



## 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; [cslinfo@library.ca.gov](mailto:cslinfo@library.ca.gov)).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

### **IMPROVED CHILD DEVELOPMENT**

**The State of Preschool 2008. By W. Steven Barnett and others. (National Institute for Early Education Research, NIEER, New Brunswick, New Jersey) 2008. 254 p.**

[“The annual survey of state-funded preschool programs shows impressive expansion in enrollment and spending. However, the recession may reverse the trend, curtailing early education opportunities for children in lower and middle-income families.... Due to the economy and declining state revenues, the immediate future of state-funded preschool is uncertain. In most states, expenditures on pre-K are entirely discretionary and therefore easier to cut than expenditures for K-12 education and other programs. NIEER Director Steve Barnett said states are considering enrollment cuts, reductions in program standards, and postponement of expansion plans even with the availability of new federal stimulus funds.” NIEER Press Release (April 8, 2009.)]

Full text at: <http://nieer.org/yearbook/pdf/yearbook.pdf>

Report sections and interactive data links: <http://nieer.org/yearbook/>

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**Roadmap to Pre-K RTI: Applying Response to Intervention in Preschool Settings.**  
**By Mary Ruth Coleman and others. (National Center for Learning Disabilities, Inc., New York, New York) 2009. 28 p.**

Full text at: <http://www.rtinetwork.org/images/stories/learn/roadmaptoprekr2.pdf>

[“Early intervention support can prevent or mitigate the occurrence of language, literacy, and academic learning difficulties. A compelling body of evidence affirms that early intervention is key to children’s success representing best practice in early child development and education. Thus, to place children on a trajectory for success, RTI is best-positioned to begin at the pre-k level. The purpose of this report is to: (a) describe five projects that demonstrate how RTI is being adapted for pre-k children; (b) identify the critical elements of RTI needed to ensure fidelity of implementation with young children; (c) provide guiding questions to help policy makers/program directors assess their readiness to implement RTI as a framework for organizing pre-k supports and services; and (d) offer policy recommendations for Pre-K RTI initiatives.”]

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**The American Recovery and Reinvestment Act: Recommendations for Addressing the Needs of English Language Learners. By the English Language Learner Working Group. (National Institute for Early Education Research (NIEER,) New Brunswick, New Jersey) March 20, 2009. 23 p.**

[“The American Recovery and Reinvestment Act (ARRA) provides an opportunity to improve educational outcomes for children most in need, if the funds are used wisely. The authors of this report offer recommendations targeting specific opportunities for improving English Language Learner (ELL) outcomes through ARRA allocations, including those to Title I, IDEA and special education, teacher quality improvement grants, and early childhood education.”]

Executive Summary: 4 p. <http://nieer.org/pdf/ELL-stimulus-summary.pdf>

Full text at: <http://nieer.org/pdf/ELL-stimulus-recommendations.pdf>

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**“Television Viewing in Infancy and Child Cognition at 3 Years of Age in a U.S. Cohort.”** By Marie Evans Schmidt and others. IN: *Pediatrics*, vol. 123, no. 3 (March 2009) pp. e370-e375.

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/123/3/e370>

[“Researchers from Children's Hospital in Boston and Harvard Medical School have found that contrary to parents' perceptions that TV and DVD viewing benefits children's brain development, there is no evidence to support that belief. Pediatrician Michael Rich, who with colleagues studied 872 children, said time children age 3 and under spend watching educational TV and DVDs is ‘wasted time.’” NIEER Online Newsletter (March 25, 2009.)]

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**Long-Run Economic Effects of Early Childhood Programs on Adult Earnings. Report to the Partnership for America’s Economic Success: Investing in Children. By Jeanne Brooks-Gunn, Columbia University, and others. Issue Paper No. 12. (The Partnership, Pew Charitable Trusts, Washington, DC) March 2009. 34 p.**

[“Policymakers want to understand the long-run effects of investments on children’s well-being. Unfortunately, the expense and time of informative studies make them hard to come by, even while existing studies find very positive results. A new methodology, which links improvements in children’s early health, achievement, and behavior, as well as early parenting, to improved adult labor market outcomes, bridges that gap. The results suggest that investments in early childhood that improve these aspects of development can have real payoffs, if they are sustained.”]

Executive Summary: 4 p.

[http://www.partnershipforsuccess.org/docs/researchproject\\_adultearnings\\_200903\\_brief.pdf](http://www.partnershipforsuccess.org/docs/researchproject_adultearnings_200903_brief.pdf)

Issue Paper:

[http://www.partnershipforsuccess.org/docs/researchproject\\_adultearnings\\_200903\\_paper.pdf](http://www.partnershipforsuccess.org/docs/researchproject_adultearnings_200903_paper.pdf)

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**Increasing Access to Preschool: Recommendations for Reducing Barriers to Providing Full-day, Full-year Programs. Preschool Policy Brief. By Kate Miller and others. (Children Now, Oakland, California) October 2008. 16 p.**

Full text at:

[http://publications.childrennow.org/assets/pdf/preschool/prek08\\_policybrief.pdf](http://publications.childrennow.org/assets/pdf/preschool/prek08_policybrief.pdf)

[“More than ever before, Californians recognize that preschool provides young children with a strong start in school and life. Research confirms that effective preschool not only prepares children for kindergarten, but benefits them in the long-term. Despite the benefits, only 48% of 3- and 4-year-old children attend preschool in California. While all families want to provide their children with the best early learning opportunities possible, there are a number of barriers that can make preschool impossible. To help more working families and ultimately increase the state's preschool attendance rates, more full-day, full-year options must be made available for the families that need such services.”]

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## IMPROVED FAMILY FUNCTIONING

**Developmental and Economic Effects of Parenting Programs for Expectant Parents and Parents of Preschool-age Children. By Sharon M. McGroder and Allison Hyra. Issue Paper No. 10. (Partnership for America’s Economic Success, Pew Charitable Trusts, Washington, DC) February 2009. 70 p.**

Full text at:

[http://www.partnershipforsuccess.org/docs/researchproject\\_mcgroder\\_200903\\_paper.pdf](http://www.partnershipforsuccess.org/docs/researchproject_mcgroder_200903_paper.pdf)

[“Good parenting is not just good for kids, it’s good for society. Kids who arrive at school cognitively and socially behind represent future societal burdens. Equally, helping at-risk parents to attain the tools and skills that they need should be seen not just as the right thing to do, but an economic development strategy. This study by Sharon McGroder and Allison Hyra explores the impacts of a range of parenting education programs and their short- and long-term gains for families and society.”]

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**Children in Poverty: Trends, Consequences, and Policy Options. By Kristin Anderson Moore and others. Research Brief. No. 2009-11. (Child Trends, Washington, DC) April 2009. 12 p.**

Full text at:

[http://www.childtrends.org/Files//Child\\_Trends-2009\\_04\\_07\\_RB\\_ChildreninPoverty.pdf](http://www.childtrends.org/Files//Child_Trends-2009_04_07_RB_ChildreninPoverty.pdf)

[“The number of U.S. children living in poverty increased in 2007 - continuing an upward trend dating back to 2000: In 2007, 13.3 million children were living in poverty, up from 11.6 million children in 2000. The percentage of children living in families with incomes below the poverty line has increased from 16.2 percent in 2000 to 18.0 percent in 2007. Thus, a large number of children - nearly one in five - are poor. Child poverty

merits attention because a substantial body of research links poverty with lower levels of child well-being. For a variety of reasons, when compared with children from more affluent families, poor children are more likely to have low academic achievement, to drop out of school, and to have health, behavioral, and emotional problems. These linkages are particularly strong for children whose families experience deep poverty, who are poor during early childhood, and who are trapped in poverty for a long time. This Research Brief draws on Census data for 2007 to present a statistical portrait of children in poverty in the United States, updating similar briefs Child Trends produced in 1999 and 2002. The brief highlights research on the consequences of poverty for children and suggests program and policy approaches that hold promise for decreasing poverty among low-income children and their families.”]

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**Young Children in Immigrant Families Face Higher Risk of Food Insecurity. By Randy Capps and others. Research Brief. No. 2009-07. (Child Trends, Washington, DC) February 2009. 7 p.**

Full text at: [http://www.childtrends.org/Files//Child\\_Trends-2009\\_02\\_20\\_RB\\_ImmigrantFood.pdf.pdf](http://www.childtrends.org/Files//Child_Trends-2009_02_20_RB_ImmigrantFood.pdf.pdf)

[According to this research brief “infants whose immigrant parents are citizens are more likely to be food secure than infants whose parents are not citizens. This brief presents new data and insight on the prevalence of food insecurity for U.S.-born children within immigrant families. It also highlights the critical importance of identifying new ways to support food security among immigrant families with infants and noncitizen parents.”]

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**A Policy Platform to Promote Health and Success among Young Families. By Abby Kahn and Bob Reeg. (Healthy Teen Network, Baltimore, Maryland) 2008. 35 p.**

[“Arguing that the special needs of young parents are often overlooked in family and youth policies, the Health Teen Network offers a comprehensive set of federal policy recommendations aimed at establishing or reforming public programs and systems that influence whether or not young families may achieve health and success after a teen birth.” CFK Update (April 8, 2009.)]

Executive Summary: 4 p. <http://healthyteennetwork.org/vertical/Sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7B4654578F-E10E-4E0D-9A34-0CD68B6017D4%7D.PDF>

Full Report: <http://healthyteennetwork.org/vertical/Sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7B41458658-81E5-4F66-AB03-827353A1DE32%7D.PDF>

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**Children and Foreclosures: The Economic Crisis Hits Home. Thursday’s Child series. (The Urban Institute, Washington, DC and Chapin Hall Center for Children, Chicago, Illinois) March 12, 2009. Audio podcast.**

Podcast at: <http://www.urban.org/events/thursdayschild/Children-and-Foreclosures.cfm>

[“The national housing crisis is exploding, with 2.2 million foreclosure actions started last year alone. Renters and homeowners have been forced to move, and the trauma is rippling across neighborhoods and anchor institutions of every size and description. The executive branch and Congress are pouring billions of dollars into stemming the tide of foreclosures, evictions, and neighborhood distress. But so far, the crisis’s impact on children and their families has been largely unexplored. And how will the new policy efforts play out on the ground?”]

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## IMPROVED HEALTH

**Feeding our Future: Growing up Healthy with WIC. By Karen Jeng and others. (Children’s HealthWatch, Boston, Massachusetts) March 2009. 6 p.**

Full text at:

[http://www.childrenshealthwatch.org/upload/resource/feeding\\_our\\_future\\_3\\_09.pdf](http://www.childrenshealthwatch.org/upload/resource/feeding_our_future_3_09.pdf)

[Since 1974, the Special Supplemental Nutrition Program for Women, Infants, and Children - better known as WIC - has been protecting children’s health and development. Now, new research confirms that WIC not only improves children’s health but reduces their risk of developmental delays.”]

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**Findings from the ABCD Screening Academy: State Policy Improvements that Support Effective Identification of Children at Risk for Developmental Delay. By Neva Kaye and Jennifer May. State Health Policy Briefing. (National Academy for State Health Policy, Portland, Maine) March 2009. 9 p.**

Full text at: [http://www.nashp.org/files/State\\_Policy.pdf](http://www.nashp.org/files/State_Policy.pdf)

[This brief “describes how states have pursued policies to expand benefits and eligibility, increase reimbursement, and improve the delivery of developmental services for children.” Commonwealth Fund Connection (April 10, 2009.)]

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**Findings from the ABCD Screening Academy: State Strategies to Support Practice Changes that Improve Identification of Children at Risk for or with Developmental Delays. By Neva Kaye and Jennifer May. State Health Policy Briefing. (National Academy for State Health Policy, Portland, Maine) March 2009. 10 p.**

Full text at: [http://www.nashp.org/files/State\\_Strategies.pdf](http://www.nashp.org/files/State_Strategies.pdf)

[This policy brief “explains how state agencies, in partnership with the private sector, have implemented developmental screening in child health care practices and promoted the statewide spread of those activities by providing training and resources to pediatric primary care providers and office personnel.” Commonwealth Fund Connection (April 10, 2009.)]

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**Findings from the ABCD Screening Academy: Measurement to Support Effective Identification of Children at Risk for Developmental Delay. By Neva Kaye and others. State Health Policy Briefing. (National Academy for State Health Policy, Portland, Maine) April 2009. 9 p.**

Full text at: [http://www.nashp.org/files/screening\\_academy\\_results.pdf](http://www.nashp.org/files/screening_academy_results.pdf)

[“This State Health Policy Briefing examines the efforts of 19 states, the District of Columbia and Puerto Rico to use measurement to support policy and practice changes that improve pediatric primary care providers’ identification of children with or at risk for developmental delay. Measurement played an important role in making the case for change, developing and refining training targeted to primary care provider needs, and assess whether changes produced the intended effect.”]

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## **IMPROVED SYSTEMS OF CARE**

**Ten Policies to Improve Access to Quality Child Care for Children in Immigrant Families. By Hannah Matthews. (Center for Law and Social Policy, Washington, DC) March 2009. 5 p.**

Full text at: <http://www.clasp.org/publications/immigpolicies.pdf>

[“While children in immigrant families represent a rapidly growing segment of the nation’s child population, they are less likely to access child care and early education settings compared to their peers in native-born families.... this paper presents ten policies for state policymakers to implement now with economic recovery funds to improve access to quality child care for children in immigrant families.”]

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**Testimony on Growing Federal Investments in Head Start and Early Head Start. By Danielle Ewen, Director, Child Care and Early Education, Center for Law and Social Policy, Washington, DC. Before the Committee on Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies, U.S. House of Representatives, March 18, 2009. 6 p.**

Full text at: <http://www.clasp.org/publications/ewenappropstestimony.pdf>

[“This testimony... discusses the importance of Head Start/Early Head Start programs that support our most vulnerable infants, toddlers, preschoolers, and their families.

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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.]

**“Weight Status in the First 6 Months of Life and Obesity at 3 Years of Age.” By Elsie M. Taveras and others. IN: Pediatrics, vol. 123, no. 4 (April 2009) pp. 1177-1183.**

[“The goal was to examine the associations of weight-for-length at birth and at 6 months with obesity at 3 years of age. Methods. We studied 559 children in Project Viva, an ongoing, prospective, cohort study of pregnant women and their children.... Conclusions. More-rapid increases in weight for length in the first 6 months of life were associated with sharply increased risk of obesity at 3 years of age. Changes in weight status in infancy may influence risk of later obesity more than weight status at birth.”  
NOTE: Weight Status in the First 6 Months... will be available for loan.]

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**“Prevalence of Refractive Error among Preschool Children in an Urban Population: The Baltimore Pediatric Eye Disease Study.” By Lydia Giordano and others. IN: Ophthalmology, vol. 116, no. 4 (April 2009) pp. 739-746.**

[“In what is believed to be the first comprehensive eye disease study among urban preschoolers, Johns Hopkins investigators report that while vision problems are rare, they are more common than once thought. Also, they say, a small group of children with easily treatable vision problems go untreated, while others get treatments they don't need. Writing in ... the journal ‘Ophthalmology,’ investigators from the Johns Hopkins Children's Center and the Johns Hopkins Bloomberg School of Public Health say 5 percent of the nearly 2,300 Baltimore area children who were followed in the study, had refractive errors - a defect in the eye's ability to focus light - significant enough to require treatment, but only 1 percent actually were treated. Among 29 children who had a prescription for eyeglasses before entering the study, more than one-third didn't need eyeglasses. Undetected and untreated, refractive errors can cause loss of visual acuity and eventually lead to amblyopia (lazy eye) and strabismus (crossed eyes), which are hard or impossible to reverse after age 7.... A surprising additional finding in the report is that contrary to previous research suggesting that most infants will outgrow their farsightedness in the first few years of life, few children in the Baltimore study did outgrow it during their preschool years, making early diagnosis and treatment critical, says lead investigator David Friedman....” EurekAlert! (April 1, 2009.) NOTE: Prevalence of Refractive Error... will be available for loan.]

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## **CONFERENCES AND FUNDING OPPORTUNITIES**

**Funding Opportunity: Center for Research in Early Care and Education Research (Dual Language Learners.) U.S. Department of Health & Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation. Due Date For Letter of Intent: 05/04/2009. Due Date for Applications: 06/15/2009.**

For more information:

<http://www.acf.hhs.gov/grants/open/HHS-2009-ACF-OPRE-YR-0083.html>

Funds are provided by the Office of Planning, Research and Evaluation (OPRE) for the creation of a Center for Research in Early Care and Education to focus on dual language learners (DLLs) from birth through 5 years of age and their families. The Center will provide leadership and collaborate with researchers from diverse areas of expertise in order (a) to improve the state of knowledge and measurement in early childhood research on young DLLs and the needs of their families as these relate to children's development, and (b) to identify and advance the evidence base for the best practices and strategies in

early care and education programming to support the overall development of young DLLs and to effectively support their families. Settings to be considered include early care and education center-based programs, home-based and family child care providers, and Head Start and Early Head Start programs. Populations to receive particular attention include children in families who speak languages other than English, with low-income status and/or other social disadvantages, such as limited educational attainment or residence in economically disadvantaged areas.”]

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**Early Childhood Reading Grants. Grant program of Target stores. Deadline - May 31, 2009.**

For more information and to apply:

<http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031821>

[“Reading is an essential element in a child’s educational process. Reading grants are awarded to schools, libraries and nonprofit organizations, supporting programs such as weekend book clubs and after-school reading programs that foster a love of reading and encourage children, from birth through age 9, to read together with their families.... Target will accept grant applications online between March 1 and May 31, 2009, for programs taking place between October 1, 2009, and September 30, 2010. You will receive notification about your request by September 30, 2009. Most grants average between \$1,000 and \$3,000.”]

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**California Association for Family Child Care 2009 Annual Conference: Providers Uniting Together for Change. April 24 - 26, 2009. Four Points Sheraton, Los Angeles Airport, Los Angeles, California.**

For more information and to register: <http://www.cafcc.org/b%20Annual%20Conf.html>

[“Our vision for family child care is to promote the healthy growth and development of children and provide support for families by providing high quality, developmentally appropriate and flexible care, through a wide range of care options. An important part of this vision is for each child care provider to become an advocate for children and family issues that promote and enhance the well-being of the children and families we serve as well as foster the growth and development of the provider community. Firmly believing that ‘It takes an entire village to raise a child,’ the California Association for Family Child Care will achieve this vision in cooperation with the families being served, a broad network of child care providers and child advocacy groups, community organizations, government agencies and other regulatory institutions.”]

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**13<sup>th</sup> Annual Birth to Three Institute. Sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families. June 22-29, 2009. Marriott Wardman Park Hotel, Washington, DC.**

For more information and to register:

<http://www.ehsnrc.org/Activities/BirthToThreeInstitute.htm>

[“This year's theme is ‘The Future is in our Hands! Celebrating Our Work with Infants, Toddlers and Families.’ The Institute will highlight the crucial role early childhood professionals play in supporting optimal outcomes for the youngest children and their families served by Early Head Start, Migrant and Seasonal Head Start, and other programs for infants, toddlers, and families. Knowledgeable and skilled early childhood professionals deliver effective services that improve outcomes for infants, toddlers, and families.”]

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