



## 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; [csinfo@library.ca.gov](mailto:csinfo@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**

**Ensuring America's Future: Policy Statements and Recommendations from National Education Organizations. By the Pre-K Coalition. (The Coalition, National School Boards Association, Alexandria, Virginia) October 4, 2011. 8 p.**

Full text at: [http://prekcoalition.org/wp-content/uploads/2011/10/Pre-K-Documents-for-policy-statement\\_lowres.pdf](http://prekcoalition.org/wp-content/uploads/2011/10/Pre-K-Documents-for-policy-statement_lowres.pdf)

[“The reauthorization of the ESEA [Elementary and Secondary Education Act] offers a unique opportunity to update our nation’s primary federal education law to take full advantage of the power of high quality pre-k. This means reframing ESEA to expand policies and practices to include younger children and early education interventions. This report outlines the collective vision of teachers, principals, superintendents, local and state school boards and chief state school officers to lay a firm foundation for pre-k in ESEA and recommends how the federal government can better support states and communities around issues of access, workforce quality, program quality, alignment, and

program coordination.... The Pre-K Coalition is a collaboration among the nation’s most influential education groups - the American Association of School Administrators (AASA), American Federation of Teachers (AFT), Council of Chief State School Officers (CCSSO), National Association of Elementary School Principals (NAESP), National Association of State Boards of Education (NASBE), National Education Association (NEA), and the National School Boards Association (NSBA) - to develop common principles for pre-k policy within federal legislation and build national awareness about the importance of pre-k.”]

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**Participation during the First Four Years of Tennessee’s Voluntary Prekindergarten Program. By A. Grehan and others. Issues and Answers Report. No. REL 2011-No. 107. (Regional Educational Laboratory Appalachia, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, Washington, DC) September 2011. 29 p.**

Full text at: [http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL\\_2011107.pdf](http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2011107.pdf)

[“This study examines the first four years of Tennessee’s Voluntary Prekindergarten program, directed to four-year-olds eligible for free or reduced-price lunch. It reviews participation levels and trends for the program as a whole, for collaborative partner classrooms, and for student and district subgroups and discusses the geographic distribution of program sites.... This study provides information on growth in Tennessee’s PreK program for states seeking to expand their PreK program capacity.”]

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**The Impact of an Urban Universal Public Prekindergarten Program on Children’s Early Numeracy, Language, Literacy, and Executive Function Outcomes. By Christina Weiland and Hirokazu Yoshikawa. 2011 SREE Conference. (Society for Research on Educational Effectiveness, Evanston, Illinois) 2011. 16 p.**

Full text at: <http://www.eric.ed.gov/PDFS/ED519342.pdf>

[“According to the literature, high-quality early childhood education equips children with the cognitive and academic skills required to be successful in elementary school and beyond.... Landmark studies of particularly intensive interventions have found positive impacts that last into adulthood and that are highly cost effective.... with estimated cost-benefit ratios ranging from about \$3 to \$12 for every \$1 spent.... It is unclear in the literature, however, whether or how such impacts can be maintained at scale.... Research on an increasingly common large-scale preschool model - state-funded prekindergarten - has lagged behind its policy scale up. The number of states offering such programs increased from 10 in 1980 to 38 in 2009.... Yet, only a handful of studies have examined the causal impacts of these programs.... We add to and extend the emerging evidence base of the effects of public preschool programs on child school readiness. Using a quasi-

experimental, Regression Discontinuity (RD) design, we estimate the impacts of a year of a universal preschool program on children’s early numeracy, language, literacy, and executive function skills, both for the overall population and for several subgroups. While we find impacts similar to those reported in other public prekindergarten RD studies, we make a unique contribution to the literature, as ours is the first causal study of a universal prekindergarten program in which a uniform curricula was in place across the district and in which we have information about the type of care experienced by control children during the treatment year.”]

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**Does Head Start Do Any Lasting Good? By Chloe Gibbs, University of Chicago and others. NBER Working Paper. No. 17452. (National Bureau of Economic Research, Cambridge, Massachusetts) September 2011. 44 p.**

Full text at: <http://papers.nber.org/papers/w17452> (“Free downloads are available to people with “.GOV” e-mail addresses. Enter your e-mail address in the box provided and NBER will send an e-mail with a URL which will allow free access to this paper.)

[“Head Start is a federal early childhood intervention designed to reduce disparities in preschool outcomes. The first randomized experimental study of Head Start, the National Head Start Impact Study (NHSIS), found impacts on academic outcomes of .15 to .3 standard deviations measured at the end of the program year, although the estimated impacts were no longer significant when measured at the end of kindergarten or first grade. Assessments that Head Start is ineffective based on the NHSIS results are in our view premature, given our currently limited understanding of how and why early childhood education improves long-term life chances. Many of the specific changes to Head Start that have been proposed could potentially wind up doing more harm than good.”]

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**A Longitudinal View of the Receptive Vocabulary and Math Achievement of Young Children with Disabilities. By Elaine Carlson, Westat and others. NCSER 2011-3006. (National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, Washington, DC) August 2011. 105 p.**

Full text at: <http://ies.ed.gov/ncser/pubs/20113006/pdf/20113006.pdf>

[“The Pre-Elementary Education Longitudinal Study (PEELS), which is funded by the U.S. Department of Education, is examining the characteristics of children receiving preschool special education, the services they receive, their transitions across educational levels, and their performance over time on assessments of academic and adaptive skills. PEELS includes a nationally representative sample of 3,104 children with disabilities who were ages 3 through 5 when the study began in 2003-04. PEELS data were collected through several different instruments and activities, including direct one-on-one assessments of the children at five points in time. While several comprehensive reports

have been prepared using the PEELS data, this one is designed to address two specific research questions: - How do children who received preschool special education services perform over time on assessments of receptive vocabulary and math skills? - How does their receptive vocabulary and math performance vary over time by primary disability category?"]

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## IMPROVED FAMILY FUNCTIONING

**“Policies to Assist Parents with Young Children.” By Christopher J. Ruhm. IN: Future of Children, vol. 21, no. 2 (Fall 2011) pp. 37-68.**

Full text at:

[http://www.futureofchildren.org/futureofchildren/publications/journals/journal\\_details/index.xml?journalid=76](http://www.futureofchildren.org/futureofchildren/publications/journals/journal_details/index.xml?journalid=76)



[“The struggle to balance work responsibilities with family obligations may be most difficult for working parents of the youngest children, those five and under. Any policy changes designed to ease the difficulties for these families are likely to be controversial, requiring a careful effort to weigh both the costs and benefits of possible interventions while respecting diverse and at times conflicting American values. In this article, Christopher Ruhm looks at two potential interventions - parental leave and early childhood education and care (ECEC) - comparing differences in policies in the United States, Canada, and several European nations and assessing their consequences for important parent and child

outcomes.”]

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**The Toll of the Great Recession: Childhood Poverty among Hispanics Sets Record, Leads Nation. By Mark Hugo Lopez and Gabriel Velasco, Pew Hispanic Center. (The Center, Washington, DC) September 28, 2011. 17 p.**

Full text at: <http://pewhispanic.org/files/reports/147.pdf>

[“The spread of poverty across the United States that began at the onset of the Great Recession of 2007-2009 and accelerated last year hit one fast-growing demographic group especially hard: Latino children. More Latino children are living in poverty - 6.1 million in 2010 - than children of any other racial or ethnic group. This marks the first time in U.S. history that the single largest group of poor children is not white. In 2010, 37.3% of poor children were Latino, 30.5% were white and 26.6% were black, according

to an analysis of new data from the U.S. Census Bureau by the Pew Hispanic Center, a project of the Pew Research Center. This negative milestone for Hispanics is a product of their growing numbers, high birth rates and declining economic fortunes. According to the 2010 U.S. Census, Hispanics today make up a record 16.3% of the total U.S. population. But they comprise an even larger share - 23.1% - of the nation's children..., a disparity driven mainly by high birth rates among Hispanic immigrants....”]

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**Zero to Three Home Visiting Community Planning Tool. By Lisa Schreiber and others. (Zero to Three, Washington, DC) April 2011. 19 p.**

Full text at: <http://www.zerotothree.org/public-policy/state-community-policy/home-visiting-community-planning-tool-fillable-pdf.pdf>

[“The Zero to Three Policy Center's... ‘Home Visiting Community Planning Tool’ guides communities through the process of creating new or expanding existing home visiting services that meet their unique needs. It helps communities use data to identify their strengths, needs, and gaps in current home visiting services; choose an evidence-based program model; and align work at the local level with state efforts. Though this tool is relevant to any situation in which home visiting services are being explored, it is especially useful for communities receiving funding through the federal Maternal, Infant, and Early Childhood Home Visiting program.” The Baby Monitor (June 6, 2011.)]

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**Child Maltreatment Prevention: Past, Present, and Future. By the Child Welfare Information Gateway and Deborah Daro. Issue Brief. (U.S. Department of Health and Human Services, Children's Bureau, Washington, DC) July 2011. 14 p.**

Full text at: [http://chapinhall.org/sites/default/files/publications/cm\\_prevention.pdf](http://chapinhall.org/sites/default/files/publications/cm_prevention.pdf)

[“Chapin Hall Senior Research Fellow Deborah Daro discusses the importance of prevention as a critical component of the nation's child protection system. The issue brief outlines programs and strategies that are proving beneficial in reducing the likelihood of child maltreatment, such as public awareness efforts, parent education, home visitation, and community prevention efforts. Key challenges and opportunities for the future of child maltreatment prevention are addressed.” Chapin Hall Alert (October 6, 2011.)]

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## IMPROVED HEALTH

**“Advertising Influences on Young Children's Food Choices and Parental Influence.” By Christopher J. Ferguson and others. IN: Journal of Pediatrics (Article In Press) 2011. 4 p.**

Full text at: <http://www.jpeds.com/webfiles/images/journals/ympd/JPEDS-Ferguson.pdf>

[“Food ads have more clout when it comes to children's food selection than even an involved parent, a... study in The Journal of Pediatrics suggests. The findings came as a surprise to researchers who were trying to determine the impact of commercials on kids' diets. Researchers from Texas A&M International University studied 75 children between the ages of 3 and 8. The children were shown a film that included two cartoons with three commercials in between each cartoon. The kids were randomly divided into two groups: one watched a film that included a commercial for French fries; the other watched one that included a commercial for apple slices with dipping sauce. Afterwards, the children selected a coupon for either advertised food while they received ‘encouraging’ input - ‘You should choose the one that is healthiest’ - or neutral input - ‘You should choose whichever one you want more’ - from their parents. Of the children who watched the commercial for French fries, 71 percent chose the coupon for French fries when parents were neutral; 55 percent did when parents were encouraging. Of the children who watched the commercial for the relatively healthier item, only 46 percent chose the coupon for French fries when parents remained neutral; 33 percent did when parents encouraged the more healthful selection. The researchers were surprised to find that despite parental input, children were more likely to choose the coupon for the item they saw advertised.” msnbc.com (October 6, 2011.)]

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**The Geographic Accessibility of Child Care Subsidies and Evidence on the Impact of Subsidy Receipt on Childhood Obesity. By Chris M. Herbst, Arizona State University and Erdal Tekin, Georgia State University. NBER Working Paper. No. 17471. (National Bureau of Economic Research, Cambridge, Massachusetts) September 2011. 47 p.**

Full text at: <http://www.nber.org/papers/w17471> (“Free downloads are available to people with “.GOV” e-mail addresses. Enter your e-mail address in the box provided and NBER will send an e-mail with a URL which will allow free access to this paper.)

[“This paper examines the impact of the spatial accessibility of public human services agencies on the likelihood of receiving a child care subsidy among disadvantaged mothers with young children. In particular, we collect data on the location of virtually every human services agency in the U.S. and use this information to calculate the approximate distance that families must travel from home in order to reach the nearest office that administers the subsidy application process. Using data from the Kindergarten cohort of the Early Childhood Longitudinal Study (ECLS-K), our results indicate that an increase in the distance to a public human services agency reduces the likelihood that a family receives a child care subsidy. Specifically, we estimate an elasticity of subsidy receipt with respect to distance of -0.13. The final section of the paper provides an empirical application in which we use variation in families’ travel distance to identify the causal effect of child care subsidies on children’s weight outcomes. Our instrumental

variables estimates suggest that subsidized child care leads to sizeable increases in the prevalence of overweight and obesity among low-income children.”]

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**F as in Fat: How Obesity Threatens America’s Future: 2011. By Jeffrey Levi and others. (Trust for America’s Health, Washington, DC) July 2011. 121 p.**

Full text at: <http://healthyamericans.org/reports/obesity2011/Obesity2011Report.pdf>

[“Obesity, especially beginning in childhood, has become a growing problem in the United States. The rate of childhood obesity has been increasing at a breakneck speed so that currently a third of children are obese (16.4 percent) or overweight (18.2 percent), according to a... report from the Trust for America’s Health. Childhood obesity is linked with numerous negative effects that can follow a person throughout their lifetime, including greater risk for other health problems such as asthma, cancer, diabetes, heart disease, and high blood pressure. Given the risk of these negative outcomes, early intervention is seen as paramount by many.” Preschool Matters... Today! (September 27, 2011.)]

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**“Household Food Insecurity: Serious Concerns for Child Development.” By Barbara H. Fiese and others, University of Illinois at Urbana-Champaign. IN: Social Policy Report, vol. 25, no. 3 (Society for Research in Child Development, Ann Arbor, Michigan) 2011. 26 p.**

Full text at:

[http://www.srcd.org/index.php?option=com\\_content&task=view&id=232&Itemid=550](http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550)

[“In 2009, 14.7% of households were food insecure at some time during the year. In other words, members of those households did not have access at all times to enough food for an active, healthy life. This is arguably the most serious nutrition-related public health problem facing the U.S. today. The serious developmental consequences of food insecurity include compromised mental and physical health and poor academic performance for children. The government’s response to inadequate sources of food includes food assistance programs such as the Supplemental Nutrition Assistance Program (SNAP), the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and others. Alongside these public programs are numerous private food assistance programs such as those administered through the national network of Feeding America which serve as an additional safety net for families. These services are provided through food pantries, soup kitchens, and weekend feeding programs such as the Backpack Program. This ‘Social Policy Report’ provides an overview of the measurement of food security during childhood, consequences to child development,

public and private food assistance programs and their effectiveness, and recommendations to researchers and policy makers.”]

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**No Smokers: Setting Up Policies Barring Smokers in Early Childhood Settings. By Holly Elissa Bruno with Jonathan P. Winickoff and others. Head Start Radio. BAM! Radio Network. (The Network, Glendale, California) September 13, 2011. Audio/Podcast. Listen online or download.**

Full text at: <http://www.bamradionetwork.com/>

[“Allowing smokers to work with children is a tough ethical debate. In this segment we dig into the question of establishing policies that bar smokers from working with children. Are these policies needed, appropriate, fair? How should education leaders approach this issue?”]

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## **IMPROVED SYSTEMS OF CARE**

**State Child Care Assistance Policies 2011: Reduced Support For Families in Challenging Times. By Karen Schulman and Helen Blank. (National Women’s Law Center, Washington, DC) October 2011. 34 p.**

Full text at:

[http://www.nwlc.org/sites/default/files/pdfs/state\\_child\\_care\\_assistance\\_policies\\_report2011\\_final.pdf](http://www.nwlc.org/sites/default/files/pdfs/state_child_care_assistance_policies_report2011_final.pdf)

[“Reduced income eligibility, growing child care waiting lists, and low provider payment rates. This characterizes the latest trends in state child care programs according to the National Women’s Law Center’s annual report tracking these and other vital child care assistance policies. In most states, children and families that need child care assistance fare worse today than they did a year ago or at the beginning of the decade, according to the report. Perhaps the starkest example of the downward trend in child care policies is the decline in the amount paid to providers to care for children receiving subsidies. In 2001, 21 states paid providers at the 75<sup>th</sup> percentile of a current market rate, the level recommended by federal guidelines to ensure that children in low-families have access to 75 percent of available child care. In 2011, just three states maintained provider payment rates at this recommended level. Without sufficient rates, child care providers cannot purchase and maintain materials and supplies, pay an adequate wage to teachers and staff and make investments that improve the quality of care. Moreover, when states pay very low rates to providers, it may discourage child care providers from accepting child care subsidy payments and reduces children’s access to high quality programs. The landscape has grown bleak in part because states have exhausted ARRA funds that helped them hold ground in previous years. In addition, state budget cuts are crippling programs just

when more families need help in a difficult economy.” MomsRising.org (October 11, 2011.)]

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**Quality of Caregiver-Child Interaction for Infants and Toddlers (Q-CCIIT): A Review of the Literature. By Tamara Halle and others, Child Trends. OPRE 2011-25. (Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) August 2011. 201 p.**

Full text at: <http://www.qrisnetwork.org/sites/all/files/resources/gscobb/2011-09-28%2014%3A24/Report.pdf>

[“This literature review is one of several components of the Measurement Development: Quality of Caregiver-Child Interaction for Infants and Toddlers (Q-CCIIT) project, funded by the Office of Head Start (OHS) within the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (DHHS), and with involvement of staff from the Office of Planning, Research, and Evaluation (OPRE/ACF/DHHS). The main purpose of the Q-CCIIT project is to develop a new measure to assess the quality of caregiver-child interactions within varied nonparental care settings for infants and toddlers. Specifically, the new quality measure will be appropriate for use in center-based and family child care settings, as well as in single- and mixed-age classrooms. Furthermore, the measure should be appropriate for use with diverse populations, such as children with disabilities and children whose home language is not English.”]

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**Resource List: Addressing Issues of Racial, Ethnic, Cultural and Linguistic Diversity in Early Childhood Education Quality Rating and Improvement Systems: Working Draft. By the BUILD Initiative. (The Initiative, Boston, Massachusetts) September 2011. 18 p.**

Full text at: <http://www.qrisnetwork.org/sites/all/files/resources/gscobb/2011-09-28%2014%3A38/DiversityResourceList.pdf>

[“This resource list includes resources, tools, rating standards and policies used in quality rating and improvement systems that relate to cultural equity, sensitivity, relevance or appropriateness as well as to multicultural or bi-lingual education. The resource list is not exhaustive. It is a working draft that can be updated as states and national organizations develop additional tools and document their policies and processes. Many states may have processes in place that have not yet been documented. Some resources and trainings that state leaders have used in the past may not have been identified due to staffing changes. Nevertheless, the list provides: (1) technical assistants with resources that may be useful as they work with state leaders and programs; (2) insight into the level of

progress that states have made with respect to building culturally competent QRIS; and (3) a spotlight on gaps where further resources may need to be developed.” QRIS National Learning Network (September 30, 2011.)]

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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

**“Short-Term Music Training Enhances Verbal Intelligence and Executive Function.” By Sylvain Moreno and others. IN: Psychological Science (published online before print, October 3, 2011).**

[“Canadian researchers report the verbal intelligence of 4- to 6-year-olds rises after only one month of musical training. A... study from Canada suggests early music education stimulates a child’s brain, leading to improved performance in an entirely different arena - verbal intelligence. ‘These results are dramatic not only because they clearly connect cognitive improvement to musical training, but also because the improvements in language and attention are found in completely different domains than the one used for training,’ said York University psychologist Ellen Bialystok, one of the paper’s co-authors. ‘This has enormous implications for development and education.’” Miller-McCune (October 4, 2011.) NOTE: Short-Term Music Training... will be available for loan.]

Miller-McCune article: “Music Training Enhances Children’s Verbal Intelligence.” <http://www.miller-mccune.com/education/music-training-enhances-childrens-verbal-intelligence-36701/>

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### IMPROVED SYSTEMS OF CARE

**“Child Care in Outpatient Substance Abuse Treatment Facilities for Women: Findings from the 2008 National Survey of Substance Abuse Treatment Services.” By Jonathan David Brown and others. IN: The Journal of Behavioral Health Services and Research, vol. 38, no. 4 (October 2011) pp. 478-487.**

[“Mothers with substance use disorders who lack access to child care are often unable to enter or remain in substance abuse treatment. This study examined the availability of child care in outpatient substance abuse treatment facilities and whether or not certain

facility characteristics were associated with the availability of child care. Using data from the 2008 National Survey of Substance Abuse Treatment Services, 6.5% of outpatient substance abuse treatment facilities that served women provided child care. The results of multivariate logistic regression found that child care was more common among facilities that were located in metropolitan areas, were operated by non-profit or government agencies, received public funding, or provided free services or other ancillary services including case management, domestic violence counseling, and transportation assistance. Facilities that served only women had more than three times higher odds of providing child care compared with mixed-gender facilities. Further research is needed to identify strategies for expanding child care in outpatient substance abuse treatment facilities.”

NOTE: Child Care in Outpatient Substance Abuse Treatment Facilities... will be available for loan.]

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## CONFERENCES AND OPPORTUNITIES

**Parents as Teachers Conference 2011: Early Childhood’s Role in the Education Continuum. November 6-8, 2011. Hilton St. Louis at the Ballpark, St. Louis, Missouri.**

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



[“How do we make education more effective? If today’s infants, toddlers and preschoolers are the faces of tomorrow’s workforce, how do we prepare them for the jobs ahead? How do we help parents, schools and communities come together around the single most important issue

of our collective future: preparing children to learn, grow and develop to full potential as they move through the education continuum? This conference pulls together some of the most innovative thinkers to focus on early childhood as the gateway to the education continuum. Together we’ll explore how - and why - to collectively develop a balanced vision of readiness that is recognized, valued and supported.”]

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**Migrant Education School Readiness Program Statewide Institute. Sponsored by Migrant Indian International Office, California Department of Education and Butte County Office of Education. November 16-18, 2011. Holiday Inn - Capitol Plaza, Sacramento, California.**

For more information: <http://www.bcoe.org/evenstart/>

[“The Migrant Education School Readiness Program (MESRP) is a statewide home and school based family education model which assists migratory parents to increase their literacy and parenting skills, so that they in turn can prepare their children (birth to 7 years of age) to become successful learners.... The major thrust of services is that of providing literacy, parenting and English as a Second Language skills to migratory parents; early childhood development and kindergarten readiness skills to their children (birth to 7 years of age).”]

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