



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

Transforming Public Education: Pathway to a Pre-K-12 Future. By Allison de la Torre and others, Pre-K Now. (Pew Center on the States, Washington, DC) September 2011. 27 p.

Full text at:

http://www.pewcenteronthestates.org/uploadedFiles/wwwpewcenteronthestatesorg/Initiatives/Pre-K_Education/Pew_PreK_Transforming_Public_Education.pdf



["In this our final report, Pre-K Now lays out a strategy to transform public education by moving from our current K-12 model to a more effective, evidence-based Pre-K-12 system, based upon the vital learning that happens in children's earliest years. This Pre-K-12 vision is grounded in rigorous

research and reflects work by leading scholars and institutions to identify the knowledge and skills students need to succeed in school and the teaching practices that best develop them.” Pre-K Now.]

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Early Childhood Education for the 21st Century: Linking Research, Language, and Culture. By Celina Benavides and Antonia Lopez. (National Council of La Raza, Washington, DC) 2011. 4 p.

Full text at:

http://www.nclr.org/index.php/publications/early_childhood_education_for_the_21st_century_linking_research_language_and_culture/ (NOTE: Read online or download with free registration.)



[“The National Council of La Raza (NCLR) welcomes the steady focus on evidence-based research and policy initiatives to transform ECE systems, and it emphasizes that the Latino voice must be central to these discussions. Latinos compose a significant portion of the population and yet remain one of the most disadvantaged groups in the educational system. It is vital that policies address the unique needs and backgrounds of Hispanic and dual language learner (DLL) children. In order to effectively improve the educational outcomes of these children, efforts must focus on their specific cultural and linguistic

heritages.... NCLR’s Core Qualities outline best practices for programs serving Latino children and their families.”]

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“Investing Early in Education.” [Special Section.] IN: Science, vol. 333, no. 6045 (August 19, 2011) pp. 951-983.

[Articles in this Special Section of Science magazine include: “Laying the Foundation for Lifetime Learning; - Past Successes Shape Effort to Expand Early Intervention; - Giving Children a Head Start Is Possible - But It's Not Easy; - A Passion for Early Education; - Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old; - Teachers’ Language Practices and Academic Outcomes of Preschool Children; - Early Childhood Mathematics Intervention; - Educational Interventions to Advance Children’s Scientific Thinking; - Effectiveness of Early Educational Intervention; - From Science to Policy in Early Childhood Education; - Protecting Brains, Not Simply Stimulating Minds.” NOTE: Investing in Early Education... is available for loan.]

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Moving Forward With Kindergarten Readiness Assessment Efforts: A Position Paper of the Early Childhood Education State Collaborative on Assessment and Student Standards. By Eboni C. Howard. (Council of Chief State School Officers, Washington, DC) June 2011. 14 p.

Full text at: http://www.ccsso.org/Documents/CCSSO_K-Assessment_Final_7-12-11.pdf

[“Early child assessments conducted prior to, at the start of, and during kindergarten can be useful for a number of purposes *if done well*. Kindergarten readiness assessments should be used to directly support children’s development and academic achievement to improve educational outcomes. To do so, kindergarten readiness assessment efforts should adhere to the following principles:

- Use multiple tools for multiple purposes.
- Address multiple developmental domains and diverse cultural contexts.
- Align with early learning guidelines and common core standards.
- Collect information from multiple sources.
- Implement in a systems-based approach.
- Avoid inappropriate use of assessment information, specifically including high-stakes decisions, labeling children, restricting kindergarten entry, and predicting children’s future academic and life success.

The rest of this paper will discuss the rationale of our position and important cautions for parents, teachers, administrators, and policymakers to consider when planning kindergarten assessment initiatives.”]

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The Power of PreK-3rd: How a Small Foundation Helped Push Washington State to the Forefront of the PreK-3rd Movement. By Paul Nyhan. FCD Case Study. (Foundation for Child Development, New York, New York) September 2011. 31 p.

Full text at: <http://fcd-us.org/sites/default/files/FCDCaseStudyWashington.pdf>

[This “study chronicles how The New School Foundation influenced primary education reform in Washington by creating one of the leading PreK-3rd programs in the United States. The PreK-3rd program was implemented in two of the lowest performing public schools in Seattle. After eight years encountering obstacles and resistance, the PreK-3rd program at South Shore School began to produce results. Now, not only is this program influencing other districts in Washington, but also PreK-3rd efforts in the rest of the country.” The Learning Curve (September 22, 2011.)]

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IMPROVED FAMILY FUNCTIONING

Unintended Consequences of Mass Imprisonment: Effects of Paternal Incarceration on Child School Readiness. By Anna R. Haskins, University of Wisconsin-Madison. **Fragile Families Working Paper. No. 11-18-FF.** (The Center for Research on Child Wellbeing, Princeton University, Princeton, New Jersey) September 2011. 65 p.

Full text at: <http://crcw.princeton.edu/workingpapers/WP11-18-FF.pdf>

[“Though sociologists have examined the consequences of mass imprisonment of African-American men on the incarcerated men, their families, and their communities, no study has considered its impact on racial disparities in educational achievement. Analyzing the Fragile Families and Child Wellbeing Study and its rich paternal incarceration data, this study asks whether children with fathers who have been in prison are less prepared for school both academically and behaviorally as a result, and whether racial disparities in imprisonment explain some of the gap in white and black children’s educational outcomes. Using a variety of estimation strategies, I show that experiencing paternal incarceration by age 5 is associated with lower child school readiness in behavioral but not cognitive skills. While the main effect of incarceration does not vary by race, boys with incarcerated fathers in their early childhood years have substantially worse behavioral skills at school entry. Because of the negative effects of incarceration on boys’ behavioral skills and the much higher exposure of black children to incarceration, mass incarceration facilitates the intergenerational transmission of male behavioral disadvantage, and plays a role in explaining the persistently low achievement of black boys.”]

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Teaching the Teachers: Preparing Educators to Engage Families for Student Achievement. By Margaret Caspe and others. **Issue Brief.** (Harvard Family Research Project, Cambridge, Massachusetts and National PTA, Alexandria, Virginia) May 2011. 16 p.

Full text at: <http://www.hfrp.org/publications-resources/browse-our-publications/teaching-the-teachers-preparing-educators-to-engage-families-for-student-achievement>

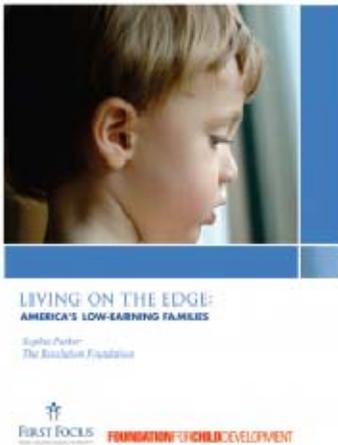


[“To be effective, teachers must be prepared to collaborate with families to support student success. Many studies confirm that strong parent–teacher relationships relate to positive student outcomes.... Thus, by giving teachers the support they need to work with families, teacher education programs can have an even greater impact on student achievement. For this reason, some institutions of higher education are already taking innovative steps to prepare teachers to work with families through coursework and hands-on experience in schools during preservice and into their early years of teaching. ‘Teaching the Teachers’ highlights those

promising strategies through five case studies, and examines how teacher education programs can create the foundation for meaningful and effective family engagement. This brief describes five core elements necessary for a system of teacher training and professional development in support of family engagement, distilled from the case studies of existing teacher preparation programs. The brief also addresses the policies needed to support this type of teacher preparation system.”]

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Living on the Edge: America’s Low Earning Families. By Sophia Parker, The Resolution Foundation. (First Focus, Washington, DC) 2011. 19 p.



[“One in three working families today find that employment does not guarantee a decent living standard. Forty percent of all children - 30 million kids - grow up in such households. Why are these families unable to get ahead? And what are the implications of their struggle for their children? This report, authored by Sophia Parker of the Resolution Foundation, discusses the factors that lie behind the declining living standards of low-income households with children today, as well as what steps can be taken to reverse this decline and create a pathway to the middle class for these families and their children.” First Focus.]

Full text at:

<http://www.firstfocus.net/library/reports/living-on-the-edge-americas-low-earning-families>

Living on the Edge: America’s Low-Earning Families: Policy Recommendations. By Megan Curran. (First Focus, Washington, DC) 2011. 4 p.:

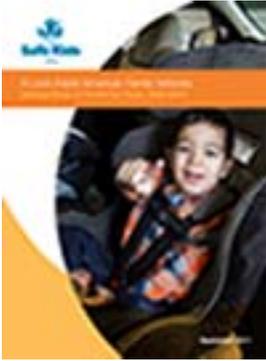
<http://www.firstfocus.net/sites/default/files/FF%20Brief--living%20on%20the%20edge.pdf>

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IMPROVED HEALTH

A Look inside American Family Vehicles: National Study of 79,000 Car Seats. By Safe Kids USA. (Safe Kids USA, Washington, DC) September 2011. 17 p.

Full text at: <http://www.safekids.org/assets/docs/safety-basics/safety-tips-by-risk-area/sk-car-seat-report-2011.pdf>



[“Most parents aren't using child seats correctly, research... from the non-profit group Safe Kids USA shows. Only 30% are using the tether straps that keep the tops of child seats - and children's heads - secured in crashes, and many are not using the safest seats for their children's ages. In what is believed to be the largest study ever done of child seats, Safe Kids reviewed 79,000 car seat checklists collected at inspection events the group held in 2009 and 2010. Because parents voluntarily take their vehicles to checkups, the rate for proper usage is likely even lower, Safe Kids says, which underscores the need for more education. Although the death rate has declined, car crashes remain the leading cause of death for children ages 3 to 14, according to National Highway Traffic Safety Administration data. Properly used child safety seats decrease the risk of death by 71% for infants and 54% for toddlers, NHTSA says. Children are 59% less likely to be injured in a booster seat than if they were using seat belts only.” USA Today (September 16, 2011.)]

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Apples to Twinkies: Comparing Federal Subsidies of Fresh Produce and Junk Food. By the CALPIRG and the U.S. PIRG Education Fund. (California Public Interest Research Group, Sacramento, California) September 2011. 12 p.

Full text at:

<http://www.calpirg.org/uploads/72/3b/723b23b259681c0720e02a0ced6a339e/Applies-to-Twinkies-vCA.pdf>

[“America is facing an obesity epidemic - one that’s hitting children especially hard. Childhood obesity rates have tripled over the last three decades... The rise in childhood obesity has many causes, but one of the most important is the increased prevalence of high-fat, heavily sweetened junk food. And shockingly, American taxpayers are spending billions to subsidize junk food ingredients, making the problem worse.... Between 1995 and 2010, \$16.9 billion in tax dollars subsidized four common food additives - corn syrup, high fructose corn syrup, corn starch, and soy oils (which are frequently processed further into hydrogenated vegetable oils). Outside of commodity crops, other agricultural products receive very little in federal subsidies. Since 1995, taxpayers spent only \$262 million subsidizing apples, which is the only significant federal subsidy of fresh fruits or vegetables. If these agricultural subsidies went directly to consumers to allow them to purchase food, each of America’s 144 million taxpayers would be given \$7.36 to spend on junk food and 11 cents with which to buy apples each year - enough to buy 19 Twinkies but less than a quarter of one Red Delicious apple apiece.”]

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“Abusive Head Trauma during a Time of Increased Unemployment: A Multicenter Analysis. By Rachel P. Berger, Children’s Hospital of Pittsburgh of UPMC and others. IN: Pediatrics (eFirst, published online September 19, 2011) pp. 637-643.

Full text at: <http://pediatrics.aappublications.org/content/early/2011/09/15/peds.2010-2185.full.pdf+html>

[“As the U.S. economy faltered, hospitals nationwide saw a spike in the number of abused kids with severe brain injuries, a... study suggests. Researchers analyzed the rate of abuse-induced head trauma among kids ages 5 and under between 2004 and 2009. During that five-year period, the number of cases rose from about 9 per 100,000 children in pre-recession years to 15 per 100,000 during the recession - a 65 percent increase, according to a study published... in ‘Pediatrics.’ Though the research doesn’t prove the increase was caused by tough economic times, past findings have linked violence with economic hardship.” U.S. News and World Report, Health (September 19, 2011.)]

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IMPROVED SYSTEMS OF CARE

Meeting the Early Learning Challenge: Better Child Care Subsidy Policies. By Hannah Matthews and Danielle Ewen. (Center for Law and Social Policy, Washington, DC) September 2011. 7 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/subsidiesandelc.pdf>

[“For more than two million low-income children at risk of school-failure, the child care subsidy system is key to accessing quality child care and early education settings. Without a subsidy, many low-income families are unable to afford even minimal quality child care-and they surely cannot afford settings that foster healthy development and early learning to close the achievement gap. Yet, access to a subsidy itself does not guarantee access to quality; state child care assistance policies vary and the availability of quality care for low-income children is uneven. To increase the number and percentage of low-income children, birth to five, enrolled in high-quality early education programs, states will need to undertake a critical assessment of their state child care assistance policies and make revisions that support access to high quality care and promote continuity so that children can stay in quality settings for longer periods. States have the flexibility to adopt child care policies that promote quality and that make it easier for working families to access quality settings. Given the high costs of child care that leave quality care out of reach for many low-income families, any efforts to move more low-income children into higher quality care should be done in tandem with efforts to strengthen child care assistance programs.”]

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Child Care Quality Rating and Improvement Systems: Approaches to Integrating Programs for Young Children in Two States. By Gretchen Kirby and others, Mathematica Policy Research. OPRE Report No. 2011-28. (U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) August 2011. 61 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/two_states/two_states.pdf

[“As more states and communities develop and adopt child care Quality Rating and Improvement Systems (QRIS) as a mechanism to improve the quality of their early care and education programs, stakeholders are seeing opportunities for QRIS to also serve as a potential system-building agent within the fragmented early childhood care and education (ECE) system. At this time, little has been documented across states implementing QRIS about their interest and active involvement in integration of the early care and education (ECE) system or, importantly, about what such involvement actually entails and how it could be accomplished and measured. Recognizing this gap in information about QRISs, the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (DHHS) supported this in-depth exploration of the QRIS and how it functions within the ECE system through the Child Care Quality Rating System Assessment (QRS Assessment) project.... This report focuses on approaches in use by QRIS in Indiana and Pennsylvania to connect with and build on the programs and resources that exist within the ECE system.”]

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Defining and Measuring Quality: An In-Depth Study of Five Child Care Quality Rating and Improvement Systems. By Pia Caronongan and others, Mathematica Policy Research. OPRE Report No. 2011-29. (U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) August 2011. 87 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/five_childcare/five_childcare.pdf

[“Recognizing the need for information on the quality measurement practices in QRIS, this in-depth study of select QRIS was launched as part of the Child Care Quality Rating Systems (QRS) Assessment project, funded by the Office of Planning, Research, and Evaluation (OPRE) within the Administration for Children and Families. We examined the approaches used by states and communities to measure quality through the QRIS by focusing on three research questions:

1. What is the variation in how select QRIS define and measure quality, and what accounts for the variation in their approaches?

2. What are the specific processes used by select QRIS to measure each component of the quality rating and determine the overall rating level?
3. What is the availability of consistent and reliable data on quality ratings within select QRIS and how are the data currently being used?

To answer these questions, we selected five QRIS for the in-depth study: Miami-Dade County, Florida; Illinois; Indiana; Pennsylvania; and Tennessee.”]

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Measuring Quality across Three Child Care Quality Rating and Improvement Systems: Findings from Secondary Analyses. By Lizabeth Malone and others, Mathematica Policy Research. OPRE Report No. 2011-30. (U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) August 2011. 81 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/measuring_three/measuring_three.pdf

[“States and communities have adopted Quality Rating and Improvements Systems (QRIS) as a tool to promote, measure, and monitor the quality of early child care programs. The primary goal of a QRIS is to improve quality across a range of child care programs, with the intent of providing positive experiences for all children. The fundamental design decision then is to define and measure quality.... This report... presents findings from an exploratory analysis of administrative data from three QRIS, which examines the prevalence of quality components across providers and how they function in relation to observed quality. As QRIS enters its second decade, it is clear there has been a growing sophistication in data collection, providing opportunities for in-depth analysis of distinctive QRIS as well as cross-QRIS analysis.”]

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The Quality Rating and Improvement System (QRIS) Evaluation Toolkit. By Julieta Lugo-Gil and others, Mathematica Policy Research. OPRE Report No. 2011-31. (U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) August 2011. 201 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/qris_toolkit/qris_toolkit.pdf

[“The QRIS Evaluation Toolkit’ ...is intended to serve as an informational resource for state administrators, child care and early education practitioners, and other stakeholders on how QRISs work; why it is important to conduct evaluation of QRISs; and on how to plan and design an evaluation of QRISs. Several useful and extensive guides for conducting evaluation of social and education programs are already available, however,

this Toolkit focuses specifically on evaluation of QRISs. The Toolkit brings resources pertinent to the evaluation of QRIS together in one place and translates general guidelines into specific activities appropriate for QRIS evaluations through examples. The intent of this tool is not to be the only resource or to duplicate existing resources, but to provide a one-stop shop for planning a QRIS evaluation. That is, the searching and culling of resources has been done for you. ”]

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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 HEALTH

“Healthy Kids Insurance and Experiences of Medical Home Quality for Vulnerable Children.” By Gregory D. Stevens and others. IN: *Medical Care*, vol. 49, no. 9 (September 2011) pp. 828-833.

[“Undocumented children who have access to health insurance are healthier and more engaged in school than those without insurance, according to researchers at the Keck School of Medicine of USC. Their data is the first to show a direct health benefit to children from what primary care practitioners call a ‘medical home,’ which is medical care that is accessible, continuous, comprehensive, coordinated, family-centered, compassionate and culturally effective.... The researchers surveyed 4,011 children from 21 of the 24 Healthy Kids programs (including the largest in Los Angeles). The sample consisted mostly of Latino children in low-income, undocumented and predominantly Spanish-speaking families. Nearly 95 percent of the 2,230 families actually reached cooperated. The sample was divided into three groups: established enrollees (in the program for one year or longer), new enrollees (less than one year) and children on a waiting list. In a study... the researchers found that those enrolled in Healthy Kids were more likely to have a regular source of health care and reported better medical home experiences than the children on a waiting list. Children who were enrolled in the program for more than a year reported the best medical home experiences among the three groups.” USC News (September 7, 2011). NOTE: Healthy Kids Insurance... will be available for loan.]

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“Association of Experiences of Medical Home Quality with Health-Related Quality of Life and School Engagement among Latino Children in Low-Income Families. By Gregory D. Stevens and others. IN: *Health Services Research (Early View)*, published online July 15, 2011).

[In this study published by “‘Health Services Research,’ the researchers found that children who reported better medical home experiences missed fewer days at school and performed better overall in math and in reading. For example, for every one-point increase in the medical home total score, the odds of missing fewer than three school days due to illness or injury in the past school year increased by 12 percent. Among the measured indicators of medical home quality, access most strongly was associated with improved health and school engagement.” USC News (September 7, 2011). NOTE: Association of Experiences of Medical Home Quality... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

5th Annual Foothill College Child Development Conference: Painting the Future: Building Community in Early Care and Education. Sponsored by the Foothill College Child Development Department. October 22, 2010. Foothill College, Los Altos Hills, California.

For more information: <http://www.foothill.edu/childdevelopment/news.php>

[“The conference features more than 30 workshops in Social-Emotional Development, Curriculum and Outdoor Environments... Keynote by Eric Nelson from the Outdoor Classroom Project: ‘Restoring the Wonder and Joy of Childhood through the Outdoor Classroom.’ With children’s early years of life under ever-increasing assault, the importance of childhood as a time of protected development is more important than ever. Eric will speak on the role that the Outdoor Classroom can play in creating a robust, life-affirming early childhood experience for every boy and girl. Included will be a focus on the importance of the role that wonder and joy play in children’s early development and in establishing patterns of a lifelong love of learning. An overview of the philosophy, principles and practices of the Outdoor Classroom will be provided.”]

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2011 NAEYC Annual Conference and Expo. By the National Association for the Education of Young Children. November 2-5, 2011. Orange County Convention Center, Orlando, Florida.

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



[“The NAEYC Annual Conference is the world’s largest gathering of early childhood educators and, as such, offers professional development featuring more than 1,000 sessions organized over 40 topic tracks. The topics and themes reflect the essence of NAEYC and of the early childhood field: research, policy, and practice. Our distinguished presenters are

many: the 2011 Keynote Address will be given by renowned educator, author, and MacArthur Genius Grant recipient, Vivian Gussin Paley; our Closing General Session will be led by bestselling author and NEA award-winner, Pam Muñoz Ryan; and in between are countless sessions led by a broad array of compelling researchers, experts, and practitioners speaking to the latest developments in early childhood education.”]

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Transitional Kindergarten Implementation Summit. By Preschool California. November 8, 2011. Sheraton Grand Sacramento Hotel, Sacramento, California.

For more information: <http://www.preschoolcalifornia.org/get-involved/events/transitional-kindergarten.html>

[“Please join us this fall as education leaders, including Carl Cohn, Dave Gordon and John Mockler, convene to discuss how transitional kindergarten gives California an unparalleled opportunity to ensure our state's youngest learners are better prepared to succeed in kindergarten and beyond. Don't miss this chance to hear how transitional kindergarten, one of the most significant education reforms in our state's recent history, fits into the broader K-12 landscape, and learn about exciting and innovative local models. This daylong summit will also feature sessions on curricular models, standards, professional development, appropriate assessment, parent outreach and administration.”]

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<http://www.library.ca.gov/sitn/ccfc/>

If you have a report, conference or funding opportunity that you would like us to consider for this publication, please send it to our attention.

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