



## Studies in the News for



## Children and Families Commission

---

### Contents This Week

#### **IMPROVED CHILD DEVELOPMENT**

- [Improving early education for Latino children](#)
- [Education of Head Start teachers of migrant children](#)
- [Early childhood professional development](#)
- [Federal funding for early childhood systems](#)
- [Dual language learners](#)
- [Podcast debut: Early learning councils](#)
- [Podcast: Assessing kindergarten readiness](#)

#### **IMPROVED FAMILY FUNCTIONING**

- [Home visiting programs and domestic violence](#)
- [Potential effects of proposals to reduce child poverty](#)
- [Impact of foreclosure crisis on Latino children and families](#)
- [Parent training for parents of abused/neglected young children](#)

#### **IMPROVED HEALTH**

- [Labels recommended for foods that can choke children](#)
- [Many states fail to provide adequate dental care for kids](#)
- [Childhood asthma - policy recommendations](#)
- [Persistent fear and anxiety can affect early learning and development](#)

#### **IMPROVED SYSTEMS OF CARE**

[Core competencies for child care providers and caregivers](#)  
[Low income families pay more disproportionately for child care](#)

### **STUDIES TO COME**

[“Brain enhancing” DVDs may not make babies smarter](#)  
[Bilingualism in babies might begin in the womb](#)

### **CONFERENCES AND OPPORTUNITIES**

[Smart Start San Jose - Early Childhood Best Practices Conference](#)  
[Webinar: Developing state plans for infant/toddler services](#)  
[2010 CAEYC Annual Conference and Expo](#)

### **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**

**Responding to the Needs of Young Latino Children: State Efforts to Build Comprehensive Early Learning Systems.** By Erika Beltran. (National Council of La Raza, Washington, DC) February 2010. 12 p.

Full text at: <http://www.nclr.org/content/publications/detail/61855/>

[“Recent policy developments and investments in early care and education (ECE) reflect a renewed commitment to improving the school readiness and, ultimately, the school success of young children. Most importantly, these new proposals present a prime opportunity to incentivize states to design early learning systems that meet the needs Latino children. This white paper examines how states are working to build comprehensive early learning standards and to address issues of professional development to ensure the success of Latino and English language learner children and

families. Based on interviews with state leaders, the white paper reveals that states have a long way to go to develop early learning programs that are responsive to the needs of Latino and English language learner children and families.”]

[\[Back to Top\]](#)

**Improving the Skills and Credentials of Migrant, Seasonal and American Indian/Alaska Native Head Start Teachers: Building from Within. By Sean Cavanagh, Center for Education Policy and Practice, and others. (Academy for Educational Development, Washington, DC) February 2010. 19 p.**

Full text at: <http://www.aed.org/Publications/upload/AED-Headstart-Whitepaper.pdf>

[“Head Start teachers working with some of the program’s most vulnerable populations face major obstacles in attempting to pursue college degrees and training, despite federal expectations that they obtain new academic credentials. Teachers in the migrant, seasonal and American Indian/Alaska Native (AI/AN) Head Start programs struggle with financial, geographic, linguistic and other barriers on the path to college. These teachers bring important cultural and linguistic knowledge and skills to their work with disadvantaged children and families in Head Start communities. Yet the challenges that these educators face in securing associate’s and bachelor’s degrees can prevent them from building on their talents. A white paper released today by AED examines the barriers to migrant, seasonal, and AI/AN teachers securing college degrees and offers policy recommendations to help them. It encourages innovations in curriculum, instruction, course delivery, financial aid and other areas, within Head Start programs and at the community college level.” AED, Press Release (February 23, 2010.)]

[\[Back to Top\]](#)

**Building an Early Childhood Professional Development System. By the NGA Center for Best Practices. Issue Brief. (National Governors Association, Washington, DC) February 4, 2010. 10 p.**

Full text at:

<http://www.nga.org/Files/pdf/1002EARLYCHILDPROFESSIONALDEVELOPMENT.PDF>

[“More than 60 percent of children between birth and age 5 today spend time in the care of someone other than their own parent. A growing body of child development research, neuroscience, and program evaluation demonstrates that high-quality early childhood care and education programs improve school readiness and later outcomes for young children. This is especially true for children in low-income families. Research also shows that qualified and well-compensated care providers and teachers are the cornerstone of high-quality early childhood programs. However, studies have found that the majority of professionals who make up the current early childhood workforce are not adequately prepared. Attracting and retaining well-qualified early childhood professionals continues

to be a challenge across all types of early childhood care and education programs. State policies around early childhood preparation and professional development often reflect the fragmented early childhood system itself, which depends on multiple state and federal funding streams and spans multiple types of programs, including home- and center-based child care, Head Start and Early Head Start, and state-funded prekindergarten. Although initiatives directed toward improving overall program quality are emerging across the country, many states continue to struggle with the development of an early childhood professional development system that integrates policies across types of early childhood programs.”]

[\[Back to Top\]](#)

**Federal Funding and Young Children: Directions, Opportunities, and Challenges to States in Building Early Childhood Systems. By Charles Bruner. (BUILD Initiative) 2009. 18 p.**

Full text at: <http://www.buildinitiative.org/files/Federal%20Funding.pdf>

[This report “highlights current and new federal sources of funding for early learning programs and discusses the challenges states are facing in trying to effectively coordinate and use this array of federal funding to build integrated early childhood systems.”  
NECTAC eNotes (January 8, 2010.)]

[\[Back to Top\]](#)

**“Dual Language Learners: What Early Educators Need to Know.” By Maggie Severns. IN: Early Ed Watch (February 26, 2010) 2 p.**

Full text at:

[http://earlyed.newamerica.net/blogposts/2010/dual\\_language\\_learners\\_what\\_early\\_educators\\_need\\_to\\_know-28196](http://earlyed.newamerica.net/blogposts/2010/dual_language_learners_what_early_educators_need_to_know-28196)

[“Over the next several weeks, ‘Early Ed Watch’ will zoom in on dual language learning in early childhood. We will be looking at how different strategies are employed by different organizations that serve young children and we’ll scan the landscape for information about how policymakers and educators can improve dual language education. Today’s post is the first in a four-part series.”]

[\[Back to Top\]](#)

**“Our Podcast Debut: A Conversation about Early Learning Councils.” By Lisa Guernsey and Christina Satkowski. Early Ed Watch podcast (Early Ed Watch, New America Foundation, Sacramento, California) February 4, 2010. Download the mp3 or listen online.**

Podcast at:

[http://earlyed.newamerica.net/blogposts/2010/our\\_podcast\\_debut\\_a\\_conversation\\_about\\_early\\_learning\\_councils-27111](http://earlyed.newamerica.net/blogposts/2010/our_podcast_debut_a_conversation_about_early_learning_councils-27111)

[“This week, we are joining the ranks of wonky podcasters with our debut edition of the bi-weekly Early Ed Watch podcast. On this recording, we interview our very own Christina Satkowski, author of ‘The Next Step in Systems-Building: Early Childhood Councils and Federal Efforts to Promote Policy Alignment in Early Childhood.’ This paper, published late last year, provided a 50-state survey on how - and whether - states are making progress in establishing early learning councils, which are mandated by federal law to be established in each state and the District of Columbia. The purpose of these councils is to help coordinate and improve the quality of already existent programs, and as we recommend, they could be helpful in creating linkages with public schools in the early grades.”]

[\[Back to Top\]](#)

**“How Santa Clara County Measures The Needs of Incoming Kindergartners.” By Lisa Guernsey and Lori Burns. Early Ed Watch podcast (Early Ed Watch, New America Foundation, Sacramento, California) February 19, 2010. Download the mp3 or listen online.**

Podcast at:

[http://earlyed.newamerica.net/blogposts/2010/podcast\\_measuring\\_the\\_needs\\_and\\_skills\\_of\\_incoming\\_kindergartners-27842](http://earlyed.newamerica.net/blogposts/2010/podcast_measuring_the_needs_and_skills_of_incoming_kindergartners-27842)

[“Exactly what is a kindergarten-readiness assessment? What does it measure? How is it used?... We can learn some lessons, for example, from Santa Clara County, Calif, where the Santa Clara County Partnership for School Readiness has already made some major progress. For this second edition of the ‘Early Ed Watch’ podcast, I [Lisa Guernsey] spoke with Lori Burns, the director of the Partnership, about how the county is measuring the needs and skills of its kindergartners in their first month of school - along with the expectations and needs of kindergarten teachers.”]

[\[Back to Top\]](#)

## **IMPROVED FAMILY FUNCTIONING**

**Realizing the Promise of Home Visitation: Addressing Domestic Violence and Child Maltreatment: A Guide for Policy Makers. By the Family Violence Prevention Fund. (The Fund, San Francisco, California) 2010. 28 p.**

Full text at:

[http://www.endabuse.org/userfiles/file/Children\\_and\\_Families/Realizing%20the%20Promise%20of%20Home%20Visitation%202-10.pdf](http://www.endabuse.org/userfiles/file/Children_and_Families/Realizing%20the%20Promise%20of%20Home%20Visitation%202-10.pdf)

[“This issue brief will help policy makers and advocates build a strong national policy framework to maximize the effectiveness and reach of early childhood home visiting programs. More specifically, it is intended to ensure that federal home visiting policies directly address: the needs of mothers and children who are experiencing or at risk of experiencing domestic violence, the link between domestic violence and child abuse and neglect, and the impact of domestic violence on the health and well-being of children and families.”]

[\[Back to Top\]](#)

**Economic Modeling of Child Poverty and Prevention Council Initiatives: Final Report.** By Linda Giannarelli and Sheila Zedlewski. (The Urban Institute, Washington, DC) August 6, 2009. 74 p.

Full text at: [http://www.urban.org/UploadedPDF/412027\\_economic\\_modeling.pdf](http://www.urban.org/UploadedPDF/412027_economic_modeling.pdf)

[“This report presents estimates of the potential effects of numerous proposals designed to reduce child poverty in the state of Connecticut (CT). The results show the effects of initiatives to increase adult education, expand and improve the safety net, and strengthen families through increased child support and post-welfare case management. The results show the effects using two measures of poverty (the official measure and a modernized measure that includes all family resources and updated poverty thresholds) as well as the sensitivity to assumptions about the effects of initiatives on employment and earnings.”]

[\[Back to Top\]](#)

**The Foreclosure Generation: The Long-Term Impact of the Housing Crisis on Latino Children and Families.** By Janis Bowdler, National Council of La Raza and others. (The Council, Washington, DC) 2010. 46 p.

Full text at: <http://www.nclr.org/content/publications/detail/61725>

[“Despite positive signs that our overall economy is emerging from the deepest recession since the Great Depression, the socioeconomic status of Latino families has not improved and continues to lag behind that of other Americans. More than one million Latino workers have lost their jobs, and Latinos have experienced the largest increase in unemployment of any group since the recession began in December 2007. Unfortunately, the worst may be yet to come; it is estimated that more than 1.3 million Latino families will lose their homes to foreclosure between 2009 and 2012.... NCLR was pleased to work with the Center for Community Capital to capture the human and social costs of foreclosure. Participants in this study offer us a unique and intimate look at the trials facing families with children after they lose their home to foreclosure. The loss of their home sent them on a path of parental discord, disrupted children’s education and caused behavioral problems, and affected the mental health of children and parents alike.”]

[\[Back to Top\]](#)

**Supporting Parents of Young Children in the Child Welfare System. By Katherine A. Beckmann and others. (National Center for Children in Poverty, New York, New York) February 2010. 24 p.**

Full text at: [http://www.nccp.org/publications/pdf/text\\_924.pdf](http://www.nccp.org/publications/pdf/text_924.pdf)

[“This report explores the challenges and opportunities of improving mandated parent training for parents of young children in the child welfare system. Drawing on lessons from research and practice, it calls on states, courts and communities to use more intentional, cost effective, and strategic approaches to required parent training.... While parent education is only one component of a comprehensive service plan to help parents better parent, it is a point of potential leverage to improve the child welfare system by providing more effective prevention services, such as parenting education, and spending scarce resources more efficiently. This report explores the research, proposes criteria for effective programs, and discusses strategies that can be used at the local, state and national levels to change policy and practice.... Most children who experience abuse and neglect remain in their homes and often do not have access the array of services that children in out-of-home care receive.... Parenting education is one good example of interventions with specialized services that can make a difference.”]

[\[Back to Top\]](#)

## **IMPROVED HEALTH**

**“Policy Statement - Prevention of Choking Among Children.” By the American Academy of Pediatrics. IN: Pediatrics, vol. 125, no. 3 (March 2010) pp. 601-607.**

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/peds.2009-2862v1>

[“It's a silent, often overlooked danger that kills dozens of children every year, and it's easily preventable: choking to death on food. Now the largest pediatrician group in the United States is calling for warning labels on foods that pose the highest risk for choking. The American Academy of Pediatrics estimates at least one child in the United States dies every five days from choking on food. The academy rates choking as the leading cause of death among children 14 and younger. The group is issuing a new policy statement calling on the government and manufacturers to implement a food labeling system warning parents of these risks.... Children 4 and younger are at the highest risk for choking on food. Most only have their front teeth. They can bite off a piece of food, but they don't have molars in back to grind it.... The American Academy of Pediatrics lists hot dogs as the highest risk food for young kids. Grapes, raw carrots, apples and peanuts are also dangerous. Smith [Dr. Gary Smith, pediatrician] said he has treated many children who later died from choking on hot dogs and grapes. ‘If I took the best engineers in the world and asked them to design the perfect plug for a child's airway, they couldn't do much better than a hotdog. It is exactly the right size and shape to wedge

itself down into the back of a child's throat. It's compressible so it fits in very snugly, and it's almost impossible to dislodge.”] CNN Health (February 22, 2010.)]

[\[Back to Top\]](#)

**The Cost of Delay: State Dental Policies Fail One in Five Children. By the Pew Center on the States. (The Pew Charitable Trusts, Washington, DC) February 2010. 69 p.**

Full text at: [http://www.pewtrusts.org/uploadedFiles/Cost\\_of\\_Delay\\_web.pdf](http://www.pewtrusts.org/uploadedFiles/Cost_of_Delay_web.pdf)

[“An estimated one in five children go without dental care each year. States play a key role in ensuring that low-income children have access to basic, preventive dental care. A... report, ‘The Cost of Delay: State Dental Policies Fail One in Five Children,’ finds that two-thirds of states are doing a poor job.... Pew assessed and graded states and the District of Columbia on eight proven policy solutions that ensure dental health and access to care. A 50-state report card shows that just six states earned an ‘A’ and that 36 states received a ‘C’ or lower.”]

[\[Back to Top\]](#)

**Changing Policy: The Elements for Improving Childhood Asthma Outcomes. By Anne Rossier Markus and others. (George Washington University, Washington, DC) [2010] 59 p.**

Full text at: [http://www.mcanonline.org/pdf/MCAN\\_Policy\\_Report\\_Final.pdf](http://www.mcanonline.org/pdf/MCAN_Policy_Report_Final.pdf)

[“Childhood asthma is a serious and chronic health issue that affects one in seven U.S. children and their families, compromising their health and quality of life and placing a heavy financial burden on families as well as an enormous strain on the health care system. Treating, managing, and ultimately preventing and reducing the burden of asthma represents a critical test of the ability of the U.S. health system - health insurers, clinical care providers, and public health agencies - to work together. Our investigation found that, as a country, we already know enough to act and improve life for the millions of children living with asthma; we’re just not aiming high enough. If we did, the nation would create and put into place an array of policy reforms that together could translate into real change.... This report lays out the facts and offers specific policy recommendations for success that could change the face of childhood asthma in America.”]

[\[Back to Top\]](#)

**Persistent Fear and Anxiety Can Affect Young Children’s Learning and Development. By the National Scientific Council on the Developing Child. Working Paper No. 9. (The Council, Center on the Developing Child at Harvard University, Cambridge, Massachusetts) February 2010. 16 p.**

Full text at:

[http://developingchild.harvard.edu/library/reports\\_and\\_working\\_papers/working\\_papers/wp9/](http://developingchild.harvard.edu/library/reports_and_working_papers/working_papers/wp9/)

[“Ensuring that young children have safe, secure environments in which to grow, learn, and develop healthy brains and bodies is not only good for the children themselves but also builds a strong foundation for a thriving, prosperous society. Science shows that early exposure to circumstances that produce persistent fear and chronic anxiety can have lifelong consequences by disrupting the developing architecture of the brain.

Unfortunately, many young children are exposed to such circumstances. This report from the National Scientific Council on the Developing Child summarizes in clear language why, while some of these experiences are one-time events and others may reoccur or persist over time, all of them have the potential to affect how children learn, solve problems, and relate to others.”]

[\[Back to Top\]](#)

## **IMPROVED SYSTEMS OF CARE**

**Establish Core Competencies. By Rachel Schumacher. (CLASP, Washington, DC) November 2009. 8 p.**

Full text at:

[http://www.clasp.org/admin/site/babies/make\\_the\\_case/files/cp\\_rationale1.pdf](http://www.clasp.org/admin/site/babies/make_the_case/files/cp_rationale1.pdf)

[“Learning to recognize the cues of very young children before they can talk is one of many important skills for child care providers and caregivers. All babies and toddlers in child care need nurturing, responsive providers and caregivers they can trust to care for them as they grow and learn. To support this goal, CLASP recommends that states establish a core body of knowledge, skills, and expertise that providers and caregivers need in order to give babies and toddlers quality care, based on current research on social, emotional, cognitive, and physical development. This document presents research supporting the recommendation to establish core competencies.”]

[\[Back to Top\]](#)

**Low Income and Impoverished Families Pay More Disproportionately for Child Care. By Kristin Smith and Kristi Gozjolko. Policy Brief. No. 16. (Carsey Institute, Durham, New Hampshire) Winter 2010. 4 p.**

Full text at: [http://carseyinstitute.unh.edu/publications/PB\\_Smith\\_LowIncome-ChildCare.pdf](http://carseyinstitute.unh.edu/publications/PB_Smith_LowIncome-ChildCare.pdf)

[“While paying for child care has been a challenge for families since long before the recession, low-income families and those living in poverty have paid disproportionately

more for these services, which allow their children to be safely cared for while they work or look for work. Across the nation, states are simultaneously struggling to balance their budgets, and many are cutting services for families. While many states have cut spending for child care programs, more families are in economic distress and thus may qualify for a child care subsidy. The end result is that more families may be eligible for services that are being reduced, which could lead states to implement child care waiting lists.... This policy brief examines the share of income spent on child care among families with a child under age 6 and an employed mother who makes child care payments. We use the most recent child care data available from the 2004 Survey of Income and Program Participation (SI PP) Wave 4 Child Care Topical Module collected in the spring of 2005. The results reveal that even prior to the recession there was an unmet need for child care assistance in rural and urban America alike.”]

[\[Back to Top\]](#)

### 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.]

**“Word Learning From Baby Videos.” By Rebekah A. Richert and others. IN: Archives of Pediatrics and Adolescent Medicine, vol. 164, no. 5 (Early Release, online ahead of print) May 2010.**

[“Well-intentioned parents who prop their infants in front of supposedly brain-enhancing DVDs in the hopes they will learn more words might actually be accomplishing nothing... research shows. What's more, the study found that children who started viewing the DVDs at an earlier age actually had lower levels of overall language achievement. ‘Kids this age are basically little scientists exploring the world, figuring out how it works,’ said Dr. Jeffrey Brosco, a pediatrics professor at the University of Miami Miller School of Medicine. ‘They walk around stuff to see what it looks like on the other side. They drop something to see what happens. They're active learners so you would think that a video that doesn't really promote active learning or social engagement would probably not promote language acquisition.’... Lack of social interaction while watching a TV screen might be the main explanation for the lack of progress that the researchers found. ‘We've known for a long time that live social interaction is very important for how children learn - things like interacting with parents, a teacher or even an older sibling,’ said Rebekah A. Richert, lead author of the study.... ‘Our study suggests that a TV screen and people on a TV screen can't replace that live interaction.’” HealthDay News (March 1, 2010.) NOTE: Word Learning... will be available for loan.]

[\[Back to Top\]](#)

**“The Roots of Bilingualism in Newborns.” By Krista Byers-Heinlein, University of British Columbia and others. IN: Psychological Science [March 2010] 6 p.**

[“The sound of two languages spoken regularly during pregnancy might encourage babies to tune in to both tongues soon after birth, a ... study finds. A team of psychological scientists at the University of British Columbia, Canada, and the Organization for Economic Cooperation and Development in France, watched the sucking reflexes of newborns born to either monolingual English-speaking women, or women who spoke both English and Tagalog, a language native to the Philippines. The researchers explained that increased sucking behavior indicates newborns' interest in a particular stimulus, including spoken language. The team found that babies born to monolingual mothers exhibited increased sucking behaviors when they heard English, but not Tagalog, while infants born to the bilingual mothers showed interest, regardless of which of the two languages was being spoken. A separate experiment suggested that infants could tell when a speaker switched from one language to the other. That's important, the team said, because it shows that from the very start babies born to bilingual mothers do not confuse the two languages.” HealthDay News (February 17, 2010.) NOTE: The Roots of Bilingualism... will be available for loan.]

## CONFERENCES AND OPPORTUNITIES

**Smart Start San Jose / Early Childhood Best Practices Conference. “From Birth to Earth: Embracing Our Children and Our Environment. March 20, 2010. Evergreen Valley College, San Jose, California.**

For more information: <http://santaclara.k12oms.org/276-33554>

[“This is a free conference for educators, families and administrators in the early childhood field. Priority registration is given to Smart Start San Jose child care centers and family child care homes.”]

[\[Back to Top\]](#)

**Webinar: Developing State Plans to Improve Services for Infants and Toddlers. By the Zero to Three Policy Center. March 23, 2010. 11:00 a.m. Pacific Time.**

To register:

[https://zerotothree.ilinc.com/perl/ilinc/lms/register.pl?activity\\_id=xhwcvjx&user\\_id=](https://zerotothree.ilinc.com/perl/ilinc/lms/register.pl?activity_id=xhwcvjx&user_id=)

[“In order to apply for federal funds for State Advisory Councils on Early Childhood Care and Education, states are developing ‘strategic reports’ for children birth to school entry. However, only a few states have undergone a comprehensive planning process to identify ways to specifically improve services for infants and toddlers. Unless an intentional focus is put on the very youngest children, their needs may not be fully met at the time when brain development is occurring most rapidly. The ZERO TO THREE Policy Center invites you to join us... for a webinar on comprehensive state plans for infants and toddlers. The webinar will feature representatives from Maryland and

Pennsylvania discussing the process, product, and results of their statewide infant-toddler plans. Space for this conference call is limited. If multiple people in your office would like to participate, we encourage you to have only one person register and your group can listen to the audio call together. To join the webinar, you need a computer with an Internet connection. You can listen to the webinar over the Internet with your computer speakers. Only those without speakers are encouraged to listen over the phone. Be sure to test your network and system compatibility with iLinc and prepare your system for your first online session at [https://demo.ilinc.com/perl/ilinc/lms/systest.pl?activity\\_id](https://demo.ilinc.com/perl/ilinc/lms/systest.pl?activity_id). A recording of the webinar and supporting materials will be posted on the ZERO TO THREE website at <http://www.zerotothree.org/policywebinars> for those who are unable to attend the live event.” The Baby Monitor (February 25, 2010.)]

[\[Back to Top\]](#)

**2010 CAEYC Annual Conference and Expo. “Building Mindful Relationships: Keeping Families and Teachers in Focus.” By the California Association for the Education of Young Children. April 8-10, 2010. Long Beach Convention and Entertainment Center, Long Beach, California.**

For more information and registration:

<http://www.caeyc.org/main/page/AnnualConferenceExpo>

[“Come and experience three full days of professional development with more than 200 engaging workshops, two special events and an expo hall full of valuable and enriching resources. Re-connect and meet new colleagues dedicated to early care and education.”]

[\[Back to Top\]](#)

---

*Studies in the News for First 5 California* is provided to First 5 California Staff and their invited guests. If you are not on the distribution list for this publication and would like to be, please contact us at the California State Library, Information Services section at: [csinfo@library.ca.gov](mailto: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.

California State Library  
Information Services  
(916) 654-0261  
[csinfo@library.ca.gov](mailto:csinfo@library.ca.gov)