



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Services at (916-654-0261; cslinfo@library.ca.gov).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

What State Leaders Should Know about Early Head Start. By Elizabeth Hoffmann and Danielle Ewen. (Center for Law and Social Policy, Washington, DC) June 2011. 14 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/What-State-Leaders-Should-Know-About-EHS.pdf>

[“Early Head Start (EHS) is a federally-funded, community-based program that provides comprehensive child and family development services to low-income pregnant women and families with children under the age of 3.... Although EHS is a federal-to-local program, there are opportunities for collaboration at the state level that have expanded in recent years. For example: - State leaders may consider how key program elements of EHS relate to state activities and initiatives, such as child care licensing regulations, quality rating and improvement systems (QRIS), and early learning standards. - States

may wish to explore ways to better integrate EHS with other state early childhood programs, for example, through initiating joint professional development opportunities that meet the needs of EHS providers as well as child care providers. - State child care subsidy policies, if designed well, can promote partnerships between child care and EHS programs. - The State Early Childhood Advisory Councils offer an opportunity to bring EHS together with other state and federal services to build strong early childhood systems built around substantial supports for vulnerable young children. State leaders can seize opportunities such as these to break down silos and create collaborative state systems and programs to better meet the needs of vulnerable young children in their states....This paper reviews 11 key aspects of how the federal Early Head Start program works. Each section includes considerations for state leaders, such as how other state systems relate to a particular aspect of EHS, or what types of policy changes and partnerships states could consider to coordinate and leverage EHS resources with other state programs. Each section concludes with links to related online resources.”]

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High-Quality Early Education: Cutting Crime and Saving Up to \$160 Million a Year in Education Costs in San Diego County. By Fight Crime: Invest in Kids California. (Fight Crime: Invest in Kids California, San Francisco, California) [2011.] 7 p.

Full text at:

http://action.preschoolcalifornia.org/site/DocServer/Early_Ed_FCIK_Brief.pdf?docID=661

[“Law enforcement leaders have supported high-quality early education as one of the most cost-effective ways to cut crime and reduce state costs for correctional and other social services over the long term. The research is clear that at-risk children who attend high-quality early education are less likely to commit crimes as adults and more likely to complete high school and become competent adults who can support themselves and their families. Researchers have found that, in the long run, quality early education saves as much as \$16 for every dollar invested. A new analysis by Fight Crime: Invest in Kids California shows that quality early education investments, including preschool, can also produce significant short-term savings for the San Diego County’s education budget, by reducing special education costs by ten percent. Over \$800 million a year is spent on special education services for San Diego County, but only \$83 million was invested in state- and federally funded preschool that served San Diego 4-year-olds in Fiscal Year 2010–2011. The new analysis shows that if and when a combination of funding from the federal government, the state government and individual families can fund high-quality preschool for all San Diego families that would want it, at a projected total cost of \$335 million, San Diego and California could realize savings of as much as \$80 million in special education costs alone. Because high-quality preschool can reduce grade retention and improve the learning environment, the total K-12 education savings could reach \$160 million a year.”]

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“Programs Help Children Become Bilingual.” By Jean Tepperman. IN: Children’s Advocate (Spring 2011) 5 p.

[“Learning a second language early in life has many benefits, say parents, teachers, and directors in early childhood bilingual programs. These programs are increasingly popular and some schools, even preschools, are going bilingual.... A generation ago, bilingual programs were designed to help children study in their own language while they learned English. In 1998, California voters passed a measure that eliminated most of those programs and required that public schools teach in English. But many parents have pushed for the creation of ‘two-way’ or ‘dual-language’ bilingual programs in schools and preschools, in which children who speak English and children who speak another language - usually Spanish or Chinese - learn together in both languages. If enough parents ask for these increasingly popular programs, schools can get permission to provide them.... Chula Vista Learning Community is a dual-language program in San Diego County for children in preschool through eighth grade. Fulvia Burquez enrolled her son Esteban in the program because, she says, ‘I wanted my child to improve his Spanish, not just learn English. I’ve seen with other kids, once they learn English they use only English.’ Her family speaks Spanish at home. Children are taught for half the day in English, and for half in Spanish. Children speak English in the English classroom, Spanish in the Spanish classroom - even when they’re speaking to each other, says teacher Cristina Barajas. Teachers use instructional strategies that include bringing in real-world materials, pictures, charts to help children learn language naturally. ‘Our goal,’ says Chula Vista Principal Jorge Ramirez, ‘is that [children] are fully bilingual by seventh or eighth grade. We’re one of the highest performing schools in the district. Our results show that kids are learning.’ ‘In other countries, children are learning several languages,’ he adds. ‘It’s important to acquire a second - third -fourth language so [our kids] can be competitive.’”]

Full text at:

http://www.4children.org/issues/2011/spring/programs_help_children_become_bilingual/

Español:

http://www.4children.org/files/articles/483/2011_AAC_Spanish_right%20now.pdf

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Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems (QRIS): Identifying Promising Features. By Tabitha Isner and others. (Child Trends, Washington, DC) February 2011. 83 p.

Full text at: http://www.childtrends.org/Files//Child_Trends-2011_04_27_FR_CoachingEarlyCare.pdf

["Coaching and other on-site, individualized professional development strategies (consultation, mentoring, and technical assistance) have emerged as promising strategies to support the application of new teaching strategies and overall quality improvement among practitioners in early care and education settings. The purpose of this report is to synthesize findings from a review of the literature and a multi-case study of coaching in Quality Rating and Improvement Systems (QRIS) to understand more about the practice of coaching and whether features of coaching can be identified that are linked to positive outcomes for practitioners and children. Conclusions drawn from the synthesis can be used to generate recommendations for further specification of coaching models in theory and in practice."]

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The Friday Podcast: The Case for Preschool. By Alex Blumberg and others. Planet Money, The Friday Podcast. (National Public Radio, Washington, DC) June 10, 2011. Program length: 21:14.

Podcast at: <http://www.npr.org/search/index.php?searchinput=case+for+preschool> (Click on 'listen now' to open window to listen online or download.)

["Take a bunch of 3 year olds from poor families. Randomly divide them into two groups, and give one group free access to preschool. Then follow both groups for 40 years. This is what the researchers in the Perry Preschool Program did, starting in the early 1960s. The results were astonishing. Kids from the preschool group were less likely to be arrested and more likely to have a job. Among those with jobs, those who went to preschool made more money than those who did not. Other studies show similar results. On... Planet Money, we talk with James Heckman, a University of Chicago economist. Based on the data from these studies, he argues that using public funds to pay for poor kids to go to preschool actually saves the government money in the long run."]

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IMPROVED FAMILY FUNCTIONING

Spotlight on Home Visiting [Issue theme]. By Cailin O'Connor. Research Review, Vol. 1, No. 2 (National Alliance of Children's Trust and Prevention Funds, Seattle, Washington) May 2011. 20 p.

["In this issue, we summarize recently published prevention-related articles. New in this issue, we are also providing very brief summaries of the findings of additional recently published articles, with the goal of helping our members locate research that is relevant to them even when we cannot summarize every article that is published. We also link to research-related resources from other national prevention partners. The 'Spotlight on Home Visiting' is a printable fact sheet summarizing what is known about home visiting and highlighting the efforts of colleagues in Oklahoma."]

Full text at: http://www.ctfalliance.org/images/research%20review/RR_2011-May.pdf

Research Review Archive: <http://www.ctfalliance.org/archive.htm>

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Evidence-Based Practices for Children Exposed to Violence: A Selection from Federal Databases. By Clare Anderson and others. (U.S. Department of Justice, and U.S. Department of Health and Human Services, Washington, DC) [2011.] 27 p.

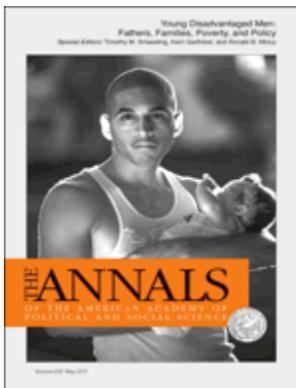
Full text at: http://www.safestartcenter.org/pdf/Evidence-Based-Practices-Matrix_2011.pdf

[This report “summarizes Federal reviews of research studies and program evaluations to help localities address childhood exposure to violence and improve outcomes for children, families, and communities. Subject matter experts at the Department of Justice and the Department of Health and Human Services collaborated in preparing this information, which is based on reviews of Federal databases of evidence-based programs... From this review, researchers created a matrix of 42 effective programs and 13 promising programs. The description of each program in the matrix includes a rating; the age range for the children served; outcome indicators; and whether the program increased resilience, reduced trauma symptoms, or reduced incidence.” Children’s Bureau Express (May 2011.)]

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“Young Disadvantaged Men: Fathers, Families, Poverty, and Policy.” By Timothy M. Smeeding and others. IN: *Annals of the American Academy of Political and Social Science*, vol. 635, no. 6 (May 2011) pp. 6-21.

Full text at: <http://ann.sagepub.com/content/635/1/6.full.pdf+html>



["A perfect storm of adverse events is now being experienced by younger undereducated men, their children, and the mothers of their children. The Great Recession of 2008 to 2010 has severely limited legitimate work opportunities, reflecting longer-term structural as well as cyclical employment issues. High rates of incarceration further limit job opportunities and keep fathers from their children. Most men (and women) who have children early on in life out of wedlock have at least one more child with another partner, and marriage rates are low while divorce rates are subsequently high. Public policy allows child support obligations to build while fathers are in jail or out

of work. Few income maintenance programs serve this population. As a result of all these forces, young men are suffering rising poverty; their families are extremely unstable; and these fathers, mothers, and children are in desperate economic and social situations.”]

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IMPROVED HEALTH

Building Strong Systems of Support for Young Children’s Mental Health: Key Strategies for States and a Planning Tool. By Sheila Smith and others. (National Center for Children in Poverty, New York, New York) June 2011. 32 p.

Full text at: http://www.nccp.org/publications/pub_1016.html

[“Young children’s mental health provides an essential foundation for early learning and development. In the early years, children’s mental health can be seen in a wide range of behaviors that promote engagement in social relationships and learning. An infant who joyfully participates in ‘conversation’ with parents is acquiring a capacity for strong social relationships while learning language and the patterns of communication. A toddler shows positive mental health by actively investigating her environment while gaining new cognitive and motor skills during play and exploration. A preschooler who helps his friend build a robot, shares his favorite markers, and rebuilds his block tower after it tumbles is learning social and problem-solving skills that will fuel learning in preschool and beyond.... Young children with mental health problems miss out on developmental experiences that promote early learning. The behavior problems of some children result in actual expulsion from early care and education settings.... At home, young children with problem behaviors may be caught in a cycle of negative interactions with parents that disrupt a nurturing parent-child relationship and further limit support for the child’s healthy development.... Part I of this report describes key strategies that should be part of a comprehensive system of supports for young children’s mental health and examples from states that are developing and implementing them. These strategies are: - promoting early childhood mental health (ECMH) in home visiting and parenting programs; - enhancing supports for ECMH in early care and education programs; - screening parents for depression; - screening children for social-emotional problems; - developing a better-trained workforce to address the social-emotional needs of young children; - using evidence-based practices and evaluation to promote effective ECMH programs; and - supporting the well-being of exceptionally vulnerable children. Part II of this report presents a simple tool that state planners can use for two purposes: 1) to assess the current status of the state’s ECMH supports; and 2) to plan for specific enhancements in the state’s current system, including expansion of certain ECMH strategies, such as child screening or training for early childhood teachers, and improvements in the quality of interventions. Since the creation of strong systems of ECMH supports requires collaboration among multiple agencies and programs, this tool may be especially useful for Early Childhood Advisory Councils, Early Childhood Comprehensive Systems

initiatives, and similar state-level planning entities that bring together leaders from different sectors.”]

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Updated: The New Crib Standard: Questions and Answers. By CPSC Blogger. IN: OnSafety Blog (U.S. Consumer Product Safety Commission, Bethesda, Maryland) June 14, 2011. 6 p.

[“Since CPSC approved a new crib rule, your questions have been flowing into us. While most questions have revolved around the drop side, it’s important for you to know that the new standard affects far more than the drop side. A crib’s mattress support, slats, and hardware are now required to be more durable and manufacturers will have to test to new more stringent requirements to prove compliance. Here are some of your questions along with answers.”]

Full text at: <http://www.cpsc.gov/onsafety/2011/06/the-new-crib-standard-questions-and-answers/>

More information at: <http://www.cpsc.gov/info/cribs/index.html>

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“Breastfeeding and Reduced Risk of Sudden Infant Death Syndrome: A Meta-analysis.” By Fern R. Hauck, University of Virginia and others. IN: Pediatrics, published online eFirst June 13, 2011, 8 p.

Full text at: <http://pediatrics.aappublications.org/content/early/2011/06/08/peds.2010-3000.full.pdf>

[“The benefits of breastfeeding infants has long been known to be the most beneficial for infants. ...now it may also protect the risk of sudden death syndrome, which is one of the biggest fears for parents raising youngsters. Breastfeeding appears to reduce the risk of SIDS by up to 73%.... Dr. Fern R. Hauck, an associate professor of family medicine and public health at the University of Virginia in Charlottesville explains: ‘Breastfeeding has many benefits for mothers’ and infants’ health. This study shows another important reason that mothers should breastfeed their infants, and ideally, this should be exclusive. These results indicate that breast-feeding is strongly protective against SIDS. Exclusive breastfeeding confers the most protection.’ Sudden Infant Death Syndrome (SIDS) claims the lives of about 2,300 infants a year in the United States, according to federal statistics. So here are the basic facts from the research. The study showed that for infants who received any amount of breast milk for any time period, there was a 60% reduction in the risk of SIDS. When the researchers took into account other factors such as socioeconomic status, smoking and infant sleep position, the reduction in the risk of SIDS dropped to 45%. However, when the researchers looked at the reduced risk of

SIDS among infants who were exclusively breastfed, the risk was reduced by 73%.”
Medical News Today (June 14, 2011.)]

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Medicaid Works: A Review of How Public Insurance Protects the Health and Finances of Children and Other Vulnerable Populations. By Leighton Ku and Christine Ferguson, George Washington University. (First Focus, Washington, DC) June 2011. 25 p.



[This report “describes the enormous success of Medicaid and the Children’s Health Insurance Program (CHIP) in increasing health insurance coverage among children; strengthening access to medical, health, and developmental services; and safeguarding the finances of low-income families and individuals. The brief also explores the potential impact of the fiscal year 2012 budget resolution approved by the House of Representatives, which would block grant the Medicaid program. Such a proposal would end Medicaid as we know it- causing states to reduce enrollment, limit benefits, cut provider payments, and shift more costs onto the children and families who rely on public programs.”
First Focus (June 13, 2011.)]

Full text at: <http://www.firstfocus.net/sites/default/files/MedicaidWorks.pdf>

Fact Sheet: 2 p.

http://firstfocus.net/sites/default/files/Medicaid%20Works_KeyFindings_FINAL.pdf

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IMPROVED SYSTEMS OF CARE

Let’s Move Child Care Checklist: Recommendations for Preschoolers, Infants and Toddlers. By Dianne S. Ward and others. (Let’s Move, Nemours Foundation, Washington, DC) June 1, 2011. 19 p.

[“After visiting children at CentroNía, a bilingual child care center in Washington, D.C., First Lady Michelle Obama unveiled Let’s Move! Child Care, a new effort to work with child care providers to help our youngest children get off to a healthy start. The First Lady released a checklist that providers and parents can use as a tool to encourage healthy eating and physical activity and limit screen time for young children. In addition, the First Lady announced that the Department of Defense, the General Services

Administration and Bright Horizons have committed to these practices - a step that will positively impact approximately 280,000 children in 1,600 child care centers nationwide. Mrs. Obama was joined by Health and Human Services Secretary Kathleen Sebelius, Vice Chairman of the Joint Chiefs of Staff General James Cartwright and representatives from Partnership for a Healthier America, Bright Horizons, Nemours Foundation and the National Association of Child Care Resource and Referral Agencies (NACCRRA). ‘Everyone is going to see that these small changes can make a big difference. If our kids get into the habit of getting up and playing, if their palates warm up to veggies at an early age, and if they're not glued to a TV screen all day, they're on their way to healthy habits for life,’ Mrs. Obama said. ‘That's why I'm so excited about Let's Move! Child Care - because I know that childcare facilities and home-based providers can be a real building block for an entire generation of healthy kids.’” Office of the First Lady, Press Release (June 8, 2011.)]

Full text at:

<http://www.healthykidshealthyfuture.org/content/dam/hkhf/filebox/letsmove/childcareclis t.pdf>

Let's Move! Child Care: Website: <http://healthykidshealthyfuture.org/welcome.html>

Let's Move! Child Care: Fact Sheet: 1 p.

http://www.whitehouse.gov/sites/default/files/uploads/let_s_move_child_care_fact_sheet.pdf

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Child Care Choices of Low-Income Working Families. By Ajay Chaudry and others. (The Urban Institute, Washington, DC) 2011. 202 p.

Full text at: <http://www.urban.org/publications/412343.html>

[“This research report presents the findings from a qualitative study of the child care choices of low-income working families in two urban communities. Participants included 86 parents with young children, many of whom were immigrants, English language learners, or parents of children with special needs. We discuss the key themes and variations in family experiences, giving particular attention to parental preferences and the factors that influenced their decisions, within the contexts of their employment and the early care and education programs in their communities. We conclude with policy recommendations that can promote parental access to affordable and high quality care.”]

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Charting Progress for Babies in Child Care Project: Expand Monitoring and Technical Assistance. By Teresa Lim and Hannah Matthews. (Center for Law and Social Policy, CLASP, Washington, DC) June 2011. 13 p.

Full text at:

http://www.clasp.org/admin/site/babies/make_the_case/files/cp_rationale9.pdf

[“To protect and promote the growth and development of very young children, providers and caregivers need to demonstrate constant vigilance over signs of potential harm and maintain clean, nurturing spaces. All babies and toddlers in child care need healthy and safe environments in which to explore and learn. To support this goal, CLASP recommends that states conduct routine monitoring of infant and toddler child care in centers and family child care settings at least twice a year, provide technical assistance to help providers with licensing compliance, and use information on provider compliance to inform parents and ensure ongoing improvements in monitoring systems and child care quality. This document presents research supporting the recommendation to expand monitoring and technical assistance.”]

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“The Minnesota Family, Friend and Neighbor Grant Program.” By Amy Susman-Stillman and others. IN: Zero to Three, vol. 31, no. 5 (May 2011) pp. 42-50.

[“Traditionally, professional development for child care providers has been targeted toward the members of child care community who provide what is termed ‘licensed care’ in center- and home-based (family child care) settings. However, the most common form of nonparental care in the United States is not provided by licensed centers or licensed family child care caregivers, but by what are termed family, friend, and neighbor providers (FFN)... IN 1997, Minnesota became the first state in the nation to pass legislation establishing an education and support program for family, friend, and neighbor (FFN) care providers. This article describes the Minnesota Family, Friend and Neighbor Grant Program and findings from an evaluation of the programs and a curriculum scan of materials used in the programs.” NOTE: The Minnesota Family, Friend and Neighbor... is available for loan.]

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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 CHILD DEVELOPMENT

“School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups.” By Arthur J. Reynolds, Institute of Child Development, University of Minnesota and others. IN: Science (published online in advance of print, June 9, 2011.)

[“Advances in understanding the effects of early education have benefited public policy and developmental science. Although preschool has demonstrated positive effects on life-course outcomes, limitations in knowledge on program scale, subgroup differences, and dosage levels have hindered progress. We report the effects of the Child-Parent Center Education Program on indicators of well-being up to 25 years later for more than 1400 participants. This established, publicly funded intervention begins in preschool and provides up to 6 years of service in inner-city Chicago schools. Relative to the comparison group receiving the usual services, program participation was independently linked to higher educational attainment, income, socioeconomic status (SES), and health insurance coverage, as well as lower rates of justice-system involvement and substance abuse. Evidence of enduring effects was strongest for preschool, especially for males and children of high school dropouts. The positive influence of 4 years or more of service was limited primarily to education and SES. Dosage within program components was mostly unrelated to outcomes. Findings demonstrate support for the enduring effects of sustained school-based early education to the end of the third decade of life.” NOTE: School-Based Early Childhood Education... will be available for loan.]

“From the ‘Science Podcast’: an interview with Arthur Reynolds on the enduring influence of quality preschool programs.” Time: 10:39.

<http://www.sciencemag.org/content/early/2011/06/08/science.1203618/suppl/DC2>

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IMPROVED HEALTH

“Maternal Depressive Symptoms and Child Care During Toddlerhood Relate to Child Behavior at Age 5 Years.” By Lynne C. Giles and others. IN: Pediatrics, published online eFirst June 13, 2011.

[“We examined the influence of maternal depressive symptoms during toddlerhood on children's behavior at the age of 5 years and investigated if formal or informal child care during toddlerhood modified any relationship observed. Results: Data were available from 438 mothers and their children (227 girls and 211 boys); the mothers who completed questionnaires during the children's infancy, in toddlerhood, and at the age of 5 years. Recurrent maternal depressive symptoms in toddlerhood (when study children were aged 2 and 3½ years) was a significant risk factor for internalizing, externalizing, and total behavior problems when children were aged 5 years. Intermittent maternal depressive symptoms (study child age 2 or 3½ years) did not significantly affect child behavior problems. Formal child care at the age of 2 years modified the effect of recurrent maternal depressive symptoms on total behavior problems at age 5 years. Informal child care in toddlerhood did not significantly affect child behavior problems.

Conclusions: Recurrent, but not intermittent, maternal depressive symptoms when children were toddlers were associated with child behavior problems at age 5 years. As little as half a day in formal child care at the age of 2 years significantly modified the effect of recurrent maternal depressive symptoms on total behavior problems. Formal child care for toddlers of depressed mothers may have positive benefits for the child's subsequent behavior.” NOTE: Maternal Depressive Symptoms... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

2011 Positive Discipline Association Conference: Developing Respectful Relationships. July 8, 2011. San Diego, California.

For more information:

<http://www.positivediscipline.org/Default.aspx?pageId=278552&eventId=307217&EventViewMode=EventDetails>

[Including speakers: “‘Tiger Mom, Pushover Parent, or Something In The Middle: Learn Many Positive Discipline Tools for Kind and Firm Parenting.’ Jane Nelsen, Ed.D, MFT Co-Founder of Positive Discipline, Co-Author of the Positive Discipline Series.” and “‘Heart to Heart: Inspiring Connections With Children With Special Needs.’ Steven Foster, LCSW, CPDLT and Arlene Raphael, MS, CPDT, Co-Authors of ‘Positive Discipline For Children With Special Needs.’”]

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California Head Start Association Policy and Leadership Summit: Managing Through Tough Times. July 26-28, 2011. Doubletree by Hilton San Diego - Mission Valley, San Diego, California.

For more information: <http://caheadstart.org/conference.html>

[“Policy Summit July 26. Issues will include: Federal - Status of the proposed FY 2012 budget, planning for school readiness, updates on OHS quality initiatives, monitoring and compliance issues. State - Responding to budget cuts, impacts to programs that blend and braid funding, Early Learning Advisory Council, Transitional Kindergarten.... Manager and Director Institute July 27 and 28.... Seminar Strands: - Fiscal Management - School Readiness and Current Issues for the Head Start Classroom - Issues with Monitoring and Compliance - Building Sustainably Successful Organizations - New Manager and Director HS/EHS 101.”]

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Investing in Innovation Fund (I3). U.S. Department of Education. The application deadline for i3 applications is 4:30 pm (DC time) on August 2, 2011.

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

[“The Investing in Innovation Fund, established under section 14007 of the American Recovery and Reinvestment Act of 2009 (ARRA), provides funding to support (1) local educational agencies (LEAs), and (2) nonprofit organizations in partnership with (a) one or more LEAs or (b) a consortium of schools. The purpose of this program is to provide competitive grants to applicants with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates....

Competitive Preference Priority 6... To meet this priority, applications must focus on (a) improving young children’s school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA); (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.”]

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