



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

Early Lessons. By Emily Hanford. American RadioWorks. (American Public Media, Saint Paul, Minnesota) 2009. Podcast, transcript or e-book.

[“So how did this happen? How did preschool become so big in America? The answer is research. Preschool is perhaps the most researched idea in all of education. But it kind of came about by accident. To find out how preschool in this country started, you've got to go back about 50 years and learn about a man who had no experience, and frankly no interest in early childhood education, but needed to solve a problem.... This story begins in 1958 in Ypsilanti, Mich., a small city outside of Detroit. Back then, all of the African American children in Ypsilanti went to one segregated elementary school - the Perry School. A teacher from that time says it was the only school in the city that had no playground, just a dusty field filled with thistles and thorns. And here's what happened in 1958....”]

Podcast: <http://americanradioworks.publicradio.org/podcast.html>

(NOTE: Scroll down to October 30, 2009 - "Early Lessons.")

Transcript: 14 p.

<http://americanradioworks.publicradio.org/features/preschool/transcript.html>

E-Book: 56 p.

[http://americanradioworks.publicradio.org/features/preschool/American RadioWorks -
Early Lessons - ebook.pdf](http://americanradioworks.publicradio.org/features/preschool/American_RadioWorks_-_Early_Lessons_-_ebook.pdf)

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"Why Universal Preschool is really a Labor Market Program." By Timothy J. Bartik, Upjohn Institute. IN: Employment Research Newsletter, vol. 16, no. 3. (The Upjohn Institute, Kalamazoo, Michigan) July 2009. 1 p.

Full text at: http://www.upjohninst.org/publications/newsletter/tjb3_709.pdf

["Where is the biggest economic bang for the buck in investing in education? Arguably the best educational investment would be in high-quality, half-day preschool that would be universally accessible to all four-year-olds.... Unlike many educational investments, there is rigorous evidence on the long-term effects of high-quality preschool. The data come from studies of two programs: the Perry Preschool Program in Ypsilanti, Michigan, and the Chicago Child-Parent Center Program. These studies provide strong evidence that high-quality preschool can change a child's life course. For example, research on Perry found that former child participants in the program earn 60 percent more in monthly income than their Ypsilanti control-group peers who did not attend preschool. Similarly, CPC increases the number of youth completing high school by more than one-fifth. Because preschool increases educational attainment, employment rates, and wage rates, it should be viewed as a labor market program."]

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"TV Viewing among Kids at an Eight-Year High." By Patricia McDonough, Nielsen Company. IN: NielsenWire (October 26, 2009) 2 p.

Full text at: http://blog.nielsen.com/nielsenwire/media_entertainment/tv-viewing-among-kids-at-an-eight-year-high/

["American children aged 2-11 are watching more and more television than they have in years. New findings from The Nielsen Company show kids aged 2-5 now spend more than 32 hours a week on average in front of a TV screen. The older segment of that group (ages 6-11) spend a little less time, about 28 hours per week watching TV, due in part that they are more likely to be attending school for longer hours."]

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Are High Quality Schools Enough to Close the Achievement Gap? Evidence from a Social Experiment in Harlem. By Will Dobbie and Roland G. Fryer, Jr. NBER Working Paper. No. 15473. (National Bureau of Economic Research, Cambridge, Massachusetts) November 2009. 72 p.

Full text at: <http://papers.nber.org/papers/w15473>

(Free downloads are available to people with “.GOV” e-mail addresses. Just enter your e-mail address in the box provided and NBER will send an email with a URL which will allow free access to this paper.)

[“The Harlem Children’s Zone, a high-profile New York City initiative that combines charter schools with wraparound community services for minority students and their low-income families, is showing dramatic academic gains that effectively close the black-white achievement gap in most categories examined, a new study finds. What’s less clear, the researchers say, is whether the improved student performance can be explained by the quality of the schools alone, or by the combination of the schooling with the web of community supports, such as early-childhood programs, parenting workshops, and asthma and anti-obesity initiatives.” Education Week (November 16, 2009.)]

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NCSL Technical Report: State Approaches to School Readiness Assessment. By Jennifer M. Stedron. (National Conference of State Legislators, Denver, Colorado) [2009.] 12 p.

Full text at: <http://www.ncsl.org/documents/Educ/KindergartenAssessment.pdf>

[“Children who enter kindergarten ready to meet its academic, social and emotional demands are more likely to achieve later academic and life success. As the drive to better understand the readiness of kindergarteners for formal schooling increases, states must grapple with how to best assess students and how to appropriately use the information. At least seventeen states require assessment of all public kindergarten students. Find out how school readiness is being assessed and how the data is reported and used.” NCSL Early Care and Education E-Update (November 2009.)]

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The Children Born in 2001 at Kindergarten Entry: First Findings from the Kindergarten Data Collections of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). First Look. By Kristin Denton Flanagan and Cameron McPhee, Education Statistics Services Institute, American Institutes for Research. (National Center for Education Statistics, U.S. Department of Education, Washington, DC) October 2009. 38 p.

Full text at: <http://nces.ed.gov/pubs2010/2010005.pdf>

[“Using data from the final two rounds of the ECLS-B, a longitudinal study begun in 2001, this First Look provides a snapshot of the demographic characteristics, reading and mathematics knowledge, fine motor skills, school characteristics, and before- and after-school care arrangements of the cohort at the time they first began kindergarten. Information has been collected from and about these children when they were 9 months old, 2 years old, 4 years old, and at kindergarten entry. This survey provides a comprehensive and reliable data about children’s early development; their home learning experiences; their experiences in early care and education programs; their health care, nutrition, and physical well-being; and how their early experiences relate to their later development, learning, and success in school.”]

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“Governor Schwarzenegger Takes Action to Secure Available Recovery Act Funds for Early Childhood Education.” Press Release. (State of California, Office of the Governor, Sacramento, California) November 9, 2009. 4 p.

Full text at: <http://gov.ca.gov/index.php?/print-version/press-release/13812/>

[“Building on his commitment to both high-quality early childhood education and bringing available American Recovery and Reinvestment Act (Recovery Act) funding to California, Governor Arnold Schwarzenegger today issued Executive Order S-23-09 establishing the California State Advisory Council on Early Childhood Education and Care. This is the first step in making California eligible to compete for a share of \$100 million in federal Head Start funds available through President Obama’s Recovery Act.” NOTE: This press release is followed by the text of Executive Order S-23-09.]

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IMPROVED FAMILY FUNCTIONING

Baby Safety Basics: A Guide to Keeping Your Baby Safe in the First Year of Life. By Safe Kids USA and Cribs for Kids. (Safe Kids USA, Washington, DC) n.d. 6 p.

Full text at: http://sk.convio.net/site/DocServer/Baby_Safety_Guide.pdf?docID=24661

[This guide “provides information on infant safety for new and expecting parents and other caregivers. The guide, published by Safe Kids USA and Cribs for Kids, addresses infant safety during sleep; while feeding, bathing, or playing; and when riding in the car. Content includes tips on buying a crib, do’s and don’ts of safe sleep, recommended toys and toys to avoid, preventing poisonings and falls, and installing a car seat. Additional information on infant product safety and ways to make the home safer is presented.” MCH Alert (November 2, 2009.)]

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Measure by Measure: The Current Poverty Measure v. the National Academy of Sciences Measures. By Dorothy Smith. (Center for Law and Social Policy, Washington, DC) November 2009. 11 p.

[“The percent of Americans living in poverty is higher than the current poverty measure captures, according to a new report that, for the first time, lists how poverty rates change in each state using a modern poverty measure. The Center for Law and Social Policy (CLASP) compiled the National Academy of Sciences (NAS) calculations of each state’s poverty rate using a Census web tool and published these calculations in ‘Measure by Measure: The Current Poverty Measure v. the National Academy of Sciences Measures.’ ‘The current federal poverty measure is bereft in many ways,’ said Dorothy Smith, the report’s author. ‘It only considers the cost of food, but not other basic living expenses. And it doesn’t count other sources of income and programs designed to lift people out of poverty, such as tax credits and Food Stamps.’ ‘Measure by Measure’ provides each state and the District of Columbia two additional poverty rates using poverty measures based on NAS recommendations. The NAS poverty measure captures median spending by a family of four on food, clothing, shelter and other needs. Under this measure, income is broadly defined to include such non-cash resources as tax credits, and Food Stamps while subtracting expenses such as child care and medical expenses. The second measure adds an adjustment for the geographic differences in the cost of housing.” CLASP News Release (November 4, 2009.)]

Full text at: <http://www.clasp.org/admin/site/publications/files/measurebymeasure.pdf>

Nov. 23 CLASP Audioconference: Modernizing the Poverty Measure - registration: https://org2.democracyinaction.org/o/5728/1/eng/p/salsa/event/common/public/?event_K EY=9156

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“To Help the Kids, Parents Go Back to School.” By Gilbert Cruz. IN: Time (November 8, 2009) 3 p.

Full text at: <http://www.time.com/time/printout/0,8816,1931170,00.html>

[“For a few years now, every parent of a newborn baby in the South Florida district has received a congratulations packet while still in the hospital that includes, among other things, a glossy animal picture book (in three languages) and a letter from something called the Parent Academy. ‘Keep in mind that you are, and will always be, your child’s first and most important teacher,’ the letter reads. ‘Miami-Dade County Public Schools has many resources and opportunities for you to make the most of that awesome responsibility.’... While the concept of parent academies - in which towns or school districts offer what are essentially classes and workshops on parenting skills - has been around for more than a decade, several larger cities are starting or expanding such programs in an effort to engage parents who are otherwise uninvolved in their child’s

education. Philadelphia has invested heavily in this year's launch of a comprehensive and wide-ranging program for parents. Boston is reviving its Parent University following an earlier version's demise due to budget cuts. And Miami's Parent Academy, now in its fifth year, offers more than 100 workshops that range from Help Your Child Succeed in Math to Teaching Behavior Skills.”]

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IMPROVED HEALTH

TVIS Snapshots. By the Maternal and Child Health Bureau. (The Bureau, Health Resources and Services Administration, Rockville, Maryland) [2009.] Various pagings.

[“TVIS Snapshots present data on maternal and child health (MCH) from the 59 states and jurisdictions that receive Title V Block Grant funds. The snapshots, produced by the Health Resources and Services Administration’s Maternal and Child Health Bureau (MCHB), are based on data from 2010 applications submitted to the Title V Information System, which include data from states’ FY 2008 annual reports and other sources. Each snapshot contains an overview describing the state’s Title V program, the current year (2008) result and 5-year (2013) goal for the national MCH performance measures, and a list of MCHB-funded discretionary grants awarded to public and private organizations within the state (including links to project abstracts).” MCH Alert (November 13, 2009.)]

California Snapshot:

<https://perfddata.hrsa.gov/mchb/tvisreports/Snapshot/snapshot.aspx?statecode=CA>

Snapshots from other states:

<https://perfddata.hrsa.gov/mchb/tvisreports/Snapshot/SnapShotMenu.aspx>

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Behind International Rankings of Infant Mortality: How the United States Compares with Europe. By Marian F. MacDorman and T.J. Mathews, National Center for Health Statistics. NCHS Data Brief. No. 23. (The Center, Hyattsville, Maryland) November 2009. 8 p.

Full text at: <http://www.cdc.gov/nchs/data/databriefs/db23.pdf>

[“Infant mortality is an important indicator of the health of a nation, and the recent stagnation (since 2000) in the U.S. infant mortality rate has generated concern among researchers and policy makers. The percentage of preterm births in the United States has risen 36% since 1984. In this report we compare infant mortality rates between the United States and Europe. We also compare two factors that determine the infant mortality rate - gestational age-specific infant mortality rates and the percentage of

preterm births. U.S. data are from the Linked Birth/Infant Death Data Set, and European data for 2004 are from the recently published 'European Perinatal Health Report'. We also examine requirements for reporting a live birth among countries to assess the possible effect of reporting differences on infant mortality data.”]

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“Position of the American Dietetic Association: Vegetarian Diets.” By the American Dietetic Association. IN: Journal of the American Dietetic Association, vol. 109, No. 7 (July 2009) pp. 1266-1282.

[“Toddlers who refuse to eat furry animals; teenagers who suddenly hate everything their parents cook; children of vegetarian parents. Whether it’s your choice or theirs, raising a vegetarian kid can be a challenge. Along with the power struggles - refusals by kids to eat what’s served, refusals by Mom or Dad to prepare something else - are parental fears, fanned by old studies, that kids aren’t getting the nutrition they need to support their rapidly growing bodies. As vegetarianism becomes more accepted and maybe even more common - and that includes the nation’s younger set - here’s the good news: Based on an exhaustive study review, the American Dietetic Assn. Concluded in July in a new position statement that as long as vegetarian diets are planned well, they’re safe for people at every stage of life: pregnant and nursing moms, babies, teenagers and just about everyone else.” Los Angeles Times (November 9, 2009.)]

Full text at:

http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_933_ENU_HTML.htm

(NOTE: Scroll down below abstract for the PDF link to the full article, or MP3 Audiocast link.)

LA Times article: <http://www.latimes.com/features/health/la-he-vegetarian-kids9-2009nov09,0,4323261.story>

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IMPROVED SYSTEMS OF CARE

State Early Care and Education Public Policy Developments (FY10). By the National Association for the Education of Young Children. (NAEYC, Washington, DC) October 2009. 17 p.

Full text at:

<http://www.naeyc.org/files/naeyc/file/policy/state/StateECEPublicPolicyDevelopmentsFY10.pdf>

[“Although states saw growing budget deficits during FY09, the dollars that will flow to states through the American Recovery and Reinvestment Act (ARRA) can provide an opportunity to backfill certain cuts to early childhood and education and to fund new or

expanded initiatives. Despite the tough economic climate and cuts to certain early care and education programs, governors and state legislatures did approve policy changes for FY10 in a variety of areas including infant/toddler initiatives, professional development, and child care subsidies. Following is a recap of public policy developments in states in the following areas: Professional Development, Child Care Subsidies, Child Care Regulations, Quality Rating and Improvement Systems, Infant/Toddler, Prekindergarten, Kindergarten, Birth to Five, Child Assessment, Quality Enhancements, Governance, Public-Private Partnerships, Statewide Councils, Health Care, Early Intervention, Mental Health, Collective Bargaining, Charter Schools, Public Schools, Tax Credits.”]

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A Tool to Examine State Child Care Subsidy Policies and Promote Stable, Quality Care for Low-Income Babies and Toddlers. By the Center for Law and Social Policy. (CLASP, Washington, DC) November 2009. 21 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/CLASP-ChildCareSubsidyPolicyTool.doc>

[“This tool provides a policy framework that lays out child care subsidy policies - ranging from simple to substantial changes - that can be implemented to better support babies and toddlers and their families. Users can download and save a copy of this tool, then fill in the appropriate columns with their state’s current policies and opportunities for change. In addition, links are included to online resources and examples of state policy initiatives. Assistance in using this tool is available from CLASP. This tool is the first in a series that will be published to help states chart their own progress toward improving child care for babies and toddlers, as part of the Charting Progress for Babies in Child Care Project.”]

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Child Care and SIDS. By the National Sudden and Infant/Child Death and Pregnancy Loss Resource Center. (The Center, Georgetown University, Washington, DC) October 2009. Interactive webpage.

List of resources at: <http://sidscenter.org/childcare.html>

[This resource list “contains a selection of resources for families and professionals on child care and sudden infant death syndrome (SIDS). The resource, produced by the National Sudden and Unexpected Infant/Child Death and Pregnancy Loss Resource Center at Georgetown University, lists brochures, fact sheets, model policies, training courses, campaigns, self-learning modules, curricula, licensing regulations, legislation, and standards available from national organizations and state programs. Several of the listed resources are available in Spanish. Topics include infant sleep position, tummy time, foster care, emergency procedures, and bereavement support.” MCH Alert (November 2, 2009.)]

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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 CHILD DEVELOPMENT

Children, Their World, Their Education: Final Report and Recommendations of the Cambridge Primary Review. By Robin Alexander and others. (Routledge, Florence, Kentucky) 2009. 608 p.

[“Children should delay the start formal schooling to the age of six, a year later than at present, the largest review of primary education in England for 40 years recommended.... The 608-page Cambridge University study said introducing children at the age of five into the constraint and discipline of a classroom - a throwback to Victorian days - provided little benefit and could even be harmful.... It said England's tradition of starting school at five, shared in Europe only by Wales, Scotland and the Netherlands, dated from the requirements of Victorian factory owners. Schooling starts at the age of six in 20 out of 34 European countries, with eight nations, including Sweden, waiting until children are seven.” Reuters, UK (October 16, 2009.) NOTE: Children, Their World, Their Education... will be available for loan.]

Reuters, UK article at:

<http://uk.reuters.com/article/idUKTRE59F00D20091016?pageNumber=2&virtualBrandChannel=0>]

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IMPROVED HEALTH

“Child Care Health Consultation Improves Health and Safety Policies and Practices.” By Abbey Alkon, California Childcare Health Program, UCSF School of Nursing, and others. IN: Academic Pediatrics, vol. 9, no. 5 (September 2009) pp. 366-370.

[“This paper reports on an experimental study conducted on the effects of child care health consultation on health and safety policies and practices. There were 73 intervention and 38 comparison centers in 5 California counties that participated in the study. Objective observation Checklists were used by trained researchers to identify the National Health and Safety Standards met or not. The intervention centers had significantly more and higher-quality written health and safety policies on 9 out of the 10 policies rated. The intervention centers had significantly more standards met on two out of the ten subscales rates: emergency preparedness and handwashing. Interestingly, the

comparison and intervention centers showed significant improvements in the overall Checklist. The Checklists are available at:

<http://ucsfchildcarehealth.org/html/research/researchmain.htm#hscr>.”

(Abstract by author.) NOTE: Child Care Health Consultation... will be available for loan.]

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**“Estimating the Risk of Food Stamp Use and Impoverishment during Childhood.”
By Mark R. Rank and Thomas A. Hirschl. IN: Archives of Pediatrics and
Adolescent Medicine, vol. 163, no. 11 (November 2009) pp. 994-999.**

[“Nearly half of American children - including 90 percent of black children and 90 percent of children who spend their childhoods in single-parent households - will eat meals paid for by food stamps at some point during childhood, reports a Cornell researcher. Nearly one-quarter of U.S. children will live in homes that receive food stamps for five or more years. Food stamps are important indicators of poverty and risk of food insecurity, ‘two of the most detrimental economic conditions affecting a child’s health,’ says Thomas A. Hirschl, Cornell professor of development sociology and co-author....” Cornell University, Press Release (November 2, 2009.) NOTE: Estimating the Risk... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

Conference Call: Update on State Advisory Councils on Early Childhood Education and Care. Hosted by the National Women’s Law Center and CLASP. December 1, 2009. 11:00 a.m. Pacific Time.

For more information and registration:

[http://action.nwlc.org/site/Survey?SURVEY_ID=8680&ACTION_REQUIRED=URI ACTION USER REQUESTS](http://action.nwlc.org/site/Survey?SURVEY_ID=8680&ACTION_REQUIRED=URI_ACTION_USER_REQUESTS)

[“To help provide an update on states’ progress in using economic recovery funds to get a Council off the ground as well as information about the workings of existing Councils, the National Women’s Law Center and CLASP are hosting a free conference call. The call will be moderated by Helen Blank of the National Women’s Law Center and Danielle Ewen from CLASP. Presenters will discuss the progress states are making in planning and implementing Councils....”]

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National Federation of Families for Children’s Mental Health’s 20th Annual Conference. December 4 - 6, 2009. Hyatt Regency Washington on Capitol Hill, Washington, DC.

For more information and registration:

<http://ffcmh.org/events/annual-conference/overview-of-the-conference/>

[“The National Federation of Families for Children’s Mental Health announces ‘Children’s Mental Health Matters’ as the theme for its 20th anniversary conference, a celebration of family involvement, expansion of the Federation of Families and two decades of committed individuals, families, and communities.... The message ‘Children’s Mental Health Matters’ allows us all to focus on promoting positive mental health from birth onward.”

“Sesame Street is coming to the Federation conference.... Don’t miss the special screening of ‘Families Stand Together: Feeling Secure in Tough Times’... This hour-long HD special, hosted by Al Roker, Deborah Roberts and Elmo, aims to help families with children, ages two to eight, experiencing difficult economic circumstances by offering strategies and tips that can lead to positive outcomes for their children’s physical and emotional well-being during this tough economic climate. Featuring Sesame Street’s Grover, Chris, Elmo’s family and financial expert Jean Chatzky and parenting and relationship expert Dr. Joshua Coleman, ‘Families Stand Together’ provides simple strategies and helpful tips that can easily be integrated into families’ everyday routines. The special includes documentary footage of real American families who are living through difficult economic conditions, encouraging positive strategies and modeling behavior for parents and care providers to support the entire family during insecure times.”]

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2009 OSEP National Early Childhood Conference. Sponsored by the Office of Special Education Programs, U.S. Department of Education. December 5 - 9, 2009. Crystal Gateway Marriott Hotel, Arlington, Virginia.

For more information and registration:

<http://www.nectac.org/~meetings/national2009/mtghomepage.asp>

[“Conference Goals... To gain a renewed sense of confidence, energy and achievement for continued work on behalf of young children with disabilities and other special needs and their families.... The conference is intended for a variety of audiences involved in planning and delivering services to young children with special needs and their families....”]

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csinfo@library.ca.gov. Please be sure to note in your e-mail that you are interested in *Studies in the News for First 5 California*.

If you have a report, conference or funding opportunity that you would like us to consider for this publication, please send it to our attention.

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