



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/ccfc/>.

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; csinfo@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

What is Inclusion? By Brenda Dennis. FPG Voices. (FPG Child Development Institute, University of North Carolina, Chapel Hill, North Carolina) August 14, 2008. Podcast.

[“The right of young children with disabilities to be cared for and educated with typically developing peers is one of the most radical and profound outcomes of federal disability legislation. The practice is called inclusion. Instead of moving children to isolated classrooms to receive specialized services, inclusion requires that the services be brought to the child in the classroom - the same one that his or her typically developing peers attend.”]

Podcast at: <http://www.fpg.unc.edu/News/podcasts.cfm>

“Findings and Recommendations of the National Task Force on Early Childhood Education for Hispanics.” By Eugene E. Garcia and L. Scott Miller, Arizona State University. IN: Child Development Perspectives, vol. 2, no. 2 (August 2008) pp. 53-58.

[“The National Task Force on Early Childhood Education for Hispanics was established in 2004 with the mission of developing recommendations for expanding and improving early childhood education for Hispanic children in ways that would enhance their school readiness and raise their academic achievement in the early years of school. On the basis of an extensive review of the evidence, the Task Force made recommendations that fell into 3 major categories: (a) increasing Hispanic children's access to high-quality early childhood programs, (b) increasing the number of early childhood teachers who speak Spanish and English and the number of second language acquisition specialists, and (c) increasing efforts to design, test, and evaluate language and literacy development strategies across the early childhood years.” NOTE: Findings and Recommendations... is available for loan.]

Parents’ Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007: First Look. By Kevin O’Donnell, Westat and Gail Mulligan, National Center for Education Statistics. (The Center, Institute of Education Sciences, U.S. Department of Education, Washington, DC) August 2008. 57 p.

[“This descriptive report presents initial findings on the school readiness of young children, as reported by their parents, from the School Readiness Survey (PFI) of the 2007 National Household Education Surveys Program (NHES). It also incorporates basic demographic information about the population of children ages 3 to 6 who have not yet entered kindergarten, their parents'/guardians' characteristics, and the characteristics of the households in which they live. Topics covered include the participation of young children in preschool or other types of center-based care or education arrangements; parental plans for kindergarten enrollment and parents' beliefs about what they think they should do to prepare their children for school; children’s developmental accomplishments and difficulties, including emerging literacy and numeracy skills; family activities with children in and outside of the home; and children’s television-viewing habits.”]

Full text at: <http://nces.ed.gov/pubs2008/2008051.pdf>

London Calling: Are Early Ed Standards in England Tougher Than America? By Christina Satkowski. The Early Ed Watch Blog. (The New America Foundation, Washington, DC) August 18, 2008.

[“Are preschoolers in England smarter than American preschoolers? Associated Press reporter Nancy Zuckerbrod posed the question last week, after her family moved to London and learned her 5-year-old daughter was considered behind grade-level standards

there. Early Ed Watch took a look at the English ‘Curriculum Guidance for the Foundation Stage,’ which has been operating in English preschool (‘reception’) classes since 2002, and compared it to pre-k standards from two U.S. states and the District of Columbia. The verdict: Publicly defined standards for pre-k programs in the United States are pretty similar to those for our friends across the pond. There are some differences, however, especially in early literacy standards. The bigger difference, however, is the context in which standards are implemented.” Early Ed Watch Bi-weekly Update (August 19, 2008.)]

Full text at: <http://www.newamerica.net/blog/early-ed-watch/2008/london-calling-are-early-ed-standards-england-tougher-america-6308>

“France Bans Broadcast of TV Shows for Babies.” By Christine Ollivier. IN: The Associated Press, August 20, 2008. 1 p.

[“France's broadcast authority has banned French channels from marketing TV shows to children under 3 years old, to shield them from developmental risks it says television viewing poses at that age.... France's minister for culture and communication, Christine Albanel, issued a ‘cry of alarm’ to parents in June about channels dedicated 24 hours a day to baby-targeted programming. In a newspaper interview, she called them ‘a danger’ and urged parents not to use them to help their children get to sleep. She was referring to BabyFirstTV and Baby TV, two foreign channels that can be seen in France on cable television.... The ruling cites health experts as saying that interaction with other people is crucial to early child development. ‘Television viewing hurts the development of children under 3 years old and poses a certain number of risks, encouraging passivity, slow language acquisition, over-excitedness, troubles with sleep and concentration as well as dependence on screens,’ the ruling said. When BabyFirstTV began airing in the U.S. in 2006, it escalated an already heated national debate. The American Academy of Pediatrics has said babies should be kept away from television altogether. Critics say such channels are used as a baby sitter.”]

Full text at:

<http://ap.google.com/article/ALeqM5jNXX-uQkaIdgBV1UwbslQwlJQvnAD92M89J00>

IMPROVED FAMILY FUNCTIONING

The One Hundred Billion Dollar Man: The Annual Public Costs of Father Absence. By Stephen L. Nock, University of Virginia and Christopher J. Einolf, DePaul University School of Public Service. (The National Fatherhood Initiative, Gaithersburg, Maryland) 2008. 18 p.

[“This study, the first of its kind, provides an estimate of the taxpayer costs of father absence. More precisely, it estimates the annual expenditures made by the federal government to support father-absent homes. These federal expenditures include those

made on thirteen means-tested antipoverty programs and child support enforcement, and the total expenditures add up to a startling \$99.8 billion.” Docuticker (August 19, 2008.)]

Full text at: http://www.fatherhood.org/download_files.asp?DownloadID=51

10 Important Questions about Child Poverty and Family Economic Hardship. By Nancy K. Cauthen and Sarah Fass. (National Center for Children in Poverty, New York, New York) May 2008. 20 p.

[“Economic hardship and other types of deprivation can have profound effects on children's development and their prospects for the future - and therefore on the nation as a whole. Low family income can impede children's cognitive development and their ability to learn. It can contribute to behavioral, social, and emotional problems. And it can cause and exacerbate poor child health as well. The children at greatest risk are those who experience economic hardship when they are young and children who experience severe and chronic hardship.”]

Full text at: http://www.nccp.org/publications/pdf/text_829.pdf

Staying Afloat in Tough Times: What States Are and Aren't Doing to Promote Family Economic Security. By Sarah Fass and others. (National Center for Children in Poverty, New York, New York) August 2008. 24 p.

[“These are challenging economic times for America’s families. Low- and moderate-income workers have seen their wages stagnate or decline, while the cost of basic necessities continues to rise,” says Nancy K. Cauthen, PhD, deputy director of NCCP.... ‘We are particularly concerned about the profound effect economic hardship can have on children, so we wanted to know what states are doing about it.’ ‘Staying Afloat in Tough Times’ tracks specific state-level policies that can help families both avoid and cope with economic hardship.” NCCP Press Release.]

Full text at: http://www.nccp.org/publications/pdf/text_833.pdf

Teenagers and Their Babies: A Perinatal Home Visitor’s Guide. By Ida Cardone and others, Ounce of Prevention Fund. (Zero to Three, Washington, DC) 2008. 163 p.

[This book “provides home visitors with concrete examples on how to skillfully and joyfully help expectant and new teenage parents build deep and enduring bonds of attachment with their baby. Rich with proven, hand-on advice, the activities and strategies in this guide draw on the authors’ years of experience in working with teen parents and on their knowledge of the rapidly changing dynamics that characterize teenagers and their relationships. By reading this book... home visitors will get a step-

by-step review of how to implement a research-validated, structured intervention plan. Using examples from six prenatal and one postnatal home visits, readers will learn techniques and activities designed to help build the strong mother-child relationships that prevent child abuse and strengthen the self-confidence and competence of young families.” NOTE: Teenagers and Their Babies... is available for loan.]

“The Chances for Children Teen Parent-Infant Project: Results of a Pilot Intervention for Teen Mothers and Their Infants in Inner City High Schools.” By Hillary A. Mayers and others. IN: Infant Mental Health Journal, vol. 29, no. 4 (July/August 2008) pp. 320-342.

[“Adolescent motherhood poses serious challenges to mothers, to infants, and ultimately to society, particularly if the teen mother is part of a minority population living in an urban environment. This study examines the effects of a treatment intervention targeting low-income, high-risk teen mothers and their infants in the context of public high schools where daycare is available onsite. Our findings confirm the initial hypothesis that mothers who received intervention would improve their interactions with their infants in the areas of responsiveness, affective availability, and directiveness. In addition, infants in the treatment group were found to increase their interest in mother, respond more positively to physical contact, and improve their general emotional tone, which the comparison infants did not. Importantly, these findings remain even within the subset of mothers who scored above the clinical cutoff for depression... confirming that it is possible to improve mother-infant interaction without altering the mother's underlying depression. The implications of these findings are significant both because it is more difficult and requires more time to alter maternal depression than maternal behavior and because maternal depression has been found to have such devastating effects on infants.” NOTE: Chances for Children... is available for loan.]

Parent Handouts from Zero to Three. (Zero to Three: National Center for Infants, Toddlers and Families, Washington, DC) Website.

[“We've added a new page to the Zero to Three site where you'll find all of our parent handouts in one place. There is general information on early learning and development, as well as age-based resources for your child from birth to age three. All are short, easy to read, and ready to print.” BabySteps Parenting Bulletin (August 2008.) Note: Many of the handouts are available in both English and Spanish.]

Parent Handouts at:

http://www.zerotothree.org/site/PageServer?pagename=ter_par_ParentHandouts&JServSessionIdr011=3faowvcub3.app2a

IMPROVED HEALTH

Air Pollution and Infant Health: Lessons from New Jersey. By Janet Currie and others. NBER Working Paper No. 14196. (National Bureau of Economic Research, Cambridge, Massachusetts) July 2008. 35 p.

[“We examine the impact of three ‘criteria’ air pollutants on infant health in New Jersey in the 1990s by combining information about mother's residential location from birth certificates with information from air quality monitors. In addition to large sample size, our work offers three important innovations: First, because we know the exact addresses of mothers, we select those mothers closest to air monitors to ensure a more accurate measure of air quality. Second, since we follow mothers over time, we control for unobserved characteristics of mothers using maternal fixed effects. Third, we examine interactions of air pollution with smoking and other predictors of poor infant health outcomes. We find consistently negative effects of exposure to pollution, especially carbon monoxide, both during and after birth. The effects are considerably larger for smokers than for nonsmokers as well as for older mothers. Since automobiles are the main source of carbon monoxide emissions, our results have important implications for regulation of automobile emissions.” NOTE: Air Pollution and Infant Health... is available for loan.]

Evidence of Trends, Risk Factors, and Intervention Strategies: A Report from the Healthy Start National Evaluation 2006: Racial and Ethnic Disparities in Infant Mortality. By the Maternal and Child Health Bureau. (The Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services) June 2008. 60 p.

[“Experts believe that eliminating racial and ethnic disparities in birth outcomes is key to continued reduction in infant mortality in the United States. Healthy Start, a national initiative begun in 1991, is the largest program addressing disparities in birth outcomes. This paper provides an evidence base to support Healthy Start’s targeted interventions. It reviews risk factors that include prenatal care, folic acid use, periodontal care, infant sleeping position, breastfeeding, well-child care, interconceptional care, maternal smoking, alcohol and other drug use, adolescent pregnancy, perinatal depression, stress, domestic violence, and maternal birthweight.” News from Mathematica (August 20, 2008.)]

Full text at: <ftp://ftp.hrsa.gov/mchb/OriginalFilesEvidence.pdf>

After Abuse: Early Intervention Services for Infants and Toddlers. By the FPG Child Development Institute. FPG Snapshot. No. 54. (The Institute, University of North Carolina, Chapel Hill, North Carolina) August 2008. 3 p.

[“By law each state is required to ensure that all substantiated cases of maltreated infants and toddlers are referred to Part C early intervention services. In reality, many children

may not be receiving the child development services they need.”] NOTE: See next citation for the full report this FPG Snapshot is based on.

Full text at: <http://www.fpg.unc.edu/~snapshots/Snap54.pdf>

Developmental Status and Early Intervention Service Needs of Maltreated Children: Final Report. By Anita A. Scarborough, FPG Child Development Institute, and others. (Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Washington, DC) April 2008. 70 p.

[“Children younger than three years of age are the most likely of all children to become involved with child welfare services.... Those with medical or developmental conditions experience an even higher level of involvement, including more removals from parental care and longer stays in foster care.... In 2003, the Federal government amended the Child Abuse and Prevention Treatment Act (CAPTA) to require that infants and toddlers who are substantiated for child maltreatment be referred to early intervention services funded under Part C of the Individuals with Disabilities Education Act (IDEA). The CAPTA requires each state to develop ‘...provisions and procedures for referral of a child under the age of three who is involved in a substantiated case of child abuse or neglect to early intervention services funded under Part C of the Individuals with Disabilities Education Act’.... This study answers several key questions: 1. To what extent do maltreated children have developmental problems or are subject to factors associated with poor developmental outcomes? 2. What services might these maltreated children be eligible for and what services are they receiving through child welfare systems? 3. What child and/or case characteristics (e.g., child welfare setting) influence developmental service receipt by maltreated children? 4. What barriers to service provision and solutions have experts in the field identified?”]

Full text at: <http://aspe.hhs.gov/hsp/08/devneeds/report.pdf>

Research Brief: 6 p. <http://aspe.hhs.gov/hsp/08/devneeds/rb.pdf>

“A Bite in the Playroom: Managing Human Bites in Child Care Settings.” By the Infectious Diseases and Immunization Committee, Canadian Paediatric Society. *IN: Paediatrics and Child Health*, vol. 13, no. 6 (July/August 2008) pp. 515-519.

[“Young children bite each other frequently in child care settings, but the bites rarely break the skin and the risk of infection is minimal. Nevertheless, parents and child care personnel may be concerned about infection, especially with blood-borne viruses. The present document reviews the literature concerning infections following bites in child care settings, and provides recommendations for prevention and management of such incidents.”]

Full text at: <http://www.cps.ca/english/statements/ID/id08-04.htm>

“Biting in Child Care: What are the Risks?” By the Canadian Paediatric Society. IN: Paediatrics and Child Health, vol. 13, no. 6 (July/August 2008) pp. 520-521.

[“Information for Parents and Caregivers. No parent wants to hear that their child has been bitten (or has bitten another child) while in child care, but it does happen. Young children are very active, and bites can happen by accident when they are playing. Some children may become aggressive or anxious, and may bite on purpose. The good news is that most bites are harmless and do not break the skin.”]

Full text at: <http://www.caringforkids.cps.ca/keepkidssafe/WhenKidsBite.htm>

Draft Assessment of Bisphenol A for Use in Food Contact Applications. By the U.S. Food and Drug Administration. (The Administration, U.S. Department of Health and Human Services, Rockville, Maryland) August 14, 2008. 105 p.

[“A controversial chemical commonly found in can linings, baby bottles and other household products does not pose a health hazard when used in food containers, according to a draft assessment released by the Food and Drug Administration.... The report stands in contrast to more than 100 studies performed by government scientists and university laboratories that have found health concerns associated with bisphenol A (BPA). Some studies have linked the chemical to prostate and breast cancers, diabetes, behavioral disorders such as hyperactivity and reproductive problems in laboratory animals. Exposure to the small amounts of BPA that migrate from the containers into the food they hold are not dangerous to infants or adults, the draft said.” The Washington Post (August 16, 2008.)]

Full text (plus related publications) at:

http://www.fda.gov/ohrms/dockets/AC/08/briefing/2008-0038b1_01_00_index.htm

Will California Ban Polycarbonate Plastic Baby Bottles? By Jane Kay. IN: Village Green (Staff Blog) SFGate.com, August 26, 2008. 2 p.

[“Democrats Carol Migden and Don Perata, of San Francisco and Oakland... coauthored a bill that would eliminate bisphenol A - the building block of clear, brittle polycarbonate plastic - in products intended for children 3 and under. The bill passed the Senate in May, and a week ago lost in the Assembly. The roll call vote was 33-32 with 13 Democrats abstaining. The measure needs 41 votes to pass the Assembly. A scaled down version, SB 1713, is expected to come before the Assembly as early as Wednesday. The bill was amended to assuage objections of the food industry, which hotly opposes it along with the chemical industry. If passed, the measure would put an end to the sale of polycarbonate baby bottles and children's cups in the state. Eliminated from the bill are limits on bisphenol A in liners of formula cans.”]

Full text at: http://www.sfgate.com/cgi-bin/blogs/chrongreen/detail?blogid=50&entry_id=29462#readmore

IMPROVED SYSTEMS OF CARE

Demographics of Family, Friend, and Neighbor Child Care in the United States. By Amy Susman-Stillman, Center for Early Education and Development, University of Minnesota, and Patti Banghart, National Center for Children in Poverty, Mailman School of Public Health, Columbia University. Research Connections. (NCCP, New York, New York) August 2008. 10 p.

[“While there are still many unanswered questions about family, friend, and neighbor (FFN) caregivers, users of such care, and factors affecting those usage patterns, a few themes have emerged: FFN care-giving is common in all kinds of families; patterns of use vary by features of the families and children and caregivers; and there are notable state variations in FFN populations, in part reflecting state policies. This brief and accompanying literature review point out a need to clarify the definition of FFN care and help us understand its role and impact on the lives of families, children and communities.” NCCP Update (August 2008.)]

Full text at: http://www.nccp.org/publications/pdf/text_835.pdf

Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System as a Tool for Improving Child-Care Quality. By Gail Zellman and others. Prepared for Qualistar Early Learning. (Rand Corporation, Santa Monica, California) 2008. 130 p.

[“As a result of the generally low quality of child care in the United States and the increased emphasis on accountability in education policy, quality rating systems (QRSs) are proliferating in the child-care arena. QRSs assess child-care providers on multiple dimensions of quality and integrate these assessments into an easily understood summary rating. Most QRSs are actually QRISs, quality rating and improvement systems, which include feedback and technical assistance to help providers improve the quality of their care. This study assesses the QRIS developed by Qualistar Early Learning. The authors set out to validate the Qualistar QRIS by assessing approximately 100 child-care providers and, at the outset, over 1,300 children over three waves of data collection. The study relied on two established measures of child-care quality on which to rate providers as well as a number of direct child assessments. The authors analyzed the five components of the Qualistar system separately, then examined how they related to each other. They compared the Qualistar measures to the other measures of quality and assessed change in provider quality over time to examine whether quality improvements as measured by the Qualistar QRIS were associated with better child outcomes.” Rand Child Policy Update (August 2008.)]

Summary only: 11 p.

http://www.rand.org/pubs/monographs/2008/RAND_MG650.sum.pdf

Full text at: http://www.rand.org/pubs/monographs/2008/RAND_MG650.pdf

Research Brief: 3 p.

http://www.rand.org/pubs/research_briefs/2008/RAND_RB9343.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.]

“Formal Education, Credential, or Both: Early Childhood Program Classroom Practices.” By Jennifer A. Vu and others. **IN: Early Education and Development, vol. 19, no. 3 (May 2008) pp. 479-504.**

[“An examination of classroom quality and teacher involvement in 231 preschool classrooms across 122 different agencies (private, for-profit; private, non-profit; Head Start; and California Department of Education sponsored) found that the teacher’s education and credential level and the credential level of the program director predicted classroom quality. Moreover, teacher BA’s did predict quality in private, nonprofit programs, Head Start programs, and for-profit child care programs, but were less predictive of quality in state sponsored classrooms.” Child Care and Early Education Research Connections. NOTE: Formal Education... will be available for loan.]

CONFERENCES AND FUNDING OPPORTUNITIES

Early Childhood Education Initiatives for Raising Program Quality. Primary presenter, Yolanda Garcia, Director, E3 Institute of WestEd’s Center for Child and Family Studies. By SchoolsMovingUp, a WestEd initiative. September 3, 2008, 10:30 a.m. - 12:00 p.m., Pacific Time. Options for participating: live web telecast, live teleconference with powerpoint slide presentation, or archived web telecast after the event.

[“Research has shown that early childhood education offered by qualified early care educators produces better child outcomes - improved long-term intellectual, emotional, and physical health. Research has also shown that many early childhood education professionals leave the field because they lack financial incentives, a livable salary, and recognition for their work. Yolanda Garcia, Director of the E3 Institute of WestEd’s Center for Child and Family Studies, will provide an overview of an exceptional

demonstration project in Santa Clara County, California. The Comprehensive Approaches to Raising Educational Standards (CARES) program links educational attainment, professional development, and longevity in the field to financial incentives in order to improve the stability of the childcare workforce. Participants will also learn more about E3 Institute's Power of Preschool program, which provides high-quality, voluntary preschool programs to assist children in becoming personally, socially, and physically competent, effective learners, who are ready to transition into kindergarten.”]

For more information and to sign up:

<http://www.schoolsmovingup.net/cs/wested/view/e/3015>

Web Conference: Collaborations to Promote Early Childhood Education and Childcare. September 9, 2008. 10 a.m. Pacific Time. Program length: 1 hour. Governing for Children and Families: A Social Policy Web Conference Series. Sponsored by the NGA Center for Best Practices and the Chapin Hall Center for Children at the University of Chicago.

[“With solid evidence that children who are healthy and ready to learn when they enter kindergarten have a better chance for school and life success, state and local policymakers are working to build comprehensive, coordinated early childhood systems. As policymakers and program administrators secure funding and engage public and private partners, they face challenges at all levels. Providers often must juggle federal, state, and local dollars to provide full-day programs that include both educational and childcare components. Meanwhile, policymakers and providers lack complete information on the number of children being served in programs and the number of families whose needs are not being met. Please join us for a web conference to discuss innovative practices and policy options aimed at improving access to and the quality of early childhood education and childcare. Speakers will address challenges providers face in offering a seamless delivery of services and the efforts of state-level Early Childhood Advisory Councils to coordinate services for children up to age five. Panelists will also discuss the importance of having sound data to monitor program effectiveness.”]

For more information and to register:

<http://www.about.chapinhall.org/conferences/governing/conference.html>

2008 NAEYC Annual Conference and Expo. Sponsored by the National Association for the Education of Young Children. November 5-8, 2008. Dallas Convention Center, Dallas, Texas.

[“We hope you will join us in Dallas for the 2008 NAEYC Annual Conference & Expo. Thousands of your colleagues will be in Dallas... this November for the world's largest early childhood education conference. Whether you're new to the field or an experienced professional, the NAEYC Annual Conference is an amazing opportunity. We hope you will take advantage of the many inspiring and interesting sessions and explore our wonderful early childhood exposition. This year's Conference features over 900 sessions,

with diverse topics and themes reflecting both cutting-edge practice and research and time-tested early childhood education strategies. The Conference is also a unique opportunity to network with colleagues from across the country and around the world and to renew your shared commitment to early childhood education.”]

For more information and to register: <http://annualconference.naeyc.org/>