



## 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 Information Resources & Government Publications at (916-654-0081; [cslinfo@library.ca.gov](mailto:cslinfo@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**

**English Learners in California: What the Numbers Say. By EdSource. (EdSource, Mountain View, California) March 2008. 16 p.**

[“This report describes the state’s English learners with respect to their primary languages, distribution across the grades, and location in California. It also discusses variations in English proficiency and progress toward proficiency, including how it is defined in one county that represents the state’s diversity. Finally, the report considers how well these students are meeting the state’s rigorous academic standards by describing their achievement levels...”]

Full text at: <http://www.edsource.org/pdf/ELStats0308.pdf>

**The Economic Impact of the Early Care and Education Industry in Los Angeles County. By Brentt Brown, Insight Center for Community Economic Development, and others. (The Center, Oakland, California) January 2008.**

[“The early care and education (ECE) industry is vital to Los Angeles County’s economy. It currently: - Generates \$1.9 billion annually and provides over 65,000 full-time equivalent jobs - Is projected to generate the sixth highest number of new jobs between

2006 and 2016 of all industries in Los Angeles County - Benefits all industries in the county by enabling parents to work and attend higher education programs or job training programs to upgrade their skills - Lays the groundwork for Los Angeles County's future economic success by preparing the next generation for effective participation in the economy and attracting business to Los Angeles County.”]

Executive Summary: 8 p.

<http://www.buildingchildcare.org/uploads/publications/LA%20ECE%20Exec%20Summary.pdf>

Full Report: 74 p.

<http://ceo.lacounty.gov/ccp/pdf/LA%20Economic%20Impact%20Report-Jan08.pdf>

**Early Care and Education Career Lattices in Los Angeles. By Tarecq Amer, Insight Center for Community Economic Development, and others. (The Center, Oakland, California) January 2008. 66 p.**

[“While there are divergent thoughts on which of a diverse array of service options that nurture and educate young children make up the ECE industry, the Insight Center’s goal is to develop a definition from the perspective of workforce development, one that emphasizes the need for access to training and education, wages and career mobility. The following report is a summary of industry specific research conducted by the Insight Center which aims to give credence to the argument that ECE is a fundamental industry in Los Angeles’ overall economy. The report identifies the core occupations within the industry, outlines their associated wages and educational requirements, describes structural barriers that push workers into other industries and opens a discussion on career lattices that can eventually move the workforce to economic self-sufficiency. Finally, we offer recommendations related to job training, wages, public investment and cross-agency collaboration that can strengthen this essential industry in Los Angeles.”]

Full text at:

<http://ceo.lacounty.gov/ccp/pdf/LA%20ECE%20Career%20Lattices%20Report-Jan08.pdf>

**Generations Unite for Quality Pre-K: New York. By Ana Beltran and others. (Generations United, Washington, DC) March 2008. 20 p.**

[“The secret to pre-k advocates' success in many states has been their ability to build diverse coalitions that include unexpected allies, such as business, community groups, and politicians from both sides of the aisle. But we often don't think of senior citizens as potential allies for pre-k because we tend to think of seniors' and children's programs as competing for scarce public resources. That's a mistake. A new report from Generations United, a non-profit group that supports intergenerational programs and policies, explains why.” Early Ed Watch Bi-weekly Update, New America Foundation (April 1, 2008.)]

Full text at: [http://www.gu.org/documents/A0/S4K\\_Sig\\_Report\\_08.pdf](http://www.gu.org/documents/A0/S4K_Sig_Report_08.pdf)

**Partners in Closing the Achievement Gap: How Charter Schools Can Support High-Quality Universal Pre-K.** By Sara Mead, New America Foundation. (Democrats for Education Reform, New York, New York) March 21, 2008. 11 p.

[“A growing number of charter schools across the country are offering high-quality pre-k programs, and charter schools can be a valuable source of capacity as states expand publicly funded pre-k. But in too many states a variety of policy barriers prevent charter schools from playing a role in state pre-k programs. In a new policy brief on the Democrats for Education Reform website, I argue that it's time to break down these barriers and build partnerships between the charter school and universal pre-k movements to support quality and alignment in early education.” Early Ed Watch Bi-weekly Update, New America Foundation (April 1, 2008.)]

Full text at: <http://www.dfer.org/prek/dfer-prek-briefing.pdf>

## **IMPROVED FAMILY FUNCTIONING**

**Parents as Partners in Education: Families and Schools Working Together.** By Eugenia Hepworth Berger. Seventh edition. (Pearson/Merrill Prentice Hall, Upper Saddle River, New Jersey) 2008. 488 p.

[“This text uniquely provides comprehensive coverage of the history of parenting and parent/school collaboration, current issues and immigration trends affecting American schools and communities, diverse family structures, and many techniques that teaching professionals can use to engage family members of all children more completely as partners in education. Chapters on working with families of children with special needs and on child abuse are remarkable aspects of this text.” NOTE: Parents as Partners... is available for loan.]

**Low-Income Workers and Families Hardest Hit by Economic Decline Need Help Now.** By Neil Ridley and others. (Center for Law and Social Policy, Washington, DC) April 7, 2008. 12 p.

[“American workers and families are being squeezed between a declining labor market and increasing costs for food, fuel, and other basic needs. This paper describes the economy’s impact on vulnerable adults and youth, and lays out recommendations for action that can make a real difference in the lives of low-income workers and their families.”]

Full text at: [http://www.clasp.org/publications/compiled\\_indicators\\_piece\\_final\\_ap8.pdf](http://www.clasp.org/publications/compiled_indicators_piece_final_ap8.pdf)

## **IMPROVED HEALTH**

**“Association of Preterm Birth with Long-term Survival, Reproduction, and Next-Generation Preterm Birth.” By Geeta K. Swamy and others. IN: Journal of the American Medical Association, vol. 299, no. 12 (March 26, 2008) pp. 1429-1436.**

[“Infants born prematurely are much more likely to die during childhood and, if they survive, they're much less likely to have children of their own in adulthood, according to the largest study of prematurity undertaken. Researchers already knew that premature infants faced many neurological and developmental problems, but the new findings... indicate that the spectrum of problems is even broader than suspected and persist throughout the child's lifetime.... The consequences can be devastating, particularly for very early births. They include learning disabilities, neurological problems, lung diseases and cerebral palsy. For boys born the most prematurely, between 22 and 27 weeks, the risk of death was 5.3 times normal between the ages of 1 and 6 and seven times normal between 7 and 13. For boys born between 28 and 32 weeks, the risk of death was 2.5 times normal in early childhood and 2.3 times normal in late childhood. The most premature girls had 9.7 times the normal risk of death between the ages of 1 and 6 but no increased risk between 7 and 13.” Los Angeles Times (March 26, 2008.)]

Full text at: <http://jama.ama-assn.org/cgi/reprint/299/12/1429>

**“Helping Moms, Saving Babies: Faith-Based Partnerships to Reduce Prematurity in the African American Community.” By Latoya L. Lewis. IN: Zero to Three, vol. 28, no. 3 (January 2008) pp. 18-22.**

[“The March of Dimes partnered with the faith community to pilot Honey Child<sup>SM</sup>, a prenatal education program for African American women. The program is designed to combat prematurity, which is the leading cause of death for African American infants. Honey Child uses a spiritual approach to promote prenatal health through interactive group activities, mentoring, individual reflection, and spiritual messaging. Successful implementation of Honey Child requires African American faith-based leadership, involvement, and ownership.” NOTE: Helping Moms, Saving Babies... is available for loan.]

**Child Maltreatment 2006. By the U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (U.S. Government Printing Office, Washington, DC) 2008. 194 p.**

[“According to data released by the U.S. Department of Health and Human Services (HHS) in ‘Child Maltreatment 2006,’ an estimated 905,000 children were found to be victims of abuse or neglect in fiscal year (FY) 2006, representing a rate of 12.1 per 1,000 children in the population. The number and rate of victims has decreased since 2002, when there were an estimated 910,000 victims at a rate of 12.3 per 1,000 children. ‘Child Maltreatment 2006’ is an annual report of data collected from the States’ child protective services (CPS) agencies via the National Child Abuse and Neglect Data System. The report provides national and State statistics on topics that include reports of abuse and neglect, children, fatalities, perpetrators, and services provided to children and families.... Of the children who were abused or neglected in 2006:

- 64.2 percent experienced neglect, 16.0 percent were physically abused, 8.8 percent were sexually abused, and 6.6 percent were emotionally or psychologically maltreated.
- Children in the age group of birth to 1 year had the highest rate of victimization at 24.4 per 1,000 children of the same age group in the national population.
- An estimated 1,530 children died from abuse or neglect, reflecting a rate of 2.04 deaths per 100,000 children.” Children’s Bureau Express (April 2008.)]

Full text at: <http://www.acf.hhs.gov/programs/cb/pubs/cm06/index.htm>

**“Nonfatal Maltreatment of Infants - United States, October 2005 - September 2006.”** By M.L. Brodowski and others. IN: **MMWR, Morbidity and Mortality Weekly Report, vol. 57, no. 13 (April 4, 2008) pp. 336-339.**

[“About 1 in 50 infants in the U.S. have been neglected or abused, according to the first national study of the problem in that age group. Nearly a third of the victims were one week old or younger when the maltreatment was reported, government researchers said Thursday. The study focused on children younger than 1. Most of these cases involved neglect, not physical abuse. In the case of the newborns, experts said the data suggests drug abuse by the mother may have been the cause for reports of neglect, but they couldn’t be certain. Maternal drug abuse is often discovered through blood tests while newborns are still in the hospital, CDC researchers and others said.... The researchers counted more than 91,000 infant victims of abuse and neglect during the study period Oct. 1, 2005 to Sept. 30, 2006. About 30,000 of those cases were newborns aged one week or younger.” The Associated Press (April 3, 2008.)]

Full text at: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5713a2.htm>

**Geography Matters: Child Well-Being in the States. By the Every Child Matters Education Fund. (The Fund, Washington, DC) April 2008. 13 p.**

[“Americans love their children and grandchildren. But many are unaware that a widening ‘national investment gap’ in health and social programs is contributing to a wide ‘child well-being gap’ among the states. How wide? In a comparison of states using ten indicators of child well-being, children in the lowest ranking state are:

- Twice as likely to die in their first year as children in the highest ranking state.
- Three times more likely to die between the ages of 1-14.
- Nearly three times more likely to die between the ages of 15-19.
- Three times more likely to be born to a teenage mother.
- Five times more likely to have mothers who received late or no prenatal care.
- Three times more likely to live in poverty.
- Five times more likely to be uninsured.
- Eight times more likely to be incarcerated.
- Thirteen times more likely to die from abuse and neglect.
- Less likely to be protected if abused or neglected: the top state spends 12 times more to address child abuse and neglect than the bottom state.”

Full text at:

[http://www.everychildmatters.org/homelandinsecurity/index\\_geomatters.html](http://www.everychildmatters.org/homelandinsecurity/index_geomatters.html)

California ranking:

<http://www.everychildmatters.org/homelandinsecurity/states-CA.html>

Where the States Rank:

[http://www.everychildmatters.org/homelandinsecurity/rankings\\_geomatters.html](http://www.everychildmatters.org/homelandinsecurity/rankings_geomatters.html)

**Preschoolers Benefit From Daycare Program to Prevent Obesity. By Sarah E. Messiah and others. Presentation of report at the American Heart Association Conference on Nutrition, Physical Activity and Metabolism, Colorado Springs, Colorado. (The Association, Dallas Texas) March 12, 2008. Podcast or video.**

[“A preschool-based intervention program helped prevent early trends toward obesity and instilled healthy eating habits in multi-ethnic 2- to 5-year-olds, according to a report presented at the American Heart Association’s Conference on Nutrition, Physical Activity and Metabolism.... ‘While 68.4 percent of children were at normal weight at the start of the study, this increased to 73 percent at follow-up,’ said Sarah E. Messiah, Ph.D., M.P.H., lead author of the study and research assistant professor in the Division of Pediatric Clinical Research, University of Miami, Miller School of Medicine.... ‘Also, the percentage of children who were at risk for overweight decreased from 16 percent to 12 percent.... We are hoping that our study will impact policy around the country leading to healthier standards for meals served at childcare centers.’”]

Podcast at: <http://americanheart.mediaroom.com/index.php?s=102>

Video at: <http://americanheart.mediaroom.com/index.php?s=98>

**“Short Sleep Duration in Infancy and Risk of Childhood Overweight.” By Elsie M. Taveras and others. IN: Archives of Pediatrics and Adolescent Medicine, vol. 162, no. 4 (April 2008) pp. 305-311.**

[“When the wind blows, the cradle will rock. And when babies sleep less, they may gain too much weight. A new Harvard study finds that babies and toddlers who sleep fewer than 12 hours daily are at greater risk for being overweight in preschool, startling evidence that the link between sleep and obesity may affect even very young children. TV viewing heightened the effect. The children who slept the least and watched the most television had the greatest chance of becoming obese. ‘The two (behaviors) are acting independently. In combination, they are particularly risky,’ said the study’s lead author, Dr. Elsie Taveras of Harvard Medical School.” AP/Yahoo! News (April 8, 2008.)

Full text at: <http://archpedi.ama-assn.org/cgi/reprint/162/4/305>

## **IMPROVED SYSTEMS OF CARE**

**Child Care and Development Fund Report of State and Territory Plans FY 2006-2007. By the National Child Care Information Center. (Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) [n.d.] 328 p.**

[“This report summarizes information in the biennial plans submitted by States and Territories (Lead Agencies) and approved by the Administration for Children and Families (ACF) for the period beginning October 1, 2005, and ending September 30, 2007. The report describes policies that Lead Agencies have implemented to help low-income families pay for child care and to improve the quality and supply of child care. This report offers useful information for policymakers and leaders in the child care field as they plan and launch innovative approaches to respond to the needs of our nation’s children and families.... Also, the report provides an overview of policies related to child care payment rates, eligibility criteria and parent co-payments, all of which can influence access to child care.”]

Full text at: <http://www.nccic.org/pubs/stateplan2006-07/index.html>

**Early Childhood Program Evaluations: A Decision-Maker’s Guide. By the National Forum on Early Childhood Program Evaluation. (Center on the Developing Child, Harvard University, Cambridge, Massachusetts) December 2007. 12 p.**

[“Increasing demands for evidence-based early childhood services and the need by policymakers to know whether a program is effective or whether it warrants a significant investment of public and/or private funds - coupled with the often-politicized debate around these topics - make it imperative for policymakers and civic leaders to have the

independent knowledge needed to be able to evaluate the quality and relevance of the evidence provided in reports. This clear, concise guide from the National Forum on Early Childhood Program Evaluation helps prepare decision-makers to be better consumers of evaluation information by posing five key questions that address both the substance and the practical utility of rigorous evaluation research.”]

Full text at:

[http://www.developingchild.harvard.edu/content/downloads/Decision\\_Guide.pdf](http://www.developingchild.harvard.edu/content/downloads/Decision_Guide.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 FAMILY FUNCTIONING**

**“A Meta-analytic Review of Components Associated with Parent Training Program Effectiveness.”** By Jennifer Wyatt Kaminski and others. **IN: Journal of Abnormal Child Psychology**, vol. 36, no. 4 (May 2008) pp. 567-589.

[“A recent analysis set out to identify the components of parent training programs that have the greatest impact on parent and child behaviors. Researchers conducted a meta-analysis of 77 published evaluations of parent training programs designed to help parents of young children (0-7 years old) acquire parenting skills for managing problem behaviors. The results confirmed that such training programs can change parent behavior and prevent or improve early childhood behavior problems. Four program components showed large positive effects:

- Training that helped parents create positive interactions with their children had a significant effect on parent behavior and child externalizing behavior, such as noncompliance and aggression.
- Training that required parents to practice new skills with their children during the training sessions also had significant effects on parent and child behavior.
- Programs that included training in emotional communication had a positive impact on parent behavior.
- Programs that included parent training in using timeout and in responding consistently to children's behavior had a significant impact on child behavior....

Training that can help parents acquire positive communication skills - and that reinforces those skills - has the greatest impact on parent and child behaviors.” Children’s Bureau Express (April 2008.) NOTE: A Meta-analytic Review... will be available for loan.]

**“Food Security during Infancy: Implications for Attachment and Mental Proficiency in Toddlerhood.” By Martha Zaslow, Child Trends, and others. IN: Maternal and Child Health Journal, published online (ahead of print) March 4, 2008.**

[“New research from Child Trends shows that household food security (access to sufficient, safe and nutritious food) can affect two generations: both mothers' psychological well-being and positive behaviors with their infants, and the children's development over the first two years. The study... finds: - More than 10 percent of U.S. households with infants experience food insecurity... - Households with higher levels of food insecurity also have higher levels of maternal depression, which reduces positive parenting. - Greater food insecurity in households of nine-month-olds predicts insecure child attachment and less advanced mental proficiency among the same children at twenty-four months. Food insecurity works indirectly through maternal depression and parenting practices to influence children's socioemotional and cognitive development.” Child Trends E-Newsletter (March 26, 2008.) NOTE: Food Security... will be available for loan.]

## **CONFERENCES AND FUNDING OPPORTUNITIES**

**Webinar: Building on the Promise: State Initiatives to Expand Access to Early Head Start for Young Children and their Families. By the Zero to Three Policy Center. April 22, 2008, 11:00 a.m. Pacific Time.**

[“The federal Early Head Start program supports the healthy development of pregnant women and low-income infants and toddlers in the context of their families and communities. Research has shown that Early Head Start positively impacts children's cognitive, language, and social-emotional development and parents' progress toward self-sufficiency. Unfortunately, federal funds reach less than 3 percent of all eligible children. Currently, almost 20 states have taken action to expand and enhance Early Head Start services for infants, toddlers and their families. The Zero to Three Policy Center invites you to join us... for a webinar/web-based conference call on current state initiatives to expand and enhance Early Head Start services for infants, toddlers and their families.... A recording of the webinar and supporting materials will be posted on the Zero to Three website... for those who are unable to attend the live event.” The Baby Monitor (March 26, 2008.)]

For more information and to register:

[http://www.zerotothree.org/site/PageServer?pagename=pub\\_webinars](http://www.zerotothree.org/site/PageServer?pagename=pub_webinars)

**Eighth National Early Childhood Inclusion Institute. Sponsored by the FPG Child Development Institute and the National Early Childhood TA Center. July 22-24, 2008. The Institute will be held at the William and Ida Friday Center for Continuing Education at the University of North Carolina at Chapel Hill.**

["The Inclusion Institute - the premier educational opportunity for anyone involved in the care and education of children birth through age five with special needs in inclusive settings - will be held July 22 through July 24, 2008. Attendees will learn about the latest research findings and resources to guide inclusive policy, professional development and practice; develop collaborative relationships and cross-agency systems to support early childhood inclusion; gain awareness of strategies and models to support inclusive services; and have the opportunity to meet, learn from and problem solve with peers." FPG eNews (April 2008.)]

For more information and to register:

<http://www.nectac.org/~meetings/inclusionmtg2008/mtghomepage.asp>