



**The Child Care Planning Council compiled these resources from a variety of electronic newsletters. We have now compiled them by subject. We hope it is helpful!**

**Teacher and Child Care Provider/Director Tools for Teaching & Business Reports and Resources**

- **Create a print-rich learning environment using your own computer and printer (no cost):** enjoy and share with all the teachers you know! Create a print-rich learning environment using your own computer and printer. It's QUICK and EASY to make custom signs, labels, and calendars - and it's FREE from Environments. Click here.  
<http://mail.ccie.com/go/eed/694>
- **Connecticut Child Care Center Operating Budget Basics: Calculating Your Bottom Line:** By Peg Oliveira, PhD. This two page fact sheet offers tips for child care providers on how to develop an operating budget for their child care centers in order to help ensure financial stability and improve planning. (June 2005). It looks pretty helpful!  
<http://www.ctkidslink.org/publications/ece05operating06.pdf>
- **Potential Grant Resources for Child Care Facilities Development in California:** Designed to help child care providers and child care advocates identify and access grants to build, purchase, expand, and/or renovate child care centers. The publication contains a matrix of institutions (government, private foundations, community foundations, and community development financial institutions) that offer grants for child care facilities development. This document also includes information about geographic focus and contact information (from Building Child Care)  
<http://www.buildingchildcare.org/2005%20Grant%20Resources%20FINAL.pdf>
- **Building culturally & linguistically competent services to support young children, their families and school readiness:** Toolkit is the accurate word that author Kathy Hepburn uses to describe this 2004 publication. It was developed to provide guidance, tools and resources to assist communities in building culturally and linguistically competent services, supports, programs and practices related to young children and their families. Each section includes an overview of a key content area (e.g., Learning about Family and Community: Family Culture and Information Gathering); critical questions for communities; key strategies for families, providers and administrators; guides, tip sheets and checklists; promising practices and annotated resources. It's an extensive collection of current and useful information and tools. For example, don't miss "Tips for Bringing Family Strengths into the Early Care and Classroom Setting in Support of Multicultural Learning" on page 68. Download at  
<http://www.aecf.org/publications/data/cctoolkit.pdf>
- **TAKING LESSONS FROM A BABY:** The new issue of "Greater Good" profiles a Canadian program called Roots of Empathy that teaches compassion and parenting skills to children. The program's key innovation is in designing its curriculum around the development of a newborn baby. Through the program, hundreds of newborn babies are paired up with



local public school classrooms; the same baby visits the same classroom over the course of the school year. By watching "their" child develop physically and emotionally, the children gain a greater understanding of how to understand their own emotions and the emotions of others. Roots of Empathy has been rigorously evaluated by researchers, and they've found that the program not only improves participating students' social skills but improves their academic achievement as well. [http://peacecenter.berkeley.edu/SpringSummer05\\_Naiman.pdf](http://peacecenter.berkeley.edu/SpringSummer05_Naiman.pdf)

- **Leading the Way to Quality Early Care and Education:** This recently released technical assistance CD-ROM includes video clips, PowerPoint presentations, handouts and electronic links and is particularly useful for training staff, learning what states are doing to support early learning, and finding print and online resources. A complimentary copy of the CD-ROM can be ordered from the Child Care Bureau website. [http://www.acf.hhs.gov/programs/ccb/ta/ltw\\_cd.htm](http://www.acf.hhs.gov/programs/ccb/ta/ltw_cd.htm)
- **From One Class to Another: How Transitions May Affect Infants and Toddlers:** This Snapshot from the Frank Porter Graham Child Development Institute summarizes findings from a study of the impact of transitioning from one child care classroom to another. The researchers wanted to determine whether lack of caregiver continuity relates to problem behaviors. The study found that while, on average, children did not exhibit high levels of distress either pre- or post-transition, younger children (infants) experienced more distress than older children (toddlers) after changing classrooms. This lead researchers to conclude that the age of the child should be considered when deciding whether to have a child change classrooms. The Snapshot is available at: <http://www.fpg.unc.edu/~images/pdfs/snapshots/snap25.pdf>
- **A GUIDE TO NAVIGATING COMMUNICATIONS FOR THE NONPROFIT:** Cause Communications' Communications Toolkit -- A guide to navigating communications for the nonprofit world is a comprehensive resource offering practical information in virtually every area of communications -- from how to develop and budget a communications plan to what tools you need to help raise awareness and funds. The toolkit is practical and easy-to-use, making it a must-have guide for nonprofit newbies, veterans, and anyone in between seeking to revolutionize communications with strategic marketing, advertising, branding, media relations, event planning and more. Tips, templates and strategy outlines are based on more than 25 years of experience from the professionals at Cause Communications, and on information from national qualitative and quantitative audits of what nonprofits need in the area of communications. The book was made possible by support from The Annenberg Foundation, The California Endowment, The James Irvine Foundation and The Marguerite Casey Foundation. [http://www.causecommunications.org/CC/CC\\_news06\\_1.html](http://www.causecommunications.org/CC/CC_news06_1.html).
- **Teachers Resisting Unhealthy Children's Entertainment (TRUCE)'s "Toy Action Guide"**. The Toy Action Guide is an important resource for parents, teachers, or anyone concerned about the commercialization of children's play, particularly at this time of year. It contains information on how to select toys that promote positive play and reduce the influence of harmful toys on children. There is a list of TRUCE's 2005-2006 recommendations for "Toys for Healthy & Creative Play." You will also find a list of "Toys and Toy Trends to Avoid," many of which are related to electronic technology this year. In addition, TRUCE offers suggestions for "Shoe Box Gifts," an alternative gift idea that promotes play around

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themes with common objects often found around the house. Download the guide here:  
[http://www.truceteachers.org/Toy\\_Action\\_Guide\\_05.pdf](http://www.truceteachers.org/Toy_Action_Guide_05.pdf).

- **New Features Added to the California Department of Education Funding Web site**
  - Outside Funding  
<http://www.cde.ca.gov/fg/fo/of/ap/>  
Funding administered by agencies outside the California Department of Education (CDE). If you know of funding to add to this site, please use the Outside Funding Form posted on the page.
  - Funding Results  
<http://www.cde.ca.gov/fg/fo/fr/>  
Recipients of grants, contracts, and apportionments administered by CDE.
  - Available Funding  
<http://www.cde.ca.gov/fg/fo/af/>  
Funding profiles, requests for applications, proposals, and other data prior to deadlines.
  - Search CDE Funding  
<http://www.cde.ca.gov/fg/fo/sf/>  
Search CDE funding by fiscal year, type, status, topic, keyword(s), or any combination. Use Advanced Search for more choices.
  - Note: Because the site is being reorganized, all funding may not be presented. If you have questions or suggestions for the site, please contact Grace Massey Holt (916-319-0490) or Dan Holt (916-319-0378).
- **Emergency Loans for Child Care Agencies:** Funded by The David and Lucile Packard Foundation, the CEDLI Working Capital Initiative for Community Needs seeks to provide accessible and affordable short-term working capital for eligible nonprofits operating in the child care and health fields to address their short-term cash flow needs. Under the Working Capital Initiative for Community Needs, CEDLI seeks to provide short-term financing to qualified nonprofits for either a) specific government contract receivables eligible for reimbursement or b) specific grants receivable from identified public or private sources. Combining loan capital with technical assistance and financial literacy, the goals of CEDLI Working Capital Initiative for Community Needs is to pioneer a statewide market in California for the financing of short-term needs for creditworthy nonprofits. CALIFORNIA ECONOMIC DEVELOPMENT LENDING INITIATIVE, 1333 Broadway, Suite 604, Oakland, CA 94612, (510) 267-8990, (510) 835-1332 fax. Application and information is attached.



Packard Working  
Capital Projec...



Packard Application  
Document.d...

Clinton Etheridge is the contact at [cetheridge@cedli.com](mailto:cetheridge@cedli.com).

- **New resource for parents and caregivers of infants and toddlers:** (Angie's note: As you know, I really am impressed by the resources that come out of Connecticut. Here is another one!) Please visit this site to preview the materials: [www.thekeys.uconn.edu](http://www.thekeys.uconn.edu) You will need to click on the different colored dots to preview each of the 8 pamphlets. This series of pamphlets can be ordered by telephoning the number listed on the site. Multiple sets of these pamphlets are available to parents, caregivers and organizations. We are also working on getting this series of 8 pamphlets printed in Spanish. We are interested in your feedback! Please request our (self-addressed, prepaid) postcard(s) when you request these materials.
- **Child Care Center Operating Budget Basics:** Defining Expenses and Revenues to Estimate the Cost of Child Care: CT Voices for Children is engaged in a project to help meet the need for sound child care center budgeting practices and reliable data on the cost of center based child care in Connecticut. Please review a new report, Child Care Center Operating Budget Basics: Defining Expenses and Revenues to Estimate the Cost of Child Care ([http://www.ctkidslink.org/pub\\_detail\\_284.html](http://www.ctkidslink.org/pub_detail_284.html)), describing this current project, and providing a user-friendly excel budget spreadsheet for any child care center looking for budgeting guidance or for an annual budgeting tool more useful than the one they currently use.
- **Website on Funding for California Afterschool Providers:** Act 4 After School provides numerous resources for afterschool providers in California, including information on the upcoming funding for high school afterschool programs under the California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program. For further information, go to <http://www.act4afterschool.net/>.
- **Core Knowledge for PK-3 Teaching: Ten Components of Effective Instruction:** Michael Sadowski, writing for the Foundation for Child Development, fuses research with standards from national education organizations to identify what teachers from pre-k to third grade must know and do to give children a high-quality early learning experience. <http://www.fcd-us.org/pdfs/SadowskiBrief.pdf>
- **EFFECTIVE EARLY LEARNING: WHAT EVERY POLICYMAKER & EDUCATOR SHOULD KNOW:** This new publication from the National Center for Children in Poverty at Columbia University helps policymakers and educators understand two important elements: use of an intentional curriculum and professional development and teacher supports. Language and literacy skills are critical to success in school. For low-income preschoolers, increasing early literacy and math skills is vital to closing the achievement gap between them and their more advantaged peers. New research shows that an intentional curriculum and professional development and supports for teachers are important components of effective preschool classrooms and programs. A special focus on these strategies is important because many low-income children in early learning settings fall behind early and remain very much

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behind their peers in reading and math. To request paper copies contact Telly Valdellon at [valdellon@nccp.org](mailto:valdellon@nccp.org). For questions about these materials, please contact Lisa Klein at [klein@nccp.org](mailto:klein@nccp.org). [http://www.nccp.org/pub\\_pes07a.html](http://www.nccp.org/pub_pes07a.html).

- **Children and Peace: New Preschool Curriculum on Bullying and More:** The Media Initiative for Children, developed by NIPPA (The Early Years Organization in Northern Ireland) and the Peace Initiative Institute (Pii) is a coordinated educational program that utilizes a combination of 60-second video clips and preschool curricula to communicate the value of respecting and including others who are different. The three types of differences highlighted in the program are physical, ethnic and sectarian. A fourth area, currently being developed, will focus on bullying. The Media Initiative for Children provides young children with an opportunity to openly discuss and acknowledge the feelings associated with similarities and differences between themselves and others. For information about this successful program and to view and download video clips go to: <http://www.pii-mifc.org/>
- **December 2006 California Community Care Licensing Division's Child Care Update:** This update includes new legislation and information on implementation by Licensing. These 12 page updates are invaluable for family day care, centers and advocates. <http://ccl.dss.cahwnet.gov/res/pdf/CCUpdate1206.pdf>. Also helpful is the following link to the Community Care Licensing Child Care web page. [http://ccl.dss.cahwnet.gov/ChildCareL\\_1728.htm](http://ccl.dss.cahwnet.gov/ChildCareL_1728.htm).
- **Using NCLB Funds to Support Extended Learning Time:** This strategy brief from the Finance Project and the Council of Chief State School Officers describes how six major funding streams included in NCLB can support extended learning opportunities. This brief provides important context for those seeking to access these funding streams, and includes a discussion of strategies, considerations and tips for accessing each source. Download the strategy brief <<http://www.ccsso.org/content/PDFs/UsingNCLBFunds.pdf> >.
- **Opening Doors: Lesbian and Gay Parents and Schools:** discusses how lesbian and gay parents can help their children in school, how educators can help children in lesbian and gay families, and what these children need for a supportive learning environment. Online at [http://www.familypride.org/atf/cf/{2A2C5E24-92CC-41DF-B4AA-448C71B7ED7D}/opening\\_doors.pdf](http://www.familypride.org/atf/cf/{2A2C5E24-92CC-41DF-B4AA-448C71B7ED7D}/opening_doors.pdf)
- **Effective Preschool Curricula and Teaching Strategies: Pathways to Early School Success** - This new report from the National Center for Children in Poverty (NCCP) provides information from research and practice about curricular and teacher support strategies that are critical to reducing the achievement gap for young, low-income children. Two versions (full text, summary) are available online at [http://www.nccp.org/pub\\_pes06b.html](http://www.nccp.org/pub_pes06b.html)
- **How to Talk Like a Researcher: New Briefs for Out of School Time Practitioners Struggling with "Research Speak":** Practitioners know research is important to their work. But oftentimes, just trying to understand "research speak" discourages its use. Child Trends has written an easy-to-read, easy-to-understand glossary of common research and



evaluation terms. [http://www.childtrends.org/Files/Child\\_Trends-2007\\_01\\_05\\_FS\\_ResearchGlossary.pdf](http://www.childtrends.org/Files/Child_Trends-2007_01_05_FS_ResearchGlossary.pdf). Logic Models can be powerful tools in designing, planning, and evaluating out-of-school time programs. Child Trends' newest research brief highlights what they are and why they are important. [http://www.childtrends.org/Files/Child\\_Trends-2007\\_01\\_05\\_RB\\_LogicModels.pdf](http://www.childtrends.org/Files/Child_Trends-2007_01_05_RB_LogicModels.pdf).

- **Preschool Directors Speak on Policy Options:** PACE's statewide survey of 439 directors of community preschools, those funded outside of school districts, inquired about basic facts and their perceptions of long-term issues. Preschool access and quality remain unfairly distributed among California's diverse communities. Persisting questions examined include how to grow more plentiful and higher quality preschools, and how to ensure a robust balance between organizations run by schools or community organizations. Despite rising interest among policy makers, we know little about how preschool directors themselves understand and evaluate differing policy options. <http://pace.berkeley.edu/reports/WP%2007-1.Web.pdf>
- **Adoption in the Schools: A Lot to Learn: Promoting Equality and Fairness for All Children and Their Families:** A recent report from the Evan B. Donaldson Adoption Institute addresses the challenges that many adoptive children and families face within the school system, and it offers recommendations for how educators—teachers, counselors, and other school personnel—can best meet the needs of these children and families. In many cases, teachers and other educators have received no training in adoption and foster care, and they may inadvertently convey the message that some families are more "normal" than others. Teacher training in the issues surrounding adoption may help sensitize educators to the best way to help children in their classroom who are adopted or in foster care. The report offers several recommendations, including:
  - Modify school assignments (such as the family tree) that are problematic or inappropriate for adopted and foster children.
  - Include education about adoption and foster care in diversity courses and development trainings for teachers and other school personnel.
  - Provide accurate information about children so that educators can identify children's needs correctly and provide effective interventions.
  - Develop school policies that prohibit harassment and negative comments about adoption and foster care.[www.adoptioninstitute.org/policy/2006\\_09\\_adoption\\_in\\_the\\_schools.php](http://www.adoptioninstitute.org/policy/2006_09_adoption_in_the_schools.php)
- **Preventing Child Abuse and Neglect: Parent-Provider Partnerships in Child Care:** This resource is designed for trainers who support child care professionals. The focus of the research-based approach is to help child care providers promote positive parenting and healthy social-emotional development in children by incorporating "protective factors" that help reduce child abuse and neglect and by building on the natural relationship between child care providers and families. The curriculum and training were tested over 3 years in 12 States



with 60 teams. Evaluation results to date show a number of positive outcomes, including gains in trainers' and participants' knowledge. The training curriculum provides practical information, concepts, and skills for child care providers through 10 training modules, video vignettes, sample recruitment fliers, pretraining knowledge assessment forms, handouts, and tips for trainers. Ordering information (this is a \$249 curriculum guide, etc.) can be found on the ZERO TO THREE website: [www.zerotothree.org/bookstore/pubDetails.cfm?pubID=2615](http://www.zerotothree.org/bookstore/pubDetails.cfm?pubID=2615).

- **Healthy Child Care America E-News for Health Professionals:** Healthy Child Care America's electronic newsletter offers tips for health and safety in child care settings for parents and caregivers. To learn more, please go to: <http://www.healthychildcare.org/Enews.cfm>.
- **STRATEGIES FOR CLOSING ACHIEVEMENT GAPS:** A new guide from the National Education Association provides a multi-themed approach to closing the achievement gaps – focusing on Culture, Abilities, Resilience, and Effort (C.A.R.E.). The guide helps educators reflect on the causes of disparity in student achievement and explore ways to improve academic success by using innovative, research-based instructional strategies. By focusing on the themes of cultural, economic and language differences, unrecognized and undeveloped abilities, the power of resilience, and the importance of effort and motivation, "C.A.R.E.: Strategies for Closing the Achievement Gaps" advances the idea that if educators view these qualities of students as strengths, rather than deficits, they can be successful in closing achievement gaps. Click here for the guide: <http://www.nea.org/teachexperience/careguide.html>.
- **SIGNS OF CHILD ABUSE -- WHAT A TEACHER SHOULD KNOW:** The abused child comes in many sizes and shapes. They come from families in all socioeconomic strata. They are the sad children teachers see every day. Do you know how to tell the difference between a child just going through normal sadness and an abused child? <http://www.bellaonline.com/articles/art38349.asp/zzz>.
- **DIVERSE LEARNERS CAN BLOSSOM IN CULTURALLY RESPONSIVE CLASSROOMS** Increasingly, teachers and students come from different cultural backgrounds. Line up a representative sample of students from the nation's classrooms with a sample of teachers, and you'll see striking differences. Teachers, say Carol Weinstein and her colleagues at Rutgers University, are overwhelmingly white and English speaking. But more than one-third of K-12 students nationwide are not white, and about one in 10 speaks limited English. Socioeconomic differences are also significant, reports Susan Black. Most teachers are middle-class, but about 20 percent of U.S. students come from poor families and neighborhoods. The differences can erupt into cultural clashes, says Geneva Gay. Her studies show that many teachers expect their ethnically diverse students to learn and behave according to mainstream European-American cultural standards -- in other words, to learn and behave as the teachers do. How can schools overcome deeply embedded cultural conflicts? Gay recommends that teachers and school leaders become experts in "culturally responsive teaching," a method that uses students' "cultural knowledge, prior experiences, and learning styles" in daily lessons. Teachers should learn about their students' cultures and

behaviors, determine what is acceptable in their environment, and acknowledge these beliefs and actions in their day-to-day teaching. <http://www.asbj.com/current/research.html>.

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- **Family-Strengthening Interventions: Learning from Evidence-Based Practice:** A new brief from the Harvard Family Research Project, entitled Lessons From Family Strengthening Interventions: Learning from Evidence-Based Practice, examines how effective family-strengthening interventions can positively impact families and children. The brief is based on a review of interventions that have been rigorously evaluated through experimental studies. It provides recommendations for creating successful programs and evaluations to educators, service providers, and evaluators. It is available online at <http://www.gse.harvard.edu/hfrp/content/projects/fine/resources/research/lessons.pdf>.
- **Building, Engaging, and Supporting Family and Parental Involvement in Out-of-School Time Programs:** This brief describes family involvement and why it matters for out-of-school time programs. It also examines some of the issues that program staff face when attempting to engage parents, and offers suggestions for how to encourage family and parental involvement. [http://www.childtrends.org/Files//Child\\_Trends-2007\\_06\\_19\\_RB\\_ParentEngage.pdf](http://www.childtrends.org/Files//Child_Trends-2007_06_19_RB_ParentEngage.pdf)
- **Framing Early Childhood Development: Recommendations for Infant-Toddler Professionals & Advocates:** This new article in the framing series explores specific early childhood frames, the impact of those frames on how people reason about infant-toddler development, and the consequences of those messages for public policy. We also include practical tools which infant-toddler advocates can use to develop their own messages about infant-toddler policy issues. By learning the best ways to communicate about early childhood development, we can ensure that the needs of babies, toddlers and their families are met through effective public policy. <http://www.zerotothree.org/site/DocServer/Framing4.pdf?docID=3541>
- **National Evaluation of Early Reading First: Final Report to Congress:** The Early Reading First program provided grants that were designed to enhance teacher practices, instructional content, and classroom environments in preschools to ensure that young children, especially those from low-income families, start school with the skills needed for academic success. This report to Congress presents program impacts on children's language and literacy skills and on the instructional content and practices in preschool classrooms. The report notes that the program had positive, statistically significant impacts on several classroom and teacher outcomes and on children's print and letter knowledge. Report: [http://www.mathematica-mpr.com/publications/redirect\\_pubsdb.asp?strSite=pdfs/earlyreading.pdf](http://www.mathematica-mpr.com/publications/redirect_pubsdb.asp?strSite=pdfs/earlyreading.pdf) Executive Summary: [http://www.mathematica-mpr.com/publications/redirect\\_pubsdb.asp?strSite=pdfs/earlyreadinges.pdf](http://www.mathematica-mpr.com/publications/redirect_pubsdb.asp?strSite=pdfs/earlyreadinges.pdf)