



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/cffc/>.

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; csinfo@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

“Measures of Classroom Quality in Prekindergarten and Children’s Development of Academic, Language, and Social Skills.” By Andrew J. Mashburn and others. IN: Child Development, vol. 79, no. 3 (May/June 2008) pp. 732-749.

[“States are investing considerable amounts of money into delivering high-quality pre-kindergarten programs for 4-year-olds to help prepare them to enter school ready to learn. A new national study, led by University of Virginia researcher Andrew J. Mashburn, finds that these programs will benefit children most when they experience instructionally and emotionally supportive interactions with their teachers.... ‘We found that children developed greater academic and language skills in classrooms with higher-quality instructional interactions and greater social skills in classrooms with higher-quality emotional interactions,’ Mashburn said. ‘High-quality instructional interactions occur when teachers provide children with feedback about their ideas, comment in ways that extend and expand their skills, and frequently use discussions and activities to promote complex thinking.... High-quality emotional interactions include frequent displays of positive emotions and a teacher who is sensitive to children's needs, interests, motivations and points of view, he added. Teachers who provide high emotional support smile and laugh with children, are enthusiastic and provide comfort and assistance to children. In contrast, pre-K teachers' level of education and field of study, class size and child-to-

teacher ratio were not directly associated with children's academic, language and social development. However, these features of pre-K programs may benefit children if they improve the quality of emotional and instructional interactions that children experience.” UVa Today (May 15, 2008.)]

Full-text at:

<http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-8624.2008.01154.x>

Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs. By the Institute for Women’s Policy Research. (The Institute, Washington, DC) 2008. 44 p.

[This report “estimates the costs of quality improvements in public and private pre-kindergarten settings in the United States at varying levels of quality. The report adapts a cost estimation model developed by the Institute for Women’s Policy Research and Early Childhood Policy Research to determine a per-child-hour estimate that can serve as a tool for policymakers, program administrators, and others in determining the levels of investment needed to adequately fund different quality improvements. The report is part of IWPR’s ongoing pre-k cost estimations, which aide states in building high-quality pre-k systems for preschool-age children across the country.”]

Full-text at: <http://www.iwpr.org/pdf/G718preknow.pdf>

County Preschool Cost Estimator. By American Institutes for Research. (The Institutes, Washington, DC) 2007-2008. Interactive website.

[“AIR's County Preschool Cost Estimator is a user-friendly tool to assess the cost of phasing in access to preschool. While the tool is designed to focus on the cost of preschool at the local level, you can also use it to estimate the cost statewide. You can estimate the cost of a program available to all, or you can select a more targeted initiative, such as a program focused on children in low API school attendance areas, Title I school neighborhoods, or children from low-income families. You can use the tool to estimate the cost of implementing preschool at various projected participation rates. You can choose a timeframe for implementation that ranges from one to 10 years. You can also incorporate inflation, population growth, and infrastructure, such as facilities and workforce development.”]

Preschool Cost Estimator at:

<http://www.earlylearningsystems.org/budget-planning/estimator>

Building on the Promise: State Initiatives to Expand Access to Early Head Start for Young Children and their Families. By Rachel Schumacher and Elizabeth DiLauro. (Zero to Three, Washington, DC and Center for Law and Social Policy, Washington, DC) April 2008. 54 p.

[“Babies need good health, strong families, and positive early learning experiences to promote their healthy intellectual, social, and emotional development. However, as the poverty rate for children under age 3 continues to increase, a rising number of young children are going without these supports.... The federal Early Head Start program (EHS) was created to help minimize the disparities caused by poverty by supporting the healthy development of pregnant women and low-income infants and toddlers in the context of their families and communities.... Through interviews with state leaders, this study found 20 states that have taken action to expand and enhance EHS services for infants, toddlers, and their families.”]

Full-text at:

http://www.zerotothree.org/site/DocServer/Building_on_the_Promise_April_2008.pdf?docID=5281

Windows on Achievement and Inequality. By Paul E. Barton and Richard J. Coley. Policy Information Report. (Educational Testing Service, Princeton, New Jersey) April 2008. 48 p.

[“In this report, the authors begin with an exploration of how a child's development is affected by parent-child interactions during the child's earliest years of life. They then look at children in kindergarten and provide evidence of an already burgeoning gap between students. The authors next provide ways of looking at student performance and give examples of the kinds of knowledge and skills that students are likely to be able to demonstrate at particular test score levels. Finally, the authors provide a summative view of where U.S. students rank globally by summarizing results from international assessments.” OELA Newsline (summary adapted from publisher) May 9, 2008.]

Full-text at: <http://www.ets.org/Media/Research/pdf/PICWINDOWS.pdf>

A Day of Dialog: Closing the Gaps among Practitioners, Funders, Policymakers, and Researchers. Summary of Proceedings. A Forum Sponsored by the Children's Collabrium, June 5, 2007. By Wendy Wayne and Gary J. Kinley. (The Children's Collabrium, San Francisco, California) [n.d.] 14 p.

[“The Children's Collabrium built on the work of Dr. Jack Shonkoff, author of ‘From Neurons to Neighborhoods,’ by hosting a gathering of over 100 leaders in the field of early care and education (ECE) on June 5, 2007. The intent of the one-day conference was to encourage a dialogue about new directions for child development in the twenty-

first century. The Children's Collabrium has now released a summary of the day's proceedings.” Early Education in the News (May 19, 2008.)]

Full-text at: <http://www.thechildrenscollabrium.com/DayofDialogueFNL.pdf>

Cultivando el Hábito de la Lectura. ¡Cómo Hacer que la Lectura sea Activa y Divertida! / Cultivating Readers: Making Reading Active and Fun! By the National Center for Family Literacy. (The Center, Louisville, Kentucky) [n.d.] 12 p.

[“The National Center for Family Literacy (NCFL) has released a new resource printed in Spanish in conjunction with El día de los Niños, the holiday that recognizes children as the center of the Latino family. The publication, ‘Cultivating Readers’ or ‘Cultivando el hábito de la lectura,’ provides activities for parents to support their child's literacy, language and reading skills. NCFL thinks the resource will increase school readiness for infants and toddlers, preschoolers and students from kindergarten through third grade.” Natural Resources (May 14, 2008.)]

Spanish full-text at: http://www.familit.org/atf/cf/%7B3D0C0CE7-6FDA-40BA-88F3-AA78546501E7%7D/Cultivating%20Readers_NCFL_Spanish.pdf

English full-text at: http://www.familit.org/atf/cf/%7B3D0C0CE7-6FDA-40BA-88F3-AA78546501E7%7D/Cultivating%20Readers_NCFL_2008.pdf

IMPROVED FAMILY FUNCTIONING

The Impact of the Mortgage Crisis on Children. By Phillip Lovell and Julia Isaacs. (First Focus, Washington, DC) May 2008. 5 p.

[“We know that the mortgage crisis is wreaking havoc on the stock market, on the housing industry, and on our economy as a whole. But there are 2 million voiceless victims of this crisis about whom we hear little. Largely over the next two years, an estimated 2 million children will be directly impacted by the mortgage crisis as their families lose their homes due to foreclosures.... When foreclosures force children from their homes, their education is disrupted, their peer relationships crumble, and the social networks that support them are fractured. Indeed, their physical health, as well as their emotional health and well-being, is placed at risk.... Across the country, school districts are seeing spikes in the number of homeless children entering their classrooms, much of which is being attributed to the mortgage crisis.”]

Full-text at: <http://www.firstfocus.net/Download/HousingandChildrenFINAL.pdf>

Motivations of Parental Involvement in Children's Learning: Voices from Urban African American Families of Preschoolers. By Grace Hui-Chen Huang and

Kimberly L. Mason. IN: Multicultural Education, vol. 15, no. 3 (Spring 2008) 9 p. Posted on redOrbit (May 16, 2008.)

[“A growing body of research supports the view that parents' attitudes, behaviors, and activities related to children's education influences students' learning and educational success. Specifically, many studies have indicated strong positive correlations between parental involvement in their child's learning and academic achievement, better behaviors, accountability, social skills, and attendance.... At the preschool level, several studies show long-term benefits of parental involvement, such as children being retained in grades less frequently and demonstrating greater reading improvement.... Furthermore, parents also gained from their involvement. Their understanding and interaction with their children were improved as they became involved in the children's education.... Therefore, parental involvement creates a win-win situation for parents and their children.”]

Full-text at:

http://www.redorbit.com/news/education/1388328/motivations_of_parental_involvement_in_childrens_learning_voices_from_urban/

IMPROVED HEALTH

Safely Surrendered Baby Law: Stronger Guidance From the State and Better Information for the Public Could Enhance Its Impact. By the California Bureau of State Audits. Report No. 2007-124. (The Bureau, Sacramento, California) April 2008. 83 p.

[“This report concludes that, although the intent of the safe-surrender law is admirable, it does not impose sufficient requirements on any state agency to publicize its availability, thus potentially reducing the law’s effectiveness. Moreover, the State’s failure to provide consistent funding for promoting the law may further reduce its effectiveness. However, the Department of Social Services (Social Services) did conduct a media campaign from October 2002 to December 2003 to increase public awareness of the safe-surrender law. We also found that many counties have developed interesting approaches to increase public awareness of the law. Although Social Services’ initial efforts exceeded its statutory obligations, it has not developed any further goals for conducting additional activities to publicize the safe-surrender law because it believes it has fulfilled its minimal obligations. The department also stated that the ongoing awareness efforts at the local level, combined with the lack of an ‘alarming increase’ in the number of abandoned babies mitigate the need for additional efforts. However, our audit revealed that Social Services is using understated statistics on abandoned babies when it concludes that further efforts to heighten public awareness are unnecessary.” Elaine M. Howle, State Auditor.]

Full-text at: <http://www.bsa.ca.gov/pdfs/reports/2007-124.pdf>

Nourishing Development: A Report on Food Insecurity and the Precursors to School Readiness among Very Young Children. By Stephanie Ettinger de Cuba and others. (Children’s Sentinel Nutrition Assessment Program, Boston, Massachusetts) February 2008. 12 p.

[“Children from food insecure families are more likely to start school already behind in their development compared to children from more financially secure families. The larger the difference in school readiness skills at the start of school, the harder it is for children to catch up with their classmates.... Results summarized in this report showed that: - Underweight babies and toddlers are 166% more likely to be at developmental risk as compared to normal weight babies and toddlers. - Food insecurity places young children at developmental risk even before they are obviously underweight: - Babies and toddlers from food insecure families are 76% more likely to be at developmental risk than babies and toddlers from food secure families.”]

Full-text at: http://www.c-snap.org/upload/resource/nourishing_development_2_08.pdf

The Successful Integration of Health and Health Care into Broader Early Childhood Initiatives. Grantmakers for Children, Youth and Families 2007 Annual Conference. Summary of Institute Proceedings. By Molly A. Hicks. Sponsored by the Commonwealth Fund and the W.K. Kellogg Foundation. Issue Brief. (GCYF, Silver Spring, Maryland) April 2008. 11 p.

[“This Issue Brief summarizes proceedings of a 2007 GCYF Annual Conference Institute entitled ‘Multi-Sector Partnerships to Promote Children’s Healthy Development: Putting the Pieces Together’.... The institute featured representatives from four programs that have successfully integrated and linked health care with other systems and services to improve the health and well-being of young children and their families: the Centre for Community Child Health in Melbourne, Australia; the Children’s Board of Hillsborough County in Tampa, Florida; the Sooner SUCCESS Family Partnership in Oklahoma; and the Children’s Fund of Connecticut and its subsidiary, the Child Health and Development Institute. In addition to describing the individual initiatives, this brief reports on common characteristics across these initiatives and provides some initial recommendations on roles that practitioners, policymakers, and funders can play in linking services and supports across sectors and in forging public-private partnerships to support the healthy cognitive, emotional, and social development of all children.”]

Full-text at: http://www.gcyf.org/usr_doc/GCYFinstIssueBrief4-08.pdf

Addressing the Health Care Needs of Foster Care Children. By Shadi Houshyar. (First Focus, Washington, DC) May 2008. 7 p.

[“Children who have been abused or neglected often have a range of unique physical and mental health needs, physical disabilities and developmental delays, far greater than other high-risk populations. For instance, foster children are more likely than other Medicaid children to experience emotional and psychological disorders and have more chronic medical problems. In fact, studies suggest that nearly sixty percent of children in foster care experience a chronic medical condition, and one-quarter suffer from three or more chronic health conditions. In addition, nearly 70% of children in foster care exhibit moderate to severe mental health problems, and 40% to 60% are diagnosed with at least one psychiatric disorder. This policy brief highlights a number of critical health concerns and policies impacting children in the foster care system.”]

Full-text at: <http://www.firstfocus.net/Download/FosterCareHealth.pdf>

U.S. Variations in Child Health System Performance: A State Scorecard. By Katherine Shea and others. (The Commonwealth Fund, New York, New York) May 2008. 71 p.

[“The first-ever state-by-state health system ‘scorecard’ to focus on children's health care finds wide differences across the country in the quality of care delivered, as well as disparities in access to services, insurance costs, and health outcomes, among other areas. According to The Commonwealth Fund report... millions more children would have insurance and adequate health care, and would avoid developmental delays, if all states performed as well as the top states. Leading the state rankings are Iowa, Vermont, Maine, Massachusetts, and New Hampshire.... States are ranked on 13 indicators of access, quality, costs, equity, and healthy outcomes. While no single state performed at the top across all categories, some states far surpassed others. Still, there is room for improvement in even the highest ranked states, the authors found.” Commonwealth Fund E-Alert (May 28, 2008.)]

Executive Summary: 7 p.

http://www.commonwealthfund.org/usr_doc/Shea_Child_Score_ES_05-29-08.pdf?section=4039

Full-text at:

http://www.commonwealthfund.org/usr_doc/Scorecard_child_05-27-08.pdf?section=4039

Chartpact: 23 p.

http://www.commonwealthfund.org/usr_doc/Shea_USvariationschildhlthstatescorecard_figures.pdf?section=4039

IMPROVED SYSTEMS OF CARE

Child Care Budget and Policy Priorities. By the Child Care Law Center and others. (The Center, San Francisco, California) May 2008. 20 p.

[“In October 2007, the child care work group convened for its sixth annual meeting.... Participants throughout the process have included staff from local resource and referral agencies, parents, local planning coordinators, both center based and family home child care providers, advocates, staff from the alternative payment programs, higher education faculty, labor, and other professionals.... Several overarching themes developed this year. Virtually every group discussed both how to integrate preschool into the early care and education system and how to improve access and quality for children 0-3.... Participants recognized the need for long-term planning and created several goals that encouraged planning at all levels. One important opportunity that was discussed was the 2009 State Plan that CDE must submit to the federal government in order to secure federal funding. Participants also recognized and supported the need for maintaining and expanding current funding even in hard financial times. This included additional resources for Community Care Licensing, reauthorization of teacher and provider support programs like AB 212 and CARES and investment in both subsidies and inclusion of children with special needs. This report outlines the collective vision developed by the group. This vision forms the basis for recommendations for 2008.”]

Full-text at: <http://www.childcarelaw.org/docs/2008%20Work%20Group%20Report.pdf>

The AFCARS Report: Preliminary FY 2006 Estimates as of January 2008. Adoption and Foster Care Analysis and Reporting System (AFCARS) Report. No. 14. (U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Washington, DC) 2008. 8 p.

[“Just in time for Foster Care Month, the federal Children's Bureau offers the latest national statistics on adoption and foster care in its Adoption and Foster Care Analysis and Reporting System (AFCARS) Report. Among the findings: - The number of children in foster care dropped from 513,300 in 2005 to 510,000 in 2006. - During the same time period, there was a significant increase in the termination of parental rights for children in foster care.” CFK Update (May 14, 2008.)]

Full-text at: http://www.acf.hhs.gov/programs/cb/stats_research/afcars/tar/report14.pdf

Additional adoption and foster care statistics:

http://www.acf.hhs.gov/programs/cb/stats_research/index.htm#afcars

Credentials for the Infant/Toddler Child Care Workforce: A Technical Assistance Tool for Child Care and Development Fund Administrators. (National Infant and Toddler Child Care Initiative, Zero to Three, Washington, DC) [2007] 52 p.

[“States and territories are increasing the availability of infant/toddler coursework and training, and are formally recognizing professional achievement of infant/toddler caregivers through credentials, certificates, certification, or endorsements. ‘Credentials for the Infant/Toddler Child Care Workforce’ is a fact sheet from the National Infant and Toddler Child Care Initiative at Zero to Three that provides a list of states that have or are developing credentials for infant/toddler caregivers and provides a description of each credential.” The Baby Monitor (May 27, 2008.)]

Full-text at: http://www.zerotothree.org/site/DocServer/ITC_TA_Tool.pdf?docID=4245

Community Care Licensing Division Update. By the California Department of Social Services. (The Department, Sacramento, California) May 2008. 11 p.

[This update includes information on safety, immunization requirements, TB testing, earthquake preparedness and licensed child care statistics.]

Full-text at: <http://ccl.dss.cahwnet.gov/res/pdf/CCUpdate0508.pdf>

CONFERENCES AND FUNDING OPPORTUNITIES

Forum and Webcast - Taking Action for Children: Early Interventions to Prevent Abuse and Prepare for School Success. Thursday’s Child public policy forum, sponsored by the Chapin Hall Center for Children at the University of Chicago and the Urban Institute. June 5, 2008. Live audio webcast at 7:00 a.m. Pacific Time. Program length - 1.5 hours.

[“Join Chapin Hall and the Urban Institute for a Thursday's Child public policy forum to discuss school-success initiatives that support newborns, toddlers, and their parents. Panelists will analyze the complexities of enacting effective school-readiness policies and programs. The conversation will address what's behind the latest interest in such initiatives, the social and political environments needed for successful early learning centers and home visitation efforts, and the lessons states can draw from Illinois' recent experience.”]

For more information and to register:

<http://www.visualwebcaster.com/event.asp?id=48739>

Web conference: Improving Outcomes for Children through Performance-Based Contracting. Sponsored by the Chapin Hall Center for Children and the NGA Center for Best Practices. June 10, 2008. 10 a.m. Pacific Time. Program length: 1 hour.

[“For public and private child welfare agencies, the focus on outcomes for children has intensified in recent years. To help align the child welfare system's focus on outcomes

with how services are financed, more states are using performance-based contracting. With performance-based contracting, states shift incentives so that service providers find it easier to match the needs of children and families with the array of services offered. Despite this advantage, adopting a performance-based model poses significant policy, practice, and implementation challenges. Please join us as we explore these challenges and discuss the research that is helping to shape and refine performance-based contracting models. We will examine how Tennessee shifted its fiscal approach through performance-based contracting. We will also discuss how providers can implement a performance-based model and use outcomes data to improve services for children within their existing structure.”

For more information and to register:

<http://www.about.chapinhall.org/conferences/governing/conference.html>

In Harm's Way 2008: The Fatherhood Solution. Sponsored by First 5 LA and the Los Angeles County Department of Children and Family Services. June 12, 2008. Biltmore Hotel, Los Angeles, California.

[“In Harm's Way 2008: The Fatherhood Solution is bringing together professionals from across the broad spectrum of child and family services to learn the latest research, policies and practices aimed at increasing the involvement of fathers in the lives and upbringing of their children. Topics include the impact of war on fatherhood; incarcerated parents; children and divorce; family violence; policy and federal initiatives; evidence-based programs; bringing fatherhood programs to communities; and more.”]

For more information and to register: <http://www.childrensinstitute.org/inharmsway/>

Quality Rating and Improvement System Summit. Sponsored by the Orange County United Way, Los Angeles County Steps to Excellence Project and the California Association for the Education of Young Children. June 16, 2008. Sisters of Saint Joseph Conference Center, Orange, California.

[“The California Quality Rating and Improvement System Mobilization Summit is a collaboration between Orange County United Way, Los Angeles County Steps to Excellence Project and the California Association for the Education of Young Children. The QRIS Mobilization Summit is being held to raise awareness among state and local policymakers about the value of a statewide QRIS, raise public awareness about the current Quality Rating and Improvement Systems operating in California, and to mobilize for a statewide QRIS in California. Please RSVP by June 9th.”]

For more information and to register:

<http://www.kintera.org/AutoGen/home/Home.asp?ievent=271329&en=jkKNL1NOLkIRL7MUKcJMK3NTImKWJ9OMKfLYKkN2LyH>