



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/index.html.

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).
- 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

Who Is Ahead and Who Is Behind? Gaps in School Readiness and Student Achievement in the Early Grades for California's Children. By Jill S. Cannon and Lynn A. Karoly. (Rand Corporation, Santa Monica, California) 2007. 134 p.

[“To evaluate the adequacy and efficiency of preschool education, the RAND Corporation has undertaken the California Preschool Study to improve understanding of achievement gaps in the early elementary grades, the adequacy of preschool education currently given, and what efficiencies or additional resources might be brought to bear in early care and education. Despite rising achievement levels in recent years, a substantial percentage of second- and third-graders do not meet state education standards in English-language arts and mathematics. Some groups of students are falling short by larger margins than others. English learners and students whose parents did not graduate from high school have the highest proportion who fall short of proficiency in second and third grade. Percentages of black, Hispanic, and economically disadvantaged students falling short of proficiency in the same grades are also high. Measures of student performance in kindergarten and first grade show similar patterns of who is ahead and who is behind. Preschool appears to be a promising strategy for narrowing achievement differences. The

size of the achievement gaps that currently exist and the strength of the evidence of favorable education benefits from well-designed preschool programs make a solid case for considering preschool as a component of a multi-pronged strategy for closing achievement gaps in California.”]

Summary: 14 p.

http://www.rand.org/pubs/technical_reports/2007/RAND_TR537.sum.pdf

Full Report:

http://www.rand.org/pubs/technical_reports/2007/RAND_TR537.pdf

Early Care and Education in the Golden State: Publicly Funded Programs Serving California’s Preschool-Age Children. By Lynn A. Karoly and others. (Rand Corporation, Santa Monica, California) 2007. 230 p.

[“To evaluate the adequacy and efficiency of preschool education, the RAND Corporation has undertaken the California Preschool Study to improve understanding of achievement gaps in the early elementary grades, the adequacy of preschool education currently given, and what efficiencies or additional resources might be brought to bear in early care and education (ECE). This volume provides a comprehensive assessment of publicly funded ECE programs for preschool-age children - for California as a whole, and for four case-study counties: Los Angeles, Merced, San Diego, and San Mateo. California’s system of publicly subsidized ECE programs for preschool-age children has evolved over time into a complex array of mostly targeted programs supported through multiple funding streams. The authors find that there is a sizeable gap between the number of three- and four-year-old children eligible for such programs and the number that can be served given current program funding. In addition, the quality of ECE programs for preschool-age children is uncertain, and the sometimes low standards are compounded by a reimbursement structure for subsidized care that gives little incentive for providing higher quality programs. Finally, potential inefficiencies in the system may limit the benefits from the dollars spent.”]

Summary: 13 p.

http://www.rand.org/pubs/technical_reports/2007/RAND_TR538.sum.pdf

Full Report:

http://www.rand.org/pubs/technical_reports/2007/RAND_TR538.pdf

Early Childhood Development: Early Learning, the Brain and Society. Speaker: Patricia Kuhl. (University of Washington Television, Seattle, Washington) April 25, 2007. Available as podcast or video. 58 minutes.

[“How does a child’s capacity to learn relate to the central debate about nature or nurture? As part of the Early Childhood Development lecture series, Dr. Patricia Kuhl talks about children’s ability to learn effortlessly and the importance of social interaction

in the learning process. Kuhl, professor of Speech and Hearing Sciences and co-director for the UW Institute for Learning and Brain Sciences, is internationally recognized for her research on early language and brain development.”]

Podcast or video available at:

<http://www.uwvtv.org/programs/displayevent.aspx?rID=16133&fID=4128>

Who Goes to Preschool and Why Does it Matter? By W. Steven Barnett and Donald J. Yarosz. Preschool Policy Brief. No. 16. (National Institute for Early Education Research, New Brunswick, New Jersey) November 2007. 16 p.

[“Preschool participation in the U.S. has been increasing steadily over the last four decades. By 2005, more than two-thirds of the nation's 4-year-olds were enrolled in a preschool program - but who are these children? Where are they? This policy brief identifies factors that influence preschool enrollment, such as income, geography and ethnicity, and offers policy recommendations to address inequities in access.”]

Full text at: <http://nieer.org/resources/policybriefs/15.pdf>

Reading Across the Nation: A Chartbook. By S. Russ and others. (Reach Out and Read National Center, Boston, Massachusetts) November 2007. 104 p.

[“A report... reveals that California ranks in the bottom half of the nation - 42nd out of 50 states and the District of Columbia - in the percentage of children who are read to daily by their parents. According to ‘Reading Across the Nation: A Chartbook,’ prepared by the UCLA Center for Healthier Children, Families and Communities for the nonprofit Reach Out and Read National Center, only 44.6 percent of Californian children between birth and the age of 5 are read to every day by a parent. The national average is 47.8 percent. California brings up the rear, along with a number of Southern and Southern border states.” UCLA Newsroom. (November 1, 2007.)]

Full text at: http://healthychild.ucla.edu/ROR/ROR_Chartbook_2007.pdf

Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality. The Report of the National Early Childhood Accountability Task Force. By Thomas Schultz and Sharon Lynn Kagan. (Foundation for Child Development, New York, New York) October 2007. 104 p.

[“The National Early Childhood Accountability Task Force... released its final report and recommendations for developing a comprehensive assessment system to improve the performance of early education programs. Over the past four years, states have invested more than \$1.9 billion in preschool to improve outcomes for children, but few have implemented a comprehensive effort for assessing and improving performance to ensure

that early education returns intended results. The Task Force's recommended approaches are flexible enough to be adapted in multiple states, employ state-of-the-art evaluation methods and focus on how assessment data can be used to help improve program performance and enhance positive outcomes for children. Over the next eighteen months, the Council of Chief State School Officers, with funding from The Pew Charitable Trusts, will use the Task Force's findings to help states document and strengthen preschool program performance." Pew Charitable Trusts (October 31, 2007.)]

Full report at:

http://www.fcd-us.org/usr_doc/Accountability_Task_Force_Final_Report1.pdf

Early Education Workforce Act. United States. Congress. House of Representatives. 110th Congress, 1st Session. H.R. 3966. A Bill to Provide for a Statewide Early Childhood Education Professional Development and Career System, and for other Purposes. Introduced in the House of Representatives October 25, 2007. 15 p.

[“Congresswoman Mazie K. Hirono has introduced the Early Education Workforce Act (H.R. 3966), a bill which would help meet the demand for qualified early education and childcare professionals. ‘Hawai’i and other states are making real progress in providing families access to voluntary preschool and childcare. But we face a shortage of qualified professionals, and without enough trained teachers and childcare workers, we will not be able to provide quality early education programs and childcare for many children,’ Congresswoman Hirono said. To address this shortage, Congresswoman Hirono's legislation helps states take steps to recruit and retain early educators. She proposes providing federal grants to state task forces working on this problem. ‘We can attract highly motivated and talented people into early education if we streamline professional development opportunities, open doors to early childhood education degree programs and raise salaries for preschool teachers and childcare workers,’ Congresswoman Hirono said.” The Molokai Times (November 6, 2007.)]

Text of bill at:

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_bills&docid=f:h3966ih.txt.pdf

IMPROVED FAMILY FUNCTIONING

Supporting Healthy Relationships Between Young Children and Their Parents: Lessons from Attachment Theory and Research. By Karen Appleyard and Lisa J. Berlin. (Center for Child and Family Policy, Duke University, Durham, North Carolina) 2007. 12 p.

[“According to attachment theory and research, early child-parent relationships lay the foundation for children's later social, emotional and school functioning. This new brief

from the Center for Child and Family at Duke University examines the range of attachments and their importance for later development and offers guidelines and curricula recommendations for practitioners, policymakers, parents and others.” CFK Weekly (October 31, 2007.)]

Full text at:

<http://www.pubpol.duke.edu/centers/child/publications/policybriefs/files/eca/Attachment-final.pdf>

Partners for Fragile Families Demonstration Projects: Employment and Child Support Outcomes and Trends. By Karin Martinson and others. Prepared for the U.S. Department of Health and Human Services. (The Urban Institute, Washington, DC) September 2007. 27 p.

[“The Partnership for Fragile Families Demonstration projects... 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. As part of a multi-component evaluation, this report examines how participants fared in two key areas: (1) employment rates and earnings levels and (2) the establishment of child support orders and the payment of child support.”]

Full text at: http://www.urban.org/UploadedPDF/411567_pff_outcomes.pdf

Most Low-Income Parents Are Employed. By the National Center for Children in Poverty. (The Center, New York, New York) November 2007. 3 p.

[“Despite high levels of employment, average household income has declined and the number of children living in low-income families has continued to rise. Programs that provide supports for low-income, working parents can increase income and improve child well-being.” NCCP Update (November 1, 2007.)]

Full text at: http://www.nccp.org/publications/pdf/text_784.pdf

Parents’ Low Education Leads to Low Income, Despite Full-Time Employment. By Avana Douglas-Hall and Michelle Chau. (The National Center for Children in Poverty, New York, New York) November 2007. 3 p.

[“Higher education is one of the most effective ways that parents can raise their families’ incomes. There is clear evidence that higher educational attainment is associated with higher earnings. Over the past two decades, parents with less education have been losing economic ground. Policies that support education for low-income parents and children offer them the potential for lasting economic security.”]

Full text at: http://www.nccp.org/publications/pdf/text_786.pdf

Paying the Price: The Impact of Immigration Raids on America's Children. By Randy Capps and others. A Report by the Urban Institute for the National Council of La Raza. (The Institute, Washington, DC) 2007. 109 p.

[“Over the past year, Immigration and Customs Enforcement has intensified immigration enforcement activities by conducting several large-scale worksite raids across the country. From an in-depth study of three communities - Greeley, CO, Grand Island, NE and New Bedford, MA - this report details the impact of these worksite raids on the well-being of children. The report provides detailed recommendations to a variety of stakeholders to help mitigate the harmful effects of worksite raids on children.”]

Full text at: http://www.urban.org/UploadedPDF/411566_immigration_raids.pdf

MP3 audio recording on immigration raids:

http://www.urban.org/Pressroom/thursdayschild/november_2007.cfm

A Child's Day: 2004 - Selected Indicators of Child Well-Being. By the U.S. Census Bureau. (The Bureau, Washington, DC) October 2007. 30 tables.

[Parents are taking a more active role in the lives of their children than they did 10 years ago, according to data released today by the U.S. Census Bureau.... ‘A Child's Day: 2004’ examines the well-being of children younger than 18 and provides an updated look into how they spend their days. This series of 30 tables published by the U.S. Census Bureau is based on the Survey of Income and Program Participation (SIPP) and addresses children's living arrangements, family characteristics, time spent in child care, academic experience, extracurricular activities and more. According to this latest look into the lives of children, about 68 percent of 3- to 5-year-olds had limits on their television viewing, an increase from 54 percent in 1994.... In 2004, 53 percent of children younger than 6 ate breakfast with their parents every day (Table 7).... Those percentages increased at the dinner table, where 78 percent of children younger than 6 ate dinner nightly with their parents.... According to the current data, parents continued to exert a positive influence on their children in other ways. Seventy-four percent of kids younger than 6 were praised by their mother or father three or more times a day (Table 6). The same was true for 54 percent of children 6 to 11 and 40 percent of 12- to 17-year-olds. Children 1 to 2 were read to an average of 7.8 times in the previous week of the survey (Table 9), while children 3 to 5 were read to an average of 6.8 times in the previous week.” U.S. Census Press Release (October 31, 2007.)]

Tables at: http://www.census.gov/population/www/socdemo/2004_detailedtables.html

IMPROVED HEALTH

"Multisetting Assessment-Based Intervention for Young Children at Risk for Attention Deficit Hyperactivity Disorder." In: School Psychology Review, vol. 36, no. 2 (2007) pp. 237-255.

["Helping preschool children who have attention deficit hyperactivity disorder may require more behavior therapies and less medication. This is the conclusion of a study... published in 'School Psychology Review'.... The study, conducted by multiple researchers from different universities, examined a sample of 135 preschoolers over five years and used behavior-only therapy between parents and children to help the youngsters learn how to interact better with classmates and teachers. The study's report observes that 1 to 4 percent of preschool children are diagnosed with ADHD. But the report cautions against diagnosing children with ADHD when they are in preschool." ExchangeEveryDay (October 31, 2007.) NOTE: Multisetting Assessment-Based Intervention... is available for loan.]

Trends in Newborn Screening. Speaker - Michael Glass. (University of Washington Television, Seattle, Washington) November 3, 2006. Available as podcast or video. 53 minutes.

["Michael Glass presents the latest in newborn screening trends in Washington State and across the nation. He describes how certain tests were developed, such as the PKU blood spot test performed on all newborns in this state. He also talks about the outcome for children when certain conditions are not tested early enough to be effectively treated."]

Podcast or video available at:

<http://www.uwv.org/programs/displayevent.aspx?rID=7493&fID=1469>

Preventing Childhood Obesity. [Issue theme.] IN: Zero to Three, vol. 28, no. 1 (September 2007) Entire issue.

["The articles in this issue explore obesity prevention and treatment, and what parents and other caregivers can do to address this growing threat to very young children. The contributors collectively explore the dietary, environmental, social, and emotional factors associated with the increased prevalence of childhood obesity, and explore how families, early childhood professionals, health care providers, community agencies, and government officials all play a role in reversing this alarming trend." Some of the topics explored in this issue include "developing healthy habits, promoting outdoor play, poverty and obesity, is TV to blame for the obesity crisis? [and] eating and emotions." NOTE: Preventing Childhood Obesity... is available for loan.]

Concerns about Parents Dropping Employer Coverage to Enroll in SCHIP Overlook Issues of Affordability. By Stephen Zuckerman and Cynthia Perry. (The Urban Institute, Washington, DC) September 2007. 4 p.

[“One of the more prominent concerns in the SCHIP reauthorization debate is that many children enrolling in the program could have been insured through their parents’ employers. However, concern about parents dropping employer coverage to enroll their children in SCHIP typically ignores the affordability of that coverage. This brief measures affordability as families’ out-of-pocket spending burden. The findings suggest that families’ spending burden is, on average, lower under public insurance than under employer-sponsored insurance (ESI), especially for the lowest income families.”]

Full text at: http://www.urban.org/UploadedPDF/411555_schip_overlook.pdf

IMPROVED SYSTEMS OF CARE

Strategies for Increasing Child Care Facilities Development and Financing in California. By the Building Child Care Collaborative. (The Building Child Care Project, Oakland, California) 2007. 40 p.

[“This document... is a Building Child Care publication designed to educate policymakers and the child care field about barriers and solutions to child care facilities development and financing.” Building Child Care Newsletter (November 8, 2007.)]

Executive Summary: 10 p.

<http://www.buildingchildcare.org/BCC-Strategies%20Exec%20Summary.pdf>

Full Report:

<http://www.buildingchildcare.org/BCC-Strategies%202007FullReport.pdf>

The Matrix of Financial Resources for Child Care Facilities Development in California. By Brentt Brown and others. (National Economic Development and Law Center, Oakland, California) 2007. 63 p.

[This publication is “designed to help child care providers and child care advocates identify and access financial assistance to build, purchase, expand and/or renovate child care centers and family child care homes in California.” Building Child Care Newsletter (November 8, 2007.)]

Full text at: <http://www.buildingchildcare.org/Matrix07.pdf>

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.]

“Violent Television Viewing During Preschool Is Associated With Antisocial Behavior During School Age.” By Dimitri A. Christakis and others. IN: Pediatrics, vol. 120, no.5 (November 2007) pp. 993-999.

[“The effect of violent television programming on preschoolers’ behaviors is poorly understood. The objective of this study was to test the hypothesis that exposure to violent television viewing when children are 2 to 5 years of age would be associated with antisocial behavior at ages 7 to 10.... Results. Data were available for 184 boys and 146 girls at both time periods. Adjusting for baseline Behavioral Problem Index scores and age, parental education, maternal depression, and cognitive and emotional support, violent television programming was associated with an increased risk for antisocial behavior for boys but not for girls. Neither educational nor nonviolent programming was associated with increased risk for boys or girls. Conclusions. Viewing of violent programming by preschool boys is associated with subsequent aggressive behavior. Modifying the content that is viewed by young children may be warranted.” NOTE: Violent Television Viewing During Preschool... will be available for loan.]

Enriching Children, Enriching the Nation: Public Investment in High-Quality Prekindergarten. By Robert G. Lynch. (Economic Policy Institute, Washington, DC) 2007. 140 p.

[“High-quality prekindergarten programs that either serve all 3- and 4-year olds or target children in the poorest families begin to pay for themselves in as little as one year and no more than 13 years, while saving states and the federal government billions over decades, according to new state-by-state data released today by the Economic Policy Institute. New fact sheets for all 50 states and the District of Columbia serve as an addendum to EPI’s... book ‘Enriching Children, Enriching the Nation’ by Robert G. Lynch. It examines the costs and benefits of pre-K programs and their positive impact over time on federal and state budgets, crime costs, and the earnings of participating children and adults.” NOTE: Enriching Children, Enriching the Nation... will be available for loan.]

California Summary: 2 p. <http://www.epi.org/books/enriching/states/ca.pdf>

Executive Summary: 14 p. http://www.epi.org/content.cfm/book_enriching

All states’ fact sheets: 102 p. <http://www.epi.org/books/enriching/states/all-states.pdf>

“An English-Speaking Prekindergarten Teacher for Young Latino Children: Implications of the Teacher-Child Relationship on Second Language Learning.” By Cristina Gillanders, FPG Child Development Institute. IN: Early Childhood Education Journal, vol. 35, no. 1 (August 2007) pp. 47-54.

[“This case study was designed to describe how an effective English-speaking prekindergarten teacher develops strategies for communicating with and teaching young English language learners. The teacher’s classroom practices to enhance her own relationship with the children promoted opportunities for the Latino children to become full participants in the classroom community. At the end of the year, the Latino children showed progress in formal and informal measures of receptive vocabulary in both English and Spanish. Findings from the study suggest the importance of the affective and social nature of second language learning in young children. Implications for practice and research are discussed.” NOTE: An English-Speaking Prekindergarten... will be available for loan. See below for an FPG Snapshot of this article: (Crossing the Language Divide. FPG Snapshot. No. 49 (FPG Child Development Institute, Durham, North Carolina) October 2007. 2 p.)]

FPG Snapshot of above article: <http://www.fpg.unc.edu/~snapshots/snap49.pdf>

CONFERENCES AND FUNDING OPPORTUNITIES

Zero to Three’s 22nd National Training Institute: Imagining a Better Future. November 30 - December 2, 2007. Pre-Institute - November 29, 2007. Royal Pacific Resort, Orlando, Florida.

[“The National Training Institute is the most comprehensive early childhood development conference for professionals seeking to enrich their knowledge and practice from leading experts in the field. Who Attends: NTI attracts professionals in mental health, early intervention, family support, social services, child care, child welfare and health care.”]

For more information and to register:

http://www.zerotothree.org/site/PageServer?pagename=prof_nti

The Early Years Conference 2008: Valuing All Children. Sponsored by the University of British Columbia. January 30 – February 2, 2008. The Fairmont Hotel Vancouver, 900 West Georgia, Vancouver, British Columbia, Canada.

[“The University of British Columbia is sponsoring the Early Years Conference to be held January 30-February 2, 2008 in Vancouver. The conference will provide opportunities to learn about new research and evolving practice relating to: child care, child development, children at risk, developmental disabilities, diversity, infant and child mental health, parenting, policy/politics, and professional challenges.” Research Connections News and Resources (November 5, 2007.)]

For more information:

http://www.interprofessional.ubc.ca/Brochures/Brochure_EarlyYears2008.pdf