



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).
- 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

Improving the Quality of Early Childhood Education through System-Building. By Susan Ochshorn. Policy Brief. Vol. 2, No. 1. (New York City Early Childhood Professional Development Institute, New York, New York) Summer 2009. 8 p.

Full text at: <http://www.earlychildhoodnyc.org/pdfs/eng/Policy%20Brief%205.pdf>

[“Children’s early experiences and development profoundly influence their future growth and potential. Researchers have long documented the positive outcomes of high-quality early childhood education, including readiness for school, greater academic achievement, higher rates of school completion, lower rates of incarceration and higher incomes. Labor economists point to the substantial economic benefits of investing in early care and education (ECE). Such outcomes, however, remain elusive without high-quality programs. As city and state lawmakers pursue initiatives to promote better outcomes for

children, a Quality Rating and Improvement System (QRIS) must be high on the policy agenda. This brief examines the elements and current status of quality in early childhood programs; provides a scan of quality initiatives across the country and in New York State; and highlights the origins, progress, and promise of Quality Rating and Improvement Systems, including New York State's proposed QualitystarsNY. The brief also provides a series of recommendations for policymakers as they seek improved outcomes for our youngest citizens and their families.”]

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“Waldorf-Inspired Public Schools Are on the Rise.” By Malaika Costello-Dougherty, Edutopia. IN: Edutopia: What Works in Public Education (September 23, 2009) 4 p.

Full text at: <http://www.edutopia.org/waldorf-public-school-morse>

[“Barbara Warren always thought she was meant to be a teacher, but after a decade working in a low-income elementary school in Sacramento, California, she was just about ready to quit. Right around the same time, however, the school district decided to convert the school to a Waldorf magnet program. So, instead of giving up, she began a three-year teacher-training program at the nearby Rudolf Steiner College. ‘It was a lifesaver for me,’ says Warren. ‘I found the missing element. I didn't just have to teach curriculum anymore; I got to teach children.’ Though the district's initial conversion plans met with resistance from some parents and teachers at the school, Warren continued on the Waldorf path and completed her courses. During the training, she and eight other teachers from her original school branched off to found the John Morse Waldorf Methods School, which opened in a residential neighborhood of Sacramento in 1997. This K-8 school, one of the first public schools inspired by Waldorf methods, infuses music, art, and movement into lessons and offers student-directed learning and what public schools refer to as looping, a process in which a teacher follows her class, ideally, from first grade through eighth grade.”]

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America’s Early Childhood Literacy Gap. Commissioned by Jumpstart. (Jumpstart, Boston, Massachusetts) September 2009. 12 p.

Full text at:

http://www.readfortherecord.org/site/DocServer/America_s_Early_Childhood_Literacy_Gap.pdf?docID=3923

[“The report focuses on the gap in early literacy skills between children from low-income families and those who come from middle- and high-income families, as well as the lack of public awareness about early childhood literacy issues in the United States.... Some data cited in the analysis:

- A child growing up in a middle class family has been exposed to 1,000 to 1,700 hours of one-on-one picture book reading. The average child growing up in a low-income family has only been exposed to 25 hours of one-on-one book reading.
- 61 percent of children from low-income families have no age-appropriate books for children at home.
- Only half of the children from low-income families entering kindergarten can write their own names, while more than 75 percent of children from higher income families can do so.”]

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Young Dual Language Learners: A Key Topic Resource List. By Child Care and Early Education Research Connections. (Child Care and Early Education Research Connections, New York, New York) June 2009. 12 p.

Resource List at: <http://www.childcareresearch.org/SendPdf?resourceId=16126>

[“Research Connections’ conducted a comprehensive search of its collection for resources focused on child care and dual language learners (or also referred to as English language learners). This Key Topic Resource List includes an overview and listing of selected resources from the literature. Resources of various types- including reports and papers, fact sheets and briefs, summaries, and reviews are included. Selection criteria included policy relevance and relatively recent publication (from the years 2000 to 2008). The resource results featured here primarily focus on the early learning of dual language learners....”]

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Continued Impacts of New Mexico PreK on Children’s Readiness for Kindergarten: Results from the Third Year of Implementation. By Jason T. Hustedt. (National Institute for Early Education Research, Rutgers University, Graduate School of Education, New Brunswick, New Jersey) September 2009. 27 p.

Full text at: <http://nieer.org/pdf/NewMexicoRDD0909.pdf>

[“This multi-year evaluation of New Mexico’s state-funded PreK initiative uses a rigorous research design to estimate the impacts of participating in New Mexico PreK at age 4. The current report focuses on the initiative’s third year of operation to assess the academic skills of kindergartners who attended New Mexico PreK during the 2007-2008 school year. Children’s receptive vocabulary, math, and early literacy skills were measured using a sample of 1,333 PreK participants from across the state. Our results show that New Mexico PreK continues to produce positive impacts on children’s early learning when they start kindergarten. These results are generally consistent with findings from similar studies focusing on the first and second years of the initiative. More specifically: Children who attended New Mexico PreK during the 2007-2008 school year

scored higher on assessments of early math and literacy skills in comparison to children who did not attend.”]

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Leadership Development in Early Childhood Care and Education: A View of the Current Landscape. By Stacie G. Goffin and Kim McClennahan Means. (Goffin Strategy Group, Washington, DC) September 2009. 47 p.

Full text at: <http://tinyurl.com/yetz3dz>

[“The early care and education field is at a crossroads, and this defining moment calls for leadership. These realities place new stresses on ECE and on the field that delivers its services. Unless the ECE field adapts to its new realities and takes the lead in organizing itself as a coherent and competent field of practice, its effectiveness in shaping the field’s future trajectory is in jeopardy - impacting its ability to well serve children and families through effective practices in classrooms and organizations and as public policy advocates.... This study sought to answer two questions:

1. How is the ECE field currently addressing its needs for leadership development? Specifically, what programs are available to support leadership development and who are they serving?
2. What can be learned about the field’s definition of leadership based on the programs that self-identify as leadership development programs?”]

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An Evidence Based Approach to Estimating the National and State-by-State Costs of an Integrated PreK-3rd Education Program. By Lawrence O. Picus and others. Prepared for The Foundation for Child Development. (Lawrence O. Picus and Associates, North Hollywood, California) 2009. 66 p.

Full text at:

<http://www.lopassociates.com/PDFs/St.%20by%20St.%20costs%20of%20integrated%20Prek-3rd.pdf>

[“The American public and policy makers are realizing that if all children are to meet their states’ education performance standards, an important part of helping them do so is the provision of high quality integrated PreK-3rd education programs. The PreK-3rd approach starts with three-year-olds and focuses on providing educational experiences to three- and four-year-old children on a universal, voluntary basis, followed by required full-school-day Kindergarten. Effective PreK-3rd provides the following components: High-quality and unified learning in well-staffed classrooms; well prepared teachers and aides (for 3 and 4 year olds) to educate children in the 3-8 age range; supportive school district policies; strong principal leadership that includes supporting professional development time for teachers to plan for effective coordination across and between grades; and includes families and communities that share accountability with PreK-3rd

schools for children's educational success. What will a quality PreK-3rd program cost? To answer that question, with support from the Foundation for Child Development, Lawrence O. Picus and Associates developed a comprehensive and flexible costing model that uses our Evidence-Based approach....”]

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IMPROVED FAMILY FUNCTIONING

Embedding Home Visitation Programs within a System of Early Childhood Services. By Deborah Daro. Chapin Hall Issue Brief. (Chapin Hall at the University of Chicago, Chicago, Illinois) September 2009. 6 p.

Full text at:

[http://www.chapinhall.org/sites/default/files/publications/Issue Brief R3 09 09 09 0.p
df](http://www.chapinhall.org/sites/default/files/publications/Issue%20Brief%20R3%2009%2009%2009%200.pdf)

[“Over the past 20 years, home visitation has emerged as the flagship program through which many states and communities are reaching out to new parents. The presence of bills to advance home visitation in Congress and in state and local legislatures, and the fact that several states and counties are moving forward with comprehensive plans and systematic reforms to improve access to early intervention services and supports for newborns and their parents, signals a propitious convergence of this mature evidence base and the political will to invest more substantially in early intervention. Developing the knowledge base to guide this process is a pressing public policy concern. This issue brief explores the opportunity to extend high-quality programs to more children and families presented by pending legislation and the mandate to invest in continuous program development and improvement through better quality control of implementations and better evaluation methods. It also highlights the need for a system of early intervention services, of which home visitation is a critical component.”]

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Food Insecurity in Households with Children: Prevalence, Severity, and Household Characteristics. By Mark Nord, U.S. Department of Agriculture. Economic Information Bulletin. No. 56. (Economic Research Service, U.S. Department of Agriculture, Washington, DC) September 2009. 43 p.

[“Eighty-four percent of U.S. households with children were food secure throughout 2007, meaning that they had consistent access to adequate food for active, healthy lives for all household members. Nearly 16 percent of households with children were food insecure sometime during the year, including 8.3 percent in which children were food insecure and 0.8 percent in which one or more children experienced very low food security - the most severe food-insecure condition measured by the U.S. Department of Agriculture.... Job opportunities and wage rates, along with work supports available to working households (such as earned-income tax credits, child care subsidies, and

supplemental nutrition assistance), are likely to be key determinants of children’s food security in low-income households. A large majority - about 85 percent - of households with food-insecure children have one or more adults in the labor force, including almost 70 percent with one or more fulltime workers.”]

Summary at: 2 p.

http://www.ers.usda.gov/Publications/EIB56/EIB56_ReportSummary.pdf

Full text at: <http://www.ers.usda.gov/Publications/EIB56/EIB56.pdf>

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CLASP DataFinder. By the Center for Law and Social Policy. (CLASP, Washington, DC) Interactive web page.

CLASP DataFinder at: <http://www.clasp.org/data>

[“CLASP DataFinder is a custom, easy-to-use tool developed to provide select demographic information as well as administrative data on programs that affect low-income people and families. Users can create and download custom tables that present a national picture, a state picture or a comparative look at states and communities. The DataFinder currently includes state and national data on: child care assistance spending and participation; Head Start and Early Head Start participation; Temporary Assistance for Needy Families (TANF) expenditures; young child demographics; and poverty. The tool also provides community-level statistics on education, demographics and youth violence. CLASP will add more data to this evolving tool over time. We developed this tool to make it easy for advocates and policymakers to access, download and synthesize information about various programs and trends that affect low-income people and families.... The CLASP DataFinder includes statistics from multiple sources, which are cited in the tables.”]

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Children’s Advocate [Entire Issue.] By the Action Alliance for Children. (The Alliance, Oakland, California) September-October 2009.

Full text at: http://www.4children.org/issues/2009/september_october/

[Articles include: “Raising Kids: Families and parent educators share tips for stopping bullying; Grassroots Snapshot: Oakland parents successfully push for school repairs; Hot Topics: Parents design L.A. parent involvement model; Early Care and Education: Classroom projects offer rich learning opportunities; Parent Voices: Parents and providers call on legislators to protect child care; The California Child Development Corps: Riverside Corps participants build leadership.”]

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IMPROVED HEALTH

Moving to the Land of Milk and Cookies: Obesity among the Children of Immigrants. By Jennifer Van Hook, Pennsylvania State University, and others. (Migration Policy Institute, Washington, DC) September 2009. 8 p.

Full text at: <http://www.migrationinformation.org/Feature/print.cfm?ID=739>

[“Thirty-four percent of kindergarten-age immigrant boys are obese or overweight, compared with 25 percent of the sons of native-born Americans, according to an analysis of data collected by the U.S. Education Department.... No similar discrepancy was found among girls. Adult immigrants do not tend to become overweight until they have been in the United States for a while and become more acculturated, but ‘children from the newest, least acculturated immigrant families tend to be the most at risk of obesity,’ said the report.... The higher level of obesity among sons of immigrants cut across socioeconomic levels and was most pronounced among those whose parents do not speak English, the study found. It was most prevalent among newly arrived Hispanic immigrants and non-Hispanic white immigrants. Black children of immigrants do not face a higher rate of obesity than their native counterparts, and the problem does not show up among Asian children of new arrivals, although it does appear among children of Asian immigrants who have been in the United States for 15 or 20 years, said Jennifer Van Hook... the report's lead author. Although the report did not study the reasons for the discrepancy, it cited likely factors such as the prevalence of high-calorie, low-nutrient foods and beverages in schools and in advertising directed at children, and the fact that new immigrants are often unaware of the risks of too much junk food or of opportunities for exercise.” Washington Post (September 4, 2009.)]

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Bubbling Over: Soda Consumption and Its Link to Obesity in California. By Susan H. Babey and others. UCLA Health Policy Research Brief. (California Center for Public Health Advocacy, Davis, California, and UCLA Center for Health Policy Research, Los Angeles, California) September 2009. 8 p.

Full text at: http://www.publichealthadvocacy.org/PDFs/Bubbling_PolicyBrief.pdf

[“In California, 62% of adolescents ages 12-17 and 41% of children ages 2-11 drink at least one soda or other sweetened beverage every day.... This policy brief... examines soda consumption in California by cities and counties using data from the 2005 California Health Interview Survey (CHIS 2005). In addition, the brief investigates whether there is an association between soda consumption and the prevalence of overweight and obesity. There are major differences in soda consumption rates by geographic area in California, suggesting that social and environmental factors affect the consumption of soda. Also, the prevalence of overweight and obesity is higher among those who drink one or more sodas or other sweetened beverages every day than among those who do not consume these soft drinks. Establishing public policies that focus on

reducing soda consumption could contribute to reversing California's increasing overweight and obesity problem.”]

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**“The Public Health and Economic Benefits of Taxing Sugar-Sweetened Beverages.”
By Kelly D. Brownell and others. IN: New England Journal of Medicine (Online First) September 16, 2009. 7 p.**

Full text at: <http://content.nejm.org/cgi/reprint/NEJMHpr0905723v1.pdf>

[“Today, nearly one-third of all children and adolescents in the country - more than 23 million - are overweight or obese, and are therefore at greater risk for heart disease, type 2 diabetes and a host of other serious diseases. These health consequences have significant economic impacts as well. Overweight and obesity cost the United States \$147 billion a year in direct health care cost and lost productivity. An article released in the online edition of the ‘New England Journal of Medicine’ suggests that a tax of 1 cent per ounce on sugar-sweetened beverages could raise as much as \$14.5 billion in the first year alone. Emerging research suggests that consumption of sugar-sweetened beverages may be at least partly responsible for the childhood obesity epidemic, and that reducing children’s consumption of these beverages could help reverse this epidemic. In addition, such a tax could reduce consumption and thereby contribute to reversing the childhood obesity epidemic.” RWJF Content Alerts (September 17, 2009.)]

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Study of a Violence Prevention Program in Prekindergarten Classrooms. By Susan E. Allen, University of South Florida St. Petersburg. IN: Children and Schools, vol. 31, no. 3 (July 2009) pp. 177-187.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=43085603&site=ehost-live> (NOTE: State employee access link.)

[“This study evaluated the Creating a New Generation of Peacemakers program (hereafter, Peacemakers program) for prekindergarten (pre-K) children. The curriculum was designed by community agencies whose missions are to prevent and reduce community and domestic violence. The Peacemakers program uses age-appropriate curriculums to teach children conflict avoidance and resolution skills to decrease physical aggression, values of respect and tolerance for others, and strategies for dealing with unsafe situations in their schools, homes, and communities.”]

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Infant Mental Health and Early Care and Education Providers. Research Synthesis. By the Center on the Social and Emotional Foundations for Early Learning. (The Center, Vanderbilt University, Nashville, Tennessee) [2009.] 14 p.

Full text at: http://www.vanderbilt.edu/csefel/pdf/rs_infant_mental_health.pdf

[“This synthesis has been developed to answer some of the most frequently asked questions that early childhood providers have about Infant Mental Health (IMH) - early social and emotional development - and the IMH system. It also provides information about where to turn for additional information for promoting IMH when children and families are experiencing challenges. The synthesis will address: The definition of IMH; Why it is important that early childhood providers know about IMH; Approaches to promoting IMH; Prevention of IMH challenges; Focused intervention with children and families at risk; More intense/tertiary interventions.”]

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“Parents May Underestimate the Risks of H1N1 Flu for Their Children.” By the C.S. Mott Children’s Hospital, University of Michigan. IN: C.S. Mott Children’s Hospital National Poll on Children’s Health, Vol. 8, No. 1 (September 24, 2009) 2 p.

Full text at: <http://www.med.umich.edu/mott/npch/pdf/092409report.pdf>

[“The National Poll on Children’s Health... shows how much remains to be done in educating parents about the threat H1N1 flu poses for children. Only 40 percent of parents plan to have their children receive the vaccine. That’s far lower than the percentage of parents who plan to have their kids receive seasonal flu vaccine. Only about one-third of parents believe H1N1 flu will be worse for their children than seasonal flu.” NIEER Online Newsletter (September 25, 2009.)]

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Flu Toolkit for Parents and Childcare Professionals. (City of Berkeley, Department of Health, Public Health Division, Berkeley, California.)

Toolkit at: <http://www.ci.berkeley.ca.us/ContentDisplay.aspx?id=43312>

[“This fall, seasonal flu and pandemic 2009 H1N1 (swine) flu will be circulating at the same time and we will all need to take extra precautions. Many parents and child care providers are concerned about the new Pandemic 2009 H1N1 flu and its impact on children, families and the child care program itself. The contents of this ‘Flu Toolkit’ provides you with some practical information to limit the spread of infections in child care settings an resources to use when confusion and concerns arise.”]

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IMPROVED SYSTEMS OF CARE

Staffed Support Networks and Quality in Family Child Care: Findings from the Family Child Care Network Impact Study. By Juliet Bromer, Herr Research Center for Children and Social Policy at Erikson Institute, and others. (The Center, Chicago, Illinois) May 2009. 205 p.

[“The Family Child Care Network Impact Study’ is the first study to examine staffed networks - programs that provide services and support to family child care (FCC) providers affiliated with the network through at least one paid staff person.... The study examines the relationship between affiliation with a staffed network and quality of family child care among affiliated providers in the city of Chicago.... The study finds that FCC providers affiliated with staffed networks have significantly higher quality scores than unaffiliated providers... The study further finds that providers in networks with specially-trained coordinators (defined as a coordinator who participated in a post-baccalaureate certificate program in infant studies customized for family child care coordinators) have significantly higher quality scores than providers affiliated with associations. This study also yields new information about staffed networks as a particular type of support organization, and the effectiveness of services offered by networks to affiliated FCC homes.... The study concludes with policy and program recommendations regarding staffed networks as a quality improvement strategy for family child care.”]

Full text at:

www.erikson.edu/downloads/cmsFile.ashx?VersionID=4371&PropertyID=78

Executive Summary at: 24 p.

www.erikson.edu/downloads/cmsFile.ashx?VersionID=3756&PropertyID=78

Policy Brief on this report: 4 p.

www.erikson.edu/downloads/cmsFile.ashx?VersionID=3784&PropertyID=78

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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.]

“Corporal Punishment by Mothers and Development of Children's Cognitive Ability: A Longitudinal Study of Two Nationally Representative Age Cohorts.” By Murray A. Straus, University of New Hampshire at Durham, and Mallie J. Paschall, Pacific Institute for Research and Evaluation. IN: *Journal of Aggression, Maltreatment and Trauma*, vol. 18, no. 5 (July 2009) pp. 459-483.

[“Children who are spanked have lower IQs worldwide, including in the United States, according to new groundbreaking research by University of New Hampshire professor Murray Straus.... ‘All parents want smart children. This research shows that avoiding spanking and correcting misbehavior in other ways can help that happen,’ Straus says.... Straus found that children in the United States who were spanked had lower IQs four years later than those who were not spanked. Straus and Mallie Paschall... studied nationally representative samples of 806 children ages 2 to 4, and 704 ages 5 to 9. Both groups were retested four years later. IQs of children ages 2 to 4 who were not spanked were 5 points higher four years later than the IQs of those who were spanked. The IQs of children ages 5 to 9 years old who were not spanked were 2.8 points higher four years later than the IQs of children the same age who were spanked. ‘How often parents spanked made a difference. The more spanking the, the slower the development of the child’s mental ability. But even small amounts of spanking made a difference,’ Straus says.... Straus also found a lower national average IQ in nations in which spanking was more prevalent.... According to Straus, there are two explanations for the relation of corporal punishment to lower IQ. First, corporal punishment is extremely stressful and can become a chronic stressor for young children, who typically experience corporal punishment three or more times a week. For many it continues for years. The research found that the stress of corporal punishment shows up as an increase in post-traumatic stress symptoms such as being fearful that terrible things are about to happen and being easily startled. These symptoms are associated with lower IQ. Second, a higher national level of economic development underlies both fewer parents using corporal punishment and a higher national IQ.” University of New Hampshire, News Release (September 25, 2009.) NOTE: Corporal Punishment... will be available for loan.]

UNH News Release: http://www.unh.edu/news/cj_nr/2009/sept/lw25straus.cfm

Much of his research on spanking can be downloaded at:

<http://pubpages.unh.edu/~mas2>

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CONFERENCES AND FUNDING OPPORTUNITIES

Webinar: Creative State Financing Structures for Infant-Toddler Services. Co-sponsored by the Zero to Three Policy Center and the Ounce of Prevention Fund. October 7, 2009, 11 a.m. Pacific Time.

For more information and registration:

http://www.zerotothree.org/site/PageServer?pagename=pub_webinars

[“This webinar... will focus on creative state financing structures to support infant-toddler services. The webinar will highlight four states’ (Illinois, Kansas, Nebraska, and Oklahoma) innovative models of investing in services for at-risk infants and toddlers.”]

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21st Annual National Association for the Education of Homeless Children and Youth (NAEHCY) Conference. November 14-17, 2009. Marriott Denver City Center, Denver, Colorado.

For more information and registration: http://www.naehcy.org/conf/conf_2009.html

[“Soar to Reach New Peaks: Educating ALL Our Children and Youth,’ will be held in Denver, CO.... This is the only national conference dedicated to improving the wellbeing of homeless children and youth and will offer over 70 concurrent sessions on early childhood educational opportunities, services for unaccompanied youth, identification of students, and program planning and development.... ‘Soar to Reach New Peaks’ will equip educators and advocates nationwide with the knowledge, skills, information, and inspiration they need to remove barriers and help ensure that every child and youth experiencing homelessness is successful - academically, personally, and socially.”]

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15th Annual MEES (Migrant Education Even Start) Conference. Sponsored by the Migrant Indian International Office, First 5 California Children and Families Commission, and the Butte County Office of Education. November 17-19, 2009. Holiday Inn Capitol Plaza, Sacramento, California.

For more information: <http://www.bcoe.butte.k12.ca.us/evenstart/>

[“The California MEES Project gives emphasis to the following:

- Parents and project staff are a team dedicated to improving the education and meeting the needs of migratory children and their families.
- Assisting migratory parents to recognize the value of education for their children and themselves.
- Promoting the theme that ‘A family who learns together, will grow together.’
- Preparing parents to become teachers and advocates for their children.
- Developing a strong educational foundation for migratory children so that they may succeed in school.”]

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CAEYC Awards and Grants. By the California Association for the Education of Young Children.

For more information: <http://caeyc.org/main/page/navhome> (Click on “Awards and Grants.”)

[“CAEYC is now accepting applications for six (6) different awards to our members. Each award is designed to encourage and promote professional growth and/or educational attainment. We understand the economic recession is forcing more reductions to program

funding at the state and county levels in ways never seen before. Now, more than ever, we encourage members to apply for one or more of our CAEYC Awards and Grants to assist you in providing invaluable and enriched early care and education for the children of California. Whether you're interested in attending conferences, need resources to enhance program development, or you're completing a graduate degree, CAEYC is proud to support you in your goals.”]

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