



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; 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

“Childhood Poverty, Chronic Stress, and Adult Working Memory.” By Gary W. Evans and Michelle A. Schamberg. IN: Proceedings of the National Academy of Sciences, PNAS published online before print March 30, 2009. 5 p.

Full text at:

<http://www.pnas.org/content/early/2009/03/27/0811910106.full.pdf+html?sid=3c743208-4a76-465b-991b-70e723942ac6>

[“Children raised in poverty suffer many ill effects: They often have health problems and tend to struggle in school, which can create a cycle of poverty across generations. Now, research is providing what could be crucial clues to explain how childhood poverty translates into dimmer chances of success: Chronic stress from growing up poor appears to have a direct impact on the brain, leaving children with impairment in at least one key area - working memory. ‘There’s been lots of evidence that low-income families are under tremendous amounts of stress, and we know that stress has many implications,’ said Gary W. Evans, a professor of human ecology at Cornell University in Ithaca, N.Y.,

who led the research. ‘What this data raises is the possibility that it's also related to cognitive development.’ With the economic crisis threatening to plunge more children into poverty, other researchers said the work offers insight into how poverty affects long-term achievement and underscores the potential ramifications of chronic stress early in life.” Washington Post (April 6, 2009.)]

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The Impact of Early Adversity on Children’s Development. By the Center on the Developing Child. In Brief series. (The Center, Harvard University, Cambridge, Massachusetts) [2009.] 2 p.

Full text at:

<http://www.developingchild.harvard.edu/content/downloads/inbrief-adversity.pdf>

[“What happens in early childhood can matter for a lifetime.... In early childhood, research on the biology of stress shows how major adversity, such as extreme poverty, abuse, or neglect can weaken developing brain architecture and permanently set the body’s stress response system on high alert. Science also shows that providing stable, responsive, nurturing relationships in the earliest years of life can prevent or even reverse the damaging effects of early life stress, with lifelong benefits for learning, behavior, and health.”]

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PreK-3rd: What is the Price Tag? By Rima Shore. Pre-K to 3rd Policy to Action Brief. No. 2. (Foundation for Child Development, New York, New York) April 2009. 12 p.

Full text at: http://www.fcd-us.org/usr_doc/PreK3rd-WhatIsThePriceTag.pdf

[“In an era of intense fiscal pressures, educators are focusing on those investments most likely to lift student achievement. They are also trying to make more strategic use of existing resources. To achieve these goals, a growing number of policymakers are considering integrated PreK-3rd approaches. Increasingly, they are recognizing that the first several years of classroom experience lay the groundwork for later learning. Policymakers are also realizing that despite Americans’ widespread confidence in their local elementary schools, primary-grade education is not nearly good enough. For many, the wake-up call comes when they are confronted with Fourth-Grade results on the National Assessment of Educational Progress (NAEP) that are disappointing overall, and devastating with respect to Black and Latino children.... Decision makers are also coming to grips with the research showing that Prekindergarten investments alone cannot guarantee a solid foundation for learning. Without systematic follow-up, including high-quality, full-school-day Kindergarten and primary-grade programs, the positive results of

PreK initiatives fade over time. For all of these reasons, a coherent approach to strengthening the first six years of school (PreK for three- and four-year-olds, Kindergarten, and Grades One through Three) makes good sense. But what is the price tag? This Policy to Action Brief offers a framework for estimating costs, based on the specific needs and priorities of your students, parents, and community leaders.”]

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An Evidence-Based Approach to Estimating the National and State Costs of PreK-3rd. By Lawrence O. Picus and others. FCD Policy Brief Advancing Pre-K-3rd. No. 10. (Foundation for Child Development, New York, New York) April 2009. 14 p.

[“A comprehensive and flexible model was developed to estimate the costs of an integrated PreK-3rd program. The model provides state-by-state estimates of the costs of these Evidence-Based programs. Using data from 2005–2006 (the most recent year for which data for all model components were available) the model includes K-3 enrollment by state as well as Census Bureau estimates of the number of three- and four-year-old children in each state. The estimated counts of three and four-year-old children are further disaggregated on the basis of family income, so that PreK pupil counts could include estimates of the total number of three and four-year-olds in each state as well as the number of three- and four-year-olds living in families with incomes at the Federal poverty level and the number in families with incomes at 200 percent of the Federal poverty level. The final model enables users to continuously vary the estimated percentage of eligible three- and four-year-olds who actually participate in PreK programs.”]

Policy Brief at:

http://www.fcd-us.org/usr_doc/AnEvidenceBasedApproachToEstimatingPreK3rd.pdf

Full Report at: 78 p.

<http://www.lopassociates.com/PDFs/St.%20by%20St.%20costs%20of%20integrated%20Prek-3rd.pdf>

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Financing services for 3-and 4-year olds in a PreK–3rd school. By Richard M. Clifford and others. Issues in PreK-3rd Education. No. 2. (The University of North Carolina, FPG Child Development Institute, FirstSchool, Chapel Hill, North Carolina) 2009. 8 p.

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

[“Financing education is an inescapable reality. As Prekindergarten is brought into the elementary school system, who pays for it becomes a significant question. Publicly

funded Prekindergarten programs and the public K-12 system are financed by very different mechanisms. Prekindergarten programs are supported by a complex combination of local, state and federal funding streams. And these streams have their own sets of rules and regulations.” Foundation for Child Development.]

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The Fiscal Effects of Investing in High-Quality Preschool Programs. By William T. Dickens and Charles Baschnagel. CCF Brief. No. 42. (Center on Children and Families, Brookings Institution, Washington, DC) April 2009. 8 p.

Full text at:

http://www.brookings.edu/~media/Files/rc/papers/2009/04_preschool_programs_dickens/04_preschool_programs_dickens.pdf

[“Randomized treatment-control experiments suggest large returns to investments in prekindergarten education. Several studies consider the social benefits of such investments, but none have considered the full potential gains to government budgets. We embed estimates of the effects of two model programs in a growth model of the U.S. economy to judge the impact they would have on federal, state and local government budgets. Assuming a 3 percent discount rate we find that both programs would pay back in reduced costs and increased revenues in excess of three-fourths of their costs within a seventy-five year budget window. Both programs would eventually reap a positive return for government budgets if policymakers were sufficiently patient.”]

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A Stimulus for Second Generation QRIS. Issue Brief. By Christina Satkowski, New America Foundation. (The Foundation, Washington, DC) April 2009. 6 p.

Full text at: <http://www.newamerica.net/files/042609qris.pdf>

[This issue brief “outlines how states can build ratings systems that assess and improve quality in the nation's preschools, child care centers, and family-based care settings. This report comes at a critical time, as the states are beginning to receive stimulus funds, which could be used to support the creation or improvement of these rating systems. Quality Rating and Improvement Systems (QRIS) are already in place in 17 states and the District of Columbia, and 28 other states are developing or ready to pilot a statewide QRIS. This issue brief ... explains how QRIS can improve quality in early education, outlines ways these states and others can effectively use stimulus dollars to create or expand QRIS, and describes efforts necessary to sustain QRIS efforts nationwide.” New America Foundation press release (April 27, 2009.)]

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Early Educational Opportunities for Children of Hispanic Origins. By Eugene Garcia and Bryant Jensen, Arizona State University. Social Policy Report. Vol. 23, No. 2. (Society for Research in Child Development, Ann Arbor Michigan) 2009. 20 p.

[“The authors argue that young Hispanic children ages three to eight should be a high priority for policymakers, educators, and researchers. They recommend how to expand and improve PreK-3rd educational opportunities for young Hispanic learners at the federal, state, and local levels.” The Learning Curve (April 23, 2009.)]

Issue Brief: 2 p.

www.srcd.org/index.php?option=com_docman&task=doc_download&gid=565

Full text at:

www.srcd.org/index.php?option=com_docman&task=doc_download&gid=557

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IMPROVED FAMILY FUNCTIONING

Children in Immigrant Families - The U.S. and 50 States: Economic Need beyond the Official Poverty Measure. By Donald J. Hernandez and others. Research Brief Series. Publication No. 2009-19. (Child Trends, Washington, DC and the Center for Social and Demographic Analysis, University at Albany, SUNY, Albany, New York) April 2009. 22 p.

Full text at: http://www.childtrends.org/Files//Child_Trends-2009_04_09_RB_ChildImmigPoverty.pdf

[“This Research Brief... draws on new results from Census 2000 data to examine differences in the poverty rates between children in immigrant families and children in native-born families. The brief reports results for the official poverty measure, but also for two alternatives to the official measure. Most notably, the official poverty measure does not explicitly take into account what families need to spend for housing, food, and other necessities; transportation for work; child care/early education; income and payroll taxes; and differences in the cost of living across geographic areas of the country. We calculated a new ‘baseline basic budget poverty’ measure that takes into account the costs of housing, food, other necessities, transportation for work, and federal income/payroll taxes. We calculated a second new measure - which might be termed ‘baseline basic budget poverty plus’ - that also takes into account the costs for formal child care and early education. Our calculations show that when the new Baseline Basic Budget Poverty measure for children is used, the rate of poverty is much higher than that suggested by the official measure. Moreover, children in immigrant families tend to live in states showing large gaps in the two measures and these gaps widen further when the costs for child care and early education are taken into account. These results also suggest

that policies and programs to combat childhood poverty, to be truly effective, should consider the full range of costs that strain family budgets. Taking this approach could especially benefit immigrant children, who are more likely to experience poverty than are their native-born peers.”]

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Practice Guides Especially for Parents. By the Center for Early Literacy Learning (CELL). (Center for Evidence-Based Practices, Orelena Hawks Puckett Institute, Asheville, North Carolina) 2006-2009. Various pagings.

Full text at: <http://www.earlyliteracylearning.org/pgparents.php>

[“The Center for Early Literacy Learning (CELL) has revised its practice guides for parents.... The guides are now written at a 6th-8th grade reading level and are meant to be used by practitioners to help parents promote the early and emergent literacy skills of young children with disabilities or delays. They are organized by child age and the type of literacy skill.” Natural Resources (April 22, 2009.)]

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IMPROVED HEALTH

**“Cognitive Function at 3 Years of Age after Fetal Exposure to Antiepileptic Drugs.”
By Kimford J. Meador and others. IN: New England Journal of Medicine, vol. 360,
no. 16 (April 16, 2009) pp. 1597-1605.**

[“Women with epilepsy who took the drug valproate (Depakote) during pregnancy gave birth to children whose IQ at age 3 averaged up to 9 points lower than the scores of children exposed to other epilepsy drugs, according to a new study. "Valproate exposure to the unborn child is associated with a lower IQ, which is not explained by any of the other factors [influencing IQ], such as mother's IQ, mother's age, or epilepsy type," says Kimford J. Meador, MD, the study's lead author and professor of neurology at Emory University in Atlanta.... The implications go beyond the use of the drugs in women of childbearing age who have epilepsy, Meador tells WebMD, because the drug is also commonly prescribed for migraine headaches and bipolar disorder.... Women should not stop any epilepsy drug without consulting their physician, Meador warns.” WebMD Health News (April 16, 2009.) NOTE: Cognitive Function at 3 years of Age... is available for loan.]

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Child Maltreatment 2007. By the U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (U.S. Government Printing Office, Washington, DC) 2009. 180 p.

Full text at: <http://www.acf.hhs.gov/programs/cb/pubs/cm07/cm07.pdf>

[“More than 40 percent (42.2%) of all fatalities were children younger than 1 year, 16.5 percent were children age 1 year, 10.7 percent were children age 2 years, and 6.3 percent were children age 3 years. Therefore, 75.7 percent were younger than 4 years old. Nearly 13 percent (12.9%) were between the ages of 4 and 7 years, thus indicating that the majority of children who die from child abuse or neglect are young children....”]

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“Postnatal Depression and Infant Health Practices among High-Risk Women.” By Michaela L. Zajicek-Farber. IN: Journal of Child and Family Studies, vol. 18, no. 2 (April 2009) pp. 236-245.

[“Women’s postnatal depressive symptoms have been associated with many adverse outcomes for children. The current study examined the frequency association with relative risk between postnatal depressive symptoms and mothers’ use of preventative infant health practices.... Results found that compared to 60 women without postnatal depressive symptoms, 74 women with symptoms engaged in significantly fewer well-child health-visits, were less likely to use home safety devices or place their infants in the preferred back-to-sleep position, and did not complete immunizations. Depressed women were also more likely to lack knowledge of nurturing and sensitive parenting, use corporal punishment and inappropriate foods, and to show poor parenting practices. These findings provide additional supportive evidence that more efforts are needed to identify and assess women’s depressive symptoms to promote health and safety of young children.” NOTE: Postnatal Depression and Infant Health... is available for loan.]

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The WIC Program: Background, Trends, and Economic Issues, 2009 Edition. By Victor Oliveira and Elizabeth Frazão. Economic Research Report No. ERR-73. (April 2009) 90 p.

[“The mission of the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is to safeguard the health of low-income women, infants, and children through age 4 who are at nutritional risk. WIC provides nutritious foods to supplement diets, nutrition education, and referrals to health care and other social services. Administered by USDA’s Food and Nutrition Service (FNS), almost half of all infants and about a quarter of all children ages 1-4 in the United States participate in the program. WIC is USDA’s third-largest food and nutrition assistance program, accounting for 10 percent of total Federal spending on food and nutrition assistance. This report describes the WIC program - how it works, its history, program trends, and the

characteristics of the population it serves. It also examines current issues facing WIC, focusing mainly on those with important economic implications.”]

Report Summary: 2 p.

http://www.ers.usda.gov/Publications/ERR73/ERR73_ReportSummary.pdf

Full Report: <http://www.ers.usda.gov/Publications/ERR73/ERR73.pdf>

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Flu Prevention. California Department of Education. (The Department, Sacramento, California) Web page.

Web page at: <http://www.cde.ca.gov/ls/he/hn/fluinfo.asp>

[“Information and frequently asked questions about pandemic influenza to help protect people who are at greatest risk of serious complications from the flu.”]

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IMPROVED SYSTEMS OF CARE

**“Multiple Child-Care Arrangements and Young Children’s Behavioral Outcomes.”
By Taryn W. Morrissey, Society for Research in Child Development Congressional Fellow. IN: Child Development, vol. 80, no. 1 (January/February 2009) pp. 59-76.**

[“This study examined the association between changes in the number of concurrent nonparental child care arrangements and changes in children's behavioral outcomes at ages 2 and 3. The study was based on longitudinal data from the National Institute for Child Health and Human Development Study of Early Child Care and Youth Development. Previous research has indicated that child care instability has negative impacts on children's social adjustment. However, much of the previous research has not distinguished between the impact of long-term child care instability and multiple concurrent arrangements. This study found that increases in the number of arrangements were related to increases in children's behavior problems and decreases in prosocial behaviors. Additionally child gender was found to moderate this relationship; an increase in number of arrangements was associated with an increase in disruptive behaviors among girls.” Research Connections (April 2009.) NOTE: Multiple Child-Care... is available for loan.]

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Unequal Opportunities for Preschoolers: Differing Standards for Licensed Child Care Centers and State-Funded Prekindergarten Programs. By Rosemary Kendall. (National Association of Child Care Resource and Referral Agencies (NACCRRA), Arlington, Virginia) February 2009. 112 p.

[“This 2009 report compares state licensing regulations for center-based child care and early learning programs with standards for state-funded prekindergarten initiatives. As a basis for comparison, it uses the quality standards checklist developed by the National Institute for Early Education Research (NIEER). The comparison also includes information about Head Start program standards and Department of Defense (DoD) regulations for military child care. The report highlights the gap between state standards for child care and standards for state-funded prekindergarten. Differing standards for licensed child care centers and state-funded prekindergarten programs result in unequal opportunities for the majority of young children. Children in state-funded prekindergarten programs were more likely to be in classrooms that met NIEER benchmarks for quality than were children in center-based child care and early learning programs licensed by the states. The state in which a child lives, as well as the family’s income level, determines the child’s chances of benefiting from state-funded or federally-funded programs.”]

One-Pager: <http://www.naccrra.org/docs/publications/supporting-docs/unequal-opportunities/one-pager.doc>

Executive Summary: 2 p. <http://www.naccrra.org/docs/publications/supporting-docs/unequal-opportunities/executive-summary.pdf>

Full Report:
<http://issuu.com/naccrra/docs/unequal-opportunities?mode=embed&layout=white>

State Pages: 63 p. <http://www.naccrra.org/docs/publications/supporting-docs/unequal-opportunities/state-pages.pdf>

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The Role of Professional Child Care Providers in Preventing and Responding to Child Abuse and Neglect. By Kathy Karageorge and Rosemary Kendall. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children’s Bureau, Office on Child Abuse and Neglect, Washington, DC) 2008. 111 p.

Full text at: <http://www.childwelfare.gov/pubs/usermanuals/childcare/childcare.pdf>

[“This manual provides information on the roles and responsibilities of child care providers in preventing, recognizing, and reporting child abuse and neglect within and outside early childhood programs. It also presents an overview of prevention efforts,

reporting laws, caring for maltreated children, and ways to support parents and professionals who work with 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.]

“Prevalence of Obesity among U.S. Preschool Children in Different Racial and Ethnic Groups.” By Sarah E. Anderson and Robert C. Whitaker. IN: Archives of Pediatrics and Adolescent Medicine, vol. 163, no. 4 (April 2009) pp. 344-348.

[This study “finds that nearly one in five American preschoolers is obese, and that the obesity rate among children from some ethnic minority populations is alarmingly higher, the Associated Press reports. To determine obesity prevalence among preschoolers, researchers at The Ohio State University College of Public Health and Temple University analyzed nationally representative height and weight data compiled in the Early Childhood Longitudinal Study, Birth Cohort for over 8,500 4-year-old children. Based on the data, the researchers determined that 18.4 percent of American preschoolers are obese. The study found that Asian-American children have the lowest obesity rates at just 12.8 percent, followed by 15.9 percent of Caucasian children, 20.8 percent of African-American children, 22 percent of Hispanic children, and 31.2 percent of American Indian and Native Alaskan children.... Based on the findings, the researchers conclude that childhood obesity prevention initiatives must begin at a young age and must be tailored to address the unique needs of racial and ethnic minorities....” RWJF News Digest (April 10, 2009.) NOTE: Prevalence of Obesity... will be available for loan.]

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CONFERENCES AND FUNDING OPPORTUNITIES

Web Conference: Building Blocks for Kids: Creating Intervention Systems that Support Young Children’s Healthy Development. Governing for Children and Families Series. May 6, 2009. 10:00 a.m. Pacific Time. Program length: 1 hour.

For more information and to register:

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

[“Policymakers and funders increasingly recognize what educators and psychologists have long known about the importance of early childhood experiences: interventions that enrich young children's environments can prepare them cognitively and emotionally to

achieve in school and become more successful youths and adults. Please join us as we explore how states and local municipalities can strengthen the infrastructure to support multiple early childhood services that together promote school readiness and other developmental goals. Speakers will provide concrete examples of developing collaborative and effective partnerships at both the county and state level, discuss the role of research in system building, and describe new funding opportunities for improving early childhood systems available through the American Recovery and Reinvestment Act.”]

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State Interagency Coordinating Council on Early Intervention Meeting. May 7-8, 2009. Doubletree Hotel, Sacramento, California.

For more information: <http://www.dds.ca.gov/EarlyStart/ICCOverview.cfm>

[“The State Interagency Coordinating Council (ICC) provides advice and assistance regarding the statewide system of early intervention to DDS.... ICC meetings are held quarterly and are a forum for public input.... Who should attend - Parties interested in early intervention for infants and toddlers with disabilities.”]

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