



## 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**

**ECRP: Early Childhood Research in Practice [Entire Issue.] By Lilian G. Katz and others. Vol. 12, No. 1 (Clearinghouse on Early Education and Parenting, University of Illinois, Urbana-Champaign, Illinois) Spring 2010.**

[Contents of this issue include: “The Source of Child Care Center Preschool Learning and Program Standards: Implications for Potential Early Learning Challenge Fund Grantees.... Meeting the Mental Health Needs of Poor and Vulnerable Children in Early Care and Education Programs.... Perspectives of Play in Three Nations: A Comparative Study in Japan, the United States and Sweden.... Pathways to Bilingualism: Young Children’s Home Experience Learning English and Spanish.... A Valuable Experience for Children: The Dim Sum and Chinese Restaurant Project... and a Special Section on Working with Infants and Toddlers.”]

Full text at: <http://ecrp.uiuc.edu/v12n1/index.html>

Full text in Spanish: <http://ecrp.uiuc.edu/v12n1/index-sp.html>

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**“Learning From Latinos: Contexts, Families, and Child Development in Motion.”**  
**By Bruce Fuller, University of California, Berkeley and Cynthia Garcia Coll, Brown University. IN: Developmental Psychology, vol. 46, no. 3 (May 2010) pp. 559-565.**

Full text at: <http://www.apa.org/pubs/journals/releases/dev-46-3-559.pdf>

[“Two generations ago, Latino children and families were often defined as disadvantaged, even ‘culturally deprived,’ by psychologists, social scientists, and pediatric researchers. Since then, empirical work from several disciplines has yielded remarkable discoveries regarding the strengths of Latino families and resulting benefits for children. Theoretical advances illuminate how variation in the child’s culturally bounded context or developmental niche reproduces differing socialization practices, forms of cognition, and motivated learning within everyday activities. This review sketches advances in 4 areas: detailing variation in children’s local contexts and households among Latino subgroups, moving beyond Latino-White comparisons; identifying how parenting goals and practices in less acculturated, more traditional families act to reinforce social cohesion and support for children; identifying, in turn, how pressures on children and adolescents to assimilate to novel behavioral norms offer developmental risks, not only new opportunities; and seeing children’s learning and motivation as situated within communities that exercise cognitive demands and social expectations, advancing particular forms of cognitive growth that are embedded within social participation and the motivated desire to become a competent member.”]

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**“The Social Competence of Latino Kindergartners and Growth in Mathematical Understanding.”** By Claudia Galindo, University of Maryland, Baltimore County, and Bruce Fuller, University of California, Berkeley. IN: Developmental Psychology, vol. 46, no. 3 (May 2010) pp. 579-592.

Full text at: <http://www.apa.org/pubs/journals/releases/dev-46-3-579.pdf>

[“Evidence continues to accumulate showing that young children’s social competence and emotional health are predictive of early success in school, as indicated by adaptation to classroom routines and stronger cognitive growth.... Yet findings remain mixed on the forms and levels of social competencies with which Latino children arrive at kindergarten, including social behaviors that are valued by teachers. Concern is widespread over the ‘school readiness’ of Latino children.... Yet when teachers fail to recognize children’s behavioral strengths or simply cannot understand children’s home language, troublesome gaps between the competencies nurtured in Latino homes and those valued by teachers may emerge. And the medical metaphor of being ‘at risk’ distracts us from the situated ways in which the young child learns to become a socially

competent member of a group, whether engaged in the home or the classroom. We examine variation in the social competencies of diverse Latino kindergartners, as these proficiencies may hold utility within the family and classroom. After reviewing key elements of ecocultural and developmental-risk frameworks, we report on Latino children’s social competencies at entry to kindergarten, emphasizing variation among subgroups as distinguished by the family’s social-class status, home language, region of origin, and generation of residence in the United States. Then, we estimate how baseline levels of social competencies contribute to Latino children’s cognitive growth during the kindergarten year.”]

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**Strengthening Illinois 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.**

[“Proposed state cuts in early learning would reduce sales of local goods and services by \$156 million - resulting in an immediate negative impact on Main Street businesses across Illinois, according to a... report issued by a group of prominent business leaders. Produced by America’s Edge, a national nonprofit business group, the report shows that investing in early care and education in Illinois dramatically increases local sales, creates jobs and produces long-term economic growth. The report also indicates that every \$1 cut from early learning programs results in an additional loss of nearly \$1 in sales at local businesses.” America’s Edge, press release (May 6, 2010.)]

Summary: 2 p. <http://cdn.americasedge.org/clips/Illinois-Impact-of-Funding-Cuts.pdf>

Full text at: <http://cdn.americasedge.org/clips/IL-Report-FINAL.pdf>

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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.ocfs.state.ny.us/main/reports/Create\\_Jobs\\_Through\\_Early\\_Education.pdf](http://www.ocfs.state.ny.us/main/reports/Create_Jobs_Through_Early_Education.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 investments in early learning provide a significant, immediate

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 goods 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.”]

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**Early Childhood Educator Competencies: Draft. By the Child Development Division, California Department of Education. (The Department, Sacramento, California) May 2010.**

Draft at: <http://www.cde.ca.gov/sp/cd/re/ececomp.asp>

[“The Early Childhood Educator (ECE) Competencies describe the knowledge and skills teachers need in order to support the development and learning of young children. Development of the ECE Competencies began in June 2008 in collaboration with First 5 California, and has involved expert advisors from institutions of higher education from the California Community Colleges and California State University systems to ensure that the competencies are based on current research and practice.... In order to obtain input from a broad spectrum of practitioners throughout California on the organization, topic areas, and content, the second version of the DRAFT ECE Competencies are available for public review and comment from May 10, 2010, to June 7, 2010.”]

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**Forest Schools and Outdoor Learning in the Early Years. By Sara Knight. (Sage Publications, Thousand Oaks, California) 2009. 131 p.**

[“This book is for everyone who has heard or seen the expression Forest School and thought ‘what is that?’ It is also for practitioners who have been on, or are going on, Forest School training courses and want some contextualization. In addition, it is an attempt to satisfy the curiosity of students and others who are on teaching and childcare courses and have heard about Forest School, and who wish to explore a new and exciting way of working outdoors.... I have focused on Forest School with children in the Foundation Stage (0-5 years) principally because that is where most of my experience has been, but also because I believe that Forest School can provide a particularly appropriate experience for children in the early years.... Forest School is a way of facilitating learning outdoors.... It is about being in a special place for a minimum of half a day per week and for at least ten weeks. It resonates with those of us who spent our childhoods either in woods and fields or around an area of streets, messing about with mud and sticks and learning without noticing.” NOTE: Forest Schools... is available for loan.]

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## IMPROVED FAMILY FUNCTIONING

**The Case for Home Visiting: Strong Families Start with a Solid Foundation. By the Pew Center on the States. Issue Brief. (Pew Charitable Trusts, Washington, DC) May 2010. 3 p.**

Full text at:

[http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/State\\_policy/067\\_10\\_HOME%20Moms%20Brief%20Final\\_web.pdf?n=9905](http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/State_policy/067_10_HOME%20Moms%20Brief%20Final_web.pdf?n=9905)

[“The demands of raising an infant or toddler can prove challenging for even the best-prepared parent. But for those facing the additional hurdles of being young, single, or low-income, proven programs that help parents learn to care for their children and themselves are all the more critical to ensuring that families grow and thrive. Voluntary home visiting programs match parents with trained professionals to provide information and support during pregnancy and throughout their child’s first three years. Home visiting programs have been proven to: Decrease the incidence of low-birthweight births by nearly half - saving states \$28,000-\$40,000 for each one averted; Cut instances of child abuse and neglect almost in half; and Help children build critical pre-literacy skills and improve achievement test scores. Quality home visiting programs lay the foundation for children’s healthy development and tax payers reap the benefit when many of our nation’s costliest social problems - school failure, child abuse and the use of welfare - are prevented.” Pew Charitable Trusts.]

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**First 5 Contra Costa Report on Parent Involvement: Final Report. By Sarah Duffy and others. Prepared for the First 5 Contra Costa Children and Families Commission. (Mathematica Policy Research, Inc., Oakland, California) March 5, 2010. 27 p.**

Full text at:

[http://www.firstfivecc.org/uploads/outcomes/reports/PMD\\_Interviews\\_2010\\_FinalRpt.pdf](http://www.firstfivecc.org/uploads/outcomes/reports/PMD_Interviews_2010_FinalRpt.pdf)

[“This report presents the results of the Parental Involvement in Pre-School Telephone Interview study completed by Mathematica Policy Research for the First 5 Contra Costa Children and Families Commission. Parent involvement in children’s preschool programs and learning experiences is proven to be positively associated with cognitive, academic, social-emotional, and behavioral development. This report provides insight into parent opinions of and involvement with child care programs participating in Preschool Makes a Difference (PMD) and offers First 5 Contra Costa new accounts of how PMD programs help to support the diverse needs of Contra Costa parents.”]

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**Bricks, Mortar, and Community: The Foundations of Supportive Housing for Pregnant and Parenting Teens.** By Gina Desiderio, Healthy Teen Network and others. (Healthy Teen Network, Baltimore, Maryland and Child Trends, Washington, DC) 2010.

[“The goal of ‘Bricks, Mortar, and Community: The Foundations of Supportive Housing’ is to identify a set of core components for supportive housing programs serving pregnant and parenting teens and to identify case studies of programs meeting these standards. Articulating core components based on what we know ensures success among pregnant and parenting teens. The identification of the core components provides guidance for supportive housing programs to meet the needs of pregnant and parenting teens by providing the supports and resources needed to help them succeed.... Supportive Housing is a highly integrated system of living arrangements and professional case management services that provides pregnant and/or parenting teens a safe place to live, 24-hour access to caring adults, and connections to community resources.”]

The Core Components of Supportive Housing: 10 p.

<http://healthyteennetwork.org/vertical/Sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7B0F1E7B9B-1A12-46B2-8F6E-0F2B805659E9%7D.PDF>

Findings from the Field: 17 p.

<http://healthyteennetwork.org/vertical/Sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7BF708F838-0408-4E99-B20B-B13A22C48788%7D.PDF>

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**Promising Antipoverty Strategies for Families.** By Maria Cancian, University of Wisconsin-Madison, and others. Paper prepared for the Georgetown University and Urban Institute Conference on Reducing Poverty and Economic Distress after ARRA, January 15, 2010. (The Urban Institute, Washington, DC) April 2010. 12 p.

Full text at: [http://www.urban.org/UploadedPDF/412073\\_promising\\_antipoverty.pdf](http://www.urban.org/UploadedPDF/412073_promising_antipoverty.pdf)

[“A large percentage of poor children live with just one parent, usually their mother, and single-parent families are more vulnerable to economic downturns than are two-parent families. Living arrangements also affect the optimal design of policies related to income support and child support. In this paper, we briefly review changes in family structure, the relationship between family structure and employment, and early evidence on differential impacts of the recession on families. We then focus on policies that are essential to reducing poverty in the context of the current work-based safety net, in which

low-income families with children rely increasingly on mothers' earnings. We argue that economically vulnerable families will benefit the most from policies that support resident parents' efforts to balance work and caretaking, and that support and enforce nonresident parents' contributions.”]

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**The New Demography of American Motherhood. By Gretchen Livingston and D’Vera Cohn, Pew Research Center. (The Center, Washington, DC) May 6, 2010. 37 p.**

Full text at: <http://pewsocialtrends.org/assets/pdf/754-new-demography-of-motherhood.pdf>

[“The demography of motherhood in the United States has shifted strikingly in the past two decades. Compared with mothers of newborns in 1990, today's mothers of newborns are older and better educated. They are less likely to be white and less likely to be married. In 1990, there were more births to teenagers than to women ages 35 and older. By 2008, that had reversed - 14% of births were to older women and 10% were to teens. Births to women ages 35 and older grew 64% between 1990 and 2008, increasing in all major race and ethnic groups. Another notable change during this period was the rise in births to unmarried women. In 2008, a record 41% of births in the United States were to unmarried women, up from 28% in 1990. The share of births that are non-marital is highest for black women (72%), followed by Hispanics (53%), whites (29%) and Asians (17%), but the increase over the past two decades has been greatest for whites - the share rose 69%. Just over half of births (53%) in 2008 were to white women, and a quarter (24%) were to Hispanic women. More than half of the mothers of newborns (54% in 2006) had at least some college education. One-in-four (24% in 2004) was foreign born. The shift in characteristics of motherhood over the past two decades is linked to a complex mixture of demographic and behavioral changes. This analysis examines and explains these trends using data from the National Center for Health Statistics (NCHS) and the U.S. Census Bureau. A separate section based on a Pew Research Center survey, explores the reasons people say they became parents and examines public attitudes about key trends shaping today's birth patterns.”]

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## IMPROVED HEALTH

**The Moral Life of Babies. By Paul Bloom. IN: New York Times Magazine (May 3, 2010) 9 p.**

Full text (plus video “Can Babies Tell Right from Wrong?”) at: <http://www.nytimes.com/2010/05/09/magazine/09babies-t.html?ref=magazine>

[“Not long ago, a team of researchers watched a 1-year-old boy take justice into his own hands. The boy had just seen a puppet show in which one puppet played with a ball while interacting with two other puppets. The center puppet would slide the ball to the puppet on the right, who would pass it back. And the center puppet would slide the ball to the puppet on the left . . . who would run away with it. Then the two puppets on the ends were brought down from the stage and set before the toddler. Each was placed next to a pile of treats. At this point, the toddler was asked to take a treat away from one puppet. Like most children in this situation, the boy took it from the pile of the ‘naughty’ one. But this punishment wasn’t enough - he then leaned over and smacked the puppet in the head.... This incident occurred in one of several psychology studies that I have been involved with at the Infant Cognition Center at Yale University in collaboration with my colleague (and wife), Karen Wynn, who runs the lab, and a graduate student, Kiley Hamlin, who is the lead author of the studies. We are one of a handful of research teams around the world exploring the moral life of babies.”]

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**Solving the Problem of Childhood Obesity within a Generation. White House Task Force on Childhood Obesity: Report to the President. (The Task Force, Washington, DC) May 2010. 120 p.**

Full text at: [http://www.letsmove.gov/tfco\\_fullreport\\_may2010.pdf](http://www.letsmove.gov/tfco_fullreport_may2010.pdf)

[“In February [2010], First Lady Michelle Obama launched the Let's Move! campaign to solve the childhood obesity epidemic within a generation. As part of this effort, President Barack Obama established the Task Force on Childhood Obesity to develop and implement an interagency plan that details a coordinated strategy, identifies key benchmarks, and outlines an action plan to end the problem of childhood obesity within a generation. The action plan defines the goal of ending childhood obesity in a generation as returning to a childhood obesity rate of just 5 percent by 2030, which was the rate before childhood obesity first began to rise in the late 1970s. In total, the report presents a series of 70 specific recommendations, many of which can be implemented right away.”]

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**Promoting Healthy Communities and Preventing Childhood Obesity: Trends in Recent Legislation. By Amy Winterfeld and others. (National Conference of State Legislatures, Denver Colorado) February 2010. 34 p.**

Full text at:

<http://www.rwjf.org/files/research/20100419promotinghealthycommunities.pdf>

[“This report documents the increasing interest in adopting policies designed to promote healthy communities and prevent childhood obesity that the National Conference of State Legislatures (NCSL) has witnessed among state legislatures.... This report focuses on enacted legislation only - the emphasis is on policy results - for just one year - 2009. The

report summarizes state legislation enacted in two broad policy categories - healthy eating and physical activity, and healthy community design and access to healthy food - divided into 16 topic areas.”]

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**Food Insecurity and Risk for Obesity Among Children and Families: Is There a Relationship? By Nicole Larson and Mary Story. (Robert Wood Johnson Foundation, Princeton, New Jersey) April 2010. 14 p.**

Full text at: <http://www.rwjf.org/files/research/herfoodinsecurity20100504.pdf>

[“Seventeen million U.S. households are food insecure - without steady and dependable access to enough food to support active, healthy lives for all household members. Numerous studies have linked limited or uncertain access to adequate food to poorer nutritional, physical and mental health among adults and children. Although food insecurity and obesity would appear to be contradictory issues, there is growing concern that they are related. This research synthesis finds little evidence of a direct link for children. It reviews studies examining the possible relationship between food insecurity and obesity in the United States, with a focus on children and families. It also examines studies on whether federal nutrition assistance programs play any role in increased risk of obesity among youths and adults.” Robert Wood Johnson Foundation (May 4, 2010.)]

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**“Placement Instability and Early Childhood Mental Health.” By Martha Morrison Dore. CW360<sup>o</sup>. (Center for Advanced Studies in Child Welfare, University of Minnesota) Spring 2010. pp. 15-16.**

Full text at:

[http://www.cehd.umn.edu/SSW/cascw/attributes/PDF/publications/CW360\\_2010.pdf](http://www.cehd.umn.edu/SSW/cascw/attributes/PDF/publications/CW360_2010.pdf)

[“Born to parents who themselves had aged out of foster care, Bobby was shuffled back and forth between his mother and father beginning in infancy. His mother, a drug user with severe mental health problems, had a series of brief, tumultuous relationships with men who physically abused her and her young child. When she could no longer tolerate the abuse or when the latest man abandoned her, she would call Bobby’s father, an alcoholic with a quick temper, who would take him in temporarily until the child’s mother attached herself to yet another man who seemed willing in the moment to support her and her young son. Although several reports were filed on the family with child welfare authorities, it wasn’t until his mother abandoned him in a homeless shelter and his father could not be located that Bobby was taken into foster care for the first time. He had just turned 3 years old. Bobby’s story, which is true except for minor changes to disguise the identities of all concerned, illustrates well the interaction between trauma and neglect in early childhood, the resulting emotional and behavioral dysfunction, and placement instability in out-of-home care. By age 5 1/2, thirty months after his entry into

foster care, Bobby had been in eight different foster homes and two psychiatric in-patient facilities.”]

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**“Cumulative Hardship and Wellness of Low-Income, Young Children: Multisite Surveillance Study.” By Deborah A. Frank and others. IN: Pediatrics, vol. 125, no. 5 (May 2010) pp. e1115-e1123.**

Full text at:

[http://www.childrenshealthwatch.org/upload/resource/PEDS\\_MAY\\_2010.pdf](http://www.childrenshealthwatch.org/upload/resource/PEDS_MAY_2010.pdf)

[“Isn’t it amazing how quickly babies and toddlers grow? From month to month, the changes are remarkable - just ask any proud grandma or grandpa. But the rapid development that so delights families everywhere can make very young children in low-income families vulnerable to injuries caused by the stresses of poverty: hunger, crowded housing, lack of heat. So much is happening in their brains during the time between birth to 3 years old that the effects of ‘material hardships’ can become biologically embedded in their bodies, limiting their future abilities to do well in school or in the working world.... The researchers created a ‘cumulative hardship index’ to measure the effects on infants and toddlers of not having enough nutritious food to be healthy, and the stresses from energy insecurity - not being warm enough in the winter or cool enough in summer. Also included were the physical and emotional traumas related to inadequate housing: moving a lot or living in shelters or being exposed to infectious disease and noise in crowded households. Here’s what they found: The more severe the ‘cumulative hardship index,’ the lower the infants and toddlers scored on the assessment of ‘well-being.’” Philadelphia Daily News (May 5, 2010.)]

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## **IMPROVED SYSTEMS OF CARE**

**Multiple Factors Could Have Contributed to the Recent Decline in the Number of Children Whose Families Receive Subsidies. By the United States Government Accountability Office. Report to Congressional Requestors. (The Office, Washington, DC) May 2010. 53 p.**

[“From 2006 to 2008, the estimated average monthly number of children served by CCDF [Child Care and Development Fund] declined by about 170,000 (10 percent), after remaining relatively stable for a number of years. However, state data vary, as 34 states reported decreases in the number served during this period, while 17 states reported increases. Along with a decline in the number served by CCDF, an estimate for a key performance measure also shows a decline in the proportion of eligible children whose families received subsidies funded by key federal programs from 2006 to 2007. Overall, estimates indicate that annually about one-third or fewer of eligible children received subsidies funded by CCDF and other federal programs between 2004 and 2007.

Estimates occur at this level partly because many states cannot serve all eligible families with available resources and partly because eligible families do not always seek subsidies.”]

Highlights at: 1 p. <http://www.gao.gov/highlights/d10344high.pdf>

Full text at: <http://www.gao.gov/new.items/d10344.pdf>

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**Fact Sheet. By the American Federation of Teachers. (The Federation, Washington, DC) [2010.] 4 p.**

Full text at:

[http://www.ccw.org/index.php?option=com\\_content&task=view&id=19&Itemid=48](http://www.ccw.org/index.php?option=com_content&task=view&id=19&Itemid=48)

[“This AFT fact sheet includes the most recent available early childhood workforce data information on average early childhood wages in all 50 states compiled by the U.S. Bureau of Labor Statistics. Information on hourly wages of child care workers, preschool, kindergarten and elementary teachers is provided.”]

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## CONFERENCES AND OPPORTUNITIES

**21<sup>st</sup> Annual RIE Infant/Toddler Conference for Parents and Professionals: RIE and Attachment Theory: Why Earliest Relationships Matter. Sponsored by Resources for Infant Educators (RIE). June 6, 2010. Skirball Cultural Center, Los Angeles, California.**

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

[“The 21st Annual RIE Infant/Toddler Conference for Parents and Professionals will be devoted to Attachment Theory with keynote speaker Sir Richard Bowlby. RIE Associates will present how Magda Gerber's Educaring Approach supports healthy attachment. Presentations will include: Becoming Attached (Sir Richard Bowlby) Primary Attachment Figure or Secondary Attachment Figure: Who Cares (Sir Richard Bowlby) RIE and Healthy Attachment: Putting Theory Into Practice (Johanna Herwitz) RIE and Self-Regulation (Ruth Anne Hammond) Fostering Healthy Secondary Attachments in Group Care (Polly Elam) Educaring and the Family: Two Parents' Perspectives (Nina Hachigian and Antonio Rangel).” Child Care Exchange (May 2010.)]

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**5<sup>th</sup> Young Children without Homes National Conference. Hosted by Horizons for Homeless Children. June 15, 2010. College of the Holy Cross, Worcester, Massachusetts.**

For more information and registration:

<http://www.horizonsforhomelesschildren.org/Programs-National-Conference-2010.asp>

[“Hosted by Horizons for Homeless Children, this conference will focus on the issue of child and family homelessness and its effect on young children (0-5); cross-systems training; networking and collaboration; strategies and solutions.”]

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**2010 U.S. Department of Education Reading Institute. July 19-21, 2010. Anaheim Convention Center, Anaheim, California.**

For more information and registration: <http://www.mikogroup.com/2010readinginstitute/>

[“The U.S. Department of Education is committed to providing educators the support they need to provide high-quality literacy instruction and to help State and local policymakers develop effective, comprehensive pre-K through grade twelve literacy programs. Join us as we continue to emphasize the importance of data in monitoring and achieving positive outcomes in student reading. Nationally recognized practitioners, researchers and evaluators will offer their expertise with the latest scientifically based reading research focusing on comprehension. You will have the opportunity to converse and share ideas with colleagues and reading experts on comprehension, vocabulary, leadership, and sustainability topics. New This Year! Early Learning and Development Strand, Birth to Third Grade. This strand brings together ED and Health and Human Services (HHS) programs along with state and local leadership to learn and share research and practices for building rigorous comprehensive systems for early childhood literacy development from birth-to-third grade. The strand will emphasize: what we know, how can we put this knowledge into practice, how can we collaborate across programs, and what we need to know.”]

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