



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact 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

A Center Piece of the PreK Puzzle: Providing State Prekindergarten in Child Care Centers. By Karen Schulman and Helen Blank. (The National Women’s Law Center, Washington, DC) November 2007. 44 p.

[“As state-funded prekindergarten investments continue to grow across the country, it is more important than ever that policy makers take advantage of existing child care and other early childhood settings to offer families - especially families with parents in the workforce - options that can meet their diverse needs. Currently, the large majority of state prekindergarten programs are offered in public school settings. However, most states allow prekindergarten to be offered in settings outside public schools, including child care centers and Head Start programs. One-third of children enrolled in state prekindergarten programs are served in settings other than public schools. To explore the most effective ways to involve child care centers in providing prekindergarten, the National Women’s Law Center conducted a series of interviews and held a meeting with selected center directors to get their perspectives on what they gained by offering prekindergarten, what barriers they faced, and how they overcame these barriers. The lessons learned through the experiences of these and other child care centers can do much to inform ongoing efforts at the state and local level to include child care centers as full

partners in providing prekindergarten and to ensure that prekindergarten initiatives are effective overall.”]

Full text at: <http://www.nwlc.org/pdf/NWLCPreKReport2007.pdf>

Early school success: Equity and access for diverse learners. Executive Summary. Edited by Virginia Buysse and Lynette Aytch. (The University of North Carolina, FPG Child Development Institute, Chapel Hill, North Carolina) 2007. 24 p.

[“This summary presents conclusions and recommendations from a symposium on the most promising educational practices for diverse learners, sponsored by FirstSchool, a learning community at the Frank Porter Graham Institute and the University of North Carolina working to build a new framework for educating young children three to eight years of age. The first section examines the literature on culturally responsive teaching, pedagogy, and teacher preparation as they relate to the educational achievement of racial, cultural, and socioeconomically marginalized children. The second describes educational practices associated to Response to Intervention (RTI) and Recognition and Response (R&R) models, which emphasize high quality curriculum and instruction and the systematic assessment of research-based interventions. The third section discusses the current context for the education of young English language learners (ELL) and sums up research on evidence-based practices for young ELLs. The fourth paper examines the Building Blocks inclusion model, which supports children with special needs in the general education classroom.” Child Care and Early Education Research Connections (December 19, 2007.)]

Full text at:

http://www.fpg.unc.edu/~firstschool/assets/FirstSchool_Symposium_ExecutiveSummary_2007.pdf

Assessment Considerations for Young English Language Learners across Different Levels of Accountability. By Linda M. Espinosa and Michael L. López. Prepared for the Pew Task Force on Early Childhood Accountability and First 5 LA. (Pew Charitable Trusts, Philadelphia, Pennsylvania) August 2007. 63 p.

[“This report begins with a discussion of the changing demographics of the population of young children, the nature of the linguistic diversity in early education settings, and the implications of this increased diversity for dual language and literacy development during the preschool years. This is followed by a discussion of the major assessment considerations and recommendations for young English Language Learners (ELL) across the different levels of accountability. The final sections explore ELL assessment challenges and strategies utilized to date, as well as some recommendations and policy implications for the development of more comprehensive and integrated systems of assessment for ELL children, across the different levels of accountability.”]

Full text at:

<http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf>

The Children's Plan: Building Brighter Futures. By the British Department for Children, Schools and Families. (The Department, London, England) December 2007. 168 p.

[“The British Children's Secretary, Ed Balls, released the government's new ‘Children's Plan’ Tuesday. The billion-pound plan sets the stage for an overhaul of priorities in the British education system for the next ten years. The plan includes a so-called ‘root and branch’ reappraisal of the primary school curriculum (for children aged 5-11), and specifically calls for an increase in foreign language teaching to primary school students. Other key points of the plan include improving outdoor play areas for children, and increasing the capacity for free nursery care for 2-, 3-, and 4-year olds.” OELA Newswire (December 13, 2007.)]

Summary of the Children's Plan: 22 p.

http://www.dfes.gov.uk/publications/childrensplan/downloads/Childrens_Plan_Executive_Summary.pdf

Full text at:

http://www.dfes.gov.uk/publications/childrensplan/downloads/The_Childrens_Plan.pdf

Teacher Quality in a Changing Policy Landscape: Improvements in the Teacher Pool. By Drew H. Gitomer, Educational Testing Service. (The Service, Princeton, New Jersey) 2007. 30 p.

[“A new study concluding that teachers entering the profession today have higher academic qualifications than their counterparts a decade ago is credible and significant, but not cause for resting on laurels, teacher experts say. The report, released this week by the Educational Testing Service, says the finding bodes well for greater student learning because of the evidence that teachers' academic ability is tied to their effectiveness. It also concludes that a host of policy changes aimed at improving teacher quality have shown results, though how much each change counts is impossible to say.” Education Week (December 19, 2007.)]

Full text at: http://www.ets.org/Media/Education_Topics/pdf/TQ_full_report.pdf

“School Readiness and Later Achievement.” By Greg J. Duncan, Northwestern University, and others. IN: Developmental Psychology, vol. 43, no. 6, pp. 1428–1446.

[“Using 6 longitudinal data sets, the authors estimate links between three key elements of school readiness - school-entry academic, attention, and socioemotional skills - and later school reading and math achievement. In an effort to isolate the effects of these school-entry skills, the authors ensured that most of their regression models control for cognitive, attention, and socioemotional skills measured prior to school entry, as well as a host of family background measures. Across all 6 studies, the strongest predictors of later achievement are school-entry math, reading, and attention skills. A meta-analysis of the results shows that early math skills have the greatest predictive power, followed by reading and then attention skills. By contrast, measures of socioemotional behaviors, including internalizing and externalizing problems and social skills, were generally insignificant predictors of later academic performance, even among children with relatively high levels of problem behavior. Patterns of association were similar for boys and girls and for children from high and low socioeconomic backgrounds.”]

Full text at: <http://www.apa.org/journals/releases/dev4361428.pdf>

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

[“Is investing public money in quality early care and education today an efficient way to ensure a skilled workforce for tomorrow? This issue of ‘Preschool Matters’ takes a look at research that finds early childhood experiences have a uniquely powerful influence on the development of cognitive and social skills. Also in ‘Preschool Matters’: -What to do about Challenging Behaviors in Pre-K; -Related Reading: ‘The Sandbox Investment’ - Newsmaker: Olivia Golden, Head of New York's Children's Cabinet; -Mixed Report: Early Reading First.” NIEER Online Newsletter (December 17, 2007.)]

Full text at: <http://nieer.org/resources/printnewsletter/NovDec2007.pdf>

Improving Access to Child Care and Early Education for Immigrant Families: A State Policy Checklist. By Hannah Matthews and Danielle Ewen. (The Center for Law and Social Policy, Washington, DC) December 20, 2007. 5 p.

[“State policies can promote access to high-quality child care and early education for immigrant families. This document provides a list of policies that states can implement to address immigrant access. Use this document to review the policies your state currently has in place and to plan for future policy changes and improvements.”]

Full text at: http://www.clasp.org/publications/state_policy_checklist07.pdf

Critical Years: Policies and Programs for Zero-to-Five Systems. National Conference Call. (Pre-K Now, Washington, DC) November 2007. Podcast.

["In November 2007, Pre-K Now hosted 'Critical Years: Policies and Programs for Zero-to-Five Systems' to discuss approaches states can take to ensure that all young children have access to education, health, and family support services that are coordinated, affordable, and high-quality. Libby Doggett of Pre-K Now, Matthew Melmed of Zero to Three, and early childhood consultant Carolyn Cobb shared research and successful practices from a joint study of the journeys toward comprehensive early childhood systems in five states: California, Illinois, North Carolina, Oklahoma, and Pennsylvania."]

Podcast at: <http://www.preknow.org/advocate/confcalls/zerotofive.cfm>

IMPROVED FAMILY FUNCTIONING

The Missing Piece of the Proficiency Puzzle: Recommendations for Involving Families and Community in Improving Student Achievement. Final Report to the Kentucky Department of Education. By the Commissioner's Parents Advisory Council. (Kentucky Department of Education, Frankfort, Kentucky) June 2007. 34 p.

["A solid body of research finds that families of all income and education levels, and from all ethnic and cultural groups, support their children's learning at home. Families with more income and education, however, tend to be more engaged at school and have more resources to help their children at home. Supporting all families to be more involved at school and better informed about what children are learning in class must become a widely-used strategy for improving learning and addressing the achievement gap. *Programs and special efforts to engage families make a difference.* Teacher outreach to parents can result in strong, consistent gains in student performance in both reading and math. Effective outreach practices include meeting with families face to face, sending learning materials home, and keeping in touch about progress. Workshops for parents on helping their children are linked to higher reading and math scores. Schools with highly rated partnership programs make greater gains on state tests than schools with lower-rated programs."]

Full text at:

<http://www.kde.state.ky.us/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf>

"Sustaining Resilient Families for Children in Primary Grades." By Janice Patterson and Lynn Kirkland. IN: *Childhood Education*, vol.84, no. 1 (Fall 2007) pp. 2-7.

[“The adversities that today's families face are well-documented and staggering (Children's Defense Fund, 2004). Even in the midst of tough times, however, many families are able to display resilience. Family resilience refers to the coping mechanisms the family uses as a functional unit to recover from life's setbacks. The purpose of this article is to provide parents and teachers with guidelines for creating resilient families, thereby helping primary-grade children withstand the challenges in their lives. In this article, we will consider what is known about family resilience, examine the role of protective factors and recovery processes, and suggest specific strategies that families and teachers can use to support resilience.”]

Full text at:

<http://www.thefreelibrary.com/Sustaining+resilient+families+for+children+in+primary+grades.-a0170508111>

Home Visiting: Strengthening Families by Promoting Parenting Success. By the Family Strengthening Policy Center. Policy Brief. No. 23. (National Human Services Assembly, Washington, DC) November 2007. 18 p.

[“Childhood success begins with parenting at its best. Home visiting is an early childhood intervention that can enhance parenting and promote the growth and development of young children. In high-quality programs, home visiting increases the odds that children from at-risk families will enter kindergarten ready to learn.”]

Full text at: <http://www.nassembly.org/fspc/practice/documents/FSPBrief23FINAL.pdf>

IMPROVED HEALTH

“Bed-Sharing in the First Four Months of Life: a Risk Factor for Sudden Infant Death.” By Jan H Ruys and others. IN: Acta Paediatrica, vol. 96, no. 10 (October 2007) pp. 1399-1403.

[“The risk for SIDS during bed-sharing for one month old babies was about nine times higher compared with non-bed sharing. The risk was fourfold higher at 2 months and 1.7 at 3 months. After 4 months there was no increased risk. The authors have corrected for maternal smoking etc. The authors speculate that bed-sharing increases the ambient temperature and reduces the baby’s ability to arouse. The risk was not influenced by breast-feeding.” Acta Paediatrica Newsletter (Issue 3, November 2007.)]

Full text at:

<http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1651-2227.2007.00413.x>

“Preschooler Obesity and Parenting Styles of Mothers and Fathers: Australian

National Population Study.” By Melissa Wake and others. IN: Pediatrics, vol. 120, no. 6 (December 2007) pp. e1520-e1527.

[“The purpose of this work was to determine relationships between BMI status at ages 4 to 5 years and mothers’ and fathers’ parenting dimensions and parenting styles.... Results. The sample was composed of 2537 boys and 2446 girls with a mean age 56.9 months; 15% were overweight and 5% were obese (International Obesity Task Force criteria). Mothers’ parenting behaviors and styles were not associated in any model with higher odds of children being in a heavier BMI category, with or without multiple imputation to account for missing maternal BMI data. Higher father control scores were associated with lower odds of the child being in a higher BMI category. Compared with the reference authoritative style, children of fathers with permissive and disengaged parenting styles had higher odds of being in a higher BMI category. Conclusions. This article is the first, to our knowledge, to examine the parenting of both parents in relation to preschoolers’ BMI status while also adjusting for parental BMI status. Fathers’ but not mothers’ parenting behaviors and styles were associated with increased risks of preschooler overweight and obesity. Longitudinal impacts of parenting on BMI gain remain to be determined.”]

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/120/6/e1520>

“The Childcare Environment and Children’s Physical Activity.” By Julie K. Bower and others. IN: American Journal of Preventive Medicine, vol. 34, no. 1 (January 2008) pp. 23-29.

[“Children play harder and longer when their child care centers provide portable play equipment (like balls, hoola hoops, jump ropes and riding toys), more opportunities for active play and physical activity training and education for staff and students, according to a study published in... the American Journal of Preventive Medicine. Researchers at the University of North Carolina School of Public Health examined environmental factors that encourage children to be active with greater intensity and for longer periods of time. Increased activity levels help children maintain a healthy weight, the researchers say, which is critical as obesity rates climb nationwide, especially among children.... The study showed that children had more moderate and vigorous physical activity and fewer minutes of sedentary activity when their center had more portable play equipment, including balls, hoola hoops, jump ropes and riding toys, offered more opportunities for active play (inside and outside), and had physical activity training and education for staff and students. Stationary equipment, like climbing structures, swings and balance beams, were associated with lower intensity physical activity, researchers said, but are beneficial to other aspects of child development, such as motor and social skills.” ScienceDaily (December 12, 2007.)]

Full text at:

http://www.sciencedirect.com/science?_ob=MIimg&_imagekey=B6VHT-4RBW4Y4-5-1&_cdi=6075&_user=880217&_orig=browse&_coverDate=01%2F31%2F2008&_sk=99

[9659998&view=c&wchp=dGLzVzz-zSkzV&md5=7cfbd2ff3a747c5a6f636e526787d1fd&ie=/sdarticle.pdf](http://www.cclp.org/publications/policies_support_lep_providers07.pdf)

IMPROVED SYSTEMS OF CARE

2007 California Child Care Portfolio: A Compilation of Data about Child Care in California. By the California Child Care Resource and Referral Network. (The Network, San Francisco, California) 2007. 26 p.

[“There is one licensed child care slot for about every four children with working parents in California, according to a report... which says that San Francisco fares better than any other Bay Area county in terms of child care. In San Francisco County, licensed care is available for 43 percent of children with working parents, according to the 2007 California Child Care Portfolio, a county-by-county report that looks at child-care supply, demand and costs.... Statewide, only 5 percent of the total number of slots in licensed child care centers are for infants and toddlers, and that is of concern to the network that analyzed the numbers.... This year's report, the sixth biennial edition, specifically focused on care for infants and young children. Advocates hope that recent studies on the importance of brain development in infants and young children will spotlight the increased need for early child care.... But even if there are spots for children, the report says the high cost means some parents can't afford it. The annual average price tag for full-time care for an infant in a licensed center is \$10,745. For a single parent earning minimum wage, that would take up 69 percent of their salary, according to the report.” San Francisco Chronicle (December 12, 2007.)]

2007 Portfolio:

<http://www.rrnetwork.org/our-research/2007-portfolio.html>

Selected State and Local Policies to Support Immigrant and Limited English Proficient (LEP) Early Care and Education Providers. By Danielle Ewen and Hannah Matthews. (The Center for Law and Social Policy, Washington, DC) 2007. 4 p.

[“As the young child population is growing in diversity, the early childhood field is facing a shortage of bilingual and bicultural providers. One way to increase the supply of qualified, bilingual and culturally competent early care and education providers is to assist providers from immigrant communities to gain the skills to become licensed child care providers, as well as to provide supports to immigrant providers in order to retain them in the early childhood field and to encourage further professionalization and credentialing. CLASP has created a checklist of selected policies that support immigrant providers, particularly those with limited English proficiency. This tool offers strategies and examples for improving policies in the areas of language access, training and professional development.”]

Full text at: http://www.clasp.org/publications/policies_support_lep_providers07.pdf

**Management Bulletin 07-13: Updated Child Development Income Ceilings.
(California Department of Education, Sacramento, California) October 2007. 1 p.**

[“The purpose of this Management Bulletin (MB) is to advise child development program directors that the Department has received an updated State Median Income (SMI) from the California Department of Finance (DOF) and has revised income eligibility levels for all child care and development subsidized programs effective November 1, 2007. This MB also supersedes the income ceilings in MB 06-13.”]

Full text at: <http://www.cde.ca.gov/sp/cd/ci/mb0713.asp>

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.]

Into The Minds of Babes: How Screen Time Affects Children From Birth To Age Five. By Lisa Guernsey. (Basic Books, New York, New York) 2007. 287 p.

[“This book... draws on dozens of scientific studies to explore the effects of television, computers, and other forms of screen entertainment on young children - both good and bad. Author Lisa Guernsey includes sometimes alarming statistics such as the fact that 39 percent of families keep the television turned on ‘at all times.’ She also discusses the ramifications of screen time on children's time for creative play, cognitive and emotional development, and physical health.” NIEER Online Newsletter (December 17, 2007.)
NOTE: Into the Minds of Babes... will be available for loan.]

CONFERENCES AND FUNDING OPPORTUNITIES

26th Annual California Kindergarten Conference. California Kindergarten Association. January 18-20, 2008. Pre-Conference Institute, January, 18, 2008, Hyatt Regency, Santa Clara California. California Kindergarten Conference, January 19-20, 2008, Santa Clara Convention Center, Santa Clara, California.

[“The 26th Annual California Kindergarten Conference celebrating creativity in Early Childhood Education will be held on Saturday and Sunday, January 19th and 20th. Keynote speaker will be Dr. Pam Schiller and mini-keynote addresses will be given by Heidi Butkus, Red Grammer, Sheri Sutterley, Dr. Gwen McGraw and Valerie Welk/Calvie Clement. The PreConference Institute on Friday, January 18th includes presentations by Tracy Jarboe/Stephanie Lester, Sharon MacDonald and Ronald Mah.

Weekend highlights include over 130 sessions, the Young Children's Art Exhibit and Reception, a silent auction and over 100 commercial exhibits.” SoCal.com.]

For more information and to register: <http://www.ckanet.org/2008conference.pdf>

Mindful Awareness Practices (MAPs) for Educators - Workshops and class series. Mindful Awareness Research Center (MARC), UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, California. Mindfulness for Educators – February 24, 2008. MAPs Tools for the Classroom – May 3, 2008. MAPs for Daily Living class series – March 4 to April 10, 2008 - 6 week series, 2 hours per week.

[“Mindfulness or mindful awareness, is the moment-to- moment process of actively and openly observing one's body and mind. Science has shown that mindfulness can address stress, depression, anxiety, boost the immune system, work with chronic pain, improve attention, and create a general sense of wellness and well being. It has also been shown to impact focus, learning, behavior, and wellness in school children. MARC will be programming two workshops for educators. Two workshops will bookend a 6- week class series, in March. The course is designed for K- 12 classroom teachers, administrators, school psychologists and counselors, in all classroom settings and school types.” Early Education in the News (December 16, 2007.)]

For more information: <http://www.marc.ucla.edu/>