for children like Isa.”



According to Gerber, Isa's hobbies include playing with her toy hippo, enjoying the breeze and babbling to big sister Temperance, 4.



Baby Isa's new role as a Gerber baby is more than just looking cute. She will be serving as the company’s **“Chief Growing Officer”** which includes helping the next generation of babies grow and thrive, as well as taking on the role of official **“Chief Taste Tester”** for new baby food products.



“We hope Isa’s story can bring more awareness for limb differences and create greater inclusion for children like her,” Meredith said. “Because, just like Isa, they, too, can be or do anything they want.”



Child Care Stabilization Grant Approved Category Reminder

Stabilization Grant funds must be spent on allowable expenses. To ensure funds each child care provider receives are spent in one (1) of the eight (8) approved categories here is a reminder of those categories:

- Rent, Mortgage and Utilities
- Payroll and Benefits
- Facility Maintenance
- Goods to Continue Child Care
- Mental Health Support
- Health and Safety
- Equipment Related to COVID-19
- PPE, Cleaning and Sanitizing Supplies

Note: For home-based child care providers, the time-space percentage calculation used for your business may need to be used when using funds in some of the above approved categories.

There are many resources available to guide child care providers through the eligible categories of spending, beginning with an overall in-depth guidance from the federal government at:

<https://www.acf.hhs.gov/sites/default/files/documents/occ/CCDF-ACF-IM-2021-02.pdf>

Guidance can also be found at the NYS Office of Children and Family Services website at:

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

The facility maintenance category generates the most questions for child care providers. This category allows you to use the Stabilization Grant funds to:

- Build or upgrade your outdoor play area to accommodate social distancing and outdoor play in fresh air. Both will alleviate the spread of the COVID-19 virus and other airborne diseases.
- Renovating bathrooms to create more space, improve access for children and families, and/or to improve ventilation.
- Installing ramps for accessibility.
- Removing non-load bearing walls to create more space for social distancing.
- Replace carpet with a floor surface that is easier to clean.
- Install touch-free faucets or light fixtures.

The Stabilization Grant funds **CANNOT** be used for construction or major renovations such as:

- Projects which require a building permit.
- Structural changes to foundations or load-bearing walls.
- Extensive alterations of your home or facility.
- Replacing an entire roof of your home or facility, etc.

If you decide to use Stabilization Grant funds in the facility maintenance category, plan and budget the total dollar amount you plan to use to make facility maintenance improvements. Then incorporate this total amount into your overall budget for how you will spend the Stabilization Grant funds.

NOTE: No matter which approved category you choose to spend the Stabilization Grant funds, you must keep either paper or electronic receipts of how you spent the funds for a **MINIMUM OF FIVE (5) YEARS** in case of an audit.

If you have questions about approved uses for the Stabilization Grant funds, please contact your tax accountant. Also, the Child Care Resource and Referral (CCR&R) program is available to provide clarification on acceptable expenses for the Stabilization Grant funds. The CCR&R may be reached by calling 716-285-8572.

Thank you for all you do to keep children safe, happy and healthy!



Child Care Desert Grant Part 2 - Existing Providers

Phase 2 of the Child Care Desert Grant for existing child care programs is now available for:

- 1) Existing day care centers and school-age programs to expand capacity

OR

- 2) Existing home-based programs and small day care centers to expand care to infants & toddlers or children with special needs or expand to offer non-traditional hours.

To learn more click on the link below:

<https://ocfs.ny.gov/programs/childcare/deserts/existing.php>.



If you have any questions, please contact the Community Child Care Clearinghouse of Niagara at 716-285-8572:

Carolyn – option 2

Beverly – option 4

Angela – option 3





For Immediate Release: 5/12/2022

GOVERNOR KATHY HOCHUL

GOVERNOR HOCHUL ANNOUNCES RESOURCES FOR NEW YORK FAMILIES AMID INFANT FORMULA SHORTAGES

New York State Department of Health Continues to Support the Distribution of Formula, Diapers, and Infant Supplies, Including for New York State WIC Participants, and is Actively Monitoring Ongoing Shortages

New Yorkers Should Visit [New York State Women, Infants And Children Office](#) or Prescreen with the Office's [Chatbot](#) to Verify Infant Eligibility for WIC Benefits

Governor Kathy Hochul today announced resources for New York families amid nationwide infant formula shortages. On February 17, the U.S. Food and Drug Administration warned consumers not to use certain powdered infant formula products from Abbott Nutrition's Sturgis, Michigan facility, and Abbott initiated a voluntary recall of certain products. Since that time, the [Food and Drug Administration](#) has been working with Abbott and other manufacturers to bring safe products to the U.S. market and to increase the availability of infant and specialty formula products.

"In close coordination with our federal partners, New York State will continue to do everything possible to support New York families in need of formula for their infants," **Governor Hochul said**. "My administration is committed to ensuring every newborn and child has access to the nutritional support they need to stay healthy. I urge every parent and guardian to take advantage of these resources and keep up to date with important information to take care of their families."

Throughout the pandemic, the Department of Health has continued to support the distribution of diapers, formula, and other infant supplies through its home visiting program and partnership networks. Through management of the New York State WIC Program, the New York State Department of Health continues to monitor supply chain disruptions that may be impacting its participants.

In light of the recent formula supply issues, the Department has increased communication with formula manufacturers to monitor the production of can sizes, supply, and shipments. The New York State WIC Program has been able to help participants obtain the formulas needed through alternate stores with the formulas in stock and coordinate with manufacturers to get formula to participants when they cannot find it locally. New York WIC participants should [contact their local agency for assistance](#) locating products when needed.

Through [Wanda](#), the Department's chatbot, New Yorkers can receive direct, accessible online navigation support through a "personal WIC assistant" and see if their infant is eligible for WIC benefits.

State Health Commissioner Dr. Mary T. Bassett said, "Reports of infant formula supply shortages are concerning, and we urge New York families to follow the Department's recommendations as we continue to monitor the

situation in New York. New York families should work with their infant's medical provider if a new formula suggestion is needed to meet their infant's needs, and all New Yorkers should visit their local New York State Women, Infants and Children Office or prescreen with Wanda, the Department's chatbot, to see if their infant is eligible for WIC benefits. The Department remains committed to ensuring families have the nutritional support and resources needed to best care for our youngest New Yorkers."

In an effort to meet current demand, many stores are limiting the amount of formula customers can purchase at one time. It is important that families don't hoard formula, which will further impact the supply chain and other families in their community. For families struggling to find the formula they need for their baby, the Department recommends the following:

- Call your OBGYN or the infant's medical provider to see if they have in office samples or can suggest a similar formula that may be more readily available in stores that is nutritionally similar to meet the infant's needs.
- Switch to another brand or type that's available, if recommended by the infant's medical provider.
- Contact a local [New York State Women, Infants and Children Office](#) or prescreen with [Wanda](#), the Department's chatbot, to see if the infant is eligible for WIC benefits.
- Families with WIC should check the [New York State Women, Infants and Children vendor site](#) to find a list of WIC approved vendors who may have formula in stock.
- Visit smaller stores and drugstores that carry formula. You may want to call first to see if they have formula in stock.
- Look online for options available but be sure to only order from well-recognized distributors and pharmacies. Don't buy formula online from people you don't know on social media sites, online auctions, or overseas.
- Check the [lot code](#) on the formula that you already have to make sure it wasn't recalled. Don't throw away formula that wasn't part of the recall, unless it is expired.
- Be sure to follow the formula manufacturer's preparation and storage instructions.
- Don't use toddler formula to feed infants.
- Don't water down formula or try to make infant formula [at home](#).
- Expectant individuals are encouraged to consult with a provider about breastfeeding their infant. The New York State WIC program also provides [breastfeeding support](#) and resources to new families. Families feeding a baby with human milk from a source other than the baby's mother should only use milk from a source that has screened its milk donors and taken other precautions to ensure the safety of its milk.

The Department shares the FDA's [recommendation](#) that families should not make formulas at home and encourages caregivers to work with their child's health care provider for recommendations on changing feeding practices, if needed.

As New York families seek alternate sources for formula, the New York State Division of Consumer Protection has issued an [alert](#) reminding parents to be aware of online scams and unscrupulous vendors who may try to take advantage of the situation.

The Department of Health will continue to monitor the situation and communicate openly with New York families. For more information, support, and WIC eligibility, visit [New York State Women, Infants and Children Office](#) or prescreen with [Wanda](#).

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)



May - August, 2022

If you have any questions:

- ✓ Check your May - August 2022 Training Calendar
- ✓ Contact Beverly McArthur at 716-285-8572 option 4

DATE	TITLE	LOCATION
6/2/2022 (2 Hours)	Child Abuse & Maltreatment (CAM) and Abusive Head Trauma (AHT)	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
6/4/2022 (4 Hours)	First Aid/CPR/AED Training	Mount St. Mary's Child Care Center 5310 Military Rd. • Lewiston, NY 14092
06/06/2022 (3 Hours)	201-Level Adverse Childhood Experiences Institute	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
06/13/2022 (2 Hours)	Safety, Supervision and Security	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
06/14/2022 (2 Hours)	Container Baby Syndrome	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
06/18/2022 (8 Hours)	Medication Administration Training (MAT)	Mount St. Mary's Child Care Center 5310 Military Rd. • Lewiston, NY 14092
07/05/2022 (2 Hours)	Child Abuse & Maltreatment (CAM) and Abusive Head Trauma (AHT)	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
07/09/2022 (4 Hours)	First Aid/CPR/AED Training	Mount St. Mary's Child Care Center 5310 Military Rd. • Lewiston, NY 14092
07/11/2022 (3 Hours)	201-Level Adverse Childhood Experiences Institute	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
07/12/2022 (3 Hours)	Program Contracts and Policies	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305

DATE	TITLE	LOCATION
07/13/2022 (3 Hours)	Program Contracts and Policies	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
07/18/2022 (2 Hours)	Safety, Supervision and Security	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
07/19/2022 (3 hours)	Staff Recruitment, Management and Retention	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
07/20/2022 (3 hours)	Staff Recruitment, Management and Retention	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
7/26/2022 (3 Hours)	Child Care Program Marketing	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
7/26/2022 (3 Hours)	Child Care Program Marketing	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
08/02/2022 (3 Hours)	Business & Financial Structure	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
08/02/2022 (2 Hours)	Child Abuse & Maltreatment (CAM) and Abusive Head Trauma (AHT)	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
08/03/2022 (3 Hours)	Business & Financial Structure	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
08/06/2022 (4 Hours)	First Aid/CPR/AED Training	Mount St. Mary's Child Care Center 5310 Military Rd. • Lewiston, NY 14092
08/08/2022 (3 Hours)	201-Level Adverse Childhood Experiences Institute	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
8/9/2022 (3 Hours)	Ongoing Financial Management	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
8/10/2022 (3 Hours)	Ongoing Financial Management	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
08/15/2022 (2 Hours)	Safety, Supervision and Security	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
8/16/2022 (3 Hours)	Facilities and Liability	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
8/17/2022 (3 Hours)	Facilities and Liability	Niagara Community Action Program, Inc. Community Child Care Clearinghouse of Niagara 1521 Main St. • Niagara Falls, NY 14305
08/20/2022 (8 Hours)	Medication Administration Training (MAT)	Mount St. Mary's Child Care Center 5310 Military Rd. • Lewiston, NY 14092

Niagara Community Action Board of Directors:

Tim Beach Gary Heuck
Andrea Haseley Andrew Kirsch
John Lombardi III Kateri Serpas
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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:

- June 20 (Juneteenth)
- July 4

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/>



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.



Is your provider record up-to-date?

- Has your contact information changed?
- What about vacancy numbers?
- Have your days & hours of care changed?

Child care availability throughout Niagara County is at a premium. Please let me, Carolyn, know if your information has changed. A voice mail or e-mail is sufficient. I may be reached at 716-285-8572 opt. 2 or ccrniagara@niagaracap.org.



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.