



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/cffc/>.

How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Resources & Government Publications at (916-654-0081; cslinfo@library.ca.gov).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

**“Reading Aloud to Children: The Evidence.” By Elizabeth Duursma and others.
IN: Archives of Disease in Childhood, vol. 93, no. 7 (July 2008) pp. 554-557.**

[“There’s more evidence that reading aloud to young children - especially in an engaging manner - promotes emergent literacy and language development and better prepares them for school.... Phonological awareness - the ability to manipulate the sounds of spoken language - is an important prerequisite for learning to read, and reading aloud promotes preschoolers’ sensitivity to alliteration and rhyme. Exposing this to kids ages four and five, for example, contributed to their progress in reading and spelling at ages six and seven, the report says. And children’s knowledge of nursery rhymes at ages three and four is related to detecting alliteration and rhyme at ages four through seven. ‘When children do well at detecting and manipulating syllables, rhymes and phonemes, they tend to learn more quickly to read,’ says the report, which goes on to say that children’s oral language skills can be stimulated by parent-child literacy activities such as shared book reading.” School Library Journal (June 30, 2008.)]

Full text at: <http://press.psprings.co.uk/adc/may/ac106336.pdf>

The Effects of Oklahoma’s Universal Pre-Kindergarten Program on Hispanic Children. By William T. Gormley, Jr., Georgetown University. CROCUS Policy Brief. (CROCUS, Center for Research on Children in the U.S., Georgetown University, Washington, DC) June 2008. 4 p.

[“In recent years, the number of Hispanic students in U.S. public schools has increased sharply. Nearly half of all Hispanic children in our public schools are English language learners. These students face substantial obstacles as they seek to overcome education deficits that tend to widen over time. Many solutions to this problem have been proposed, including greater access to preschool, additional tutoring opportunities in school, a reallocation of resources across school districts, bilingual education, and others.... What the Tulsa research does demonstrate, clearly and unequivocally, is the value of a high-quality, school-based pre-K program for Hispanic children, especially English language learners, who arguably need help the most. A key reason for Tulsa’s success is stronger levels of ‘instructional support’ than other school-based pre-K programs in the U.S. A related explanation is greater emphasis on academic skills. An equally important accomplishment of the Tulsa Public Schools pre-K program is that it has managed to attract a remarkable number of Hispanic participants.”]

Full text at: http://www.crocus.georgetown.edu/reports/policybrief_hispanicchildren.pdf

“Forty Years of School Readiness Research: What have we Learned?” By Suzanne M. Winter and Michael F. Kelley. IN: *Childhood Education*, vol. 84, no. 5 (annual theme 2008) pp. 260-266.

[“After more than 40 years of research examining school readiness, it is timely to reflect on where we are at this point and what we have learned from prior studies. Consequently, the purpose of this article is to delve into the extant research base to examine what research has revealed that may guide and inform current school readiness efforts. We will summarize key findings of relevant research, with an emphasis on highly credible, large-scale studies from which one can, with confidence, draw implications for developing school readiness models.”]

Full text at: <http://www.acei.org/40yearsofresearch.pdf>

Contents of Childhood Education annual theme issue:
<http://www.acei.org/currentce.htm> (NOTE: This issue is available for loan.)

Changes in the Characteristics, Services, and Performance of Preschoolers with Disabilities from 2003-04 to 2004-05, Wave 2 Overview Report from the Pre-Elementary Education Longitudinal Study (PEELS.) By Elaine Carlson and others. NCSER 2008-3011. (Westat, Rockville, Maryland) May 2008. 116 p.

[“The ‘Education for All Handicapped Children Act (EHA)’ (P.L. 94-142) has guaranteed the educational rights of children with disabilities for more than 30 years. And although it has been two decades since the 1986 amendments to EHA extended services to preschoolers with disabilities, the characteristics, educational needs, and growth of these children still remain largely unexamined. The Pre-Elementary Education Longitudinal Study (PEELS), funded by the U.S. Department of Education, is examining the characteristics of children receiving preschool special education, the services they receive, their transitions across educational levels, and their performance over time on assessments of academic and adaptive skills. PEELS includes a nationally representative sample of 3,104 children with disabilities who were ages 3 through 5 when the study began in 2003-04. The sample is divided into three age cohorts (A, B, and C) based on the children’s age at first data collection, ages 3, 4, and 5, respectively. The children will be followed through 2009.”]

Full text at: <http://ies.ed.gov/ncser/pdf/20083011.pdf>

Promoting Tolerance and Respect for Diversity in Early Childhood. By Mariajosé Romero. (National Center for Children in Poverty, Columbia University, New York, New York) May 2008.

[“This study is a two-year action research project that addresses a central challenge: What do we know about strategies for promoting social inclusion and respect for diversity (SI & RD) in early childhood education environments? The project is designed to examine the efficacy of four integrated strategies to promote greater attention to issues of SI & RD in early childhood in the U.S.: the development of regional coalitions; the mobilization of national organizations and stakeholders; the synthesis and translation of research-based knowledge about core questions on promoting SI & RD in early childhood; and a cost-effective, web-based dissemination strategy.”]

Project Description: 2 p. http://www.nccp.org/publications/pdf/text_816.pdf

Report of a Meeting, June 25, 2007: 26 p. http://www.nccp.org/publications/pdf/text_812.pdf

A View from the Field: 30 p. http://www.nccp.org/publications/pdf/text_814.pdf

Annotated Bibliography: 38 p. http://www.nccp.org/publications/pdf/text_810.pdf

IMPROVED FAMILY FUNCTIONING

The Power of Family Conversations. By Laura Pappano. IN: Harvard Education Letter (May/June 2008) 2 p.

[“School matters, but literacy starts at home. Teachers armed with reading contracts and carefully worded missives have long urged parents to read aloud to their children. But now there is a second and perhaps more powerful message: Talk to your kids, too. Mounting research that links language-rich home environments with reading success and school achievement is driving educators and community groups to target families long before children register for school.”]

Full text at: <http://www.edletter.org/insights/familyconversation.shtml>

State Strategies to Reduce Child and Family Poverty. By Jack Tweedie and others. Issue Brief. (NGA [National Governors Association] Center for Best Practices, Washington, DC) June 5, 2008. 20 p.

[“Poverty has long-term social and economic costs for children and families, communities, and states. In 2006, more than 13 million children lived below the federal poverty level. Children who grow up poor are more likely to earn less as adults, complete fewer years of formal education, and face more health issues than children living in higher-income families. Poverty also contributes to poor social, emotional, and behavioral outcomes for children and hinders cognitive development. In short, poverty has large repercussions for states and the nation, with childhood poverty alone estimated to cost the U.S. economy approximately \$500 billion annually. To reduce poverty among children and families, state leaders can pursue several policy and program options.”]

Full text at: <http://www.nga.org/Files/pdf/0806POVERTYBRIEF.PDF>

“Parent Education Program for Incarcerated Mothers in Colorado.” By Patricia Gonzalez and others. IN: Journal of Correctional Education, vol. 58, no. 4 (December 2007) pp. 357-373.

[“Research suggests that prison parent education programs provide inmates with measurable knowledge and affirmative parenting skills which can result in positive behavior changes, including a decrease in the recidivism rate. This current study examined the short term impact of the Partners in Parenting (PIP) curriculum, a skilled-based program focusing on strengthening family relationships and promoting positive behaviors. Participants were comprised of 219 mothers who agreed to take part in parent education classes while incarcerated in several women's correctional facilities throughout the state of Colorado. Results revealed that mothers who took part in the parenting education curriculum demonstrated a marked increase in their sense of parenting proficiency, done by improving parenting skills and increasing their overall parenting knowledge. These results therefore, strongly suggest parenting education programs in correctional facilities are indeed beneficial to parents and thereby to the child, in turn leading to improved parent-child relationships....” Abstract from author. NOTE: Parent Education Program... is available for loan.]

IMPROVED HEALTH

“Substance Abuse Treatment Linked with Prenatal Visits Improves Perinatal Outcomes: A New Standard.” By Nancy C. Goler and others. IN: *Journal of Perinatology*, advance online publication (June 26, 2008) 7 p.

[“Pregnant women who receive treatment for substance abuse early in their pregnancy can achieve the same health outcomes as pregnant women with no substance abuse, according to a Kaiser Permanente study.... The study, which is the largest to date, examined 49,985 women in Kaiser Permanente's prenatal care program and found that integrating substance abuse screening and treatment into routine prenatal care helped pregnant women achieve similar health outcomes as women who were not using cigarettes, alcohol or other drugs. This is also the largest study to examine multiple substances: cigarettes, alcohol, marijuana, methamphetamines, cocaine and heroin. ‘This program can happen everywhere and should become the gold standard for women who are pregnant and using cigarettes, alcohol or other drugs,’ said study lead author Nancy C. Goler, M.D., an OB/GYN and Kaiser Permanente regional medical director of the Early Start Program for the organization's Northern California operations. ‘The study's big finding was that study participants treated in the Early Start program had outcomes similar to our control group, women who had no evidence of substance abuse.’” Kaiser Permanente Press Release (June 26, 2008.)]

Full text at: <http://www.nature.com/jp/journal/vaop/ncurrent/pdf/jp200870a.pdf>

“Offspring from Mothers Fed a ‘Junk Food’ Diet in Pregnancy and Lactation Exhibit Exacerbated Adiposity that is more pronounced in Females.” By S. A. Bayol and others. IN: *Journal of Physiology*, vol. 586, no. 13 (July 1, 2008) pp. 3219-3230.

[“Mothers who eat an unhealthy diet during pregnancy may be putting their children at risk of developing long term, irreversible health issues including obesity, raised levels of cholesterol and blood sugar, according to new research. The study, carried out in rats... suggests that the effect is even more pronounced in female offspring. A study published last year carried out by the same team at the Royal Veterinary College, London, showed that rodents which ate a diet rich in fat, sugar and salt whilst pregnant were more likely to give birth to offspring that overate and had a preference for junk food when compared to the offspring of rats given regular feed. Now, in a follow-up study... the researchers have shown that a mother's diet has an effect lasting beyond adolescence in the rats, even when the offspring were weaned off the junk food, affecting how their bodies metabolise the food and suggesting a long term health impact.” ScienceDaily (“Adapted from materials provided by Wellcome Trust.”) July 1, 2008.]

Full text at: <http://jp.physoc.org/cgi/reprint/586/13/3219>

“Epidemiology and Treatment of Painful Procedures in Neonates in Intensive Care Units.” By Ricardo Carbajal and others. IN: JAMA, vol. 300, no. 1 (July 2, 2008) pp. 60-70.

[“An examination of newborn intensive care finds that newborns undergo numerous procedures that are associated with pain and stress, and that many of these procedures are performed without medication or therapy to relieve pain, according to a new study. ‘Repeated invasive procedures occur routinely in neonates [a baby, from birth to four weeks] who require intensive care, causing pain at a time when it is developmentally unexpected. Neonates are more sensitive to pain than older infants, children, and adults, and this hypersensitivity is exacerbated in preterm neonates. Multiple lines of evidence suggest that repeated and prolonged pain exposure alters their subsequent pain processing, long-term development, and behavior. It is essential, therefore, to prevent or treat pain in neonates,’ the authors write.” ScienceDaily, “Adapted from materials provided by JAMA and Archives Journals.” (July 4, 2008.) NOTE: Epidemiology and Treatment... is available for loan.]

Health Care Access for Children in Immigrant Families: A Primer for State Legislators. By Kelly Wilkicki and Anna Spencer. (National Conference of State Legislatures, Washington, DC) April 23, 2008. 13 p.

[“Children from immigrant families are more likely than their U.S. counterparts to be uninsured. Although legal and illegal immigrant children comprise only 4 percent of the country’s 78 million children, they constitute a disproportionate share of the uninsured. In 2005, 45 percent of low-income immigrant children were uninsured, compared with 17 percent of all low-income citizen children. This primer offers an introduction to health care access for children in immigrant families in the United States, including eligibility requirements for Medicaid and SCHIP, enrollment barriers to public programs, and examples of state efforts to improve coverage.”]

Full text at: <http://www.ncsl.org/print/immig/immighealthprimer.pdf>

Early Childhood Mental Health Needs Assessment: Yolo County. By First 5 Yolo Children and Families Commission. (First 5 Yolo, Woodland, California) 2008. 48 p.

[“First 5 Yolo has released the results of its Early Childhood Mental Health Needs Assessment for Yolo County. ‘There are many children in Yolo County who are at risk for emotional and behavioral challenges who could be helped with prevention and early identification and intervention, yet they continue to be unable to obtain the services which could help them,’ said Helen Thomson, chairwoman of First 5 Yolo and county supervisor. Key findings of the study indicate: - Yolo County's greatest needs related to early childhood mental health are in the areas of prevention and early intervention; improving access to mental health service providers with early childhood mental health

training; and increasing public awareness of early childhood mental health issues. - A shortage exists of practitioners with expertise in infant and early childhood mental health.” The Daily Democrat (June 29, 2008.)]

Full text at:

http://www.first5yolo.org/pdfs/F5Y_MentalHealthNeedsAssessment2008.pdf

What California Should Know About Other States’ and Federal Efforts to Fund Children’s Oral Health. By Children Now. Oral Health Policy Brief. (Children Now, Oakland, California) May 2008. 12 p.

[“Good oral health is essential to the overall health and well-being of California’s children. Unfortunately, the state’s current system of delivering oral health care to the children who need it most is vastly under-resourced, resulting in a large and growing number of children who suffer from preventable oral health diseases. In order to effectively combat this critical problem, additional investment in California’s oral health care system is required. Many other states, as well as the federal government, have already investigated ways to generate new revenue to improve children’s oral health care. For the well-being of its children and its future prosperity, California should do the same.”]

Full text at:

<http://publications.childrennow.org/assets/pdf/policy/oral-health-brief-2008.pdf>

Taking Action for Children: Early Interventions to Prevent Abuse and Prepare for School Success. By Deborah Daro and others. Thursday’s Child. (The Urban Institute, Washington, DC and Chapin Hall, Center for Children, University of Chicago, Chicago, Illinois) June 5, 2008. Podcast.

[“Americans across the political spectrum embrace universal early childhood education. But what about school-success initiatives that reach back even further to support newborns, toddlers, and their parents? What can be achieved when educators, abuse-prevention experts, parents, government officials, businesses, philanthropies, and community groups collaborate? Panelists analyzed the complexities of enacting effective school-readiness policies and programs. Their observations addressed what’s behind the latest interest in such initiatives, the social and political environments needed for successful early learning centers and home visitation efforts, the lessons states can draw from Illinois’ recent experience; and the importance of integrating home-based and learning-center programs, and providing consistent training and supervision for providers.”]

Podcast at: <http://www.urban.org/Pressroom/thursdayschild/june2008.cfm>

IMPROVED SYSTEMS OF CARE

Kids' Share 2008: How Children Fare in the Federal Budget. By Adam Carasso and others. (Urban Institute, Washington, DC and New America Foundation, Washington, DC) June 24, 2008. 40 p.

[“Kids' Share 2008,’ a second annual report, looks comprehensively at trends in federal spending and tax expenditures on children. Key findings suggest that historically children have not been a budget priority. In 2007, this trend continued, as children's spending did not keep pace with GDP growth. Absent a policy change, children's spending will continue to be squeezed in the next decade.”]

Full text at: http://www.urban.org/UploadedPDF/411699_kids_share_08_report.pdf

Key Facts: 1 p. http://www.urban.org/UploadedPDF/411700_kids_share_08_facts.pdf

Child Care Use by Low-Income Families: Variations across States. By Laura Lippman and others. Research Brief. No. 2008-23. (Child Trends, Washington, DC) June 2008. 8 p.

[“Many low-income parents need child care in order to work - yet their children are less likely to participate in non-parental child care than children from higher income families, according to a new Child Trends research brief. ‘Child Care Use by Low-Income Families: Variations Across States’ includes state-by-state data on the use of non-parental child care for children ages 0-4 among low-income families. The brief also describes differences in the types of child care used, and parents' experiences with child care problems that interfere with their work schedules across states.... The brief, which is based on data from the National Survey of Children's Health, concludes with a discussion of possible reasons for these patterns across states.”]

Full text at: http://www.childtrends.org/Files//Child_Trends-2008_07_02_RB_ChildCareLowIncome.pdf

Child Care Voucher Programs: Provider Experiences in Five Counties. By Gina Adams and others. (The Urban Institute, Washington, DC) 2008. 213 p.

[“This study... surveyed 407 licensed centers and 534 family child care providers across 5 counties in 4 states caring for children receiving subsidies, and interviewed administrators, experts, staff, and individual providers to explore providers' experiences with the child care subsidy system. Findings from the study include: a majority of centers across the sites care for children receiving subsidies, and caring for these children helped centers fill their slots; subsidies were usually a reliable source of revenue; many providers thought the subsidy rates were comparable to what they would receive from private-pay parents but believed that rates overall were too low; and while many

providers had good experiences with the subsidy agency and policies, they experienced some challenges.” Child Care and Early Education Research Connections.]

Full text at: http://www.urban.org/UploadedPDF/411667_provider_experiences.pdf

STUDIES TO COME

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

“High 5 for Kids: The Impact of a Home Visiting Program on Fruit and Vegetable Intake of Parents and their Preschool Children.” By Debra Haire-Joshu and others. IN: Preventive Medicine, vol. 47, no. 1 (July 2008) pp. 77-82.

[This “article presents findings on the effectiveness of a home-based intervention focused on teaching parents how to create a positive FV [fruit and vegetable] environment for children ages 2-5.... The authors found that - When compared to control parents, H5-KIDS parents significantly improved intake of fruit alone and combined FV. H5-KIDS parents also reported an increase in FV knowledge and availability of FV within the home.... - Fruit intake, vegetable intake, and combined FV intake increased among normal-weight children in the H5-KIDS group relative to those in the control group, but the increases did not apply to overweight children. - The parent's change in FV intake was a significant predictor of the child's change in FV intake in the H5-KIDS group. - The intermediate outcomes of FV availability and knowledge also predicted positive change in the child's FV intake. ‘H5-KIDS suggests the need for, and promise of, early intervention within the home as a strategy for childhood obesity prevention,’ conclude the authors....” MCH Alert (June 3, 2008.) NOTE: High 5 for Kids... will be available for loan.]

“Nutritional Supplementation in Early Childhood, Schooling, and Intellectual Functioning in Adulthood: A Prospective Study in Guatemala.” By Aryeh D. Stein and others. IN: Archives of Pediatrics and Adolescent Medicine, vol. 162, no. 7 (July 2008) pp. 612-618.

[“Adults who had improved nutrition in early childhood may score better on intellectual tests, regardless of the number of years they attended school, according to a new article.... Between 1969 and 1977, Guatemalan children in four villages participated in a trial of nutritional supplementation. Through the trial, some were exposed to atole - a protein-rich enhanced nutritional supplement - while others were exposed to fresco, a sugar-sweetened beverage. Aryeh D. Stein... and colleagues analyzed data from intellectual testing and interviews conducted between 2002 and 2004, when 1,448

surviving participants (68.4 percent) were an average of 32 years old. Individuals exposed to atole between birth and age 24 months scored higher on intellectual tests of reading comprehension and cognitive functioning in adulthood than those not exposed to atole or who were exposed to it at other ages.... ‘Our data, which suggest an effect of exposure to an enhanced nutritional intervention in early life that is independent of any effect of schooling, provide additional evidence in support of intervention strategies that link early investments in children to continued investments in early-life nutrition and in schooling,’ they conclude.” ScienceDaily, “Adapted from materials provided by JAMA and Archives Journals.” (July 8, 2008.) NOTE: Nutritional Supplementation... will be available for loan.]

“Age of First Bilingual Language Exposure as a New Window into Bilingual Reading Development.” By Ioulia Kovelman and others. IN: Bilingualism: Language and Cognition, vol. 11, no. 2 (July 2008) pp. 203-223.

[“How does age of first bilingual language exposure affect reading development in children learning to read in both of their languages? Is there a reading advantage for monolingual English children who are educated in bilingual schools? We studied children (grades 2-3, ages 7-9) in bilingual Spanish-English schools who were either from Spanish-speaking homes (new to English) or English-speaking homes (new to Spanish), as compared with English-speaking children in monolingual English schools. An early age of first bilingual language exposure had a positive effect on reading, phonological awareness, and language competence in both languages: early bilinguals (age of first exposure 0-3 years) outperformed other bilingual groups (age of first exposure 3-6 years). Remarkably, schooling in two languages afforded children from monolingual English homes an Advantage in phoneme awareness skills. Early bilingual exposure is best for dual language reading development, and it may afford such a powerful positive impact on reading and language development that it may possibly ameliorate the negative effect of low SES on literacy. Further, age of first bilingual exposure provides a new tool for evaluating whether a young bilingual has a reading problem versus whether he or she is a typically-developing dual-language learner.” NOTE: Age of First Bilingual Language... will be available for loan.]

CONFERENCES AND FUNDING OPPORTUNITIES

18th National Conference - National Association for Family Child Care. July 17-19, 2008. “Family Child Care: Challenge for Excellence.” Chicago, Illinois.

[“This conference will feature presentations of information and strategies designed to improve the quality of field. Participants will also be given the opportunity to hear from nationally known keynote speakers, who will address state-of-the-art early childhood education practices.” NIEER.org. Conference information e-mail: conference@nafcc.org]

For more information: <http://nafcc.org/conferences/2008Chicago.asp>

Training the Early Childhood Trainer Conference. California Association for the Education of Young Children. September 12-13, 2008. Doubletree Hotel Anaheim, Orange, California.

[“Connect with other ECE professionals during two days of professional development created just for those who train staff, parents, and teachers. Each day offers workshops presented by knowledgeable, well-known speakers from the ECE community.”]

For more information and to register: <http://caeyc.org/main/page/TrainingtheTrainer>

Webcast: Forum on Economic Security and Children: "A New Safety Net for Working Families: Economic Security and Healthy Child Development." Wednesday, July 16, 2008. Live audio webcast: 6:00 a.m. PT. Webcast length: 1.5 hours. (The webcast will also be available online for 90 days after event.)

[“This kick-off conversation begins at the intersection of family needs and children’s development, where parents in low-wage jobs lack the time and resources to adequately fill their dual roles of worker and parent - and where work can seem like a losing proposition. In the policy world, employment and child development are often discussed separately, but a ‘family security’ approach proposed by one essay bridges these two paramount concerns. Be part of the conversation as our panel of experts seeks answers to such questions as - How can work policies accommodate children’s developmental needs? - What’s the federal role? What can states and localities do? - What does the weak economy mean for policymaking and funding? - What are the long-term economic ramifications when working parents don’t have the means to support their children’s development? - Is today’s economic climate the time to add new burdens to businesses? ... Note: Bios of the speakers and resource materials will be posted at <http://www.urban.org/events/other/SafetyNet-LIWF.cfm>. Audio files of the event will be posted on the same page soon after July 16. The webcast will continue to be available at <http://www.visualwebcaster.com/event.asp?id=49122> for 90 days.”]

Register for the live webcast at:
<http://www.visualwebcaster.com/event.asp?id=49122>