



# 4C'S OF ALAMEDA COUNTY

SERVING CHILDREN, FAMILIES AND CHILD CARE PROFESSIONALS SINCE 1972

Winter

2009



## Money Matters for Child Development

We Americans like to believe that all kids have an equal chance to succeed. But in reality, “hundreds of studies have documented the association between family poverty and children’s health, achievement, and behavior,” wrote education professors Jeanne Brooks-Gunn and Greg J. Duncan in *Future of Children*.

And “more than a decade of research shows that increasing the incomes of low-income families—without any other changes—can positively affect child development, especially for younger children,” according to 2007 Congressional testimony by Jane Knitzer, director of the National Center for Children in Poverty. “Money matters for child development.” Why?

*Continued on page 2*

## 4C's Looking for Board Members and Volunteers

Dear Friends and Colleagues,

4C's is currently seeking community members to serve as volunteers on our board of directors and board committees. We need your help in finding people with a desire to serve and a passion for children and families.

In these challenging economic times, 4C's services are more important than ever to families, children and child care providers. Our Resource and Referral services assist families in finding appropriate care for their children and offer support and training to child care providers. Our Child Care Payment Programs help low-income parents access child care, allowing them to work and support their families. 4C's Child Development Centers provide quality early care and education experiences and our Child Nutrition Program promotes healthy meals in child care settings.

**Our agency also responds to community needs by taking on special projects. A great example of this is the Volunteer Income Tax Assistance (VITA) program we operate every year to help low-income working families claim tax credits to which they are entitled. (See page 5 for VITA information).**

Right now 4C's needs volunteers and board members who are connected to and engaged in our community. We need people who embrace the work we do and who are willing to think strategically about enhancing our services.

If you, or someone you know, has a passion for children and families, plus a desire to make a difference in Alameda County, please contact me directly at 510-584-3123 or [reeneh@4c-alameda.org](mailto:reeneh@4c-alameda.org). I would be delighted to share more with you about opportunities to serve.

Best,  
Renee Herzfeld,  
4C's Executive Director

**Community Child Care  
Coordinating Council(4C's)  
of Alameda County**

**4C's FREMONT OFFICE**

(In Fremont Family Resource Center)  
39155 Liberty Street, D410  
Fremont, CA 94538

(510) 713-2557

9:00 a.m. – 5:00 p.m.  
Monday – Thursday

CalWORKs/CalLearn/Respite  
Child Care Referrals  
Child Care Food Program

**4C's HAYWARD OFFICES**

**Main Office**

22351 City Center Dr., Ste 200  
Hayward, CA 94541

(510) 582-2182

9:00 a.m. – 5:00 p.m.  
Monday – Friday

Administration  
CalWORKs/CalLearn/Respite  
Child Care Referrals  
Child Care Food Program

**Eden Multi-Service Center**

24100 Amador St., Room 175  
Hayward, CA 94544

(510) 670-6000 Ex. 52279

9:00 a.m. - 5:00 p.m.  
Monday - Friday

CalWORKs  
Child Care Referrals

**4C's OAKLAND OFFICES**

**Child Development Center**

Child Care Payment Programs  
756 – 21st Street  
Oakland, CA 94612

(510) 272-0669

7:00 a.m. – 6:00 p.m.  
Monday – Friday

**CalWORKs Oakland Office**

7700 Edgewater Dr., Suite 125  
Oakland, CA 94621

(510) 383-3582

9:00 a.m. – 5:00 p.m.  
Monday – Friday

**Bright Future  
Early Learning Center**

1515 Clay St., Suite 146  
Oakland, CA 94612

(510) 835-4012

7:30 a.m. – 5:30 p.m.  
Monday – Friday

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**Visit our Website**

[www.4c-alameda.org](http://www.4c-alameda.org)

4C's United Way Donor Option # 3426

*Continued from page 1*

According to a study by Brooks-Gunn, Jean Yeung, and Miriam Livner, higher income improves children's *learning* because it enables their parents to provide "better living conditions and learning materials . . . adequate food, and . . . high-quality child care." More income improves children's *emotional development*, on the other hand, because it relieves pressures that make parents "more likely to be emotionally distressed, less supportive, and to use punishment such as spanking."

**Better income, better outcomes**

**Money matters more for children with less**

**Researchers found:** When family income increased, children were better able to identify colors, letters, and shapes, and knew more words. When a family of four living in poverty saw an increase of \$13,400 over three years, for example, children scored as well as those in families with twice the income.

**How they know:** This 2001 study tracked 1,216 low-income families with children for three years and looked at how children performed on cognitive tests as family income changed.

**Lifetime costs of early childhood poverty**

**Researchers found:** Eliminating early childhood poverty would boost the lifetime earnings of an individual (by) \$53,000 to nearly \$100,000, and reduce the risk for incarceration and dependence on programs like food stamps or welfare.

**How they know:** This 2005 study of data on individuals from childhood to adulthood looked at the relationships between childhood family income and adult outcomes, such as earnings, completed schooling, crime, and health.

**EITC boosts student test scores**

**Researchers found:** For each \$1,000 increase in a family's annual income, the children's math scores went up by 2.1% percent, reading scores by 3.6%.

**How they know:** This 2005 study of 6,000 families over two decades compared increases in family income through the Earned Income Tax Credit and their children's reading and math test scores.

**More money for moms, more successful kids**

**Researchers found:** When poor mothers had more money—whether from earnings or cash payments—their kids did better in school. They repeated grades less frequently and had fewer behavioral troubles.

**How they know:** This 2002 study compared Minnesota welfare families that got additional cash incentives with those that did not.

*From article by Eve Pearlman in The Children's Advocate, November/December 2009. More studies and full references at [www.4children.org/news/1108pove.htm](http://www.4children.org/news/1108pove.htm)*

**Inside this issue**

Money Matters for Child Development . . . . .	1	Prestar atención . . . . .	9
4C's Looking for Board Members and Volunteers . . .	1	Asthma in Child Care Settings . . . . .	10
El Dinero es Importante para el Desarrollo Infantil . .	3	El asma en establecimientos de cuidado de niño . .	10
Supporting Family Economic Success . . . . .	4	Online Classes . . . . .	11
VITA (Volunteer Income Tax Assistance) . . . . .	5	Clases en la internet . . . . .	11
Parent Voices Update . . . . .	5	Workshops . . . . .	12-13
Quality Programs Nurture Relationships . . . . .	6	Support Groups . . . . .	14
Programas de Calidad Nutren las Relaciones . . . . .	7	On-Going Events . . . . .	14
Paying Attention . . . . .	8	Community Bulletin Board . . . . .	15

# El Dinero es Importante para el Desarrollo Infantil



A los estadounidenses nos gusta creer que todos los niños tienen las mismas oportunidades de éxito, pero en realidad “cientos de estudios han documentado la asociación entre la pobreza familiar y la salud, logros y comportamiento de los niños”, escriben los profesores de educación Jeanne Brooks-Gunn y Greg J. Duncan en *Future of Children* (“El futuro de los niños”).

Asimismo, “más de una década de investigación demuestra que aumentar el ingreso de las familias de bajos ingresos—sin ningún otro cambio—puede afectar positivamente el desarrollo infantil, especialmente en los niños pequeños”, dice Jane Knitzer, directora de *National Center for Children in Poverty*. ¿Por qué?

De acuerdo a un estudio llevado a cabo por Brooks-Gunn, Jean Yeung y Miriam Livner, ingresos más altos mejoran el *aprendizaje* de los niños porque permiten a sus padres proveer “mejores condiciones de vida y materiales para el aprendizaje ... comida adecuada y ... cuidado infantil de calidad”. Un mayor nivel de ingresos mejora el *bienestar emocional*, por otro lado, en tanto alivia presiones que aumentan las posibilidades de que los padres “estén más afligidos emocionalmente, presten menos apoyo [a sus hijos] y les peguen como castigo”.

## Mejores ingresos, mejores resultados

**El dinero es más importante para los niños que tienen menos**

**Los investigadores han encontrado** que cuando el ingreso familiar era mayor, los niños podían identificar mejor colores, letras y formas, y sabían más palabras que aquellos de familias de menores ingresos. Por ejemplo, cuando una familia de

cuatro viviendo en la pobreza percibió un incremento de 13.400 dólares sobre un período de tres años, los resultados de estos niños fueron tan positivos como los de otras familias con el doble de ingresos.

**Cómo lo saben:** Un estudio del año 2001 hizo un seguimiento de 1.216 familias de bajos ingresos con niños pequeños. Estudiaron el desempeño de los niños en pruebas cognitivas a medida que cambiaba el ingreso familiar.

**Costos de la pobreza en la infancia temprana para el resto de la vida**

**Los investigadores han encontrado** que eliminar la pobreza en la infancia temprana incrementaría los ingresos en la vida de una persona de 53.000 a casi 100.000 dólares, a la vez que reduciría el riesgo de ir a prisión y la dependencia de programas como bonos de alimentos o asistencia social del gobierno.

**Cómo lo saben:** Un estudio de 2005 procesaron los datos de una serie de individuos sobre el ingreso familiar durante la infancia y las condiciones en la vida adulta.

**El EITC (créditos por ingresos del trabajo) mejora el puntaje de las pruebas académicas**

**Los investigadores han encontrado:** Por cada 1.000 dólares de aumento en el ingreso anual familiar, los resultados en las pruebas de matemática de los niños subieron un 2,1 por ciento y los de lectura en un 3,6 por ciento.

**Cómo lo saben:** En 2005 estudiaron 6.000 familias para ver si los aumentos en los ingresos familiares a través del EITC habían afectado el aprendizaje.

**Más dinero para las mamás, niños más exitosos**

**Los investigadores han encontrado:** Cuando madres viviendo en niveles de pobreza tuvieron acceso a más dinero—ya sea proveniente de sus ingresos o de pagos en efectivo—los logros académicos de sus niños en la escuela mejoraron. Los niños repitieron grado con menos frecuencia y tuvieron menos problemas de comportamiento.

**Cómo lo saben:** En 2002, investigadores estudiaron familias de Minnesota en régimen de asistencia. Algunos obtuvieron incentivos adicionales de dinero en efectivo, en tanto otros no.

*Para ver más estudios y las referencias completas vaya a [www.4children.org/news/1108pove.htm](http://www.4children.org/news/1108pove.htm)*

*Del artículo de Eve Pearlman, Defensor De Los Niños, Noviembre-Diciembre 2008*

# Supporting Family Economic Success: What Can I do to Help?

## Support Community Economic Success Programs

Top strategies, resources, and advice from Geoff Biggs, family economic success trainer at Strategies, California's training and technical assistance agency for family resource centers:

- **Earn It, Keep It, Save It!** and Voluntary Income Tax Assistance, A United Way/federal government partnership that provides free income tax assistance. "It's easy for staff to implement and the results are apparent really quickly."
- **Any income tax assistance** helping people claim the Earned Income Tax Credit. "If you can put \$2,000 in a poor family's pocket, that's wonderful."
- **Individual Development Accounts.** Assets for Independence is a government program that administers IDAs:  
<http://www.acf.hhs.gov/programs/ocs/afi>
- **Budgeting classes** - any class that makes taking care of your finances something that people can discuss, rather than dodge."
- **Work force development.** "Helping people get job training one way or another so they can get a job or a better job and (maybe) a career."
- **Self-sufficiency Calculator.** "It gives people a real understanding of what they need to be making to realize their goals.,"
- **Access to all income supports.** "We try to give people a lot of tools and resources, to tap into the income supports that are out there."
- **Online financial education programs.** [Jumpstart.org](http://www.jumpstart.org) (Merrill Lynch) and <http://www.fdic.gov/consumers/consumer/moneysmart>. "Financial institutions have a mandate as part of their charter that they do some kind of community education."

**For more ideas:** *Work Supports: Helping Families Reach Self-Sufficiency*, by the Annie E. Casey Foundation,  
[http://www.kidscount.org/news/fes/sep2008/WorkSupports\\_Toolkit.pdf](http://www.kidscount.org/news/fes/sep2008/WorkSupports_Toolkit.pdf)

## Advocate for State and Federal Antipoverty Strategies

Examples selected from agendas by the National Center for Children in Poverty and the Center for American Progress.

1. **Raise the minimum wage** and keep it at half the average hourly wage (as it was in the 1950s and 1960s).
2. **Expand the Earned Income Tax Credit (EITC)** and Child Tax Credit, and make the Child Tax Credit refundable (if you don't owe taxes, you get a check).
3. **Provide child care assistance** for all families that need it. Raise the income ceiling.
4. **Provide more housing vouchers** for low-income families, and help them move to areas with good jobs and public services
5. Make sure all children and parents have access to **comprehensive, affordable health insurance.**
6. **Increase eligibility for Unemployment Insurance** for low-income and part-time workers.
7. **Simplify and improve public benefits** such as welfare and food stamps. Focus the welfare program on helping people find sustainable jobs.
8. **Improve access to affordable products and financial services** in low-income communities; expand mortgage assistance and outlaw unfair lending practices.
9. **Support Individual Development Accounts**, which match savings for low- and moderate-income families.
10. **Protect families' assets** when they enroll in public programs like health insurance and food stamps.

**For more ideas:** [http://www.spotlightonpoverty.org/anti\\_poverty\\_proposals.aspx](http://www.spotlightonpoverty.org/anti_poverty_proposals.aspx)

From *The Children's Advocate*, November-December 2008

## Now more than ever, you deserve to keep all of your money

### Get FREE services at 4C's of Alameda County

For the seventh year, 4C's of Alameda County's Hayward office will be a Volunteer Income Tax Assistance (VITA) site. VITA sites prepare and file federal and state income taxes for low income working families. 4C's participation is part of the EarnIt! KeepIt! SaveIt! multi-county campaign to help low income working families claim tax credits TO WHICH they are entitled. We receive a grant from the United Way of the Bay Area to help fund the agency's VITA site operations.

Last year, through 4C's VITA site in Hayward, 290 families received free tax preparation services, and their

combined refunds totaled \$394,289! This year we want to reach even more families.

4C's VITA site will be open from January 28, 2009 to April 15, 2009. The days and hours of operation will be Wednesdays, 6:00 pm to 9:00 pm and Saturdays (*January 31 and February 7, 14, 21, and 28 only*) from 9:00 am to 1:00 pm. To schedule a VITA appointment or if you have questions about eligibility call **510-690-2141**.

4C's is one of more than 160 free tax sites across the Bay Area. To find a site near you call 211.

## PARENT VOICES

### Join Parent Voices - It's Easy!

Learn advocacy skills and become a powerful leader for your family and community. Attend a Parent Voices chapter meeting to learn more (see dates below). All Parent Voices meetings are held at 4C's in Hayward from 6-8pm and have **free dinner and child care** provided!

#### UPCOMING MEETINGS IN 2009

January 29, February 26, March 26, May 4  
RSVP to Jennifer Greppi @ 584-3115 or  
jenniferf@4c-alameda.org

#### SAVE THE DATE

Stand for Children Day will be on **May 6, 2009**. Parents are invited to join us as we make our annual bus trip to Sacramento to tell our stories to legislators.

Please join us for...

#### KNOWLEDGE IS POWER:

A Day of Parent Advocacy Training

**Saturday, February 21, 2009**

...because we must be ready to advocate for our child care!

Workshop costs, meals and child care are provided FREE by Parent Voices!

To learn more and reserve your spot please contact  
Jennifer Greppi @ 584-3115  
or jenniferf@4c-alameda.org

### Unase a las Voces de padres - ¡Es Fácil!

Aprenda habilidades de intermediación y conviértase un líder poderoso para su familia y su comunidad. Asista a una sala de reunión de Voces de Padres para aprender mas (mire las fechas de abajo). ¡Todas las juntas de Voces de Padres se llevan acabo en 4C's en Hayward de 6-8pm y proveen **cena y cuidado de niños gratis!**

#### JUNTAS PRÓXIMAS EN 2008

Enero 29, Febrero 26, Marzo 26 Mayo 4  
Reserve su lugar con Lili Martinez @584-3136 ó  
Lilia@4c-alameda.org

#### RESERVE LA FECHA

El Día de Apoyar los Niños se llevará acabo el **6 de Mayo del 2009**. Los padres están invitados a unirse a nosotros a hacer nuestro viaje por autobús anual a Sacramento para ... contar nuestras historias a los legisladores.

Por favor únase a nosotros para...

#### EL SABER ES PODER:

Un Día de Entrenamiento para Apoyo de Padres  
**Sábado 21 de febrero del 2009**

... ¡por que tenemos que estar listos para luchar por el cuidado de niños!

¡El costo del taller, comida y el cuidado de niños es proveído gratuitamente por Voces de Padres!  
Para mas información y reservar tu lugar, favor de contactar a Lili Martinez @ 584-3136 ó  
lilim@4c-alameda.org

## Quality Programs Nurture Relationships to Enhance Young Children’s Learning



The National Association for the Education of Young Children (NAEYC) has developed 10 standards that outline what all preschools, child care centers, kindergartens, and other early childhood education programs should provide to nurture young children. One of the new standards focuses on the relationships that young children develop with adults and other children, which are crucial to early learning and development.

Positive relationships formed through warm, sensitive, and responsive care help children feel valued and gain more from their learning experiences. Children need positive relationships so that they feel comfortable and learn how to cooperate with others. Relationships between teachers and families are also important, and help build environments that nurture children’s growth and development.

There are many ways that quality early childhood programs build relationships with children and among adults. When you visit a program, watch how teachers interact with the children, and look for evidence that teachers are fostering positive relationships, such as:

- Classrooms are welcoming to all children, and children are encouraged to join the group.
- Teachers communicate with children in a warm manner, including laughing and showing affection, and respond to their needs. Teachers use a gentle tone of voice with children, and bend down to speak with them at eye level.
- Infants get individual attention from teachers, who communicate with smiles and other

nonverbal behavior, and also talk with them, so that infants start to recognize and understand words.

- Teachers provide a balance of group activities and one-on-one activities, to encourage children to develop both group and individual relationships.
- Children have opportunities to play and interact with other children, which helps them build friendships and develop social skills, such as working together and taking turns.
- Teachers and families develop relationships and share information about the children, including family background such as religion and home language.

Quality early childhood programs foster positive relationships – among the children, between children and adults, and among teachers and families – to help children get a great start on learning. To learn more about the NAEYC Early Childhood Program Standard on relationships, the NAEYC Accreditation system, and other signs of quality early childhood programs, visit [www.rightchoiceforkids.org](http://www.rightchoiceforkids.org).

*From National Association for the Education of Young Children*



# Programas de Calidad Nutren las Relaciones Para Mejorar el Aprendizaje de Niños Pequeños

La Asociación Nacional para la Educación de los Niños Pequeños (NAEYC, por sus siglas en inglés) ha desarrollado 10 criterios que enumeran lo que todos los centros preescolares, centros de cuidado infantil, kindergardens y otros programas de educación infantil temprana deben de proveer para cuidar niños pequeños. Uno de los estándares nuevos se enfoca en las relaciones que los niños pequeños crean con adultos y otros niños, las cuales son cruciales en el aprendizaje temprano y desarrollo.

Las relaciones positivas que son formadas a través del cuidado cariñoso, sensible y receptivo ayudan a los niños a sentirse valuados y a conseguir más de sus experiencias de aprendizaje. Los niños requieren relaciones positivas para sentirse cómodos y aprender como cooperar con otros. Las relaciones entre los maestros y familias también son importantes y ayudan a crear ambientes que nutren el crecimiento y desarrollo de los niños.

Hay muchas maneras en las que los programas de cuidado infantil de calidad forman relaciones con los niños y entre adultos. Cuando visite un programa, observe como los maestros interactúan con los niños, y busque pruebas de que los maestros están fomentando relaciones positivas, por ejemplo:

- Los salones son acogedores para todos los niños, y se les anima a todos los niños a unirse al grupo.
- Los maestros se comunican con los niños de manera cariñosa, incluyendo risas y muestras de afecto, y respondiendo a sus necesidades. Los maestros usan un tono de voz suave, y se agachan para hablar con ellos a su nivel de vista.
- Los infantes reciben atención individual de los maestros, los cuales se comunican con sonrisas y otro comportamiento no verbal, y también hablan con ellos, para que los infantes comiencen a reconocer y entender palabras.
- Los maestros proveen un balance de actividades de grupo e individuales, para animar a los niños a desarrollar relaciones de grupo e individuales.

- Los niños tienen oportunidad de jugar e interactuar con otros niños, lo que les ayuda a construir amistades y desarrollar habilidades sociales, como el trabajar juntos y esperar su turno.
- Los maestros y las familias desarrollan relaciones y comparten información acerca de los niños, incluyendo información de su origen, como lo son la religión y el lenguaje.

Los programas de cuidado infantil de calidad fomentan relaciones positivas – entre los niños, entre niños y adultos, y entre los maestros y familias – para ayudar a los niños a empezar a aprender. Para averiguar más acerca de los criterios de relaciones del programa de cuidado infantil temprano de NAEYC, el programa de acreditación de NAEYC, y otras señales de calidad en programas de cuidado infantil, visite [www.rightchoiceforkids.org](http://www.rightchoiceforkids.org).



## Paying Attention: What does it mean for infants and toddlers?

### What is “paying attention?”

Paying attention is the child’s ability to focus on a person or object while ignoring other interesting things in the environment that are competing for his awareness. The development of a child’s ability to pay attention is very important for her later success in school and it is part of the ability to self-regulate.

### How does a child learn to pay attention?

The ability to pay attention develops over time, like other skills that children develop as they grow from infancy to adulthood, and can be nurtured and enhanced by good caregiving. Paying attention is actually a complex behavior, involving several mental processes, including:

- **Impulse control:** How well can the child control his desire to do some other action, instead of paying attention to the task at hand?
- **Motivation:** How much does the child want to do the task that requires her attention? For instance, does it bring her the notice or encouragement of someone who loves her?
- **Ability to control activity level:** For instance, can he stop jumping around long enough to notice that his teacher is telling him how to play the game?
- **Interest:** Does the child have an interest in the story about trucks that she is being read?
- **Knowledge:** Does the child already know his colors when he is told to look at the brown dog, not the black one?
- **Competence** at performing the task requiring her attention: Can she draw a circle when asked?

### Attention is also affected by environmental factors:

- Is the setting noisy and chaotic?
- Is the behavior of other children distracting?
- Are there too many choices being offered?
- Is the program too structured, without enough time for active physical play?

Environments that make it difficult for some children to pay attention are fine for other children. Before you label a child as having trouble paying attention, look at the environment and think about whether it is a good fit for the child.

### What can you do to help a child develop the ability to pay attention?

Caregivers play a very important role in helping young children learn to pay attention.

Some important strategies for teaching children attentional skills are:

- Establish an authoritative climate in which rules, expectations and consequences are clear but caregivers are loving, patient, attentive and listen to children’s opinions.
- Help children to focus by directing their attention and then encouraging a conversation that extends the child’s interest in the activity.
- Make direct eye contact to assure you have the child’s attention before starting an activity.
- Admire a child’s effort when she successfully completes a demanding task.
- A distracted child may be helped by putting your arm around him or sitting close by.
- Prepare children verbally for a change in activity.

It is also important to look at whether your expectations of the child are realistic for his age and development:

- Infants pay attention by turning to sounds or by looking at things. Younger infants look longer than older infants because it takes them longer to “encode” the object mentally. Infants also pay more attention to sounds than to things they see, so if you show an infant a toy and someone makes an unusual noise, he will turn his attention from the toy to the noise.
- Two-year-olds can only devote their attention to one thing for about two minutes when they have the help of an adult and for a minute or less when they are on their own. Then they need to take a break or do something else. They may also have difficulty paying attention to instructions.

The child’s temperament will also affect her ability to pay attention. Some children are naturally observant, easy-going, and easily settled. It is easier for them to attend to the world. The active, spirited infant or toddler needs more patience and help to settle and pay attention. A shy, reserved toddler needs coaxing and a patient caregiver who will introduce the world at the child’s pace. Helping infants and toddlers to learn to pay attention to their world is an investment that will pay back many times over as the child grows into a competent, interested and engaged student in elementary school.

*Adapted from: California Childcare Health Program 09/07*

## Prestar atención: ¿Qué significa para los bebés y los niños en edad de aprender a caminar?

### ¿Qué significa “prestar atención”?

Prestar atención es la capacidad del niño de enfocarse en una persona u objeto e ignorar otras cosas interesantes del ambiente que compiten por su atención. El desarrollo de la capacidad del niño para prestar atención es muy importante para que en el futuro tenga éxito en la escuela y es parte de la destreza de poder auto-regularse.

### ¿Cómo aprende el niño a prestar atención?

La destreza de prestar atención se desarrolla con el tiempo, al igual que otras destrezas que los niños desarrollan cuando crecen desde la infancia hasta la edad adulta, y se puede nutrir y mejorar con un buen cuidado. Prestar atención es realmente un comportamiento bastante complejo que abarca varios procesos mentales, tales como:

- **Control de impulsos:** ¿Cuán bien puede el niño controlar su deseo de hacer otra cosa en vez de prestar atención a la tarea?
- **Motivación** ¿Cuánto quiere el niño realizar la tarea que requiere su atención? Por ejemplo, ¿le atrae que alguien que lo ama lo note o le de apoyo?
- **Capacidad de controlar el nivel de actividad:** Por ejemplo, ¿puede dejar de saltar por un período lo suficientemente largo como para darse cuenta de que su maestro le está explicando cómo jugar el juego?
- **Interés:** ¿Tiene el niño interés en la historia sobre camiones que se está leyendo?
- **Conocimiento:** ¿Ya sabe el niño los colores cuando se le dice que mire al perro marrón y no al perro negro?
- **Competencia** para realizar tareas que requieran su atención, por ejemplo: ¿Puede dibujar un círculo cuando se le pide que lo haga?

### La atención también depende de factores ambientales

- ¿Es ruidoso y caótico el ambiente?
- ¿Es una distracción el comportamiento de otros niños?
- ¿Se ofrecen demasiadas opciones?
- ¿Es el programa demasiado estructurado, sin tiempo suficiente para el juego físico activo?

Algunos ambientes que presentan dificultades para que algunos niños presten atención, son adecuados para otros niños. Antes de catalogar a su hijo de tener problemas de atención, observe el ambiente y piense si es apropiado para el niño o no.

### ¿Qué puede hacer usted para ayudar al niño a desarrollar su capacidad de prestar atención?

Las personas a cargo del cuidado del niño tienen un papel importante en la enseñanza de los niños pequeños y cómo prestar atención.

Algunas estrategias importantes para enseñar a los niños destrezas de atención son:

- Establecer un clima de autoridad en el cual las reglas, expectativas y consecuencias son claras, pero a la vez las personas a cargo de los niños son cariñosas, pacientes, atentas, y escuchan las opiniones de los demás niños.
- Ayude a los niños a concentrarse, dirija la atención de ellos y luego móvelos a conversar sobre un tema que expanda el interés del niño en la actividad.
- Haga contacto visual para asegurarse de que tiene la atención del niño antes de comenzar una actividad.
- Expresar admiración por el esfuerzo de un niño cuando complete una tarea difícil de forma exitosa.
- Puede ayudar a un niño distraído colocando su brazo alrededor de él, o sentándose cerca del niño.
- Prepare a los niños verbalmente para lograr un cambio en la actividad.

También es importante fijarse si las expectativas que tiene para el niño son realistas para su edad y desarrollo:

- Los bebés prestan atención volteando hacia los sonidos o mirando los objetos. Los bebés más pequeños miran por un tiempo más largo que los bebés de más edad porque les toma más tiempo “codificar” los objetos mentalmente. Además, los bebés prestan más atención a los sonidos que a las cosas que ven, por eso si quiere mostrarle un juguete a un bebé y alguien realiza un ruido inusual, el bebé desviará su atención del juguete al ruido.
- Los niños de dos años de edad pueden dedicar su atención a una sola cosa por aproximadamente dos minutos cuando tienen la ayuda de un adulto y por un minuto o menos por sí solos. Luego, necesitan descansar o hacer algo diferente.

El temperamento del niño también afectará su capacidad de prestar atención. Algunos niños son observadores por naturaleza, despreocupados y se adaptan fácilmente. Un niño tímido y reservado necesita que lo persuadan y necesita una persona paciente que le presente el mundo al ritmo del niño. La forma en la que las personas a cargo del cuidado del niño interactúan con los bebés y los niños en edad de caminar afectará directamente la capacidad que tienen de aprender a prestar atención por períodos de tiempo más y más largos. Ayudar a los bebés y niños en edad de caminar a prestar atención al mundo es una inversión que rendirá sus frutos muchas veces a medida que el niño crece y se convierte en un alumno competente, interesado y activo en la escuela primaria.

*Programa California Childcare Health*

## Asthma in Child Care Settings

### Understand your child's asthma management

- Learn how to observe your child for asthma symptoms, how to give medications and what to do in emergency situations.
- Help your child learn to describe his or her asthma symptoms and triggers.
- Meet with your health care provider and complete an Asthma Action Plan to give to your child care provider.
- Consistently give your child controller medications. They prevent asthma episodes!

### Have an Asthma Action Plan

This written individualized plan will include:

- *Medications* that your child takes for asthma.
- *Signs and symptoms* of an episode such as coughing, chest tightness, rapid breathing, wheezing, unusual tiredness, difficulty talking, eating or a decrease in peak flow meter reading.
- *Triggers* that can start an episode such as allergies to pollen, mold, cockroaches, animal dander or dust mites; food; colds; cigarette smoke, cleaning supplies, or air

pollutants; sudden temperature or weather changes; exercise or very strong emotions and stress.

### Support your child care provider

- Provide a set of equipment and medications. Check expiration dates.
- Provide written instructions and permission for giving medication. Prescription medication must be in its original container, administered according to the instructions on the container and have pharmacy labels with the child's name.
- Make sure the provider knows how to use a nebulizer, inhaler, spacer and peak flow meter.

### Communicate with your health and child care professionals

- Keep a record of your child's symptoms and treatment. Share this information with your health and child care providers.
- Ask about your child's asthma at the end of each child care or school day.
- Regularly update your child's Asthma Action Plan and emergency contact phone numbers.

*Article adapted from CCHP 9/06 newsletter  
by Bobbie Rose, RN*

## El asma en establecimientos de cuidado de niños

### Entienda como controlar el asma de su hijo(a)

- Observe los síntomas de asma de su hijo(a), a darle los medicamentos, a saber qué hacer si el asma empeora, y qué hacer en caso de emergencia.
- Ayude a su hijo(a) a describir los síntomas y desencadenantes del asma.
- Visite a su profesional de salud cuando necesite. Complete el formulario Plan de Acción para el Niño con Asma.
- Sea diligente en dar a su hijo(a) los medicamentos para controlar el asma. ¡Los medicamentos para controlar el asma previenen ataques!

### Tenga un plan de acción para el asma de su hijo(a)

Este plan escrito es personalizado y detalla:

- Los *medicamentos* para el asma que toma su hijo(a).
- Los *indicios y síntomas* de ataque de asma de su hijo(a) tales como: tos, opresión en el pecho, respiración acelerada, silbido en el pecho, fatiga inusual, dificultad al halar, come o jugar, o reducción en el medidor de flujo respiratorio máximo.
- Los *desencadenantes* que provocan el ataque son alergias al polen, moho, cucarachas, caspa del pelo de los animales o ácaros, alimentos, resfriados u otras infecciones virales, humo de cigarrillo, productos de limpieza, contaminantes del aire u otras sustancias en el

aire, cambios súbitos en el clima o la temperatura, la practica de ejercicio, las emociones intensas y el estrés.

### Ayude a su proveedor de cuidado de niños

- Proporcione el equipo y los medicamentos necesarios. Fíjese en las fechas de vencimiento.
- Deje escritas las instrucciones y la autorización para que el niño reciba medicamentos. Los medicamentos recetados deben estar en el envase original, se deben dar según las instrucciones escritas en el envase, y deben tener las etiquetas de la farmacia con el nombre del niño(a).
- Asegúrese de que el proveedor sabe como usar un nebulizador, inhalador, espaciador y medidor de flujo respiratorio máximo.

### Hable con los profesionales a cargo de la salud y el cuidado de su hijo(a)

- Mantenga un registro de los síntomas y tratamiento del asma de su hijo(a). Comparta esa información con los profesionales a cargo de la salud y cuidado de su hijo(a).
- Haga preguntas sobre el asma de su hijo(a) al final de cada día en la escuela o establecimiento de cuidado de niños.
- Actualice con regularidad el plan de acción para el asma de su hijo(a) y los números de teléfonos para comunicarse en caso de emergencia.

*Artículo adaptado de la revista CCHP 9/07  
Por Bobbie Rose, RN*

## **Online Classes: To Take or Not to Take, That is the Question**

Have you been thinking about going back to school? Thinking about taking some extra units but you can't find the time? Then you might be interested in online classes. The Child Development Training Consortium (CDTC) lists online child development classes on their website [www.childevelopment.org](http://www.childevelopment.org) under Schedule of Nontraditional Classes and Trainings.

It is up to you, the student, to find out from your current college what units will be transferable and accepted.

While online classes are becoming more popular and widely accessible, there are some questions you want to ask yourself and some program research you should do before enrolling in an online class.

Is the content based on a widely accepted publication, state or national standards, or validated research?

Are the faculty widely acknowledged leaders or experts in the content area?

Are there frequent, structured opportunities to work with the content-reflection, observation, analysis, prediction, comparison, and adaptation?

What are the options for getting and giving feedback-live call-in, follow-up conference call (telephone), chat room, real-time discussion on the Internet, e-mail, and so on?

Is there a mentor, facilitator, coach, or master teacher who will support e-learning?

Is a community of e-learning peers available?

For the full article by Catherine E. Harvey and more information on e-learning, go to <http://www.journal.naeyc.org/btj/200405/>

There are other things you may want to consider. For instance, taking only online classes may not provide the relationship building and networking that many ECE professionals find helpful. Also, there other options available such as hybrid courses (a combination of online and in-class time) and weekend intensives (classes completed over several weekends).

For more information please contact  
4C's Career Advocate , Janelle Crossley,  
at (510) 690-2152 or [janellec@4c-alameda.org](mailto:janellec@4c-alameda.org)

## **Clases en la internet: Tomarlas o no tomarlas, he ahí el dilema**

¿Ha estado pensando en regresar a la escuela? ¿Esta pensando en tomar algunas unidades extras pero no encuentra el tiempo? Tal vez le interesara tomar clase por vía internet. El Consorcio de Entrenamiento en el Desarrollo del Niño (CDTC por sus siglas en ingles) tiene una lista de clases del desarrollo infantil que pueden ser tomadas por nternet en su pagina [www.childevelopment.org](http://www.childevelopment.org) en la sección "Schedule of Nontraditional Classes and Training". Recuerde es su responsabilidad, el estudiante, de informarse con su escuela actual cuales son las unidades que pueden ser transferidas y aceptadas. Mientras que las clases por internet se están volviendo mas populares y accesibles, hay algunas cosas que se debe preguntar y investigar los programas antes de registrarse en una clase por internet.

Algunas cosas que preguntarse:

¿Esta basado el contenido en una publicación aceptada ampliamente, estándar estatal o nacional, o investigación valida?

¿Es ampliamente reconocido el cuerpo docente como líderes o expertos en el área?

¿Hay oportunidades frecuentes, estructuradas para que pueda trabajar reflejando acerca el contenido, observando, analizando, prediciendo, comparando, y adaptando?

¿Cuales son las opciones para obtener y dar comentarios: en vivo, conferencias por teléfono, cuartos de charla, discusiones por vía internet en vivo, correo electrónico y otros?

¿Hay un mentor, facilitador, entrenador, o maestro principal quien apoyara el aprendizaje vía internet?

¿Esta la comunidad de compañeros disponible para juntarse?

Para ver el articulo por Catherine E. Harvey completo y mas información en aprendizaje por vía internet, favor de ir a <http://www.journal.naeyc.org/btj/200405/>

Hay otras cosas que quizás quiera considerar. Por ejemplo, tomar una clase por internet puede no proveerle la oportunidad de formar amistades y establecer contactos que muchos de los profesionales de ECE encuentran útiles. También, hay otras opciones disponibles como cursos híbridos (una combinación de clase vía internet y tiempo presente en clase) y fines de semana intensos (clases completadas en varios fines de semana).

Para mas información contactar a la Abogada de Carreras,  
Janelle Crossley, al (510) 690-2152 o  
[janellec@4c-alameda.org](mailto:janellec@4c-alameda.org)

# WORKSHOPS

- January 21** **4C's Hayward Office**  
 星期三 22351 City Center Dr.  
 7:00pm - 9:00pm  
**照顧有自閉症的兒童 (中文講座)** - 在托兒場所怎樣提供最好的照顧給患有自閉症的兒童。報名請洽 Iris Lin 584-3117
- 
- January 22** **4C's Hayward Office**  
 Jueves 22351 City Center Dr.  
 7:00pm - 9:00pm  
**Planificación de Retiros** Para Proveedoras de Cuidado Infantil Hogareño. Para registrarse llame a Erica Ortiz al 584-3116.
- 
- January 24** **Chabot College**  
 Saturday  
 8:00am-12:30pm  
**Cultural Competence** Cultural Competence for Early Care and Education Practitioners with Janet Gonzalez-Mena. To register, contact Pam Buckholz, 4C's Provider Services Coordinator, at 584-3114. REGISTRATION REQUIRED
- 
- January 26** **4C's Hayward Office**  
 Monday 22351 City Center Dr.  
 7:00pm - 9:00pm  
**Insurance and Liabilities** For FCC providers and prospective. To register, contact Pam Buckholz, 4C's Provider Services Coordinator, at 584-3114.
- 
- January 30** **4C's Hayward Office**  
 Viernes 22351 City Center Dr.  
 6:30pm - 9:30pm  
**Harms/Clifford - Infant, Toddler, Preschool** Infantes/ Niños Pequeños/Preescolares 0-5. Para registrarse llame a Erica Ortiz al 584-3116.
- 
- February 5** **4C's Hayward Office**  
 Jueves 22351 City Center Dr.  
 7:00pm - 9:00pm  
**Arte para niños con comportamiento desafiante** Usando materiales de arte para satisfacer las necesidades de los niños. Para registrarse llame a Erica Ortiz al 584-3116.
- 
- February 6** **4C's Hayward Office**  
 Viernes 22351 City Center Dr.  
 9:30am-11:30am  
**Clase de Negocios #1** Contratos y Pólizas. Para registrarse llame a Erica Ortiz al 584-3116.
- 
- February 9** **4C's Hayward Office**  
 Monday 22351 City Center Dr.  
 7:00pm - 9:00pm  
**Discovery Science** - Using free and inexpensive materials for science learning with toddlers and preschoolers. To register, contact Linda Bringman, 4C's ECE Training Coordinator, at 584-3133.
- 
- February 11** **4C's Hayward Office**  
 星期三 22351 City Center Dr.  
 7:00pm - 9:00pm  
**家庭托兒商業講座系列之一 (中文講座)** - 合同與政策。報名請洽 Iris Lin 584-3117
- 
- February 12** **4C's Hayward Office**  
 Thursday 22351 City Center Dr.  
 6:30pm - 9:30pm  
**Tom Copeland** Record Keeping & Tax Update 2008. To register, contact Pam Buckholz, 4C's Provider Services Coordinator, at 584-3114. FEE to attend and REGISTRATION REQUIRED.
- 
- February 13** **4C's Hayward Office**  
 Viernes 22351 City Center Dr.  
 9:30am-11:30am  
**Clase de Negocios #2** Mantenimiento de Archivos y Promoción de Negocio. Para registrarse llame a Erica Ortiz al 584-3116.
- 
- February 13** **4C's Hayward Office**  
 Viernes 22351 City Center Dr.  
 7:00pm - 9:00pm  
**Descubriendo Ciencia** Usando materiales gratuitos y económicos para el aprendizaje de ciencia con niños pequeños y preescolares. Para registrarse llame a Erica Ortiz al 584-3116.
- 
- February 17** **Family Resource Center**  
 Tuesday 39155 Liberty Street  
 6:30pm - 9:30pm Fremont  
**Tom Copeland** Hiring practices in FCC. To register, contact Pam Buckholz, 4C's Provider Services Coordinator, at 584-3114. FEE to attend and REGISTRATION REQUIRED.
- 
- February 19** **4C's Hayward Office**  
 星期四 22351 City Center Dr.  
 7:00pm - 9:00pm  
**家庭托兒商業講座系列之二 (中文講座)** - 報稅與帳目記錄。報名請洽 Iris Lin 584-3117
- 
- February 20** **4C's Hayward Office**  
 Viernes 22351 City Center Dr.  
 9:30am-11:30am  
**Clase de Negocios #3** Más allá de salud y seguridad. Para registrarse llame a Erica Ortiz al 584-3116.
- 
- February 23** **Family Resource Center**  
 Monday 39155 Liberty Street  
 7:00pm - 9:00pm Fremont  
**Infant Sleep Patterns** Reducing the Risk for Infants in Our Care. To register, contact Pam Buckholz, 4C's Provider Services Coordinator, at 584-3114.
- 
- February 23** **4C's Hayward Office**  
 Monday 22351 City Center Dr.  
 6:30pm - 8:30pm  
**Book Study Group** - Discussion of Janet Gonzalez-Mena's book Diversity in Early Care and Education: Honoring Differences. To register, contact Linda Bringman, 4C's ECE Training Coordinator, at 584-3133.
- 
- February 25** **4C's Hayward Office**  
 星期三 22351 City Center Dr.  
 7:00pm - 9:00pm  
**家庭托兒商業講座系列之三 (中文)** - 超越健康與安全。報名請洽 Iris Lin 584-3117
- 
- February 27** **4C's Hayward Office**  
 Viernes 22351 City Center Dr.  
 9:30am-11:30am  
**Muchas Maneras Correctas** En este taller se podrá obtener ideas para crear un ambiente seguro en su cuidado infantil. Para registrarse llame a Erica Ortiz al 584-3116.
- 
- March 2** **4C's Hayward Office**  
 Monday 22351 City Center Dr.  
 7:00pm - 9:00pm  
**Many Right Ways** Designing your home environment. To register, contact Pam Buckholz, 4C's Provider Services Coordinator, at 584-3114.

# WORKSHOPS

**March 4**  
Wednesday  
7:00pm - 9:00pm  
**KOED Math #1** - Math 1,2,3 and Beyond: A Multimedia Approach to Early Math. *To register, contact Linda Bringman, 4C's ECE Training Coordinator, at 584-3133.*

**Family Resource Center**  
39155 Liberty Street  
Fremont

**March 4**  
Miércoles  
7:00pm - 9:00pm  
**KOED Matemáticas #1** ¡Las matemáticas están en todos lados! *Para registrarse llame a Erica Ortiz al 584-3116.*

**4C's Hayward Office**  
22351 City Center Dr.

**March 6**  
Viernes  
6:00pm - 9:30pm  
**Mini-Conferencia de Asma** Reconociendo y reduciendo los detonadores del asma en el medio ambiente. *Para registrarse llame a Erica Ortiz al 584-3116.*

**4C's Hayward Office**  
22351 City Center Dr.

**March 7**  
Saturday  
8:30am-12:00pm  
**Asthma Mini-Conference** Recognizing and reducing environmental asthma triggers. *To register, contact Pam Buckholz, 4C's Provider Services Coordinator, at 584-3114.*

**4C's Hayward Office**  
22351 City Center Dr.

**March 11**  
Miércoles  
7:00pm - 9:00pm  
**KOED Matemáticas #2** ¡Las matemáticas están en todos lados! *Para registrarse llame a Erica Ortiz al 584-3116.*

**4C's Hayward Office**  
22351 City Center Dr.

**March 11**  
Wednesday  
7:00pm - 8:30pm  
**Even Babies Can Paint! Art for ALL Ages in ALL Settings** - Art experiences for infants, toddlers, and preschoolers that work in center or family child care settings. *To register, contact Linda Bringman, 4C's ECE Training Coordinator, at 584-3133.*

**Family Resource Center**  
39155 Liberty Street  
Fremont

**March 11**  
星期三  
7:00pm - 8:30pm  
**嬰兒也能畫畫** (英語/中文現場翻譯) - 適合所有托兒環境及各個年齡層的美術教學。 *報名請洽 Iris Lin 584-3117*

**Family Resource Center**  
39155 Liberty Street  
Fremont

**March 13**  
星期五  
7:00pm - 9:00pm  
**KOED 系列之一數學 1、2、3 之外還有更多** (中文講座) - 有助於孩子數學發展的多媒體教學法。  
*報名請洽 Iris Lin 584-3117*

**4C's Hayward Office**  
22351 City Center Dr.

**March 18**  
Wednesday  
7:00pm - 9:00pm  
**KOED Math #2** - Math 1,2,3 and Beyond: A Multimedia Approach to Early Math. *To register, contact Linda Bringman, 4C's ECE Training Coordinator, at 584-3133.*

**Family Resource Center**  
39155 Liberty Street  
Fremont

**March 20**  
星期五  
7:00pm - 9:00pm  
**KOED 系列之二數學 1、2、3 之外還有更多** (中文講座) - 有助於孩子數學發展的多媒體教學法。  
*報名請洽 Iris Lin 584-3117*

**4C's Hayward Office**  
22351 City Center Dr.

**March 23**  
Monday  
6:30pm - 8:30pm  
**Book Study Group** - Discussion of Janet Gonzalez-Mena's book Diversity in Early Care and Education. *To register, contact Linda Bringman, 4C's ECE Training Coordinator, at 584-3133.*

**4C's Hayward Office**  
22351 City Center Dr.

**March 23**  
Lunes  
7:00pm - 9:00pm  
**Pautas de Sueños de Bebés** Reduciendo los riesgos de los bebés bajo nuestro cuidado. *Para registrarse llame a Erica Ortiz al 584-3116.*

**4C's Hayward Office**  
22351 City Center Dr.

**March 25**  
Wednesday  
6:30pm - 9:30pm  
**Harms/Clifford; Infant, Toddler, Preschool** - Evaluating family child care environments for quality care.: Honoring Differences. *To register, contact Linda Bringman, 4C's ECE Training Coordinator, at 584-3133.*

**4C's Hayward Office**  
22351 City Center Dr.

**April 1**  
Miércoles  
7:00pm - 9:00pm  
**Muchas Maneras Correctas** En este taller se podrá obtener ideas para crear un ambiente seguro en su cuidado infantil. *Para registrarse llame a Erica Ortiz al 584-3116.*

**4C's Hayward Office**  
22351 City Center Dr.

**April 2**  
Jueves  
7:00pm - 9:00pm  
**Clase de Negocios #1** Contratos y Pólizas. *Para registrarse llame a Erica Ortiz al 584-3116.*

**4C's Hayward Office**  
22351 City Center Dr.

**April 6**  
Monday  
6:30pm - 8:30pm  
**Working with Mixed Age Groups** - Hands on workshop showing how to involve children of all ages in interesting learning experiences. *To register, contact Linda Bringman, 4C's ECE Training Coordinator, at 584-3133.*

**4C's Hayward Office**  
22351 City Center Dr.

## 4C's Workshop Policy

Pre-registration is highly recommended for all workshops. We sometimes close or cancel a workshop for various reasons; when this happens, every effort will be made to notify those who are registered.

If you need any accommodations to participate fully in a 4C's workshop, please make arrangements with our Inclusion Services Coordinator at 510-584-3118.

Unless child care is specifically mentioned in a flyer, workshops are planned for adult participants only. Please leave all children at home or find alternate child care. Special arrangements can be made for breastfeeding mothers – please inquire when registering.

Details about workshops and workshop flyers can be found on the 4C's Web Calendar at [www.4c-alameda.org](http://www.4c-alameda.org)

## SUPPORT GROUPS

### 4C's Chinese Support Group

華人家庭托兒工作者聯誼會

在 Fremont 及 Hayward 每年各聚會二次

FRC Millennium room, 39155 Liberty St., Fremont 94538 (11/13/08, 5/20/09)  
4C's Hayward 辦公室, 22351 City Center Dr., Hayward, 94541 (11/5/08, 5/13/09)

與同行分享托兒工作的甘苦及經驗，提供有關牌照及法規的資訊，探討幼兒教育的各項主題。

誰可以參加？在南阿拉米達縣從事托兒工作者，或想加入此行者。免費點心招待。

欲知詳情請電 Iris Lin, 4C's 的雙語諮詢專員  
510-584-3117 或 [irisl@4c-alameda.org](mailto:irisl@4c-alameda.org)



### Fremont Autism Support Group

3<sup>rd</sup> Wednesday of each month

6:30-8:00 p.m.

Fremont Family Resource Center  
39155 Liberty Street, Fremont, Nova Rm

The Family Resource Network invites you to meet with other parents to share support, information, parenting tips and more!

#### Who attends?

Parents of children 0-8 years who have ASD.

For more information or to register contact Kate Warren, Family Resource Network  
510-547-7322 or [katew@frnOakland.org](mailto:katew@frnOakland.org)

Offered by Family Resource Network in partnership with 4C's of Alameda County & First 5 Alameda County

## ON-GOING EVENTS

**Association of Professional Child Care Educators** meets the second Wednesday of every month at the Fremont Family Resource Center. Contact Mary Ann Alam at **510-683-8926**.

**Asociación de Provedora's Latinas** nos juntamos cada segundo viernes de cada mes en 4C's. Comúniquese con Myriam Zuniga al **510-782-5119**.

**South County Early Childhood Network** meets the first Monday of every other month from 2:00-4:15pm at Fremont Family Resource Center. For more information contact Janelle Crossley, 4C's of Alameda County, **510-690-2152**.

**Alameda County Child Care Planning Council** generally meets the 3<sup>rd</sup> Friday of every other month from 9am-noon. Contact Angie Garling at **510-208-9675** for information.

**Alameda County Child Care Planning Committee on Special Needs** meets the 3<sup>rd</sup> Monday of every other month from 2:00-4:00pm at 4C's Hayward office. Contact Angie Garling at **510-208-9675** for information.

**Licensing orientation** meetings for prospective family child care providers are held at various locations throughout Alameda County. There is a \$25 fee for each attendee. Attendees must pre-register and pre-pay with Community Care Licensing. For a schedule of times, locations and to obtain a registration form, please call Community Care Licensing at **510-622-2602**.

**Southern Alameda County Child Care Association** meets in Hayward. For more information, call Beth Heffner at **510-247-8890**.

**Alameda County Child Care Planning Council Committee on Early Care and Education** meets the third Thursday of every month from 1:00-4:00 at 4C's Hayward Office. The Committee is currently working on defining elements of quality child care for Alameda County. A wide range of community input will enrich this process. Contact Nadiyah Taylor at 510-208-9722 for information.

#### Kindergarten & Early Care and Education

**Collaborative** meetings are held in various ECE and Kindergarten classroom settings throughout Alameda County. For times, locations, and more information contact Kelly Dotson, Every Child Counts, First 5 Alameda, **510-875-2419**.

**Training Connections/Specialty Topic Seminars** is a component of Every Child Counts, First 5 Alameda's Family Support Services. It offers Alameda family service providers cross disciplinary educational opportunities that support best practices in caring for children ages 0-5 and their families. For a schedule of topics or additional information contact Susan Sullivan at [susan.sullivan@acgov.org](mailto:susan.sullivan@acgov.org).

**FACILITIES GRANTS AVAILABLE**

The **Alameda County Child Care Facilities Fund (CCFF)**, supported through a contract with First 5 Every Child Counts, provides **grants of up to \$50,000** to support projects related to planning, constructing and/or renovating child care center facilities in Alameda County.

Eligible providers must be non-profit child care centers located in Alameda County, and must be licensed or in the process of obtaining a license.

Applications are accepted on a rolling basis through May 1, 2009, and CCFF staff are available to help non-profit child care centers identify eligible projects and complete viable applications. Private, for-profit child care centers are not eligible for this grant program.

For more information, or to receive a copy of the grant program application, guidelines, and priority criteria, please contact Kim DiGiacomo, CCFF Program Officer, at **(415) 489-6124** or [kdigiaco@liifund.org](mailto:kdigiaco@liifund.org).

**NEW LAW**

**Imposes Fines for Serious Licensing Violations**

**AB978 (Benoit)** defines serious violations for which the Department of Social Services is required to levy immediate \$150 per day civil penalties. Serious violations in child care programs include fire clearance violations, absence of supervision, accessible bodies of water, accessible firearms, refused entry to facility and presence of an excluded individual. Community Care Licensing is developing procedures and will inform providers prior to implementation. Collected civil penalties will be placed in a Technical Assistance Fund to be expended for technical assistance, training and education of licensees.

**Nueva Ley Impone Multas por Serias Violaciones de Licencia**

La ley **AB978 (Benoit)** define violaciones serias por las cuales se requiere que el Departamento de Servicios Sociales imponga penalidades civiles inmediatas de \$150 por día. Las violaciones serias en programas de cuidado infantil incluyen violaciones de evacuación de incendio, ausencia de supervisión, cuerpos de agua accesibles, armas de fuego accesibles, negar la entrada a las instalaciones y presencia de individuos excluidos. El departamento de Licencias para Cuidado de la Comunidad esta desarrollando procesos e informara a los proveedores antes de implementarlos. Las multas civiles cobradas serán puestas en un Fondo de Asistencia Técnica que se usará para asistencia técnica, entrenamiento y educación de los titulares de licencias.

**FAMILY CHILD CARE PROVIDERS**

Do you serve meals to the children in your care? Are high food prices breaking your budget? Did you know that child care providers can receive reimbursements of up to \$1,000 per child per year by participating in the Child Care Food Program? When you join the Food



Program, you will make more money and the children in your care will get nutritious food. For more information on how you can join, call Queen Fuller at **584-3121**.

**PROVEEDORAS DE CUIDADO INFANTIL**

¿Usted sirve comidas a los niños en su cuidado? ¿Los altos precios de la comida le agotan su presupuesto? ¿Sabía usted que las proveedoras de cuidado infantil pueden recibir hasta \$1,000 de reembolso al año por cada niño por participar en el Programa de Comida de Cuidado Infantil? Cuando usted se integra al programa, usted tendrá más dinero y los niños en su cuidado recibirán comida nutritiva. Para más información en como puede integrarse, llame a Maria Jimenez al **690-2151**.

**Child Care Centers and Homes: FREE Training and Mentoring at your site!**

Are there areas of your center's classroom or family child care home you would like to improve? The **Enhanced Mentor Program** has certified Mentor Teachers available to offer **free training and assistance** in a wide variety of areas, including:

- curriculum development
- circle time and transitions
- indoor/outdoor environment
- developmentally appropriate practice
- classroom management
- literacy activities
- stress management

This free service is available to any licensed child care program that serves children under 5 years old. Mentors will come to your site, at a time that is convenient for you and your program.

Please contact Kimberly Nagayo at (510) 875-2498 or [Kimberly.Nagayo@acgov.org](mailto:Kimberly.Nagayo@acgov.org) for more information.

# BE A SUPPORTER OF 4C'S OF ALAMEDA COUNTY!

4C's is a private, nonprofit organization providing a variety of services to children, families and child care professionals in Alameda County. Your tax-deductible contribution will:

- Help provide parenting resources and support.
- Support training for child care providers.
- Add to our lending library of books, journals, and video tapes.
- Ensure community outreach and education on child care issues.

## Ways you can help!

**Make a donation:** Your tax-deductible contribution helps us to help others. Please mail donation to 22351 City Center Drive, # 200, Hayward, CA 94541.

**Volunteer Your Time:** You can help with special events. Contact Christina Dunn at 510-690-2140 about volunteering at 4C's.

**Vehicle Donation:** Your retired vehicle may be a valuable contribution to our programs and provide you with a tax deduction as well. Call 1-800-320-0476 and tell then you want to donate a car for 4C's of Alameda County. They will help you.

Add me to 4C's newsletter mailing list. Enclosed is a donation for \$5.00.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
E-mail address \_\_\_\_\_

Thank you! Your support is appreciated by all of us at 4C's of Alameda County.



Community Child Care Coordinating  
Council (4C's) of Alameda County  
22351 City Center Drive, Suite 200  
Hayward, CA 94541

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