



Studies in the News for



Children and Families Commission

Contents This Week

IMPROVED CHILD DEVELOPMENT

[California Report Card '09](#)

[Quality Counts 2009](#)

[Early literacy development](#)

[Pre-k summer literacy program](#)

IMPROVED FAMILY FUNCTIONING

[Culture and early child development](#)

[Immigrant families and early childhood education](#)

[Homeland Insecurity](#)

[Vulnerable families and the economic crisis](#)

[Increase in child homelessness](#)

IMPROVED HEALTH

[Child Care Health Connections](#)

[Third-hand smoke and children](#)

[Social and Emotional Development Pyramid Model](#)

[Birth data and characteristics](#)

IMPROVED SYSTEMS OF CARE

[License-exempt child care providers](#)

[Child Care and Development Block Grant](#)

STUDIES TO COME

[Age-linked parenting newsletters](#)

[Risks to baby of early, elective C-sections](#)

[Autism and the environment](#)

CONFERENCES AND FUNDING OPPORTUNITIES

[California Head Start Association Annual Conferences](#)

[Webinar - Infants/toddlers and State Advisory Councils](#)

[2009 CAEYC Annual Conference and Expo](#)

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; 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

California Report Card '09: Setting the Agenda for Children. By Jessica Dalesandro Mindnich and others. (Children Now, Oakland, California) 2009. 54 p.

Full text at: <http://publications.childrennow.org/assets/pdf/policy/rc09/ca-rc-2009.pdf>

[“The Report Card presents the most current data and analysis available on the status of California's children, who represent 25 percent of all Californians and 12 percent of the nation's kids. The report also assigns letter grades to each individual issue covered, such as a C- in K-12 education, a C- in oral health and a D+ in integrating children's services locations and administration to improve access and efficiency. The highest grade given, a B+ in after school programs, illustrates that bipartisan efforts on behalf of children are possible and can lead to significant improvements. For the first time in its history, the Report Card also provides immediate children's health and education policy actions, or ‘the children's agenda,’ that California's leadership should pursue....” PR Newswire (January 6, 2009.)]

[\[Back to Top\]](#)

Quality Counts 2009: Portrait of a Population - How English-Language Learners are Putting Schools to the Test. IN: Education Week, vol. 28, no. 17 (January 8, 2009) Online edition.

Full text at: <http://www.edweek.org/ew/toc/2009/01/08/index.html>

[“‘Quality Counts 2009’ is the 13th edition of ‘Education Week’s’ series of annual report cards tracking state education policies and outcomes. Drawing heavily on data from the Editorial Projects in Education Research Center’s annual state policy survey, the report once again offers a comprehensive state-by-state analysis of key indicators of student success. With English-language learners as the special focus of this year’s report, it also, for the first time, provides 50-state information on this diverse and growing student subgroup, complemented by explanatory articles from ‘Education Week’ reporters.”]

[\[Back to Top\]](#)

Developing Early Literacy, Report of the National Literacy Panel: A Scientific Synthesis of Early Literacy Development and Implications for Intervention. By the National Center for Family Literacy. (The Center, National Institute for Literacy, Jessup, Maryland) 2008. 260 p.

Full text at: <http://www.nifl.gov/nifl/publications/pdf/NELPReport09.pdf>

[“What can be done in U.S. homes, preschools, and kindergartens to better prepare children to succeed in learning to read and write? In 1997, the U.S. Congress asked that a review of research be conducted to determine what could be done to improve reading and writing achievement. The resulting ‘Report of the National Reading Panel: Teaching Children to Read’ (NICHD, 2000) has been influential in helping to guide reading-education policy and practice in the United States. However, that report did not examine the implications of instructional practices used with children from birth through age 5. To address this gap in the knowledge base, the National Early Literacy Panel (NELP) was convened. The panel was asked to apply a similar methodological review process to that used by the National Reading Panel (NRP) to issues of instructional practices for young children so that parents and teachers could better support their emerging literacy skills.”]

[\[Back to Top\]](#)

“Learning When School Is Out.” By Ellen Edmonds and others, University of North Carolina, Charlotte. IN: Journal of Educational Research, vol. 102, no. 3 (January/February 2009) pp. 213-222.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35608374&site=ehost-live> (NOTE: State employee access link.)

[“Even with current evidence-based preschool programming efforts for children from high-risk backgrounds, many children vary in their skill levels at school entry. The authors examined the influence of using an evidence-based literacy curriculum during a 6-week summer program. The authors documented improvements in children’s letter-naming, picture-naming, and rhyming skills when compared with a nonparticipating control group. Differences between the treatment and control groups were not as strong for the children’s alliteration skills. These positive results suggest that a 6-week summer prevention program could increase the likelihood that children from high-risk backgrounds will have a positive beginning school experience.”]

[\[Back to Top\]](#)

IMPROVED FAMILY FUNCTIONING

The Changing Face of the United States: The Influence of Culture on Early Child Development. By Beth Maschinot. (Zero to Three, Washington, DC) 2008. 50 p.

Full text at: http://www.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921

[“Like the realization that ‘families matter,’ it is becoming clearer and clearer that ‘culture matters.’ But what does this credo mean in our everyday work with young children and their families? Sensitivity to other cultures is a goal toward which we strive, but the ‘how to’ is harder to grasp. How do we sensitively respond to the many families we serve, many whose backgrounds may be different from our own? And what is this thing called ‘culture’ anyway? One thing is certain: The need to think more deeply about these issues becomes more and more obvious with each passing year.”]

[\[Back to Top\]](#)

ELLs in Early Childhood Education: Recruiting Immigrant Families. By Colorín Colorado. (WETA, Colorín Colorado, Arlington, Virginia) 2008. 8 p.

Full text at: <http://www.colorincolorado.org/article/25820>

[“This article provides a brief overview of the some of the reasons why fewer than expected immigrant families are enrolling their children in preschool, and offers some tips for recruiting and supporting immigrant families in an early childhood education setting.”]

[\[Back to Top\]](#)

Homeland Insecurity. By Michael Petit, Every Child Matters Education Fund. (The Fund, Washington, DC) January 2009. 32 p.

Full text at:

<http://www.everychildmatters.org/images/stories/pdf/homelandinsecurity3.pdf>

[“The life chances of children are vastly improved when they are the top priority of supportive families and communities. But as the numbers in our report show, this happy ending eludes many millions of children, who are challenged by problems that should not exist in the world’s wealthiest nation - health care, child abuse, imprisonment, school readiness, afterschool care, and poverty. This report finds that new investments children's programs can make homeland security a reality for all children.”]

[\[Back to Top\]](#)

Addressing the Needs of Vulnerable Families during an Economic Crisis. By First Focus. (First Focus, Washington, DC) December 2008. 4 p.

Full text at: http://www.firstfocus.net/Download/Families_EconomicCrisis.pdf

[“When the economy takes a downturn, it often hits the most vulnerable families the hardest. Unfortunately, funding for social services and assistance programs tends to drop during times of economic struggle, when they are needed most.... This brief highlights the devastating impacts of poverty and economic shifts on vulnerable families, provides evidence for the increased risk of child abuse during an economic crisis, and identifies federal policies that can be implemented today to help states address the needs of high-risk families during this difficult economic period.”]

[\[Back to Top\]](#)

The Economic Crisis Hits Home: The Unfolding Increase in Child and Youth Homelessness. By Barbara Duffield and Phillip Lovell. (National Association for the Education of Homeless Children and Youth, Minneapolis, Minnesota and First Focus, Washington, DC) December 2008. 22 p.

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

[“While the economic downturn has appropriately become the top priority of policy makers, one element of the crisis has gone largely unnoticed: its impact on children and youth. Largely due to the economic and housing crises, many school districts across the country are reporting increases in the number of homeless students. This report centers around a voluntary survey conducted during the fall of 2008 by the National Association for the Education of Homeless Children and Youth and First Focus.” First Focus.]

[\[Back to Top\]](#)

IMPROVED HEALTH

Child Care Health Connections: A Health and Safety Newsletter for California Child Care Professionals [Entire Issue.] By the California Childcare Health

Program, University of California, San Francisco School of Nursing. Vol. 22, No. 1. (The University, San Francisco, California) January/February 2009. 8 p.

Full text at: http://www.ucsfchildcarehealth.org/pdfs/newsletters/2009/Jan_Feb_09.pdf

[“‘Child Care Health Connections’ is published six times per year, providing up-to-date health and safety information for the child care community.” Topics in this issue include, “Preparing Young Children for Disasters.... Planning Emergency Preparedness Drills.... Postpartum Depression.... Diabetes.... Dietary Fat.... Communicating with Parents about Developmental Delays.... Integrated Pest Management: Rodents.... Health and Safety Resources.”]

[\[Back to Top\]](#)

**“Beliefs about the Health Effects of ‘Thirdhand’ Smoke and Home Smoking Bans.”
By Jonathan P. Winickoff and others. IN: Pediatrics, vol. 123, no. 1 (January 2009)
pp. e74-e79.**

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/123/1/e74>

[In this issue of ‘Pediatrics,’ researchers “describe how tobacco smoke contamination lingers even after a cigarette is extinguished - a phenomenon they define as ‘third-hand’ smoke. Their study is the first to examine adult attitudes about the health risks to children of third-hand smoke and how those beliefs may relate to rules about smoking in their homes. ‘When you smoke - anyplace - toxic particulate matter from tobacco smoke gets into your hair and clothing,” says lead study author, Jonathan Winickoff.... ‘When you come into contact with your baby, even if you’re not smoking at the time, she comes in contact with those toxins. And if you breastfeed, the toxins will transfer to your baby in your breastmilk.’ Winickoff notes that nursing a baby if you’re a smoker is still preferable to bottle-feeding, however.... Small children are especially susceptible to third-hand smoke exposure because they can inhale near, crawl and play on, or touch and mouth contaminated surfaces.... Similar to low-level lead exposure, low levels of tobacco particulates have been associated with cognitive deficits among children, and the higher the exposure level, the lower the reading score. These findings underscore the possibility that even extremely low levels of these compounds may be neurotoxic and, according to the researchers, justify restricting all smoking in indoor areas inhabited by children. ‘The dangers of third-hand smoke are very real,’ says Winickoff.... Winickoff’s study shows that increasing awareness of how third-hand smoke harms the health of children may encourage home smoking bans. It also will be important to incorporate knowledge about third-hand smoke contamination into current tobacco control campaigns, programs, and routine clinical practice.” Massachusetts General Hospital, News Release (December 29, 2008.)]

[\[Back to Top\]](#)

The Pyramid Model [for Promoting the Social and Emotional Development of Infants and Young Children.] By the Technical Assistance Center on Social Emotional Intervention. (The Center, University of South Florida, Tampa, Florida) September 2008. 10 slides.

[“This PowerPoint presentation with audio and captioning provides a comprehensive overview of the Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children.”]

PowerPoint presentation at:

http://www.challengingbehavior.org/explore/camtasia/pyramid_overview/pyramid_overview_captions.html

Related publications at: http://www.challengingbehavior.org/do/pyramid_model.htm

[\[Back to Top\]](#)

Births: Final Data for 2006. By Joyce A. Martin and others. National Vital Statistics Report, vol. 57, no. 7. (National Center for Health Statistics, Hyattsville, Maryland) 2009. 102 p.

Full text at: http://www.cdc.gov/nchs/data/nvsr/nvsr57/nvsr57_07.pdf

[“This report presents detailed data on numbers and characteristics of births in 2006, birth and fertility rates, maternal lifestyle and health characteristics, medical services utilization by pregnant women, and infant health characteristics. These data provide important information on fertility patterns among American women by such characteristics as age, live-birth order, race, Hispanic origin, marital status, and educational attainment. Up-to-date information on these fertility patterns is critical to understanding population growth and change in this country and in individual states. Data on maternal characteristics such as weight gain, tobacco use, and medical risk factors are useful in accounting for differences in birth outcomes. Information on use of prenatal care, obstetric procedures, characteristics of labor and delivery, attendant at birth and place of delivery, and method of delivery by maternal demographic characteristics can also help to explain differences in birth outcomes. It is very important that data on birth outcomes, especially levels of low birthweight (LBW) and preterm birth, be continuously monitored, because these variables are important predictors of infant mortality and morbidity.”]

[\[Back to Top\]](#)

IMPROVED SYSTEMS OF CARE

License-Exempt Child Care Providers: A Needs Assessment for Designing an Implementation Model. By Linda Joyce Roseburr. Applied dissertation. (Nova Southeastern University, Fort Lauderdale, Florida) 2008. 98 p.

Full text at:

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3e/5c/1f.pdf

[“Many children from low-income families appear to be not receiving quality child care from their license-exempt subsidized child-care providers. The purpose of this qualitative case study was to obtain data from a sample of license-exempt providers/caregivers and parents from a mailed self-administered survey and telephone interview. Four research questions guided this study:

1. How can information about becoming a child-care provider or hiring a particular license-exempt provider be used to improve the child-care subsidy system?
2. How does a public agency provide services to address the impact on the children’s development regarding their emotional health, social development, intellectual development, and physical health?
3. What can a public agency provide to providers or parents to help improve the quality of care?
4. What changes can a public agency make to improve the subsidy system?”]

[\[Back to Top\]](#)

Infants and Toddlers in the Child Care and Development Block Grant Program: 2007 Update. By Hannah Matthews. (Center for Law and Social Policy, Washington, DC) November 2008. 4 p.

Full text at: http://www.clasp.org/publications/ccdbgparticipation_2007babies.pdf

[“What do we know about infants and toddlers in the Child Care and Development Block Grant (CCDBG) program? CCDBG is the primary source of federal funding for child care subsidies for low-income working families and funds to improve child care quality. CCDBG provides child care assistance to children from birth to age 13. In fiscal year 2008, CCDBG provided \$5 billion in federal funding, with states expected to contribute an additional \$2 billion to draw down all federal funds. This fact sheet highlights key information about infants and toddlers and CCDBG.”]

[\[Back to Top\]](#)

STUDIES TO COME

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

IMPROVED FAMILY FUNCTIONING

“Improving Early Relationships: A Randomized, Controlled Trial of an Age-Paced Parenting Newsletter.” By Tony Waterston and others. IN: Pediatrics, vol. 123, no. 1 (January 2009) pp. 241-247.

[“Much is known on the value of support and group work in benefiting parenting, but little is known on the effect of written information. A randomized, controlled trial was conducted to evaluate the effect of a parenting newsletter, sent monthly to the parents' home from birth to 1 year, on maternal well-being and parenting style. We tested the hypothesis that mothers receiving the newsletter would show less stress and better parenting characteristics than controls.... Those in the intervention arm were sent 12 monthly issues of an age-paced parenting newsletter containing information on emotional development, parent-child interaction, and play. Both the intervention and control group received normal parenting support.... Allowing for differences at recruitment, there were significant differences between the groups at 1 year: the intervention mothers had lower frequency and intensity of perceived hassles and fewer inappropriate expectations of the infant on the Adult-Adolescent Parenting Inventory than the control mothers. Conclusions. A monthly parenting newsletter sent directly to the home in the first year of life seems to help parents to understand their infant better and feel less hassled. This intervention is low cost and can be applied to all parents, so it is nonstigmatizing.”
NOTE: Improving Early Relationships... will be available for loan.]

[\[Back to Top\]](#)

IMPROVED HEALTH

**“Timing of Elective Repeat Cesarean Delivery at Term and Neonatal Outcomes.”
By Alan T.N. Tita and others. IN: New England Journal of Medicine, vol. 360, no. 2 (January 8, 2009) pp. 111-120.**

[“The common practice of scheduling a Caesarean section a little early to make childbirth more convenient sharply increases the risk that babies will be born with potentially serious complications, according to the first large-scale study to examine the dangers. The study of more than 24,000 full-term infants found that those delivered at 37 weeks to mothers who had elective repeat C-sections were about twice as likely as newborns delivered at the recommended 39 weeks to experience breathing problems, bloodstream infections and other complications. Babies born at 38 weeks were 50 percent more likely to have problems; the risk was about 20 percent higher just a few days early. ‘Having a baby at term, you might expect the baby would do well and come to your room with you and then go right home with you,’ said Catherine Y. Spong of the National Institute of Child Health and Human Development, which sponsored the study.... ‘This shows there are significant risks.’ The findings come as health authorities have become increasingly alarmed about the rate of Caesarean births, which has been rising steadily and is now at an all time-high.... More than a third of U.S.-born babies are delivered by C-section....’ Washington Post (January 8, 2009.) NOTE: Timing of Elective... will be available for loan.]

[\[Back to Top\]](#)

“The Rise in Autism and the Role of Age at Diagnosis.” By Irva Hertz-Picciotto and Lora Delwiche. IN: Epidemiology, vol. 20, no. 1 (January 2009) pp. 84-90.

[“A study by researchers at the UC Davis M.I.N.D. Institute has found that the seven- to eight-fold increase in the number children born in California with autism since 1990 cannot be explained by either changes in how the condition is diagnosed or counted - and the trend shows no sign of abating. Published in... the journal ‘Epidemiology,’ results from the study also suggest that research should shift from genetics to the host of chemicals and infectious microbes in the environment that are likely at the root of changes in the neurodevelopment of California’s children. ‘It’s time to start looking for the environmental culprits responsible for the remarkable increase in the rate of autism in California,’ said UC Davis M.I.N.D. Institute researcher Irva Hertz-Picciotto, a professor of environmental and occupational health and epidemiology and an internationally respected autism researcher.” U.C. Davis Health System News (January 7, 2009.)

NOTE: The Rise in Autism... will be available for loan.]

[\[Back to Top\]](#)

CONFERENCES AND FUNDING OPPORTUNITIES

California Head Start Association Annual Conferences and Expo: Achieving Excellence in All We Do. January 26-30, 2009. San Diego, California.

For more information: <http://www.caheadstart.org/conference.html>

[“Please join California Head Start Association (CHSA) for our Annual Conferences and Expo in San Diego, California.... The conferences will be hosted in San Diego, California at the San Diego Marriott Mission Valley..... We offer three very special events - Parent Conference, January 26 and 27, Edward Zigler Western Research Institute, January 27, and Education Conference January 28 - 30.... New this year is CHSA’s Leadership Academy, lead by InnoVisions, which aims to advance the leadership skills of supervisory and managerial staff. Targeted participants are center directors and individuals responsible for coaching and mentoring center directors. As in past years, CHSA will hold two very special ticket events during the Education Conference... - the Annual Awards Luncheon on January 28 and the Public Policy Breakfast on January 30, featuring Ms. Olivia Golden of the Urban Institute and former Clinton advisor and Ms. Kris Perry of First Five California.”]

[\[Back to Top\]](#)

Webinar/web-based conference call: Focusing on Infants and Toddlers in State Advisory Councils on Early Childhood Education and Care. By the Zero to Three Policy Center and the National Governors Association Center for Best Practices. January 29, 2009. 11:00 a.m. Pacific Time. Program length: 1 hour, 15 minutes.

For more information:

http://www.zerotothree.org/site/PageServer?pagename=pub_webinars

[“As part of the 2007 reauthorization of Head Start, State Advisory Councils on Early Childhood Education and Care must be established for children from birth to school entry. While the legislation included a number of requirements, each state has the latitude to make decisions about the actual implementation of its Council. Unless there is an intentional focus on the very youngest children, their needs may not rise to the top. As states establish Councils and develop statewide plans and priorities, issues related to infants and toddlers must receive adequate attention.... 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.”]

[\[Back to Top\]](#)

2009 CAEYC Annual Conference and Expo: Play - The Optimal Way to Learn. By the California Association for the Education of Young Children. March 26-28, 2009. Sacramento, California.

For more information: <http://caeyc.org/main/page/AnnualConferenceExpo>

[“Bodies in motion; minds in action - PLAY! Experience why play is the optimal way to learn during three full days of professional development. Attendees will experience high-energy presenters, engaging workshops, exhibitors full of resources, and thousands of colleagues dedicated to early care and education.... Enjoy three fantastic speakers: Nancy Carlsson-Paige on Thursday, Becky Bailey on Friday, and Michael Mendizza on Saturday. Stimulate your mind with 270 workshop choices including Spanish offerings. Interact with exhibitors among 200 booths with valuable resources especially for ECE professionals.”]

[\[Back to Top\]](#)