



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/cffc/>.

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

Lessons in Early Learning: Building an Integrated Pre-K-12 System in Montgomery County Public Schools. By Geoff Marietta. (Foundation for Child Development, New York, New York and Pre-K Now, Washington, DC) August 2010. 20 p.

[“What can happen when a school district integrates high-quality early learning across the system as part of a comprehensive pre-k-12 reform plan? Almost 90 percent of kindergarteners enter first grade with essential early literacy skills, nearly 88 percent of third graders read proficiently, achievement gaps between different racial and ethnic groups across all grade levels decline by double digits, about 90 percent of 12th graders graduate from high school and about 77 percent of graduating seniors enroll in college. Over a decade, the Montgomery County Public Schools (MCPS) in Maryland accomplished these impressive results by setting ambitious objectives for student

achievement, providing more children with a critical early learning foundation and linking the skills gained in pre-k with the later grades to significantly strengthen college readiness. And these gains were realized even as the district's population of English language learners grew 103 percent and the number of students receiving a free or reduced-price lunch increased 44 percent. The leader of MCPS's reform efforts, Superintendent Jerry Weast, puts it simply: 'Once we fixed the system, the kids were suddenly okay. Same kids, just a different system. And we started at the beginning of the education value-chain - early learning.'"]

Full text at: http://www.fcd-us.org/sites/default/files/PkN_Montgomery_County_Report_FINAL.pdf

Related videos:

Fighting Fade-Out through PreK-3rd Reform. By the New America Foundation. Program length: 7:03. <http://www.youtube.com/watch?v=htWKlcE0IhA>

Fighting Fade-Out - Full Interview with Dr. Jerry Weast. By the New American Foundation. Program length: 31:57. <http://www.youtube.com/watch?v=nNrFCCZMnGc>

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Professional Development for the Infant/Toddler Early Care and Education Workforce. By the National Infant and Toddler Child Care Initiative. (The Initiative, Zero to Three, Washington, DC) August 2010. 15 p.

Full text at: http://nitcci.nccic.acf.hhs.gov/resources/PD_brief_2010.pdf

[“In the early care and education (ECE) field, the infant/toddler (I/T) workforce is sometimes the least educated and under compensated, with the highest turnover rate. These factors are disturbing in light of the growing research that demonstrates that the brain undergoes the most dramatic development during the first 3 years of life. Neuroscience teaches us that the interactive nature between children and caregivers - the ‘serve and return relationship’ is essential to the formation of the developing brain. A well-compensated, knowledgeable, and competent I/T workforce with ongoing opportunities for professional development can contribute to a positive start for infants, toddlers, and families. The advancement of the I/T workforce can be considered within the context of State efforts to develop and implement early childhood professional development systems (PDS). An early childhood PDS is defined as a ‘comprehensive system of preparation and ongoing development and support for all early childhood education professionals working with and on behalf of young children.’ The purpose of this paper is to share a framework and offer approaches to strengthen professional development opportunities for the I/T workforce. States can use the framework to build or enhance a PDS and plan for the use of I/T targeted funds. The framework offers opportunities to consider how a career lattice, training and education, financial supports, partnerships, and assessment of outcomes can support the professional development of the I/T workforce.”]

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Infant/Toddler Early Learning Guidelines Fact Sheet. By the National Infant and Toddler Initiative. (The Initiative, Zero to Three, Washington, DC) July 2010. 2 p.

Full text at: http://niteci.nccic.acf.hhs.gov/resources/ELG_fact_sheet_2010.pdf

[“Early Learning Guidelines (ELG) or standards describe expectations about what children should know (understand) and do (competencies and skills) across multiple domains of learning during specific age ranges. Currently, 31 States and 3 Territories implement ELG that describe outcomes for infants, toddlers, and young children. Early Learning Guidelines specific to infants and toddlers are currently developed by 19 States and 3 Territories. (AR, CA, CNMI, CT, DC, DE, FL, GA, GU, KY, LA, MD, ME, MI, MN, MS, NC, ND, NE, OH, PA, PR). Early Learning Guidelines are established in a birth through age 5 framework in 12 States. (AK, AL, IA, ID, IN, KS, NH, OR, TN, VA, WA, WI). The purpose of this factsheet is to document the various ways States and Territories represent infants and toddlers in their guidelines.”]

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Early Learning and Latino Children: The Foundation for California’s Future. By Preschool California. (Preschool California, Oakland, California) [2010.] 2 p.

[“Latino children account for more than half of all children under age 5 in California. Our state’s future depends on ensuring young Latino children are ready to excel in school and get the skills they need to succeed in college and careers. Learning begins at birth, and research shows early experiences shape whether a child’s brain develops strong skills for future learning, behavior and success. Without that strong foundation, children - especially low-income children - will be behind from the start.”]

Full text at: <http://www.preschoolcalifornia.org/assets/latino-messaging4.pdf>

En Español: (Niños Latinos y una Temprana Educación: la Fundación del Futuro de California.) http://www.preschoolcalifornia.org/assets/pc-documents/2a-early-learning-and-latino-children_spanish.pdf

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Latino Voter Poll: Early Learning is a Winning Issue. By Preschool California. (Preschool California, Oakland, California) [2010.] 2 p.

[“California Latino voters of all demographic and political affiliations strongly support preschool, and nearly 7 in 10 say they are more likely to support candidates who want to increase funding to make high-quality preschool and early learning more accessible and affordable, according to a new statewide bipartisan poll conducted by Hart Research

Associates and The Tarrance Group on behalf of Preschool California and Univision, Inc.” Sacramento Bee (September 8, 2010.)]

Full text at: <http://www.preschoolcalifornia.org/making-the-case/latino-voter-poll.html>

En Español: (Encuestas de Votantes Latinos: La Educación Temprana es un Tema Ganador.) <http://www.preschoolcalifornia.org/making-the-case/latino-poll-espanol.html>

Related publications at: <http://www.preschoolcalifornia.org/making-the-case/poll-resources.html>

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Toolkit for Effective Advocacy on Behalf of Early Education. By Californians for the Support of Early Education. (CSEE, Sacramento, California) 2010. 64 p.

Full text at: <http://wwwstatic.kern.org/gems/csee/CSEEToolkit2010.pdf>

[“Every day you see the issues - the way things should be for children and the way they are. You stop and puzzle: ‘There ought to be a law ...’ or ‘Someone should do something about that.’ That’s how advocacy starts - you see a need that sparks the desire to change things, and that desire sets you on a journey to make a difference. But before you start, you’ll need an Advocacy Roadmap to make sure you successfully reach your destination....”]

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Building and Using Coordinated State Early Care and Education Data Systems: A Framework for State Policymakers. By the Early Childhood Data Collaborative. (Data Quality Campaign, Washington, DC) August 2010. 16 p.

Full text at:

<http://www.dataqualitycampaign.org/files/DQC%20ECDC%20WhitePaper%20FINAL%20online.pdf>

[“Although states may provide a variety of early childhood programs and interventions, they are often administered independently of each other and are not well coordinated. The result is that information on children’s early care and education (ECE) experiences before kindergarten is siloed and uncoordinated, making it difficult for policymakers to target resources. In fact, policymakers often struggle to obtain answers to basic questions about their states’ public ECE systems, such as how many children currently participate in high-quality ECE programs? How many more could benefit if they had access? What are the qualifications of the workforce in quality ECE programs, and where are these program sites? ... In consultation with an early childhood data advisory group, and with feedback from early childhood stakeholder groups... the Early Childhood Data Collaborative has developed a framework that: - articulates principles for developing

state ECE data systems that enable continuous improvement and answer states' critical policy questions; - identifies the 10 ECE Fundamentals that provide the foundation for coordinated ECE data systems; and - provides guidance to state policymakers to ensure appropriate data access and use while protecting privacy and keeping data secure.”]

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Getting Started: 10 Fundamentals of Coordinated State Early Care and Education Data Systems. By the Early Childhood Data Collaborative. (Data Quality Campaign, Washington, DC) August 2010. 8 p.

Full text at:

<http://www.dataqualitycampaign.org/files/DQC%20ECDC%20brochure%20FINAL%20online.pdf>

[“Policymakers often struggle to obtain answers to basic questions about their states’ public early care and education (ECE) systems. Answering these critical policy questions requires data to be collected over time at the individual child level and to be linked to data on ECE programs and the ECE workforce. These systems also require structures and policies that can ensure appropriate access to and use of data, along with ensuring security and privacy protection. By ensuring that data are accessible and stakeholders have the capacity to use data appropriately, coordinated state ECE data systems will promote data-driven decision making to improve the quality of ECE programs and the workforce, increase access to high-quality ECE programs, and ultimately improve child outcomes.... Transforming data systems so that they are improvement driven, coordinated and longitudinal lays the groundwork for coordinated state ECE data systems. The 10 ECE Fundamentals outlined here provide the foundation for answering the critical questions that policymakers seek to answer.”]

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IMPROVED FAMILY FUNCTIONING

Assessing the Need for Evidence-Based Home Visiting (EBHV): Experiences of EBHV Grantees. By Diane Paulsell and Brandon Coffee-Borden, Mathematica Policy Research. Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment, Brief No. 1. (Mathematica Policy Research, Princeton, New Jersey) July 2010. 7 p.

Full text at: http://www.mathematica-mpr.com/publications/pdfs/earlychildhood/EBHV_brief1.pdf

[“This issue brief provides information about how grantees participating in the Children’s Bureau’s Supporting Evidence-Based Home Visiting (EBHV) to Prevent Child Maltreatment grantee cluster prepared and planned needs assessments and collected data. It also describes facilitators and barriers to carrying out the assessments and provides

lessons learned by grantees. This information may be useful to states as they plan needs assessments required by the new Maternal, Infant, and Early Childhood Home Visiting program.”]

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Improving Supports for Parents of Young Children: State-level Initiatives. By Louisa B. Higgins, National Center for Children in Poverty and others. (The Center, New York, New York) September 2010. 15 p.

Full text at: http://www.nccp.org/publications/pdf/text_966.pdf

[“Most states are working to strengthen supports for young children’s health and development across the different systems that affect family and child wellbeing. Increasingly, efforts to support parenting are an important focus of this work. While states’ strategies are varied, most strive to provide families with information and access to programs that help parents keep their children safe and healthy while nurturing their development and promoting their school readiness. These efforts make a great deal of sense in view of growing evidence that parents and young children can benefit in many ways from parent education, and that children in families experiencing economic hardship are at higher risk of poor health and educational outcomes in the absence of parenting supports. New federal funding for home-visiting programs, along with the cross-systems planning being carried out by states’ Early Childhood Comprehensive Systems (ECCS) initiatives and Early Childhood Advisory Councils, create new opportunities for states to strengthen supports for parents with young children. At the same time, this area of work is likely to pose special challenges for states. One challenge is the still limited evidence concerning effective programs. Another is that stakeholders may lack information about the full array of existing programs in their state and the extent to which these programs are meeting the needs of different types of families. States also face the complex task of identifying resources and opportunities in different systems that could be marshaled to strengthen parenting supports along the continuum from promotion to intervention. This issue brief presents information that states can use as they address these challenges and opportunities.”]

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Household Choices and Child Development. By Daniela Del Boca and others. IZA Discussion Paper. No. 5155. (Institute for the Study of Labor (IZA), Bonn, Germany) August 2010. 56 p.

Full text at: <http://ftp.iza.org/dp5155.pdf>

[“The growth in labor market participation among women with young children has raised concerns about the potential negative impact of the mother’s absence from home on child outcomes. Recent data show that mother’s time spent with children has declined in the last decade, while the indicators of children’s cognitive and noncognitive outcomes have

worsened. The objective of our research is to estimate a model of the cognitive development process of children nested within an otherwise standard model of household life cycle behavior. The model generates endogenous dynamic interrelationships between the child quality and employment processes in the household, which are found to be consistent with patterns observed in the data. The estimated model is used to explore the effects of schooling subsidies and employment restrictions on household welfare and child development.”]

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Student Mobility: Exploring the Impact of Frequent Moves on Achievement: Summary of a Workshop. By Alexandra Beatty, Rapporteur, Committee on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods. (National Research Council and Institute of Medicine of the National Academies, National Academies Press, Washington, DC) 2010. 82 p.

Full text at: <http://iom.edu/Reports/2010/Student-Mobility-Exploring-the-Impacts-of-Frequent-Moves-on-Achievement.aspx>

[“Many low-income families struggle with stable housing and frequently have to move due to foreclosures, rent increases, or other financial setbacks. In 2007, 43 percent of low-income families with children had at least one significant problem with finding or keeping housing, and this number likely increased following 2008-2009 housing crisis and recession. Children in these families can experience lasting negative effects from their frequent moves, especially those who are young and still developing basic learning and social skills. However, it can be difficult to gather information on such a mobile population. There is little data on how many children are affected by frequent moves between homes and schools; how these moves affect them and what problems moving may cause; and how policymakers and educators can help these children learn and grow. A joint National Research Council/IOM committee held a workshop in June 2009 to examine these issues, highlight patterns in current research, and discuss how to develop a support system for at-risk children. Workshop participants discussed how to adapt child care, early childhood and elementary education, and community services to address the educational and developmental challenges of children without stable environments. Participants focused on issues facing children ages 3 to 8 years in particular, as the first few years of school can set the stage for later development. This document summarizes the workshop.”]

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IMPROVED HEALTH

Efforts to Meet Children’s Physical Activity and Nutritional Needs: Findings from the I Am Moving, I Am Learning Implementation Evaluation. Final Report. By Mary Kay Fox and others. (Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) 2010. 312 p.

Full text at: http://www.mathematica-mpr.com/publications/pdfs/earlychildhood/IML_implement_eval.pdf

[“Creative approaches to obesity prevention are underway in Head Start with a program enhancement called ‘I Am Moving, I Am Learning’ (IM/IL). IM/IL was designed not as an add-on program, but as one that fits seamlessly into what programs are already doing, including corresponding with the Head Start Program Performance Standards. IM/IL has three goals: (1) increase the amount of time children spend in moderate to vigorous physical activity (MVPA) during their daily routines, (2) improve the quality of structured movement activities that are facilitated by teachers and adults, and (3) promote healthy food choices for children each day. Programs decide to whom they would like to target the IM/IL enhancement: children, parents, staff, and/or the broader community. The tenets of IM/IL are then to be incorporated into the daily routine. The use of music and songs to enhance structured movement activities, promote MVPA, and communicate health messages is a core strategy.”]

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Federal Healthy Start Initiative: A National Network for Effective Home Visitation Delivery. By Estrellita Berry and others. (National Healthy Start Association, Washington, DC) August 2010. 19 p.

Full text at: http://healthystartassoc.org/NHSA_WhitePaper.pdf

[“Federal Healthy Start represents a network with 20 years of experience and cultural authenticity to assist in serving underserved and marginalized communities throughout our nation. It is an evidence-informed, community-driven model of home visitation and service delivery. Additionally, federal Healthy Start is one of the only Health Resources and Services Administration (HRSA) program initiatives that both seeks out and works directly with the vulnerable populations in America and creates the linkages necessary to coordinate and translate the efforts of other federal programs to address the provisions of health reform at local levels across America and across the life course.”]

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Systems of Care Coordination for Children: Lessons Learned Across State Models. By Sharon Silow-Carroll and Gretchen Hagelow. Issue Brief. (The Commonwealth Fund, New York, New York) September 2010. 17 p.

Full text at:
http://www.commonwealthfund.org/~media/Files/Publications/Issue%20Brief/2010/Sep/1438_SilowCarroll_systems_care_coordination_children_ib.pdf

[“There are few organized systems of referral and care coordination for children and families identified with early developmental delays, complex medical conditions, and

difficulties negotiating the medical and related support systems, but some promising models are emerging. This report summarizes lessons from programs in five states that refer families to appropriate community or state programs, help coordinate their care, provide support and follow-up to ensure they receive needed services, and provide a feedback loop to primary care providers. Common features of successful programs include: maximizing efficiencies through shared resources, leveraging and partnering with other organizations, in-depth involvement with pediatric practice staff, appropriate training and tools, flexible program design, measurement and evaluation, and a holistic approach to care. The findings point to a need for greater identification and dissemination of best practices and technical assistance, stable funding sources, and integration of care coordination into new models of health care financing and delivery. Early childhood - the years between birth and age 3 - is the time when children begin to develop the foundations of physical, behavioral, and social health that will shape their experiences in school and significantly impact their life.... When a child is suspected of having or being at risk for a developmental delay, guidance and an effective link to appropriate intervention services are critical.”]

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IMPROVED SYSTEMS OF CARE

Cutting Child Care Out from Under Californians. By Catherine Albiston, University of California Berkeley School of Law and others. Policy Brief. (Berkeley Center on Health, Economic and Family Security, University of California, Berkeley School of Law, Berkeley, California) September 2010. 13 p.

Full text at:

http://www.law.berkeley.edu/files/chefs/Child_Care_in_California_Sept_2010.pdf

[“The California budget battle is continuing with no clear end in sight. To help patch a nearly \$20 billion shortfall in California, Governor Arnold Schwarzenegger proposed to cut \$1.2 billion in child care funds, a move that would eliminate most subsidized child care for low-income families. He also proposed to terminate California’s welfare program, CalWORKs, which serves 1.4 million people, 1.1 million of whom are children. Included in the CalWORKs cuts are child care subsidies for families receiving or successfully transitioned off welfare. In total, 240,000 children would lose access to subsidized child care. While the Legislature’s Joint Budget Conference Committee rejected these child care cuts, the continued uncertainty about child care funding undermines the availability and sustainability of child care as districts are forced to close their programs because the state budget remains unresolved. This paper outlines the impact these child care cuts would have on working parents, children, and the state’s economy.”]

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Keys to High Quality Child Care for Infants and Toddlers: State and Territory 2010-2011 CCDF Targeted Funds for Infants and Toddlers. By the National Infant and Toddler Child Care Initiative. (The Initiative, Zero to Three, Washington, DC) August 2010. 6 p.

Full text at: http://nitcci.nccic.acf.hhs.gov/resources/CCDF_fact_sheet_2010.pdf

[“The Child Care and Development Fund (CCDF) targets funds for activities to improve the quality of infant/ toddler child care. This fact sheet presents a national overview of how States and Territories are planning to use targeted funds for infants and toddlers from information submitted in FY2010-2011 State and Territory CCDF Plans. The information is organized using the ecological model of early care and education systems developed by the National Infant & Toddler Child Care Initiative. This model identifies and describes key elements of an early care and education system that support quality care for infants and toddlers; and is used to map early care and education activities, identify system strengths and needs, and inform the planning of future efforts.”]

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Infant/Toddler Credential Fact Sheet. By the National Infant and Toddler Child Care Initiative. (The Initiative, Zero to Three, Washington, DC) July 2010. 2 p.

Full text at: http://nitcci.nccic.acf.hhs.gov/resources/ITC_fact_sheet_2010.pdf

[“The National Infant & Toddler Child Care Initiative broadly defines the infant/toddler credential (ITC) as ‘any combination of requirements (e.g., training, courses, experience) that, when considered together, translate to formal recognition of individuals that work with infants and toddlers in child care programs.’ Accordingly, an ITC is a qualification that asserts that the holder has specialized knowledge, skills, and professional achievement that serve as a foundation for high quality interactions and care of infants and toddlers. Within the context of this definition, 21 States offer an ITC (AR, CA, CO, CT, GA, IL, MA, ME, MT, NC, NJ, NY, OH, OK, OR, SC, SD, UT, VA, WI, WY).”]

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The 2008 Child Care Licensing Study. By the National Child Care Information and Technical Assistance Center and the National Association for Regulatory Administration. (The Center, Fairfax, Virginia and the Association, Lexington, Kentucky) May 2010. 260 p.

Full text at:

http://www.naralicensing.org/associations/4734/files/1005_2008_Child%20Care%20Licensing%20Study_Full_Report.pdf

[“State child care licensing regulations and monitoring and enforcement policies help provide a baseline of protection for the health and safety of children in out-of-home care.

Licensing helps prevent various forms of harm to children - risks from the spread of disease, fire and other building safety hazards, injury, and developmental impairment from the lack of healthy relationships with adults, adequate supervision, and/or developmentally appropriate activities. Licensing is a process administered by state governments that sets a baseline of requirements below which it is illegal for facilities to operate. States have regulations that include the requirements facilities must comply with and policies to support the enforcement of those regulations. The 2008 Child Care Licensing Study provides information collected about child care licensing programs and policies and the regulations for child care centers, small family child care (FCC) homes, and large/group FCC homes in all 50 states and the District of Columbia in 2008.”]

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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 FAMILY FUNCTIONING

“An Effective Programme is not enough: A Review of Factors Associated with Poor Attendance and Engagement with Parenting Support Programmes.” By Karen A. Whittaker and Sarah Cowley. IN: Children and Society, (Published online September 2, 2010, Early View - article online in advance of print) 2010.

[“The provision of parenting support is a key feature of wealthier nations’ health and social care services. However, attendance and engagement by the neediest parents remains poor. Barriers experienced by parents include personal life factors (beliefs, lifestyles and limited resources) and programme-specific factors (delivery, content and support arrangements). Here we give consideration to these issues, drawing on published reviews of parenting programme effectiveness identified through a comprehensive search of electronic databases. We suggest ways of improving attendance and engagement, by providing programmes as part of a comprehensive framework of family support.”

NOTE: An Effective Programme... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

California Power of Preschool (PoP) Symposium: Investing in Quality Early Learning to Impact Outcomes. Sponsored by First 5 California. September 23, 2010. Citizen Hotel, Sacramento, California.

For more information and registration:

<https://www.e3institute.org/cs/e3/pub/htdocs/popsymposium.htm>

[“Join us for this Symposium on September 23, 2010 for discussions on evaluation and data gathering systems, expansion of services to include the integration of younger children, sustainability strategies, and evidence-based practices.... Speakers include: Steve Barnett, Director, National Institute of Early Education Research, Rutgers University; Donna Bryant, Senior Scientist, FPG Child Development Institute, University of North Carolina; Linda Espinosa, Professor Emeritus, Early Childhood Education, University of Missouri.”]

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Webinar: QRIS Quality Improvement Strategies. Hosted by the Quality Rating and Improvement System National Learning Network. September 23, 2010.

For more information and registration:

<https://cc.readytalk.com/cc/schedule/display.do?udc=ymdzasude0k3>

[“Funded by the Birth to Five Policy Alliance, The National Center for Children in Poverty (NCCP) at the Mailman School of Public Health-Columbia University recently completed an in-depth study examining the quality improvement strategies used in state Quality Rating and Improvement Systems. Dr. Lee Kreader, Director of Research Connections and Dr. Sheila Smith, Director of Early Childhood for NCCP will present highlights from their study. Their presentation will address:

1. What are the features of professional development and on-site technical assistance that are currently aligned with states' Quality Rating and Improvement Systems (e.g., content, targeting, use of training models)?
2. How are states supporting trainers and working to ensure high quality training and technical assistance?
3. To what extent do current efforts reflect research on professional development and coaching practices associated with improvements in quality and supports for young children's development?
4. What are recommendations for ongoing work to strengthen states' QRIS efforts?”]

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4th Annual Foothill College Child Development Conference: Painting the Future: Building Community in Early Care and Education. Sponsored by the Foothill College Child Development Department. October 23, 2010. Foothill College, Los Altos Hills, California.

For more information and registration:

<http://www.foothill.fhda.edu/childdevelopment/news.php>

[Keynote Speaker: Bev Boss. “Bev Bos has been the Director and Teacher at the Roseville Community Preschool in Roseville, CA for over 40 years. She is the author of four books; Don't Move the Muffin Tins, Before the Basics, Together We're Better and

Tumbling Over the Edge. Bev lectures around the country and internationally on topics in her field of expertise - early childhood education.”]

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Previous issues of *Studies in the News for First 5 California* are available at: <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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