



Studies in the News for



Children and Families Commission

Contents This Week

Introductory Material

IMPROVED CHILD DEVELOPMENT

- [Early education policy developments in states](#)
- [Pre-k featured as economic development strategy](#)
- [Early Childhood Longitudinal Study - age 4](#)
- [Life chances - the case for early investment](#)
- [Effective early education programs](#)
- [Preschool English learners](#)
- [Supporting preschool English learners](#)
- [Babies and the budget](#)
- [Early childhood inclusion](#)
- [Head Start National Reporting System as a model](#)

IMPROVED FAMILY FUNCTIONING

- [Living arrangements and young children's development](#)
- [Redesigned Family Resource Simulator](#)

IMPROVED HEALTH

- [Early childhood vaccination rates](#)
- [Obesity and California breastfeeding rates](#)
- [Improving access to healthy foods](#)
- [Symbolic understanding in infants and young children](#)
- [Symbolic understanding podcast - part 2](#)

IMPROVED SYSTEMS OF CARE

- [Vouchers for housing and child care](#)

STUDIES TO COME

[Neglect linked to preschooler obesity](#)

CONFERENCES AND FUNDING OPPORTUNITIES

[National Conference of the Early Childhood Research Collaborative](#)

[San Diego International Conference on Child and Family Maltreatment](#)

[Childhood Obesity Prevention Summit - webcast](#)

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

State Early Care and Education Public Policy Developments. By the National Association for the Education of Young Children, Washington, DC) Fall 2007. 13 p.

[“With legislative sessions winding down for 2007, the National Association for the Education of Young Children has written a helpful summary of state policy changes... on a host of early care and education issues. Topics covered range from pre-k to early learning councils to quality rating and improvement systems.” Pre-K Picks (November 15, 2007.)]

Full text at: <http://www.naeyc.org/policy/state/pdf/State%20ECEPolicyDev.pdf>

Community Investments. [Entire issue.] vol. 19, no. 2 (Community Development Department, Federal Reserve Bank, San Francisco, California) Fall 2007. 32 p.

[“Federal Reserve highlights pre-k as economic development strategy. In another sign that pre-k is winning the support of the business community, the latest issue of ‘Community Investments’ from the Federal Reserve Bank of San Francisco features

articles on pre-k as an economic and workforce development strategy.” Pre-K Picks (November 15, 2007.)]

Full text at: http://www.frbsf.org/publications/community/investments/0709/ci_fall.pdf

Preschool: First Findings from the Third Follow-up of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B.) By Jodi Jacobson Chernoff and others. NCES 2008–025. (National Center for Education Statistics, U.S. Department of Education, Washington, DC) October 2007. 48 p.

[“The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is designed to provide detailed information on children’s development, health, and early learning experiences in the years leading up to entry into school. The ECLS-B is the first nationally representative study within the United States to directly assess children’s early mental and physical development, the quality of their early care and education settings, and the contributions of their fathers, as well as their mothers, in their lives. The children participating in the ECLS-B are followed from birth through kindergarten entry. To date, information has been collected from children and their parents during three rounds of data collection, conducted when the children were about 9 months of age (2001), about 2 years of age (2003), and about preschool age (age 4, 2005).... This First Look report provides information on certain characteristics of this population of children when they were about age 4.... The tables in this report present information collected during the preschool wave of the ECLS-B in the following areas: demographic characteristics of children and their families (table 1); children’s language, literacy, mathematics, color knowledge, and fine motor skills (tables 2 through 6); and children’s experiences in early care and education (table 7).”]

Full text at: <http://nces.ed.gov/pubs2008/2008025.pdf>

Life Chances: The Case for Early Investment in our Kids - Special Report. IN: The American Prospect, December 2007. Entire issue.

[“This landmark issue describes the tremendous progress being made at the state level in increasing investments in kids - including pre-kindergarten, health care, child care and other programs. The articles in this special edition cover the spectrum of early childhood issues, including health care, child care, parenting supports, and pre-kindergarten, with an assessment of state progress on pre-K, ‘A Movement Transformed.’” Pew Charitable Trusts (November 27, 2007.)]

Full text at:

http://www.pewtrusts.org/uploadedFiles/American_Prospect_1207_EarlyEdSpecialReport.pdf

“Effective Educational Programs for Young Children: What We Need to Know.”
By Ruby Takanishi and Kimber L. Bogard, Foundation for Child Development. IN:
Child Development Perspectives, vol. 1, no. 1 (July 2007) pp. 40-45.

[“Policymakers and researchers have shared interests in educational programs for young children. Policymakers see these programs as a potential means of narrowing the persistent gaps in achievement evident in many children entering kindergarten. Researchers see their role as one of assessing the effectiveness of various programs so that policymakers can make informed decisions. This article provides an overview of what is currently known and what needs to be determined about the factors that contribute to positive outcomes from early education programs. New prospective longitudinal studies are needed, as well as secondary analyses of recent large-scale longitudinal studies, which can inform issues of program design and impact. Five gaps in knowledge about effective programs are identified: program design for an increasingly ethnically diverse group of young children, including those of immigrants; connecting teaching and learning processes to child outcomes; understanding a broad range of child outcomes based on developmental science; bringing multiple disciplinary perspectives to bear on what constitutes effective early education programs; and continuing to address how research and practice can be mutually beneficial.”]

Full text at:

<http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1750-8606.2007.00008.x>

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning. Developed by WestEd’s Center for Child and Family Studies for the Child Development Division, California Department of Education. (The Department, Sacramento, California) 2007. 136 p.

[“This resource guide... provides teachers with the knowledge and tools they seek to educate preschool English learners most effectively. It was developed by a group of experts who collectively brought strong practical, academic, and research backgrounds to the topic of educating young English learners. In their work the group demonstrated its steadfast commitment to assisting such children enrolled in California’s schools and their families.” NOTE: Preschool English Learners... is available for loan.]

A World Full of Language: Supporting Preschool English Learners (English) = Un Mundo LLeno de Lenguaje: Cómo Apoyar a los Niños que Aprenden Inglés al Nivel Preescolar (Español.) Developed by the Center for Child and Family Studies, WestEd, for the California Department of Education. (The Department, Sacramento, California) 2007. 1 DVD (61 minutes) plus booklet.

[“This DVD and accompanying booklet in English and Spanish provide information on how young children acquire English as a second language. Research-based strategies are featured for teachers to support English learners. The DVD is closed-captioned and

formatted so that viewers can see it in its entirety or in sections.” NOTE: A World Full of Language... is available for loan.]

Babies and the Budget: Opportunities for Action. By the Zero to Three Policy Center. (Zero to Three, Washington, DC) 2007. 5 p.

[“What happens in Washington, DC can sometimes seem very far away and out of touch with what is happening at home. But we also know that decisions made by the federal government can have a direct impact on how services are provided to infants, toddlers and their families in our own local communities. In particular, the way the federal budget is crafted can have a profound effect on the programs and services that are so important for young children across the country. The federal budget process begins in January, so now is the perfect time to get up-to-speed on how the process works and where the opportunities for action lie. The Zero to Three Policy Network developed this easy-to-use tool to help you navigate the federal budget process and seize opportunities for action.” The Baby Monitor (November 27, 2007.)]

Full text at:

<http://www.zerotothree.org/site/DocServer/BabiesTheBudgetZTT.pdf?docID=1687&AddInterest=1159>

Research Synthesis Points on Early Childhood Inclusion. By the FPG Child Development Institute. (National Professional Development Center on Inclusion, FPG Child Development Institute, University of North Carolina, Chapel Hill) 2007. 8 p.

[“The National Professional Development Center on Inclusion at the Frank Porter Graham Child Development Institute has pulled together a bibliography of research studies on serving children with disabilities or special needs in early childhood classrooms. The document is useful for a variety of purposes including professional development, policy development, advocacy, and grant writing.” Pre-K Picks (November 15, 2007.)]

Full text at:

http://www.fpg.unc.edu/~npdci/assets/media/products/NDPCI_ResearchSynthesis_9-2007.pdf

The Head Start National Reporting System as a Model for Systems Aimed at Assessing and Monitoring the Performance of Preschool Programs. By Nicholas Zill. Prepared for the Pew Foundation National Early Childhood Accountability Task Force. (The Pew Charitable Trusts, Philadelphia, Pennsylvania) November 13, 2007. 34 p.

[“In recent years, a growing number of states in the U.S. have chosen to provide publicly-funded preschool programs for their pre-kindergarten-aged children. Along with the expanded availability of public preschool have come increased calls for these programs to be held accountable for achieving measurable results in bolstering the skills and school readiness of the children who attend them. But how should the contribution of these programs to child development be assessed and evaluated? The Head Start National Reporting System (NRS) is one response to these demands for greater accountability, one focused on the largest federal preschool program for children from low-income families. The NRS was designed to provide indicators of the progress children are making on key early literacy and math skills for all local Head Start programs.”]

Full text at:

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Zill%20final%20paper%20081407.pdf

IMPROVED FAMILY FUNCTIONING

“Living Arrangements and Children’s Development in Low-Income White, Black, and Latino Families.” By E. Michael Foster and Ariel Kalil. IN: Child Development, vol. 78, No. 6 (November-December 2007) pp. 1657-1674.

[“This article uses longitudinal data from approximately 2,000 low-income families participating in the national evaluation of the Comprehensive Child Development Program to examine the associations between preschool children’s living arrangements and their cognitive achievement and emotional adjustment. The analysis distinguishes families in which children live only with their mothers from children who live in biological father, blended, and multigenerational households. Linkages are examined separately for White, Black, and Latino children. Fixed effects regression techniques reveal few significant associations between living arrangements and child development. These findings suggest that substantial diversity exists in the developmental contexts among children living in the same family structure. Policies seeking to change the living arrangements of low-income children may do little to improve child well-being.”]

Full text at:

<http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-8624.2007.01091.x>

Family Resource Simulator. By the National Center for Children in Poverty. (The Center, New York, New York) Interactive website.

[“The National Center for Children in Poverty presents their redesigned Family Resource Simulator. In seven steps, the new and improved tool produces graphs that demonstrate the effect of increased earnings on family resources and expenses. Additionally, it shows the impact of ‘work supports’ like child care assistance on a family budget.” The Baby Monitor (November 27, 2007.)]

Family Resource Simulator: <http://www.nccp.org/tools/frs/>

IMPROVED HEALTH

Immunization. By the Child Trends Databank. (Child Trends, Washington, DC) 2007. 9 p.

[“Progress towards full immunization of young preschoolers has stalled since 2004, according to a Child Trends analysis of recently released data from the Centers for Disease Control and Prevention (CDC). The analysis finds that the proportion of children ages 19 to 35 months receiving the ‘combination series vaccine’ ... increased from 69 percent to 83 percent between 1994 and 2004, but remained at 82 percent in 2005 and 2006. State-level estimates from the CDC of the percentage of children ages 19-35 months receiving the combination series vaccine in 2006 reveal: - The states with the highest percentages were Massachusetts (88.7 percent), Wisconsin (88.0 percent), and Connecticut (87.4 percent). - The states with the lowest percentages were Nevada (71.6 percent), Alaska (73.7 percent), and Louisiana (73.9 percent). - 21 states had percentages lower than the national rate of 82.3 percent, while 29 states and the District of Columbia had higher percentages. The CDC recommends vaccinating children against most vaccine-preventable diseases by the time they are two years old because these diseases are more common and more deadly among infants and small children.... The Child Trends analysis also reveals significant differences by poverty status. Children in families with incomes below the poverty level are somewhat less likely than those in families at or above the poverty level to receive the combination series vaccine (78 percent and 84 percent, respectively, in 2006).”]

Full text at: http://www.childtrendsdatabank.org/pdf/17_PDF.pdf

Reducing Obesity from the Start: California Hospitals Must Increase Exclusive Breastfeeding Rates. A Policy Brief on California Breastfeeding and Hospital Performance. By the California WIC Association and the UC Davis Human Lactation Center. (California WIC Association, Sacramento, California) November 2007. 6 p.

[“Breastfeeding is recognized by policy makers and physicians as the first step in preventing childhood overweight. Breast milk provides infants with all the nutrients they need as well as elements that promote growth and a healthy immune system. According to the American Academy of Pediatrics, breastfed infants may be less likely than bottle fed infants to become overweight as children or obese as adults. Children who are exclusively breastfed for at least the first few months of life have the lowest risk for becoming overweight. More than 83 percent of California mothers make the important decision to breastfeed their infants, but only 40.5 percent of these mothers are

breastfeeding exclusively - that is, breast milk is their baby's only food when they leave the hospital. Yet exclusive breastfeeding is the healthiest way to feed new babies.”]

Full text at: http://www.calwic.org/docs/pk!/bfrates_brief.pdf

County Fact Sheets: CA Hospital Breastfeeding Rates 2006:
http://www.calwic.org/bfreport_county.aspx

County Fact Sheets: CA Hospital Breastfeeding Report 2007:
http://www.calwic.org/bfreport_2007.aspx

Other breastfeeding resources:
<http://www.calwic.org/bfreport.aspx>

Improving Access to Healthy Foods: A Guide for Policy-Makers. By Leadership for Healthy Communities. (Leadership for Healthy Communities, Washington, DC) Fall 2007. 8 p.

[This guide “produced by Leadership for Healthy Communities, an RWJF [Robert Wood Johnson Foundation] national program, explores how state and local officials can facilitate healthy eating by adopting policies that help communities improve access to affordable, healthy foods for all residents. In particular, this guide highlights five strategies that have a significant impact on the availability of healthy foods, such as polices related to land use, transportation, comprehensive planning, and community and economic development. It also outlines steps that policy-makers are taking in schools and government institutions across the country to help increase access to nutritious food options.”]

Full text at: <http://www.rwjf.org/files/research/accesshealthyfoodsllhc2007.pdf>

Symbolic Understanding in Infants and Young Children: Challenges and Benefits - Part 1. Speaker: Judy DeLoache. Allen Edwards Psychology Lectures. (University of Washington Television, Seattle, Washington) February 21, 2007. Podcast. Runtime: 58:30.

[“Nothing is more important in early human development than learning to use the symbols through which we communicate with one another. In this lecture, Dr. Carlson examines the benefits of symbolic understanding, including iconic and non-iconic symbols, pretense, and language for cognitive and social development with an emphasis on self-control and problem solving.”]

Podcast available at:
<http://www.uwtv.org/programs/displayevent.aspx?rID=16139&fID=1320>

Symbolic Understanding in Infants and Young Children: Challenges and Benefits - Part 2. Speaker: Stephanie Carlson. Allen Edwards Psychology Lectures. (University of Washington Television, Seattle, Washington) February 21, 2007. Podcast. Runtime: 58:30.

[“Nothing is more important in early human development than learning to use the symbols through which we communicate with one another. In this lecture, Dr. DeLoache reviews her research on the challenges that infants and very young children face as they become symbol-minded - as they figure out the nature and use of a variety of everyday symbolic objects.”]

Podcast available at:

<http://www.uwtv.org/programs/displayevent.aspx?rID=16140&fID=1320>

IMPROVED SYSTEMS OF CARE

Vouchers for Housing and Child Care: Common Challenges and Emerging Strategies. By Margery Austin Turner and others. Low-Income Working Families. Paper No. 8. (The Urban Institute, Washington, DC) August 2007. 30 p.

[“Vouchers play an important role in federal efforts to help low-income families obtain both housing and child care. These programs constitute essential components of the promise of welfare reform to encourage and support work among low-income families. And both types of vouchers have the potential to enhance long-term outcomes for children. Although federal housing and child care voucher programs differ in important respects, they also face common challenges, and innovations in one area can potentially inform efforts in the other. This brief highlights promising strategies for tackling challenges to the success of child care and housing vouchers.”]

Full text at: http://www.urban.org/UploadedPDF/411547_vouchers_housing_child.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.]

“The Association between Maltreatment and Obesity among Preschool Children.” By Robert C. Whitaker and others. IN: Child Abuse and Neglect, vol. 31, no. 11-12 (November-December 2007) pp. 1187-1199.

[“Parental neglect appears to increase obesity risk in preschool-age children, according to the first study to address maltreatment and obesity risk in childhood. The findings

suggest 'optimal and healthy weight may be another potential benefit from avoiding neglect,' Dr. Robert Whitaker of Temple University in Philadelphia, the study's lead author, told Reuters Health. Research has linked maltreatment in childhood to obesity in adulthood, Whitaker and his team report in the journal *Child Abuse & Neglect*. To investigate how maltreatment might affect children's likelihood of being obese, they looked at 2,412 children, who were 3 years old, born in 20 US cities. The children were participating in the Fragile Families and Child Wellbeing Study. The researchers found that 18 percent of the children were obese. Based on parent reports and interviews, 11 percent of the children had experienced neglect, 84 percent had received some type of corporal punishment, and 93 percent had experienced psychological aggression.... Children whose parents reported having neglected them in the previous year were 56-percent more likely to be obese than children who were not neglected. However, corporal punishment and psychological aggression weren't tied to obesity risk, the researchers found." Reuters Health (November 21, 2007). NOTE: Association between Maltreatment and Obesity... will be available for loan.]

CONFERENCES AND FUNDING OPPORTUNITIES

“Critical Issues in Cost Effectiveness in Children’s First Decade.” Human Capital Conference Series on Early Childhood Development. National Conference of the Early Childhood Research Collaborative: Federal Reserve Bank of Minneapolis and the University of Minnesota Center for Early Education and Development. December 7-8, 2007, Federal Reserve Bank of Minneapolis. Conference participation is by invitation only but a live broadcast of conference is open to the public and will be held at the Humphrey Institute's Cowles Auditorium, University of Minnesota West Bank Campus.

[“This conference will present recent research on the effects of early childhood programs and services defined broadly. It integrates four critical themes in the field. The first is children’s stage of development. The focus is the entire period of early learning from prenatal development to early school age. The second major theme is cost effectiveness. Given the greater use of cost-benefit analysis in social and educational research, knowledge about the level of cost effectiveness of early childhood programs across stages of development is needed more than ever. The third theme is program focus, which includes the intervention goals, content and services, ranging from prenatal nutrition and parenting education to school readiness and achievement. The fourth theme is scale. Programs vary dramatically in size and scope, target population, structure, and funding. These range from one-site intensive interventions to federal or state-funded programs serving thousands of families at different levels of service. Considered together, these themes provide a unique and comprehensive framework to better understand the effects of early childhood programs and their contributions to society.”]

For more information and links to the full-text of eight papers to be presented:

<http://www.earlychildhoodrc.org/events/dec07conference.cfm>

22nd Annual San Diego International Conference on Child and Family Maltreatment. January 28 - February 1, 2008. Sponsored by the Chadwick Center for Children and Families at Rady Children's Hospital and Health Center, San Diego, California. Town and Country Resort and Convention Center, San Diego, California.

[“In January 2008, join us in San Diego for the 22nd Annual San Diego International Conference on Child and Family Maltreatment. The San Diego Conference focuses on multi-disciplinary best-practice efforts to prevent, if possible, or otherwise to investigate, treat, and prosecute child and family maltreatment. The objective of the San Diego Conference is to develop and enhance professional skills and knowledge in the prevention, recognition, assessment and treatment of all forms of maltreatment including those related to family violence and substance abuse as well as to enhance investigative and legal skills. Issues concerning support for families, prevention, leadership, policy making and translating the latest research into action are also addressed.”]

For more information and to register:

<http://www.chadwickcenter.org/conference.htm>

Childhood Obesity Prevention Summit - Archived webcast. “Connecting Leaders to Support Healthy Children.” Hosted by the Robert Wood Johnson Foundation and Leadership for Healthy Communities. Held October 18-19, 2007. Washington, DC.

[“The summit brought together elected officials and other policy leaders from all levels of government to discuss innovative partnerships, promising practices and research that can support their efforts to create healthier communities. Leaders shared the policy approaches they have taken to prevent childhood obesity, improve access to affordable healthy foods, increase opportunities for safe physical activity, and improve the social environments that shape how children perceive and relate to healthy eating and active living.”]

Archived webcast at:

<http://www.rwjf.org/newsroom/activitydetail.jsp?productid=23531&typeid=108&c=EM C-CA138>