



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/>.

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- When available on the Internet, the URL for the full-text of each item is provided.
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- 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

Full Day K: A Proven Success. By Pennsylvania Partnerships for Children. (The Partnerships, Harrisburg, Pennsylvania) [2011] 4 p.

Full text at: http://www.post-gazette.com/pg/pdf/201104/20110421ppc_k_study.pdf



[“A... report released... by Pennsylvania Partnerships for Children (PPC) shows a connection between full-day kindergarten enrollment and later success in elementary school on the Pennsylvania System of School Assessment (PSSA). In ‘Full-Day Kindergarten: A Proven Success,’ PPC notes that statewide, school districts that elected to provide full-day kindergarten are seeing improved performance on standardized assessments. The evidence emerged when the first cohort of children who attended full-day kindergarten after the beginning of Accountability Block Grant (ABG) funds in the 2004-05 school year reached third grade and took the PSSAs in spring 2008. Overall, school districts with students attending full-day kindergarten improved third grade

reading proficiency by 50 percent *more* than districts with part-day kindergarten programs when compared to third grade reading proficiency in 2005. The pattern of improved performance continued at the state level for the next two years. In 2010, school districts with full-day kindergarten saw third grade math proficiency scores rise nearly twice as much as districts with part-day programs when compared to overall district performance three years prior.” Pennsylvania Partnerships for Children, News Release (April 20, 2011.)]

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A Framework for State Leadership and Action in Building the Components of an Early Childhood System. By Charles Bruner, Child and Family Policy Center and the BUILD Initiative. (The Initiative, Boston, Massachusetts) [2011.] 20 p.

Full text at: <http://www.buildinitiative.org/files/resources/Bruner%20Four%20Ovals.pdf>

[“The Build Initiative has published a report entitled ‘A Framework for State Leadership and Action in Building the Components of an Early Childhood System’ (2011), by Charlie Bruner, which contains practical examples of successfully-applied policies within and across state early childhood systems. It is the culmination of two years of research and is meant to be a resource for systems builders and members of state advisory councils involved with the delivery of comprehensive services to young children and families.” NECTAC eNotes (May 6, 2011.)]

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QRIS and P-3: Creating Synergy across Systems to Close Achievement Gaps and Improve Opportunities for Young Children. By Kristie Kauerz, Harvard University Graduate School of Education and Abby Thorman, Thorman Strategy Group. (The BUILD Initiative, Boston, Massachusetts) March 2011. 16 p.

Full text at: http://www.buildinitiative.org/files/QRIS_P-3brief.pdf

[“This brief summarizes two policy strategies for improving young children's learning and development which have largely operated independently from one another: quality rating and improvement systems and P-3 alignment. The authors make recommendations as to how both early learning reform efforts can be individually strengthened as well as how they can be aligned with one another to build a stronger and more comprehensive system of care for children that is well positioned to close the achievement gap. Recommendations are discussed with respect to the important role that the philanthropic community can play in facilitating alignment between the two reform efforts.” The BUILD Initiative.]

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Initial Results of the Evaluation of the Tennessee Voluntary PreK Program. By Mark W. Lipsey and others. (Peabody Research Institute, Vanderbilt University, Nashville, Tennessee) April 2011. 41 p.

Full text at:

http://peabody.vanderbilt.edu/Documents/pdf/PRI/Initial%20Results%20of%20the%20E%20valuation%20of%20TN_VPK.pdf

[“The Peabody Research Institute at Vanderbilt University, in partnership with the Division of School Readiness and Early Learning at the Tennessee State Department of Education, received a grant in 2009 from the U. S. Department of Education Institute of Education Sciences to conduct a study of the effectiveness of the Tennessee Voluntary Pre-K program (TN-VPK). This five-year project is in its second year and the first wave of data on TN-VPK outcomes is now complete. These data provide initial results from two key studies: - A randomized control trial (RCT)... - A regression discontinuity design (RDD)... This report presents initial results from the first cohort of the RCT design... and the first region in which the RDD was implemented... Initial results from both of these studies indicate a large beneficial effect for children who attended TN-VPK relative to those who did not. The effects on the early literacy, language, and math skills of children who attended TN-VPK were all statistically significant with gains ranging from 37% to 176% greater than those of children not in TN-VPK. The Pre-K children made the strongest gains in literacy and strong, but more moderate gains in language and math skills. These results were consistent across the RCT and RDD studies, lending credibility to their common conclusion. The RCT study also included ratings by kindergarten teachers and found positive and significant effects for TN-VPK on their assessment of the children’s preparedness for kindergarten and work-related abilities in the classroom. Though this study overall is still in an early stage, these initial results provide strong indications that TN-VPK is boosting the school readiness skills of the economically disadvantaged children it serves.”]

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Does Participation in Pre-Primary Education Translate into Better Learning Outcomes at School? By the Programme for International Student Assessment (PISA). PISA in Focus. (PISA, Organization for Economic Cooperation and Development, Paris, France) February 2011. 4 p.

Full text at: <http://www.oecd.org/dataoecd/37/0/47034256.pdf>

[“The benefits of pre-primary education are evident and nearly universal. It’s elementary: students benefit from pre-primary education. The OECD’s PISA 2009 results show that in practically all OECD countries 15-year-old students who had attended some pre-primary school outperformed students who had not. In fact, the difference between students who had attended for more than one year and those who had not attended at all averaged 54 score points in the PISA reading assessment - or more than one year of formal schooling (39 score points). While most students who had attended pre-primary

education had come from advantaged backgrounds, the performance gap remains even when comparing students from similar backgrounds. After accounting for socio-economic background, students who had attended pre-primary school scored an average of 33 points higher than those who had not. In Belgium, France and Israel, students who reported that they had attended pre-primary school for more than one year scored at least 100 points higher in reading than students who had not. Comparing students from similar backgrounds, the gap narrows but remains above 60 score points. In contrast, in Estonia, Finland, Korea and the United States, attending pre-primary education has little or no relationship to later performance among students of similar backgrounds. In 31 of the 34 OECD countries and in 25 partner countries and economies, students from socio-economically advantaged backgrounds and those from disadvantaged backgrounds benefit equally from pre-primary education. In the United States, disadvantaged 15-year-olds tend to benefit more from pre-primary education.”]

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Viewpoint: Chartering Pre-K: How Natural Synergies between the Charter and Pre-K Movements Can Improve Public Education. By Sara Mead, Bellwether Education Partners. (National Association of Charter School Authorizers, Chicago, Illinois) [2010] 9 p.

Full text at:

http://www.qualitycharters.org/images/stories/publications/Viewpoints/Viewpoint_Mead_2010.pdf

[“The Red Lava Bears are four-year-old pre-kindergartners attending KIPP SHINE, a charter school in Houston, Texas. They, and students at AppleTree Early Learning Public Charter School, in Washington, D.C., are receiving high-quality pre-kindergarten learning opportunities. And while they do not know it (they are only 4 years old, after all), these youngsters are at the confluence of two of the most significant public education movements of the past decade - the charter school and universal pre-kindergarten movements. These two movements share common goals, face similar challenges, and can benefit from the use of similar tools to overcome those challenges. But there has been surprisingly little collaboration or knowledge sharing between the two movements. This paper explores how natural synergies between the charter and pre-K movements can help both movements to be even more effective in improving public education.” NACSA.]

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Creative State Pre-K Policies Offer Smart Federal Opportunities. By Pre-K Now. (Pew Center on the States, Washington, DC) January 2011. 4 p.

Full text at: http://preknow.org/documents/PEW_PkN_SmartInvesting.pdf

[“As members of Congress reauthorize the Elementary and Secondary Education Act, they can look to the states for flexible, thoughtful strategies to direct public dollars to

programs with the greatest educational and economic benefits. Even in tough budget times, states recognize that high-quality pre-kindergarten is the first step to improve student achievement. Through incentives and partnerships with school districts, many states, including New Jersey, Rhode Island, Maine and Iowa have proposed or implemented innovative funding strategies to gradually grow their pre-k programs.”]

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Cost Study of the Saint Paul Early Childhood Scholarship Program. By Heather L. Schwartz and Lynn A. Karoly. (Rand Corporation, Santa Monica, California) 2011. 64 p.

Full text at: http://www.rand.org/pubs/technical_reports/TR947.html

[“In 2008, the Minnesota Early Learning Foundation created the Saint Paul Early Childhood Scholarship Program, a pilot program to provide families with scholarships to cover the cost of high-quality early childhood education (ECE) programs. Although there is a large body of research about the benefits of preschool specifically and early learning programs more generally, there is little research that clearly identifies the cost components of ECE programs. This report provides detailed cost data for a sample of 12 ECE programs participating in the scholarship program. It also provides data on the extent of services, program features, and characteristics of children served at the different types of ECE programs participating in the Saint Paul Early Childhood Scholarship Program and the sources and amounts of funds used to pay for children attending the programs. On a per-hour per-child basis, the 12 sampled ECE programs' costs ranged from \$3.47 to \$19.06.”]

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The Cost of Providing Quality Early Care and Education in Saint Paul, Minnesota. By Sydne Newberry. Research Brief. (Rand Corporation, Santa Monica, California) 2011. 2 p.

Full text at: http://www.rand.org/pubs/research_briefs/RB9581.html

[“In 2008, MELF [Minnesota Early Learning Foundation] established the Saint Paul Early Childhood Scholarship Program, a pilot program to improve school readiness by providing needs-based mentoring and scholarships to families of 3- and 4-year-olds to enable them to select an ECE program from among a group of high- quality programs (as determined by the local quality rating and improvement system). Child eligibility was based on household earnings of less than 185 percent of the federal poverty level. Eligible programs included licensed family child care homes, nonprofit and for-profit centers, Head Start centers, and public school preschool programs (both half- and full-day and operating both year-round and for the academic year). To reflect the wide range of ECE program types, the researchers selected 12 of the 47 programs enrolling scholarship children in the pilot program, ensuring that each type of program was represented. They

interviewed program officials and collected revenue data, as well as detailed program and expenditure data (both monetary and in kind), using a modified version of the resource cost model approach.”]

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IMPROVED FAMILY FUNCTIONING

Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age: Every Baby, Every Child. By the Maryland State Department of Education Division of Early Childhood Development and others. (The Department, Baltimore, Maryland) 2010. 56 p.

Full text at: <http://cte.jhu.edu/onlinecourses/HealthyBeginnings/HBFINAL.pdf>

[“The Maryland State Department of Education's Division of Early Childhood Development in partnership with Johns Hopkins University/Center for Technology in Education, has released Healthy Beginnings, a set of newly updated developmental guidelines for families and those who live or work with children from birth through three years of age. The guidelines describe what infants and young children are learning at specified ages, and how adults can support their development. The Healthy Beginnings website, www.marylandhealthybeginnings.org provides practical and fun activity ideas for parents and teachers along with downloadable tips and tools.... Healthy Beginnings was created to ensure that those who care for infants and young children have the knowledge and resources to support and encourage children during the ongoing process of growth and learning. By supporting and encouraging young children in their development, families, child care providers, special educators, family service workers and others who use Healthy Beginnings will confidently embrace their roles as a child’s earliest teachers.” Maryland State Department of Education, News Release (March 25, 2011.)]

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The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families. By the National Early Childhood Technical Assistance Center (NECTAC). (The Center, FPG Child Development Institute, University of North Carolina, Chapel Hill, North Carolina) April 2011. 2 p.

Full text at: http://www.nectac.org/~pdfs/pubs/eifactsheet_2pg.pdf

[This “fact sheet from NECTAC provides a brief overview of the Part C program and quick facts from the research on early brain development, the importance of intervening early, the benefits of early intervention, and current unmet needs. It is meant to be used as a tool to communicate with policymakers, pediatricians, families, and community leaders about the importance of high quality services for infants and toddlers with or at risk for

developmental delays and their families.” The Baby Monitor: Zero to Three Policy and Advocacy News (May 9, 2011.)]

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IMPROVED HEALTH

“Prolonged Bottle Use and Obesity at 5.5 Years of Age in U.S. Children.” By Rachel A. Gooze, Center for Obesity Research and others. IN: Journal of Pediatrics (Article in Press) 2011. 6 p.

Full text at: <http://download.journals.elsevierhealth.com/pdfs/journals/0022-3476/PIIS0022347611002423.pdf>

[“Bottle feeding beyond a child's age of a year and a half may lead to adulthood obesity according to a... study. Often parents rely on this pacifier to comfort children when crying or simply being overly demanding, but in fact may be threatening their health and even their lives in the long run. Obesity could even set on as early as kindergarten the study reports.... Mobile toddlers tend to tote their bottles around, drinking on the go, as opposed to infants, who are usually fed in a parent's arms, with the bottle being removed as soon as the feeding session is over.... Data from 6,750 Ohio participants in the Early Childhood Longitudinal Study, Birth Cohort, all born in 2001 was analyzed. By the age of two, 22% of the children still used a bottle for drinking or took a bottle to bed. When the youngsters were measured at age 5 and a half, almost 23% of the prolonged bottle users were obese, compared with just 16.1% of those that were off the bottle at a younger age.” Medical News Today (May 5, 2011.)]

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“Physical and Mental Health, Cognitive Development, and Health Care Use by Housing Status of Low-Income Young Children in 20 American Cities: A Prospective Cohort Study.” By Jung Min Park and others. IN: American Journal of Public Health (published online ahead of print May 6, 2011) pp. e1-e7.

[“We assessed the independent effect of homeless and doubled-up episodes on physical and mental health, cognitive development, and health care use among children.... We used data from 4 waves of the Fragile Families and Child Wellbeing Study, involving a sample of 2631 low-income children in 20 large US cities who have been followed since birth.... Results. Of the sample, 9.8% experienced homelessness and an additional 23.6% had a doubled-up episode. Housing status had little significant adverse effect on child physical or mental health, cognitive development, or health care use. Conclusions. Family and environmental stressors common to many children in poverty, rather than just homeless and doubled-up episodes, were associated with young children’s poor health and cognitive development and high health care use. Practitioners need to identify and respond to parental and family needs for support services in addition to housing assistance to effectively improve the health and development of young children who

experience residential instability, particularly those in homeless families.” NOTE: Physical and Mental Health... is available for loan.]

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Young and Vulnerable: Children Five and Under Experience High Maltreatment Rates. By Kerry DeVooght and others. IN: Child Trends: Early Childhood Highlights, vol. 2, no. 2 (April 29, 2011) 20 p.

Full text at: http://www.childtrends.org/Files/Child_Trends-2011_04_29_ECH_YoungVulnerable.pdf

[“Although children of all ages can be victims of abuse or neglect, infants and young children are particularly vulnerable. Federal data on child maltreatment from the National Child Abuse and Neglect Data System (NCANDS) show that young children are more likely than older children to be reported to child protective services (CPS) for suspected abuse or neglect, and are more likely than their older peers to be determined victims of maltreatment by CPS. The data consistently show that child victims most frequently experience maltreatment in the form of neglect (with more than 78 percent of all victims in Federal Fiscal Year (FFY) 2009 experiencing neglect (DHHS, 2010)). Children aged five and younger are at an ever greater risk for neglect than older children: almost 80 percent of all maltreatment victims in the younger age group experienced neglect in FFY2009, compared with two-thirds of children aged six and older. Further, data on child fatalities consistently show that the youngest children (age five and younger) are at greatest risk of death as a result of abuse or neglect, with 87 percent of all child maltreatment fatalities in FFY2009. Children less than a year old comprise 46 percent of all child maltreatment fatalities.... This brief reviews the latest data and research on the abuse or neglect of young and vulnerable children (those between the ages of zero and five). Considerable state variation occurs within the overarching national trends, and appendices have been included to provide detailed, state-specific maltreatment data for children from birth to five years old. The brief also examines the short- and long-term impact of abuse or neglect during early childhood in terms of brain development, physical health, emotional and social outcomes, and educational trajectories. Finally, the brief discusses federal and state policies related to preventing maltreatment.”]

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A Call to Action On Behalf of Maltreated Infants and Toddlers. By Julie Cohen and others. (Zero to Three, Washington, DC) 2011. 28 p.

Full text at: <http://www.zerotothree.org/public-policy/federal-policy/childwelfareweb.pdf>

[“A group of leading child welfare and early childhood development organizations that includes American Humane Association, Center for the Study of Social Policy, Child Welfare League of America, Children's Defense Fund, and Zero to Three, is releasing a... policy agenda for infants and toddlers in the child welfare system. The policy agenda

represents these organizations' collective vision on the essential steps that should be taken in policies, programs, and practices to address the needs of these vulnerable infants and toddlers, who are at risk for a host of developmental problems that could follow them throughout their lives. As an advocate for infants and toddlers, you can use this paper with policymakers as a starting point for creating a response to the special needs of young children in the child welfare system. Read the agenda now to learn about the compelling evidence on the effect of maltreatment on the development of infants and toddlers, and use it to engage policymakers in important conversations on revising policies to protect the youngest children in the child welfare system.” The Baby Monitor: Zero to Three Policy and Advocacy News (May 9, 2011.)]

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IMPROVED SYSTEMS OF CARE

10 Fundamentals of Coordinated State Early Care and Education Data Systems: Inaugural State Analysis. (The Early Childhood Data Collaborative, Center for the Study of Child Care Employment, University of California, Berkeley, California) March 2011 Update. 8 p.

Full text at:

<http://ecedata.org/files/DQC%20ECDC%20brochure%202011%20Mar21.pdf>

[“To measure states’ progress toward building and using coordinated state ECE data systems, the Data Quality Campaign (DQC), in partnership with the Early Childhood Data Collaborative (ECDC), surveyed 48 states and the District of Columbia in fall 2010 to track state progress toward implementing the 10 Fundamentals of Coordinated State ECE Data Systems.... The ECDC’s inaugural state analysis reveals that states collect a significant amount of data on individual children, ECE program sites and individual members of the ECE workforce. However, the data are largely siloed by funding stream and incomplete and therefore are unable to help policymakers answer basic policy questions about their state’s ECE systems, support continuous improvement, and determine whether their investments put children on track to succeed in kindergarten and beyond.... 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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Improving Early Education Programs through Data-Based Decision Making. By Shannon Riley Ayers and others. (National Institute for Early Education Research, New Brunswick, New Jersey) 2011. 82 p.

Full text at: http://nieer.org/pdf/Preschool_Research_Design.pdf

[“While state-funded preschool programs have been growing, reliable guidance on how best to study program effectiveness remains limited. This working paper from NIEER presents five options for studying program effectiveness, summarizing each option in chart form and providing estimated costs for each evaluation.” NIEER.]

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CONFERENCES AND OPPORTUNITIES

Institute on Creating Sustainable Environments for Young Children. Sponsored by White Hutchinson Leisure and Learning Group. June 9-10, 2011. Pre-Conference Day June 08, 2011. Courtyard by Marriott Country Club Plaza, Kansas City, Missouri.

For more information:

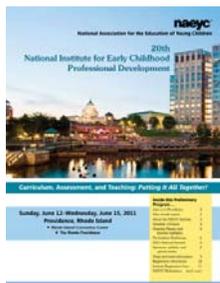
<http://www.whitehutchinson.com/children/sustainableinstitute.shtml>

[“This Institute provides a place where early childhood practitioners and designers can learn about creating sustainable environments for young children, both indoors and outdoors.... Participants will learn the basic principles of planning child care, early education, Head Start and Early Head Start environments that meet children’s needs and protect our environment. Topics include: - Sustainable design practices; - Green building materials; - Choosing green suppliers; - Green cleaning/choosing non-toxic toys; - Resources on sustainable environments.... Participants will learn how to design and renovate the outdoor play environment using nature as the play element. The emphasis will be on creating interesting and high quality outdoor environments. Topics include: - Why children need nature; - Resources for designing naturalized spaces; - CPSC, ADA and ASTM standards in naturalized spaces; - Involving teachers and children in the design process; - Resources on nature.”]

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National Institute for Early Childhood Professional Development: “Curriculum, Assessment and Teaching: Putting it all Together!” Sponsored by the National Association for the Education of Young Children (NAEYC.) June 12-15, 2011. Rhode Island Convention Center and the Westin Providence, Providence, Rhode Island.

For more information: <http://www.naeyc.org/institute/>



[“NAEYC’s National Institute for Early Childhood Professional Development is designed for teacher educators, program administrators, and others who provide professional preparation and ongoing professional development experiences for the early childhood workforce.” “In this program you will find sessions that explore

aligning curriculum and assessment with the use of best practices in teaching young children. Presentations and discussion will focus on ways program administrators, higher education faculty, trainers, coaches, mentors, and other early childhood adult educators can support teachers and ensure their effectiveness in center-, school-, and home-based programs serving children from birth through age 8.”]

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North American Reggio Emilia Alliance Summer Conference: Dialogues for Quality in Education Valuing Early Childhood: An Invitation for Community Dialogue. In collaboration with Reggio Children, First 5 Monterey County and Central Coast Association for the Education of Young Children. June 16-18, 2011. Asilomar, Pacific Grove, California.

For more information:

http://www.reggioalliance.org/narea/summer_conference/current.php

[“Features: - Elena Giacomini, pedagoga, and Anna Orlandini, atelierista, from Reggio Emilia, Italy presenting the municipal 0-6 education project by sharing experiences and perspectives in process; - Encounters with ‘The Wonder of Learning - The Hundred Languages of Children’ exhibit, which will have an audio Spanish translation; - Tours of two Reggio-inspired programs; - Materials and languages workshops; - Facilitated small group discussions.... The program will include a tour of King City Migrant Child Development Center and Alegria Migrant Head Start located in the beautiful Salinas Valley. Each center has been supported by a consultant well-versed in supporting site specific interpretations of the Reggio Emilia approach through an intensive technical assistance project funded by First 5 Monterey County. An introduction to the tour will provide an overview of each program’s exploration of the Reggio Emilia approach in the context of programs serving migrant/agricultural families.”]

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