

Child Care Resource and Referral is a project of the Indiana Association for Child Care Resource and Referral and the Indiana Family and Social Services Administration



# NEWSLETTER

February 2012  
Issue # 2

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Terre Haute, IN 47802

## Ten Ways Early Childhood Programs Can Promote The Earned Income Credit and the Child Tax Credit



There are many opportunities to raise awareness about the Earned Income Credit (EIC) and the Child Tax Credit (CTC) and to help eligible working families and individuals claim these important tax benefits. Remember, both parents *and* staff may be eligible.

1. Display the EIC/CTC poster in your child care center, Head Start center, or family day care home. Keep EIC/CTC fact sheets on hand at the center for interested parents and staff.
2. Think about the things that go home with children. Artwork? Lunch menus? Send EIC/CTC materials along.
3. Publish an article about the EIC and the CTC in your newsletter.
4. Insert EIC/CTC envelope stuffers in staff paychecks.
5. Make the tax credits the featured topic at your next parent meeting or your next staff in-service training.
6. Organize a free tax help day for parents and staff. You can find volunteers to help participants fill out tax forms by contacting the local VITA program (sponsored by the IRS), a local accounting firm, or a college or university that has an accounting program.
7. Share EIC/CTC information with other community organizations, such as the local school district, the county WIC program, or the library.
8. Think about your business partners, such as companies that provide food, classroom supplies or other items for your program. Ask them to help share information about the EIC and the CTC with their other customers and their own employees.
9. Parents and staff can become Tax Credit Ambassadors. They can distribute EIC/CTC information in their own workplaces, at church, or at schools their older children attend.
10. Don't forget about grandparents who are raising children or about foster parents. They may be eligible for the credits, too. Make sure they receive EIC/CTC information.

**For more information on how your program can promote the EIC and the CTC, contact the Center on Budget and Policy Priorities, at 202-408-1080.**

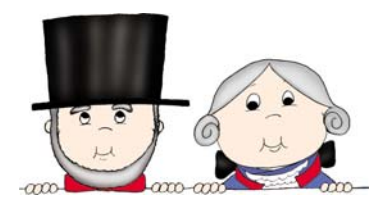
**For printable EIC/CTC materials:**  
<http://eitcoutreach.org/category/outreach-tools>  
See page 8 & 9 in this newsletter for more information.

## SEVERE WEATHER GUIDELINES

The season is upon us when inclement weather may occur at any time. Please be aware that if inclement weather hits our area we may need to make adjustments to our office activities. Trainings, Paths to QUALITY mentoring visits, food program appointments, and/or CCDF appointments may need to be cancelled and/or rescheduled. When registering individuals for a CASY training be sure to leave a contact number where all participants can be reached the day of the training. If, for any reason, a training needs to be cancelled/rescheduled a member of the CASY staff will call all registered participants to notify them of the changes. If you have any questions about outside trainings being offered please contact the CASY office at 800-886-3952/812-232-3952.

## CASY Office Closings

The office will be closed on Monday, February 20 in Observance of President's Day.





# Congratulations

## Newly Enrolled Providers

*Teeter Tots*

Sullivan County

### Provider who recently increased to Level 2

*Tiny Tykes Inc.*

Greene County

### Provider who recently increased to Level 3

*Valley Child Development Center, Inc.*

Vermillion County

### Provider who recently increased to Level 4

*Loving Ways*

Vigo County

#### Paths to QUALITY Introduction Sessions

<u>Date</u>	<u>Time</u>	<u>Location</u>
Wednesday, February 29th	6:00pm-8:00pm	<i>Clinton Public Library</i> 313 South 4th Street
Monday, March 12th	6:00pm-8:00pm	<i>Booker T. Washington Community Center</i> 1101 S. 13th Street

## UPDATED IDOE/FSSA Milk Policy For One Year Old Children

\*Notice the only difference in CACFP & licensing milk requirements is for children age 2 and older. CACFP Food Program facilities that are licensed may **ONLY** serve children age 2 and older **1% (low-fat) milk** to be in compliance with both sets of requirements. For any milk questions contact Food Program.



Child Care Milk Requirements		
	CACFP (IDOE)	Licensing (FSSA)
Infants	Breast milk or formula	Breast milk or formula
Age 1	Whole or 2% (reduced-fat)	Whole or 2% (reduced-fat)
Ages 2 and up	<b>1% (low-fat)*</b> or <i>skim (fat-free)</i>	2% ( <i>reduced-fat</i> ) or <b>1% (low-fat)*</b>

### New Webinar Opportunities:

Indiana Child Care Resource and Referral Agencies along with Indiana Association for Child Care Resource and Referral are offering exciting new webinar opportunities. These webinars are designed to give extra training opportunities during the workday.

**All webinars are from 1:30pm-2:30pm at dates listed below.**

**Participants must register 24 hours in advance.**

**Prior registration required. To register please contact IACCRR at 1-800-299-1627 or email Christina VanOsdol at [cvanosdol@iaccrr.org](mailto:cvanosdol@iaccrr.org)**

For a full year schedule of webinars please contact Kristi at 812-232-3952 ext. 38

Description	DATE
<b>Snack Time Math: Preschool Transitions and Routines that Build Skills using FOUNDATIONS:</b> It's easy to make math a part of your day! Young children learn basic mathematical concepts through play and every day experiences. Snack times, transition times, and play time all teach these concepts. This webinar will give you concrete ideas to use throughout the day with preschoolers. These ideas, which come from the <i>FOUNDATIONS to the Indiana Academic Standards</i> , will help children build the foundation for all later math learning. Presenter: Jennifer Taylor	2/29
<b>Mini Mad Scientists: Exploring the Nature of Science with Infants and Toddlers using FOUNDATIONS:</b> Infants and toddlers are natural scientists who learn best through hands-on, sensory-based, guided exploration. This training will use the <i>FOUNDATIONS to the Indiana Academic Standards</i> to help you explore the role these experiences play in developing basic science concepts with infants and toddlers. It will also offer insight into how young children learn during the experimentation and exploration that builds the foundation for all future science learning.	3/28
<b>Considering a Career in Child Care?</b> How do I turn my love for children into a career? It's hard to know what's out there and where to start. Many people choose child care as a career without knowing much about their options. This webinar will help individuals who are considering child care as a profession by discussing the different types of careers along with the education requirements for each of the career choices. Presenter: Michelle Friend	2/16, 3/15
<b>Universal Precautions:</b> Universal precautions training is required for all staff working in regulated child care programs. Early childhood professionals need to be knowledgeable about infectious diseases that can be transmitted in the early childhood setting, including those spread through contact with blood and other potentially infectious body fluids. Universal precautions training deals with safe handling of bodily fluids, blood, and airborne secretions to reduce the chance of infection and transmission of diseases to staff or children in child care settings. Presenter: Melissa Chalman IACCRR	2/7, 3/6
<b>Paths to QUALITY™ Introduction:</b> The Paths to QUALITY Introduction Session is designed to provide you with all the information you will need in order to participate in Indiana's quality improvement and rating system. You will learn about the four levels of participation, the enrollment process, mentoring options, rater visits, incentives and awards. Presenters: Dottie Knepley, Traci Marshall IACCRR	2/14, 2/23, 3/13, 3/22
<b>Introduction to the Americans with Disabilities Act (ADA) for Child Care:</b> Do I have to accept a child who has a disability? Who will pay for the extra staff that may be needed if I enroll the child who has a special need? These are the sorts of questions that the ADA answers. The ADA is a piece of federal legislation that describes the rights and responsibilities of the parents as well as the providers when discussing caring for children with special needs. This webinar will provide an overview of this legislation, compare and contrast it to the Indiana licensing regulations, and share examples of how to implement this legislation into a child care setting in order to make the most appropriate decisions when caring for children with special needs. Presenter: Renee Kinder IACCRR	2/9, 3/8
<b>Disability Awareness:</b> The foundation is the first part of a house to be built. Everything else is built upon this foundation. There are foundational pieces to caring for children with special needs that everything else is built upon. This webinar will discuss these foundational aspects such as defining inclusion, person-first language, the benefits of inclusion and the resources that are available to assist providers and family members. Presenter: Renee Kinder IACCRR	2/28, 3/27
<b>Introduction to Ages and Stages:</b> This webinar will provide an overview of the Ages and Stages screening tool as well as compare what an assessment is vs. a screening. It will provide the opportunity to think through the current practices pertaining to screening children and why screening tools should be implemented in child care settings. Information will also be shared on how to obtain additional assistance with the Ages and Stages screening tool. Presenter: Renee Kinder IACCRR	2/2, 2/21, 3/1, 3/20

## Mealtime Memo for Child Care

### Celebration Ideas for Happy, Healthy Events

Birthdays, holidays, and special celebrations usually include treats. Turn any joyous occasion into a celebration of taste and good health. Use the ideas below. Blend learning about letters, numbers, and color with healthful choices. Serve up activities and snacks that meet program needs in a playful manner.

Birthdays are special days to focus on a child. Find out more about the child by featuring his or her favorite color, age (number), and the first letter of the child's name or initials. Build the snack around celebrating the child. Create excitement around the child's choices and no one will even notice the sugary treats don't show up for the party.

For example, Jessie is celebrating her fourth birthday and she loves the color yellow. Serve each child 4 jicama sticks and a dip made of pureed yellow split peas seasoned with ground ginger (see recipe below). Explain that the letter 'J' sounds different in Jessie (a 'jay' sound) and jicama (an 'h' sound, "hic a ma"). Have the children count the jicama sticks.

There are four sticks and Jessie is four years old today. Tell the children that jicama is a vegetable that we can eat raw or cooked. It is crunchy when raw. Ask the children to try jicama plain and describe what they taste. Then, try it in the yellow dip made in honor of Jessie's favorite color.

Follow food safety guides for young children. For example, cut grapes or cherry tomatoes to avoid choking hazards and make other modifications as needed, depending on the age of the children.



### Yellow Pea with Ginger Dip

1 cup of cooked yellow split peas


1 cup of plain Greek yogurt


1/8 to 1/4 teaspoon ground ginger, to taste (start with less and add more as needed)

Puree all ingredients until smooth. Serve with fresh vegetable pieces

Yield: 2 cups or 32 T of dip.

### Culinary colors

**Yellow:**  
 Yellow split pea dip, Yellow crookneck squash, Yellow pear tomatoes, Star fruit, Pineapple, Lemon cucumbers


**Red:**  
 Watermelon, Raspberries, Salsa, Cherry Tomatoes, Blood Oranges, Beets, Strawberries


**Orange:**  
 Cantaloupe, Apricots, Peaches, Carrot coins, Pumpkin soup or muffins, Sweet potatoes



**Blue:**  
 Blue potatoes, Blueberries



**Green:**  
 Honeydew melon, Pea pods, Avocado, Granny Smith apples, Broccoli florets, Kiwi slices

**Purple:**  
 Eggplant, Grapes, Huckleberries, Purple cabbage, Plums

**White:**  
 Jicama, String cheese, Potatoes, White asparagus, Flesh of cucumber, or zucchini



Continued on page 5...

### Nutrition by the numbers

- 2 – Two-tone mashed potatoes – white and sweet potatoes mashed served side by-side; double melon soup, pureed cantaloupe and pureed honeydew melon, pour side-by-side at the same time
- 3 – Yogurt topped with three different berries or chunks of fruit, 3-bean salad or baked beans
- 4 – Four sticks and dip – use any combination of vegetable pieces and hummus, bean or split pea based dips; 4-Ps – green, yellow, orange, and red pepper strips with a beanbased
- 5 – 5-layer dip of refried beans, plain yogurt, chopped fresh cilantro, diced tomatoes, and shredded cheese served with whole wheat tortilla wedges; Five different varieties of apple slices with nut butter.

### Luscious Letters

- |  |   |  |   |
|--|---|--|---|
| <b>A</b> – Apples, Apricots, Asparagus                 | <b>H</b> – Ham, Honeydew Melon, Hummus            | <b>O</b> – Oatmeal, Okra, Oranges, Orzo            | <b>U</b> – Ugli Fruit                                   |
| <b>B</b> – Baked beans, Bananas, Beets                 | <b>I</b> – Iceberg lettuce, Ice cream             | <b>P</b> – Peas or pea pods, Pear, Plantains, Plum | <b>V</b> – Vegetable soup, Vermicelli                   |
| <b>C</b> – Cabbage, Cantaloupe, Cherry, Couscous       | <b>J</b> – Jicama, Juice, Jerusalem artichoke     | <b>Q</b> – Quesadillas, Quiche, Quinoa             | <b>W</b> – Watermelon, Water chestnut, Wheat crackers   |
| <b>D</b> – Date, Dried fruit, Dill pickle              | <b>K</b> – Kidney beans, Kiwi, Kohlrabi, Kumquat  | <b>R</b> – Radish, Raspberries, Rye bread          | <b>X</b> – Xigua (she – gwah) Chinese for Watermelon    |
| <b>E</b> – Eggplant, Eggs, English Cucumbers, Egg roll | <b>L</b> – Lasagna, Lentils, Lemon, Lettuce, Lime | <b>S</b> – Squash, Strawberries, String cheese     | <b>Y</b> – Yellow pear tomatoes, Yellow peppers, Yogurt |
| <b>F</b> – Fig, Fruit mix, Fruit bread                 | <b>M</b> – Mango, Melons, Milk                    | <b>T</b> – Tangelo, Tomatoes, Tortilla,            | <b>Z</b> – Ziti, Zucchini                               |
| <b>G</b> – Grape, Grapefruit, Grits, Guava             | <b>N</b> – Nectarine, Noodles, Nut butters        |  |   |

Article by: National Food Service Management Institute [www.nfsmi.org](http://www.nfsmi.org)



## Early Education Professional Development Grant Reimbursement



Clay, Parke, Sullivan, Vermillion and Vigo Counties only

The Professional Development Grant Program supports attendance at continuing education programs for child care providers/early education professionals that work directly with children ages 0-6.

Success by Six Professional Development Grants may be used for conferences, trainings, or workshops that focus on early education, child development or child care. Conferences, trainings, or workshops must be significantly related to the applicant's position and improve the applicant's ability to do his or her job and the agency's ability to foster the healthy development of young children. Applications due 10th of every month.

Professional Development Grants may only be used for the following expenses: Registration/conference/training fees. The minimum cost of the registration must be \$30. Trainings with minimal registration fees of less than \$30 are not eligible for a grant. Total grant available: **\$ 150 maximum and only one grant per person per calendar year.**

Complete Guidelines & Application available at: [casonline.org/successby6grantmay2011.pdf](http://casonline.org/successby6grantmay2011.pdf)

## Wabash Valley Chapter of Indiana Association for the Education of Young Children

2012 Meetings

New this year... All of our Wabash Valley Chapter meetings will include a training topic.

You will receive a training certificate for attending. Meetings are open to all Wabash Valley IAEYC members.



MARK YOUR CALENDARS:

All meetings/trainings (6:30pm-8:30pm)

February 16, 2012– Vigo Co. Library

May 17, 2012– Vigo Co. Library

August 16, 2012– Vigo Co. Library

Please join us!!

Any suggestions or Questions please email

Tonya Williams, President

[Tonyapearl@gmail.com](mailto:Tonyapearl@gmail.com)

## Sweet Heart Krispie Treats

### Ingredients

- Cooking spray
- 3 tablespoons margarine
- 6 cups mini (or 60 regular-size) marshmallows
- Red food coloring
- 9 cups Rice Krispies cereal
- Heart-shaped cookie cutter
- Plastic bags, yarn



### Instructions

1. To begin, lightly coat a 10- by 15-inch baking sheet with cooking spray and set it aside.
2. Melt the margarine in a large pot over low heat. Add the marshmallows, stirring them continuously until they melt. Remove the pan from the heat. Stir in drops of red food coloring until the color receives a thumbs-up from the chef.
3. Add the Rice Krispies, stirring until they are evenly coated with marshmallow. Spoon the mixture onto the baking sheet.
4. With waxed paper (or lightly buttered hands), smooth out the mixture, spreading it to an even thickness.
5. Cut out hearts with the cookie cutter. Place each heart in a clear plastic bag, tie on a yarn bow, and they're ready for giving. Makes seven 5-inch hearts.

## Heart Tarts

### Ingredients

#### TARTS

- Prepared piecrust
- Jar of strawberry jam
- 1 egg whisked with 1 teaspoon water

#### FROSTING AND DECORATIONS

- 2 ½ cups powdered sugar, sifted
- 1 tablespoon water
- 1 tablespoon softened butter
- 2 tablespoons light corn syrup
- Red food coloring
- Nonpareils or colored sugar



### Instructions

1. Heat the oven to 400° and cover a cookie sheet with parchment paper.
2. On a floured surface, roll out the piecrust to a 1/8-inch thickness. Use a large heart-shaped cookie cutter (ours measures 4 inches wide) to make pairs of hearts, gathering the scraps and rerolling the dough as necessary.
3. For each tart, spread 2 teaspoons of strawberry jam on a heart, leaving a ½-inch margin on all sides. Brush the egg mixture around the edge before placing a second heart on top. Use the tines of a fork to seal the edges, then brush the tops with the egg mixture.
4. Bake the hearts on the prepared cookie sheet until their edges are just beginning to brown, about 15 minutes. Let them rest on the sheet a few minutes, then move them to a rack and let them cool completely.
5. Whisk the first four frosting ingredients in a medium bowl, adding more water a teaspoon at a time if needed to make a smooth, creamy frosting. Add a few drops of food coloring and mix until well blended. Spoon the frosting into a ziplock bag, snip off a corner, and squeeze it onto the tarts. Top them with nonpareils or colored sugar.

# Recognizing ANXIETY & DEPRESSION in KIDS



Kids are going to feel sad. They're going to feel anxious. These emotions are a normal part of life. Most of the time kids bounce back. It's when they don't that sounds an alarm.

Because anxiety and depression can affect kids of all ages, it's important that caregivers are familiar with the symptoms of each. The very young may not have the verbal skills to express their feelings. Older children may not want to share them. Plus, anxiety and depression don't always look the way adults may expect.

## What anxiety looks like

According to Susan Oxfurth, licensed social worker with North Meridian Psychiatric Associates, all kids have anxiety. They worry about school or a friend and that's normal. The difference is when it starts to interfere with their life.

She notes that anxiety disorders can come in many forms including separation anxiety, generalized anxiety disorder, obsessive-compulsive disorder, post-traumatic stress disorder, specific phobias, panic attacks, and social anxiety.

Most caregivers are familiar with separation anxiety because it affects so many young healthy children. Some kids, however, experience it more acutely. Their symptoms may include a mirage of physical pains that appear to have no basis. Children may check out healthy during a pediatric examination, yet his physical symptoms persist. A child may also have intense fears about the safety of his parents, refuse to go to school, throw tantrums when it comes time to separate from parents, or be overly clingy. It's normal for young kids to have some separation anxiety, it's when their anxiety interferes with their ability to function that it causes concern.

Social anxiety also affects many kids and is said to be on the rise. In general, social anxiety is a fear of meeting or talking to people to a point where the child avoids social interactions and has few friends outside his or her family. Kids with social anxiety are often anxious about speaking in front of class or being called on by the teacher or even calling people on the phone. Perhaps unsurprisingly it's become more comfortable for many kids to text than to speak.

Other symptoms of an anxious child may include frequent nightmares or general trouble with sleeping, being easily distressed, asking repetitive reassurance questions such as "What would happen if..." saying for days on end that he or she is worried, experiencing a change of appetite, fearing that they will make a mistake, and having low self esteem.

## What depression looks like

While some anxiety is typical for everyone to experience, Oxfurth said children really shouldn't be depressed unless there's been a loss such as a death, divorce or other normal situation. If caregivers or parents feel that a child is depressed, then it's a red flag that something clinical could be going on and the child should get help quickly.

With depression in children, it will look like a lot of sadness, tearfulness, crying, or irritability and anger. Children with depression often show lack of interest in the things they used to do to have fun. Like anxiety, kids that have depression may identify they feel bad physically before they are able to identify they feel bad emotionally. They may say their tummy hurts or they have a headache.

According to the American Academy of Child and Adolescent Psychiatry (AACAP), other symptoms of depression include changes in appetite and sleep patterns, appearing to be physically sped up or slowed down, heightened tiredness or fatigue, feelings of worthlessness or guilt, difficulty thinking or concentrating, thoughts or expressions of suicide, self destructive behavior, difficulty with relationships, and even boredom.

## What parents should do

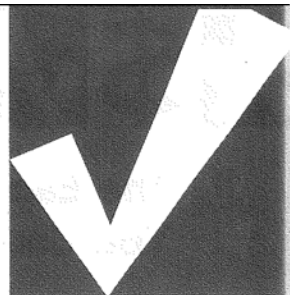
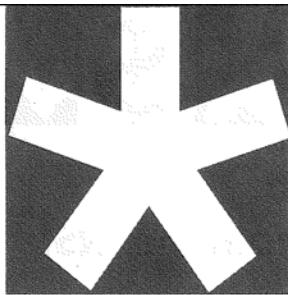
The bottom line if a parent suspects their child is suffering from anxiety or depression, is to ask for support. It's important for parents to know they are not a bad parent if their child is suffering from emotional distress. Parents can contact the child's teacher or counselors at school, their primary care physician, or seek the help of a private practice therapist.

Some parents might be afraid to pursue outpatient counseling fearing their child will be automatically be put on medication. This isn't the case. Therapy allows the child to talk about their feelings, discuss what's stressful, and gain necessary coping skills. Many therapists use cognitive behavior therapy to treat children with anxiety and depression. This treatment helps kids begin to learn they have the power to change their thinking. They relearn how to manage their worries, fears, or sadness.

Aside from formal therapies, Oxfurth said, "The best advice is to set a calm example. Don't freak out yourself. Model how to manage stress and use it as a teaching moment." She also advises caregivers to never dismiss a child's feelings even if the parent feels the issue has been dealt with.

Other strategies for good mental health include making sure the child is physically active, has good sleeping patterns, eats a well balanced diet, and has a regular routine they can count on. Also, limit the child's ability to watch repetitive news and hear adults talking about news repetitive because children don't know how to process this information.

For more information about anxiety or depression, visit the AACAP website, [www.aacap.org](http://www.aacap.org).



*Your Money.  
You Earned It.*

**Now  
Claim It**

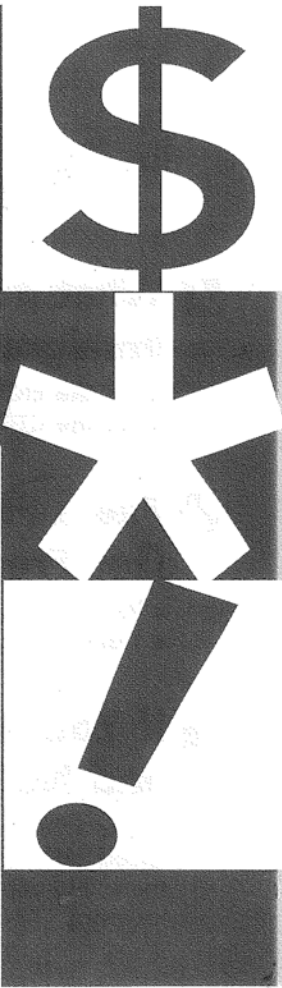


**As Much As \$5,751  
– or More –  
Could Be Waiting  
for You!**

File a Tax Return  
to Claim the Tax  
Benefits You Earned

with the

**Earned Income Credit  
and Child Tax Credit**



If you worked in 2011, had children living with you and earned less than about \$46,000

OR

Did not have children living with you and earned less than about \$13,600

**You could qualify!**

You can get **FREE** tax help.

Call the IRS at **1-800-829-1040** to learn more.



**✓ The Earned Income Credit and the Child Tax Credit:  
You Could Owe Less in Taxes and Get Cash Back from the IRS!**

- If you worked in 2011 — full-time or part-time — you may qualify.
- Even if you don't owe income tax you can get the credits.

**✓ If You Had Children Living With You for More than Half of 2011:**

- **For the EIC**, children must be under 19 in 2011. (Full-time students can be under 24; children who are permanently and totally disabled can be any age.)
- **For the CTC**, children must be under 17 in 2011.

**✓ If You Did Not Have Children Living With You:**

- You may claim the EIC if you were between ages 25 and 64 in 2011.

**✓ How Much Can I Earn? How Large a Tax Credit Can I Get?**

For the EIC, if you have:	Earned income less than:	Claim an EIC up to:
1 child	\$36,052	\$3,094
2 children	\$40,964	\$5,112
3 or more children	\$43,998	\$5,751
No children	\$13,660	\$464
For the CTC, if you have:	Earned more than:	Claim a CTC up to:
1 or more children	\$3,000	\$1,000 per child

EIC income limits for married workers are \$5,080 higher!

**✓ What if I'm Not a U.S. Citizen?**

**Immigrants who work and meet other guidelines may qualify.**

- **For the EIC:** worker, spouse and any child claimed needs a valid Social Security Number.
- **For the CTC:** either a Social Security Number or Individual Taxpayer Identification Number (ITIN) is needed.

**✓ File a Federal Tax Return to Get the EIC and CTC:  
Get Free Help!!!**

- VITA — Volunteer Income Tax Assistance — helps people fill out tax returns for free.
- Trained community groups operate VITA. **For a site near you, call 1-800-906-9887.**

**✓ If You Work, You Can Get These Tax Credits  
and Not Lose Other Public Benefits**

EIC and CTC refunds won't count as income when you apply for or renew benefits like food stamps (now called SNAP), SSI, Medicaid, cash assistance, or public housing. Refunds that are saved do not count against these and other federally-funded benefit program resource/asset limits for 12 months after the refund is received.



**Orientation I and II Trainings:** Wanting to become a licensed child care provider? You can begin by attending our Orientation Trainings.

**Orientation I** - Part 1 of 2 on opening a Child Care site. Start up workshop for those interested in opening a Licensed Home, Licensed Center, or Unlicensed Registered Ministry to learn about basic health, safety, and start up requirements, plus information on the different types of child care programs in Indiana. Strongly encouraged, but not required for Unlicensed Registered Ministries. *CDA Subject Area: I (1 hour), V (.75 hours), VI (.25 hours)*

**Orientation II** – Part 2 of 2. For Licensed Family Child Care Providers. Learn about licensing regulations and what steps to take in the process. *CDA Subject Area: I (1.5 hours), V (1.5 hours), VI (.5 hours)*

**2/08/2012 Orientation I** – 5:30pm-7:30pm – Clinton Public Library (Vermillion)

**2/22/2012 Orientation II** – 4:30pm-8:00pm – Clinton Public Library (Vermillion)

**3/08/2012 Orientation I** – 4:00pm-6:00pm – Linton Public Library (Greene)

**3/22/2012 Orientation II** – 1:00pm-4:30pm – Linton Public Library (Greene)

**Prior registration required. To register please call Kristi at (812) 232-3952 ext. 38 or (800) 886-3952 ext. 38**



**CPR Information  
CPR & First Aid**

Classes include Universal Precautions

By Request, we have added various days of the week to the class schedule. All CPR, First Aid and Universal Precautions classes are \$30 per person.

- \* Registration and payment must be received in advance.
- \* Classes are filled on a first-come basis and money is non-refundable.
- \* Classes are held at the Booker T. Washington Community Center, Small Conference Room.
- \* Classes begin promptly; late attendees cannot be admitted.
- \* Classes are not designed to accommodate children.
- \* Call the CASY office, ext. 30 for available dates and additional information.

**Congratulations!**

We would like to congratulate Ann Brooks and the staff at Raggedy Ann Child Care for achieving National Accreditation through the National Association for Family Child Care (NAFCC). NAFCC Accreditation is “an indicator that family child care offers safe, inviting spaces and warm, nurturing care complete with educational activities designed to meet the needs and interests of all children while promoting individual development. Nationally accredited homes meet high standards in child care and set the benchmark for quality.” Thank you to Ann and her staff for making this commitment to the children and families.

**The Provider Resource Room  
Hours**

Monday - Friday 9:00am - 5:00pm

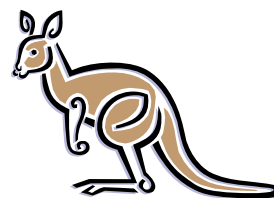
&

1st Saturday of the month

Our next open Saturday is February 4 from 9:00am - 1:00pm

Come in during our business hours to use our Provider Resource Room. We have a Lending Library with several great books available to borrow, also a Waxing Machine, Laminator, AccuCut Machine, and much more! This room is open for providers and their employees to use. We have staff available to answer questions and to show you how to use the items in the Resource Room.

For any questions feel free to contact the CASY office at 800-886-3952 or 812-232-3952



**Creative**

**Corner**

# Training Registration Form

Mail this form along with a check or money order made out to *CASY*.

Registrations are taken on a first come first serve basis.

Attendee Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Training(s) information:

Name

Date

_____	_____
_____	_____
_____	_____

\**CASY* trainings are about children not for children.

You will not be allowed to stay at a training if you have a child(ren) with you.

# Training Registration Form

Mail this form along with a check or money order made out to *CASY*.

Registrations are taken on a first come first serve basis.

Attendee Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Training(s) information:

Name

Date

_____	_____
_____	_____
_____	_____

\**CASY* trainings are about children not for children.

You will not be allowed to stay at a training if you have a child(ren) with you.

## Community Alliance and Services for Young Children

1101 S. 13th– 2nd floor  
Terre Haute, IN 47802

### Return service requested

Phone: 812-232-3952 or 800-886-3952

Fax: 812-232-1731

<http://www.casonline.org>

NON-PROFIT ORG.

U.S. POSTAGE

**PAID**

Terre Haute, IN

Permit No. 841

### CASY Membership

CASY Membership fees are used to enhance our programs and projects.

Membership is open to child care and early education professionals as well as business and individuals interested in supporting our mission to promote developmentally appropriate early education and quality child care.

#### General membership types receive:

- AAA Hoosier motor club discount membership
- Monthly newsletter
- Free Notary Public Services
- Access to Lending Library
- Access to Accu-Cut Machine
- Access to Cricut cartridges
- Access to our rubber stamp collection
- Discount coupon from Education World, Terre Haute

#### Child Care provider/Early Educational Professional membership receive in addition:

- 100 free photo copies per month
- Free laminating– 20 sheets per year
- Free newsletter classified ads
- Qualifies as Professional membership for CDA and renewal
- Special gifts and items throughout the year
- Discount to CASY conferences

Thank you for your support!

Your membership is a reflection of your investment in quality child care for our community.

*All membership types only \$30 per year*

#### Type of membership check one

\_\_\_\_\_ Child Care or Early Education Professional (All benefits)

\_\_\_\_\_ Individual interested in quality child care and early education in our community (General membership benefits)

\_\_\_\_\_ Business interested in quality child care and early education in our community (General membership benefits)

Name \_\_\_\_\_

Child Care site or school if applicable \_\_\_\_\_

Business name if applicable \_\_\_\_\_

Mailing address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

*It is the policy of CASY not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs, activities, or employment policies.*