



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/cffc/>.

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

The Road to High-Quality Early Education. By Stephanie Rose and Karen Schimke, Early Learning Institute. ECS Policy Brief. (Education Commission of the States, Denver, Colorado) 2011. 16 p.

Full text at: <http://www.ecs.org/clearinghouse/99/71/9971.pdf>

[“Ensuring that young children receive high-quality early education has gained prominence recently, as educators and policymakers focus on improving 3rd-grade reading proficiency. However, the questions remain: what constitutes high-quality early childhood education and how can it be achieved? This paper begins to address these questions based on discussions that took place at the Education Commission of the States’ 2011 National Forum on Education Policy. This paper features two sections that grew out of presentations at the National Forum. Part I highlights the efforts of one state, Colorado, to establish the structures and governance needed to deliver high-quality early childhood education and care. Part II describes one classroom-level approach to achieving high-quality early education. Both sections draw on the expertise of presenters

with years of first-hand experience in early childhood education, and also include key recommendations for policymakers.”]

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PreK-Grade 3 Reading and Literacy Practices That Matter. By Molly Ryan. ECS Research Review. (Education Commission of the States, Denver Colorado) October 2011. 6 p.

Full text at: <http://www.ecs.org/clearinghouse/95/73/9573.pdf>

[“This snapshot of five recent research studies addresses reading and literacy in the early grades. It does not reflect a comprehensive review of the literature, although two studies have been added since this review was first completed earlier this year. The following criteria were used to identify the studies included in this summary and the ECS Research Studies Database: (1) wide-reaching recommendations and policy implications; (2) implications for state-level policy; (3) interventions that hold potential for replication; and (4) peer-reviewed/juried - although exceptions are made on a case-by-case basis.”]

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“Problems with Recent Study on Pre-K and Full-Day K.” By Lisa Guernsey. IN: Early Ed Watch Blog (New America Foundation, Washington, DC) November 28, 2011. 4 p.

Full text at:

http://earlyed.newamerica.net/blogposts/2011/problems_with_recent_study_on_pre_k_and_full_day_k-60881

[“A report from the Center for Public Education that compares the benefits of pre-kindergarten to full-day kindergarten is causing some early education experts to worry that policy makers will make hasty decisions based on thin and flawed data. We here at ‘Early Ed Watch’ have been watching with concern too, especially as the report has been widely circulated without any added context throughout the early education community. We encourage school boards and district leaders to rely on fuller sources of information - especially local data on the needs of their student populations - when deciding how to fund early education programs. The report, ‘[Starting Out Right: Pre-K and Kindergarten](#),’ was published... by the Center for Public Education, an initiative of the National School Boards Association. Using data from a study that tracked children from kindergarten through third grade, the report showed that children who have pre-K plus a half-day of kindergarten do better on third-grade reading tests than children who have only had *full*-day kindergarten without any pre-K. Jim Hull, the report’s author, said he examined different combinations of early education offerings because school boards have been asking which one is worth preserving or, if possible, expanding, in an era of strapped budgets. But several researchers stress that the data is unreliable because it is

partly based on information reported by parents and fails to account for vast differences in the types of programs that children attended before entering kindergarten.”]

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Explaining the Black-White Achievement Gap in the Context of Family, Neighborhood, and School. FPG Snapshot. No. 64. (FPG Child Development Institute, Chapel Hill, North Carolina) December 2011. 2 p.

[“The Black-White gap in low-income children’s achievement can be largely accounted for by the simultaneous consideration of family, neighborhood, and school factors. Setting-level differences completely accounted for the reading achievement gap and largely accounted for the mathematics achievement gap. The study’s results provide further evidence regarding the long-term impacts of racism and differential treatment on the development of children of color in the U.S. and suggest the following policy implications: - Programs to address the achievement gap should begin early. Existing prekindergarten programs, while helpful, probably begin too late in children’s development to prevent race differences in school achievement. - During the infant, toddler, and preschool years, programs should focus on both parenting skills and high-quality child care. - During the school years, programs should emphasize improvements in instructional quality.” NOTE: See below for full study this snapshot is based on, “Examining the Black-White achievement gap among low-income children... ”]

Full text of FPG Snapshot at: <http://www.fpg.unc.edu/~snapshots/FPG-Snapshot-64.pdf>

NOTE: The full study this snapshot is based on is available for loan:

“Examining the Black-White Achievement Gap among Low-Income Children Using the NICHD Study of Early Child Care and Youth Development.” By Margaret Burchinal and others. IN: Child Development, vol. 82, no. 5 (September/October 2011) pp. 1404-1420.

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Head Start Participants, Programs, Families and Staff in 2010. By Stephanie Schmit. (Center for Law and Social Policy, Washington, DC) December 2011. 3 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/HSpreschool-PIR-2010-Fact-Sheet.pdf>

[“All Head Start programs (including Head Start preschool programs, Early Head Start, and Migrant and Seasonal Head Start) are required to complete the Program Information Report (PIR) on an annual basis. Based on information reported through the PIR, this fact sheet describes the characteristics of Head Start children and families enrolled in the preschool program and the services provided to them during the 2009-2010 program year.”]

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Early Head Start Participants, Programs, Families and Staff in 2010. By Stephanie Schmit. (Center for Law and Social Policy, Washington, DC) December 2011. 3 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/EHS-PIR-2010-Fact-Sheet.pdf>

[“In 1994, the federal Early Head Start (EHS) program was created to address the comprehensive needs of low-income children under age 3 and pregnant women. Early Head Start was created almost 30 years after Head Start was established in 1965 to serve low-income 3- and 4-year-old children and their families with comprehensive early education and support services. Both of these programs provide services focused on the ‘whole child,’ including early education addressing cognitive, developmental, and socio-emotional needs; medical and dental screenings and referrals; nutritional services; parental involvement activities and referrals to social service providers for the entire family; and mental health services. All Head Start programs are required to complete the Program Information Report (PIR) on an annual basis. Based on information reported through the PIR, this fact sheet describes the characteristics of Early Head Start children and families and the services provided to them during the 2009-2010 program year.”]

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California Baby Facts. By Zero to Three. (Zero to Three Policy Center, Washington, DC) 2011. 5 p.

[“To support infant-toddler advocates in their work to promote programs and policies that help improve lives of infants and toddlers, Zero to Three has developed a set of Baby Facts. These fact sheets show how babies are faring in each of the 51 states and the important role federal programs play in supporting their healthy development.”]

California Baby Facts: <http://www.zerotothree.org/public-policy/state-community-policy/baby-facts/california-baby-facts-with-citations.pdf>

Infant and Toddler State Fact Sheets: <http://www.zerotothree.org/public-policy/state-community-policy/infant-and-toddler-state-fact-sheets.html>

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IMPROVED FAMILY FUNCTIONING

Investing in Children and Parents: Fostering Dual-Generation Strategies in the United States. By Christopher T. King and others, Ray Marshall Center, LBJ School of Public Affairs, University of Texas at Austin. Presented to the Annual Research Conference of the Association for Public Policy Analysis and

Management. Supported by the Foundation for Child Development. (The University, Austin, Texas) November 5, 2011. 31 p.

Full text at: http://fcd-us.org/sites/default/files/KingEtAl_Dual-Gen%20APPAM10%2024%2011.pdf

[“The Dual-Generation Strategy Theory of Change... posits that the combination of high-quality early childhood education (preschool through 3rd grade) with sectoral job training leading to high-skill/high-wage employment, supplemented by wrap-around family and peer support services, will lead to long-term academic and economic success for low-income families.... Dual-generation strategies can be implemented from either direction, from systems serving children or those serving their parents:

- From the workforce development side, building in quality early learning programs for the children of parents who are pursuing or seeking to pursue higher-wage employment opportunities;
- From quality early childhood learning programs, building in sectoral workforce training and other needed services (e.g., Adult Basic Education, English as a Second Language programs, developmental education) for the parents of children enrolled or enrolling in them;
- From the postsecondary education side, building in quality early learning programs for students’ children and connections to employment opportunities for adult-learner parents; and/or
- From the collaboration of existing, effective workforce, early childhood, and postsecondary education programs, building explicit connections between programs where few or none have existed before.”]

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Making a Difference in Your Neighborhood: Using Community Decision-Making to Improve the Lives of Children, Youth and Families. By Dorothy Smith and Aysha Gregory, Center for the Study of Social Policy. (The Center, Washington, DC) November 2011. 80 p.

Full text at: <http://www.cssp.org/community/constituents-co-invested-in-change/community-decision-making/Making-a-Difference-in-Your-Neighborhood-A-Handbook-for-Using-Community-Decision-Making-to-Improve-the-Lives-of-Children-Youth-and-Families.pdf>



[“Community decision-making is a shared commitment to: achieving improved results for children, families and neighborhoods, challenging the inequities that have impacted current conditions and building local capacity and accountability to sustain improved results over time. Community decision-making is based on the notion that through effective partnerships, communities can develop and implement comprehensive plans that are calculated to ensure all families and

children succeed. In this handbook, CSSP will share lessons learned over two decades about what it takes to be successful and offer tools and guidance to help your community create meaningful and sustainable change at the neighborhood level.”]

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Back to School: How Parent Involvement Affects Student Achievement. By Chuck Dervarics and Eileen O'Brien. (Center for Public Education, National School Boards Association, Alexandria, Virginia) 2011. Various pagings.

Full text at: <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html>

[“While virtually all schools promote parent involvement, there are different types of involvement, ranging from encouraging volunteering and fundraising to providing parents with home-based learning activities. Joyce Epstein of the Johns Hopkins University, Center on School, Family and Community Partnerships, one of the nation’s leading experts on parent involvement, has divided school parent involvement programs into six broad categories:

1. *Parenting*, in which schools help families with their parenting skills by providing information on children’s developmental stages and offering advice on learning-friendly home environments;
2. *Communicating*, or working to educate families about their child’s progress and school services and providing opportunities for parents to communicate with the school;
3. *Volunteering*, which ranges from offering opportunities for parents to visit their child’s school to finding ways to recruit and train them to work in the school or classroom;
4. *Learning at home*, in which schools and educators share ideas to promote at-home learning through high expectations and strategies so parents can monitor and help with homework.
5. *Decision-making*, in which schools include families as partners in school organizations, advisory panels, and similar committees.
6. *Community collaboration*, a two-way outreach strategy in which community or business groups are involved in education and schools encourage family participation in the community.”]

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Just the Facts: Child Poverty in California. By Sarah Bohn. (Public Policy Institute of California, San Francisco, California) December 2011. 2 p.

Full text at: http://www.ppic.org/content/pubs/jtf/JTF_ChildPoverty.pdf

[“Child poverty rates in California increased rapidly during the Great Recession. After reaching a low of about 16% in 2001, the child poverty rate in California has been

trending upward. The Great Recession accelerated the increase: by 2010, nearly 1 in 4 children was living in poverty in California (23.2%). Child poverty in California is much higher than the poverty rate among adults (14%) and the elderly (10%).”]

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Teen Parents in Foster Care: Risk Factors and Outcomes for Teens and Their Children. By Jennifer Manlove and others. Child Trends Research Brief. Publication No. 2011-28. (Child Trends, Washington, DC) November 2011. 9 p.

Full text at: http://www.childtrends.org/Files/Child_Trends-2011_11_01_RB_TeenParentsFC.pdf

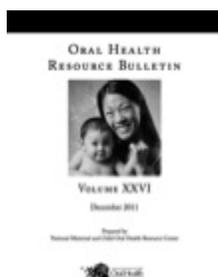
[“Having a child at any age is a challenge, but the experience can be particularly daunting for teen parents, and even more so for teen parents in foster care. An estimated one in six girls in the United States gives birth before the age of 20, and studies have documented numerous negative outcomes for these young mothers and their children, including poverty, poor health, and low rates of high school graduation. These outcomes may be worse for teen parents in foster care and their children, as they often have limited access to emotional and financial support. However, few studies on teen pregnancy trends have examined how youth in foster care fit into these trends, and data that could help illuminate this issue are relatively sparse. Similarly, little comprehensive information exists about the availability and delivery of reproductive health services for teens in foster care. In this Research Brief, Child Trends draws on its in-depth knowledge of adolescent reproductive health and child welfare, reviews a broad research literature, and examines analyses of primarily regional data to assess the extent to which teens in foster care are at risk of teen pregnancy and parenting. Our goal in undertaking this work is to increase decision makers’ understanding of this population of high-risk youth, to inform strategies to reduce teen pregnancies in foster care, and to support teen parents living in foster care and their children.”]

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IMPROVED HEALTH

Oral Health Resource Bulletin. By the National Maternal and Child Oral Health Resource Center. Vol. 26. (The Center, Washington, DC) December 2011. 21 p.

Full text at: <http://www.mchoralhealth.org/materials/ResBulletins.html>



[“This publication lists recently produced materials on a range of topics including the dental home, dental sealants, fluoride, Head Start and other early childhood programs, school health services, and pregnancy and periodontal health.” This Month from OHRC (December 15, 2011.)]

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“AP Impact: More Kids Skip School Shots in 8 States.” By Mike Stobbe, Associated Press. IN: The Boston Globe (November 28, 2011) 3 p.

Full text at:

http://www.boston.com/news/education/k_12/articles/2011/11/28/ap_impact_more_kids_skip_school_shots_in_8_states_1322490562/

[“More parents are opting out of school shots for their kids. In eight states now, more than 1 in 20 public school kindergartners aren't getting all the vaccines required for attendance, an Associated Press analysis found. That growing trend among parents seeking vaccine exemptions has health officials worried about outbreaks of diseases that once were all but stamped out. The AP analysis found more than half of states have seen at least a slight rise in the rate of exemptions over the past five years. States with the highest exemption rates are in the West and Upper Midwest.... While parents may think it does no harm to others if their kids skip some vaccines, they are in fact putting others at risk, health officials say. No vaccine is completely effective. If an outbreak begins in an unvaccinated group of children, a vaccinated child may still be at some risk of getting sick. Studies have found communities with higher exemption rates sometimes are places where measles have suddenly re-emerged in outbreaks. Vaccinated kids are sometimes among the cases, or children too young to be vaccinated. Last year, California had more than 2,100 whooping cough cases, and 10 infants died. Only one had received a first dose of vaccine.”]

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Vaccination Coverage among Children in Kindergarten - United States, 2009-10 School Year. IN: Morbidity and Mortality Weekly Report (MMWR), vol. 60, no. 21 (June 3, 2011) pp. 700-704.

Full text at: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6021a4.htm>

[“Data from school assessment surveys are used to monitor vaccination coverage and vaccination exemption levels among children enrolled in kindergarten. This report summarizes data from school assessment surveys submitted to CDC by 48 federal immunization program grantees (including 47 states and the District of Columbia) for the 2009--10 school year to describe vaccination coverage and exemption rates (2). For that period, 17 grantees reported coverage of $\geq 95\%$ for four vaccines (poliovirus, DTP/DTaP/DT, MMR, and HepB) and four grantees reported coverage of $\geq 95\%$ for 2 doses of varicella vaccine. Total exemption rates, including medical, religious, and philosophical exemptions, ranged from $<1\%$ to 6.2% across grantees, and 15 grantees

reported exemption rates <1%. Survey methods for vaccination coverage and exemption rates varied among grantees, making comparisons difficult and limiting the use of school assessment surveys to report aggregate national rates. Further standardization of school assessment survey methods will generate comparable data between grantees to monitor and track progress in reaching national objectives, and allow development of best practice guidelines for grantees to more effectively use and report school coverage and exemption data. CDC will continue to monitor vaccination coverage and exemption levels and assist grantees in identification of local areas with low vaccination coverage or high exemption rates for further evaluation or intervention.”]

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Comer Bien: The Challenges of Nourishing Latino Children and Families. By Kara Ryan. (National Council of La Raza, Washington, DC) July 8, 2011. 49 p.

Full text at:

http://www.nclr.org/index.php/publications/comer_bien_the_challenges_of_nourishing_latino_children_and_families/

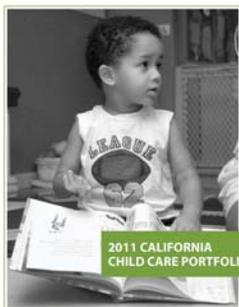
[“The voices of vulnerable communities whose children are most at risk for poor nutrition outcomes must be heard in the national conversation. Latinos - the fastest growing segment of the child population - have some of the highest rates of child obesity; nearly 40% of Latino children are overweight or obese. At the same time, Hispanics are among the most likely to live with food insecurity and they account for nearly 40% of the one million children in this country who are living with hunger. Understanding Latino perspectives on child nutrition is essential to crafting effective solutions and improving the health and well-being of children and families.”]

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IMPROVED SYSTEMS OF CARE

2011 California Child Care Portfolio. By the California Child Care Resource and Referral Network. (The Network, San Francisco, California) 2011. Various pagings.

Full text at: <http://www.rnetwork.org/rr-research-in-action/2011-california-child-care.html>



[“Accessing affordable, quality child care has become even harder for working families as child care programs throughout California are closing their doors, according to the ‘2011 California Child Care Portfolio’ ... by the California Child Care Resource and Referral Network. The worsening economy coupled with state budget cuts is threatening the stability of

child care programs. The result is a decline in the number of licensed child care facilities available in California. The ‘2011 Portfolio’ is the 8th in a biennial series of statewide and county-by-county reports documenting licensed child care supply and demand in California. The data was collected in 2010 from local child care resource and referral programs and prepared by the California Child Care Resource and Referral Network, a statewide organization. The 61 locally-based, state-funded child care resource and referral programs (R&Rs) work to improve the quality, availability, and affordability of child care in local communities throughout the state.” California Child Care Resource and Referral Network, Press Release (December 13, 2011.)]

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Who's Minding the Kids? Child Care Arrangements: Spring 2010 - Detailed Tables. By the U.S. Census Bureau. (The Bureau, Washington, DC) Internet release date: December 5, 2011. Various pagings.

Tables at: <http://www.census.gov/hhes/childcare/data/sipp/2010/tables.html>

[“Child care expenses have increased dramatically for families living under the poverty level, while remaining relatively level for other families, according to the... U.S. Census Bureau's ‘Who's Minding the Kids? Child Care Arrangements: Spring 2010,’ which reflects 2008 SIPP data. Working poor mothers with children under age 15 pay about 40 percent of their monthly income on child care expenses, a dramatic increase from the 25.7 percent they paid for child care [in 2002](#). Families earning more than 200 percent of poverty paid just under 7 percent of their monthly income toward child care expenses in 2010, compared to 6.5 percent in 2002. For families with children ages birth to 5, child care arrangements vary in relation to the education level of the mother. Among children with mothers who have college degrees, 76 percent are cared for by non-relatives as a regular arrangement, in an organized facility (such as a family child care home), child care center or nursery school. For children whose mothers are high school graduates, only 52 percent are regularly cared for in those settings.” CLASP, In Focus update (December 6, 2011.)]

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Child Care Subsidy Administration: A Key Topic Resource List. Second Edition. By the staff of Child Care and Early Education “Research Connections.” (Research Connections, National Center for Children in Poverty, New York, New York) November 2011. 11 p.

Full text at:

http://www.researchconnections.org/files/childcare/keytopics/CCandTANFAdministrationKeyTopics_final.pdf

[“Research Connections’ conducted a comprehensive search of its collection for resources focused on the administration of child care subsidies. Search results are grouped into four broad areas:

- Child care subsidy administration
- Child care subsidy access and use
- Coordination of child care subsidies and Temporary Assistance to Needy Families and other federal support programs
- Child Care and Development Fund (CCDF) database.

From the many results, ‘Research Connections’ selected a limited number of resources of various types including reports and papers, fact sheets and briefs, summaries, and reviews. Selection criteria included policy relevance and relatively recent publication. Resources are organized according to publisher type and publication date. ‘Research Connection’s’ short descriptions are included for each resource.... For complete citations, which include abstracts and full text for some resources, click on the titles.”]

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CONFERENCES AND OPPORTUNITIES

First 5 California and the Water Cooler Joint Conference. February 8-9, 2012. Sheraton Grand Sacramento Hotel, Sacramento, California.

For more information: <http://www.cce.csus.edu/conferences/first5/12/index.htm>



[“First 5 California and the Water Cooler Joint Conference.

Day One: Wednesday, February 8: Investments

In Early Learning: Let Evidence Lead The Way.

Day Two: Thursday, February 9: Stronger Together: Winning Our Children's Future.

Hear from prominent experts in the field of early care and education, nationally recognized child advocates, political leaders and philanthropists, including keynote speakers:

Mark Shriver - Senior Vice President for U.S. Programs, Save the Children.

Rob Reiner - Founding Commission Chairman, First 5 California; Child Advocate; Actor and Director.

Sterling Speirn - President and CEO, W.K. Kellogg Foundation.

Linda Darling-Hammond, Ed.D. - Charles Ducommun Professor of Education, Stanford University School of Education.”]

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National Summit on Quality in Home Visiting Programs. Sponsored by the Pew Center on the States, Every Child Succeeds and Cincinnati Children’s Hospital Medical Center. February 15-16, 2012. Omni Shoreham Hotel, Washington, DC.

For more information: <http://www.cvent.com/events/2012-national-summit-on-quality-in-home-visiting-programs/event-summary-baf9a7803bfd409aacc75e8aae5f90b3.aspx>

[“The purpose of the National Summit on Quality in Home Visiting Programs is to create a venue for the exchange of ideas to connect research with policy and practice. Building on the success of the first Summit, the 2012 Summit will offer a forum for home visiting researchers, program leaders, and policy makers to learn about the latest developments in the field and to strategize about how to ensure that home visiting investments are supporting evidence-based models backed by strong policies and embedded in early childhood systems.”]

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2012 California Parent Leadership Conference: “Collaborating with Families - Moving Toward Real Partnerships.” By the California State Parent Team and Parents Anonymous® Inc. in partnership with the California Department of Social Services, Office of Child Abuse Prevention. February 21-22, 2011. Ontario Convention Center, Ontario, California.

For more information: <https://www.strengthening-families.org/plconference/Default.aspx>

[“We had tremendous positive feedback from the 500 people who attended last year’s conference. We hope to have even more participants attend the cutting-edge skill-building workshops, think tanks and plenary sessions on parent leadership practices, policies and research at our 2012 California Parent Leadership Conference. Key themes for this conference will focus on building collaborations among parents and service providers throughout California to ensure high quality, evidence-based, integrated services for children and families across various systems. The think tanks will provide you with the opportunity to discuss critical parent leadership issues and challenges facing parents, practitioners and other key stakeholders.”]

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