



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/cfcf/>.

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

The Condition of Education 2009. By Michael Planty, National Center for Education Statistics, and others. (The Center, Institute of Education Sciences, U.S. Department of Education, Washington, DC) 2009. 325 p.

[“To ensure reliable, accurate, and timely data, which are necessary to monitor the progress of education in the United States, Congress has mandated that the National Center for Education Statistics (NCES) produce an annual report, ‘The Condition of Education.’ This year’s report presents 46 indicators of important developments and trends in U.S. education. These indicators focus on participation and persistence in education, student performance and other measures of achievement, the environment for learning, and resources for education. This statement summarizes the main findings of the indicators....”]

Indicator 2: Early Development of Children: 6 p.
http://nces.ed.gov/programs/coe/2009/pdf/2_2009.pdf

Indicator 3: Knowledge and Skills of Young Children: 15 p.
http://nces.ed.gov/programs/coe/2009/pdf/3_2009.pdf

Full text at: <http://nces.ed.gov/pubs2009/2009081.pdf>

Indicator List (2003-2009): <http://nces.ed.gov/programs/coe/list/index.asp>

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Maximizing Resources from the Stimulus Package: Possible Strategies for Funding Quality Rating and Improvement Systems. By Anne Mitchell and Louise Stoney, Alliance for Early Childhood Finance. (The Build Initiative) February 2009. 8 p.

Full text at: <http://www.buildinitiative.org/files/QRIS-Stimulus%20Final.pdf>

[“The federal American Recovery and Reinvestment Act (ARRA) of 2009, the ‘Stimulus Package,’ includes a number of appropriations that have relevance for early childhood policy and systems change. Quality Rating and Improvement Systems (QRIS) are increasingly seen as a foundational piece of systems-building strategies, since they enable states to leverage resources and bring other components such as standards and professional development into alignment with one another. This memo discusses potential resources for early childhood under the Stimulus Package, and identifies ways that these funds could be used to support QRIS.”]

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Reparable Harm: Assessing and Addressing Disparities Faced by Boys and Men of Color in California. By Lois M. Davis and others. (RAND Corporation, Santa Monica, California) 2009. 128 p.

[“Given that many of the inequities are especially great for boys and men of color, The California Endowment commissioned this report to examine and document racial and ethnic disparities for boys and men of color in California. This report provides detailed information on areas where the greatest disparities for boys and men of color exist identifying possible starting points for addressing these disparities. We worked with The California Endowment to identify four broad outcome domains - socioeconomic, health, safety, and ready to learn - and to select specific indicators within each domain from a range of possibilities. We then analyzed available data to quantify the magnitude of the disparities.”]

Full text at: http://www.rand.org/pubs/monographs/2009/RAND_MG745.pdf

Summary: 21 p. http://www.rand.org/pubs/monographs/2009/RAND_MG745.sum.pdf

Webinar, July 16, 2009:

http://www.gcyf.org/programs/show.htm?doc_id=909861

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Why Isn't Johnny in Preschool? By POWER-PAC, Parents Organized to Win, Educate and Renew - Policy Action Council. (COFI, Community Organizing and Family Issues, Chicago, Illinois) May 2009. 16 p.

Full text at: <http://www.cofionline.org/files/earlylearningreport.pdf>

[“In 2006, Blagojevich created the Preschool for All program that aimed to expand the number of pre-school slots, especially for economically disadvantaged toddlers. But a report... found that between 40 to 64 percent of preschool-aged children were not enrolled in any structured preschool or Head Start programs.... POWER-Pac members fanned out across 19 communities to conduct door-to-door surveys to isolate why low-income minorities were not enrolling their children into preschool. The group interviewed more than 5,000 parents and caregivers over a two-year period. Surveys conducted within Chicago Housing Authority developments had the highest percentage (64) of preschool-aged children not in early learning programs or Head Start. The report identified several issues, including high cost of childcare and rigid income caps as barriers to parents enrolling their children into preschool. The report also made recommendation to address the low enrollment rates among Blacks and Latinos. The report cited parents' frustration with the varying paperwork needed for different programs. Some centers asked for proof of income, proof of residency and social security numbers. In the Latino community, parents fear this information would be used to check immigration status. ... The report also cited lack of transportation to programs and conflicting work schedules with programs' operational hours. The report found that parents often had to be a work at the same time their child needed to be at daycare. The report recommended more full-day preschool options. The report also recommended targeted public awareness campaigns to removed cultural barriers preventing parents from enrolling their children in preschool. The report found parents do not understand how preschool can help children reach developmental milestones.” The Chicago Crusader (June 15, 2009.)]

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Bright Futures: Early Childhood Developments in the States. Vol. 2, No. 3. (NGA Center for Best Practices, Washington, DC) Spring 2009. 7 p.

[“This quarterly newsletter highlights gubernatorial action and leadership for comprehensive early childhood policy and systems change in the states. The NGA Center for Best Practices assists governors seeking to implement a birth to five policy agenda that supports families, schools, and communities in their efforts to ensure all

children start school ready to reach their full potential. In this issue, we highlight Early Childhood Advisory Council development in four NGA Center grantee states and consider opportunities for early childhood in the federal economic recovery package.”

NOTE: Bright Futures newsletter... is available for loan.]

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The Child Indicator: The Child, Youth, and Family Indicators Newsletter. By David Murphey. (Child Trends, Washington, DC) Spring 2009. 10 p.

Full text at:

http://www.childtrends.org/Files//Child_Trends-2009_06_09_FR_ChildIndSpring09.pdf

[“The Child Indicator is a periodic newsletter about the major developments within the child and youth social indicators field.... [In this issue:]

New reports on families' struggles and state and federal responses

State and community-level indicators

Issues for data users

Racial/ethnic disparities in low birthweight

Measures of qualitative well-being

Targets in reducing child poverty

Recently released reports.” Child Trends.]

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Crisis in the Kindergarten: Why Children Need to Play in School. By Edward Miller and Joan Almon, Alliance for Childhood. (The Alliance, College Park, Maryland) 2009. 72 p.

[“New research shows that many kindergartens spend 2 to 3 hours per day instructing and testing children in literacy and math - with only 30 minutes per day or less for play. In some kindergartens there is no playtime at all. The same didactic, test-driven approach is entering preschools. But these methods, which are not well grounded in research, are not yielding long-term gains. Meanwhile, behavioral problems and preschool expulsion, especially for boys, are soaring.”]

Summary and Recommendations: 8 p.

http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/Kindergarten_8-page_summary.pdf

Full text at:

http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf

Related materials at: <http://www.allianceforchildhood.org/>

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Tune In: Online Radio That Speaks to Early Childhood. By Lisa Guernsey. The Early Ed Watch Blog. (New America Foundation, Washington, DC) June 10, 2009.

Full text at: <http://www.newamerica.net/blog/early-ed-watch/2009/tune-online-radio-speaks-early-childhood-12390>

[“We’ve noticed that several early childhood sites have jumped into radio and podcasting recently. You can now download or stream programs that focus on everything from raising a self-motivated child to how childcare providers are navigating through turbulent times. Tune in to NAEYC Radio (for the National Association for the Education of Young Children), NACCP Radio (for the National Association of Child Care Professionals) and Head Start Radio, to name some of the more recent converts.”]

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IMPROVED FAMILY FUNCTIONING

Evaluation of Abriendo Puertas: An Executive Summary. By Bruce Fuller and others. (Families in Schools, Los Angeles, California) n.d., 4 p.

[“Abriendo Puertas/Opening Doors (AP) has joined Families In Schools as an exciting new parent engagement initiative. Previously a project of the Los Angeles County Children’s Planning Council, Abriendo Puertas is the nation’s first evidence-based parent leadership program for Latino parents with children 0-5 years of age. This curriculum, delivered in ten interactive sessions, is based on popular education and draws on the real life experiences and cultural strengths of its participants. AP uses ‘dichos’ (culturally-based sayings) to frame the conversation for each session. Every week, Latino parents of 0-5 year olds meet in a support group setting to develop their ability to be their child’s first teacher. During each session, parents are engaged in different topics including how to be your child’s first teacher, goal setting, communication, ages and stages of development, promoting literacy, choosing preschool and child care services, health and nutrition, socio-emotional wellness, Earned Income Tax Credit, and advocating for children, families and communities.” Families In Schools.]

Full text at:

<http://www.familiesinschools.org/site/images/stories/fruit/laccpcexecsumforweb.pdf>

For more information on Abriendo Puertas and video:

<http://www.familiesinschools.org/site/content/view/228/187/>

(See also Conferences... below for an upcoming Abriendo Puertas training institute and Conference Call.)

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Children in Immigrant Families Chart New Path. By Mark Mather, Population Reference Bureau. (The Bureau, Washington, DC) February 2009. 19 p.

Full text at: <http://www.prb.org/pdf09/immigrantchildren.pdf>

[“This report looks at children of immigrants through a demographic lens, based on data from the U.S. Census Bureau’s decennial census, population estimates, and the American Community Survey (ACS). The first part of the report focuses on the role of immigrant families in transforming the race/ethnic composition of the U.S. population. The second part of the report addresses the key social and economic challenges facing children in immigrant families.”]

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IMPROVED HEALTH

Trends in Child Health 1997-2006: Assessing Racial/Ethnic Disparities in Low Birthweight. By Wilhelmina A. Leigh and Anna L. Wheatley, Joint Center for Political and Economic Studies. (The Center, Washington, DC) April 2009. 24 p.

Full text at:

www.jointcenter.org/index.php/content/download/2407/15726/file/JCPES_Low_BWT1_DRAFT.pdf

[“Because babies born low-weight are at increased risk for serious health problems or even death, low birthweight is widely used as an indicator of infant health. Low birthweight has been linked to certain chronic conditions in adulthood, such as hypertension, Type 2 diabetes and heart disease.... It has also been associated with adult outcomes such as educational attainment, later pregnancy complications and the birthweight of the next generation.... About one in every 12 babies in the United States is born low-weight.... Children of African American women are the most likely to be born low-weight. The rate of low-weight births to Puerto Rican women is second to that for African American women, indicating that these Hispanic children also are at increased risk for associated health problems....]

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Health Care Reform for Children with Public Coverage: How Can Policymakers Maximize Gains and Prevent Harm? By Genevieve M. Kenney and Stan Dorn, the Urban Institute. Timely Analysis of Immediate Health Policy Issues. (The Institute, Washington, DC) June 2009. 9 p.

Full text at: http://www.urban.org/UploadedPDF/411899_children_healthcare_reform.pdf

[“In this brief, Genevieve Kenney and Stan Dorn consider the implications of health care reform for the more than 25 million children with public coverage. They find that proposals to move children from Medicaid and CHIP into a new health insurance exchange could make them worse off through the potential loss of benefits and legal

protections and possible exposure to higher cost sharing. If, however, reimbursement rates were set higher in the exchange than currently paid under Medicaid and CHIP, access to providers could improve.”]

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“Are Starting and Continuing Breastfeeding Related to Educational Background? The Generation R Study.” By Lenie van Rossem and others. IN: JAMA, Journal of the American Medical Association, vol. 123, no. 6 (June 2009) pp. e1017-e1027.

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/123/6/e1017>

[“Objective. To assess the effect of a woman's educational level on starting and continuing breastfeeding and to assess the role of sociodemographic, lifestyle-related, psychosocial, and birth characteristics in this association. Methods. We used the data of 2914 participants in a population-based prospective cohort study. Information on educational level, breastfeeding, sociodemographic (maternal age, single parenthood, parity, job status), lifestyle-related (BMI, smoking, alcohol use), psychosocial (whether the pregnancy was planned, stress), and birth (gestational age, birth weight, cesarean delivery, place and type of delivery) characteristics were obtained between pregnancy and 12 months postpartum.... Results. Of 1031 highest-educated mothers, 985 (95.5%) started breastfeeding; the percentage was 73.1% (255 of 349) in the lowest-educated mothers. At 6 months, 39.3% (405 of 1031) of highest-educated mothers and 15.2% (53 of 349) of lowest-educated mothers were still breastfeeding. Educationally related differences were present in starting breastfeeding and the continuation of breastfeeding until 2 months but not in breastfeeding continuation between 2 and 6 months. Lifestyle-related and birth characteristics attenuated the association between educational level and breastfeeding, but the association was hardly affected by sociodemographic and psychosocial characteristics. Conclusions. Decisions to breastfeed were underlain by differences in educational background.... For the time being, interventions on promoting breastfeeding should start early in pregnancy and should increase their focus on low-educated women.”]

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Medicaid Outreach and Enrollment for Pregnant Women: What Is the State of the Art? By Ian Hill, the Urban Institute and others. (The Institute, Washington, DC) 2009. 142 p.

Full text at: http://www.urban.org/UploadedPDF/411898_pregnant_women.pdf

[“This study by Ian Hill and Sara Hogan (with partners at the National Academy for State Health Policy) presents findings from a 50-state analysis of Medicaid outreach and enrollment strategies targeting pregnant women. The authors report significant variation across the states, but observe that the vast majority currently have policies in place to facilitate pregnant women’s access to coverage through simplified enrollment. At the same time, the report notes there is considerable room for improvement in efforts related

to outreach and enhanced prenatal care. The paper also presents policy recommendations for state officials in three categories: facilitating coverage and enrollment of pregnant women, raising public awareness of available coverage and encouraging enrollment, and broadening the scope of prenatal care to include enhanced benefits.” Urban Institute’s Health Policy Newsletter (June 17, 2009.)]

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IMPROVED SYSTEMS OF CARE

Benefitting Babies: Ten Policies States Can Implement Now to Improve Infant/Toddler Child Care with Economic Recovery Funds. By the Center for Law and Social Policy. (CLASP, Washington, DC) March 2009. 6 p.

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

[“The child care funding included in the American Recovery and Reinvestment Act provides resources for states to implement policies that will simultaneously improve their economies and benefit the healthy development of infants and toddlers in low-income families.... Based on CLASP’s research on effective infant/toddler child care policies, this paper presents ten policy ideas for state policymakers to implement now to support and expand quality programs and enhance current services to improve early care and learning for infants and toddlers.”]

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Guide to Datasets for Research and Policymaking in Child Care and Early Education. By Mariajosé Romero and Ayana Douglas-Hall, National Center for Children in Poverty. Research Connections. (The Center, New York, New York) 2009. 295 p.

Full text at: http://www.nccp.org/publications/pdf/text_856.pdf

[“This Guide is an annotated bibliography of existing large scale data sets that provide useful information to policymakers, researchers, state administrators, and others in the field of child care and early education. The Guide follows an ecological approach to research and policy in the field: it brings attention not only to children themselves, but also to the different contexts in which they grow and develop, in hopes of promoting research and decision making that take into account the interrelations among those contexts and how these impact on children. The Guide consists of profiles indicating whether each data set offers information on the use and characteristics of child care and early education, as well as on child, family, household, school, and community characteristics. Also included is a reference list of resources that use these data sets and are part of ‘Research Connections.’”]

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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 FAMILY FUNCTIONING

Depression in Parents, Parenting, and Children: Opportunities to Improve Identification, Treatment, and Prevention. Edited by Mary Jane England and Leslie J. Sim. (National Academies Press, Washington, DC) 2009. 448 p.

Executive Summary: 25 p.

www.nap.edu/nap-cgi/report.cgi?record_id=12565&type=pdfxsum

Read book online at: <http://tinyurl.com/m99bsr>

[“Based on evidentiary studies, major depression in either parent can interfere with parenting quality and increase the risk of children developing mental, behavioral and social problems. ‘Depression in Parents, Parenting, and Children’ highlights disparities in the prevalence, identification, treatment, and prevention of parental depression among different sociodemographic populations. It also outlines strategies for effective intervention and identifies the need for a more interdisciplinary approach that takes biological, psychological, behavioral, interpersonal, and social contexts into consideration.” National Academies Press. NOTE: Depression in Parents... will be available for loan.]

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IMPROVED HEALTH

“Creating a Healthier Future through Early Interventions for Children.” By James A. Mercy and Janet Saul. IN: **JAMA: The Journal of the American Medical Association**, vol. 301, no. 21 (June 3, 2009) pp. 2262-2264.

[“Policy makers have widely endorsed the idea that educational and economic achievement are a function of early childhood experience and development and can be improved through interventions such as preschool. However, they have yet to fully embrace that adolescent and adult health is also profoundly affected by early childhood experiences and can similarly be improved through wise public investments. Neurobiological, behavioral, and social science research conclusively shows that early adverse experiences can affect brain development and increase vulnerability to a broad range of mental and physical health problems. In addition, health depends on developing psychological, behavioral, and social competencies built on a foundation of safety, stability, and nurturance that is laid down early in life and that buffers against early

adversity. Programs or policies that increase children's exposure to safe, stable, and nurturing relationships and environments can improve their health over a lifetime. . . .”
NOTE: Creating a Healthier Future... will be available for loan.]

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IMPROVED SYSTEMS OF CARE

“Early Family and Child-Care Antecedents of Awakening Cortisol Levels in Adolescence.” By Glenn I. Roisman and others, NICHD Early Child Care Research Network. IN: *Child Development*, vol. 80, no. 3 (May/June 2009) pp. 907-920.

[“A growing number of American children are enrolled in child care and questions remain about how these settings may affect them in both positive and negative ways. A new study... finds that early interpersonal experiences - center-based child care and parenting - may have independent and lasting developmental effects. The study draws on the large, longitudinal Study of Early Child Care and Youth Development in the United States, which was carried out in collaboration with the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD). The NICHD study has followed about 1,000 children from 1 month through mid-adolescence to examine the effects of child care in children’s first few years of life on later development. The researchers observed children in and out of their homes, and when the children were 15, they measured their levels of awakening cortisol - a stress-responsive hormone that follows a daily cycle (cortisol levels are usually high in the morning and decrease throughout the day). Children who, during their first three years, (a) had mothers who were more insensitive and/or (b) spent more time in center-based child care - whether of high or low quality - were more likely to have the atypical pattern of lower levels of cortisol just after awakening when they were 15 years of age, which could indicate higher levels of early stress. These findings held even after taking into consideration a number of background variables (including family income, the mothers’ education, the child’s gender, and the child’s ethnicity), as well as observed parenting sensitivity at age 15. The associations were small in magnitude, and were not stronger for either boys or girls.”
Society for Research in Child Development, Press Release (May 15, 2009.) NOTE: Early Family and Child-Care Antecedents... will be available for loan.]

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CONFERENCES AND FUNDING OPPORTUNITIES

2009 NAFCC Annual Conference - “Defining New Horizons: Charting a Course to Quality Early Learning.” By the National Association for Family Child Care. June 25-27, 2009. Baltimore Marriott Waterfront, Baltimore, Maryland.

For more information and to register:

<http://www.nafcc.org/conferences/2009Baltimore.asp>

[“NAFCC conferences bring together family child care providers, child advocates, resource agencies, associations and other professionals who are committed to quality for children. You will strengthen your skills, explore and reflect on new research, meet others who are going through similar experiences, network and more while joining in on the fun attractions that Baltimore has to offer.”]

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Abriendo Puertas/Opening Doors Train-the-Trainer Institute. July 15 - 17, 2009. Los Angeles, California.

For more information and to apply:

<http://www.familiesinschools.org/site/content/view/233/>

[“Abriendo Puertas/Opening Doors is an evidence-based parent leadership program for Latino parents of children 0-5 years old. This unique curriculum was evaluated by UC Berkeley and developed in partnership with Latino parents, researchers, and program specialists. In the Abriendo Puertas/Opening Doors Institute, participants will learn how to train other community leaders in the curriculum, as well as how to provide the program with parents.”]

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Abriendo Puertas: A Parent Leadership Training Program for Latino Parents. Conference Call. By Grantmakers for Children, Youth and Families. July 10, 2009.

For more information and to register:

http://www.gcyf.org/programs/programs_show.htm?doc_id=930594

[“This GCYF-hosted conference call will highlight the Abriendo Puertas/Opening Doors (AP) program. The AP program can serve as model for how to plan and implement programs that are culturally competent and that combine effective engagement with and outreach to ethnic and racial minority populations. In addition, AP is sharing information about its program, as grantmakers may be interested in learning about serving as funding partners to provide the program to organizations they fund that serve the low-income Latino population.... Participation is limited to representatives of grantmaking institutions, philanthropic advisors and grantmaking affinity groups.”]

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Family Connection Discretionary Grants. By the Administration on Children, Youth, and Families Children's Bureau, Department of Health and Human Services, Administration for Children and Families. Due date for applications: July 6, 2009.

For more information:

http://www.acf.hhs.gov/grants/open/HHS-2009-ACF-ACYF-CF-0078.html#part_2_1

[“The Administration for Children and Families (ACF), Children's Bureau, announces the availability of competitive grant funds authorized by the Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351). The purpose of this funding announcement is to help children who are in or are at-risk of entering into foster care reconnect with family members by developing and implementing grant programs in the areas of kinship navigator programs; programs utilizing intensive family-finding efforts to locate biological family and reestablish relationships; programs utilizing family group decision-making meetings; or residential family treatment programs. Under this Program Announcement applicants will submit proposals for one, or any combination of, the aforementioned four inter-related grant program areas, which comprise elements of a strong system of services to support family connections.”]

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