



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/cfcf/>.

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

“Learning Styles: Concepts and Evidence.” By Harold Pashler, University of California, San Diego, and others. IN: Psychological Science in the Public Interest, vol. 9, no. 3 (December 2009) pp. 105-119.

Full text at: http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

[“Are you a verbal learner or a visual learner? Chances are, you’ve pegged yourself or your children as either one or the other and rely on study techniques that suit your individual learning needs. And you’re not alone - for more than 30 years, the notion that teaching methods should match a student’s particular learning style has exerted a powerful influence on education. The long-standing popularity of the learning styles movement has in turn created a thriving commercial market amongst researchers,

educators, and the general public. The wide appeal of the idea that some students will learn better when material is presented visually and that others will learn better when the material is presented verbally, or even in some other way, is evident in the vast number of learning-style tests and teaching guides available for purchase and used in schools. But does scientific research really support the existence of different learning styles, or the hypothesis that people learn better when taught in a way that matches their own unique style? Unfortunately, the answer is no, according to a major new report published this month in 'Psychological Science in the Public Interest'.... The report, authored by a team of eminent researchers in the psychology of learning... reviews the existing literature on learning styles and finds that although numerous studies have purported to show the existence of different kinds of learners (such as 'auditory learners' and 'visual learners'), those studies have not used the type of randomized research designs that would make their findings credible." Association for Psychological Science, Press Release (December 16, 2009.)]

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“An Evaluation of Two Emergent Literacy Screening Tools for Preschool Children.” By Shauna B. Wilson and Christopher J. Lonigan, Florida State University. IN: *Annals of Dyslexia*, vol. 59, no. 2 (Published online: October 16, 2009) pp. 115-131.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=45707649&site=ehost-live> (NOTE: State employee access link.)

[“Children’s reading success in early elementary school can be predicted from their emergent literacy skills. Consequently, there has been an increased focus on early childhood education as a means of identifying children at risk for later reading difficulty. Because diagnostic measures are impractical for this use, emergent literacy screening tools have been developed. In this study, 176 preschool children ranging in age from 42 to 55 months were administered the Revised Get Ready to Read! (GRTR-R), the Individual Growth and Development Indicators (IGDIs), and a diagnostic measure at two time points. Results indicated that GRTR-R either matched or outperformed IGDIs in terms of test-retest reliability and concurrent validity.”]

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“Free Book Programs from Birth to Five: The Effect on Preschool Reading Readiness.” By Ronald S. Reigner, University of West Georgia. IN: *College Reading Association Yearbook*, vol. 30 (2009) pp. 267-276.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=47096451&site=ehost-live> (NOTE: State employee access link.)

[“Reading aloud to young children, one of the most beneficial activities that parents can do to further children's oral language and early literacy development, presupposes that interesting and age-appropriate texts are readily available. In certain segments of the population, most notably those with lower incomes, this is often not the case. This paper reviews several programs which provide, free of charge, books for parents to share with their children. Analysis of the effects of such programs is also discussed.”]

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Celebrating Improvements in Infant-Toddler Policy: Top 10 Policy Achievements of 2009. By Zero to Three. (Zero to Three, Washington, DC) December 2009. 4 p.

Full text at:

http://www.zerotothree.org/site/DocServer/09_policy_achievements.pdf?docID=10021&JServSessionIda004=gmdsn6nvn1.app19d

[“This past year included many historic ups and downs - new and energetic faces arrived in the White House, Congress, and state governments ready to move our nation forward, and we entered an economic recession that presented challenges for us all. 2009 also saw the birth of more than 4 million new babies in the United States, each of whom needs good health, a strong family, and positive early learning experiences to succeed. Despite the tight budgets in Washington, DC and state capitals, we all successfully worked together to advance and preserve policies that improve the lives of infants, toddlers, and their families. This article highlights those policy achievements that recognize the role that we all play in supporting our nation’s youngest children.”]

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California Child and Youth Well-Being Index, 1995-2007: Trends, Changes and Projections to 2012. By Kenneth C. Land and others, Duke University. (Kidsdata.org, Lucile Packard Foundation for Children's Health, Palo Alto, California) December 7, 2009. 56 p.

Full text at: <http://www.kidsdata.org/index/>

[“Is the overall health and well-being of California's children improving or deteriorating? How has the status of children changed since the 1990s? How might the recent economic downturn affect the future of the state's children? To help answer these critical questions, the Lucile Packard Foundation for Children's Health commissioned Kenneth Land, Ph.D., of Duke University, to create a California Index of Child and Youth Well-Being, summarizing trends over the past decade. The composite index is modeled after Dr. Land's national ‘Child and Youth Well-Being Index (CWI), which has been released annually since 2004 by the New York-based Foundation for Child Development.... The research indicates that the health and well-being of children generally improved since the mid-90s, with some notable disparities remaining, but that the progress may be

undermined by the recent economic downturn.” The index covers “economic well-being, health, safety and behavioral concerns, education attainment and emotional well-being.”]

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Kids’ Share: An Analysis of Federal Expenditures on Children through 2008. By Julia B. Isaacs, Brookings Institution, and others. (Urban Institute and Brookings Institution, Washington, DC) Fall 2009. 36 p.

Full text at: <http://www.firstfocus.net/Download/KidsShare.pdf>

[“The third annual version of ‘Kids’ Share: An Analysis of Federal Expenditures on Children Through 2008,’ examines federal spending trends and federal tax policies that support and impact children and families. This year’s report finds that less than one-tenth of the federal budget was spent on children in 2008, \$295 billion out of a total of \$2.983 trillion in outlays. In addition, since 1960, the children’s share of the federal budget has diminished by a quarter, while spending on the non-child portions of entitlement programs has more than doubled.”]

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IMPROVED FAMILY FUNCTIONING

Sounding the Alarm in a Weak Economy: Prevent Child Abuse and Neglect by Strengthening Families. By Fight Crime: Invest in Kids. (Fight Crime: Invest in Kids, Washington, DC) 2009. 5 p.

Full text at: <http://www.fightcrime.org/sites/default/files/reports/NATCAN.pdf>

[“As families struggle with the financial and emotional stress of a deepening recession, law enforcement leaders are sounding an alarm. Child abuse and neglect rates were already at high levels, but a new poll shows 88 percent of law enforcement leaders across America are concerned about abuse and neglect rising because of the economic crisis. Fight Crime: Invest in Kids takes a hard-nosed look at what works - and what doesn’t work - to cut crime and violence. The evidence shows that much of the abuse and neglect in the most vulnerable families can be prevented with effective parent coaching of at-risk young, pregnant mothers through home visits, and coaching at-risk parents with children in early education programs.”]

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Examination of Residential Instability and Homelessness among Young Children. By the Institute for Children and Poverty. (The Institute, New York, New York) Fall 2009. 4 p.

Full text at:

http://www.icpny.org/PDF/reports/ICP%20Report_Examination%20of%20Residential%20Instability%20and%20Homelessness%20among%20Young%20Children.pdf?Submit1=Free+Download

[“Frequent moves and homelessness may represent a significant source of stress for parents that can affect their psychological well-being and parenting behaviors. A compromised ability to care for one’s child during his or her early childhood years presents serious challenges given the importance of parent-child interaction in the development of young children’s emotional skills. Housing instability may also influence the stability of children’s early childcare arrangements, which could in turn adversely affect their developing school readiness skills. All of these potential stressors could have long-term implications for well-being.”]

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Supporting Low-Income Parents of Young Children: The Palm Beach County Family Study. Third Annual Report. By Julie Spielberger and others. (Chapin Hall at the University of Chicago, Chicago, Illinois) 2009. 272 p.

[“For more than a decade, Florida’s Palm Beach County has been building an infrastructure of prevention and early intervention services to promote and support the healthy development and school readiness of children from birth to age 8. The county began this effort with a set of programs focused on serving families in four targeted geographic areas that have high levels of risk for poverty, teen pregnancy, crime, and child maltreatment. The Children’s Services Council of Palm Beach County commissioned Chapin Hall to conduct a multiyear evaluation of how families use and are affected by this system of services. The 2009 report presents findings from the third year of the study, conducted when the focal child was between 24 and 30 months old, and compares findings from the first and second year of the evaluation. The report details opportunities and challenges for Palm Beach County’s broad-based effort, and suggests that flexibly designed services that can adapt to families’ routines and values are more likely to be used, and would therefore provide greater stability to families’ lives.”]

Executive Summary: 22 p.

http://www.chapinhall.org/sites/default/files/Longitudinal%20Exec_Sum_04_18_09.pdf

Full text at:

http://www.chapinhall.org/sites/default/files/Longitudinal_Study_Report_11_09.pdf

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IMPROVED HEALTH

The Impact of Industry Self-Regulation on the Nutritional Quality of Foods Advertised on Television to Children. By Dale Kunkel and others, University of

**Arizona. Prepared for Children Now. (Children Now, Oakland, California)
December 2009. 41 p.**

Full text at: http://publications.childrennow.org/assets/pdf/adstudy09_report.pdf

[“In 2007, major food companies such as Kellogg, General Mills, ConAgra and PepsiCo banded together and pledged to stop advertising unhealthy foods to children. Children Now's report, ‘The Impact of Industry Self-Regulation on the Nutritional Quality of Foods Advertised on Television to Children,’ holds the industry accountable to its promise. This landmark report raises serious doubt about the future viability of industry self-regulation to help address the growing epidemic of childhood obesity. Despite a major effort at self-regulation, nearly three out of four (72.5%) of the foods advertised on television to children are for products in the poorest nutritional category. Known as ‘Whoa’ foods, these products should be consumed only on ‘special occasions, such as your birthday,’ according to the U.S. Department of Health and Human Services. Advertising for truly healthy foods, such as vegetables and fruits, known as ‘Go’ products, is virtually invisible. Commercials for such foods account for only 1% of all food advertising to children.” Children Now.]

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What Works?: A Study of Effective Early Childhood Mental Health Consultation Programs. By Frances Duran and others. (Georgetown University Center for Child and Human Development, Washington, DC) August 2009. 224 p.

[“In recent years, there has been growing concern among many in the early care and education (ECE) community that increasing numbers of very young children are manifesting behavior problems. According to the Center for Mental Health in Schools (2005), the prevalence of clinically significant emotional and behavioral disabilities among young children ranges from 4 to 10%, with significantly higher estimates for low-income children. In very young children these behaviors can be severe enough to warrant their removal from their preschool programs... setting into motion a cascade of negative experiences. Early childhood mental health consultation (ECMHC) is emerging as an effective strategy for addressing these challenging behaviors and supporting young children’s social/emotional development in ECE settings.... As such, states and communities have begun investing in mental health consultation, underscoring the need for accurate, data-driven information about the components of effective consultation. To attend to this need, the Georgetown University Center for Child and Human Development (GUCCHD) embarked on this study to address critical knowledge gaps in the field and provide data-driven guidance around consultation program design.”]

Study Fact Sheet: 2 p.

<http://gucchd.georgetown.edu/products/FINAL%20formatted%20flyer.pdf>

Executive summary: 16 p.

<http://gucchd.georgetown.edu/products/FINAL%20formatted%20executive%20summary.pdf>

Full text at:

https://gushare.georgetown.edu/ChildHumanDevelopment/CENTER%20PROJECTS/WebSite/ECMHCStudy_Report2.pdf

Resource Compendium: 2 p. <http://gucchd.georgetown.edu/products/78366.html>

(“An array of downloadable resources to assist states and communities in developing and/or enhancing their consultation programs.”)

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Covering Children and their Parents: The Massachusetts Model and Implications for National Health Reform. By Beth Waldman. (First Focus, Washington, DC) December 2009. 10 p.

[“This issue brief analyzes the health reform effort in Massachusetts, and how it used existing coverage systems such as Medicaid and the Children’s Health Insurance Program (CHIP), to reach an unprecedented 98.8% rate of insurance for children. The paper provides a detailed look at how Massachusetts covers children and their parents, as well as the aspects of the Massachusetts model that have contributed to its success. While the brief confirms that children are more likely to have health coverage if their parents are insured, it also finds that it is not essential for each family member to have the same insurance.”]

Full text at: http://www.firstfocus.net/Download/Waldman_B.pdf

Fact sheet summary at: 1 p. http://www.firstfocus.net/Download/Waldman_Findings.pdf

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“Study: Mandatory Vision Exam Law Results in Increased Academic Scores.” By Nancy Hemphill. IN: Primary Care Optometry News, vol. 14, no. 12 (December 2009) p. 6.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=45566972&site=ehost-live> (NOTE: State employee access link.)

[“According to study results presented... at Academy 2009, the American Academy of Optometry annual meeting, mandatory preschool eye exams in Kentucky had a positive effect on both reading and total academic indices.”]

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Vision Exams for Children Prior to Entering School. By George Washington University's Geiger Gibson Program in Community Health Policy. Prepared for the National Commission on Vision and Health. (The Commission, Alexandria, Virginia) n.d., 2 p.

Full text at:

<http://www.visionandhealth.org/documents/FactsheetVisionexams123008MAS26.pdf>

[“Undetected and untreated eye disorders, such as amblyopia and strabismus, can result in delayed reading and poorer outcomes in school. Studies indicate that visual factors are better predictors of academic success than race or socioeconomic status. However, one in four school-age children suffers from vision problems that could have been treated if the child had been properly screened upon entering school.”]

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Building a Comprehensive Child Vision Care System: A Report of the National Commission on Vision and Health. By Deborah Klein Walker, ABT Associates Inc., and others. (The Commission, Alexandria, Virginia) June 2009. 55 p.

Full text at: http://www.visionandhealth.org/documents/Child_Vision_Report.pdf

[“Preventing vision problems and maintaining healthy eyes for all children from birth through adulthood must become a public health priority in the United States. Even though there should be universal vision screening with immediate follow-up examinations for all preschool children in every community throughout the nation, only 36% of all preschool children received a vision screening in 2002.... Undetected and untreated eye disorders, such as amblyopia, strabismus and uncorrected refractive errors, are major child health problems in the U.S. that are associated with poor reading and other poor school outcomes.... This White Paper has been prepared for the Commission on issues and challenges related to achieving optimal vision care for children and youth in all states across the country.... This review provides an overview of the prevalence of childhood vision problems, unmet treatment needs and barriers to child vision care that result in health disparities in outcomes and services received. The paper concludes with a set of recommendations for adoption in order to meet its goal of assuring that child health vision problems are detected early and treated in order that all children are healthy and productive in school and later as adults.”]

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IMPROVED SYSTEMS OF CARE

State CCDBG Plans to Promote Opportunities for Babies and Toddlers in Child Care. By Teresa Lim and Rachel Schumacher. (Center for Law and Social Policy, Washington, DC) December 2009. 14 p.

[“The Child Care and Development Block Grant (CCDBG) is the largest source of federal funding for child care available to states and touches the lives of many low-income infants and toddlers and their families. Twenty-nine percent of children who receive child care paid with CCDBG funds are under age 3 - nearly 500,000 children in an average month in fiscal year 2007. The infant/toddler earmark in CCDBG, \$99.5 million in fiscal year 2009, is an important source of funding for many innovative state investments to improve the supply of high-quality infant/toddler child care, and supports programs and initiatives for children and families who receive a subsidy and those who do not. Every two years, states must lay out their plans for using CCDBG funds to help low-income families access child care and to improve the quality of child care for all children, including infants and toddlers. What do state CCDBG plans reveal about state policies that can promote opportunities for babies and toddlers in child care to experience the positive care that will help them thrive? This policy report analyzes what the 50 states and the District of Columbia reported in their state CCDBG plans for FFY 2008-2009....”]

Policy Brief: 6 p. <http://www.clasp.org/admin/site/publications/files/Infants-Toddlers-in-CCDBG-Plans-Brief.pdf>

Full text at: <http://www.clasp.org/admin/site/publications/files/Infants-Toddlers-in-CCDBG-Plans-Report.pdf>

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Infants and Toddlers in CCDBG: 2008 Update. By Hannah Matthews and Teresa Lim. (Center for Law and Social Policy, Washington, DC) December 17, 2009. 4 p.

Full text at:

http://www.clasp.org/admin/site/publications/files/ccdbgpaticipation_2008babies.pdf

[“CCDBG is the primary source of federal funding for child care subsidies for low-income working families and to improve child care quality. CCDBG provides child care assistance to children from birth to age 13. In fiscal year 2010, states received a total of \$5 billion in federal CCDBG funds. States are expected to contribute an additional \$2.2 billion to draw down all federal funds. This fact sheet highlights key information about infants and toddlers and CCDBG.”]

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Extending Home Visiting to Kinship Caregivers and Family, Friend and Neighbor Caregivers. By Elizabeth Hoffman and Tiffany Conway Perrin. (Center for Law and Social Policy, Washington, DC) December 2009. 27 p.

Full text at:

<http://www.clasp.org/admin/site/publications/files/homevisitingkinshipffn.pdf>

[“This paper explores how home visiting programs are serving children in kinship care and in family, friend, and neighbor care, based on CLASP’s interviews with major national models of home visiting and other stakeholders. It also presents detailed considerations for implementing home visiting with these caregivers, including matters of curricula, staffing, and service referral, and discusses opportunities that result from serving these caregivers. It concludes with recommendations for states and the federal government.”]

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“Regional Variation in Child Care Prices: A Cross-State Analysis.” By Elizabeth E. Davis and NaiChia Li, University of Minnesota. IN: The Journal of Regional Analysis and Policy, vol. 39, no. 1 (October 8, 2009) pp. 40-54.

Full text at: http://www.jrap-journal.org/pastvolumes/2000/v39/davis39_1.pdf

[“A recent study reported that the average annual fees for full-time infant care in a child care center ranged from \$3,803 in Alabama to \$13,480 in Massachusetts. This study analyses this variation in state-level average child care center prices using a standard economic model of supply and demand. We found that a large proportion of the variation in average child care prices can be explained by a small set of variables, including median family income, wages paid to child care workers, and the number of young children in the state. Although the government plays an important role in the child care market, the wide variation in average fees across states mostly reflects what parents can afford to pay. Given the importance of quality child care to current workforce needs and future human capital development, strategies to increase affordability such as child care subsidies and tax credits should be considered along with direct investments in quality improvements.”]

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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.]

“Nutrition and Physical Activity Policies and Practices in Family Child Care Homes.” By Stewart G. Trost, Oregon State University Corvallis, and others. IN: American Journal of Preventive Medicine, vol. 37, no. 6 (December 2009) pp. 537-540.

[“A large study of family child care providers shows that while nutrition standards are often met, most children ages 2 to 5 are not getting enough physical activity and are exposed to the television for most of the day. A study of about 300 home-based child

care providers by Oregon State University's Stewart Trost... sheds light on both positive and negative aspects of family daycare providers.... Trost, who directs the obesity prevention research core at the new Hallie Ford Center for Healthy Children at Oregon State, said a big concern was television exposure in such a young age group. The providers surveyed were caring for young children up to age 5, and two-thirds of providers said they had the TV on most of the day.... In addition while many providers (78 percent) reported offering more than an hour of time for active play daily, 41 percent said children sat for extended parts of the day.... Trost said the most eye-opening result of the study was that less than half of the providers had received any training in physical activity. Trost's past research has shown that children in family daycare get an average of only seven minutes of physical activity per hour. Group this with the 114 percent rise in childhood obesity in the last 30 years, and Trost said it is time to act on this crisis facing American children." Oregon State University, News Release (December 15, 2009.) NOTE: Nutrition and Physical Activity... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

2010: Political and Budget Opportunities and Challenges: A CAPP (California Alternative Payment Program Association) and Children's Foundation Training Event. January 20-21, 2010. Sacramento Doubletree Hotel, Sacramento, California.

For more information and registration:

<http://archive.constantcontact.com/fs087/1101521660896/archive/1102879454909.html>

[“Please join us for a timely and information-packed training to hear the latest political insights from elected officials and top staff about how the governor's 2010 budget will impact our early care and education programs. Come prepared to learn about the potential opportunities and challenges that the field will face regarding CDE's plan to reduce overpayments per a mandate in the Budget Act of 2009. And to better put all of this in context, a detailed overview of California's early care and education evolution from decades gone by through today, how state and federal dollars flow, and the policies that dictate our programs will be presented.”]

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CWLA 2010 National Conference. “Children 2010: Leading a New Era.” Sponsored by the Child Welfare League of America. January 24-27, 2010. Marriott Wardman Park Hotel, Washington, DC.

[“Our 2010 national conference offers more than 50 workshops that will teach you how to get in front of the challenges ahead. We will continue our popular specialty summits, including executive leadership, early childhood and mental health, juvenile justice and child welfare, and residential services.”]

For more information and registration: <http://www.cwla.org/conferences/conferences.htm>

Conference program: http://www.cwla.org/conferences/2010_RegProg1.pdf

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California Head Start Association Education Conference. February 3-5, 2010. Edward Zigler Western Research Institute. February 2, 2010. Renaissance Long Beach Hotel, Long Beach, California.

For more information and registration: <http://caheadstart.org/conference.html>

[“CHSA’s Annual Education Conference is designed to advance the knowledge and skills of those involved in the education of our children age zero to five. This conference provides an opportunity to enhance developmentally appropriate practices, learn critical new skills, broaden awareness, and acquire resources to enable Head Start children and their families to thrive. CHSA’s Annual Education Conference will offer inspiring keynotes, special programs and more than 70 workshop sessions.... The Edward Zigler Western Research Institute will be held the day preceding the Education Conference. It will offer practitioner focused briefings on cutting edge research, informing best practices around dual language learners, child assessment, collaboration, early math, health and nutrition, Early Head Start, and parent training and involvement. Our audience includes directors, education managers/coordinators, policy makers and researchers. Dr. Deborah Stipek, Dean of the School of Education at Stanford University will be our keynote speaker.”]

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18th Annual Conference on Parent Education and Parenting. University of North Texas Center for Parent Education. February 18-19, 2010. University Union, Denton, Texas.

For more information and registration: <http://www.coe.unt.edu/cpe/conference>

[“The International Conference on Parent Education and Parenting is a joint meeting with the Center for Parent Education and the International Sociological Association's Committee on Family Research. This International Conference on Parent Education and Parenting is a two-day interdisciplinary conference that will bring together regional, national, and international scholars, policy makers, parent/family educators, early childhood interventionists, family support professionals, school/parent liaisons, students, and child and family advocates. The Conference on Parent Education has met annually on the campus of the University of North Texas for 17 years and is unique as an annual conference focused on educating and supporting parents. The Committee on Family Research has held seminars or conferences throughout the world since 1954. Scholars and practitioners from around the globe will present the latest in knowledge, research,

educational strategies, curriculum, and parent education and support models. The keynote speakers are nationally or internationally recognized in areas of specialized knowledge relating to parenting and family support.”]

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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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