



## 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**

**A Matter of Degrees: Preparing Teachers for the Pre-K Classroom. By Marisa Bueno and others. (Pre-K Now, Pew Center on the States, Washington, DC) March 2010. 24 p.**

Full text at: [http://www.preknow.org/documents/teacherquality\\_march2010.pdf](http://www.preknow.org/documents/teacherquality_march2010.pdf)

[“Pre-k teachers who have earned bachelor’s degrees and have additional, specialized training in early childhood education have generally been found to be more effective than those without these qualifications.... This report... examines the research on pre-k teacher preparation, children’s learning and program quality. It explores the potential costs and benefits of professionalizing the pre-k workforce, the likely challenges associated with broad increases in preparation standards for early childhood educators and the strategies some states and localities have used to address those challenges. This review indicates that requiring bachelor’s degrees and specialized training for pre-k teachers and supporting the efforts of states, schools, centers and individuals to meet

those requirements is likely to raise the quality of the nation’s publicly funded pre-k classrooms and to maximize the positive impacts of early learning programs on young children’s school readiness.”]

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**Understanding the Head Start Impact Study. By the National Forum on Early Childhood Policy and Programs. Evaluation Science Brief. (Center on the Developing Child, Harvard University, Cambridge, Massachusetts) 2010. 3 p.**

Full text at: [http://developingchild.harvard.edu/index.php/download\\_file/-/view/627/](http://developingchild.harvard.edu/index.php/download_file/-/view/627/)

[“The 2010 report of the Head Start Impact Study is an important follow-up evaluation of the only national investigation that attempts to answer the question: What are the program’s impacts, as measured at the end of first grade, for children who received Head Start services when they were 3 or 4 years of age? Overall, the study was sound scientifically, but there has been considerable debate over what its findings mean. Further analysis of the data will undoubtedly support additional conclusions, but this... evaluation science brief from the National Forum on Early Childhood Policy and Programs offers a research-based interpretation of the findings presented in the Impact Study itself.”]

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**Promoting Preschool Quality through Effective Classroom Management: Implementation Lessons from the Foundations of Learning Demonstration. By Chrishana M. Lloyd and others. (MDRC, Oakland, California) December 2009. 94 p.**

[“The Foundations of Learning (FOL) demonstration evaluated a strategy to enhance the quality of preschool programs by promoting emotionally positive, behaviorally supportive classrooms. The program model includes intensive training in classroom management skills for lead and assistant teachers; weekly in-class support from a master’s-level clinician, called a Clinical Classroom Consultant (CCC), to reinforce the lessons from the training; and a customized stress management workshop for teachers. The model also includes one-on-one clinical services for selected children who have not responded to teachers’ enhanced classroom management skills by spring of the school year.”]

Executive Summary: 21 p. <http://www.mdrc.org/publications/534/execsum.pdf>

Full text at: <http://www.mdrc.org/publications/534/full.pdf>

Video on the Foundations of Learning project: 6 min. (“Investing in the Emotional and Behavioral Development of Preschoolers.”) [http://www.mdrc.org/area\\_index\\_2.html](http://www.mdrc.org/area_index_2.html)

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**Strengthening New York Businesses through Investments in Early Care and Education: How Investments in Early Learning Increase Sales from Local Businesses, Create Jobs and Grow the Economy. By Stephanie Schaefer and others. (America's Edge, Washington, DC) 2010. 12 p.**

Full text at: <http://www.americasedge.org/files/1003%20NY%20Report.pdf>

[“New York business leaders recognize that the key to jump-starting the state’s economy and keeping struggling companies in business is to generate additional sales of local goods and services, while also creating new jobs. That is why, after taking a hard look at the research and calculating proven returns on investment, New York business leaders are calling on the governor and state legislators to invest in early care and education. This report documents that economic boost for local businesses and help build stronger communities over the long term. Fully investing in early care and education would generate billions of dollars in sales of good and services for New York businesses and create tens of thousands of jobs in the state. In fact, investments in quality early learning generate as much or more new spending for local businesses as investments in eight other major economic sectors. For every \$1 invested in early care and education in New York, \$1.86 is generated in additional spending within the state. This strong economic boost for local businesses is as high or higher than investments in other major sectors such as construction, retail trade, manufacturing, transportation and utilities. Expanding early care and education should be a critical component of New York’s economic recovery.”]

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**“What Happened When Kindergarten Went Universal?” By Elizabeth U. Cascio. IN: Education Next, vol. 10, no. 2 (Spring 2010) pp. 63-69.**

Full text at: [http://educationnext.org/files/ednext\\_20102\\_62.pdf](http://educationnext.org/files/ednext_20102_62.pdf)

[“While there have been several recent studies of the short-term effects of universal preschool programs in the U.S., there is no evidence to date on long-term consequences. Some studies suggest that Head Start has lasting effects in reducing criminal behavior and increasing educational attainment, but this program is much more intensive than any universal program is likely to be and serves a very disadvantaged population. In the absence of direct evidence on the types of preschool programs now under consideration, this study attempts to shed light on the likely consequences of a new universal program by estimating the impact of earlier state interventions to introduce kindergarten into public schools. In the 1960s and 1970s, many states, particularly in the southern and western parts of the country, for the first time began offering grants to school districts operating kindergarten programs. Districts were quick to respond. The average state experienced a 30 percentage point increase in its kindergarten enrollment rate within two years after an initiative, contributing to dramatic increases in kindergarten enrollment....”]

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**The Digital World of Young Children: Impact on Emergent Literacy. By Jay Blanchard and Terry Moore, Arizona State University. (Pearson Foundation, New York, New York) March 1, 2010. 35 p.**

Full text at: <http://www.pearsonfoundation.org/PDF/EmergentLiteracy-WhitePaper.pdf>

[“At almost any opportunity, three-, four-, and five-year-old children will spontaneously engage in emergent literacy activities. In today’s world they have multiple opportunities to observe, explore, play with, and learn from digital media - television, DVDs, MP3s, Touch/iPhones, computers, video games, cell phones, smart toys, and the like.... These learning opportunities come at a particularly critical period in their development. Their brains are remarkably supple as neurons make and reinforce connections with almost every experience. This is a time of discovery and exploration during which they are developing a natural sense of wonder and joy about their world, as well as a time when their emergent literacy skills are beginning to develop based on their experiences and neural circuitry.... This white paper takes a first look at the everyday world of digital tools and media in the lives of three- to five-year-old children, with a particular focus on non-intentional learning opportunities in developing and least-developed nations. It begins a discussion about how digital media learning opportunities, including non-intentional opportunities such as cell phones and video games, when combined with intentional learning opportunities such as educational television or computers, may be affecting emergent literacy skills development....”]

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**Curtailing High Staff Turnover in Early Childhood Education. By Mark Ginsberg and Rae Pica. Featuring Holly Elissa Bruno. NAEYC Radio. BAM! Radio Network. (NAEYC, Washington, DC and the Network, Glendale, California) March 2010. Audio/Podcast. Program length: 10:14.**

Play online or download at: <http://www.naeyc.org/newsroom/NAEYCradio>

[This “NAEYC Radio segment features Holly Elissa Bruno, an author, teacher, and keynote speaker in early childhood education leadership, and former Assistant Attorney General for Maine, who discusses the reasons behind high teacher turnover in early childhood education and what can be done to retain teachers.... In this segment, Ms. Bruno says that low wages are only part of the reason for a high turnover rate among early childhood educators. Another important factor behind the struggle to retain teachers in the field is the lack of motivation. Early childhood educators should feel motivated to go to work for things other than pay, Ms. Bruno says.... Ms. Bruno offers some tips to employers and program administrators about how to make teachers and staff happy enough to stay. She says to make sure that each teacher is a good fit with his or her role in the classroom, to confront behavior that is inappropriate and unprofessional, to work

with the entire staff to improve communication, and to work together to end gossip and negativity. Additionally, Ms. Bruno urges teachers and directors to remember how the children feel about staff turnover. Children often have a hard time understanding why educators leave and take the transition personally. It is important to make sure the children know that the teacher still cares about them even if they are leaving the program, Ms. Bruno says.” NAEYC, Press Release (March 8, 2010.)]

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## IMPROVED FAMILY FUNCTIONING

**Strengthening Families and Communities: 2010 Resource Guide.** By the Children’s Bureau and others. (U. S. Department of Health and Human Services, Washington, DC) 2010. 84 p.

Full text at: [http://www.childwelfare.gov/pubs/res\\_guide\\_2010/guide.pdf](http://www.childwelfare.gov/pubs/res_guide_2010/guide.pdf)

[“The resources in this book were developed with input from numerous national organizations, Federal partners, and parents committed to strengthening families and communities. Its goal is to support service providers in their work with parents, caregivers, and their children to strengthen families and prevent child abuse and neglect. The Resource Guide focuses on five important factors that have been shown to protect children from the risk of abuse and neglect. Information about these protective factors is augmented with tools and strategies for integrating these factors into existing community programs and systems. Agencies, policymakers, advocates, and service providers alike will find resources in this book to help them promote these five important factors in communities and families.”]

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**Creating a Platform for Sustained Neighborhood Improvement: Interim Findings from Chicago’s New Communities Program.** By David Greenberg and others. (MDRC, Oakland, California) February 2010. 165 p.

[“Distressed urban neighborhoods face challenges on multiple fronts, but most efforts to confront these problems work in isolation of one another. The New Communities Program (NCP) is an exception, helping selected Chicago neighborhoods develop partnerships to address challenges involving employment, education, housing, and safety in a comprehensive, coordinated fashion. In each community, a local intermediary brings together organizations to plan and then to implement varied improvement projects.” Chapin Hall.]

Executive Summary: 10 p. <http://www.mdrc.org/publications/544/execsum.pdf>

Full text at: <http://www.mdrc.org/publications/544/full.pdf>

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**Our Working Nation: How Working Women Are Reshaping America’s Families and Economy and What It Means for Policymakers: A Policy Roadmap. By Heather Boushey and Ann O’Leary. (Center for American Progress, Washington, DC) March 2010. 56 p.**

[“This fall, the Center for American Progress together with Maria Shriver published a major report on the historic transformation of the American worker and the American workforce: ‘The Shriver Report: A Woman’s Nation Changes Everything.’ That report explored three key transformations in our families, our workplaces, and our entire society. First, women now make up half of all workers in the United States, a threshold never reached before in the history of our nation. Second, mothers are now primary breadwinners - making as much or more than their spouse or doing it all on their own - in nearly 4 in 10 families. If you add mothers who are co-breadwinners - contributing at least a quarter of the family income - ‘The Shriver Report’ found that two-thirds of mothers are breadwinners or co-breadwinners in their families. ... Today, the very makeup of our families is dramatically different than it was in the mid-1970s when women began entering the workforce in larger numbers.... In 1975, nearly half of families with children consisted of a male breadwinner and a female homemaker. Today, that number is just one in five families. In 1975, single parents made up only 1 in 10 of our families with children. Today, single-parent households are one in five of our families with children.... The authors of the report find that our institutions are not adequately keeping up with these changes. But we also found that there is an appetite among men and women for institutions to address this reality. Our poll, conducted with the Rockefeller Foundation and Time Inc., confirmed that overwhelming majorities of both men and women said that government and businesses need to adapt by providing flexible work schedules, better childcare, and paid family and medical leave.... This policy roadmap is written in response to the plea for detailed, specific solutions that will help American workers and families meet the dual demands of work and family and, in turn, will strengthen our economy and the well-being of our families and our children.”]

Executive Summary: 4 p.

[http://www.americanprogress.org/issues/2010/03/pdf/our\\_working\\_nation\\_execsumm.pdf](http://www.americanprogress.org/issues/2010/03/pdf/our_working_nation_execsumm.pdf)

Full text at:

[http://www.americanprogress.org/issues/2010/03/pdf/our\\_working\\_nation.pdf](http://www.americanprogress.org/issues/2010/03/pdf/our_working_nation.pdf)

Related report: (“The Shriver Report: A Woman’s Nation Changes Everything”)

<http://www.awomansnation.com/shriverReport.pdf>

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## **IMPROVED HEALTH**

**Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. By Charles E. Basch. Equity Matters: Research Review No. 6. (The Campaign for Educational Equity, Teachers College, Columbia University, New York, New York) March 2010. 107 p.**

Full text at:

[http://www.equitycampaign.org/i/a/document/12557\\_EquityMattersVol6\\_Web03082010.pdf](http://www.equitycampaign.org/i/a/document/12557_EquityMattersVol6_Web03082010.pdf)

[“If educators and federal officials are serious about closing academic-achievement gaps, they need to better coordinate efforts to address the health disparities that impede learning for students from disadvantaged groups, according to a study.... ‘At the national level, we’re on the verge of investing billions in our educational system, and the return on those investments is going to be jeopardized unless these health issues are addressed in a much more cogent way,’ said the study’s author, Charles E. Basch, a professor of health and education at Teachers College, Columbia University. For his study, Mr. Basch reviewed more than 300 studies in education, psychology, health, and other areas, looking for health disparities that would provide strategic leverage points for improving student learning. To make the cut, he said, the health problems he chose had to meet three criteria: They had to negatively affect urban students from traditionally disadvantaged minority groups, be linked in some way to poorer educational outcomes for students, and have some evidence of school-based programs and policies that could successfully address them. The six ‘educationally relevant health disparities’ he selected are: vision problems, asthma, teenage pregnancy, aggression and violence, physical inactivity, lack of breakfast, and inattention and hyperactivity.” Education Week (March 9, 2010.)]

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**The Massachusetts Child Psychiatry Access Project: Supporting Mental Health Treatment in Primary Care. By Wendy Holt, DMA Health Strategies. (The Commonwealth Fund, New York, New York) March 2010. 20 p.**

Full text at:

[http://www.commonwealthfund.org/~media/Files/Publications/Case%20Study/2010/Mar/1378\\_Holt\\_MCPAP\\_case\\_study\\_32.pdf](http://www.commonwealthfund.org/~media/Files/Publications/Case%20Study/2010/Mar/1378_Holt_MCPAP_case_study_32.pdf)

[“This case study spotlights the Massachusetts Child Psychiatry Access Project, in which primary care providers are given assistance in caring for children with mental health problems. On the basis of an initial phone consultation, the program may provide an in-person psychiatric or clinical assessment, transitional therapy, and/or facilitated linkage to community resources. Most of the state’s primary care practices are enrolled, and providers report greater confidence in their ability to serve children with mental health problems as a result of their participation.” The Commonwealth Fund Connection (March 5, 2010.)]

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**“Exposure to Media Violence and Other Correlates of Aggressive Behavior in Preschool Children.”** By Laura A. Daly, Yuba College Clear Lake Campus and Linda M. Perez, Mills College. IN: ECRP, Early Childhood Research and Practice, vol. 11, no. 2 (Fall 2009) 16 p.

[“This article examines the play behavior of 70 preschool children and its relationship to television violence and regulatory status. Linear regression analysis showed that violent program content and poor self-regulation were independently and significantly associated with overall and physical aggression. Advanced maternal age and child age and better self-regulation were independently and significantly associated with prosocial behavior. According to *t*-test analysis, two other statistically significant factors associated with overall aggression were gender and the lack of a father figure in the home. Analysis of *t*-tests showed a statistically significant relationship between children who watched violent content alone and verbal aggression. Multiple regression analysis established that poor self-regulation was the biggest predictor of overall aggression and that overall aggression was significantly related to gender. Results suggest limiting the amount of violent programming that preschool children see. Results also indicate that children benefit from interactive regulatory support.”]

Full text at: <http://ecrp.uiuc.edu/v11n2/daly.html>

In Spanish: <http://ecrp.uiuc.edu/v11n2/daly-sp.html>

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**Child Abuse Prevention: A Job Half Done.** By Deborah Daro. Chapin Hall Issue Brief. (Chapin Hall at the University of Chicago, Chicago, Illinois) February 2010. 5 p.

Full text at:

[http://www.chapinhall.org/sites/default/files/publications/Child%20Abuse\\_IB\\_F\\_02\\_25\\_10.pdf](http://www.chapinhall.org/sites/default/files/publications/Child%20Abuse_IB_F_02_25_10.pdf)

[“This brief discusses the findings of the Fourth Federal Incidence Study on Child Maltreatment (NIS 4), which reports a significant reduction in the overall rate of child maltreatment since the 1993 NIS. The study reflects substantial drops in the rates of sexual abuse, physical abuse, and emotional abuse. However, no significant changes were documented in the rate of child neglect, a more chronic and pervasive form of child maltreatment - and the one that is most frequently documented among children in the child welfare system. Nonetheless, the study shows a meaningful drop in the rate of violence towards children - a drop that may be attributable to the implementation of comprehensive prevention strategies, high-quality clinical interventions, and aggressive prosecution of the most serious offenders. The author argues that, though these findings are encouraging, there is more work to be done. Despite the impressive declines in abuse

documented in the most recent NIS study, the current rate of child maltreatment is still 75 percent higher than the rate observed in the 1980 NIS study.” Chapin Hall.]

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## IMPROVED SYSTEMS OF CARE

**“Quality from a Toddler’s Perspective: A Bottom-Up Examination of Classroom Experiences.”** By Rena Hallam and others, University of Tennessee-Knoxville. IN: **ECRP, Early Childhood Research and Practice, vol. 11, no. 2 (Fall 2009) 16 p.**

[“Defining and measuring quality in group care settings has become a central issue in the field of early care and education in the United States, particularly as states develop systems to improve child care quality. Most research and policy definitions of quality rely on a top-down perspective focusing on structural and environmental features of the child care context. This pilot study, based on Lilian Katz’s multidimensional framework of child care quality... documents the social ecology of individual toddlers’ experiences in one classroom, in relation to a global quality measure of the same classroom. Research questions were (1) What is the frequency of teacher-child interaction in the target child care classroom for each of the four focus children? (2) Does teacher-child interaction vary by classroom context? (3) How does focal child interaction data compare with a global measure of classroom quality? Findings included low levels of interaction between the individual toddlers and the caregivers throughout the classroom day. This multi-method approach illuminates the complexity of measuring quality and the potential value of considering children’s daily experiences as an important element of quality assessment.”]

Full text at: <http://ecrp.uiuc.edu/v11n2/hallam.html>

In Spanish: <http://ecrp.uiuc.edu/v11n2/hallam-sp.html>

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**Child Care Licensing and Regulation: A Key Topic Resource List. Second edition.** By Research Connections. (Child Care and Early Education Research Connections, New York, New York) March 2010. 10 p.

Resource List at: <http://www.researchconnections.org/childcare/resources/18132/pdf>

[“A compilation of selected Research Connections resources focused on child care licensing and regulation, covering the areas of regulatory policies and practices, and the relationship of licensing to quality of care, child outcomes, and both child care and labor markets.”]

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## STUDIES TO COME

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

## IMPROVED CHILD DEVELOPMENT

**“Early-Childhood Poverty and Adult Attainment, Behavior, and Health.”** By Greg J. Duncan, University of California Irvine and others. IN: *Child Development*, vol. 81, no. 1 (February 2010) pp. 306-325.

[“This article assesses the consequences of poverty between a child's prenatal year and 5th birthday for several adult achievement, health, and behavior outcomes, measured as late as age 37. Using data from the Panel Study of Income Dynamics (1,589) and controlling for economic conditions in middle childhood and adolescence, as well as demographic conditions at the time of the birth, findings indicate statistically significant and, in some cases, quantitatively large detrimental effects of early poverty on a number of attainment-related outcomes (adult earnings and work hours). Early-childhood poverty was not associated with such behavioral measures as out-of-wedlock childbearing and arrests. Most of the adult earnings effects appear to operate through early poverty's association with adult work hours.” NOTE: Early-Childhood Poverty... will be available for loan.]

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## CONFERENCES AND OPPORTUNITIES

**Lecture: “The Biology of Misfortune: How Biology, Behavior and Environment Create the Social Partitioning of Health.”** Edward E. Penhoet Annual Lecture on Biology, Behavior, and Environment. Speaker: W. Thomas Boyce. April 1, 2010, 4:00-6:00 p.m. University of California at Berkeley, 101 Morgan Hall, Berkeley, California.

For more information:

[http://events.berkeley.edu/index.php/calendar/sn/SPH.html?event\\_ID=28097&date=2010-04-01&filter=Target/Open%20To%20Audiences&filtersel](http://events.berkeley.edu/index.php/calendar/sn/SPH.html?event_ID=28097&date=2010-04-01&filter=Target/Open%20To%20Audiences&filtersel)

[“As a social epidemiologist and a developmental-behavioral pediatrician, Dr. Boyce researches how neurogenomic and psychosocial processes work together to lead to differences in childhood disease across different socioeconomic groups. Simply put, his work attempts to answer the question, ‘What roles do the psychological and socioeconomic environments of children play in their health?’ Studying the interactive influences of social adversities and neurobiological responses, Tom’s work has shown how psychological stress and neurobiological reactivity to aversive social contexts operate to produce disorders of both physical and mental health in populations of

children.” (For more information on the ‘Biology of Misfortune’ see the Poverty News Blog (February 22, 2010): <http://povertynewsblog.blogspot.com/2010/02/biology-of-misfortune-for-children-in.html>)]

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**Infant Development Association 2010 Conference: “Early Intervention: Practices that Make a Difference.” Sponsored by the Infant Development Association of California and the Riverside County Office of Education in collaboration with the Infant/Toddler Conference. April 22 - 24, 2010. The Riverside Convention Center, Riverside, California.**

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

[“This conference is a forum for training and interchange among a broad range of disciplines, across agencies and among family members and advocates who are involved in improving outcomes for infants, toddlers and their families throughout California. Over 30 workshops will be offered during the conference to present the latest research and evidence-based practices. Topic strands will cover: Autism, Assessment, Best Practices, Health and Well Being, Inclusion, Infant Family Mental Health. Keynotes confirmed to date: - Dr. Daniel Siegel, Executive Director, Mindsight Institute; - Dr. Ruth Nathan, Research Scientist at the University of California, Berkeley.”]

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**5th Annual CHSA Health Institute. California Head Start Association. April 27-28, 2010. Marriott Los Angeles Burbank Hotel, Burbank, California.**

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

[“This event is designed for staff working across the spectrum of health issues: nutrition, behavior, disabilities, oral health, pregnancy, exercise and more. It is also a great resource for activity coordinators, managers and directors. Program: This year’s Institute will feature over 35 breakout sessions, panels, intensive strands and plenary sessions. Content has been expanded around pregnancy, infants and toddlers. While a valuable resource for new programs and staff, the Institute has expert level material for seasoned veterans. Facilitated roundtables and other networking opportunities also encourage new connections across agencies.”]

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<http://www.library.ca.gov/sitn/ccfc/>

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