



## 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 Services at (916-654-0261; [cslinfo@library.ca.gov](mailto: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**

**Infants and Toddlers in State and Federal Budgets: Summary Report from Urban Institute Roundtable. By Rosa Maria Castañeda and Olivia Golden. (The Urban Institute, Washington, DC) August 2009. 24 p.**

Full text at: [http://www.urban.org/uploadedpdf/411942\\_infants\\_and\\_toddlers.pdf](http://www.urban.org/uploadedpdf/411942_infants_and_toddlers.pdf)

[“This report summarizes the roundtable ‘Infants and Toddlers in State and Federal Budgets: Yesterday’s Choices, Today’s Decisions, Tomorrow’s Options’ conducted by the Urban Institute... on March 30, 2009. The roundtable’s focus grew out of the widely perceived mismatch between sharply limited public investments on infants and toddlers and an accumulated body of research demonstrating the significance of the earliest years of life. We describe the group’s diverse perspectives and wide-ranging discussion of strategies to address this mismatch.”]

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**Investing in America's Children: The Business Case. By the Partnership for America's Economic Success, Pew Center on the States. (The Partnership, Washington, DC) [2009.] 4 p.**

Full text at: [http://www.partnershipforsuccess.org/uploads/20090721\\_PAESBrochure.pdf](http://www.partnershipforsuccess.org/uploads/20090721_PAESBrochure.pdf)

[“Before age five, children establish the building blocks of their academic and social skills. That’s why improving children’s lives in their earliest years is not only the right thing to do, but also what businesses need to succeed. Children who are chronically hungry, move frequently, are not nurtured, and don’t get good health care or early education are less likely to be successful in school and in life. Research shows that children who enter kindergarten ready to succeed grow to be the book-smart, team-capable, job-ready workers who help businesses prosper, and the good neighbors who help communities thrive. Employers are calling for practical, cost-effective changes to public policy, because they recognize that failing to invest in our most critical resources hurts our economy.”]

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**Early Childhood Predictors of Early School Success: A Selective Review of the Literature. By Susmita Pati, University of Pennsylvania, and others. (Child Trends, Washington, DC) May 2009. 24 p.**

Full text at: [http://www.childtrends.org/Files//Child\\_Trends-2009\\_05\\_26\\_FR\\_EarlySchoolSuccess.pdf](http://www.childtrends.org/Files//Child_Trends-2009_05_26_FR_EarlySchoolSuccess.pdf)

[“Promoting optimal child health and development, particularly in the early years, is... important not only for children’s current health and development, but also for their future.... Identifying critical risk and resilience factors is the first step in developing interventions to promote early school success.... Researchers have produced a rich scientific base on the risks and assets that are predictive of such critical outcomes as readiness to learn in school, successful coping in school settings, and child health and well-being. Although this work has produced a long list of predictors of early school success, none has ranked the relative importance of various risk and resilience factors in predicting early school success. Determining relative strength could guide researchers in selecting a finite set of factors to inform a brief, clinical risk index. To fill this gap in the literature, we conducted a focused, 2-tiered literature review to catalog the scientific evidence for factors that predict early school success prior to entry and to assess the relative strength of these factors, a particular focus on results from large-scale longitudinal studies.”]

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**Tutoring Tots? Some Kids Prep for Kindergarten: Students under Growing Pressure to Perform at Ever-Younger Ages. By Jacqueline Stenson. IN: MSNBC.com (August 18, 2009) 4 p.**

Full text at: [http://www.msnbc.msn.com/id/32404017/ns/health-kids\\_and\\_parenting/?ns=health-kids\\_and\\_parenting/from/ET](http://www.msnbc.msn.com/id/32404017/ns/health-kids_and_parenting/?ns=health-kids_and_parenting/from/ET)

[“For two hours a week this summer, Krissy Rubesch has been working with a tutor on reading and math. Summer schooling isn’t unusual for kids who need a jumpstart on academics for fall, but Krissy is only going into kindergarten.... Krissy, who turned 5 this month, will be among the youngest kids in class, and her mother emphasizes she isn’t trying to create a superstar student. She just wants to make sure her daughter is prepared to keep up with the other children who are learning their words and numbers, too. All of them will be expected to master various academic skills in the upcoming school year, or risk retention.... Long gone are the days when parents signed their kids up for kindergarten based on whether their birthdays met the school’s cut-off, and youngsters simply showed up on the first day, where they played, snacked and napped. Perhaps they had attended preschool, but if they did, they almost certainly didn’t have any summer tutoring to make sure they really were ready for kindergarten. Today, many children go to two or three years of preschool and some stay on for another year of pre-K. Like Rubesch, some parents have begun signing their kids up for summer classes or one-on-one tutoring to improve their reading, math, writing and overall ‘kindergarten readiness.’ It’s not hard to see why parents feel the pressure to help their kids, but is all this kindergarten preparation really necessary? Is it just one more example of over-the-top helicopter parenting? Or has kindergarten become so rigorous that kids need every possible advantage to succeed?”]

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**“Your Baby Is Smarter Than You Think.” By Alison Gopnik, University of California, Berkeley. IN: New York Times (August 15, 2009) 3 p.**

Full text at:

[http://www.nytimes.com/2009/08/16/opinion/16gopnik.html?\\_r=1&pagewanted=1](http://www.nytimes.com/2009/08/16/opinion/16gopnik.html?_r=1&pagewanted=1)

[“Generations of psychologists and philosophers have believed that babies and young children were basically defective adults - irrational, egocentric and unable to think logically. The philosopher John Locke saw a baby’s mind as a blank slate, and the psychologist William James thought they lived in a ‘blooming, buzzing confusion.’ Even today, a cursory look at babies and young children leads many to conclude that there is not much going on. New studies, however, demonstrate that babies and very young children know, observe, explore, imagine and learn more than we would ever have thought possible. In some ways, they are smarter than adults.”]

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## **IMPROVED FAMILY FUNCTIONING**

**California’s Young Children and Their Families: Demographic, Social, and Economic Conditions. By WestEd Center for Child and Family Studies. (WestEd,**

Full text at: <http://cft.org/uploads/ec/westedcayoungchildrenandfamilies.pdf>

[This report “profiles the status of children and their families in California, including demographic, social and economic conditions. The report includes statistics from National Center for Children in Poverty, California Head Start Association, Public Policy Institute of California, The Advancement Project and Healthy City.” Small Talk (August 27, 2009.)]

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**Connect: Supporting Children Exposed to Domestic Violence: In-service Training for Resource Families. Trainer’s Guide. By Denise Goodman and others. (The Family Violence Prevention Fund, San Francisco, California) 2009. 55 p.**

[“The work of supporting children who have been exposed to violence is a community responsibility, and the child protection system is one partner in that critical effort. However, the presence of even one loving and supportive adult in the life of a child who has been exposed to domestic violence... can make all the difference in the world. When a family’s involvement in the child protection system leads to temporary out-of-home placement or adoption of a child, a skilled and compassionate foster, kin, or adoptive parent can be that lifeline for the child. As the Family Violence Prevention Fund provided technical assistance to Family-to-Family sites in San Francisco, California and Macomb County, Michigan, we heard from foster parents and trainers of foster, kin, and adoptive parents that a need existed for a basic curriculum focused on concrete strategies for supporting children who had been exposed to domestic violence. The challenge to creating such a curriculum was that in order to know how to support children, one also needs to have at least a basic understanding of the dynamics within that child’s family. We have attempted to accomplish both of these objectives in a 3-hour session, knowing that these are topics that can take years and many trainings to master. This training is but a starting point.”]

Full text at:

<http://www.aecf.org/~media/Pubs/Topics/Child%20Welfare%20Permanence/Other/ConnectSupportingChildrenExposedtoDomesticVio/connect.pdf>

Related materials at: <http://endabuse.org/content/features/detail/1314/>

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**Racial and Ethnic Disparities among Low-Income Families. By Margaret C. Simms and others. (The Urban Institute, Washington, DC) August 2009. 11 p.**

Full text at: [http://www.urban.org/UploadedPDF/411936\\_racialandethnic.pdf](http://www.urban.org/UploadedPDF/411936_racialandethnic.pdf)

[“Of the 13.4 million low-income families with children, 30 percent are Hispanic, 22 percent are black, and 6 percent are other nonwhites. This fact sheet provides statistics on racial and ethnic differences in family structure, work effort, nativity, immigration status, earnings, and education.” Urban Institute Update (August 12, 2009.)]

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**Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement. By Helen Westmoreland and others. Issue Brief. (Harvard Family Research Project, Cambridge, Massachusetts, and the National Parent Teacher Association, Chicago, Illinois) July 2009. 16 p.**

Full text at: [www.hfrp.org/content/download/3420/98238/file/SeeingIsBelieving.pdf](http://www.hfrp.org/content/download/3420/98238/file/SeeingIsBelieving.pdf)

[“There is widespread consensus that family engagement is a critical ingredient for children’s school success ‘from cradle to career.’ Research suggests that family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation. Policymakers, practitioners, and researchers also recognize family engagement as a critical intervention strategy that maximizes return on other investments in education. Early childhood education programs that have demonstrated significant short- and long-term benefits for children all have intensive family involvement components. Furthermore, investing in family engagement can be cost effective. For example, schools would have to spend \$1,000 more per pupil to reap the same gains in student achievement that an involved parent brings.”]

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**Children of Immigrants: National and State Characteristics. By Karina Fortuny and others. Perspectives on Low-Income Working Families. Brief No. 9. (The Urban Institute, Washington, DC) August 2009. 20 p.**

[“Up-to-date state information on children of immigrants is essential for social policies that affect children and families. This brief, accompanying the Urban Institute's interactive Children of Immigrants Data Tool, describes the national and state characteristics of children of immigrants based on recent American Community Survey data. Since children of immigrants account for almost a quarter (24 percent) of children under age 5, their share in the school-age population will increase, with important implications for education policy. In addition, children of immigrants' poverty and low-income rates vary across states, highlighting the importance of state and local policies in promoting children's well-being. Also visit the interactive Children of Immigrants Data Tool for comprehensive information on the characteristics of children of immigrants nationwide and for individual states and the District of Columbia.”]

Full text at: [http://www.urban.org/uploadedpdf/411939\\_childrenofimmigrants.pdf](http://www.urban.org/uploadedpdf/411939_childrenofimmigrants.pdf)

Children of Immigrants Data Tool: <http://datatool.urban.org/charts/datatool/pages.cfm>  
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**Labor Pains: Improving Employment and Income Security for Pregnant Women and New Mothers. By Melissa Alpert and Alexandra Cawthorne. (Center for American Progress, Washington, DC) August 2009. 15 p.**

Full text at: [http://www.americanprogress.org/issues/2009/08/pdf/labor\\_pains.pdf](http://www.americanprogress.org/issues/2009/08/pdf/labor_pains.pdf)

[“Workplace policies affecting work and family balance are out of touch with the reality of modern family life in the United States. Worker benefits - including paid leave and health care - are modeled on a traditional two-parent household in which one parent works a single 9-to-5 job while the other manages household and childcare responsibilities. People who do not conform to this model are often left out in the cold.... Single motherhood has dramatically risen in recent years, and unmarried women now account for nearly 40 percent of new births.... Three-quarters of women entering today’s workforce will become pregnant at least once while employed, and a significant portion of these women will be pregnant while applying for jobs. Those who become pregnant while working will generally not leave the workforce. Most of these women will continue working well into their sixth, or - more commonly - their ninth month of pregnancy. And more than 40 percent will return to work less than three months after giving birth.... The policy actions we recommend include combating discrimination in the labor market; promoting flexible scheduling; improving family leave options; increasing breastfeeding accommodations in the workplace; establishing a system of quality, comprehensive childcare; and expanding access to Temporary Disability and Unemployment Insurance. Addressing these areas will ensure that pregnant women and new mothers have the economic and employment security they need to start or grow their families.”]

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## IMPROVED HEALTH

**North Carolina’s ABCD Program: Using Community Care Networks to Improve the Delivery of Childhood Developmental Screening and Referral to Early Intervention Services. By Sarah Klein and Douglas McCarthy, Issues Research, Inc. Issue Brief. (The Commonwealth Fund, New York, New York) August 2009. 28 p.**

Full text at:

[http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2009/Aug/1312\\_Klein\\_North\\_Carolina\\_ABCD\\_using\\_community\\_care\\_ib.pdf](http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2009/Aug/1312_Klein_North_Carolina_ABCD_using_community_care_ib.pdf)

[“North Carolina's Assuring Better Child Health and Development program has quintupled the number of screening tests administered during Medicaid well-child visits

to identify young children at risk for developmental disabilities and delays. This Commonwealth Fund issue brief examines the key elements of this program that have resulted in fewer children entering school with unrecognized or untreated developmental problems.”]

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**National, State, and Local Area Vaccination Coverage among Children Aged 19-35 Months - United States, 2008. IN: MMWR, Morbidity and Mortality Weekly Report, vol. 58, no. 33 (August 28, 2009) pp. 921-926.**

Full text at:

[http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5833a3.htm?s\\_cid=mm5833a3\\_x](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5833a3.htm?s_cid=mm5833a3_x)

[“The National Immunization Survey (NIS) estimates vaccination coverage among children aged 19-35 months for 50 states and selected local areas.... Substantial variability was observed in individual and series vaccination coverage among states/local areas. Among racial/ethnic groups, coverage varied little and, after adjusting for poverty, coverage estimates were not significantly lower for any groups compared with whites. However, children living below poverty had lower coverage than children living at or above poverty for most vaccines.... The results from the 2008 NIS, a vaccination coverage survey of children born during January 2005-June 2007, demonstrate that the nation's immunization program (i.e., the U.S. network of federal, state, and local public health officials in partnership with health-care providers and parents) remained successful in maintaining high vaccination rates among young children.... However, with approximately 12,000 children born every day in the United States, each requiring protection from vaccine-preventable diseases, continued attention is needed to meet ‘Healthy People 2010’ vaccination coverage levels and improve coverage in select groups with lower vaccination coverage. A significant gap in coverage persists between children who live in poverty and those who do not. This difference suggests that barriers to accessing preventive health care among children living below poverty, such as the underinsured or uninsured, are not fully addressed by programs already in place, such as the Vaccines for Children Program, which covers only the cost of the vaccine. Out-of-pocket costs, such as costs of vaccine administration, well-child visits, transportation, lost time from work, or other locally identified barriers must be addressed to raise coverage among all children who live in poverty.”]

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**Strategies to Support the Integration of Mental Health into Pediatric Primary Care. By Susanna Ginsburg and Susan Foster. (National Institute for Health Care Management, Washington, DC) August 2009. 40 p.**

Full text at: <http://nihcm.org/pdf/PediatricMH-FINAL.pdf>

[“The increasing prevalence of mental illness among children, early age of onset, and emerging evidence about effective preventive interventions make a strong case for early identification and intervention. Pediatricians are well positioned to detect problems in a child’s social and emotional development due to their consistent presence in a child’s life, but the undersupply of mental health professionals trained to treat children, coupled with inadequate financing, mean that pediatricians are increasingly relied upon not only to detect problems but also to provide the full spectrum of mental health services without the tools and resources to do so effectively. This paper provides an overview of research advances and policy trends that support integration of mental health into primary care and explores various strategies primary care providers and health plans can employ to achieve more coordinated and integrated mental health care in the pediatric primary care setting.”]

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**The Dental Home: Summary from an MCHB Expert Meeting. By Sally Holthouse, Altarum Institute, and others. (National Maternal and Child Oral Health Resource Center, Georgetown University, Washington, DC) 2009. 38 p.**

[“For the past several years, both health professionals and the lay community have been using the term ‘dental home,’ yet there is no widely accepted definition. To address this issue, the Health Resources and Services Administration’s Maternal and Child Health Bureau (MCHB) convened a meeting of experts representing federal, national, state, and local leaders on September 18–19, 2008.... The first day of the meeting, participants made presentations that focused on exploring the historical development of the medical home and dental home concepts, defining the dental home concept, highlighting the challenges in establishing dental homes, as well as identifying promising practices and programs implementing dental homes. The second day of the meeting, participants identified key components of dental homes. They also focused on examining the roles played by families, health professionals, and community providers; formulating an inclusive model of the dental home as the basis for strategic action; operationalizing the model through action steps; and engaging policies, programs, and players critical to moving forward.”]

Full text at: [http://www.mchoralhealth.org/PDFs/DentalHome\\_Report.pdf](http://www.mchoralhealth.org/PDFs/DentalHome_Report.pdf)

Presentation: 11 p. [http://www.mchoralhealth.org/PDFs/DentalHome\\_Presentation.pdf](http://www.mchoralhealth.org/PDFs/DentalHome_Presentation.pdf)

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**Reducing Obesity: Policy Strategies from the Tobacco Wars. By Carolyn L. Engelhard, University of Virginia, and others. (The Urban Institute, Washington, DC) July 2009. 73 p.**

Full text at: [http://www.urban.org/UploadedPDF/411926\\_reducing\\_obesity.pdf](http://www.urban.org/UploadedPDF/411926_reducing_obesity.pdf)

[“To combat the epidemic of obesity, lawmakers can adapt policy approaches that have substantially cut tobacco use. A 10 percent tax on fattening food, identified based on a model used by the British government to determine the foods that may not be advertised to children, would reduce consumption while raising more than \$500 billion over 10 years.” Urban Institute Update (August 12, 2009.)]

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## **IMPROVED SYSTEMS OF CARE**

**Evaluating, Developing, and Enhancing Domain-Specific Measures of Child Care Quality.** By Nicole Forry, Child Trends, and others. (Child Trends, Washington, DC) May 2009. 4 p.

Full text at: [http://www.childtrends.org/Files//Child\\_Trends-2009\\_5\\_21\\_RB\\_MeasureChildCare.pdf](http://www.childtrends.org/Files//Child_Trends-2009_5_21_RB_MeasureChildCare.pdf)

[“Measures of quality are now in widespread use across states as part of quality improvement initiatives. For example, many states are currently using global measures of quality that were first developed for research and practice purposes (such as the Environmental Rating Scales) in their Quality Rating Systems (QRSs). Although global quality measures are widely used and applied in both the research and policy arenas, recent analyses indicate that the associations between global measures of quality and child outcomes are modest. Findings suggest that existing measures of quality may not capture adequately those aspects of practice and children’s experiences that are linked most closely to children’s development. Indeed, measures of specific practices are found to be slightly better predictors of child outcomes than are global quality measures. The goal of this research brief is to explore areas for refining, extending, and developing measures of quality for early childhood education and school-age care settings. We will focus on identifying the practices and aspects of the environment that support specific domains of children’s school readiness (language and literacy; math, science, and general cognitive development; social emotional development; and health, safety, and nutrition), as well as two specific contexts of development (families and culture).”]

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## **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.]

## **IMPROVED HEALTH**

**“A Comparison of Respiratory Patterns in Healthy Term Infants Placed in Car Safety Seats and Beds.” By Lilijana Kornhauser Cerar and others. IN: Pediatrics, published online August 24, 2009.**

[In a study “in the journal Pediatrics... researchers suggested that the car seats could pose a risk to newborn babies - those younger than 3 months. But the suggestion elicited strong cautions from medical experts in various fields who pointed out that the risk was largely theoretical and that scaring parents away from using car seats for these children would expose them to real health risks. Previous studies had brought attention to the risks of car seats in premature babies with very little insight regarding full-term newborns. According to Dr. Bernard Kinane, a pediatrician at Harvard's Mass General Hospital for Children and one of the study's authors, this study is really the first controlled, large-sample examination of variations in blood oxygen levels in newborns kept in different positions, both in and out of the car. Clinicians have known for some time that changes in posture could affect infants' breathing, especially in regards to the position of their head and neck. ‘It's simple; when kids are in a car seat, they tend to have their heads turned down,’ Kinane said when asked about the study's premise. This sitting position, he said, could very well lead to constriction of a baby's airway.” NOTE: A Comparison of Respiratory Patterns... will be available for loan.]

ABC News article on above study: “Car Seat Safety Concerns Pop Up for Newborns”

<http://abcnews.go.com/Health/Parenting/Story?id=8386027&page=1>

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## CONFERENCES AND FUNDING OPPORTUNITIES

**2009 Children's Mental Health Symposium: Trauma, Resiliency and Recovery in Infancy and Early Childhood. Sponsored by the Intercommunity Child Guidance Center. Thursday, October 1, 2009, 8:30 am - 4:30 pm. Norwalk Marriott Hotel, Norwalk, California.**

For more information:

[http://www.intercommunity.org/pdf/professional\\_development/web-minibrochure.pdf](http://www.intercommunity.org/pdf/professional_development/web-minibrochure.pdf)

[“Most young children receive the secure, consistent care they need to thrive. But some grow up in challenging circumstances that require resiliency to overcome. ... Sometimes questions arise as we step in to help. For example: - Is this child’s behavior typical of ‘normal’ development, or a red flag indicating a problem? - How does the trauma of homelessness, economic instability or family discord affect young children? - Is this child’s behavior normal within his cultural group? - How can we help disadvantaged young children adjust to the social norms of school? - How can we help develop resiliency skills in an easily traumatized child? - How can we provide therapy to pre-verbal children? - How can families, educators, and mental health professionals coordinate treatment for a troubled child?

Two world-renowned experts in early childhood mental health and education, Alicia F. Lieberman and Barbara T. Bowman will help answer these and other questions regarding early childhood trauma, recovery and resiliency. This symposium will equip professionals and others who work with infants and young children to be more effective in helping the youngest members of our communities.”]

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**Child Development Policy Institute Fall Forum: Rethinking the System for a New Reality. October 5-6, 2009. Sheraton Grand, Sacramento, California.**

For more information: <https://www.cdpi.net/cs/cdpi/print/htdocs/events.htm>

[“Join us as we address questions about proposition 98. How did child development programs become funded by Prop 98? What part of Prop 98 is child development? What part of Prop 98 is education? How does child development fare with Prop 98? How does Prop 98 affect my program? Hear from the following experts: Michael Hulsizer, Legislative Affairs Director, Kern County Office of Education; Michael Ricketts, Deputy Executive Director, California County Superintendents Educational Services Association. Fall Forum Workshops: Provided by the California Department of Education and California Department of Social Services. Welcome Reception featuring Jack Gallagher, ‘Adapting To Change and Loving It’” “California Early Learning Quality Improvement System (CAEL QIS) Panel. Come and hear from the Chairs of the 5 Subcommittees: Design, Workforce, Engagement, Finance and Incentives and Data Systems. Roberta Peck, California Department of Education, Dennis Vicars, Human Services Management Corporation, David W. Gordon, Sacramento County Office of Education, Celia Ayala, Los Angeles Universal Preschool, Cliff Marcussen, Options, Inc. Secretary Glen Thomas, Secretary Office of Education.”]

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**Training the Early Childhood Trainer Conference. Sponsored by the California Association for the Education of Young Children. October 9-10, 2009. Westin Bonaventure Hotel and Suites, Los Angeles, California.**

For more information and to register:

<http://caeyc.org/main/page/TrainingtheTrainer#t3schedule>

[“Meet other professionals in the field and enjoy two days of professional development created just for you! Enjoy keynote speakers, Hallie Yopp and Keith Pentz, along with workshops specifically designed for ECE trainers, educators and leaders.... In addition to our keynote speakers, 2009’s Training the Early Childhood Trainer Conference will be offering 16 workshops. Topics to be covered include: Staff Development, Men in Child Care, Accreditation, Technology and more!”]

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**Universal Preschool Conference and Education Expo. Sponsored by Los Angeles Universal Preschool. Oct. 16-17, 2009. Los Angeles Convention Center, Los Angeles, California.**

For more information and to register:

[http://www.laup.net/index.php?option=com\\_content&view=article&id=146&Itemid=118](http://www.laup.net/index.php?option=com_content&view=article&id=146&Itemid=118)

[“The Universal Preschool Conference and Education Expo offers preschool providers, parents, community and business leaders as well as elected officials the opportunity to discuss, share and explore how to better prepare our children for future successes through a high quality preschool education experience.”]

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