



## 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](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**

**Supporting Families, Nurturing Young Children: Early Head Start Programs in 2006.** By Elizabeth Hoffmann and Danielle Ewen. CLASP Policy Brief. Head Start Series. No. 9. (Center for Law and Social Policy, Washington, DC) December 2007. 12 p.

[“Early Head Start provides critical supports to poor infants, toddlers, pregnant women, and their families – supports that may otherwise not be available.... In 2006, Early Head Start served a diverse group of infants, toddlers, and pregnant women, most of whom were from working families earning below the federal poverty level. Young children, pregnant women, and their families continued to receive comprehensive services through Early Head Start, and the proportion of young children and pregnant women receiving professional dental exams improved. More teachers had degrees in early childhood education, and more family child care providers had credentials in 2006 than in previous years, although salaries did not improve. While these data demonstrate that Early Head Start programs are working hard to meet their promise, very few children - about 3 percent of those eligible - are currently able to participate in these important programs.”] Full text at: [http://www.clasp.org/publications/ehs\\_brief9.pdf](http://www.clasp.org/publications/ehs_brief9.pdf)

**Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation. Developed by the Division for Early Childhood (DEC) of the Council for Exceptional Children. (The Division, Missoula, Montana) 2007. 44 p.**

[“This document is organized into three major sections... Curriculum, Assessment, and Program Evaluation. Each section begins with a key recommendation, followed by the rationale for the recommendation, key issues for children with disabilities, specific indicators of effectiveness, and frequently asked questions. Additional resources are included in the Appendix, including examples of specific activities to support the rationale and/or indicators, and references.... DEC offers information about issues that are both high-stakes and controversial, such as how to include children with disabilities when decisions about curriculum, assessment, and program evaluation are being made. Answers are not always clear, and yet the experts who wrote the paper drew together a significant body of evidence that should help provide guidance to those making these decisions.”]

Full text at: [http://www.dec-sped.org/pdf/positionpapers/Prmtg\\_Pos\\_Outcomes\\_Companion\\_Paper.pdf](http://www.dec-sped.org/pdf/positionpapers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)

**Kindergarten Database. By the Education Commission of the States. (The Commission, Denver, Colorado) 2008. Interactive database.**

[“In this database, you will find state policy information (statutory and finance) for all 50 states. For a smaller number of states, you will also find information on how state rules and regulations address kindergarten. The information in this database was gathered by conducting statutory reviews across all 50 states and by surveying the kindergarten specialist in each state department of education.”]

Database at: [http://www.ecs.org/html/educationIssues/EarlyLearning/KDB\\_intro.asp](http://www.ecs.org/html/educationIssues/EarlyLearning/KDB_intro.asp)

**2008 Omnibus Appropriations Bill Cuts Funding for Head Start. By Sharon Parrott. (Center on Budget and Policy Priorities, Washington, DC) February 6, 2008. 6 p.**

[“On December 12, 2007, the President signed legislation reauthorizing the program, which provides comprehensive early education programs to more than 900,000 disadvantaged infants, toddlers, and preschoolers. The legislation, which received overwhelming bipartisan support in Congress, included policy changes designed both to enable the program to serve more low-income children, including underserved groups such as Native American children, children of seasonal and migrant farmworkers and infants and toddlers, and to improve program quality. To meet these goals, the legislation

authorized significant new resources for Head Start. Members of both parties spoke of the importance of giving more low-income children access to the program. However, Head Start's actual funding level each year is set in appropriations bills, and just 14 days after signing the reauthorization legislation, the President signed into law an omnibus appropriations bill that cut Head Start funding for fiscal year 2008, even before adjusting for inflation. The 2008 cut follows five years in which Head Start was repeatedly funded below the level needed just to keep pace with inflation. In 2008, funding for Head Start is 11 percent - or \$893 million - below the 2002 funding level, adjusted for inflation.”]

Full text at: <http://www.cbpp.org/2-5-08bud.pdf>

**Relationship of English-Only to Young Children's Social and Language Skills. FPG Voices. (FPG Child Development Institute, Chapel Hill, North Carolina) January 17, 2008. Podcast.**

[“A new podcast discusses findings from a study published in ‘Early Education and Development,’ [see ‘Studies to Come’] which shows that English-only policies may not help children with English proficiency, and may actually harm children in other ways. Researchers showed that Spanish-speaking children with teachers who spoke some Spanish in the classroom were rated by their teachers as having better social skills and closer relationships with their teachers than children with teachers who did not speak Spanish in the classroom.” FPG eNews (February 2008.)]

Podcast at: <http://www.fpg.unc.edu/news/podcasts.cfm>

## **IMPROVED FAMILY FUNCTIONING**

**Family Strengthening at the Tipping Point: Emerging Transformation in the Human Services Field. By the Family Strengthening Policy Center. Policy Brief No. 18. (National Human Services Assembly, Washington, DC) 2007. 34 p.**

[“A major transformation in the human services community is underway. At both the national and community levels, human services organizations are integrating place-based, family-strengthening approaches into their policies, programs, and practices. This report describes these advances using the results of a 2006 study by the Family Strengthening Policy Center (the Center) at the National Human Services Assembly.”]

Full text at: <http://www.nassembly.org/fspc/documents/Brief18.pdf>

**New Chance. What Works Clearinghouse Intervention Report. (The Clearinghouse, Institute of Education Sciences, U.S. Department of Education, Princeton, New Jersey) January 24, 2008. 4 p.**

[“‘New Chance,’ a program for young welfare mothers who have dropped out of school, aims to improve both their employment potential and their parenting skills. Participants take GED (General Educational Development) preparation classes and complete a parenting and life skills curriculum. Once they complete this first phase of the program, they can receive occupational training and job placement assistance from ‘New Chance,’ which also offers case management and child care.”]

Full-text at: [http://ies.ed.gov/ncee/wwc/pdf/WWC\\_NewChance\\_012408.pdf](http://ies.ed.gov/ncee/wwc/pdf/WWC_NewChance_012408.pdf)

Technical appendices: (8 p.)

[http://ies.ed.gov/ncee/wwc/pdf/NewChance\\_APP\\_01\\_24\\_08.pdf](http://ies.ed.gov/ncee/wwc/pdf/NewChance_APP_01_24_08.pdf)

**Promoting ELL Parental Involvement: Challenges in Contested Times. By M. Beatriz Arias and Milagros Morillo-Campbell. (Education Policy Research Unit, Arizona State University, Tempe, Arizona and the Education and the Public Interest Center, University of Colorado, Boulder, Colorado) January 2008. 24 p.**

[“This policy brief analyzes factors related to the development of effective parental involvement for English Language Learners (ELLs). The authors explain that approaches to developing parental involvement in marginalized communities, including communities with ELL students, have often been based on deficit views of ELLs and have not recognized forms of social capital that exist in those communities. But these strengths can serve as a foundation for effective family and parental involvement. In the current context of anti-immigrant and English-only policies in many jurisdictions, schools are doubly challenged to serve their communities in culturally and linguistically appropriate ways. This policy brief provides both an overview of the characteristics of the ELL population generally and a closer look at the Latino population specifically. It summarizes factors that inhibit parental involvement with schools, parents’ views of their role, and innovative school efforts to promote parental involvement in ELL communities. Finally, it offers recommendations for policymakers.”]

Full text at: <http://epsu.asu.edu/epru/documents/EPSE-0801-250-EPRU.pdf>

**2006 American Community Survey and Census Data on the Foreign Born by State. (MPI Data Hub, Migration Policy Institute, Washington, DC) 2008. Interactive website.**

[“The Migration Policy Institute has updated its ‘Demographic and Social Characteristics’ fact sheets on the foreign born residing in each state and the nation overall with data from the 2006 American Community Survey (ACS).” OELA Newsline (February 6, 2008.)]

California Fact Sheet on the Foreign Born:

<http://www.migrationinformation.org/datahub/state.cfm?ID=CA>

MPI Data Hub website at: <http://www.migrationinformation.org/datahub/acscensus.cfm>

## **IMPROVED HEALTH**

**Baby's Toxic Bottle: Bisphenol A Leaching from Popular Baby Bottles. By the Work Group for Safe Markets. (Center for Health, Environment and Justice, New York, New York) [2008.] 20 p.**

[“Dozens of state and national environmental health organizations in the U.S. and Canada are calling for an immediate moratorium on the use of bisphenol A (BPA) in baby bottles and other food and beverage containers, based on the results of a new study that demonstrates the toxic chemical BPA leaches from popular plastic baby bottles when heated. BPA, a synthetic sex hormone that mimics estrogen, is used to make hard polycarbonate plastic. Ninety-five percent of all baby bottles on the market are made with BPA. The results of the U.S. study show that, when new bottles are heated, those manufactured by Avent, Evenflo, Dr. Brown's and Disney/First Years leached between 4.7 - 8.3 parts per billion of BPA. Recent research on animals shows that BPA can be harmful by disrupting development at doses below these levels.” Center for Health, Environment and Justice. Press release. (February 7, 2008.)]

Full text at: <http://www.chej.org/documents/BabysToxicBottleFinal.pdf>

**“Impact of Conjoined Exposure to the World Trade Center Attacks and to Other Traumatic Events on the Behavioral Problems of Preschool Children.” By Claude M. Chemtob and others. IN: Archives of Pediatric and Adolescent Medicine, vol. 162, no. 2 (February 2008) pp. 126-133.**

[“Preschoolers who witnessed the 9/11 attacks continued to suffer sleeping and emotional problems as long as four years after the catastrophe, new research shows. The tots - residents of lower Manhattan or students there - were three times more likely to be depressed and anxious, and five times more likely to have trouble sleeping than small children who weren't exposed, according to the report.... Those effects were magnified among children who suffered other trauma in their lives. Those kids were 16 times more likely to misbehave and 21 times more likely to have emotional difficulties. ‘It's a whopping effect,’ said Dr. Claude Chemtob of the Mount Sinai School of Medicine, who surveyed the parents of 116 youngsters from March 2003 until December 2005. ‘We tend to ignore young kids because we imagine they don't understand what is going on around them, but their nervous systems are very vulnerable,’ Chemtob said. ‘These really young kids really had substantial problems quite late in the game, and very, very few of them got any help along the way.’” New York Daily News (February 5, 2008.)]

Full-text at: <http://archpedi.ama-assn.org/cgi/reprint/162/2/126>

**Reducing Maternal Depression and Its Impact on Young Children: Toward a Responsive Early Childhood Policy Framework. By Jane Knitzer and others. Project Thrive Issue Brief No. 2. (National Center for Children in Poverty, New York, New York) January 2008. 28 p.**

[“Maternal depression is a significant risk factor affecting the well-being and school readiness of young children. Low-income mothers of young children experience particularly high levels of depression, often in combination with other risk factors. This policy brief provides an overview of why it is so important to address maternal depression as a central part of the effort to ensure that all young children enter school ready to succeed.”]

Full text at: [http://www.nccp.org/publications/pdf/text\\_791.pdf](http://www.nccp.org/publications/pdf/text_791.pdf)

**“Baby Care Products: Possible Sources of Infant Phthalate Exposure.” By Sheela Sathyanarayana and others. IN: Pediatrics, vol. 121, no. 2 (February 2008) pp. e260-e268.**

[“Infants and toddlers exposed to baby lotions, shampoos and powders carry high concentrations of hormone-altering chemicals in their bodies that might have reproductive effects, according to a... study of babies born in Los Angeles and two other U.S. cities. The research... found that as the use of baby care products rose, so did the concentration of phthalates, which are used in many fragrances. The lead scientist in the study, Dr. Sheela Sathyanarayana of the University of Washington's Department of Pediatrics, said the findings suggested that many baby care products contain a variety of phthalates that enter children's bodies through their skin. Manufacturers do not list phthalates as ingredients on labels, so it is unknown which products contain them. The researchers at the University of Washington and the University of Rochester stressed that the potential effects on babies were uncertain. But previous animal and human research suggests that early exposure to some phthalates could reduce testosterone and alter reproductive organs, particularly in males.... Representatives of the fragrance and cosmetics industries said they were surprised by the findings and questioned their validity.” Los Angeles Times (February 4, 2008.)]

Full-text at: <http://pediatrics.aappublications.org/cgi/reprint/121/2/e260>

**Total Estimated Cost of Child Abuse and Neglect in the United States. By Ching-Tung Wang and John Holton. Economic Impact Study. (Prevent Child Abuse America, Chicago, Illinois) September 2007. 5 p.**

["A new study by Prevent Child Abuse America estimates that child abuse and neglect cost the nation \$104 billion annually. The calculation includes direct, indirect and long-term costs of abuse." CFK Weekly (February 6, 2008.)]

Full text at:

[http://www.preventchildabuse.org/about\\_us/media\\_releases/pcaa\\_pew\\_economic\\_impact\\_study\\_final.pdf](http://www.preventchildabuse.org/about_us/media_releases/pcaa_pew_economic_impact_study_final.pdf)

**Time for Reform - Investing in Prevention: Keeping Children Safe at Home. By Madelyn Freundlich. (Kids are Waiting, Pew Charitable Trusts, Washington, DC) 2007. 44 p.**

["Foster care provides a much-needed safety net for children and youth when they have experienced abuse or neglect and cannot remain safely at home. However, a growing body of evidence and real-life experiences in Nashville, Milwaukee and Allegheny County Pennsylvania, among others, suggest that providing families with a broader array of services and supports can effectively prevent child abuse and neglect from occurring in the first place. When abuse or neglect occurs, providing vulnerable families with a full continuum of services can help more children safely stay with or return to their families from foster care. However, to provide alternative services to foster care - including family counseling, emergency housing support, referrals for drug treatment programs, and parenting classes, among others - states and localities need federal support to help ensure children live safely with permanent families. Unfortunately, the majority of dedicated federal funding for child welfare is currently reserved for foster care services and cannot be used for prevention or reunification services or supports."]

Full text at:

[http://www.preventchildabuse.org/about\\_us/media\\_releases/pew\\_kaw\\_prevention\\_report\\_final.pdf](http://www.preventchildabuse.org/about_us/media_releases/pew_kaw_prevention_report_final.pdf)

**Knowledge Path: Oral Health and Pregnant Women, Infants, Children, and Adolescents. By the National Maternal and Child Oral Health Resource Center and the Maternal and Child Health Library, Georgetown University. (The Center, Georgetown University, Washington, DC) February 2008. Interactive website.**

["The National Maternal and Child Oral Health Resource Center, in partnership with the MCH Library, has updated the oral health knowledge path. This electronic resource guide points to resources that analyze data, describe programs, and report on policy and research aimed at improving access to and the quality of oral health care. Separate sections identify resources on specific aspects of oral health including child care and Head Start, dental sealants, early childhood caries, fluoride varnish, K-12 education, pregnancy, and school-based care. A separate section lists oral health resources for consumers."]

Knowledge Path at: <http://www.mchoralhealth.org/knwpathoralhealth.html>

## **IMPROVED SYSTEMS OF CARE**

**Leaving Children to Chance: NACCRRA's Ranking of State Standards and Oversight of Small Family Child Care Homes. By Grace Reef and others. (National Association of Child Care Resource & Referral Agencies, Arlington, Virginia) 2008. 84 p.**

[“NACCRRA’s report... reveals that many states fail to protect the health, safety, and well being of children in small family child care homes. About \$11 billion in federal and state funds are spent each year on child care subsidies. Yet, the federal and state governments have no idea about the condition of care they are paying for in many states. Overall accountability is lacking, leaving too many children in too many states to chance. The report ranks every state, the District of Columbia, and the Department of Defense (DoD) child care system, on 14 different standards focused on ensuring the health, safety, and well-being of children while in home-based child care programs serving six or fewer children. The findings of the report reveal that states have a long way to go to improving their family child care regulations to guarantee that children are safe and learning. NACCRRA calls on not only state governments, but also Congress, professional organizations, and parents alike, to do their part in improving the quality of family child care.” (NACCRRA.)]

Full text at: [http://www.naccrra.org/docs/members\\_only/FCC\\_report\\_05.pdf](http://www.naccrra.org/docs/members_only/FCC_report_05.pdf)

Supporting materials: [http://www.naccrra.org/policy/recent\\_reports/fcc\\_report.php](http://www.naccrra.org/policy/recent_reports/fcc_report.php)

**CCDBG State Plan Reported Activities to Support Limited English Proficient (LEP) and Immigrant Communities. By Danielle Ewen and others. (Center for Law and Social Policy, Washington, DC) January 30, 2008. 12 p.**

[(CCDBG - Child Care and Development Block Grant.) “Children born to immigrant parents are a large and rapidly growing segment of the nation’s child population. There are more than 5 million young children of immigrants in the United States, comprising approximately 22 percent of all children under the age of six. Nearly all of these children (93 percent) are U.S. citizens. Children born to immigrant parents often face multiple risk factors that would make their participation in quality early education programs particularly beneficial; yet, these children are less likely to participate in such programs. The Center for Law and Social Policy (CLASP) conducted research to identify the barriers that are preventing children of immigrants from participating in quality child care and early education programs. CLASP found that immigrant families are often unaware of child care and early education programs and services in their communities; that many child care and early education programs are unavailable or inaccessible to immigrant

families; and that many child care and early education programs are not responsive to the diverse needs of children of immigrants. To help states address these major barriers of awareness, accessibility and responsiveness, CLASP offers the following broad recommendations for policymakers and other actors.... The Child Care and Development Block Grant (CCDBG) is the largest source of federal child care funding to states.”]

Full text at: [http://www.clasp.org/publications/ccdbg\\_state\\_plan\\_report.pdf](http://www.clasp.org/publications/ccdbg_state_plan_report.pdf)

**Community Care Licensing Division Update. By the Community Care Licensing Division. (The Division, California Department of Social Services, Sacramento, California) January 2008. 9 p.**

[“This is our sixteenth year keeping the child care community informed about licensing programs and services. These Updates continue to be a critical method for sharing the latest child care program information. We appreciate your support in sharing these Updates with your organization and others interested in Child Care Program Licensing information and best practices.”]

Full text at: <http://www.cclid.ca.gov/res/pdf/CCUpdate0108.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.]*

### **IMPROVED CHILD DEVELOPMENT**

**“Spanish-Speaking Children's Social and Language Development in Pre-Kindergarten Classrooms.” By Florence Chang and others. IN: Early Education and Development, vol. 18, no. 2 (April 2007) pp. 243-269.**

[“The current study examined the social and language development of 345 Spanish-speaking pre-kindergartners who attended pre-kindergarten programs that varied widely in how much Spanish was spoken in the classroom by the teacher. Previous studies on English language learners have focused on how the language of instruction impacts children's language proficiency, ignoring the context in which children are learning. The current study found better social skills and closer teacher-child relationships in classrooms where teachers spoke some Spanish. Teacher ratings of children's peer social skills and assertiveness were positively associated with increased amounts of Spanish being spoken. More Spanish language use in the classroom was also related to a decrease in children's likelihood of being victims of aggression as rated by independent observers.

The findings have implications for better understanding how policy decisions regarding language of instruction impact children in the social domain. As early education programs are faced with the challenging task of developing best practices for English language learners, it is essential that programs are attentive to the social implications of language.” (LEA Online, Lawrence Earlbaum Associates.) NOTE: Spanish-Speaking Children’s... will be available for loan.]

## **IMPROVED FAMILY FUNCTIONING**

**“Living Arrangements and School Dropout among Minor Mothers Following Welfare Reform.” By Heather Koball. IN: Social Science Quarterly, vol. 88, no. 5 (December 2007) pp. 1374-1391.**

[“The 1996 welfare reform laws required parents under the age of 18 to live with their parents or an adult relative and enroll in school to be eligible for benefits. This article examines whether minor mothers were less likely to drop out of school and more likely to live with parents following welfare reform. Data from the National Education Longitudinal Survey 1988 and the National Longitudinal Survey of Youth 1997 were used in difference-in-difference analyses. The article notes that after welfare reform, teen mothers living with parents increased and dropout rates decreased.” News from Mathematica (February 11, 2008.) NOTE: Living Arrangements and School Dropout... will be available for loan.]

## **IMPROVED HEALTH**

**“The Co-Occurrence of Smoking and a Major Depressive Episode among Mothers 15 Months after Delivery.” By Robert C. Whitaker and others. IN: Preventive Medicine, vol. 45, no. 6 (December 2007) pp. 476-480.**

[“Using data from the Fragile Families and Child Wellbeing Study, the authors examine the association between maternal smoking 15 months after delivery and the occurrence of a major depressive episode in the prior 12 months. After adjusting for sociodemographic characteristics, the authors found that the prevalence of a major depressive episode was higher among smokers than nonsmokers. Smoking was also more common among mothers with a major depressive episode than in those without one. This suggests that these conditions should not be diagnosed or treated in isolation from each other and that the care of mothers and children should be integrated.” News from Mathematica (February 11, 2008.) NOTE: The Co-Occurrence of Smoking... will be available for loan.]

## **CONFERENCES AND FUNDING OPPORTUNITIES**

**Webinar: Early Learning Guidelines for Infants and Toddlers: Recommendations to States. Sponsored by Zero to Three. February 28, 2008. 11:00 a.m. Pacific Time. 90 minute webinar/conference call.**

[“This webinar features the findings of two new reports: ZERO TO THREE's Early Learning Guidelines for Infants and Toddlers: Recommendations to States, and a report by Catherine Scott-Little and others, Inside the Content of Infant-Toddler Early Learning Guidelines (soon to be released). Early Learning Guidelines describe what babies and toddlers should know and be able to do. They have the potential to advance the field by influencing how teachers and other caregivers support and interact with young children at a time of unprecedented brain development. Currently over 20 states have such guidelines for infants and toddlers, and others are developing them.”]

For more information and to register: [http://ectc.nde.ne.gov/it/ztt\\_webinar.htm](http://ectc.nde.ne.gov/it/ztt_webinar.htm)

**George Lucas Educational Foundation Grant Information List. Web Sites with Grant Information. Edutopia web site. Interactive web page.**

[The George Lucas Educational Foundation is a nonprofit operating foundation and not a grant-making organization, but to help connect people with grant information they have compiled a resource list of web sites with grant information, periodicals with grant information, corporate and foundation grants, government grants, and technology donation programs on their web site Edutopia.]

Website at: <http://www.edutopia.org/grant-information>