



## 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**

**Head Start Impact Study. Final Report. By Michael Puma and others. Prepared for the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. (The Department, Washington, DC) January 2010. 420 p.**

[“A Congressionally-mandated study on the impact of the 2002-2003 Head Start program was submitted to Congress on January 13, 2010. The study measured the cognitive and social/emotional development, health status and behavior of approximately five thousand 3 and 4 year olds who were randomly assigned to either a control group or a group that had access to a Head Start program.... The study showed that at the end of one program year, access to Head Start positively influenced children’s school readiness. When measured again at the end of kindergarten and first grade, however, the Head Start children and the control group children were at the same level on many of the measures studied. ‘Research clearly shows that Head Start positively impacts the school readiness of low-income children. Now we must increase its effectiveness and continue to provide

the support that our children, from birth to eight, need to prepare to succeed later in school and in life,' Secretary Sebelius said." U.S. Department of Health and Human Services, News Release (January 13, 2010.)]

Full text at:

[http://www.acf.hhs.gov/programs/opre/hs/impact\\_study/reports/impact\\_study/hs\\_impact\\_study\\_final.pdf](http://www.acf.hhs.gov/programs/opre/hs/impact_study/reports/impact_study/hs_impact_study_final.pdf)

Executive Summary and supplementary materials:

[http://www.acf.hhs.gov/programs/opre/hs/impact\\_study/](http://www.acf.hhs.gov/programs/opre/hs/impact_study/)

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**“Louisville's CARE for Kids Starts with the Heart.” By Grace Rubenstein. IN: Edutopia E-Newsletter (January 6, 2010) 4 p.**

[“How do you boost achievement, reduce racial and economic performance gaps, and nurture happier, healthier, more confident students?”]

Full text at: <http://www.edutopia.org/louisville-sel-social-emotional-learning>

Video at: <http://www.edutopia.org/node/9303>

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**“Financial Disadvantage and Children’s School Readiness.” By Ben Edwards, University of Melbourne, Australia, and others. IN: Family Matters, no. 83 (2009) pp. 23-31.**

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=47108227&site=ehost-live> (NOTE: State employee access link.)

[“Why are there links between school readiness, financial disadvantage and other risk factors? Two influential models provide explanations for the links between financial disadvantage and poorer school readiness. The ‘family stress model’ proposes that the effect of income on children’s school readiness is through its impact on family relationships and interactions. For example, financial stress and poverty have been found to influence children’s behaviour problems through their effect on parents’ emotional health, marital relationships and parenting practices.... From the perspective of the family stress model, financial disadvantage influences children’s behavioural outcomes (and to a lesser extent their cognitive and learning capacities) by draining parents’ psychological and emotional resources, which in turn can disrupt parent-child interactions and parenting styles. The ‘investment model,’ which focuses on the cognitive and intellectual climate in the family, postulates that children from low-income families have fewer opportunities to develop their skills because financial strain limits

their parents' ability to invest in a cognitively stimulating home environment, nutritious food, high-quality child care and safe living conditions. Longer work hours can also limit the time parents can spend with children.... Furthermore, financial disadvantage can affect the neighbourhoods in which families live. Low-income families are often forced to reside in impoverished neighbourhoods that are characterised by high crime and unemployment rates, and limited availability of resources such as playgrounds, parks, child care and health care facilities. The non-maternal child care and preschool programs in which parents enroll children can also be affected by financial disadvantage.”]

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**Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps - and What We Can Do About It. By Lise Eliot. (Houghton Mifflin Harcourt, New York, New York) 2009. 420 p.**

[“In the past decade, we've heard a lot about the innate differences between males and females. So we've come to accept that boys can't focus in a classroom and girls are obsessed with relationships: ‘That's just the way they're built.’ In ‘Pink Brain Blue Brain,’ neuroscientist Lise Eliot turns that thinking on its head. Calling on years of exhaustive research and her own work in the field of neuroplasticity, Eliot argues that infant brains are so malleable that small differences at birth become amplified over time, as parents and teachers - and the culture at large - unwittingly reinforce gender stereotypes. Children themselves exacerbate the differences by playing to their modest strengths. They constantly exercise those ‘ball-throwing’ or ‘doll-cuddling’ circuits, rarely straying from their comfort zones. But this, says Eliot, is just what they need to do. And she offers parents and teachers concrete ways to help. Presenting the latest science from birth to puberty, she zeroes in on the precise differences between boys and girls, erasing harmful stereotypes. Boys are not, in fact, ‘better at math’ but at certain kinds of spatial reasoning. Girls are not naturally more empathetic; they're allowed to express their feelings. By appreciating how sex differences emerge - rather than assuming them to be fixed biological facts - we can help all children reach their fullest potential, close the troubling gaps between boys and girls, and ultimately end the gender wars that currently divide us.” NOTE: Pink Brain, Blue Brain... is available for loan.]

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**Glossary of Policy and Advocacy Terms: A Guide to the ABCs and Acronyms of the Infant-Toddler Policy Process. By Zero to Three. (Zero to Three, Washington, DC) 2008. 91 p. (Interactive glossary.)**

Online glossary at:

[http://www.zerotothree.org/site/DocServer/Glossary\\_of\\_Terms\\_11\\_08.pdf?docID=6721](http://www.zerotothree.org/site/DocServer/Glossary_of_Terms_11_08.pdf?docID=6721)

[“This interactive advocacy tool helps you make sense of the terms and acronyms commonly used in the public policy and advocacy arena, so you can be an effective

communicator and an effective advocate for infants and toddlers.” The Baby Monitor (January 11, 2010.)]

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**Early Childhood Education and Immigrant Children: Promises, Perils, Cultures, and Transitions to School. [Special Issue.] By Micere Keels and others. Early Childhood Research Quarterly, Vol. 24, No. 4 (National Association for the Education of Young Children, Washington, DC) December 2009. Entire issue.**

[“This issue of ‘Early Childhood Research Quarterly’ includes nine articles that broaden our understanding of child development and early education practices and policies by exploring the early learning experiences of children of U.S. immigrant families. These papers address many of the pressing challenges and opportunities that we face, as our nation and its institutions grow increasingly diverse. Several of these challenges were outlined in ECRQ’s call for papers: ‘As the U.S. receives increasing numbers of immigrant families from non-European countries, schools are challenged to understand the diversity of these children’s home experiences, approaches to learning, and interaction and communicative styles. Immigrant parents also often have less knowledge of and agreement with the cognitive, social, emotional, and academic demands of U.S. classrooms.... To facilitate children’s successful school transition, teachers in receiving schools and minority parents need more explicit understanding of each other, since assumed knowledge of the other, which comes from growing up in the same culture is not available to undergird their interactions.’” NOTE: Early Childhood... is available for loan.]

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**California Report Card 2010. By Children Now. (Children Now, Oakland, California) 2010. 65 p.**

Full text at: [http://www.childrennow.org/uploads/documents/reportcard\\_2010.pdf](http://www.childrennow.org/uploads/documents/reportcard_2010.pdf)

[“Among the findings of Children Now’s signature ‘Report Card’ is that significant changes to children’s health care and education policies are required for California to regain its financial footing and safeguard its future economic competitiveness. The report assigns letter grades to individual issues, such as a ‘C’ in early learning and development, a ‘D’ in K-12 education, and a ‘D+’ in health coverage. The only bright spot, a ‘B+’ in afterschool programs, reflects the state’s national leadership in providing extended learning opportunities. Overall, this is the worst grade point average the state has received in the 20 year history of Children Now’s ‘Report Card.’”]

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**Pre-K Counts in Pennsylvania for Youngsters’ Early School Success: Authentic Outcomes for an Innovative Prevention and Promotion Initiative. Research Results**

**for SPECS of Pre-K Counts: An Independent Authentic Program Evaluation Research Initiative (2005-2009). 2009 Final Research Report. By Stephen J. Bagnato and others. (Early Childhood Partnerships, SPECS Evaluation Team, University of Pittsburgh, Pittsburg, Pennsylvania) 2009. 178 p.**

Full text at:

<http://www.heinz.org/UserFiles/Library/SPECS%20for%20PKC%202009%20Final%20Research%20Report%20113009.pdf>

[“Pennsylvania’s Pre-K Counts program has prevented delays in children’s cognitive development, reduced rates of behavior problems, and has helped 80 percent of its participants to meet standards for kindergarten readiness, according to a ... report on a study tracking children’s progress over three years. The study examined Pre-K Counts, a preschool initiative for at-risk children started in 2004 that now serves over 10,000 high-risk and vulnerable children, ages 3 to 5, across the state. It was conducted by researchers from SPECS (a group named for “Scaling Progress in Early Childhood Settings”).... The report serves as a reminder not only for the importance of *high-quality* pre-k programs for young children, but that continues to be a lot of work to do to help programs get there.”  
Early Ed Watch (December 18, 2009.)]

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**State Budget Cuts: America’s Kids Pay the Price. By the National Association of Child Care Resource and Referral Agencies. (The Association, Arlington, Virginia) January 2010. 23 p.**

Full text at: <http://www.naccrra.org/policy/economic-stimulus-briefing-room/docs/January6FinalNACECMVOL.pdf>

[“Children did not cause the recession, but they certainly are feeling the effects of it. States cut the most basic of services for children this year with deeper cuts on the horizon for next year. This report includes an illustrative list of state-by-state budget cuts affecting children. State cuts have been devastating and the end is not in sight. Policymakers may think that reductions in state staffing, furloughs and across-the-board cuts have little impact, but families with children see it differently. In some instances, direct services were cut by states. In other instances, state staffing reductions resulted in longer waits for those eligible for assistance. For a hungry or homeless child or for a child who needs health care or child care, the timing of services matter.”]

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## **IMPROVED FAMILY FUNCTIONING**

**Why are Young Children Missed so Often in the Census? By William P. O’Hare. Kids’ Count Working Paper. (Annie E. Casey Foundation, Baltimore, Maryland) December 2009. 20 p.**

Full text at:

<http://www.aecf.org/~media/Pubs/Other/W/WhoAreYoungChildrenMissedSoOftenintheCensus/final%20census%20undercount%20paper.pdf>

[“Census data are used to distribute more than \$400 billion in federal funds each year, and they are widely used by other government statistical agencies to calculate rates or design surveys.... - According the Census Bureau’s Demographic Analysis, young children are missed at a higher rate than any other age group.... In the 2000 census, there was a net undercount of more than 1 million children under age 10. More than three-quarters of a million children under age 5 were missed, which amounts to 4 percent of this population group. - Minority children are missed most often. In 2000, black males under age 5 were missed at a rate of 5.3 percent, compared to 3.3 percent for non-black males in this age group. Among females, blacks under age 5 were missed at a rate of 5.4 percent, compared to 3.8 percent for non-blacks in this age group. - Children are overrepresented in hard-to-count neighborhoods. Children are about 50 percent more likely than the elderly to be living in hard-to-count areas.... - The undercount of children results in reduced funding for needy families. Census counts are used, in whole or in part, for more than 140 programs that distribute more than \$400 billion of federal funds to states and localities, including such child-focused programs as: Special Education Grants to states (\$10.8 billion) - Head Start (\$6.9 billion) - State Children’s Health Insurance Program (\$5.9 billion) - Foster Care Title IV-E (\$4.7 billion) - Improving Teacher Quality State Grants (\$2.9 billion)”]

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**The Effects of the Recession on Child Poverty. By Julia B. Isaacs, Brookings Institution. (The Brookings Institution and First Focus, Washington, DC) December 2009. 11 p.**

Full text at:

[http://www.brookings.edu/~media/Files/rc/papers/2010/0104\\_child\\_poverty\\_isaacs/0104\\_child\\_poverty\\_isaacs.pdf](http://www.brookings.edu/~media/Files/rc/papers/2010/0104_child_poverty_isaacs/0104_child_poverty_isaacs.pdf)

[“Nearly one in five children under age 18 lived in poor families in 2008, according to poverty statistics released by the Census Bureau in September 2009. Though high, this statistic does not capture the full impact of the economic downturn, which is expected to drive poverty even higher in 2009. However, updated poverty statistics will not be released by the Census Bureau until next August or September. To better understand the effects of the recession on children and families, this brief examines child poverty rates in 2008 in conjunction with increases in families’ use of nutrition assistance under the Supplemental Nutrition Assistance Program (SNAP, formerly food stamps).... In 2008, there were 15 states with child poverty rates above 20 percent, the cut-off point used in this analysis to demarcate high poverty. All of these high poverty states... are located in the South and West.... This group includes Texas, which is home to 1.5 million poor children, reflecting both the size of its child population and its fairly high child poverty rate.... Another 18 states had poverty rates between 15 and 20 percent, including some

of the largest states: California, Florida, Illinois, Michigan, New York, Ohio, and Pennsylvania. California is home to more poor children (1.7 million) than any other state, even though its child poverty rate falls into this mid-level range. Finally, eighteen states... had poverty rates less than 15 percent, including New Jersey and several smaller states. In total, there were 13.2 million poor children in the United States in 2008.”]

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**“Long-term Effects of Prenatal and Infancy Nurse Home Visitation on the Life Course of Youths: 19-Year Follow-up of a Randomized Trial.” By John Eckenrode and others. IN: Archives of Pediatrics and Adolescent Medicine, vol. 164, no. 1 (January 2010) pp. 9-15.**

Full text at: <http://archpedi.ama-assn.org/cgi/reprint/164/1/9>

[“Preventive interventions for parents of young children that improve parental competencies and the early learning environment of the child hold considerable promise as a means of reducing health and developmental problems across the life course and associated costs to government and society.... A program of prenatal and infancy home visitation by nurses, known today as the Nurse-Family Partnership (NFP), in separate randomized controlled trials conducted in Elmira, New York; Memphis, Tennessee; and Denver, Colorado, has been found to improve aspects of maternal and child health through child age 15 years, including prenatal health, rates and timing of subsequent pregnancies, maternal economic self-sufficiency, maternal and child involvement with the criminal justice system, child abuse and neglect, and injuries.... The present article reports the results of a 19-year follow-up of children born to mothers in the Elmira trial and focuses on their graduation from high school, employment, sexual behavior, childbearing, substance use, and criminal behavior.”]

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## IMPROVED HEALTH

**A Foundation for Health Reform: Findings of a 50 State Survey of Eligibility Rules, Enrollment and Renewal Procedures, and Cost-Sharing Practices in Medicaid and CHIP for Children and Parents during 2009. By Donna Cohen Ross, Center on Budget and Policy Priorities, and others. (Kaiser Family Foundation, Washington, DC) December 2009. 68 p.**

[“In 2009, despite the bleakest economic picture in years, states managed to safeguard and in some cases expand health coverage for children and parents in their Medicaid and Children's Health Insurance Programs, according to the Kaiser Family Foundation's annual 50-state survey of Medicaid and CHIP eligibility rules, enrollment and renewal procedures and cost-sharing Practices. That was in large part due to the substantial help that states received through the congressional reauthorization of CHIP and the enactment of the American Recovery and Reinvestment Act (ARRA). However, those gains, which

could serve as a base for covering millions more people under health reform, are threatened by the impending end of key federal assistance for Medicaid programs at the end of 2010, the survey found. That in turn raises the prospect that new fiscal shortfalls could cause states to consider significant cuts to Medicaid and CHIP even before health reform coverage would begin.”]

Executive Summary, Full Report and Data Tables at:  
<http://www.kff.org/medicaid/8028.cfm>

Related Reports: <http://www.kff.org/medicaid/kcmu120809pkg.cfm>

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**“Progress toward Eliminating Disparities in Vaccination Coverage among U.S. Children, 2000-2008.”** By Zhen Zhao and Elizabeth T. Luman, Centers for Disease Control and Prevention. IN: *American Journal of Preventive Medicine* (Published online ahead of print in January 2010) 11 p.

Full text at: <http://www.ajpm-online.net/webfiles/images/journals/amepre/AMEPRE2700.pdf>

[“More US kids are fully immunized against common childhood illnesses, and disparities in vaccine coverage among socioeconomic groups are shrinking, a... study from the Centers for Disease Control and Prevention shows. While the findings are ‘very good news,’ according to Dr. Elizabeth T. Luman, an epidemiologist at the CDC in Atlanta, Georgia, and co-author of the new study, ‘we’re still not there yet.’ In 2008, she and her CDC colleague Dr. Zhen Zhao note in their report, the only group to meet the Healthy People 2010 goal of 80 percent coverage were children with no brothers and sisters. Luman and Zhao looked at data on immunization for 185,516 children 19 to 35 months old between 2000 and 2008 to examine trends in vaccine coverage.... In 2000, Luman and Zhao found, children living below the poverty line were significantly less likely to have received all of the recommended vaccines, as were those whose mothers hadn’t finished high school, those with unmarried moms, and those with mothers younger than 30. Children who received their vaccines from a public provider - such as a government clinic, for example - were less likely to be covered than those who got their shots from a private provider, such as a pediatrician’s office. While these disparities persisted through the study period, they did get smaller, and racial and urban/suburban/rural disparities were no longer statistically significant by 2008.” Reuters Health (January 5, 2010.)]

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**Maternal Depression Can Undermine the Development of Young Children.** Working Paper. No. 8 (Center on the Developing Child, Harvard University, Cambridge, Massachusetts) 2009. 13 p.

Full text at:

[http://developingchild.harvard.edu/index.php/library/reports\\_and\\_working\\_papers/working\\_papers/wp8/](http://developingchild.harvard.edu/index.php/library/reports_and_working_papers/working_papers/wp8/)

[“Serious depression in parents and caregivers can affect far more than the adults who are ill. It also influences the well-being of the children in their care. The first joint Working Paper from the National Scientific Council on the Developing Child and the National Forum on Early Childhood Program Evaluation summarizes recent evidence on the potentially far-reaching harmful effects of chronic and severe maternal depression on families and children. When children grow up in an environment of mental illness, the development of their brains may be seriously weakened, with implications for their ability to learn as well as for their own later physical and mental health. This report examines why the continuing failure to address the consequences of depression for large numbers of vulnerable, young children presents a missed opportunity to help families and children in a way that could support the future prosperity and well-being of society as a whole.”]

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## IMPROVED SYSTEMS OF CARE

**2009 California Child Care Portfolio. By the California Child Care Resource and Referral Network. (The Network, San Francisco, California) December 2009. Various pagings.**

Full text at: <http://www.rnetwork.org/our-research/2009-portfolio.html>

[“The need for affordable, quality child care continues to surpass the supply, according to the ‘2009 California Child Care Portfolio’.... The ‘2009 Portfolio’ is the 7th in a biennial series of statewide and county-by-county reports documenting licensed child care supply and demand in California. The data was collected in 2008 from local child care resource and referral programs and prepared by the California Child Care Resource and Referral Network, a statewide organization.” California Child Care Resource and Referral Network, Press Release (December 15, 2009.)]

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**“Celebrating Inclusivity at the Preschool Level: Early Intervention Success at St. Louis’s Childgarden Child Care Center.” By Erika Ebsworth-Goold. IN: Exceptional Parent, vol. 39, no. 12 (December 2009) pp. 26-29.**

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=47252424&site=ehost-live> (NOTE: State employee access link.)

[“Childgarden Child Development Center is located in the heart of St. Louis. It’s a cheery, bright place with colorful self-portraits by pint-sized Picassos hanging from every wall. More than 120 children aged six weeks to eight years old gather at Childgarden each day to learn all about themselves and the world around them. In many ways, it looks like a typical child care center. But Childgarden is a rarity in the field: a completely inclusive center. Thirty percent of the children who attend Childgarden have some sort of developmental delay. Their diagnoses run the gamut from Down syndrome to autism spectrum disorders to cerebral palsy. There is no segregating the special-needs students. They attend class with their typically-developing peers and receive a variety of early intervention therapies on site. Although the concept may seem daunting, center director Ann Bingham says it’s actually quite simple: everyone is welcome. ‘Many times, kids with disabilities have an extremely difficult time finding and staying in good early childhood programs,’ Bingham explains. ‘Typical programs are really hesitant to serve kids with disabilities. They don’t feel that the staff can meet their needs.’ ‘Our philosophy at Childgarden is that kid is just a kid,’ says Bingham. ‘When you are focusing on good developmentally appropriate practices, it’s really not such a long walk to be able to serve a child with disabilities in much the same manner you’d serve a typically developing child. The child just learns differently and might need additional supports, but serving that child really isn’t so very difficult.’”]

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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.]

**“Randomized, Controlled Trial of an Intervention for Toddlers with Autism: The Early Start Denver Model.” By Geraldine Dawson, University of North Carolina at Chapel Hill, and others. IN: *Pediatrics*, vol. 125, no. 1 (January 2010) pp. e17-e23.**

[“Objective: To conduct a randomized, controlled trial to evaluate the efficacy of the Early Start Denver Model (ESDM), a comprehensive developmental behavioral intervention, for improving outcomes of toddlers diagnosed with autism spectrum disorder (ASD).... Forty-eight children diagnosed with ASD between 18 and 30 months of age were randomly assigned to 1 of 2 groups: (1) ESDM intervention, which is based on developmental and applied behavioral analytic principles and delivered by trained therapists and parents for 2 years; or (2) referral to community providers for intervention commonly available in the community. Results: Compared with children who received community-intervention, children who received ESDM showed significant improvements in IQ, adaptive behavior, and autism diagnosis. Two years after entering intervention, the ESDM group on average improved 17.6 standard score points (1 SD: 15 points) compared with 7.0 points in the comparison group relative to baseline scores. The ESDM group maintained its rate of growth in adaptive behavior compared with a normative sample of typically developing children. In contrast, over the 2-year span, the comparison

group showed greater delays in adaptive behavior. Children who received ESDM also were more likely to experience a change in diagnosis from autism to pervasive developmental disorder, not otherwise specified, than the comparison group.... Results of this study underscore the importance of early detection of and intervention in autism.”  
NOTE: Randomized, Controlled Trial... will be available for loan.]

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## CONFERENCES AND OPPORTUNITIES

**2010 National Smart Start Conference Online: “From Vision to Reality: Essential Elements of State Early Childhood Systems.” Sponsored by the North Carolina Partnership for Children. February 18, 2010.**

For more information and registration:

<http://www.smartstart-nc.org/conference/2010/index.html>

[“Taking place completely over the Web, the National Smart Start Conference Online is wherever you are. It will feature live interactive sessions with access to top speakers, great content and exceptional networking opportunities. Participants will hear and interact with workshop leaders and other attendees. Each session will last about one hour, and will feature live two-way web-based audio, visuals, and real-life demonstrations of best practices at work.”

“The new federal administration has added fresh energy and initiative to the early childhood work that has been taking place in states. One example is the proposed Early Childhood Challenge Fund, and its focus on the essential elements within a state early childhood development system. The National Smart Start Conference Online will elaborate on this vision and present promising practices for implementing the essential elements.”]

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**California Working Families Policy Summit 2010: “Confronting the Budget Crisis and Forging a New Vision.” Hosted by the California Center for Research on Women and Families, and co-sponsored by the California Legislative Women's Caucus and the California Commission on the Status of Women. February 25, 2010. Sacramento Convention Center, Sacramento, California.**

For more information and registration: <http://www.ccrwf.org/>

[“The Working Families Policy Summit will feature a high-level, information-packed briefing on California’s severe and on going budget crisis. We will also look to the future - with proposals and long-term agendas to improve the safety net, build family economic security, and promote family-friendly workplaces. We are delighted to host Secretary of Labor Hilda L. Solis as our luncheon keynote speaker.... Special Presentation... we will feature a message on working families from First Lady Michelle

Obama. The summit is the only site in California where this taped message will be showcased.”]

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**EBAEYC Annual Conference. “Children, Our Future... Diversity, Our Strength.”  
Sponsored by the East Bay Association for the Education of Young Children.  
February 28, 2010. Merritt College, Oakland, California.**

For more information and registration: [http://www.merritt.edu/apps/comm.asp?\\$1=40859](http://www.merritt.edu/apps/comm.asp?$1=40859)

[“Early childhood education conference.... Enriching workshops in multiple languages. Keynote Speaker: Jeff Johnson. Co-Author of ‘Do-It-Yourself Early Learning’ and ‘Finding Your Smile.’”]

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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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