



## 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 [www.library.ca.gov/CRB/SITN.cfm](http://www.library.ca.gov/CRB/SITN.cfm).

## 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 the State Information & Reference Center (916-654-0206; [cslsirc@library.ca.gov](mailto:cslsirc@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

**Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-being.** By Arthur J. Reynolds, and others. **IN: Archives of Pediatrics and Adolescent Medicine, vol. 161, no. 8 (August 2007) pp. 730-739.**

[“More than 20 years later, educational attainment is higher and felony arrests are lower for the alumni of a Chicago early-intervention program for low-income children. The enrollees, who are now in their late 20s, are also less likely to describe themselves as depressed and more likely to have health insurance, according to a follow-up study released this week. According to co-author Arthur Reynolds, a child-development professor at the University of Minnesota in Minneapolis, the gains in terms of reduced social-welfare costs already have far exceeded the program's \$5,000 per student-year cost to the Chicago public school system. ‘By the time they're 65, a conservative estimate would be a 10-to-1 gain,’ Reynolds said, considering reduced societal costs for remedial education, health care, incarceration and underemployment.... The study is the first to affirm the long-term value of a large public early-childhood enrichment program. Chicago's Child-Parent Center program was - and is - more intense than Head Start, the main federal assistance program for low-income children and their families. Since 1967,

Child-Parent Centers in neighborhood schools have provided comprehensive education, health, job and family services throughout the school year for kids and their parents. Most children begin the program at age 3 or 4, and can receive help until they're in the second or third grade. Its teachers have four-year college degrees and special training in early childhood education, and parents are expected to participate in classrooms and on field trips." Sacramento Bee (August 8, 2007.)  
[Request #S07-108-779]

Full text at: <http://archpedi.ama-assn.org/cgi/reprint/161/8/730>

**PNC Study of Early Childhood Education. Conducted by Harris Interactive. (PNC Financial Services Group, Inc., Pittsburgh, Pennsylvania) 2007.**

[“Social skills are a better predictor of school success than academic skills, according to teachers in pre-kindergarten through third grade. That's one of the findings of the PNC Study of Early Childhood Education.... The national study, done by Harris Interactive, included a survey of 1,001 parents with children age 8 or younger and 516 teachers in pre-kindergarten through third grade.... The survey focused on the skills children need when they enter kindergarten.”]

Survey Highlights: Home and Classroom - Views of Parents and Teachers: 7 p.  
[www.pnc.com/webapp/unsec/Requester?resource=/wcm/resources/file/eb2e1343e2cbe74/PNCStudy\\_ParentTeacherFindings.pdf](http://www.pnc.com/webapp/unsec/Requester?resource=/wcm/resources/file/eb2e1343e2cbe74/PNCStudy_ParentTeacherFindings.pdf)

Investments in School Readiness: 6 p.  
[www.pnc.com/webapp/unsec/Requester?resource=/wcm/resources/file/eb2e1843e2dbef9/PNCWhitePaper\\_ParentTeacherFindings.pdf](http://www.pnc.com/webapp/unsec/Requester?resource=/wcm/resources/file/eb2e1843e2dbef9/PNCWhitePaper_ParentTeacherFindings.pdf)

PNC Grow Up Great Fact Sheet: 3 p.  
[www.pnc.com/webapp/unsec/Requester?resource=/wcm/resources/file/eb2e4444035a9e6/GUG\\_FactSheet\\_2007.pdf](http://www.pnc.com/webapp/unsec/Requester?resource=/wcm/resources/file/eb2e4444035a9e6/GUG_FactSheet_2007.pdf)

**Access to High-Quality Pre-K Severely Limited for Children from Lower Middle-Income Families. By the National Institute for Early Education Research. (NIEER, New Brunswick, New Jersey) August 9, 2007. 3 p.**

[“A recently released NIEER analysis shows working families with household incomes in the \$30,000 to \$50,000 range will be hard-pressed to afford high-quality preschool education for their children. That's because income eligibility guidelines for targeted programs in many states and Head Start are too low for families in this range. While they may not live in poverty they are, says NIEER Director Steve Barnett, "just getting by and can't afford high-quality preschool education for their children." States that set income

eligibility higher serve relatively few children.” NIEER Online Newsletter (August 10, 2007.)]

[Request #S07-108-825]

Full text at: <http://nieer.org/mediacenter/index.php?PressID=76>

**The Effects of the New Mexico PreK Initiative on Young Children’s School Readiness. By Jason T. Hustedt and others. (National Institute for Early Education Research, New Brunswick, New Jersey) August 2007. 17 p.**

[“Children who attended New Mexico’s PreK showed gains that were 54 percent greater in vocabulary, 40 percent greater in math, and 118 percent greater in understanding of print concepts than gains for children not attending the program. Those results come from a just-released study conducted by NIEER and Utah State University. NIEER assistant research professor Jason Hustedt, lead author of the report, said finding such clear-cut benefits for a program that just started is encouraging. New Mexico launched the program in 2005-2006.” NIEER Online Newsletter (August 10, 2007.)]

[[Request #S07-108-826]

Full text at: <http://nieer.org/resources/research/NewMexicoReport0507.pdf>

**“The Benefits and Costs of Head Start.” By Jens Ludwig, University of Chicago, Deborah Phillips, Georgetown University. IN: Social Policy Report, vol. 21, no. 3 (2007) 20 p.**

[“We review what is known about Head Start’s impacts on children and argue that the program is likely to generate benefits to participants and society as a whole that are larger than program costs. Our conclusions differ from those in some previous reviews because we use a more appropriate standard to judge program effectiveness (benefit-cost analysis), draw on a body of new evidence for Head Start’s long-term effects on early cohorts of participating children, and discuss why common interpretations of a recent randomized experimental evaluation of Head Start’s short-term impacts may be overly pessimistic.”]

[Request #S07-108-827]

Full text at:

[http://srcd.org/documents/publications/spr/21-3\\_early\\_childhood\\_education.pdf](http://srcd.org/documents/publications/spr/21-3_early_childhood_education.pdf)

Social Policy Report Brief on above report: 2 p.

[http://srcd.org/documents/policy/sprbrief\\_early\\_childhood\\_education.pdf](http://srcd.org/documents/policy/sprbrief_early_childhood_education.pdf)

**Building a Science of Classrooms: Application of the CLASS Framework in Over 4,000 U.S. Early Childhood and Elementary Classrooms. By Bridget K. Hamre and**

**others, University of Virginia. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, Massachusetts. (University of Virginia, Charlottesville, Virginia) 2007. 35 p.**

[“In ‘Building a Science of Classrooms,’ Hamre, Pianta, Mashburn, and Downer present a scientific framework to assess classroom quality from PK through Third Grade. Grounded in developmental theory, the Classroom Assessment Scoring System (CLASS) is a standardized classroom measure that has been validated in classrooms across the country. The CLASS framework examines three areas of classroom interactions that are critical to student outcomes throughout children's education from Prekindergarten through Third Grade - Emotional Support, Instructional Support, and Classroom Organization. The CLASS Framework serves as a useful tool for: (1) studying the unique contributions of classroom quality in student outcomes; (2) professional development for teachers to improve practice; and (3) policy and accrediting bodies to contribute to defining what teachers should know and be able to do.” Foundation for Child Development.]

[Request #S07-108-869]

Full text at:

[http://www.fcd-us.org/usr\\_doc/BuildingAScienceOfClassroomsPiantaHamre.pdf](http://www.fcd-us.org/usr_doc/BuildingAScienceOfClassroomsPiantaHamre.pdf)

PowerPoint presentation:

[www.fcd-us.org/usr\\_doc/Building\\_a\\_Science\\_of\\_Classrooms.ppt](http://www.fcd-us.org/usr_doc/Building_a_Science_of_Classrooms.ppt)

**Comparative Indicators of Education in the United States and Other G-8 Countries: 2006. By David C. Miller and others. (National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC) August 2007. 92 p.**

[“This report describes how the education system in the United States compares with education systems in the other G-8 countries - Canada, France, Germany, Italy, Japan, the Russian Federation, and the United Kingdom. Twenty indicators are organized in five sections: (1) population and school enrollment; (2) academic performance; (3) context for learning; (4) expenditure for education; and (5) education returns: educational attainment and income.” IES Newsflash (August 14, 2007.)]

[Request #S07-108-870]

Full text at: <http://nces.ed.gov/pubs2007/2007006.pdf>

**Preschool Matters [Entire Issue.] By the National Institute for Early Education Research. Vol. 5, No. 4. (NIEER, New Brunswick, New Jersey) August/September 2007. 12 p.**

[“Twenty-nine governors proposed significant expansions of state-funded preschool this year. This issue of ‘Preschool Matters’ features an article on the momentum to provide

voluntary preschool education for all and the importance of quality on positive outcomes. Also in 'Preschool Matters': New Mexico, New Jersey: State Preschool Programs with Positive Effects; Newsmaker: Dr. Gary Mangiofico of the Los Angeles Universal Preschool; Financing New Facilities: Smart Money for Tomorrow's Preschools Overlooked Benefits of Vaccination." NIEER Online Newsletter (August 24, 2007.) [Request #S07-108-871]

Full text at: <http://nieer.org/resources/printnewsletter/AugSep2007.pdf>

**Costs Per Child for Early Childhood Education and Care: Comparing Head Start, CCDF Child Care, and Prekindergarten/Preschool Programs (2003/2004.)** By Douglas J. Besharov and others. (Welfare Reform Academy, School of Public Policy, University of Maryland, College Park, Maryland, and American Enterprise Institute, Washington, DC) June 22, 2007. 21 p.

["This paper by Douglas J. Besharov, Justus A. Myers, and Jeffrey S. Morrow at the American Enterprise Institute calculates the actual per-child costs of Head Start (including Early Head Start), child care provided under the Child Care and Development Fund, and state-funded preschool programs. Costs per child varied dramatically between the programs." NIEER Online Newsletter (August 24, 2007.)] [Request #S07-108-872]

Full text at: [www.welfareacademy.org/pubs/cost\\_per\\_child\\_early\\_edu\\_and\\_care.pdf](http://www.welfareacademy.org/pubs/cost_per_child_early_edu_and_care.pdf)

**Similar English Learner Students, Different Results: Why Do Some Schools Do Better?** By EdSource. (EdSource, Mountain View, California) September 2007. 16 p.

["This 16-page summary of EdSource's "Similar English Learner Students, Different Results" study released in May, discusses which instructional practices appear to have a positive effect on the achievement of low-income, English learner students." EdSource.] [Request #S07-108-873]

Summary report: [www.edsource.org/pdf/ELlayreportfinal.pdf](http://www.edsource.org/pdf/ELlayreportfinal.pdf)

Original study - "Similar English Learner Students, Different Results: Report of Findings" (May 2007): 24 p.

[www.edsource.org/pdf/SimELreportcomplete.pdf](http://www.edsource.org/pdf/SimELreportcomplete.pdf)

Parent Guides in English and Spanish: 2 p.

[www.edsource.org/pub\\_abs\\_el\\_parentguide07.cfm](http://www.edsource.org/pub_abs_el_parentguide07.cfm)

**Pre-Kindergarten to 3<sup>rd</sup> Grade (PK-3) School-Based Resources and Third Grade Outcomes.** By Brett V. Brown, Child Trends and Kimber Bogard, Foundation for Child Development. Cross Currents, Issue 5. Publication No. 2007-27. (Child Trends, Washington, DC) August 2007. 7 p.

[“According to a... research brief from Child Trends, three elements of elementary school environments - strong principal leadership, high academic standards, and frequent teacher meetings to plan instruction - are associated with higher third grade math and reading scores. Schools with a fourth element - low teacher turnover - generally have better behaved children. Higher teacher turnover, which can indicate an unstable school, is related to lower rates of student self-control and school engagement among third grade students.... Using data from the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K), a nationally representative sample of more than 20,000 children who started kindergarten in fall 1998, researchers found that many children do not experience key elements in their schools that maximize their learning outcomes.... The findings show that low-income children are more likely to attend schools with poor learning environments. Children living below 100% of the federal poverty line are twice as likely as children with family incomes over 200% of the poverty line to attend schools with low academic standards (20% versus 10%). Similar disparities in teacher turnover are found by children’s race/ethnicity. Over 20% of Black and Hispanic children go to schools where teacher turnover is troubling versus 11% of White non-Hispanic students.”]  
[Request #S07-108-874]

Full text at: [www.childtrendsdatabank.org/PDF/PKtoThree.pdf](http://www.childtrendsdatabank.org/PDF/PKtoThree.pdf)

## **IMPROVED FAMILY FUNCTIONING**

**The Implementation of the Partners for Fragile Families Demonstration Projects.** By Karin Martinson and others. Prepared for the Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, Office of Human Services Policy. (The Urban Institute, Washington, DC) June 8, 2007. 123 p.

[“This report describes the design and implementation of the Partners for Fragile Families (PFF) demonstration projects. Operating in 13 sites across the country, PFF provided a range of services aimed at increasing the capacity of young, economically disadvantaged fathers in becoming financial and emotional resources to their children and sought to reduce poverty and welfare dependence. The report examines the programs’ structure and institutional partnerships; participant characteristics; recruitment and enrollment efforts; the nature of employment, peer support, parenting, and child support-related services provided through the initiatives; and implementation challenges and lessons.”]  
[Request #S07-108-875]

Full text at: [www.urban.org/UploadedPDF/411511\\_fragile\\_families.pdf](http://www.urban.org/UploadedPDF/411511_fragile_families.pdf)

**Voices of Young Fathers: The Partners for Fragile Families Demonstration.** By Alford Young, Jr., University of Michigan, and Pamela A. Holcomb, the Urban Institute. Prepared for the Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, Office of Human Services Policy. (The Urban Institute, Washington, DC) June 8, 2007. 65 p.

[“The role of non-custodial fathers in the lives of low-income families has received considerable attention from policymakers and programs in recent years. While child support enforcement efforts have increased dramatically in recent years, there is evidence that many low-income fathers cannot afford to support their children financially without impoverishing themselves or their families.... To address these complex issues, a number of initiatives have focused on developing services to help low-income fathers become more financially and emotionally involved with their families, and to help young low-income families become stable. One such initiative... was the Partners for Fragile Families (PFF) demonstration.... This report presents ethnographic case studies of eight young (age 19–26), unmarried, low-income fathers who participated in PFF demonstration initiatives located in Boston and Indianapolis.... This report relies heavily on the actual words of these young fathers to illustrate the key themes and findings that emerged. The opportunity to learn in greater depth about the experiences of the young men targeted by the PFF program through these case studies offers additional insight into the challenges facing young and economically disadvantaged fathers, and how services provided by the PFF demonstration projects may help these men approach fatherhood and family life in healthier ways.”]

[Request #S07-108-876]

Full text at: [www.urban.org/UploadedPDF/411512\\_young\\_fathers.pdf](http://www.urban.org/UploadedPDF/411512_young_fathers.pdf)

**Mother’s Time with Children: Does Time Matter?** By Amy Hsin, UCLA. On-Line Working Paper Series. Paper CCPR-049-06. (California Center for Population Research, University of California, Los Angeles) December 1, 2006. 34 p.

[“Despite the theoretical importance mother’s time with children plays in the literature on children’s intellectual development, few studies have identified a significant relationship between the time children spend with mothers and their cognitive outcomes. This study uses children’s time diaries from the Child Development Supplement of the Panel Study of Income Dynamics to investigate the effect of the quantity and intensity of maternal care during early childhood on children’s later cognitive test scores (N = 1,008). Results show that the time mothers spend with children is positively correlated with verbal scores for children with verbally skilled mothers and that the influence of early maternal care has a persistent effect on later test scores even after lagged tests are controlled. The intensity of care or the percentage of total care devoted to active engagement is positively associated with development of analytic skills for children with skilled mothers. The findings suggest that children of mothers with better verbal skills benefit the most from spending more time with mothers. The findings also suggest that children can acquire verbal skills through passive interaction with verbally skilled mothers as well as through

active interactions. On the other hand, the development of analytical skills may require more intense and direct involvement. Taken together, the results point to time use as a means of social reproduction - time with children is a pathway through which highly skilled mothers impart their human capital to their children.”]  
[Request #S07-108-877]

Full text at: <http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1166&context=ccpr>

**Children in Immigrant Families: A California Data Brief. By Corey Newhouse. (Children Now, Oakland, California) August 2007. 27 p.**

[“America has long been described as a nation of immigrants, and California is most certainly a state of immigrants. Half of the state’s children live in a family with at least one immigrant parent - two-and-a-half times the national rate. Statewide, about 4.8 million children, ages 0-17, live in an immigrant family. Among children in immigrant families, two-thirds (67%) are Latino, 14% are Asian and 10% are white. This brief sheds new light on immigrant children and their families in California, challenging misinformed, negative stereotypes with the most current and accurate data available. The information presented also shows that, while many children in immigrant families are thriving, too many are struggling. Out of this knowledge new opportunities arise to ensure even greater success is achieved by this large subgroup of the state’s population.”]  
[Request #S07-108-878]

Full text at: <http://publications.childrenow.org/assets/pdf/policy/immigrantkids-2007.pdf>

## **IMPROVED HEALTH**

**Reducing Disparities Beginning in Early Childhood. By Kay Johnson and Suzanne Theberge. Project Thrive Short Take No. 4 (The National Center for Children in Poverty, New York, New York) July 2007. 7 p.**

[“Research shows that many disparities in health and well-being are rooted in early childhood. These disparities reflect gaps in access to services, unequal treatment, adverse congenital health conditions, and exposures in the early years linked to elevated community and family risks. Early health risks and conditions can have long-range implications for physical, emotional, and intellectual development as well as health. Their contribution to disparities in health status, disabilities, and educational achievement is well documented. But many risks can be addressed in the early years, starting with quality prenatal care and interventions in the earliest stages of life. Thus, literally, reducing disparities begins with babies.”]  
[Request #S07-108-879]

Full text at: [www.nccp.org/publications/pdf/text\\_744.pdf](http://www.nccp.org/publications/pdf/text_744.pdf)

**State of the States' ECCS Initiatives. By Kay Johnson and Suzanne Theberge. Project Thrive Short Take No. 5 (National Center for Children in Poverty, New York, New York) July 2007. 7 p.**

[“The primary purpose of the federal Maternal and Child Health Bureau, Health Resources and Services Administration’s (MCHB-HRSA) State Maternal and Child Health Early Childhood Comprehensive Systems (ECCS) grants is to assist states and territories in their efforts to build and implement comprehensive statewide systems of care that support family and community approaches to promote positive early development and early school success for young children. These grants originated with a MCHBHRSA Strategic Plan for Early Childhood that called on State Title V MCH programs to use their leadership and convening powers to foster the development of cross-agency early childhood systems development planning. Building a more comprehensive early childhood system requires intentional efforts to bridge the gaps created by multiple, discrete funding streams for early childhood services to create a deliberate framework to foster integrated early childhood service systems at the federal, state, and community levels. This Project THRIVE Short Take summarizes the results of Project THRIVE’s review and analysis of state ECCS plans, reports, and other related documents related to early childhood systems.”]

[Request #S07-108-880]

Full text at: [www.nccp.org/publications/pdf/text\\_748.pdf](http://www.nccp.org/publications/pdf/text_748.pdf)

## **IMPROVED SYSTEMS OF CARE**

**Who Cares for Our Children? The Child Care Crisis in the Other America. By Valerie Polakow. (Teachers College Press, Columbia University, New York, New York) 2007. 227 p.**

[“Lack of access to affordable high quality child care is frequently the tipping point that catapults a family into poverty, joblessness, and homelessness. Polakow presents the compelling stories of low-income women from across the nation and chronicles their resilient struggles in the face of ongoing child care crises. The resulting work is an incisive critique of public policy that points to the shameful record of the United States in caring for its children. Drawing on historical and international perspectives, Polakow creates a groundbreaking analysis of child care as a human right, persuasively arguing for a universal child care system.” NOTE: Who Cares for Our Children... is available for loan.]

[Request #S07-108-881]

## 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

**“The Effect of Single Motherhood on Smoking by Socioeconomic Status and Race/Ethnicity.” By Hee-Jin Jun and Dolores Acevedo-Garcia. IN: Social Science and Medicine, vol. 65, no. 4 (August 2007) pp. 653-666.**

[“We examined the association between parenting young children and smoking among US single women compared with married women, and whether this effect is moderated by socioeconomic status and race/ethnicity. Our main finding is that having children reduces smoking except among single white women, and women with low income.... Single women faced a higher risk of smoking than married women. Parenting was protective against smoking among married women but not among single women. Additionally, among single women, the associations between parenting and smoking varied by income and race/ethnicity. Parenting increased the risk of smoking among single women in the lowest income quartile. Single black and Hispanic women with children had a risk of smoking similar to that of their childless counterparts. However, single white women with children were more likely to smoke than their childless counterparts. Smoking cessation interventions and programs to reduce environmental tobacco smoke should recognize that the co-occurrence of single motherhood, parenting responsibility and low-income may increase the risk of smoking. This is particularly significant given the rapid growth of the single women population, and their concentration in poverty in the USA. The finding that parenting is protective against smoking among single minority women, who presumably experience significant stressors, calls for a more thorough investigation of smoking behavior among minority women, and suggests the importance of stress buffers such as social support.” NOTE: “The Effect of Single Motherhood...” will be available for loan.]

## CONFERENCES AND FUNDING OPPORTUNITIES

**Child Development Policy Institute 2007 Fall Public Policy Forum: Current and Emerging Policy Trends: What's on the horizon for Early Education in 2008? October 2-3, 2007. Sheraton Grand Sacramento, 1230 J Street, Sacramento, California.**

[“Begun in 2002, CDPI’s Fall Forum has focused on cutting edge issues that will impact the early care and education field in the very near future. The Fall Forums have dealt with government issues such as budget shortfalls, universal preschool, and many others.... The CDPI Sixth Annual Fall Public Policy Forum will take a look at current and emerging trends in state early learning policy through the perspectives of the Governor,

State Superintendent of Public Instruction, Legislative Analyst Office, and policymakers. Issues currently under discussion include the following: What is the availability, quality, and structure of early learning programs? What are the forces from within and outside impacting them? What should be kept in mind regarding alignment, governance, and quality rating systems? Are there other issues of growing concern and interest? What issues will likely continue to grow into key policy considerations? What are the potential challenges to consider and what are the policy options to avoid?"]

For more information and to register:

[www.cdpi.net/cs/cdpi/print/htdocs/events.htm#fallforum](http://www.cdpi.net/cs/cdpi/print/htdocs/events.htm#fallforum)

**37th Annual National Black Child Development Institute Conference. The Journey Continues: Giving Our Children a Chance. Sponsored by the National Black Child Development Institute. Oct 21, 2007 - Oct 23, 2007. Hyatt Regency Chicago, Chicago, Illinois.**

[“The 37th Annual National Black Child Development Institute (NBCDI) conference is the leading professional development gathering for those working to improve the lives of children, especially African American children and those of color. Every year thousands of educators and professionals from around the country in early care and education; elementary and secondary education and administration; child welfare and youth development; research; and local, state, and federal policy convene to gain knowledge and acquire the skills needed to ensure a quality future for all children and youth. Attend this year’s conference so you can: • Learn about the issues that affect our children at our informative Issues Forums; • Expand your knowledge and skill set to achieve greater outcomes for children; • Experience the Parent Empowerment Program (PEP) to increase parental involvement, and empower them to become real advocates for their children; • Engage in public policy discussions that focus on Universal Pre-Kindergarten; • Receive cutting edge research-based early literacy and reading strategies to improve student achievement; • Discover the latest culturally relevant tools and practices used to promote the social and emotional development of children; • Obtain CEU credits toward professional development.”]

For more information and to register: [www.nbcdi.org/conference](http://www.nbcdi.org/conference)

**California Association for the Education of Young Children, 4<sup>th</sup> Annual Training the Early Childhood Trainer Educational Conference. October 25 - 26, 2007. Torrance Marriott, Torrance, California.**

[“Train the Early Childhood Trainer. Meet other professionals in the field and enjoy two days of professional development created just for you! Each day offers workshops presented by knowledgeable, well-known speakers from the ECE community.” California Association for the Education of Young Children.]

For more information and to register: <http://caeyc.aaiden.com>

**Universal Newborn Hearing Screening and Intervention. U.S. Health Resources and Services Administration. Eligibility: State governments.**

[“This program supports the screening of all newborn infants in the US for hearing loss with timely and appropriate follow-up services for infants who do not pass the initial newborn hearing screen. Grants will be used to promote: (1) Universal hearing screening of all infants born in the US prior to hospital discharge and screening of out of hospital births by one month of age (2) confirmation of normal hearing/hearing loss before 3 months of age and entry into a program of early intervention before 6 months of age with linkage to a medial home and family to family support programs. The focus of these grants is the reduction of loss to follow-up.”]

For more information:

<http://www07.grants.gov/search/search.do?oppId=15480&flag2006=true&mode=VIEW>

**RGK Foundation Grant Program. RGK Foundation, Austin, Texas. “There is no deadline for submitting an electronic Letter of Inquiry.”**

[“RGK Foundation awards grants in the broad areas of Education, Community, and Medicine/Health. The Foundation's primary interests within Education include programs that focus on formal K-12 education (particularly mathematics, science and reading), teacher development, literacy, and higher education.

Within Community, the Foundation supports a broad range of human services, community improvement, abuse prevention, and youth development programs. Human service programs of particular interest to the Foundation include children and family services, early childhood development, and parenting education. The Foundation supports a variety of Community Improvement programs including those that enhance non-profit management and promote philanthropy and voluntarism. Youth development programs supported by the Foundation typically include after-school educational enrichment programs that supplement and enhance formal education systems to increase the chances for successful outcomes in school and life....

The Foundation's current interests in the area of Medicine/Health include programs that promote the health and well-being of children.... While the Foundation occasionally awards grants for over \$25,000, the average grant is under \$25,000.]

For more information: [www.rgkfoundation.org/guidelines.php](http://www.rgkfoundation.org/guidelines.php)