



## Studies in the News for



## Children and Families Commission

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### Contents This Week

#### Introductory Material

##### IMPROVED CHILD DEVELOPMENT

[Rand report on economics of early childhood](#)

[50 state survey of early care and education funding](#)

[Well-being of American children improving](#)

[Including children with developmental disabilities](#)

[Effects of school starting age](#)

[Podcast: Early literacy and English language learners](#)

##### IMPROVED FAMILY FUNCTIONING

[City platform for strengthening families](#)

[Meeting the needs of families from poverty](#)

[Helping poor disconnected single mothers](#)

##### IMPROVED HEALTH

[Link between food environment and obesity](#)

[Food environment and childhood nutrition](#)

[Improving coverage for immigrant Latino children](#)

[Los Angeles Healthy Kids Program](#)

[Impact of childhood lead exposure on crime](#)

[Early neglect and childhood aggression](#)

[Breastfeeding rates increasing](#)

[International comparison of neonatal services](#)

##### IMPROVED SYSTEMS OF CARE

[Why don't day care children play outside?](#)

[Child care worker and preschool teacher wages](#)

[Unions and home-based child care providers](#)

[Leadership and the early childhood field](#)

STUDIES TO COME

[Children's cereals less healthy](#)

[Large study on breastfeeding and IQ](#)

CONFERENCES AND FUNDING OPPORTUNITIES

[10<sup>th</sup> Annual International Fatherhood Conference](#)

[Webinar: Financing infant and toddler programs](#)

[Teaching Tolerance Grants](#)

[Reminder: First 5 California 2008 Conference](#)

## **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**

**The Economics of Early Childhood Policy: What the Dismal Science Has to Say about Investing in Children. By M. Rebecca Kilburn and Lynn A. Karoly. Sponsored by Casey Family Programs. (Rand Corporation, Santa Monica, California) 2008. 50 p.**

[“A growing body of economic research suggests that public investment in early childhood programs may be able to lower public costs for social services by improving children's long-term welfare.... Such research could promote a reorientation of child and human services toward investment and prevention, moving away from the current system that seeks to ‘treat’ problems that develop later in life, according to the report.... The RAND report is intended to provide policymakers with a primer about how economic analysis can help set agendas for early childhood policy and identify the economic

benefits of targeting certain groups for help.... While many studies have found that the cost of early childhood programs can produce long-term benefits that offset their costs, not every early childhood program does so, according to the RAND report.... While monetary benefits can remain positive for universal programs, the rate of return may be higher when programs are targeted toward the groups likely to benefit from them the most, according to the report. There also is recognition that the benefits from early childhood interventions may be tied to the quality of those interventions, but higher quality often costs more. Unless funding grows, researchers say, shifting toward higher quality may mean that fewer children can be served.”]

Full-text at: [http://rand.org/pubs/occasional\\_papers/2008/RAND\\_OP227.pdf](http://rand.org/pubs/occasional_papers/2008/RAND_OP227.pdf)

**Early Care and Education State Budget Actions - FY 2007 and FY 2008. By Steffanie Clothier and Julie Poppe. (National Conference of State Legislatures, Denver, Colorado) April 2008. 60 p.**

[“This first ‘Early Care and Education State Budget Actions’ report is a compilation of data provided by state fiscal staff gathered through a survey of the 50 states and territories about state appropriations in FY 2007 and FY 2008.... NCSL surveyed states about state appropriations to four categories of early care and education: - Child care, - Prekindergarten, - Parent education and home visiting, and - Related early learning programs.... This analysis includes findings in each category and reported changes in appropriations from one year to the next. In addition, the report highlights several issues: state funding in multiple early care and education categories; the significant use of general funds for early care and education; a reflection on the child care data and quality efforts; continued prekindergarten expansion and quality strategies; a snapshot of state parent education funding; and additional strategies states are funding to promote early learning. The appendices include 50-state tables of appropriations to each of the four categories.”]

Full text at: [http://www.ncsl.org/print/cyf/budget\\_report.pdf](http://www.ncsl.org/print/cyf/budget_report.pdf)

**2008 Special Focus Report: Trends in Infancy/Early Childhood and Middle Childhood Well-Being, 1994-2006. By Kenneth C. Land, Duke University. (Foundation for Child Development, New York, New York) April 25, 2008. 32 p.**

[“In a wide-ranging look at how children have fared in their first decade of life, a study... offers a promising picture of American childhood.... More preschoolers are vaccinated. Fewer are poisoned by lead. The analysis, which created a composite index of more than 25 key national indicators, reports an almost 10 percent boost in children's well-being from 1994 to 2006. This overall improvement comes in spite of two significant negative trends: increased rates of childhood obesity and low-birth-weight babies. ‘There are some really encouraging signs of progress,’ said Ruby Takanishi, president of the nonprofit Foundation for Child Development, which funded the research. ‘I think it's

important as a country . . . to see that there are things that parents can do, that government can do, that institutions can do, to make measurable differences for children.’ . . . The report showed, for example, that mortality rates for children ages 1 to 4 have declined by one-third, from 42.9 per 100,000 in 1994 to 28.1 in 2006. . . . That progress came as fewer mothers smoked during pregnancy, with statistics showing a decline from 14.6 percent in 1994 to 9.3 percent in 2006, also a 36 percent drop. . . . At school, more children attended full-day kindergarten - with 70 percent enrolled in 2006, up from 48.6 percent in 1994. . . . Several experts suggested that some of the good news was the result of a blend of research, policy changes and public health campaigns, as in cases of smoking during pregnancy and exposure to lead-based paint.” Washington Post (April 24, 2008.)]

Full-text at: [http://www.fcd-us.org/usr\\_doc/EarlyChildhoodWell-BeingReport.pdf](http://www.fcd-us.org/usr_doc/EarlyChildhoodWell-BeingReport.pdf)

**Successfully Supporting All Children in Early Childhood Education Programs. By the New York State Developmental Disabilities Planning Council. (The Council, Albany, New York) July 2007. 132 p.**

[“The New York Developmental Disabilities Planning Council sought articles from the field to showcase promising practices, strategies and approaches used by providers to support the inclusion of children with developmental disabilities in early care and education programs. This publication is the result, and it includes many different examples (e.g., inclusion in neighborhood nursery schools, integrated toddler play group).” Natural Resources (May 7, 2008.)]

Full-text at:

[http://ddpc.state.ny.us/publications/childcare\\_education/child\\_care\\_pub\\_final.pdf](http://ddpc.state.ny.us/publications/childcare_education/child_care_pub_final.pdf)

**Too Young to Leave the Nest? The Effects of School Starting Age. By Sandra E. Black and others. NBER Working Paper. No. 13969. (National Bureau of Economic Research, Cambridge, Massachusetts) March 2008. 58 p.**

[“Does it matter when a child starts school? While the popular press seems to suggest it does, there is limited evidence of a long-run effect of school starting age on student outcomes. This paper uses data on the population of Norway to examine the role of school starting age on longer-run outcomes such as IQ scores at age 18, educational attainment, teenage pregnancy, and earnings. Unlike much of the recent literature, we are able to separate school starting age from test age effects using scores from IQ tests taken outside of school, at the time of military enrollment, and measured when students are around age 18. Importantly, there is variation in the mapping between year and month of birth and the year the test is taken, allowing us to distinguish the effects of school starting age from pure age effects. We find evidence for a small positive effect of starting school younger on IQ scores measured at age 18. In contrast, we find evidence of much larger

positive effects of age at test, and these results are very robust. We also find that starting school younger has a significant positive effect on the probability of teenage pregnancy, but has little effect on educational attainment of boys or girls. There appears to be a short-run positive effect on earnings of beginning school at a younger age; however, this effect has essentially disappeared by age 30. This pattern is consistent with the idea that starting school later reduces potential labor market experience at a given age for a given level of education; however, this becomes less important as individuals age.”]

Full-text at: <http://www.nber.org/papers/w13969.pdf>

**Early Literacy Development for English Language Learners. By José L. Rodríguez and Aurelio Montemayor. Classnotes Podcast. No. 32. (Intercultural Development Research Association, San Antonio, Texas) April 17, 2008. Podcast time: 18:26.**

[“Teachers have been teaching children to read throughout history. But 10 years ago, the National Reading Panel outlined the essential components of reading instruction: alphabet knowledge, phonological awareness, oral language and vocabulary development, and print awareness. José L. Rodríguez, M.A., an early childhood expert at IDRA, describes these components and how they relate to young English language learners. José is interviewed by Aurelio Montemayor, M.Ed, director of the IDRA Texas Parent Information and Resource Center.”]

Podcast at:

[http://www.idra.org/Podcasts/Resources/Early\\_Literacy\\_Development\\_for\\_English\\_Language\\_Learners/](http://www.idra.org/Podcasts/Resources/Early_Literacy_Development_for_English_Language_Learners/)

## **IMPROVED FAMILY FUNCTIONING**

**A City Platform for Strengthening Families and Improving Outcomes for Children and Youth. By the National League of Cities Council on Youth, Education, and Families. (The League, Washington, DC) [n.d.] 4 p.**

[“Is your community work working? Try this National League of Cities guide for help assessing local efforts. More than 90 cities and towns are using it. Four cities - Manchester, CT; Rapid City, SD; San Fernando, CA; and Taos, NM - have also launched task forces to identify needs and priorities and to promote collaboration, youth involvement and evaluation over time. Get something going in your hometown!” CFK Update. (April 30, 2008.)]

Full-text at: [http://www.nlc.org/iyef/a\\_city\\_platform/](http://www.nlc.org/iyef/a_city_platform/)

**Meeting the Needs of Students and Families from Poverty: A Handbook for School and Mental Health Professionals. By Tania N. Thomas-Presswood and Donald Presswood. (Paul H. Brookes Publishing Co., Baltimore, Maryland) 2008. 234 p.**

[“Poverty has a profound impact on children's learning and achievement - and with this timely resource, psychologists, administrators, and educators in K-12 settings will learn to be sensitive to the challenges poverty poses and discover ways to efficiently improve the academic skills of their students. This volume gives readers the latest research-based clinical and educational approaches to working effectively with children and families from poverty, enabling them to implement individual, classroom, or school-wide supports that foster academic success and a positive school climate. Education professionals will discover how to: - Incorporate the impact of poverty on children's cognitive and social development into the assessment process - Effectively identify children's needs and strengths, work with their families, and design interventions that respect children's diversity and unique experiences - Use proven education methods successfully in their own school settings - including response to intervention, social skills training, and school-wide positive behavioral support - Encourage family participation and learn to recognize family strengths and risks through building relationships - Address the hottest topics in education - including working with English-language learners, improving behavior, and promoting literacy skills.” NOTE: Meeting the Needs... is available for loan.]

**Helping Disconnected Single Mothers. By Rebecca Blank and Brian Kovak. CCF Brief. No. 38. (Center on Children and Families, Brookings Institution, Washington, DC) May 2008. 8 p.**

[“Recent research has identified a growing number of low-income single mothers who tend to be very poor and face serious barriers to achieving economic self-sufficiency for their families. This group includes long-term welfare recipients as well as those who left welfare without stable employment, often referred to as ‘the disconnected.’ Those remaining on welfare are a heterogeneous group, including short- and long-term recipients whose low wages or limited hours do not disqualify them from TANF as well as families who use the program during short-term economic disruptions in their lives. However, about 40 to 45 percent of the caseload is made up of long-term recipients who are not working or who work very sporadically. Compared to women who left welfare and are working, the disconnected tend to have more barriers to employment, with less education, younger children, higher rates of mental and physical health problems, higher rates of substance abuse, and a greater history of domestic violence. This brief recommends the development of a Temporary and Partial Work Waiver Program (TPWWP) to assist disconnected single mothers who face multiple barriers to securing and sustaining employment. A TPWWP would link families to medical and economic supports to prevent extreme poverty while providing more intensive case work assistance to ease the severity and duration of employment barriers.”]

Full-text at:

[http://www.brookings.edu/~media/Files/rc/papers/2008/05\\_single\\_mothers\\_blank/05\\_single\\_mothers\\_blank.pdf](http://www.brookings.edu/~media/Files/rc/papers/2008/05_single_mothers_blank/05_single_mothers_blank.pdf)

## **IMPROVED HEALTH**

**Designed for Disease: The Link Between Local Food Environments and Obesity and Diabetes. By Harold Goldstein and others. (California Center for Public Health Advocacy, Davis, California, PolicyLink, Oakland, California, and the UCLA Center for Health Policy Research, Los Angeles, California) April 2008. 10 p.**

[This study “examines the relationships between retail food environments, obesity and diabetes, and community income. The study demonstrates that people who live near an abundance of fast-food restaurants and convenience stores compared to grocery stores and fresh produce vendors, have a significantly higher prevalence of obesity and diabetes. The highest rates of obesity and diabetes are among people who live in lower-income communities and have worse food environments. However, for people living in lower-income and higher-income communities alike, the higher the ratio of fast-food restaurants and convenience stores to grocery stores and produce vendors near home, the higher the prevalence of obesity and diabetes. To help reduce the prevalence of obesity and diabetes, the authors urge state and local lawmakers to enact public policies to make healthy foods more readily available. These policies include providing retail incentives, promoting smaller-scale markets that sell healthy foods, maximizing the opportunities that come with the new WIC food package, using zoning to limit the number of fast-food restaurants in overburdened communities, and requiring nutritional information on restaurant menus.”]

Full text at:

[http://www.publichealthadvocacy.org/PDFs/RFEI%20Policy%20Brief\\_finalweb.pdf](http://www.publichealthadvocacy.org/PDFs/RFEI%20Policy%20Brief_finalweb.pdf)

Related materials at: <http://www.publichealthadvocacy.org/DesignedforDisease.html>

**The Links between the Neighborhood Food Environment and Childhood Nutrition. By Leslie Mikkelsen and Sana Chehimi, Prevention Institute. (Robert Wood Johnson Foundation, Princeton, New Jersey) 2007. 36 p.**

[“How does the community food environment influence the food choices of low-income children and their families? Our recently published report... identifies key investigations of the neighborhood food environment, examines current efforts to bring about improvements, and discusses new research and policy priorities to improve childhood nutrition.” Prevention Institute Alert (May 2008.)]

Full-text at: <http://www.preventioninstitute.org/pdf/FoodEnv11.07.pdf>

**Improving Coverage and Access for Immigrant Latino Children: The Los Angeles Healthy Kids Program.** By Ian Hill and others. IN: *Health Affairs*, vol. 27, no. 2 (March/April 2008) pp. 550-559.

[“Despite its successes in improving access, financial sustainability has limited this program’s ability to cover all eligible children, especially those over age five.... A large number of California counties have recently taken bold steps to extend health insurance to all poor and near-poor children through county-based Children’s Health Initiatives. One initiative, the Los Angeles Healthy Kids program, extends coverage to uninsured children in families with incomes below 300 percent of the federal poverty level who are ineligible for Medi-Cal (California Medicaid) and Healthy Families (its State Children’s Health Insurance Program). A four-year evaluation of Healthy Kids finds that the program has improved access for more than 40,000, most of whom are immigrant Latino children, who have almost no access to employer coverage. However, sustaining this effective program has proved to be challenging.”]

Full-text at:

<http://content.healthaffairs.org/cgi/reprint/27/2/550?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&author1=Ian+Hill&andorexactfulltext=and&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT>

**Growing Pains for the Los Angeles Healthy Kids Program: Findings from the Second Evaluation Case Study.** By Ian Hill and others. Prepared for First 5 LA and the California Endowment. (The Urban Institute, Washington, DC) April 2008. 61 p.

[“The Los Angeles Healthy Kids program, during its first four years, extended comprehensive, affordable coverage to over 40,000 poor and vulnerable children, and improved their access to and use of care. Yet, the program also faced serious challenges, primarily related to financing.... State health reform efforts that could have stabilized funding for the program have failed. Based on interviews with over 40 stakeholders, this case study analyzes the complex challenges that the Los Angeles Healthy Kids program faces at this critical juncture.”]

Full-text at: [http://www.urban.org/UploadedPDF/411653\\_LA\\_kids\\_growing\\_pains.pdf](http://www.urban.org/UploadedPDF/411653_LA_kids_growing_pains.pdf)

**Environmental Policy as Social Policy? The Impact of Childhood Lead Exposure on Crime.** By Jessica Wolpaw Reyes. NBER Working Paper No. 13097. (National Bureau of Economic Research, Cambridge, Massachusetts) May 2007. 70 p.

[“Childhood lead exposure can lead to psychological deficits that are strongly associated with aggressive and criminal behavior. In the late 1970s in the United States, lead was removed from gasoline under the Clean Air Act. Using the sharp state-specific reductions

in lead exposure resulting from this removal, this article finds that the reduction in childhood lead exposure in the late 1970s and early 1980s is responsible for significant declines in violent crime in the 1990s, and may cause further declines into the future. The elasticity of violent crime with respect to lead is estimated to be approximately 0.8.”]

Full-text at: <http://www.nber.org/papers/w13097.pdf>

**“Importance of Early Neglect for Childhood Aggression.” By Jonathan B. Kotch and others. IN: Pediatrics, vol. 121, no. 4 (April 2008) pp. 725-731.**

[“Children who are neglected before their second birthday display higher levels of aggressive behavior between ages 4 and 8, according to a University of North Carolina at Chapel Hill study.... Early child neglect may be as important as child abuse for predicting aggressive behavior, researchers say. Neglect accounts for nearly two-thirds of all child maltreatment cases reported in the United States each year, according to the Administration for Children and Families. ‘The lack of attention devoted to the problem of neglect - the so-called ‘neglect of neglect’ - is a long-standing concern in the child welfare field,’ said study co-author Jon Hussey... ‘Despite being more common than abuse, we know relatively little about the impact of neglect on children.’... ‘Understanding the consequences of early childhood neglect will help us plan programs and other interventions to benefit these children throughout their lives.’” Medical News Today (April 7, 2008.) NOTE: Importance of Early Neglect... is available for loan.]

**Breastfeeding in the United States: Findings from the National Health and Nutrition Examination Surveys, 1999–2006. By Margaret M. McDowell and others. NCHS Data Brief. No. 5. (National Center for Health Statistics, Centers for Disease Control and Prevention, U. S. Department of Health and Human Services, Hyattsville, Maryland) April 2008. 8 p.**

[“The U.S. breast-feeding rate has hit its highest mark in at least 20 years with more than three-quarters of new moms nursing their infants, according to a government report.... About 77% of new mothers breast-feed, at least briefly, the Centers for Disease Control and Prevention said. ‘It looks like it is an all-time high’ based on CDC surveys since the mid-1980s, said Jeff Lancashire, a CDC spokesman. Experts attributed the rise to education campaigns that emphasize that breast milk is better than formula at protecting babies against disease and childhood obesity. A changing culture that accommodates nursing mothers may also be a factor. The percentage of black infants who were ever breast-fed rose most dramatically, to 65%. Only 36% were ever breast-fed in 1993-1994, the new study found. For whites, the figure rose to 79%, from 62%. For Mexican-Americans, it increased to 80%, from 67%.” USA Today (April 30, 2008.)]

Full-text at: <http://www.cdc.gov/nchs/data/databriefs/db05.pdf>

**The Provision of Neonatal Services: Data for International Comparisons. By Michael Hallsworth and others. Technical Report. Prepared for the National Audit Office. (Rand Corporation, Santa Monica, California) 2008. 183 p.**

[“This report describes the provision of neonatal services in the UK nations of Scotland, Wales, Northern Ireland, and the United States of America, Canada, Sweden, and Australia. Its main purpose is to provide a compendium of relevant data to facilitate comparisons and benchmarking of neonatal services (organisation, statistics, and so on) in England with the above nations.... The RAND Europe study collected data in a structured and systematic way that reflected five research dimensions, which were identified by the NAO. These dimensions were: 1) statistics on trends in high-risk births and associated outcomes, including mortality and comorbidities; 2) the organisation and scale of neonatal services; 3) neonatal transport services; 4) costs of neonatal services and 5) best practices for infants and their families.”]

Full-text at: [http://rand.org/pubs/technical\\_reports/2008/RAND\\_TR515.pdf](http://rand.org/pubs/technical_reports/2008/RAND_TR515.pdf)

Spring 2008, Rand Review article (pp. 18-21) on above study: “Baby Steps”  
[http://rand.org/pubs/corporate\\_pubs/2008/RAND\\_CP22-2008-04.pdf](http://rand.org/pubs/corporate_pubs/2008/RAND_CP22-2008-04.pdf)

## **IMPROVED SYSTEMS OF CARE**

**“Why Aren't The Day Care Children Playing Outside? Flip Flops, Mulch and No Coat.” By the Cincinnati Children’s Hospital Medical Center. IN: ScienceDaily, May 5, 2008. 2 p.**

[“At a time when over half of US children (aged 3-6) are in child care centers, and growing concern over childhood obesity has led physicians to focus on whether children are getting enough physical activity, a new study of outdoor physical activity at child care centers, conducted by researchers at Cincinnati Children's Hospital Medical Center, has identified some surprising reasons why the kids may be staying inside.... ‘It's things we never expected, from flip flops, mulch near the playground, children who come to child care without a coat on chilly days, to teachers talking or texting on cell phones while they were supposed to be supervising the children,’ according to Kristen Copeland, M.D., lead author of the study which was funded by the National Heart, Lung and Blood Institute. She noted that because there are so many benefits of physical activity for children - from prevention of obesity, to better concentration and development of gross motor skills - it's important to know what barriers to physical activity may exist at child-care centers.”  
NOTE: This is the first phase of a study sponsored by NHLBI on physical activity in child care centers and no published version of this study is yet available.]

Full-text at: <http://www.sciencedaily.com/releases/2008/05/080505072824.htm>

**Stagnant Child Care Worker Wages Hurt Children. By the American Federation of Teachers. (The Federation, Washington, DC) Various pagings.**

[“To draw attention to the stagnant and low wages of early childhood educators, the American Federation of Teachers compiled the following fact sheet and state-by-state salary comparison charts for child care workers and preschool teachers based on the May 2006 U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment Statistics.” American Federation of Teachers (May 1, 2008.)]

Full-text at: <http://www.aft.org/earlychildhood/salary-data.htm>

**“Labor Organizing by Executive Order: Governor Spitzer and the Unionization of Home-Based Child Day-Care Providers.” By David L. Gregory. IN: Fordham Urban Law Journal, vol. 35, no. 2 (March 1, 2008) pp. 277-305.**

[“On May 8, 2007, New York Governor Eliot Spitzer issued Executive Order No. 12, opening the door for the unionization of 60,000 persons paid directly or indirectly, in whole or in part, by state funds, to provide home-based day-care for the children of working parents. The Governor’s action was dramatic, stark, and extraordinarily significant. Rather than wait for the New York State Assembly and Senate to reenact legislation previously vetoed by former Governor Pataki in 2006, Governor Spitzer used the prerogative of the executive order to cut through many Gordian knots.... The child-care industry has more workers with earnings falling below the poverty line than any other industry, with over fifty percent of providers earning at the poverty level. They are also overwhelmingly women of color. Meanwhile, these providers of day care for children furnish an indispensable service to the working parent cornerstone of the economy.... This Article discusses Governor Spitzer’s May 8, 2007 executive order as well as earlier legislative and executive initiatives in New York and other states to provide organizing rights to groups of workers paid through state funds. In particular, it looks at California’s analogous initiative via legislation, Governor Pataki’s veto of similar legislation in 2006, executive orders of Illinois, Oregon, Iowa, and New Jersey governors, organizing initiatives by major unions, their likely consequences, and some implications for future innovations in organizing.”]

Full-text at: <http://law.fordham.edu/publications/articles/400flspub12219.pdf>

**What is a Leader Anyway? By Marianne Jones, California State University, Fresno. IN: Child Care Information Exchange (November/December 2007) pp. 74-77.**

[“What makes a leader? While often asked in political and business settings, this question is somewhat new to the early childhood field.... This article reports on a study... that asked child care center directors to discuss characteristics of leaders - to go

beyond ‘You know one when you see one.’ Forty-nine directors in three California counties participated in this study.”]

Full-text at: <http://www.childcareexchange.com/library/5017874.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 HEALTH

**“Examining the Nutritional Quality of Breakfast Cereals Marketed to Children.”**  
**By Marlene B. Schwartz, Yale University, and others. IN: Journal of the American Dietetic Association, vol. 108, no. 4 (April 2008) pp. 702-705.**

[“Breakfast cereals for children are less healthy than cereals meant for adults, and those marketed the most aggressively to kids have the worst nutritional quality, according to a new analysis of 161 brands.... Children's cereals had more sugar, sodium, carbohydrate and calories per gram than non-children's cereals, and less protein and fiber. Sugar accounted for more than one-third of the weight of children's cereals, on average, compared to less than one-quarter of the adult cereals. Thirty-four percent of the kids' cereals met nutrition standards for foods sold in schools, compared to 56 percent of the non-children's cereals....” Reuters Health/Yahoo! News (April 23, 2008.) NOTE: Examining the Nutritional... will be available for loan.]

**Breastfeeding and Child Cognitive Development: New Evidence from a Large Randomized Trial. By Michael S. Kramer and others. IN: Archives of General Psychiatry, vol. 65, no. 5 (May 2008) pp. 578-584.**

[“Research has shown that breastfed babies are healthier than babies given formula and have fewer allergies and infections. And, says Michael Kramer, they're also smarter. ‘We found that the children in the experimental group had about three to five IQ points higher than those in the control group and that their teachers rated them slightly higher in academic subjects of reading, writing, math.’ The McGill University professor of pediatrics and epidemiology led a team of researchers who analyzed the effect of breastfeeding on cognitive development. They studied 14,000 children from birth to age 6-and-a-half in the eastern European country of Belarus, where breastfeeding had not been encouraged.... Kramer says, while the gain in IQ is modest, it is a gift any mother can give to her child. ‘It is a comparable difference to what you find between a first born child and a subsequently born child, or a child that was read to or played with a lot by his

mother and parents versus a kid who is parked in front of a television.” Voice of America (May 8, 2008.) NOTE: Breastfeeding and Child... will be available for loan.]

## CONFERENCES AND FUNDING OPPORTUNITIES

**10th Annual International Fatherhood Conference: “Reconnecting Fathers to Families, at Home and Abroad.” Gallaudet University Kellogg Conference Hotel, Washington, DC. June 10-13, 2008.**

[“The International Fatherhood Conference brings together policy makers, researchers, and practitioners from around the world concerned with improving the well-being of children through increased father involvement and strengthened families. This year’s conference theme is, ‘Reconnecting Fathers to Families: At Home and Abroad.’ The conference theme reflects the conference’s international focus established 10 years ago, emphasizing the need to strengthen father involvement and improve child well-being around the world.... The 10th Annual International Fatherhood Conference will offer 40 workshops, which have been designed to help people be effective service providers and parents to children. Also, the conference will recognize 50 fathers who have been outstanding role models to their children and families and exemplary community members from across the country as Favorite Fathers of 2008.”]

For more information and to register: <http://www.fatherhoodconference.com/>

**Webinar: The Illinois Infant-Toddler Set-Aside and the Nebraska Endowment: Lessons Learned. By the Zero to Three Policy Center. June 5, 2008. 11:00 a.m. Duration: 1 hour, 15 minutes.**

[“The Zero to Three Policy Center invites you to join us on Thursday, June 5, at 2:00 pm eastern (1:00 pm central, 12:00 pm mountain, and 11:00 am pacific) for a webinar/web-based conference call on financing for programs serving infants and toddlers. This webinar will feature the lessons learned from the implementation of an infant-toddler set-aside in Illinois' early childhood block grant and the establishment of an early childhood endowment fund in Nebraska. [Click here to register!](#) A recording of the webinar and supporting materials will be posted on the Zero to Three website at <http://www.zerotothree.org/policywebinars> for those who are unable to attend the live event.”]

For more information:

[http://www.zerotothree.org/site/DocServer/Financing\\_Webinar\\_Posting\\_on\\_Website.pdf?docID=5341](http://www.zerotothree.org/site/DocServer/Financing_Webinar_Posting_on_Website.pdf?docID=5341)

**Teaching Tolerance Grants. By Tolerance.org, a web project of the Southern Poverty Law Center, Montgomery, Alabama.**

[“Grants for Schools and Districts. Teaching Tolerance offers grants of up to \$10,000 for programs that engage collaboration between educators, researchers, parents/guardians and student groups that aim to equalize students' experience in schools. Such programs might include: ... Consistent educational experience for migrant, homeless, or foster-care students; Special education advocacy, with emphasis on parent and students' rights; Prejudice reduction efforts in racially isolated schools....”]

For more information: <http://www.tolerance.org/teach/grants/schoolgrants.jsp>

Upcoming conference reminder:

**First 5 California 2008 Annual Statewide Conference, May 21-23, 2008,  
Anaheim Marriott Hotel • 700 West Convention Way • Anaheim, CA 92802.**

<http://www.cce.csus.edu/conferences/first5/08/>