



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Resources & Government Publications at (916-654-0081; 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

America's Vanishing Potential: The Case for PreK-3rd Education. By the Foundation for Child Development. (The Foundation, New York, New York) October 2008. 28 p.

[“An analysis of U.S. government statistics... shows that by the Fourth Grade, less than one-third of all American children are reading at or above grade level.... ‘This is an American tragedy. By the Fourth Grade, more than half of White and Asian American children cannot read at grade level,’ said Ruby Takanishi, President of the Foundation for Child Development. ‘For Latino, Black and American Indian children, the numbers are even worse - more than 80 percent cannot read at grade level by Fourth Grade.’ Children’s success must be built on a foundation of seamless learning during their earliest PreKindergarten to Third Grade (PreK-3rd) school years. Yet currently, most children experience a wide range of experiences that fail to align and connect learning successfully from year to year. ‘Our children are not failing to learn. Our schools are failing to teach them effectively,’ said Takanishi. ‘It is time for Americans to take

responsibility for guaranteeing a high-quality PreK-3rd education to this and future generations.” Foundation for Child Development, press release (October 22, 2008.)]

Full text at: http://www.fcd-us.org/usr_doc/AmericasVanishingPotentialFullReport.pdf

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State Early Care and Education Public Policy Developments. By the National Association for the Education of Young Children. (NAEYC, Washington DC) Fall 2008. 16 p.

[“Some states have experienced some setbacks during the last legislative session as a result of growing budget deficits - and additional states have made further cuts to their FY09 state budgets because of the economic downturn. Other states, however, did see significant developments in early care and education during the past legislative session. Governors and state legislatures did approve investments in a variety of areas including birth to five initiatives, prekindergarten and professional development.”]

Full text at: <http://www.naeyc.org/policy/state/pdf/State%20ECEPolicyDev.pdf>

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Ensuring Effective Teaching in Early Childhood Education through Linked Professional Development Systems, Quality Rating Systems and State Competencies: The Role of Research in an Evidence-Driven System. By Carollee Howes and others. (University of Virginia, National Center for Research on Early Childhood Education, Charlottesville, Virginia) 2008. 16 p.

[“Policy-makers, educators, and researchers have long assumed that a key to effective teaching in early childhood is the professional development of teachers, a process that can span formal educational experiences between high school and graduate school and include formal and informal training and mentoring experiences. One component of this effort to prepare and support effective teachers is state-wide Professional Development Systems (PDS), which is the set of requirements and procedures by which states determine who is qualified to teach and the mechanisms for preparing and qualifying teachers. More recent state efforts to improve teachers’ effectiveness and classroom experiences for children include Quality Rating Systems (QRS) and statements of Early Childhood Education Competencies (ECEC). QRS are mechanisms for defining the optimal conditions for caring for and preparing children for school, and for encouraging and rewarding improvement to higher levels.... ECEC are statements that define what teachers need to know and do in order to create optimal learning opportunities for children. PDS prepare teachers for these tasks.... In this paper we argue that PDS have to be better-integrated with QRS and ECEC in order to improve the delivery of ECE

services, and we specifically focus on the need for research that documents their integration, linkages, and subsequent effects on teacher performance.”]

Full text at:

<http://www.ncrece.org/wordpress/wp-content/uploads/2008/09/ncrecewhitepaper2008.pdf>

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Dual Language Learners in the Early Years: Getting Ready to Succeed in School. By Keira Gebbie Ballantyne, National Clearinghouse for English Language Acquisition, and others. (The Clearinghouse, Washington, DC) November 2008. 51 p.

[“This report reviews the literature on getting dual language learners ready for school. Dual language learners are children from 3-6 years old who are learning a second language while still acquiring their first. The report adopts the framework of the National Schools Readiness Indicators Initiative (NSRII), and looks at ways in which ready families, communities, services and schools can work together to get children ready to succeed in the early years of education. The report reviews demographic data on the conditions of early childhood, highlights research on instruction for young English language learners with a special focus on communicative skills and literacy, and reviews research on best practices in assessment for this population.” NCELA.]

Full text at: <http://www.ncela.gwu.edu/resabout/ecell/earlyyears.pdf>

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Practicing a Musical Instrument in Childhood is Associated with Enhanced Verbal Ability and Nonverbal Reasoning. By Marie Forgeard, Harvard Medical School, and others. IN: PLoS ONE, vol. 3, no. 10 (October 2008) 8 p.

[“Children who play a musical instrument for at least three years outperform children with no music training on verbal ability, U.S. researchers said. The study... found that children who study a musical instrument for at least three years outperform children with no instrumental training - not only in tests of auditory discrimination and finger dexterity, but on tests measuring verbal ability and visual pattern completion - skills not normally associated with music.” UPI.com (November 6, 2008.)]

Full text at:

<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0003566>

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IMPROVED FAMILY FUNCTIONING

Incarceration and the Family: A Review of Research and Promising Approaches for Serving Fathers and Families. By Mindy Herman-Stahl and others, RTI International. Prepared for the U.S. Department of Health and Human Services. (The Department, Office of the Assistant Secretary for Planning and Evaluation, Administration for Children and Families, Office of Family Assistance, Washington, DC) September 2008. 108 p.

[“Our review yields consistent themes that incarceration harms opportunities for marriage, increases the likelihood of marital/partner dissolution, and lessens the chances of father involvement. Women separated from their partners experience a host of daunting tasks, which may include single parenting; subsisting on a diminished income; facing social stigma, loneliness, and isolation; and dealing with the emotional turmoil of having a loved one incarcerated. Children may face similarly challenging ordeals, including feelings of abandonment, economic deprivation, changes in caregivers and residence, and increases in emotional problems. The reentry process is also marked by challenging family reintegration issues. The hardships of recreating life after prison and reestablishing family roles can strain emotional resources. Reconnecting with children after long separations is a difficult process. Yet, success in these endeavors has important implications for recidivism and family well-being. Our review of the literature suggests that access to family strengthening programs is often inconsistent and insufficient. However, promising approaches are emerging.”]

Full text at: <http://aspe.hhs.gov/hsp/08/MFS-IP/Incarceration&Family/report.pdf>

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“What Works” in Programs Serving Fathers Involved in the Criminal Justice System? Lessons from Evidence-Based Evaluations. By Jacinta Bronte-Tinkew and others. NRFC Practice Briefs. (National Responsible Fatherhood Clearinghouse, Gaithersburg, Maryland) September 2008. 7 p.

[“‘What works’ in programs serving incarcerated fathers and fathers involved in the criminal justice system? Between 1991 and 1999, the percentage of children with an incarcerated father increased by 58 percent.... When a father is incarcerated, there are repercussions not only for himself, but also for his spouse or partner, and most importantly for his children. With rising rates of incarceration, there has been an increased interest in developing programs that specifically address the needs of fathers in the criminal justice system. While expectations for programs to promote responsible fatherhood among fathers involved in the criminal justice system are high, information about which programs and practices are most effective is limited. Only rigorous evaluations of programs can provide evidence of whether or not programs have the desired effects. Fortunately, the existence of several rigorous evaluations of recent

programs for fathers involved in the criminal justice system allow us to make preliminary conclusions about those features that make for effective fatherhood programs. This brief identifies eight common features of ‘model’ programs for fathers involved in the criminal justice system using principles derived from rigorous evaluation research.”]

Full text at: <http://tinyurl.com/5osskq>

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Promising Teen Fatherhood Programs: Initial Evidence Lessons from Evidence-Based Research. By Jacinta Bronte-Tinkew and others.

[“What makes for a good teen fatherhood program? The timing of fatherhood is a powerful organizer of the paternal role. Early entry into fatherhood is a non-normative event and often accelerates role transitions. Even before they become fathers, teen fathers are a particularly vulnerable group of males whose family backgrounds and life-stressors tend to differ from older men and men who do not become fathers during adolescence. For many years, teen fathers were either overlooked or blamed for their role in teen pregnancy. However, interest in designing programs to reduce teen pregnancy, and to enhance outcomes for babies and children as well as meet the needs of this vulnerable population has increased in recent years. To date, few teen fatherhood programs have been evaluated and even fewer have undergone rigorous (i.e., experimental) evaluations. Fortunately, much can be learned from examining program practices across those existing teen fatherhood programs that have adhered to specific rigorous evaluation research criteria.... This report identifies ten characteristics of ‘model’ and ‘promising’ teen fatherhood programs using rigorous evaluation criteria.” (Author abstract.)]

Full text at: <http://tinyurl.com/5b8b8o>

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From Knowledge to Compassion Action. A "Day of Science and Learning" with His Holiness the Dalai Lama and part of the Seeds of Compassion tour on Friday April 11, 2008 from 12:30 - 2:30 p.m. (University of Washington Television, Seattle, Washington) Available as podcast or video.

[“The Dalai Lama joined leaders in the area of compassion and empathy for a wide ranging discussion of how parents and educators can bring compassion into the lives of children and families. Held on the University of Washington campus, the event included Mark Greenberg, director of Prevention Research Center for the Promotion of Human Development at Penn State, who moderated panelists John Gottman, author of ‘How to Raise an Emotionally Intelligent Child,’ University of Washington; Bob Marvin, co-ordinator, Circle of Security; Karen Gordon, Whole Child International; Mary Gordon, Roots of Empathy; and Roger Weissberg, president of the Collaborative for Academic, Social, and Emotional Learning.” University of Washington Television.]

Podcast/Video (53:51) - Part 1:

<http://www.uwtv.org/programs/displayevent.aspx?rID=24471>

Podcast/Video (58:30) - Part 2:

<http://www.uwtv.org/programs/displayevent.aspx?rID=24719>

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IMPROVED HEALTH

Food Allergy among U.S. Children: Trends in Prevalence and Hospitalizations. By Amy M. Branum and Susan L. Lukacs. NCHS Data Brief. No. 10. (National Center for Health Statistics, Hyattsville, Maryland) October 2008. 8 p.

[“There are some indications that the prevalence of food allergy may be increasing in the United States and in other countries.... In 2007, an estimated 3 million children under age 18 years (3.9%) had a reported food allergy. Children under age 5 years had higher rates of reported food allergy compared with children 5 to 17 years of age. Boys and girls had similar rates of food allergy.... In 2007, the reported food allergy rate among all children younger than 18 years was 18% higher than in 1997. During the 10-year period 1997 to 2006, food allergy rates increased significantly among both preschool-aged and older children.”]

Full text at: <http://www.cdc.gov/nchs/data/databriefs/db10.pdf>

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“Hearing Screening in Early Childcare Settings.” By William D. Eiserman and others. IN: ASHA Leader, vol. 13, no. 15 (November 4, 2008) pp. 34-37.

[“Many parents erroneously assume that a child's hearing is thoroughly checked as part of well-child visits. In reality health care providers look for middle-ear disorders like otitis media, but are usually unable to screen for permanent hearing loss. Parents who want their child's hearing screened during early language-learning years rarely access that service unless specific concerns warrant an assessment by an audiologist who has expertise in pediatrics. One of the few places where some young children traditionally obtain an annual hearing screening is in Head Start programs, which serve children from birth to 3 who are economically disadvantaged. Head Start has long recognized that hearing health is central to language development, educational achievement, and socialization. However, the programs often have employed outdated, subjective methods recommended by local health and educational specialists who are seldom expert in the most appropriate hearing screening methods for children birth to 3 years of age.”]

Full text at: <http://www.asha.org/about/publications/leader-online/archives/2008/081104/081104d.htm>

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Making Friends: Assisting Children’s Early Relationships. By the FPG Child Development Institute. FPG Snapshot. No. 55. (The Institute, University of North Carolina, Chapel Hill, North Carolina) September 2008. 2 p.

[“FPG authors Barbara Goldman and Virginia Buysse suggest ways parents and teachers can identify and foster young friendships in children with and without disabilities.”]

Full text at: <http://www.fpg.unc.edu/~snapshots/snap55.pdf>

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“Effect of Parents’ Wartime Deployment on the Behavior of Young Children in Military Families.” By Molinda M. Chartrand and others. IN: Archives of Pediatric and Adolescent Medicine, vol. 162, no. 11 (November 2008) pp. 1009-1014.

[“To our knowledge, this is the first study to (1) demonstrate an effect of parental wartime deployment in children younger than 5 years that is independent of the non-deployed parent’s stress and depressive symptoms and (2) to use parents and childcare providers as informants in this context. Our data indicate that children aged 3 to 5 years with a deployed parent experience greater behavioral symptoms than children without a deployed parent. Our data also indicate that children aged between 1 ½ and 3 years react differently to having a parent deployed than those aged 3 to 5 years.”]

Full text at: <http://archpedi.ama-assn.org/cgi/reprint/162/11/1009>

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Food and Beverage Marketing to Children and Adolescents: What Changes are Needed to Promote Healthy Eating Habits? By Nicole Larson and Mary Story, Healthy Eating Research. Research Brief. (Robert Wood Johnson Foundation, Princeton, New Jersey) October 2008. 12 p.

[“This brief summarizes the latest research about the ubiquity of food and beverage marketing targeting youth and how marketing may impact their dietary patterns and health. It also describes national regulations to protect youth from deceptive marketing practices, outlines the changes that some food and beverage companies have made to offer healthier options and details what research is still needed to understand and limit the potential for food and beverage marketing to adversely impact young people’s health.... Among the key research findings highlighted: - The largest share of advertising budgets - 46 percent of all youth marketing expenditures - is dedicated to television because it has the potential to reach a broad audience. - High proportions of toddlers and preschoolers

(75 percent), school-age children (84 percent) and adolescents (73 percent) watch television every day. - Nearly all (98 percent) food advertisements viewed by children and 89 percent of advertisements viewed by adolescents were for products that were high in fat, sugar or sodium.” Robert Wood Johnson Foundation.]

Full text at: <http://www.rwjf.org/files/research/20081103herfoodmarketing.pdf>

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2008 Premature Birth Report Cards. By the March of Dimes. (March of Dimes, White Plains, New York) 2008. Various pagings.

[“The United States is failing hundreds of thousands of its youngest citizens on the day they are born, according to the March of Dimes. In the first of what will be an annual ‘Premature Birth Report Card’ the nation received a ‘D’ and not a single state earned an ‘A,’ when the March of Dimes compared actual preterm birth rates to the national Healthy People 2010 objective. The only state to earn a ‘B’ was Vermont. Eight others earned a ‘C,’ 23 states earned a ‘D,’ and 18 states plus Puerto Rico and the District of Columbia got failing grades of ‘F.’ ... In addition to providing state rankings, the March of Dimes ‘Premature Birth Report Card’ analyzes several contributing factors and prevention opportunities, including rates of late preterm birth, smoking, and uninsured women of childbearing age.” March of Dimes press release (November 12, 2008.)]

Full text at: <http://www.marchofdimes.com/padpetition/index.aspx?a=1&z=1&c=1&l=en>

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IMPROVED SYSTEMS OF CARE

Cutting the Cost of Child Care. By Lisa Belkin. IN: The Motherlode: Adventures in Parenting Blog. (The New York Times, New York, New York) October 30, 2008. 2 p. + comments.

[“After the mortgage, child care is the biggest expense in most family budgets. And in the face of job losses, belt tightening and economic uncertainty, parents are looking for ways to reduce what they spend on the people who watch their children.... Here are a few of the most talked about options....”]

Full text at:
<http://parenting.blogs.nytimes.com/2008/10/30/cutting-the-cost-of-child-care/?hp>

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Child Care and Development Fund Report of State and Territory Plans FY 2008-2009. By the National Child Care Information and Technical Assistance Center. (U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau, Washington DC) [2008.] 323 p.

[“This Summary Report presents information from the approved biennial plans submitted by States and Territories for the period October 1, 2007 through September 30, 2009. It includes a profile of each State and Territory as well as summary Child Care and Development Fund (CCDF) data from all Lead Agencies. The profiles give the reader a broad overview of the characteristics common to most CCDF programs, and can be used to identify similarities and differences among programs administered by the States and Territories. These are supplemented by the summary information in the body of the Report which reflects a more concentrated view of strategies currently being employed to support access for low-income working families to affordable, high-quality child care. This edition also provides new information about Lead Agency efforts to help develop emergency preparedness plans for early care and after-school child care programs, information about the evaluation of quality activities and assessment of professional development plans, new data about the application process for families receiving Temporary Assistance for Needy Families (TANF), and how Lead Agencies are helping to meet the needs of parents and providers who are English language learners. Collectively, these various ‘snapshots’ present a full picture of the range of child care services provided by CCDF programs nationwide. This information should be useful to policy-makers, legislators, parents and service-providers, and others interested in child care.”]

Full text at: <http://www.researchconnections.org/SendPdf?resourceId=14784>

Full text in separate sections: <http://nccic.acf.hhs.gov/pubs/stateplan2008-09/index.html>

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Charting Progress for Babies in Child Care. By the Center for Law and Social Policy. (CLASP, Washington, DC) 2008. Various pagings.

[“CLASP’s ‘Charting Progress for Babies in Child Care’ project is a multi-year effort to highlight state policies that support the healthy growth and development of infants and toddlers in child care settings, and to build an online resource to help states implement these policies. In the project’s first year, CLASP and Zero to Three developed a Policy Framework with four key principles that babies and toddlers in child care need and 15 recommendations for states. CLASP is writing research-based rationales to support each of the 15 recommendations.”]

Publications at: <http://childcareandearlyed.clasp.org/babiesinchildcare.html>

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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

“Like Parent, Like Child: Child Food and Beverage Choices during Role Playing.”
By Lisa A. Sutherland and others. IN: Archives of Pediatrics and Adolescent Medicine, vol. 162, no. 11 (November 2008) pp. 1063-1069.

[“Parents who want their preschoolers to eat their vegetables may need to take a hard look at their own eating habits, new research suggests. In a study of 120 young children who were allowed to ‘buy’ food from a play grocery store, researchers found that even 2-year-olds tended to mirror their parents' usual food choices. Children who stocked up on sweets, sugary drinks and salty snacks generally had parents whose typical grocery list featured such items. Similarly, children with the healthiest shopping habits seemed to be following their parents' lead as well. The findings... suggest that even very young children do not indiscriminately reach for candy when given the chance. Instead, they seem to already be forming food preferences - potentially lasting ones - based on their parents' shopping carts. ‘The data suggest that children begin to assimilate and mimic their parents' food choices at a very young age, even before they are able to fully appreciate the implications of these choices,’ write the researchers, led by Dr. Lisa A. Sutherland.... That, the researchers say, means that the grocery store can be like a classroom, where parents teach their children that foods like fruits, vegetables and whole grains take priority over snacks and desserts.” Reuters Health (November 3, 2008.)
NOTE: Like Parent, Like Child... will be available for loan.]

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CONFERENCES AND FUNDING OPPORTUNITIES

Healthy Start Initiative - Eliminating Racial/Ethnic Disparities grants. By the U.S. Health Resources and Services Administration. Application deadline: December 5, 2008.

[“Under this program, grants will be awarded to address significant disparities in perinatal health indicators: Eliminating Disparities In Perinatal Health focuses on disparities among Hispanics, American Indians, African Americans, Alaska Natives, Asian/Pacific Islanders, Immigrant Populations, or differences occurring by education, income, disability, or living in rural-isolated areas by enhancing a community's service system. Communities must provide a scope of project services that will cover pregnancy

and interconceptional phases for women and infants residing in the proposed project area. Services are to be given to both mother and infant for two years following delivery to promote longer interconceptional periods and prevent relapses of unhealthy risk behaviors.”]

For more information:

<http://www07.grants.gov/search/search.do?&mode=VIEW&flag2006=false&oppId=43140>

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22nd Learning and the Brain Conference: Using Social Brain Research to Enhance Learning. By the Learning and the Brain Society. February 19-21, 2009. Fairmont Hotel, San Francisco, California.

[“For pre-school through university educators, adult trainers, and clinicians. Cognitive neuroscience is discovering that relationships, socialization and feelings for others are important for cognition, learning and achievement. At this conference, you will learn how to build social-emotional skills, implement brain-based instruction, and increase academic performance in children, teens and adults.”]

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

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