



## 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; [csinfo@library.ca.gov](mailto:csinfo@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**

**Child Care and Early Education 2009 Legislative Action. By the National Conference of State Legislatures. (NCSL, Denver, Colorado) March 2010. 7 p.**

Full text at:

[http://www.ncsl.org/documents/cyf/child\\_care\\_early\\_education\\_legislative\\_action\\_2009.pdf](http://www.ncsl.org/documents/cyf/child_care_early_education_legislative_action_2009.pdf)

[“In the 2009 legislative sessions, 15 states adopted new early care and education laws addressing a range of issues, including prekindergarten, governance, child care, financing and quality improvement. This summary highlights legislative enactments on early care and education in 2009.” NCSL Early Care and Education E Update (April 2010.)]

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**A Next Social Contract for the Primary Years of Education. By Lisa Guernsey and Sara Mead. (New America Foundation, Washington, DC) March 2010. 15 p.**

[“Research shows that education investments in the earliest years of life make the greatest difference in the educational outcomes of children and can have a long-term impact on the workforce and citizenry of the United States. Yet today's education policies do not reflect that understanding, nor do they do nearly enough to prompt improvements in the primary years of our public education system. This report... envisions a transformation of our education system into one that serves children starting at age 3, erases the artificial divide between ‘preschool’ and ‘K-12’ programs and extends high-quality teaching up through the early grades of elementary school. The report advocates for a ‘next social contract’ - a new system of public policies that foster a more seamless system connecting districts, schools, Head Start and independent centers of early learning (like preschools or high-quality child care centers). It recommends a ‘PreK-3<sup>rd</sup>’ approach that includes voluntary universal pre-kindergarten programs, full-day kindergarten, and high-quality standards and curriculum for pre-k through the third grade. It also requires parental engagement and highly qualified teachers who share data and professional development within and across grades.”]

Full text at:

<http://earlyed.newamerica.net/sites/newamerica.net/files/policydocs/The%20Next%20Social%20Contract%20for%20Education.pdf>

Webcast video of the “Next Social Contract” presentation: (Program length: 1:38:04)

[http://earlyed.newamerica.net/blogposts/2010/a\\_webcast\\_of\\_yesterdays\\_next\\_social\\_contract\\_presentation-30011](http://earlyed.newamerica.net/blogposts/2010/a_webcast_of_yesterdays_next_social_contract_presentation-30011)

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**“More than ‘A is for Alligator’: How to Ensure Early Childhood Systems Help Break the Cycle of Poverty.” By Lisa Guernsey, New America Foundation. IN: Pathways (Spring 2010) pp. 28-32.**

Full text at: [http://stanford.edu/group/scspi-dev/media/pdf/pathways/spring\\_2010/Guernsey.pdf](http://stanford.edu/group/scspi-dev/media/pdf/pathways/spring_2010/Guernsey.pdf)

[“Early childhood programs have become Exhibit A in conventional accounts of how to eradicate inequality and poverty. But today's classroom realities make this difficult to realize. If disadvantaged kids are going to achieve in school and life, classrooms must be more than play spaces staffed with babysitters. Nor should children be subjected to sit-in-your-seats, miniaturized versions of school. Instead, the programs they attend must be high quality and developmentally appropriate- maddeningly difficult characteristics to define, let alone achieve. In an article for ‘Pathways Magazine’ ... I have tried to paint a picture of what characterizes high quality, and how a seamless system is critical to

ensuring that children experience it year to year. I set the stage by comparing two hypothetical classrooms for four-year-olds.” Early Ed Watch Bi-Weekly Update (April 6, 2010.)]

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**Federal Expenditures on Pre-Kindergartners and Kindergartners in 2008 (Ages 3 through 5.)** By Adam Kent and others. (The Urban Institute, Washington, DC) March 2010. 30 p.

Full text at: [http://www.urban.org/UploadedPDF/412059\\_federal\\_expenditures\\_prek.pdf](http://www.urban.org/UploadedPDF/412059_federal_expenditures_prek.pdf)

[“This report provides a first-time analysis of the nation's current spending on pre-kindergartners and kindergartners by examining 2008 federal expenditures from more than 100 federal programs on children ages 3 through 5. Findings show that six programs accounted for approximately two-thirds of all federal expenditures on this age group in 2008: Head Start, Medicaid, the Supplemental Nutrition Assistance Program, and three tax programs (the child tax credit, the earned income tax credit, and the dependent exemption). Programs that specifically focus on the care and education of children ages 3 through 5 represent 23 percent of total federal expenditures.”]

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**Public Investment in Children's Early and Elementary Years (Birth to Age 11.)** By Jennifer Ehrle Macomber and others. (The Urban Institute, Washington, DC and Brookings Institution, Washington, DC) March 2010. 21 p.

Full text at:

[http://www.urban.org/UploadedPDF/412061\\_public\\_investment\\_children.pdf](http://www.urban.org/UploadedPDF/412061_public_investment_children.pdf)

[“How government spends money, and who benefits, reveals our priorities. How, then, do children fare in the competition for public resources? This report looks at public investments across age groups, from birth through the elementary years. Key findings show that spending more than doubles per capita between the infant and toddler years and the elementary years. The increase is driven by growing state and local spending; the federal contribution is relatively stable across age groups. Findings also reveal that states and localities spend more money than the federal government does on children, except when it comes to the youngest children.”]

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**Report to Congress on a Plan for an Indian Head Start Study.** By the U.S. Department of Health and Human Services. (The Department, Administration for Children and Families, Washington, DC) January 12, 2010. 33 p.

Full text at: [http://www.acf.hhs.gov/programs/opre/hs/indian\\_hs/indian\\_hs.pdf](http://www.acf.hhs.gov/programs/opre/hs/indian_hs/indian_hs.pdf)

[“The Improving Head Start for School Readiness Act of 2007 (the Act), Public Law 110–134, Section 649(k)(4), requires the Secretary of the Department of Health and Human Services to work in collaboration with the Head Start agencies that carry out Indian Head Start programs, the Indian Head Start collaboration director, and other appropriate entities, including tribal governments and the National Indian Head Start Directors Association to: a) undertake a study or set of studies designed to focus on the American Indian and Alaska Native Head Start-eligible population, with a focus on issues such as curriculum development, availability and need for services, appropriate research methodologies and measures for these populations, and best practices for teaching and educating American Indian and Alaska Native Head Start children; b) accurately determine the number of children nationwide who are eligible to participate in Indian Head Start programs each year; and c) document how many of these children are receiving Head Start services each year. This report provides the Department’s plan to conduct a set of studies designed to focus on the American Indian and Alaska Native (AI/AN) Head Start-eligible population.”]

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**The Case for Pre-K in Education Reform: A Summary of Program Evaluation Findings. By Albert Wat. (Pre-K Now, Pew Center on the States, Washington, DC) April 2010. 6 p.**

Full text at: [http://www.preknow.org/documents/thecaseforprek\\_april2010.pdf](http://www.preknow.org/documents/thecaseforprek_april2010.pdf)

[“For state and federal officials seeking to improve school performance, 50 years of evidence shows that high-quality, voluntary pre-kindergarten is among the best strategies for education reform. This... brief from Pre-K Now highlights findings from the latest evaluations of state-funded pre-k programs that continue to document gains in key measures of student learning, including early literacy, math and vocabulary; reduced need for special and remedial education; and significantly lower incidences of grade retention. This and other ongoing research once again demonstrates that high-quality early education is the natural first step in effective school reform.”]

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**Improving Literacy among Young Dual Language Learners. By Maggie Severns and Claude Goldenberg. Early Ed Watch. (New America Foundation, Washington, DC) April 6, 2010. Podcast.**

Listen online or download podcast at:

[http://earlyed.newamerica.net/blogposts/2010/podcast\\_improving\\_literacy\\_among\\_young\\_dual\\_language\\_learners-30210](http://earlyed.newamerica.net/blogposts/2010/podcast_improving_literacy_among_young_dual_language_learners-30210)

[“As we reported on ‘Early Ed Watch,’ every year more kids are entering our public schools speaking a language other than English. The growing number of students who

enter pre-K and elementary school not speaking English poses a challenge to teachers in the early grades who provide these students with their first exposure to school and, sometimes, their first exposure to English as well. To follow up our blog series on children who speak a language other than English at home (at 'Early Ed Watch,' we refer to these kids as dual language learners), we're featuring Claude Goldenberg on this week's podcast. Claude is currently a Professor of Education at Stanford University who has researched and written on how to build literacy among dual language learners. He is also the former Executive Director of the Center for Language Minority Education and Research and a former member of the National Literacy Panel.”]

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## **IMPROVED FAMILY FUNCTIONING**

**Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment: Overview of the Cross-Site Evaluation. By Heather Koball and others. Prepared for the Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. (Mathematica Policy Research, Princeton, New Jersey) October 2009. 14 p.**

[“In 2007, 3.2 million referrals of alleged acts of maltreatment involving 5.8 million children were made to child protective services agencies. An estimated 794,000 children were victims of substantiated maltreatment, and, tragically, an estimated 1,760 children died because of maltreatment.... Despite recent declines in the number of substantiated cases of neglect, physical abuse, and sexual abuse... child fatalities increased 15 percent during the most recent reporting period, and children younger than age 1 continue to demonstrate victimization rates two to four times the rate experienced by older children. Collectively, these findings underscore the need for strategies to prevent child maltreatment in order to improve outcomes for families and communities.... There is a growing body of evidence that some home visitation programs can be a successful child maltreatment prevention strategy.... By providing models of positive parenting skills that focus on improving the parent-child relationship, home visiting programs give at-risk families the knowledge and skills they can use to support their children’s development and learning, and, ultimately, improve their children’s wellbeing.... With the increased emphasis on identifying evidence-based programs and practices, equal attention also must be placed on mechanisms and support needed for the successful dissemination of research-based programs, and their adoption and implementation in direct practice. Interventions cannot be fully successful without taking into account the systems in which families are served.... In 2008, the Children’s Bureau (CB) within the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services funded 17 grants with the goal of supporting the implementation of home visiting programs that may prevent child maltreatment.... CB/ACF has funded Mathematica Policy Research and Chapin Hall at the University of Chicago, along with consultant Brenda Harden Jones... to conduct a six-year cross-site evaluation of the grantees’ programs.... The primary purpose of the cross-site evaluation is to identify successful strategies for adopting, implementing, and sustaining high-quality home visiting

programs to prevent child maltreatment.... This summary provides an overview of the EBHV [Evidence Based Home Visiting] grantees and their selected program models and presents an overview of the design....”]

Full text at:

[http://www.supportingebhv.org/images/cross\\_site/koball%20et%20al%20design%20overview%202009.pdf](http://www.supportingebhv.org/images/cross_site/koball%20et%20al%20design%20overview%202009.pdf)

Related reports at: <http://www.supportingebhv.org/crosssite>

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**Parenting Infants and Toddlers Today: Research Findings. Based on a Survey among Parents of Children Ages Birth to Three Years Old. By Hart Research Associates. Survey conducted on behalf of Zero to Three. (The Associates, Washington, DC) November 2009. 34 p.**

[“Hart Research Associates conducted a national public opinion poll of 1,615 parents of children age birth to three years for Zero to Three in June, 2009. To ensure the sample included a full range of individuals who are parents of children age birth to 36 months, Hart Research Associates used a mixed technology, employing both telephone (604 phone interviews) and Internet survey technologies (606 on-line interviews). Based on United States Census data, the sample is representative of parents of children ages birth to three years old, as it pertains to basic demographic characteristics such as race, ethnicity, age, and educational attainment. The survey was designed to explore issues and challenges that parents of young children confront today, where gaps in knowledge of early development exist, identify what sources of information and support these parents turn to, and what factors influence their approach to parenting. Many of these survey findings have implications for policies and programs for infants, toddlers and families.”]

Full text at: [http://www.zerotothree.org/site/DocServer/Final\\_survey\\_report\\_3-11-2010.pdf?docID=10881](http://www.zerotothree.org/site/DocServer/Final_survey_report_3-11-2010.pdf?docID=10881)

Summary of key findings: 2 p.

[http://www.zerotothree.org/site/DocServer/2009\\_National\\_Parent\\_Survey.pdf?docID=11022](http://www.zerotothree.org/site/DocServer/2009_National_Parent_Survey.pdf?docID=11022)

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## IMPROVED HEALTH

**“Child Obesity: The Way Forward.” [Special issue.] IN: Health Affairs, vol. 29, no. 3 (March 2010) Entire issue.**

[“America is guilty of child abuse. That’s a central conclusion to be drawn from this issue of ‘Health Affairs,’ devoted to combating child obesity. It is one thing to be a nation

that's allowed two-thirds of its arguably 'personally responsible' adults to become overweight or obese. It's quite another that nearly one in three children now fall into the same category, including kids entering Head Start programs at the ripe old age of four. We also know that the obese among them are predisposed to develop chronic health conditions including diabetes and colon cancer, and to face shorter life spans than their parents'. So what charge would one level against a nation that allowed this to happen, if not of a form of child abuse with horrific consequences? This issue describes root causes of this pathology and offers prescriptions for a healthier future for our kids." Susan Dentzer, Health Affairs. NOTE: Child Obesity... is available for loan.]

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**Racial and Ethnic Differences in Breastfeeding Initiation and Duration, by State - National Immunization Survey, United States, 2004-2008. By the Centers for Disease Control and Prevention. IN: Morbidity and Mortality Weekly Report (MMWR), vol. 59, no. 11 (March 26, 2010) pp. 327-334.**

Full text at:

[http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5911a2.htm?s\\_cid=mm5911a2\\_x](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5911a2.htm?s_cid=mm5911a2_x)

[“The American Academy of Pediatrics recommends exclusive breastfeeding to age 6 months and continued breastfeeding for at least the first year of life. The ‘Healthy People 2010’ (HP2010) targets... for initiating breastfeeding, breastfeeding to age 6 months, and breastfeeding to age 12 months, are 75%, 50%, and 25%, respectively. National estimates from the United States indicate substantial racial/ethnic differences in breastfeeding. To monitor state-specific progress toward achieving the HP2010 objectives for breastfeeding initiation and duration among different racial/ethnic groups, CDC analyzed 2004-2008 National Immunization Survey (NIS) data for children born during 2003-2006. This report summarizes the results of that analysis, which found that non-Hispanic blacks had a lower prevalence of breastfeeding initiation than non-Hispanic whites in all but two states; Hispanics generally had lower prevalence than non-Hispanic whites in western states and higher in eastern states. Most states were not meeting the HP2010 targets for breastfeeding duration for any racial/ethnic group. Breastfeeding should be promoted through comprehensive clinical and social supports starting in pregnancy, and including the birth, delivery, and postpartum periods.”]

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**Understanding the Effects of Maltreatment on Brain Development. By the Child Welfare Information Gateway. Issue Brief. (The Gateway, Children’s Bureau, U.S. Department of Health and Human Services, Washington, DC) November 2009. 17 p.**

Full text at:

[http://www.childwelfare.gov/pubs/issue\\_briefs/brain\\_development/brain\\_development.pdf](http://www.childwelfare.gov/pubs/issue_briefs/brain_development/brain_development.pdf)

[“This issue brief provides basic information on brain development and the effects of abuse and neglect on that development. The information is designed to help professionals understand the emotional, mental, and behavioral impact of early abuse and neglect in children who come to the attention of the child welfare system.”]

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## IMPROVED SYSTEMS OF CARE

**A Tool Using Data to Inform a State Infant/Toddler Care Agenda. By CLASP. (Center for Law and Social Policy, Washington, DC) March 15, 2010. 25 p.**

Data tool at: <http://www.clasp.org/babiesinchildcare/publications?id=0004>

[“This tool is intended for state advocates and policymakers to use as they work to develop a state infant/toddler care agenda. It includes a series of key questions to understand the context and conditions of infants and toddlers in the state. Questions include data on demographics and program participation (such as health and nutrition programs), as well as the details of child care and early education settings in the state. Where possible, links to online data sources are provided, including both original sources and organizations that have analyzed multiple datasets. By following these links, groups can find data specific to their state to populate the tool.... Once compiled, these data could be analyzed to identify any trends, areas of need for policy change, and opportunities to support the case for increased investment.”]

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**Leaving Children to Chance: NACCRRA’s Ranking of State Standards and Oversight of Small Family Child Care Homes: 2010 Update. By Rosemary Kendall and others. (National Association of Child Care Resource and Referral Agencies, Arlington, Virginia) March 2010. 82 p.**

Full text at: [http://www.naccrra.org/publications/naccrra-publications/publications/854-0000\\_Lvng%20Children%202%20Chance\\_rev\\_031510.pdf](http://www.naccrra.org/publications/naccrra-publications/publications/854-0000_Lvng%20Children%202%20Chance_rev_031510.pdf)

[This report “reviews and ranks state regulations for small family child care homes.... A small family child care home is a child care setting in which up to six children, including those of the provider under age six, are cared for in the home of the provider for compensation.... With 14 percent of the children of working mothers in small family child care homes, NACCRRA reviewed the states’ regulations to gain a better understanding of state standards and monitoring of settings in which these children spend so much time. For this report NACCRRA used the lowest level of licensing permitted in a state. Unfortunately, what NACCRRA found was that most states are leaving children to chance when they are cared for in a small family child care home. NACCRRA selected 14 key elements essential for quality small family child care homes. States were

assessed, assigned points based on state policies, and ranked based on their performance. The maximum number of points a state could receive is 140. Of the 35 states that scored points, the average score was 63, which was 45 percent of the possible points (using a standard grading scale, this would be the equivalent of an F).” The report includes recommendations for policymakers.]

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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**

**“Meta-Analysis of the Effects of Early Education Interventions on Cognitive and Social Development.” By Gregory Camilli and others. IN: Teachers College Record, vol. 112, no. 3 (March 2010) pp. 579-620.**

[“A broad-based meta-analysis of 123 studies reported in the Teachers College Record found that preschool education had positive effects on cognitive and social and emotional development as well as schooling outcomes. The largest effects were observed for cognitive outcomes. Specific aspects that positively correlated with gains included teacher-directed instruction and small-group instruction. ‘If we focus on the rigorous studies, we find that the immediate impact is to close about 70 percent of the achievement gap. After third grade, it’s about 30 percent of the gap,’ said study co-author and NIEER co-director Steve Barnett, who adds, ‘This should put the final nail in the coffin of the idea that preschool education’s effects fade out after third grade.’” NIEER Online Newsletter (April 9, 2010.) NOTE: Meta-Analysis of the Effects of Early Education... will be available for loan.]

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### **IMPROVED HEALTH**

**“The Burden of Suboptimal Breastfeeding in the United States: A Pediatric Cost Analysis.” By Melissa Bartick and Arnold Reinhold. IN: Pediatrics (published online April 5, 2010. Epub ahead of print.) pp. e1048-e1056.**

[“The lives of nearly 900 babies would be saved each year, along with billions of dollars, if 90 percent of U.S. women fed their babies breast milk only for the first six months of life, a cost analysis says. Those startling results, published... in the journal Pediatrics, are only an estimate. But several experts who reviewed the analysis said the methods and conclusions seem sound. ‘The health care system has got to be aware that breast-feeding makes a profound difference,’ said Dr. Ruth Lawrence, who heads the American

Academy of Pediatrics' breast-feeding section. The findings suggest that there are hundreds of deaths and many more costly illnesses each year from health problems that breast-feeding may help prevent. These include stomach viruses, ear infections, asthma, juvenile diabetes, Sudden Infant Death Syndrome and even childhood leukemia. The magnitude of health benefits linked to breast-feeding is vastly underappreciated, said lead author Dr. Melissa Bartick, an internist and instructor at Harvard Medical School. Breast-feeding is sometimes considered a lifestyle choice, but Bartick calls it a public health issue. Among the benefits: Breast milk contains antibodies that help babies fight infections; it also can affect insulin levels in the blood, which may make breast-fed babies less likely to develop diabetes and obesity. The analysis studied the prevalence of 10 common childhood illnesses, costs of treating those diseases, including hospitalization, and the level of disease protection other studies have linked with breast-feeding." AP (April 5, 2010.) NOTE: The Burden of Suboptimal... will be available for loan.]

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## CONFERENCES AND OPPORTUNITIES

**California Association for Family Child Care 2010 Annual Conference: "Overcoming Adversity - Reaching for Success." April 23-25, 2010. Crowne Plaza Hotel, San Francisco Airport, Burlingame, California.**

For more information and registration: <http://www.cafcc.org/bAnnualConf.html>

["Our vision for family child care is to promote the healthy growth and development of children and provide support for families by providing high quality, developmentally appropriate and flexible care, through a wide range of care options. An important part of this vision is for each child care provider to become an advocate for children and family issues that promote and enhance the well-being of the children and families we serve as well as foster the growth and development of the provider community. Firmly believing that 'It takes an entire village to raise a child,' the California Association for Family Child Care will achieve this vision in cooperation with the families being served, a broad network of child care providers and child advocacy groups, community organizations, government agencies and other regulatory institutions."]

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**12<sup>th</sup> Annual International Fatherhood Conference: "Parents and Communities Working Together to Ensure the Academic Success of Children." Sponsored by the National Partnership for Community Leadership. June 15-18, 2010. Sheraton Metairie- New Orleans Hotel, New Orleans, Louisiana.**

For more information and registration: <http://www.fatherhoodconference.com/>

[“This year's 2010 International Fatherhood Conference features an important issue across the U.S: The Education of Children. Research indicates that income growth is directly related to a person's educational attainment, parent involvement is a key indicator of a child's success, and community collaboration among schools, business (government and non-profit agencies) is essential to enabling children to reach their highest human potential. To this end, this year's conference theme is, ‘Parents and Communities Working Together to Ensure the Academic Success of Children’. The conference objectives are to share research knowledge and promising practices in three areas: 1) Improving the educational level of low-income fathers, 2) Increasing the involvement of parents in general and fathers in particular, in the academic success of children, and 3) Creating partnerships between responsible fatherhood programs and schools. All Conference Speakers and Workshop Presenters are being asked to address these objectives.”]

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**Making Your Voice Count: Advocacy Training for Early Childhood Educators. Sponsored by CDCLA, CAEYC and CCDA. April 28, 2010. The Center at Cathedral Plaza, Los Angeles, California.**

For more information: <http://eceedvocracy.eventbrite.com/>

[“Topics Include: State Budget and Statewide Issues in ECE; CA Early Learning Quality Improvement System; Advocating at the School District Level; Mobilizing Parents to Advocate for Early Childhood Education; City and County Advocacy for ECE.”]

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**Migrant Education Even Start Family Literacy Program Grants. U.S. Department of Education, Washington, DC. Grant announcement in: Federal Register, vol. 75, no. 60 (March 30, 2010.) Application deadline: May 14, 2010.**

For more information: <http://www2.ed.gov/legislation/FedRegister/announcements/2010-1/033010b.pdf>

[“The Migrant Education Even Start (MEES) Family Literacy program is intended to help break the cycle of poverty and illiteracy of migratory agricultural or fishing families by improving the educational opportunities of these families through the integration of early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. This program is implemented through cooperative activities that build on high-quality existing community resources to create a new range of educational services for the most-in-need migratory agricultural or fishing families, promote the academic achievement of migratory children and adults, assist migratory children in meeting challenging State content standards and challenging State achievement standards, and use instructional programs based on scientifically based reading research on preventing and overcoming reading difficulties for children and

adults. The application package contains a description of the 15 program elements that MEES projects must implement, as required by Title I, Part B, section 1235 of the Elementary and Secondary Education Act of 1965, as amended (ESEA)... Eligible Applicants: Any State or local government entity, institution of higher education or non-profit organization is eligible to apply for a grant under the MEES Program. For example, the following types of entities are eligible to apply: State educational agencies (SEAs) that administer migrant education programs; local educational agencies (LEAs) that have a high percentage of migratory students; nonprofit community-based organizations that work with migratory agricultural or fishing families; and faith-based organizations that work with migratory agricultural or fishing families.”]

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**Migrant Education Program (MEP) Consortium Incentive Grants. U.S. Department of Education, Washington, DC. Grant announcement in: Federal Register, vol. 75, no. 62 (April 1, 2010.) Application deadline: May 7, 2010.**

For more information:

<http://www2.ed.gov/legislation/FedRegister/announcements/2010-2/040110b.pdf>

[“The purpose of the MEP Consortium Incentive Grants program is to provide incentive grants to State educational agencies (SEAs) that participate in consortia with another SEA or other appropriate entity to improve the delivery of services to migrant children whose education is interrupted. Through this program, the Department provides financial incentives to SEAs to participate in consortia that provide high-quality project designs and services to improve the intrastate and interstate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted.”]

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

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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