



## 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](mailto: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

**Longitudinal Effects of the Arkansas Better Chance Program: Findings from Kindergarten and First Grade.** By Jason T. Hustedt and others. (National Institute for Early Education Research, Rutgers University, New Brunswick, New Jersey) May 2008. 37 p.

[“NIEER study finds positive effects for Arkansas Pre-K through 1st grade. Governor Mike Beebe has been lauding NIEER's latest findings from its long-term study of the Arkansas Better Chance (ABC) program. Recently released, the study found statistically significant effects of the ABC program for language at the end of the kindergarten year and for math and early literacy at the end of first grade.” NIEER Online Newsletter (June 3, 2008.)]

Full-text at: <http://nieer.org/resources/research/ArkansasLongitudinal.pdf>

**Improving Early Reading Skills for Children in Poverty. FPG Snapshot. No. 47. (FPG Child Development Institute, Chapel Hill, North Carolina) June 2008. 2 p.**

[“What if it takes more than quality teaching to help low-income children learn to read? Researchers from FPG Child Development Institute and the School of Education at The University of North Carolina at Chapel Hill found that classroom and school characteristics had a larger effect on student’s long-term reading abilities than the method of instruction or the child’s background.” NOTE: See below for full study this snapshot is based on, “The Ecology of Early Reading Development...”]

Full text at: <http://www.fpg.unc.edu/~snapshots/snap47.pdf?email=>

**“The Ecology of Early Reading Development for Children in Poverty.” By Kirsten Kainz and Lynne Vernon-Feagans. IN: The Elementary School Journal, vol. 107, no. 5 (May 2007) pp. 407-427.**

[“In this study we investigated reading development from kindergarten to third grade for 1,913 economically disadvantaged children from the Early Childhood Longitudinal Study-Kindergarten Cohort. Characteristics of the child, the family, classroom instruction, and school composition were used to model influences from multiple levels of children’s ecologies. The analytic model proposed that child and family characteristics (e.g., age at kindergarten entry, family literacy practices) would influence reading skills at kindergarten entry and rate of reading growth, whereas characteristics of classrooms and schools (e.g. comprehensive literacy instruction, racial and economic segregation) would constrain or enhance reading performance at specific times. Significant model parameters and effect sizes indicated that child and family characteristics were more predictive of initial reading skills than of reading development over time. Minority segregation in elementary schools was associated with lower student reading performance after accounting for child and family background, classroom instruction, and school-level poverty.” NOTE: The Ecology of Early Reading... is available for loan.]

**Bright Futures: Early Childhood Development in the States. Vol. 2, No. 1. (NGA [National Governors Association] Center for Best Practices, Washington, DC) Spring 2008. 7 p.**

[“This edition of ‘Bright Futures’ highlights governors who have made early childhood a priority in their 2008 State of the State Addresses. Other features of this edition include announcements of recent publications and state grant awards. ‘Bright Futures: Early

Childhood Developments in the States' is an activity of the Birth to Five Policy Alliance and is supported by the Buffett Early Childhood Fund.”]

Full text at: <http://www.nga.org/Files/pdf/0806BRIGHTFUTURESNEWS.PDF>

**Science in Early Childhood Bilingual Classrooms. Classnotes Podcast. Episode 20. (Intercultural Development Research Association (IDRA), San Antonio, Texas) September 14, 2007. Podcast. Show length: 22:93 min.**

[“Thomas Friedman, author of ‘The World is Flat,’ points out that it takes 15 years to create a scientist or advanced engineer. And since Hispanics are dramatically underrepresented in science-related careers, and the immediate outlook does not show signs of this changing, experts like Dr. Rosalinda Barrera are calling for more focused attention to science in the early years. Young children's natural curiosity is ripe to be used as a basis for learning, understanding and enhancing science concepts. And science discovery can also further language development among English language learners. In a presentation at the Annual IDRA La Semana del Niño Early Childhood Educators Institute, Dr. Barrera, dean of the College of Education at Texas State University in San Marcos, draws a vivid picture of the need for schools to actively integrate science instruction into the earliest grades for second language learners.”]

Podcast at:

[http://www.idra.org/Podcasts/Resources/Science\\_in\\_Early\\_Childhood\\_Bilingual\\_Classrooms/#links](http://www.idra.org/Podcasts/Resources/Science_in_Early_Childhood_Bilingual_Classrooms/#links)

## **IMPROVED FAMILY FUNCTIONING**

**No Time for Complacency: Teen Births in California. By Norman A. Constantine and others, Public Health Institute, Center for Research on Adolescent Health and Development. (The Institute, Oakland, California) Spring 2008. 6 p.**

[“The teenage birthrate in California increased in 2006 for the first time in 15 years and costs taxpayers \$1.7 billion a year - or \$2,493 per baby, according to a report... by the Oakland-based Public Health Institute.... Teen health experts said the increase can't be attributed to one factor; likely causes include higher poverty rates statewide and a growing teenage population. Funding for sex education has not grown fast enough to keep up with the increasing number of teenagers, public health officials said. The costs to individual families can be devastating. Girls who give birth as teenagers are usually less educated than their peers, make less money, are more likely to be single moms, and run a higher risk of having a baby with health problems, public health officials say.” San Francisco Chronicle (May 21, 2008.)]

Full text at: <http://teenbirths.phi.org/2008TeenBirthsReport.pdf>

**What is Orange County Doing about Teenage Pregnancies? By the Orange County Grand Jury. (The Jury, Santa Ana, California) May 29, 2008. 9 p.**

[“Teenage parents are not aware of many of the public and nonprofit programs that are intended to help them, according to an Orange County Grand Jury report.... The Grand Jury found that ‘there are a significant number of programs but there is a lack of awareness by teenagers and their parents about the programs being offered.’ The most successful program, it found, is threatened by state budget cuts, increasing the need for local schools and health agencies to improve their services.... The Grand Jury focused on four programs offering services to pregnant teens and teen parents. The largest of these is the California School Age Families Education program. The Grand Jury reported that the program is successful, but is under-promoted and threatened by budget reductions at the state level.” Orange County Register (May 29, 2008.)]

Full text at: <http://www.ocgrandjury.org/pdfs/teenpreg/teen-preg.pdf>

**Talking to Children, Why some Mothers do it more. FPG Snapshot. No. 53. (FPG Child Development Institute, Chapel Hill, North Carolina) May 2008. 2 p.**

[This study “found that mothers with lower education spoke to their children less frequently, used smaller vocabularies, and used less complex language in talking with their children. However, the mother’s parenting style was more significant. Mothers who had knowledge of child development, regardless of their income or education level, spoke more frequently and complexly to their children. These mothers were responsive and supportive when engaging their children. Teaching mothers about child development may be an important way ultimately to improve children’s language development.... The study demonstrates that mothers can help children overcome some of the risks to language development associated with poverty.” NOTE: For the citation to the study this snapshot is based on see “Predictors of Maternal Language...” under “Studies to Come.”]

Full text at: <http://www.fpg.unc.edu/~snapshots/snap53.pdf?email=>

**“What Works” in Fatherhood Programs? Ten Lessons from Evidence-Based Practice. By Jacinta Bronte-Tinkew and others. NRFC Practice Briefs. (National Responsible Fatherhood Clearinghouse, Administration for Children and Families, U.S. Department of Health and Human Services, Gaithersburg, Maryland) [n.d.] 10 p.**

[“An increasing number of programs focus on improving fathers' involvement with children and families. What features of fatherhood programs really matter? A new National Responsible Fatherhood Clearinghouse brief authored by Child Trends examines experimental evaluations of fatherhood and parenting programs to identify ten promising practices:

- Teaching methods and materials that are culturally appropriate for fathers being served.

- Staff members who believe in the program and have relevant training and coaching.
- A high staff-participant ratio.
- One-on-one relationships between staff and participants.
- Clear, specific program goals.
- Theory-based approaches that have influenced parenting behaviors in other contexts.
- Varied teaching methods that focus on fathers as individuals.
- Sufficient time to complete important core program activities.
- Incentives to engage fathers and families.
- Curricula replicated with fidelity.” Child Trends E-Newsletter (June 5, 2008.)]

Full text at:

<http://peerta.acf.hhs.gov/uploadedFiles/NRFC%20Promising%20Practices%20Brief%20%231.pdf>

**Elements of Promising Practice for Fatherhood Programs: Evidence-Based Research Findings on Programs for Fathers. By Jacinta Bronte-Tinkew and others. (National Responsible Fatherhood Clearinghouse, Administration for Children and Families, U.S. Department of Health and Human Services, Gaithersburg, Maryland) August 15, 2007. 184 p.**

[“The increased interest in programs that promote responsible fatherhood and the limited information currently available on the services provided and effectiveness of these programs has generated interest in the systematic evaluation of such programs. Not surprisingly, individuals who run and are involved in fatherhood programs have one principal question: ‘What really works in fatherhood programs?’ The current research review helps to answer this question.”]

Full text at:

<http://basis.caliber.com/cwig/ws/library/docs/fatherhd/Blob/62423.pdf?rpp=-10&upp=0&m=1&w=NATIVE%28%27TI+ph+is+%27%27elements+of+promising+practice+for+fatherhood%27%27%27%29&r=1&order=native%28%27year%2FDescend%27%29>

**The Child Tax Credit Gap: A Snapshot of Families Left Out. By First Focus. (First Focus, Washington, DC) May 2008. 2 p.**

[“A new First Focus brief... provides an interesting look at the working families who are unable to claim any part of the Child Tax Credit (CTC), one of the most important family-friendly tax provisions in the federal tax code. Currently the CTC excludes many low-income working families entirely, and many others are prevented from benefiting in full because the income floor, above which families can begin claiming a refund, is set too high and continues to grow each year. Fortunately, the House of Representatives recently passed legislation (HR 6049, the Energy and Tax Extenders Act of 2008) that would lower the income floor and allow more families to benefit. In fact, the families of

more than 3 million children would become newly eligible for the CTC if this legislation were signed into law.... The Senate will take up the issue in the coming weeks.” This brief includes state-by-state breakdowns. In Focus (June 9, 2008.)]

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

**Improving the Refundable Child Tax Credit: An Important Step toward Reducing Child Poverty. By Aviva Aron-Dine. (Center on Budget and Policy Priorities, Washington, DC) Revised May 19, 2008. 7 p.**

[“Because of their potential impact in reducing child poverty and hardship, proposals to improve the refundable Child Tax Credit have garnered significant bipartisan support.... Some 6 million children in working-poor families are currently barred from receiving the Child Tax Credit, a \$1,000 per-child tax benefit. An additional 10 million children in low-income working families receive only a partial Child Tax Credit. Families need earnings well above the poverty line - and even farther above what fulltime minimum-wage work pays - to qualify for the full credit. A single parent with two children would need earnings of at least \$22,630 in 2008 to receive the full benefit. Because of its current structure, the Child Tax Credit leaves out the very children whose families face the greatest financial hardship.”]

Full text at: <http://www.cbpp.org/10-24-07tax.pdf>

**Families Helped by the Child Tax Credit Expansion Work Hard in Low-Paying Jobs: Nursing Home Aides, Cooks, Pre-School Teachers, and Construction Workers Would Get a Boost. By Sharon Parrott and Arloc Sherman. (Center on Budget and Policy Priorities, Washington, DC) Revised May 19, 2008. 3 p.**

[“The tax ‘extenders’ bill adopted last week by the House Ways and Means Committee (H.R. 6049) would temporarily expand the Child Tax Credit by lowering the earnings threshold that families must meet to qualify for the refundable portion of the credit. Under the bill, families would qualify for a refundable CTC if their earnings exceeded \$8,500; under current law, by contrast, families must have earnings above \$12,050 in 2008 to qualify for the refundable child tax credit. According to the Tax Policy Center, this provision would benefit 13 million children - including 2.9 million children who would become newly eligible for the benefit and 10.1 million children who would see their CTC increased due to this provision. Families that are ‘newly eligible’ are those with incomes between \$8,500 and \$12,050. A broader group of low-income families would see their CTC increase as a result of this provision, because the size of their credit is based on the amount by which the family’s earnings exceed the threshold.”]

Full text at: <http://www.cbpp.org/5-15-08tax.pdf>

## IMPROVED HEALTH

**Toxic Baby Furniture: The Latest Case for Making Products Safe from the Start.**  
By Travis Madsen, Frontier Group and Rachel Gibson, Environment California  
Research and Policy Center. (The Center, Los Angeles, California) May 2008. 38 p.

[“Baby nursery cribs, changing tables, and dressers can emit formaldehyde at levels linked with increased risk of childhood allergies and asthma, according to a ... report... by Environment California Research and Policy Center. In ‘Toxic Baby Furniture: The Latest Case for Making Products Safe from the Start,’ Environment California Research and Policy Center worked with an independent laboratory to determine whether formaldehyde emissions from common baby nursery furnishings significantly contribute to indoor air pollution. ‘One toxic chemical after another, we’re finding them in our children’s products at levels known to contribute to significant health problems ranging from asthma to cancer. Unfortunately, formaldehyde is just the latest example,’ said Rachel Gibson, report co-author and staff attorney for Environment California. ‘Right now, through the Green Chemistry Initiative, California has the opportunity to provide real protections to children by requiring the replacement of toxic chemicals with safer alternatives.’” Environment California Research and Policy Center Press Release (May 6, 2008.)]

Full text at:

<http://www.environmentcalifornia.org/uploads/m6/Hu/m6HuxW63GdfLMPTZJkzB2A/Toxic-Baby-Furniture---The-Latest-Case-for-Making-Products-Safe-from-the-Start.pdf>

**“The Language Spoken at Home and Disparities in Medical and Dental Health, Access to Care, and Use of Services in U.S. Children.”** By Glenn Flores and Sandra C. Tomany-Korman. IN: *Pediatrics*, vol. 121, no. 6 (June 2008) pp. e1703-e1714.

[“Fifty-five million Americans speak a non-English primary language at home, but little is known about health disparities for children in non-English-primary-language households. Our study objective was to examine whether disparities in medical and dental health, access to care, and use of services exist for children in non-English-primary-language households.... Results. Children in non-English-primary-language households were significantly more likely than children in English-primary-language households to be poor (42% vs 13%) and Latino or Asian/Pacific Islander. Significantly higher proportions of children in non-English-primary-language households were not in excellent/very good health (43% vs 12%), were overweight/at risk for overweight (48% vs 39%), had teeth in fair/poor condition (27% vs 7%), and were uninsured (27% vs 6%), sporadically insured (20% vs 10%), and lacked dental insurance (39% vs 20%). Children in non-English-primary-language households more often had no usual source of medical care (38% vs 13%), made no medical (27% vs 12%) or preventive dental (14% vs 6%)

visits in the previous year, and had problems obtaining specialty care (40% vs 23%)....  
Conclusions. Compared with children in English-primary-language households, children in non-English-primary-language households experienced multiple disparities in medical and oral health, access to care, and use of services.”]

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/121/6/e1703>

**“Prevalence of Vitamin D Deficiency among Healthy Infants and Toddlers.” By Catherine M. Gordon and others. IN: Archives of Pediatric and Adolescent Medicine, vol. 162, no. 6 (June 2008) pp. 505-512.**

[“Many young children do not get enough vitamin D, an often invisible deficiency that can show up later as broken bones or a weakened immune system prone to disease, researchers said.... Two out of five U.S. children aged 8 months to 2 years who took part in a 380-patient study at Children's Hospital Boston had less-than-optimal blood levels of vitamin D. The main risk factors were not drinking enough fortified milk, not taking vitamins and being overweight, said the report.... The study adds to a growing body of evidence that vitamin D, made when sunlight hits the skin and used to fortify many foods, is important for preventing chronic diseases. It is key to maintaining strong bones but has also been linked with a lower risk of cancer, artery disease and even kidney disease.” Reuters (June 2, 2008.)]

Full text at: <http://archpedi.ama-assn.org/cgi/reprint/162/6/505>

**“Increasing Caloric Contribution from Sugar-Sweetened Beverages and 100% Fruit Juices among U.S. Children and Adolescents, 1988-2004.” By Y. Claire Wang and others. IN: Pediatrics, vol. 121, no. 6 (June 2008) pp. e1604-e1614.**

[A study “by researchers at Columbia University Mailman School of Public Health found that sugar-sweetened beverages (SSBs) are an increasingly large part of children and teens' diets.... Comparing data from two time periods, 1988-1994 and 1999-2004, the study showed that over-consumption of sugary beverages is widespread.... The study also showed that the number of SSB calories consumed by children ages two to five and six to 11 increased from the previous decade. In particular, the study shows that children ages six to 11 consumed 20 percent more calories from sugar-sweetened beverages in 1999-2004 compared with the 1988 to 1994 period. The study also noted a more rapid increase in SSB calorie consumption among Black and Mexican American youth.... Growing evidence indicates that sugar-sweetened beverage consumption in children and teens may be contributing to rising obesity rates in the United States. A 2006 Pediatrics study published by the same authors indicates that there is an energy gap contributing to the obesity epidemic. This energy gap - or the imbalance between the calories children take in each day and the calories they expend to support normal growth, physical activity, and body function - is about 110-165 excess calories per day.” Columbia University Mailman School of Public Health Press Release (June 2, 2008.)]

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/121/6/e1604>

**A Plan to Promote Early Childhood Social and Emotional Health through Professional Development. By Smart Start Colorado. (Smart Start Colorado Office of Professional Development, Denver, Colorado) August 2007. 40 p.**

[“Colorado Puts Forth a Plan to Promote Social and Emotional Health in Young Children. The Smart Start Colorado Office of Professional Development recently released a strategic plan to promote the social and emotional development of young children through the professional development of the early childhood field. The plan was guided by a statewide council consisting of multidisciplinary early childhood experts from both the public and private sectors. The council helped to identify seven professional development goals to promote social and emotional health in young children, as well as multiple strategies and specific action steps to be taken to achieve each goal.... Throughout the summer, the Office of Professional Development will work to vet the strategic plan with other states and local communities, and continue to implement the plan's goals.” The Baby Monitor (June 9, 2008.)]

Full text at:

<http://www.smartstartcolorado.org/professionals/documents/SmartStartPlan4-01-08n.pdf>

**One in Three Young Children Do Not Get Regular Dental Care. By Nadereh Pourat. UCLA Health Policy Fact Sheet. (UCLA Center for Health Policy Research, Los Angeles, California) April 2008.**

[“Nearly one-third of young California children ages 1–11 (29% or 1.74 million) had not visited a dental provider in the past year, including 24% who had never visited a dental provider and 5% with a visit more than one year ago. All children by age one should visit a dental provider at least annually to obtain essential preventive dental care.”]

Fact Sheet - Findings by California Assembly Districts: 2 p.

[http://www.healthpolicy.ucla.edu/pubs/files/Assembly\\_Dental\\_FS\\_0408.pdf](http://www.healthpolicy.ucla.edu/pubs/files/Assembly_Dental_FS_0408.pdf)

Fact Sheet - Findings by California Senate Districts: 2 p.

[http://www.healthpolicy.ucla.edu/pubs/files/Senate\\_Dental\\_FS\\_0408.pdf](http://www.healthpolicy.ucla.edu/pubs/files/Senate_Dental_FS_0408.pdf)

## **IMPROVED SYSTEMS OF CARE**

**Child Care and Transit: Making the Link in California. By Local Investment in Child Care (LINCC) and the Child Care Coordinating Council of San Mateo County. (LINCC, San Mateo, California) 2008. 46 p.**

[“This study assesses the impact of child care location on parents’ use of public transit. Looking at child care centers in California within 1/3 of a mile of transit stations, it identifies factors that influence transit use and offers recommendations to strengthen this connection and expand transportation choices for working families.”]

Research Summary: 2 p.

<http://www.lincc-childcare.com/docManager/1000000173/Child%20Care%20Transit%204-pager.pdf>

Full text:

<http://www.lincc-childcare.com/docManager/1000000172/Child%20Care%20Transit%20Final%20Report.pdf>

**“Impact of Kinship Care on Behavioral Well-being for Children in Out-of-Home Care.” By David M. Rubin and others. IN: Archives of Pediatrics and Adolescent Medicine, vol. 162, no. 6 (June 2008) pp. 550-556.**

[“Children removed from their homes due to mistreatment have fewer behavioral problems if they're placed with relatives - called kinship care - than if they're placed in foster care, a new study says. The study, by researchers at Children's Hospital of Philadelphia, looked at 1,309 children who entered out-of-home care between 1999 and 2000. Of those children, 599 were placed in kinship care, and 710 were placed in foster care. Of those in foster care, 17 percent moved to kinship care after at least one month in foster care. Interviews were conducted with the children, caregivers, birth parents, child welfare workers and teachers at the start of the study and again at 18 months and 36 months later. The study found that 32 percent of children immediately placed in kinship care had behavioral problems 36 months later, compared with 39 percent of children who moved from foster care to kinship care, and 46 percent of children who stayed in foster care. Children in kinship care were less likely to change placements frequently. At 36 months, 58 percent of those in kinship care had achieved a sustained placement or were reunified with their parents, compared with 32 percent of children in foster care. The study also found that 58 percent of children who started in foster care but switched to kinship care reunified with their parents within 45 days, compared with 40 percent of children who stayed in foster care.” HealthDay News (June 2, 2008.)]

Full text at: <http://archpedi.ama-assn.org/cgi/reprint/162/6/550>

**State Indicators for Early Childhood. Project Thrive Short Take No. 7. (National Center for Children in Poverty, New York, New York) 2008. 8 p.**

[“Virtually all State Early Childhood Comprehensive System Initiatives have adopted or identified indicators for monitoring program performance and child outcomes related to early childhood systems. These are primarily based on nationally recommended indicators or on state initiatives. However, although a functional set of indicators is

needed to monitor progress of ECCS initiatives across the states, there is no one overarching set of indicators consistently being used. The challenge for states' ECCS leadership is to select an indicator set that is both comprehensive enough to monitor system developments and specific and limited enough to be useful and manageable. This Short Take reviews the characteristics of good indicators and proposes 36 indicators, based on a review of the literature, an analysis of key national indicator sets, and a comparative review of indicators set out in State ECCS reports and plans.”]

Full text at: [http://www.nccp.org/publications/pdf/text\\_822.pdf](http://www.nccp.org/publications/pdf/text_822.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.]*

**“Predictors of Maternal Language to Infants during a Picture Book Task in the Home: Family SES, Child Characteristics and the Parenting Environment.” By Lynne Vernon-Feagans and others. IN: The Journal of Applied Developmental Psychology, vol. 29, no. 3 (May 2008) pp. 213-226.**

[“Just as exposing children to books helps develop their interest in reading; talking to children helps develop their language abilities.... This study looked at whether child and maternal characteristics were important in predicting how mothers speak to their children. It also considered if family dynamics might be causing the link between poverty and maternal language.” NOTE: Predictors of Maternal Language... will be available for loan.]

**“The Evaluation of Tailored and Web-Based Information for New Fathers.” By Richard Fletcher and others. IN: Child: Care, Health and Development, vol. 34, no. 4 (July 2008) pp. 439–446.**

[“In spite of the accumulating evidence highlighting the importance of fathers to the well-being of their families, fathers rarely access and utilize ‘parenting’ information. Tailored information for fathers delivered via email and Internet may provide an alternate route for support for fathers. This study aimed to assess father's readiness to utilize electronic information tailored to father's role. Methods. Two hundred and fifty-three fathers from antenatal classes in two Australian cities were offered email and web-based information on seven topics: baby play, breastfeeding, post-natal depression, father-infant bonding, sex after birth, work-family balance and fussy babies.... Results. Most respondents were from managerial, professional or skilled occupations and had higher educational qualifications than the general population of fathers. The most popular topics were those that related to father-infant interaction (baby games and father-infant bonding), and the least popular were breastfeeding and sex after the birth. Respondents rated the

information as satisfactory and most (78%) indicated that it changed their approach to fathering. Although the websites provided were available through the Internet, few fathers had previously accessed them. Conclusions. Information tailored to new father's perspectives provided through email or Internet may increase new fathers' access to useful knowledge and support.” NOTE: The Evaluation of Tailored... will be available for loan.]

## CONFERENCES AND FUNDING OPPORTUNITIES

**Grant opportunity: Supporting Evidence-Based Home Visitation Programs to Prevent Child Maltreatment. Offered by the Administration for Children and Families, U.S. Department of Health and Human Services. Program office: Administration on Children, Youth and Families, Children's Bureau. Due date for applications: July 21, 2008.**

[“These funds will support competitive grants to States, Tribes, and other eligible entities to support the infrastructure needed for the widespread adoption, implementation and sustaining of evidence-based home visitation programs. Funds will be used for efforts to expand and enhance home visitation programs based on proven effective models.... Anticipated Number of Awards: 1-21. Ceiling on Amount of Individual Awards: \$500,000 per budget period. Floor on Amount of Individual Awards: \$100,000 per budget period.... Length of Project Periods: 60-month project with five 12-month budget periods.”]

For more information:

<http://www.acf.hhs.gov/grants/open/HHS-2008-ACF-ACYF-CA-0130.html>

**Grant to establish a National Quality Improvement Center (QIC) on Preventing the Abuse and Neglect of Infants and Young Children. Offered by the Administration for Children and Families, U.S. Department of Health and Human Services. Program office: Administration on Children, Youth and Families, Children's Bureau. Due date for applications: July 14, 2008.**

[“The purpose of this program announcement is to award a cooperative agreement to establish a National Quality Improvement Center (QIC) on Preventing the Abuse and Neglect of Infants and Young Children. The QIC will work to improve the social, physical, behavioral, cognitive, and emotional well-being of children zero to five years old, and their families, who are at risk of abuse and neglect, including those infants and young children impacted by substance abuse and/or HIV/AIDS, by fostering collaborative research and demonstration projects across the child abuse prevention, child welfare, early childhood, and other health, education, and social service systems.... Anticipated number of awards: 1, Ceiling on amount of individual awards: \$1,700,000. Eligible Applicants:

- State governments

- County governments
- Public and State-controlled institutions of higher education
- Non-profits with 501(c)(3) IRS status (other than institutions of higher education)
- Non-profits without 501(c)(3) IRS status (other than institutions of higher education)
- Private institutions of higher education
- For-profit organizations (other than small businesses)
- Small businesses
- Special district governments.”]

For more information:

<http://www.acf.hhs.gov/grants/open/HHS-2008-ACF-ACYF-CA-0044.html>

**Grant opportunity - Faith-based Advocacy: Galvanizing Communities to End Childhood Obesity. Offered by the Robert Wood Johnson Foundation. Deadline for proposals: July 25, 2008.**

[“Through this solicitation, RWJF is interested in supporting faith-based coalitions to advance community policies or environmental changes that improve access to healthy foods and/or opportunities for physical activity. We are particularly interested in efforts that reach children at greatest risk for obesity, including African-American, Latino, Native American, Asian American and Pacific Islander children who live in low-income communities or communities with limited access to affordable healthy foods and/or safe opportunities for physical activity.... Approximately 20–25 grants will be awarded. Each grantee will receive up to \$225,000 for 24 months. All grants will be 24 months in duration.”]

For more information and to apply:

<http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20381&c=EMC-FA138>

**16th Annual National Two-Way Bilingual Immersion Program Summer Conference. Beyond Borders: Creating Global Citizens. Sponsored by 2-Way CABE. Hyatt Regency Newport Beach, Newport Beach, California. June 30 - July 3, 2008.**

[“2-Way CABE, an affiliate of the California Association for Bilingual Education (CABE), is an organization dedicated to advocating for and assisting with the planning and implementation of quality two-way bilingual immersion programs. Two-way bilingual immersion (TWBI) programs integrate language minority (English learners) and language majority (English proficient) students for the purpose of developing bilingualism and biliteracy.” “Conference Highlights. - New Program Pre-Conference

Institute: Planning and Implementing TWBI - Creating Global Citizens...- Beyond Bilingualism to Multilingualism.... - Acquiring the 3rd Goal of TWBI: Cultural Competence - Preschool and TWBI.”]

For more information and to register: <http://www.bilingualeducation.org/2waycabe/>

**12<sup>th</sup> Annual Birth to Three Institute. Sponsored by the Office of Head Start. August 4-7, 2008. Marriott Wardham Park Hotel, Washington, DC.**

[“This year’s theme is ‘A world of Difference for All Infants, Toddlers and Families.’ The early years matter! We each have a unique and vital role to play in identifying the challenges related to providing quality services to diverse infants, toddlers and their families.... The Institute provides an opportunity for participants to strengthen their knowledge and skills as professionals who help infants, toddlers and their families build a strong foundation for their lives.”]

For more information and to register: (Brochure in English and Spanish)  
[http://www.ehsnrc.org/PDFfiles/08%20BTT%20Registration%20Brochure%20\(2\).pdf](http://www.ehsnrc.org/PDFfiles/08%20BTT%20Registration%20Brochure%20(2).pdf)