



## Studies in the News for



## Children and Families Commission

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### Contents This Week

#### **IMPROVED CHILD DEVELOPMENT**

- [Building comprehensive state systems for infants and toddlers](#)
- [Study: 2 years of pre-k beneficial for early literacy but not self-regulation](#)
- [Designing better programs for young children with disabilities](#)
- [Quality, inclusive early childhood programs and practices](#)
- [Business leader's primer on early childhood education](#)
- [Advocating for California's infants and toddlers](#)
- [Paying Later: The High Costs of Failing to Invest in Young Children](#)

#### **IMPROVED FAMILY FUNCTIONING**

- [Middle class children increasingly counting on public programs](#)
- [Substance-exposed newborns and Abandoned Infants Assistance](#)
- [Child poverty in America](#)

#### **IMPROVED HEALTH**

- [Claiming Health: Front-of-Package Labeling of Children's Food](#)
- [Oral health for infants, children and pregnant women](#)
- [State Scorecard finds wide geographic disparities in children's health](#)
- [Continuous Medi-Cal enrollment and children's health](#)
- [Surgeon General's Call to Action to Support Breastfeeding](#)

#### **IMPROVED SYSTEMS OF CARE**

[Quality child care may help make up for difficult home environments](#)

## **CONFERENCES AND OPPORTUNITIES**

[2011 California Parent Leadership Conference](#)

[First 5 California and the Water Cooler Joint Conference](#)

[Central California Regional Summit on Transitional Kindergarten](#)

[CCDAA 68th Annual Conference and Advocacy Day 2011](#)

## **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**

**Building Comprehensive State Systems for Vulnerable Babies: A Resource for State Leaders. By the Center for Law and Social Policy. (CLASP, Washington, DC) January 2011. 4 p.**

Full text at: [http://www.clasp.org/admin/site/publications/files/system\\_components.pdf](http://www.clasp.org/admin/site/publications/files/system_components.pdf)

[“Quality early childhood programs address the full range of child development needs through provision or referral to a set of services, which include health and nutrition, family support, early intervention, and other comprehensive services. Early Head Start (EHS) provides a model for delivering these services to infants and toddlers and their families. Yet, the federal program only serves a fraction of eligible children. Some states have built on this model with their own state-EHS programs. But other states lack the resources or ability to do. States can, however, use EHS as a model and expand the reach of high quality early childhood services for infants and toddlers and their families by drawing on existing resources to build a more comprehensive and coordinated state system that can deliver a package of high-quality services to vulnerable families. Every state has the pieces of a comprehensive early childhood system in place already. This tool

will help state leaders locate and build them into a system that meets the needs of children and families, by helping them identify: 1) the essential components of state systems to support vulnerable babies and their families, and 2) action steps to design and implement a comprehensive infant/toddler system.” In Focus, CLASP (January 27, 2011.)]

[\[Back to Top\]](#)

**“Schooling Effects on Preschoolers’ Self-Regulation, Early Literacy, and Language Growth.” By Lori E. Skibbea, Michigan State University, and others. IN: Early Childhood Research Quarterly, vol. 26, no. 1 (1st Quarter 2011) pp. 42-49.**

Full text at: <http://news.msu.edu/media/documents/2011/01/8fb2bd77-0764-48b4-9a84-327a80377e79.pdf>

[“The present study examined the influence of schooling during children’s first and second years of preschool for children who experienced different amounts of preschool (i.e., one or two years), but who were essentially the same chronological age. Children (n = 76) were tested in the fall and spring of the school year using measures of self-regulation, decoding, letter knowledge, and vocabulary. Using hierarchical linear modeling... preschool was not associated with children’s development of self regulation in either year. For decoding and letter knowledge, children finishing their second year of preschool had higher scores, although both groups of children grew similarly during the school year. Thus, our results suggest that the first and second years of preschool are both systematically associated with decoding and letter knowledge gains, and the effects are cumulative (two years predicted greater gains overall than did one year of preschool). Finally, children’s chronological age, and not whether they experienced one versus two years of preschool, predicted children’s vocabulary and self-regulation outcomes. Implications for preschool curricula and instruction are discussed, including the increasing emphasis on literacy learning prior to kindergarten entry and the need to address self-regulation development along with academic learning.”]

[\[Back to Top\]](#)

**NECTAC Technical Assistance Model for Long-Term Systems Change: Three State Examples. By Christina Kasprzak and others. (University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center, Chapel Hill, North Carolina) October 2010. 8 p.**



[“The NECTAC TA Model for Long-Term Systems Change (LTSC) is grounded in conceptual frameworks in the literature on systems change and systems thinking. The NECTAC conceptual framework uses a logic model approach to change developed specifically for states’ infant and toddler early intervention programs and preschool special education service systems, designed to benefit young children with disabilities, from birth through age 5, and their

families. NECTAC has supported many states over the last seven years in implementing systems change resulting in improvements for systems that serve young children with disabilities and their families. Three examples are presented in this document. The first focuses on building a system for measuring child outcomes, the second focuses on building an effective general supervision and monitoring system, and the third focuses on ensuring high quality family centered services through reviewing the quality of Individualized Family Service Plans (IFSPs).”]

Executive Summary: 4 p. [http://www.nectac.org/~pdfs/pubs/ltsc3states\\_execsum.pdf](http://www.nectac.org/~pdfs/pubs/ltsc3states_execsum.pdf)

Full text at: <http://www.nectac.org/~pdfs/pubs/ltsc3states.pdf>

[\[Back to Top\]](#)

**Quality Indicators of Inclusive Early Childhood Programs/Practices: A Compilation of Selected Resources. By Debbie Cate and others, NECTAC. (University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center, Chapel Hill, North Carolina) September 2010. 32 p.**

Full text at: <http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf>



[“Available resources and indicators of high quality inclusive practices are presented in this compilation. Assembling many different resources in one place allows for easy comparison of potential indicators of quality. Excerpts and adaptations of the resources are intended to provide some familiarity with the content of each resource and encourage further examination via links to more complete information. National and state-developed resources contained within this document have been designed for a variety of audiences, and may be useful for families, practitioners, program administrators, technical assistance personnel, researchers, and state administrators.”]

[\[Back to Top\]](#)

**Business Leaders and the New Education Agenda: Investments in Our Littlest Learners. Edited by Richard Lee Colvin and Justin Snider. A Hechinger Brief. (Hechinger Institute on Education and the Media, Teachers College, Columbia University, New York, New York) 2010. 16 p.**

Full text at: <http://hechinger.tc.columbia.edu/primers/sabew.pdf>

[“Imagine a preschool classroom in Des Moines, where 4-year-olds are getting ready for story time. Then, cross the globe to an office in Bangalore, capital of India’s burgeoning high-tech industry, where engineers are designing a gas turbine system. These two sites are literally half a world apart, but a growing number of American business leaders think

there's a direct connection. And that link is an important story for business journalists to pursue. Global competition from India and elsewhere, advancing technologies and changing demographics are convincing more and more employers, business associations and corporate philanthropies to invest in America's classrooms and advocate for improvements in performance - starting with the littlest learners. The return on that effort, as business leaders see it, is developing the workforce they need and maintaining America's edge on innovation. Michael Mandel, the 'Business Week' economist and blogger, has said that early childhood education is like the foundation of a house. And a strong house cannot be built on a weak foundation.”]

[\[Back to Top\]](#)

**Investing in California's Babies Means Investing in California's Future. By Florence Nelson. (Zero to Three, Los Angeles, California) 2011. 4 p.**

Full text at:

[http://main.zerotothree.org/site/DocServer/Babies\\_and\\_CA\\_Budget\\_2011\\_final.pdf?docID=12081](http://main.zerotothree.org/site/DocServer/Babies_and_CA_Budget_2011_final.pdf?docID=12081)

[“Zero to Three is pleased to share a new policy brief prepared for California advocates.... This brief provides background and talking points that can support your efforts to educate local and state policymakers about the needs of California's infants and toddlers. State policymakers face difficult choices this year that will affect California's most vulnerable children and families. As an advocate for infants and toddlers, you can support legislators and other policymakers in making informed decisions that support babies and their families. This brief and additional tools and resources available in Zero to Three's [Action Center](#) will help you reach out to policymakers and communicate effectively about the needs of infants and toddlers. Just as relationships are fundamental in supporting the development of infants and toddlers, building relationships with your local and state policymakers will make you an effective voice for babies.” The Baby Monitor (January 24, 2011.)]

[\[Back to Top\]](#)

**Paying Later: The High Costs of Failing to Invest in Young Children. By Elaine Weiss and others. Issue Brief. (Pew Center on the States, Washington, DC) January 2011. 6 p.**

Full text at:

[http://www.partnershipforsuccess.org/uploads/20110124\\_02311PAESCrimeBriefweb3.pdf](http://www.partnershipforsuccess.org/uploads/20110124_02311PAESCrimeBriefweb3.pdf)

[“Pay now, or pay later. States face this choice every day, particularly with how and when they invest in new generations who will become tomorrow's students, parents, employees and citizens. The rewards of paying now are better known than ever before. Research has demonstrated that supporting healthy early childhood development - from

before birth through age 5 - produces substantial educational, social and financial benefits for children and their communities. A... analysis by economist Mark Cohen and criminologists Alex Piquero and Wesley Jennings reports the lesser known pay-later price tag. They estimate the social costs caused by an array of bad outcomes including child abuse and neglect, high school dropouts, criminal activity, teen pregnancy, drug and alcohol abuse and other health problems. All of these expensive social ills could be significantly diminished through investments in evidence-based early childhood programs. This study helps policy makers and the public fully evaluate the consequences of today's funding decisions. It also estimates resources our nation could redirect to more cost-effective policies in the future as proven preventive measures reduce crime, school failure and health problems.”]

[\[Back to Top\]](#)

## IMPROVED FAMILY FUNCTIONING

**Declining Fortunes of Children in Middle-Class Families: Economic Inequality and Child Well-Being in the 21st Century: FCD Child and Youth Well-Being Index (CWI) Policy Brief 2011. By Donald J. Hernandez. (Foundation for Child Development, New York, New York) 2011. 28 p.**

Full text at: <http://www.fcd-us.org/sites/default/files/CWI%20Income%20Disparities%20Report%202011.pdf>

[“America’s middle-class children have been steadily falling further behind their more privileged peers for the past quarter century - but the worst of the fallout has been held in check by essential policies and programs that could be unraveled, depending on key budget decisions, according to a... study released by the Foundation for Child Development.... ‘This report shows that we have a sleeping giant on our hands. For the past eight years, even before the ‘Great Recession’ hit, middle-class families have increasingly counted on essential public health care and early education supports to safeguard their children’s well-being,’ said the report’s author, Donald Hernandez, Professor, Department of Sociology, Hunter College and the Graduate Center, City University of New York who specializes in youth policy and demography. ‘But these programs can’t be taken for granted anymore. If they face the budget ax, middle-class and low-income families across the country will see the foundation for their children’s prospects dramatically undermined.’ ‘Declining Fortunes of Children in Middle-Class Families’ is the first analysis to track over a 24-year period the relationship between family income levels and positive and negative outcomes for children across key indicators of their health, education, and social relationships. The report is based on national statistics used in FCD’s annual Child Well-Being Index (CWI), the most comprehensive measure of how well America’s children are faring.” Foundation for Child Development, Press Release (January 27, 2011.)]

[\[Back to Top\]](#)

**AIA Project Profiles. By the National Abandoned Infants Assistance Resource Center. (The Center, University of California at Berkeley, Berkeley, California) October 2010. 41 p.**

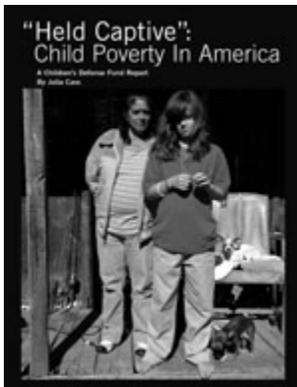
Full text at: [http://aia.berkeley.edu/media/pdf/AIAProjectProfiles2010\\_Final.pdf](http://aia.berkeley.edu/media/pdf/AIAProjectProfiles2010_Final.pdf)

[“Every year, thousands of infants and toddlers in the United States are at risk of abandonment or neglect due to maternal substance abuse and/or HIV infection. For roughly two decades, Abandoned Infants Assistance (AIA) projects throughout the country have been working to improve systems and address the human service needs of families affected by substance abuse and/or HIV. This report profiles each currently funded AIA project, summarizing the service delivery model and promising outcomes. It also includes a list of resources and publications produced by or related to the AIA projects.”]

[\[Back to Top\]](#)

**“Held Captive”: Child Poverty in America: A Children’s Defense Fund Report. By Julia Cass. (The Fund, Washington, DC) December 2010. 53 p.**

Full text at: <http://www.childrensdefense.org/child-research-data-publications/data/held-captive-child-poverty.pdf>



[“Today, 15.5 million children are living in poverty in America - the highest child poverty rate the nation has seen since 1959. And the younger the children are the poorer they are. Recently released U.S. Census Bureau data confirmed our worst fears about the impact of the recent recession. Nearly four million Americans fell into poverty last year. And worst of all, children experienced the steepest rise in poverty and the largest single year increase since the 1960s.... Still believing that fair people will take action when they see and hear about the plight of poor children, I asked Pulitzer Prize-winning journalist Julia Cass to go to the Delta in Mississippi, the ravaged cities of New Orleans and Baton Rouge in Louisiana, and to the birthplace of the suburban American dream, in Long Island, New York, and find those children and tell their stories today.... The result is the Children’s Defense Fund’s new report ‘Held Captive’: Child Poverty in America.... ‘Held Captive’ puts human faces on the statistics that tell the frightening and heartbreaking reality of how poverty is impacting millions of America’s children. Julia Cass found that despite safety net protections put in place over the past generations, poor children are still adrift in a sea of poverty with their futures in jeopardy. Years of research link childhood poverty to a multitude of poor outcomes: lower academic attainment, higher rates of teen pregnancy and incarceration, a greater chance of health and behavioral problems, and lifelong poverty.... We need to invest now in child health, early childhood development, and education. For today is tomorrow. Children have only

one childhood and it is right now.... If America cannot stand up for its children it does not stand for anything at all. And it will not stand strong in our competitive, global world.” Marian Wright Edelman’s Child Watch Column (January 28, 2011.)]

[\[Back to Top\]](#)

## IMPROVED HEALTH

**Claiming Health: Front-of-Package Labeling of Children’s Food. By Juliet Sims and others, Prevention Institute. (The Institute, Oakland, California) January 2011. 9 p.**

Full text at: [www.preventioninstitute.org/component/jlibrary/article/download/id-589/127.html](http://www.preventioninstitute.org/component/jlibrary/article/download/id-589/127.html)

[“Chronic diseases like diabetes are skyrocketing, and children are predicted to have a shorter life span than their parents. Parents want healthy food for their kids, and they want accurate information to guide them. But parents are being fundamentally misled, says Prevention Institute’s... study.... ‘Claiming Health: Front-of-Package Labeling of Children’s Food’ examined products with front-of-package labeling - those products that food companies choose to identify as healthier. ‘Claiming Health’ found that 84% of products studied failed to meet basic nutritional standards. Despite the positive benefits the labels imply, study findings reveal: More than half (57%) of the study products qualified as high sugar, and 95% of products contained added sugar. More than half (53%) were low in fiber. More than half (53%) of products did not contain any fruits or vegetables; of the fruits and vegetables found, half came from just 2 ingredients - tomatoes and corn. 24% of prepared foods were high in saturated fats. More than 1/3 (36%) of prepared foods & meals were high in sodium. ‘Claiming Health’ underscores that the current system is broken: we can’t count on food companies to decide which products receive front-of-package labels and what information those labels include. Without FDA regulation, instead of giving more information to parents struggling to make the best decisions for their kids, families are being misled.” Prevention Institute (January 19, 2011.)]

[\[Back to Top\]](#)

**Oral Health for Infants, Children, Adolescents, and Pregnant Women: Knowledge Path. 12<sup>th</sup> edition. By Susan Brune Lorenzo, Maternal and Child Health Library. (National Maternal and Child Oral Health Resource Center, Georgetown University, Washington, DC) January 2011. 24 p.**

Full text at: <http://www.mchoralhealth.org/knwpathoralhealth.html#top>

[“This knowledge path directs readers to a selection of current, high-quality resources that analyze data, describe effective programs, and report on policy and research aimed at

improving access to oral health care and quality of oral health for infants, children, adolescents, and pregnant women. The knowledge path can be used by health professionals, program administrators, educators, and policymakers to learn more about oral health, for program development, and to locate training resources and information to answer specific questions. Separate sections present resources for families, schools, and child care and Head Start programs as well as resources about dental caries, dental sealants, fluoride varnish, pregnancy, and special health care needs.”]

[\[Back to Top\]](#)

**Securing a Healthy Future: The Commonwealth Fund State Scorecard on Child Health System Performance, 2011. By Sabrina K. H. How and others. (The Commonwealth Fund, New York, New York) February 2011. 89 p.**

[“The ‘State Scorecard on Child Health System Performance, 2011,’ examines states’ performance on 20 key indicators of children’s health care access, affordability of care, prevention and treatment, the potential to lead healthy lives, and health system equity. The analysis finds wide variation in performance across states. If all states achieved benchmark performance levels, 5 million more children would be insured, 10 million more would receive at least one medical and dental preventive care visit annually, and nearly 9 million more would have a medical home. The findings demonstrate that federal and state policy actions maintained and, in some cases, expanded children’s insurance coverage during the recent recession, even as many parents lost coverage. The report also highlights the need for initiatives specifically focused on improving health system performance for children. The report includes state-by-state insurance coverage projections for children once relevant provisions of the Affordable Health Act are implemented.”]

Full text at:

[http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2011/Feb/Child%20Health%20Scorecard/1468\\_How\\_securing\\_a\\_healthy\\_future\\_state\\_scorecard\\_child\\_hlt\\_sys\\_performance\\_2011\\_web\\_final\\_v8.pdf](http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2011/Feb/Child%20Health%20Scorecard/1468_How_securing_a_healthy_future_state_scorecard_child_hlt_sys_performance_2011_web_final_v8.pdf)

Related materials at: <http://www.commonwealthfund.org/Content/Publications/Fund-Reports/2011/Feb/State-Scorecard-Child-Health.aspx>

[\[Back to Top\]](#)

**12-Month Continuous Eligibility in Medicaid: Impact on Service Utilization. By Shana Alex Lavarreda and others, UCLA Center for Health Policy Research. (SHARE, State Health Access Reform Evaluation, State Health Access Data Assistance Center, Minneapolis, Minnesota) December 2010. 5 p.**

Full text at:

[http://www.shadac.org/files/shadac/publications/12MoContinuousEligibilityUtilization\\_0.pdf](http://www.shadac.org/files/shadac/publications/12MoContinuousEligibilityUtilization_0.pdf)



["To make it easy for low-income parents to keep their children in Medi-Cal, the state implemented 12-month continuous eligibility in 2001. After the first year, enrollment increased by 13.5 percent and by December 2002, enrollment had increased an additional 20.3 percent. Improved enrollment also cut the number of children who dropped in and out of the program by one-fourth. But did it result in improvements in children's health and health access?

Yes, albeit with mixed results, according to Shana Alex Lavarreda, Center director of health insurance studies, and coauthors in a...

policy brief published by SHARE (State Health Access Reform Evaluation). In the study, children with continuous coverage were more likely to see a doctor on a regular basis than those with intermittent coverage. However, they were also more likely to use the emergency room, a surprising finding that might be related to lack of access to primary care for many families. Health care reform will bring more children and their families under the coverage umbrella, the authors note, although lack of access to care may remain an issue for years to come." Health Policy News, UCLA Center for Health Policy Research (January 31, 2011.)]

[\[Back to Top\]](#)

**The Surgeon General's Call to Action to Support Breastfeeding. By the U.S. Department of Health and Human Services. (The Department, Office of the Surgeon General, Washington, DC) 2011. 88 p.**

Full text at:

<http://www.surgeongeneral.gov/topics/breastfeeding/calltoactiontosupportbreastfeeding.pdf>

["The Surgeon General's Call to Action to Support Breastfeeding' describes steps that mothers and their families, communities, clinicians, employers, researchers, and government leaders can take to participate in a society-wide approach to support mothers and infants who are breastfeeding. Topics include the importance of breastfeeding, breastfeeding rates, and barriers to breastfeeding in the United States. The report offers recommendations for increasing the public health impact of everyone's efforts, reducing inequities in the quality of health care that mothers and infants receive, and improving the support that families receive in employment and community settings. Associated implementation strategies are also detailed." MCH Alert (January 28, 2011.)]

[\[Back to Top\]](#)

## **IMPROVED SYSTEMS OF CARE**

**“Double Jeopardy: Poorer Social-Emotional Outcomes for Children in the NICHD SECCYD Experiencing Home and Child-Care Environments that Confer Risk.” By Sarah Enos Watamura, University of Denver and others. IN: Child Development, vol. 82, no. 1 (January/February 2011) pp. 48-65.**

[“High-quality child care can help reduce the risk of emotional and behavioral problems in children from difficult home environments, say researchers. Using data from a large U.S. study that followed children from birth through the middle-school years, the researchers focused on children at ages 2, 3 and 4.5 years. The families with ‘difficult home environments’ had fewer resources, fewer learning opportunities and less sensitivity and acceptance of children, according to trained observers who visited the homes. They found that children in difficult home environments and lower-quality child care had more social-emotional problems... than those who attended lower-quality child care but lived in more advantaged and supportive homes.... The study... also found that attending high-quality child care could help children from difficult home environments overcome the effects of that less-than-ideal family setting.” HealthDay News (February 4, 2011). NOTE: Double Jeopardy: Poorer Social-Emotional Outcomes... is available for loan.]

[\[Back to Top\]](#)

## CONFERENCES AND OPPORTUNITIES

**2011 California Parent Leadership Conference: Taking Parent Leadership to New Heights: Real Families, Real Involvement, Real Outcomes. By the California State Parent Team and Parents Anonymous® Inc. in partnership with the California Department of Social Services. February 8-9, 2011. Ontario Convention Center, Ontario, California.**

For more information and registration:

<https://panetwork.parentsanonymous.org/plconference/index.htm>

[“We are pleased to offer 18 energizing workshops and Think Tank sessions at the 2011 California Parent Leadership Conference to enhance the knowledge and resources of: Parents; Parent Leaders/Parent Advocates; caseworkers, program managers and administrators in Child Care, Child Welfare, Early Childhood and School Readiness, Education, Health, Wraparound, Mental Health, Disabilities, Substance Abuse Prevention, Juvenile Justice; Family Resource Centers; Child Abuse Prevention Councils; and Researchers and Program Evaluators.”]

[\[Back to Top\]](#)

**First 5 California and the Water Cooler Joint Conference. March 1 and 2, 2011. Sheraton Grand Hotel, Sacramento, California.**

For more information and registration:

<http://www.cce.csus.edu/conferences/first5/11/index.htm>

[“We are pleased to invite you to attend the second annual First 5 California and the Water Cooler Joint Conference on March 1 and 2, 2011, at the Sheraton Grand Hotel in Sacramento. The positive response to the first co-sponsored event in 2010 supports the continued focus on Early Learning Research, Practice, and Policy to promote improvement and expansion of services for children ages 0 to 5. Following the previously successful format, invited experts will discuss the most current scientifically based research, best practices, policy developments, and advocacy in the field. California plays an important role in the improvement of the quality of early learning programs for children and families. The conference design retains a focus on strengthening leadership capacity by providing information on the best ways to develop and implement science-based policies and programs that enhance young children’s healthy development and school readiness.”]

[\[Back to Top\]](#)

**Central California Regional Summit on Transitional Kindergarten. Fresno County Office of Education. March 3, 2011. Holiday Inn, Fresno, California.**

For more information: <http://fresno.k12oms.org/eventdetail.php?id=45275>

[“The Central California Regional Summit on Transitional Kindergarten is a convening of educators and parents committed to providing our youngest learners the gift of time well used in a high-quality Transitional Kindergarten program. Participants will gain information about the legislative intent of the School Readiness Act of 2010 (SB 1381), the development of model programs and the latest research, practices and lessons learned from existing programs.”]

[\[Back to Top\]](#)

**CCDAA 68th Annual Conference and Advocacy Day 2011. By the California Child Development Administrators Association. March 14-15, 2011. CCDAA Advocacy Day March 16, 2011. Hyatt Regency, Sacramento, California.**

For more information and registration:

[http://www.ccdaa.org/index.php?option=com\\_content&view=article&id=17&Itemid=89](http://www.ccdaa.org/index.php?option=com_content&view=article&id=17&Itemid=89)

[“Featuring: 2 days full of workshops, 42 selections to choose from! 2 Keynotes. Melissa Johnson of the Jon Gordon Companies; invites you to take a seat on ‘The Energy Bus’ and ride the tidal-wave of positive energy that is improving the way leaders lead, employees work, and how organizations and teams function. Camille Maben, Director, Child Development Division, California Department of Education, will discuss CDE’s reaction to the budget. CDE Field and CD Fiscal Consultants will be on hand to meet with attendees to get all of your questions answered. This is an opportunity not to be

missed! Also Featuring CCDAA's Advocacy Day 2011 on March 16! The Advocacy Day, from 9:00 am to 1:00 pm will include an informational training that will provide the fundamentals of advocacy and legislative visits. Followed by team visits to legislators, headed by an expert advocate.”]

[\[Back to Top\]](#)

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Previous issues of *Studies in the News for First 5 California* are available at: <http://www.library.ca.gov/sitn/ccfc/>

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