



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).
- 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

The Successful Kids in Pre-K Project (SKIPP) Phase II: An Assessment of Los Angeles Universal Preschool Students' Progression toward School Readiness. By Applied Survey Research. Prepared for Los Angeles Universal Preschool. (The Preschool, Los Angeles, California) 2010. 53 p.

Full text at: <http://www.laup.net/images/stories/skipp%20final%20report.pdf>

[“Children enrolled in Los Angeles Universal Preschool programs made significant improvements in the social and emotional skills needed to do well in kindergarten, according to a study.... The gains were especially pronounced for English language learners, the study showed. The findings confirmed observations of preschool teachers that children attending high-quality programs are better prepared for kindergarten. For the first time, the study provided data to back up those observations, officials with the nonprofit preschool organization said.... Skills that were assessed included proficiency

in using crayons, washing hands, controlling impulses, expressing needs, counting to 10 and recognizing letters of the alphabet as well as shapes and colors. The study found that the percentage of children scoring near proficient on all behaviors increased from 22% in the fall to 72% in the spring. English learners who scored significantly lower than their non-English learner peers in fall 2008 had closed the gap in most measures by the spring. In general skills, such as writing their first names, recognizing rhyming words and using books, their gains exceeded those made by non-English learners.” Los Angeles Times (April 19, 2010.)]

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Transition and Alignment: Two Keys to Ensuring Student Success. By Mimi Howard, Education Commission of the States. ECS Policy Brief. (The Commission, Denver, Colorado) 2010. 9 p.

Full text at: <http://www.ecs.org/clearinghouse/84/07/8407.pdf>

[“The earliest years from birth to grade 3 (P-3) are being recognized as the cornerstone of effective P-20 systems and the foundation upon which subsequent learning must be built.... Creating effective P-3 systems (linking early learning and the early grades) is not without its challenges. First, such an approach requires that two traditionally separate learning systems - early care and education and the early elementary grades - be more closely coordinated. In addition, it requires that policymakers and practitioners find ways to fill the gap that has historically existed between school readiness and school improvement efforts. To ultimately assure that students experience a smooth and predictable climb to the top of the education ladder, state and district leaders will need a clear understanding of the basic ingredients of a coordinated system and what it will take - on the ground in schools and communities - to create one. The following is an at-a-glance look at two key elements that must be in place to create coordinated systems: 1. Effective transition programs and practices to help the child (and family) move smoothly and successfully from one learning setting to another. 2. Authentic alignment of the basic pedagogical components of early learning and the early grades to create continuous learning and teaching experiences.”]

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America’s Future: Latino Child Well-Being in Numbers and Trends. By Mark Mather, Population Reference Bureau, and Patricia Foxen, National Council of La Raza. (The Council, Washington, DC) April 28, 2010. 29 p.

Full text at: http://www.nclr.org/section/audience/researchers/latino_child_well_being

[“This data book offers a comprehensive overview of the state of Latino children by integrating a range of key factors and outcomes in the areas of demography, citizenship, family structure, poverty, health, education, and juvenile justice. It provides an overview of current national and state-level trends for Latino children under age 18 relative to non-

Hispanic White and Black children, documenting both regional variations and changing trends since the year 2000.”]

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State of Preschool 2009: State Preschool Yearbook. By W. Steven Barnett and others. (National Institute for Early Education Research, New Brunswick, New Jersey) 2009. 256 p.

Full text of the report, summary, database and related data at: <http://nieer.org/yearbook/>

[“Preschool-age children across the country are feeling the impact of the recession as states cut back on early education programs, according to the annual survey of state-funded preschool programs. ‘We are seeing a pause in the rapid increase in state preschool programs that we have seen in the last several years,’ said W. Steven Barnett, co-director of the National Institute for Early Education Research (NIEER) at Rutgers University and author of the report, ‘The State of Preschool 2009.’ ‘In some states enrollment has been cut back to the lowest levels in many years. Other states have cut funding and quality. The immediate future of pre-K seems much more perilous than past trends might suggest,’ Barnett said. ‘State budgets will more fully bear the brunt of the recession in 2010 and 2011.’” NIEER Press Release (May 4, 2010.)]

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IMPROVED FAMILY FUNCTIONING

New Investments to Help Children and Families: The Patient Protection and Affordable Care Act and the Early Childhood Home Visiting Program. By the Children’s Defense Fund. (The Fund, Washington, DC) April 2010. 3 p.

Full text at: <http://www.childrensdefense.org/child-research-data-publications/new-investments-to-help-children-early-childhood-home-visiting-program.pdf>

[“Early childhood home visiting programs provide voluntary, in-home services to families with children beginning prenatally up to kindergarten entry age. Trained home visitors, who may be nurses, social workers, early childhood education specialists or other trained paraprofessionals, meet with families in their homes to help advise them on their children’s health and development and skills to help their children grow and thrive. These programs also help connect families to a broader range of community services and supports. Rigorous research studies have found that quality, evidence-based home visitation services produce measurable outcomes for children and families that are real and lasting: better health, greater school readiness, academic achievement, parental involvement, economic self sufficiency, reduced child maltreatment and injuries and juvenile delinquency. How does the Patient Protection and Affordable Care Act support Home Visiting? It establishes a \$1.5 billion five-year federal grant program for voluntary quality evidence-based home visiting programs to support young children and their

families. This is the first time there has been federally mandated funding specifically for home visiting.”]

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Detailed Summary of Home Visitation Program in the Patient Protection and Affordable Care Act. By Tiffany Conway Perrin, Center for Law and Social Policy. (CLASP, Washington, DC) March 31, 2010. 10 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/home-visiting-detailed-summary.pdf>

[“On March 23, 2010, President Obama signed the ‘Patient Protection and Affordable Care Act’ which included, among other critical provisions, \$1.5 billion in mandatory funding over 5 years for high quality, evidence-based, voluntary early childhood home visitation services. This investment will significantly expand home visitation services, helping to ensure that more children have the opportunity to grow up healthy, safe, ready to learn and able to become productive members of society. Grants will be made available to States, Tribes and other eligible entities to deliver voluntary home visitation services to eligible families to promote a range of positive outcomes for children and families, including improvements in maternal and prenatal health, infant health, child health and development, parenting related to child development outcomes, school readiness, and families’ socioeconomic status, and reductions in child abuse, neglect and injuries. By selecting an array of service delivery models that, together, have demonstrated positive outcomes in benchmark areas and participant outcomes specified in the law, eligible entities will help improve outcomes and opportunities for vulnerable children and families.”]

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The Impact of Immigration Enforcement on Child Welfare. By Wendy Cervantes and Yali Lincroft. (First Focus, Washington, DC) March 2010. 12 p.

Full text at: <http://www.firstfocus.net/Download/Enforcement4.7.pdf>

[“More than 5 million children living in the United States today have at least one parent who is an undocumented immigrant. This policy brief analyzes the impact of immigration enforcement on these children and state child welfare agencies. It finds that current policies put children at risk of losing a parent and place unnecessary strain on the child welfare system. It recommends reforms to improve child and family well-being while enforcing immigration law.”]

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Supporting Parenting. Edited by John Oates. Early Childhood in Focus. No. 5. (The Open University, United Kingdom) 2010. 51 p.

Full text at:

http://www.bernardvanleer.org/publication_store/publication_store_publications/supporting_parenting/file

[“Governments are showing more and more interest in providing services to parents to help them fulfill their parenting roles. But what does ‘good’ parenting mean? How can policies to support parents best be adapted to local culture? What is the most appropriate way to critically evaluate these policies? This edition of Early Childhood in Focus addresses these questions by looking at examples of parenting support programmes from the UK, USA, Netherlands, New Zealand and Australia, and identifies practical questions for policy makers, advocates and practitioners to consider.” Bernard van Leer Foundation.]

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IMPROVED HEALTH

Shaping a Healthier Generation: Healthy Kids, Healthy America State Profiles in Progress. By the NGA (National Governors Association) Center for Best Practices. (The Center, Washington, DC) March 2010. 44 p.

Full text at: <http://www.nga.org/Files/pdf/1003HEALTHYKIDSPROFILES.PDF>

[“Through the ‘Healthy Kids, Healthy America’ program, the NGA Center supported 15 states as they worked to develop policies to prevent childhood obesity. The recognizable progress of each of these states is detailed in this report. Strategies used by the states, and assessed in the report, are grouped into three main categories: child care settings; policy planning and prioritization; and school-based efforts.”]

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“Family Structure and Childhood Obesity, Early Childhood Longitudinal Study - Kindergarten Cohort.” By Alex Y. Chen and José J. Escarce. IN: Preventing Chronic Disease, vol. 7, no. 3 (May 2010) 8 p.

Full text at: http://www.cdc.gov/pcd/issues/2010/May/pdf/09_0156.pdf

[“Little is known about the effect of family structure on childhood obesity among US children. This study examines the effect of number of parents and number of siblings on children’s body mass index and risk of obesity. Methods. We conducted a secondary data analysis of the Early Childhood Longitudinal Study - Kindergarten Cohort (ECLS-K), which consists of a nationally representative cohort of children who entered kindergarten during 1998-1999. Our analyses included 2 cross-sectional outcomes and 1 longitudinal outcome: body mass index (BMI) calculated from measured height and weight, obesity defined as BMI in the 95th percentile or higher for age and sex, and change in BMI from kindergarten through fifth grade. Results. Other things being equal,

children living with single mothers were more likely to be obese by fifth grade than were children living with 2 parents (26% vs 22%, $P = .05$). Children with siblings had lower BMI and were less likely to be obese than children without siblings. We also found that living with a single mother or no siblings was associated with larger increases in BMI from kindergarten through fifth grade. Conclusion. Children from single-mother families and, especially, children with no siblings are at higher risk for obesity than children living with 2 parents and children with siblings. These findings highlight the influential role that families play in childhood obesity. Additionally, they suggest that health care providers should consider the structure of children's families in discussions with families regarding childhood obesity.”]

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“Identifying Infants with Hearing Loss - United States, 1999-2007.” By the Centers for Disease Control and Prevention. IN: Morbidity and Mortality Weekly Report (MMWR), vol. 59, no. 8 (March 5, 2010) pp. 220-223.

Full text at: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5908a2.htm>

[“Congenital hearing loss affects two to three infants per 1,000 live births. Undetected hearing loss can delay speech and language development. A total of 41 states, Guam, and the District of Columbia have statutes or regulatory guidance to identify infants with hearing loss. All states and U.S. territories also have established Early Hearing Detection and Intervention (EHDI) programs, which embody evidence-based public health policy for addressing infant hearing loss. EHDI programs help ensure that newborns and infants are screened and receive recommended follow-up through data collection and outreach to hospitals, providers, and families. To determine the status of efforts to identify newborns and infants with hearing loss, CDC analyzed EHDI surveillance data from 1999-2007. Differences in how data were reported and collected limit comparability between 1999-2004 and 2005-2007 data; however, available data indicated an increase in infants screened from 46.5% in 1999 to 97.0% in 2007. In addition, the number of infants documented with hearing loss in 2007 increased by nearly 500 infants among the same 21 states reporting data in 2001 (1,736 identified in 2001 versus 2,212 in 2007). These findings demonstrate progress toward achieving benchmarks for screening, evaluation, and intervention and document the continued need to ensure infants receive recommended services in a timely manner.”]

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Children's Mental Health: What Every Policymaker Should Know. By Shannon Stagman and Janice L. Cooper. (National Center for Children in Poverty, New York, New York) April 2010. 8 p.

Full text at: http://nccp.org/publications/pdf/text_929.pdf

[“Mental health is a key component in a child’s healthy development; children need to be healthy in order to learn, grow, and lead productive lives. The mental health service delivery system in its current state does not sufficiently meet the needs of children and youth, and most who are in need of mental health services are not able to access them. With the addition of effective treatments, services, and supports, the mental health system can become better equipped to help children and youth with mental health problems, or those who are at risk, to thrive and live successfully.”]

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Unclaimed Children Revisited: California Case Study. By Janice L. Cooper and others. (National Center for Children in Poverty, New York, New York) April 2010. 143 p.

Full text at: http://www.nccp.org/publications/pdf/text_934.pdf

[“The ‘California Case Study’ identifies, documents, and analyzes effective fiscal, infrastructural, and related policies that support research-informed practices for mental health services to children and adolescents in California. Together with the other components of UCR, CCS examines the current status of children’s mental health policies in the U.S., particularly those that support improved outcomes for children, adolescents, and their families.” NCCP Update (April 23, 2010.)]

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IMPROVED SYSTEMS OF CARE

Child Care Issues in California. By the California Child Care Resource and Referral Network. (The Network, San Francisco, California) 2010. 1 p.

Full text at:

http://my.rrnetwork.org/site/DocServer/ChildCareIssuesCA3_5_10_final.pdf?docID=201

[“In California, working families struggle to find and afford quality child care. Licensed child care is available for only 27% of children with working parents. The current economic crisis further threatens the stability of child care.... Currently, California does not inspect licensed child care facilities on an annual basis. In fact, the state is failing to meet their reduced requirement to make random visits to 30% of providers.”]

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Supporting State Child Care Efforts with American Recovery and Reinvestment Act Funds. By Karen Schulman and Helen Blank. (National Women’s Law Center, Washington, DC) April 2010. 46 p.

Full text at: <http://www.nwlc.org/pdf/supportingstatechildcareeffortswitharra.pdf>

[“For 2009 and 2010, the American Recovery and Reinvestment Act (ARRA) is providing a \$2 billion increase for the Child Care and Development Block Grant (CCDBG), including \$255 million for improving the quality of child care, of which \$93.6 million is targeted for activities to improve the quality of care for infants and toddlers. Even with this new funding, however, states are grappling with serious budget shortfalls that are threatening their ability to maintain funding for a range of programs and services, including child care. These two developments make this a time of both opportunity and risk for efforts to support high-quality child care and early education. States are using their ARRA child care funds in several ways. They are using the funds to maintain child care assistance for families already receiving it and provide assistance for families who would not otherwise have received it, including by eliminating or reducing waiting lists, expanding assistance for parents who are looking for work, increasing provider reimbursement rates, lowering parent copayments, and improving technology for administering child care assistance. They are also using the funds for numerous quality initiatives to support enhanced early learning opportunities for children, including by establishing or expanding quality rating and improvement systems, increasing professional development opportunities for child care providers, providing grants to providers to buy educational materials and equipment, supporting linkages with health care and other services, and targeting specific efforts to improve infant and toddler care.”]

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The Food Stamp Dependent Care Deduction: Help for Families with Child Care Costs. By Amrit Mehra and others. (The Center on Budget and Policy Priorities, Washington, DC) March 2010. 37 p.

Full text at: <http://www.cbpp.org/files/3-23-10fa.pdf>

[This report “examines the use of the Dependent Care Deduction in the Supplemental Nutrition Assistance Program (SNAP), formerly known as the food stamp program. The report...finds that the Dependent Care Deduction is an underutilized tool. Child care and other expenses may be deducted from a household's income when determining the level of SNAP benefits that a family may receive. In the 2008 Farm Bill, the cap on the amount of dependent care expenses that a household could claim, which was \$175 per month per dependent, was removed. As a result, families now have the potential to receive significantly greater SNAP benefits. The report finds that, prior to the passage of the farm bill, many households eligible for the deduction were not using the deduction, and those that did may actually have been eligible for higher SNAP benefits. Given this underutilization, the report identifies opportunities for states to restructure policies in order to improve outreach to eligible families and to capitalize on the cap removal. The report provides technical information on federal regulations related to the deduction as well as links to state SNAP policy manuals and examples of state outreach materials.” CLASP Early Childhood Education Update (April 2010.)]

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Promote Health and Safety. By Rachel Schumacher. Charting Progress for Babies in Child Care Project. (CLASP, Washington, DC) April 2010. 9 p.

[“As they develop from birth to age 3, young children rely on the adults who care for them to keep them clean, dry, fed, and safe from harm. All babies and toddlers in child care need healthy and safe environments in which to explore and learn. To support this goal, CLASP recommends that states ensure that state licensing rules require practices and training that protect the safety of infants and toddlers - by addressing physical environments, safe sleep practices, bathing, and accident prevention - and promote infant/toddler health and well-being (including areas such as hand-washing, holding, feeding, comforting, diapering, and providing responsive caregiving); make certain that all infant and toddler providers and caregivers have access to the training and technical assistance needed to care for this age group; and require training prior to child care subsidy receipt. This document presents research supporting the recommendation to promote health and safety.”]

Full text at:

http://www.clasp.org/admin/site/babies/make_the_case/files/cp_rationale8.pdf

Related publications: <http://www.clasp.org/babiesinchildcare/recommendations?id=0008>

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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 SYSTEMS OF CARE

“Unnecessary Child Care Exclusions in a State That Endorses National Exclusion Guidelines.” By Andrew N. Hashikawa and others. IN: Pediatrics, vol. 125, no. 5 (May 2010).

[“More than half of day care center directors would send children home unnecessarily for minor illnesses - a practice that can send parents scrambling to leave work early - a new survey suggests. No one wants sick kids to suffer or infect their classmates, but many parents can't take off work, especially when a toddler comes down with the fourth ear infection of the year, says pediatrician Andrew Hashikawa of the Medical College of Wisconsin in Milwaukee. To help parents and day care centers, the American Academy of Pediatrics and the American Public Health Association updated guidelines about when to send kids home in 2002. But in a survey of more than 300 day care center directors, Hashikawa found that 62% had never heard of the guidelines, and 57% would send

children home for conditions that don't pose a threat to the child or others.... Kids should be sent home in certain cases, such as if they are too sick to do their usual activities. The study suggests that continuing-education classes for day care directors should include more information about when to exclude or include kids in day care.” USA Today (April 19, 2010). NOTE: Unnecessary Child Care Exclusions... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

10th National Early Childhood Inclusion Institute: Taking Charge of Change: A New Decade of Opportunities for All Children. By the FPG Child Development Institute, University of North Carolina at Chapel Hill, the National Early Childhood TA Center (NECTAC) and Brookes Publishing. May 17-19, 2010. The William and Ida Friday Center, Chapel Hill, North Carolina.

For more information and registration:

<http://www.nectac.org/~meetings/inclusionmtg2010/mtghomepage.asp>

[“The National Early Childhood Inclusion Institute is the premier event for people that care about young children to come together to learn, share and problem-solve. Don't miss this chance to keep up with what's happening in the field, broaden your knowledge of the latest inclusive practices, and further your professional growth! This year's keynote speakers are Barbara Bowman and Ann Turnbull - two national legends in education and inclusion.”]

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Minnesota Early Intervention Summer Institute: Evidence-Based Practice for Early Childhood Special Educators and Collaborative Partners. Presented by the Center for Early Education and Development, University of Minnesota and the Minnesota Department of Education. June 17-18, 2010. St. John's University, Collegetown, Minnesota.

For more information and registration:

<http://www.regonline.com/builder/site/default.aspx?EventID=838454>

[“The Minnesota Early Intervention Summer Institute is a professional development opportunity provided to the early childhood field.... Participants select one of these topics for intensive training with the following speakers: Evidence-based Practices for Young Dual Language Learners: Language, Culture, and Practice (Lillian Durán); Infusing Caregiver-Child Observation and Coaching into Reflective Practice Models (Mary Ann Marchel, Christopher Watson); KidTalk: Naturalistic Communication Intervention for Young Children (Ann Kaiser, Megan Roberts); Play and Learn: A Universal Design Curriculum for Children of ALL Abilities (Mary Sullivan Coleman, Laura Kreuger); Premature Babies - Helping Parents Navigate an Unexpected Journey

(Jolene Pearson, Joann O'Leary); Promoting Social and Emotional Competence in Young Children: An Overview of the Pyramid Model (TACSEI Master Cadre); Routines-Based Intervention (Lee Ann Jung)"]

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Substance Exposed Newborns: Collaborative Approaches to a Complex Issue. This summit is hosted by the National Abandoned Infants Assistance Resource Center, University of California Berkeley, and co-sponsored by the National Center on Substance Abuse and Child Welfare, and the Children's Bureau. June 23-24, 2010. The New Crowne Plaza, Old Town Alexandria, Virginia.

For more information and to register: <http://aia.berkeley.edu/training/SEN2010/index.php>

[“This national summit will convene approximately 250 professionals from the fields of child welfare, maternal-child health, obstetrics, pediatrics, nursing, social work, courts, and drug treatment for interdisciplinary dialogue, information sharing, and exploration of policies and collaborative approaches to prevent, identify and address the needs of substance exposed newborns (SEN). Through various formats, this summit will showcase exemplary policies and practices for identifying pregnant substance users and their newborns; referring them to child welfare, treatment and other community services; and developing plans of safe care for the newborns. Participants also will have an opportunity to engage in cross-disciplinary discussions to explore challenges, best practices, and future directions in addressing the needs of pregnant substance users and SEN.”]

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Promise Neighborhood Program Grants. By the U.S. Department of Education. Deadline for applications: June 25, 2010.

For more information: <http://www2.ed.gov/programs/promiseneighborhoods/index.html>

[“The Promise Neighborhoods program is based on the experience of programs such as the Harlem Children's Zone, which serves a nearly 100-block area in New York City with parenting classes, early learning centers, and health and social service programs and has boosted students' academic outcomes dramatically. Under the Promise Neighborhood program, nonprofits and institutions of higher education will be eligible for one-year grants supporting the design of comprehensive community programs. The programs must have the specific goal of preparing students for success in college and careers. As part of the planning process, applicants must focus their efforts on schools in the neighborhood and build services for students in those schools from birth through college to career. The Department plans to make up to 20 planning grants, ranging between \$400,000 and \$500,000. It is inviting applications from projects serving urban neighborhoods, rural areas and tribal communities.”]

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If you have a report, conference or funding opportunity that you would like us to consider for this publication, please send it to our attention.

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