



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 Services at (916-654-0261; 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

Why Program Quality Matters for Early Childhood Inclusion: Recommendations for Professional Development. (FPG Child Development Institute, University of North Carolina, Chapel Hill, North Carolina) 2009. 21 p.

Full text at: http://community.fpg.unc.edu/resources/articles/npdci-quality-paper/at_download/file

[“Only a handful of states address children with disabilities in their early child care quality rating systems. As a result, few states are evaluating the quality of inclusive programs and services. This problem is compounded by a lack of consensus on dimensions that define high quality inclusion and a need for additional measures of quality inclusive practices. A new NPDCI paper advocates for the need to link early

childhood program quality and professional development, with a particular focus on how this topic relates to early childhood inclusion.”]

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Mathematics Learning in Early Childhood: Paths toward Excellence and Equity: Executive Summary. Edited by Christopher T. Cross and others, Committee on Early Childhood Mathematics, National Research Council. (National Academies Press, Washington, DC) 2009. 17 p.

Executive Summary: www.nap.edu/nap-cgi/report.cgi?record_id=12519&type=pdfxsum

[“To ensure that all children enter elementary school with the foundation they need for success, a major national initiative is needed to improve early childhood mathematics education, says a... report from the National Research Council. Opportunities for preschoolers to learn mathematics are currently inadequate, particularly for those in low-income groups, says the report, which is intended to inform the efforts of Head Start, state-funded preschool programs, curriculum developers, and teachers.... Historically, mathematics has been viewed by many early-childhood educators as unimportant or developmentally inappropriate for young children, but research indicates otherwise, the report says.... The amount of time devoted to and focused on mathematics needs to be increased in all public and private preschool settings, the report says. Currently mathematics activities are often embedded in other lessons and secondary to other learning goals. But emerging research indicates that learning experiences in which mathematics is the secondary rather than the primary goal are less effective for promoting math learning.” The National Academies, News Release (July 2, 2009). NOTE: The book, Mathematics Learning in Early Childhood... will be available.]

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2 + 2 =? By Sara Mead. The Early Ed Watch Blog. (The New America Foundation, Washington, DC) July 7, 2009.

Full text at: <http://www.newamerica.net/blog/early-ed-watch/2009/2-2-13079>

[“Over at the Quick & the Ed, Chad Aldeman does a great job of unpacking some of the reasons why it's incredibly difficult for college students who begin their education at community colleges to successfully transfer to 4-year institutions and earn a bachelor's degree (a model known as ‘2+2,’ because successful students would, in theory, spend two years in a community college, plus two more in a 4-year institution). In fact, shockingly few students who enroll at community colleges with the intention to earn a BA ever do so. This is a problem on a whole bunch of levels. But it's particularly likely to become an issue as states and now the federal Head Start program seek to increase the number of pre-k and early education teachers who have bachelor's degrees.”]

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Early Care and Education State Budget Actions FY 2009. By Julie Poppe and Steffanie Clothier. (National Conference of State Legislatures, Denver, Colorado) May 2009. 50 p.

Full text at: http://www.ncsl.org/documents/cyf/ECE_budget_actions09.pdf

[“NCSL's new report on early care and education state budget actions FY 2009, shows lawmakers increased support for early care and education programs even as budget gaps emerged. Between FY 2008 and FY 2009, states reported an increase in total appropriations to child care, prekindergarten, home visiting and other early learning of \$651 million. A brief analysis, appropriations tables by category and 50-state fiscal data for FY 2007 - FY 2009 is available.” NCSL E-Update (July 2009.)]

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America’s Children: Key National Indicators of Well-Being, 2009. By the Federal Interagency Forum on Child and Family Statistics. (U.S. Government Printing Office, Washington, DC) July 2009. 193 p.

[“55 percent of children aged 3-5 who are not yet in kindergarten were read to daily by a family member, about the same as in 1993. The percentage of children living in households with very low food security among children has increased from 0.6 percent in 2006 to 0.9 percent in 2007. These and other data points are highlighted in the federal interagency Forum on Child and Family Statistics’ ‘America’s Children: Key National Indicators of Well Being, 2009,’ which reports on conditions affecting children in the United States.” Early Care and Education Consortium E-News (July 22, 2009.)]

Full text at: http://www.childstats.gov/pdf/ac2009/ac_09.pdf

Related publications at: <http://www.childstats.gov/pubs/index.asp>

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School Mobility and Educational Success: A Research Synthesis and Evidence on Prevention. By Arthur J. Reynolds and others, Institute of Child Development, University of Minnesota. Paper presented at the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, Board on Children, Youth, and Families, National Research Council, June 29-30, 2009, Washington, DC. (Board on Children, Youth and Families, the National Academies, Washington, DC) 2009. 55 p.

Full text at: http://www.bocyf.org/children_who_move_reynolds_paper.pdf

[“This report assessed the effects of school mobility on achievement and dropout in 16 studies from 1990-2008 that included pre-mobility achievement. 13 of the studies found

that mobility from kindergarten to high school was independently associated with outcomes. Findings indicated that children who moved 3 or more times had rates of school dropout that were nearly one-third of a standard deviation higher than those who were school stable net of prior achievement other factors. Frequent mobility was also associated with significantly lower reading and math achievement by up to a third of a standard deviation. In marginal effects, each additional move was associated with a reduction in reading and math achievement of about one tenth of a standard deviation.... Evidence also is presented that mobility contributes indirectly to school performance and later well-being. The Child-Parent-Center preventive intervention is illustrated to show the benefits of preschool-to-third-grade approaches to reducing the prevalence of mobility.”]

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School Mobility in the Early Elementary Grades: Frequency and Impact from Nationally-Representative Data. By David T. Burkam and others, University of Michigan. Prepared for the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, Board on Children, Youth, and Families, National Research Council, June 29-30, 2009, Washington, DC. (Board on Children, Youth and Families, the National Academies, Washington, DC) 2009. 48 p.

Full text at: http://www.bocyf.org/children_who_move_burkam_paper.pdf

[“Taken together, the majority of the literature on school mobility suggests that school change has a negative influence on academic achievement, academic progress, and non-academic outcomes.... Very few studies focus on the critical early childhood years (between kindergarten and third grade). Because we know children’s academic success during their early years is strongly associated with achievement in later years... it is important to explore the influence of mobility on children in the early elementary grades.”]

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IMPROVED FAMILY FUNCTIONING

Partnering with Parents and Families to Support Immigrant and Refugee Children at School. By Eileen Gale Kugler. Issue Brief. No. 2. (Center for Health and Health Care in Schools, George Washington University, Washington, DC) June 2009. 15 p.

Full text at: <http://www.healthinschools.org/Immigrant-and-Refugee-Children/~media/48FDB9013C3C454AB6EC9E491D752AA0.ashx>

[“Coming to the United States in search of a better life for their children, immigrant and refugee families care greatly about education and have high aspirations for their children.

As immigrant and refugee children enter school, they are optimistic about their future and tend to work hard. Yet that is not what you may hear from many American educators.... One factor that educators can overlook is that many immigrant and refugee students and their families face unique emotional and behavioral health issues, and these issues can serve as barriers to school success. Teachers and administrators, held accountable for student achievement, focus on teaching strategies and educational performance; and they may miss cues pointing to emotional or behavioral issues that impact student achievement. Recognizing the mental health needs of immigrant and refugee students, and engaging the entire family in addressing them, can build a crucial home-school partnership that may open doors to student success.”]

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The P.A.R.E.N.T. Approach: How to Teach Young Moms and Dads the Art and Skills of Parenting. By Jeanne Warren Lindsay. (Morning Glory Press, Inc., Buena Park, California) 2008. 190 p.

[“Raising children ranks among the most important of life’s tasks. A parent’s decisions, choices and behaviors literally shape another human being’s future beginning at the moment of conception and continuing for a lifetime.... Raising a child is also one of the most challenging of life’s tasks. Anyone who has ever raised a child knows how impossible it is to anticipate how a baby changes everything.... Every parent needs information, help, support, suggestions, respite, sleep, strategies, and comfort. That goes in spades for teen parents.... Even though the prospects would be better if a parent were finished with her or his own teen years, life doesn’t always work out that way. Teens do get pregnant. When they do, they need all the help and support they can get for their own sake as well as for the sake of their children.... [This book] is filled with essential information and guidance to equip you, the reader, to be the most effective mentor possible for the teen parents you have the privilege of helping. A Cree Indian elder said many years ago, ‘Children are the purpose of life. We were once children and someone took care of us. Now it is our turn to care.’ Those who teach, mentor, coach and support teen parents are caring for two children at the same time. David Walsh.” NOTE: The P.A.R.E.N.T. Approach... is available for loan.]

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Early Childhood Education in the ARRA: Opportunities for Helping Low-Income Children and their Families. By Danielle Ewen and Hannah Matthews. (CLASP, Center for Law and Social Policy, Washington, DC) 2009. 26 p.

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

[“This presentation highlights funding opportunities in the American Recovery and Reinvestment Act (ARRA) for supporting young children and their families, quality early learning experiences, and healthy and supportive communities.”]

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IMPROVED HEALTH

Childhood Lead Poisoning: Conservative Estimates of the Social and Economic Benefits of Lead Hazard Control. By Elise Gould, Economic Policy Institute. Issue Paper. No. 11. (Partnership for America's Economic Success, Washington, DC) [2009.] 28 p.

[“While public health initiatives and other laws have reduced lead exposure among children, lead poisoning poses a threat to some at-risk groups. Even low levels can lead to significant neurological damage, resulting in cognitive and behavioral problems, later health problems and even criminal activity. This paper by Elise Gould of the Economic Policy Institute finds that the benefits of abatement far outweigh the costs; every dollar spent on controlling lead hazards returns between \$17 and \$221 in health benefits, increased IQ, higher lifetime earnings, tax revenue, less spending on special education, and reduced criminal activity.” Partnership for America's Economic Success.]

Executive Summary: 2 p.

http://www.partnershipforsuccess.org/uploads/20090630_GouldExecutiveSummary.pdf

Full text at:

http://www.partnershipforsuccess.org/uploads/20090630_GouldLeadPaper.pdf

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“Effects of Childhood Obesity on Hospital Care and Costs, 1999-2005.” By Leonardo Trasande, Mount Sinai School of Medicine, and others. IN: *Health Affairs*, web exclusive (July 9, 2009) pp. w751-w760.

Full text at: <http://content.healthaffairs.org/cgi/reprint/hlthaff.28.4.w751v1>

[“The hospitalization of heavy children has skyrocketed in recent years, a study shows. The number of hospitalizations of kids and teens, ages 2 to 19, with a primary or secondary diagnosis of obesity nearly doubled between 1999 and 2005, climbing from 21,743 to 42,429, according to a study published... on the Health Affairs website.... The estimated costs for these hospitalizations increased from almost \$126 million in 2001 to almost \$238 million in 2005. This cost for Medicaid rose from \$53.6 million in 2001 to about \$118 million in 2005....The hospitalization numbers may be higher partly because doctors are increasingly recognizing obesity as a contributor to other medical conditions, says Leonardo Trasande, an assistant professor of community medicine at Mount Sinai School of Medicine in New York City. ‘This study confirms that being overweight takes a larger toll on children than even previously understood, and these results show there is a larger economic consequence than previously believed. This reinforces the crucial need to prevent obesity in kids.’” USA Today (July 9, 2009.)]

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Good Nutrition Feeds Healthy Development and a Healthy Future: Reauthorization of WIC and CACFP. By Cara Sklar and Janine Kossen. (Zero to Three Policy Center, Washington, DC) June 2009. 8 p.

Full text at: <http://www.zerotothree.org/site/DocServer/Nutrition.pdf?docID=9081>

[“Two million infants and toddlers in the United States currently live in food insecure households (households which lack or have uncertain availability of nutritionally adequate and appropriate foods). A young child who goes hungry or consistently lacks nutritious food or breast milk is less likely to grow and develop properly. In fact, infants and toddlers living in food insecure households are 76% more likely than those living in food secure households to be at developmental risk. Food insecurity is potentially damaging to the development of children whether their households suffer from severe food insecurity or even mild food insecurity (households that may not surface in government statistics). Not surprisingly, food insecurity in early childhood is linked to poor school outcomes, with hungry children being more likely to experience hyperactivity, absenteeism and generally poor behavior and academic functioning. If unaddressed, the effects of hunger and malnutrition can become permanently built into a child’s immune system, cardiovascular system, and brain, causing risks to both the child and society at-large. Fortunately, there are programs that can support child development by ensuring that all children are well-nourished and can grow healthy, strong, and prepared for school. This brief will focus on two of several federal nutrition programs, the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) and the Child and Adult Care Food Program (CACFP), as they are directly relevant to infants and toddlers.”]

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Response to Intervention and the Pyramid Model. By Lise Fox and others. (University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children, Tampa, Florida) June 2009. 10 p.

Full text at:
http://www.challengingbehavior.org/do/resources/documents/rti_pyramid_web.pdf

[“Response to Intervention (RtI) offers a comprehensive model for the prevention of delays in learning and behavior. While this problem-solving framework was initially designed for application within Kindergarten to 12th grade programs, there is substantial research that supports the value of the model for application within early childhood programs. This paper provides an overview of RtI and discusses the Pyramid Model... and its application for promoting young children’s social competence and preventing behavior challenges.”]

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Screening for Social Emotional Concerns: Considerations in the Selection of Instruments. By Jasolyn Henderson and Phillip Strain. **Roadmap to Effective Intervention Practices 1.** (University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children, Tampa, Florida) January 2009. 16 p.

Full text at: http://www.challengingbehavior.org/do/resources/documents/roadmap_1.pdf

[“Although exhibiting some challenging behavior during early childhood is typical and varies greatly across environments, some children exhibit challenging behaviors that are more chronic and result in significant difficulties for the child, family, and learning environment. In these cases, it is important to have specialized early intervention services available to them and their families as soon as possible to help prevent long-term difficulties.... The initial step towards detection and amelioration of such problems and the prevention of more severe issues is to conduct screenings across developmental areas to help identify those children and families that would benefit from early and targeted intervention strategies.... The purpose of this document is to provide a brief overview of the use of screening and to help administrators and teachers choose appropriate instruments for implementing a screening program.”]

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Evidence-Based Social-Emotional Curricula and Intervention Packages for Children 0-5 Years and their Families. By Diane Powell and Glen Dunlap. **Roadmap to Effective Intervention Practices 2.** (University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children, Tampa, Florida) June 2009. 19 p.

Full text at: http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf

[“This synthesis presents summary information on curricula and intervention packages designed to help young children ages birth to 5 years improve their social-emotional functioning. It includes evidence-based manualized curricula and programs for use with children, in classrooms or small groups, or with families/parents.... It is meant to provide practical guidance to early childhood special education and early intervention personnel, early educators, families, and other professionals seeking interventions to promote healthy social emotional development in young children with and without disabilities or to intervene early with young children who may already be displaying problematic social emotional behaviors.”]

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IMPROVED SYSTEMS OF CARE

Head Start 2007 State Profiles. By Elizabeth Hoffmann. (Center for Law and Social Policy (CLASP), Washington, DC) 2009. Various pagings.

[“These individual state profiles show Head Start Program Information Report (PIR) data for 2007, which all programs are required to report to the federal government on an annual basis. Data include information on programs, participants, families, and staff for all Head Start programs in each state, including preschool, Early Head Start, American Indian and Alaskan Native Head Start, and Migrant or Seasonal Head Start. Available for all states plus six territories.”]

California profile: 4 p.

<http://www.clasp.org/ChildCareAndEarlyEducation/headstartdata2007ca.pdf>

United States profile, plus other state and territory profiles:

<http://www.clasp.org/ChildCareAndEarlyEducation/headstartdata2007.htm>

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The Disaster Decade: Lessons Unlearned for the United States. By Brown Buckley Tucker. (Save the Children, Westport, Connecticut) June 2009. 4 p.

Full text at: <http://www.savethechildren.org/publications/usa/disaster-decade-lessons.pdf>

[“Ten years after a relentless assault of unprecedented natural and manmade disasters, a report released... by Save the Children's U.S. Programs reveals that only seven states are meeting crucial minimum standards to ensure that schools and child-care facilities are prepared to respond to the needs of children during a disaster.... Commissioned by Save the Children and conducted by Brown, Berkley and Tucker, the report reviewed four standards in all 50 states and the District of Columbia and found that only seven states - Arkansas, Maryland, Hawaii, New Hampshire, Massachusetts, Alabama and Vermont - are meeting four key standards. The four key standards identified by Save the Children include evacuation and relocation, reunification and plans for special needs children at child-care facilities, as well as multi-hazard plans at schools. Save the Children is calling for immediate action at the federal level to better protect children through a five-point plan....” Save the Children, Press Release (June 17, 2009.)]

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“The New Push for Quality Child Care.” By Leslie Bennetts. IN: Parade (July 19, 2009) 4 p.

Full text at: <http://www.parade.com/news/2009/07/19-the-new-push-for-quality-child-care.html?index=1>

[“For most families today, child care is a necessity. Two-thirds of all American women are working by the time their first child is a year old, compared with only 17% four decades ago. Single-parent households, most of them headed by women, constitute a quarter of all U.S. families.... The cost - which has risen by as much as 11% in the last

two years - varies widely, depending on such factors as location, type of care, and the age of the child. Nationwide, the cost ranges from \$3380 to \$10,787 for one preschooler, according to the National Association of Child Care Resource & Referral Agencies. Full-time care for one infant at a center can be as much as \$15,895 a year. A full-time babysitter may cost from \$400 to \$1000 a week, depending on where you live. Those on the lower end of the economic ladder find it hardest to come up with good solutions. 'For women who are not in managerial or professional jobs, the cost is a nightmare, and for low-income women it's prohibitive,' says Ellen Bravo, coordinator of Family Values at Work, a consortium of state coalitions working on policies to support families. In European nations, high-quality child care, especially for 3- to 6-year-olds, is seen as a right of citizenship. Governments view it as an investment in the nation's future, and excellent facilities with top-notch care are plentiful."]

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STUDIES TO COME

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

IMPROVED HEALTH

“Prenatal Airborne Polycyclic Aromatic Hydrocarbon Exposure and Child IQ at Age 5 Years.” By Frederica P. Perera, Columbia Center for Children’s Environmental Health, and others. IN: Pediatrics, vol. 124, no. 2 (August 2009)

[“A mother’s exposure to urban air pollutants known as polycyclic aromatic hydrocarbons (PAHs) can adversely affect a child’s intelligence quotient or IQ, a study reports. PAHs are chemicals released into the air from the burning of coal, diesel, oil and gas, or other organic substances such as tobacco. In urban areas motor vehicles are a major source of PAHs. The study, funded by the National Institute of Environmental Health Sciences (NIEHS), a component of the National Institutes of Health, the U.S. Environmental Protection Agency and several private foundations, found that children exposed to high levels of PAHs in New York City had full scale and verbal IQ scores that were 4.31 and 4.67 points lower than those of less exposed children.” NIEHS News Release (July 21, 2009.) NOTE: Prenatal Airborne Polycyclic... will be available for loan.]

News Release: <http://www.niehs.nih.gov/news/releases/2009/child-iq.cfm>

CONFERENCES AND FUNDING OPPORTUNITIES

28th Annual U.C. Davis National Child Abuse and Neglect Conference. September 21-24, 2009. Hyatt Regency, Sacramento, California.

For more information and to register:

<http://www.canconference.com/default.asp?page=home>

[“The Twenty-Eighth Annual UC Davis National Child Abuse and Neglect Conference and accompanying institutes are designed for professionals involved in the investigation, evaluation, and treatment of abused and neglected children and triers of fact. The conference is planned to advance knowledge and practice standards of professionals in the fields of medicine, nursing, social work, mental health, and criminal and juvenile justice.”]

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Medicaid Program and Children’s Health Insurance Program Grants. U.S. Department of Health and Human Services.

For more information: <http://www.hhs.gov/news/press/2009pres/07/20090706a.html>

[“HHS Secretary Kathleen Sebelius... announced the availability of up to \$40 million in grants to help reach families whose children qualify but are not yet enrolled in state Medicaid and Children’s Health Insurance Programs (CHIP). ... ‘We know there are millions of children who are eligible for coverage but don’t utilize their state health care programs,’ said Secretary Sebelius. ‘These grants will help community organizations, tribal organizations, as well as states and local governments reach out to children and families to ensure more children get the health care they need and deserve.’” U.S. Department of Health and Human Services, News Release (July 6, 2009.)]

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