



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 Services at (916-654-0261; 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

2009 Kids Count Data Book: State Profiles of Child Well-Being. By the Annie E. Casey Foundation. (The Foundation, Baltimore Maryland) 2009. 144 p.

[“Serious shortcomings in national data, including an outdated federal measure of household poverty, are undermining the task of identifying and assisting America's most vulnerable children, according to a report.... The Annie E. Casey Foundation, in its annual Kids Count report on children's health and well-being, says national efforts to track and analyze such trends ‘fall far short of what is possible, what is needed, and what is demanded.’ The report urges the government to overhaul its formula for measuring poverty, strengthen efforts in the 2010 Census to fully count children and minorities, and improve the national vital statistics system to better track data on disadvantaged families.... The special report on the ‘data deficit’ accompanied the regular section of Kids Count measuring how the 50 states fared in 10 categories of children's health and well-being. The report documented improvements since 2000 in the infant mortality rate, child death rate, teen death rate, high school dropout rate, and teens not in school and not

working. Four areas have worsened: low-birthweight babies, children living with jobless or underemployed parents, children in poverty, and children in single-parent families. The report noted with concern that the teen birth rate - after declining steadily for many years - rose from 2005 to 2006. The data, gathered no later than 2007, did not reflect the impact of the economic meltdown. Casey officials said they expected the economy-related indicators to worsen in their next report.” Associated Press (July 28, 2009.)]

Full text at:

http://www.aecf.org/~media/Pubs/Other/123/2009KIDSCOUNTDataBook/AEC186_2009_KCDB_FINAL%2072.pdf

2009 Kids Count Data Brief: 8 p.

http://www.aecf.org/~media/Pubs/Other/123/2009KIDSCOUNTDataBrief/AEC187%20data_brief_FINAL.pdf

Profile of California: 3 p.

<http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=CA&group=DataBook&loc=6>

More online resources: <http://datacenter.kidscount.org/databook/2009/Default.aspx>

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New Leaders, New Directions: Tools for Advancing an Early Childhood Agenda for the Latino Community. By Erika Beltran and Sarah Dolan, National Council of La Raza. (The Council, Washington, DC) 2009. 64 p.

Full text at: www.nclr.org/content/publications/download/58483

[“As Latino children enter the American school system in increasing numbers, it is imperative that they enter ready to learn and be successful. Unfortunately, this is not currently the case. Young Latino children face many challenges in accessing high-quality early care and education (ECE) programs. This toolkit is designed to help ECE champions build stronger, more effective strategies to ensure educational success for Latino and English language learner (ELL) children. It includes chapters on ‘Framing the Issue’, ‘Identifying Your Partners and Targets’, ‘Taking Action’, and ‘Media Tools and Resources’. It also includes a number of different appendices on different topics, including data collection and the legislative process.” National Council of La Raza.]

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The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES) Preliminary Results through 2nd Grade. Interim Report. By Ellen Frede and others, National Institute for Early Education Research. (NIEER, New Brunswick, New Jersey) June, 2009. 29 p.

Full text at: http://nieer.org/pdf/apples_second_grade_results.pdf

[“In the 1999-2000 school year, the state of New Jersey initiated an ambitious and groundbreaking endeavor to help close the achievement gap in urban, low-income districts throughout the state. One remedy of the long-standing New Jersey Supreme Court case, Abbott v. Burke, was the establishment of high quality full-day preschool for all 3 and 4 year old children residing in these districts. Since then, the program has grown from around 19,000 in the first year to close to 44,000 nine years later, serving children in a mix of settings including public schools, private child care centers, and Head Start agencies.... In addition the quality has increased from an average rating of just better than minimal quality to statewide scores considered good to excellent.... Average quality was approaching good when children in this longitudinal study entered Abbott Pre-K, but average quality is now good to excellent.... In 2005-2006, the National Institute for Early Education Research (NIEER) with funding from the NJ Department of Education and the Pew Charitable Trusts undertook the subject of this report - a longitudinal study to determine if the learning gains found in early research at kindergarten entry continued into elementary school.... This new report summarizes analyses of child outcome data at the end of first and second grade. Results reveal that children who attended the high quality Abbott Pre-K continue to outperform their peers and that there are still advantages for those who had two years of preschool compared to just one.”]

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Covering the Pre-K Landscape: New Investments in Our Littlest Learners. By the Hechinger Institute on Education and the Media. (The Institute, Teachers College, Columbia University, New York, New York) 2009. 21 p.

Full text at:

<http://pocketknowledge.tc.columbia.edu/home.php/viewfile/download/107876>

[“For years, preschool was the stepchild of education - largely ignored by policymakers and researchers. That has changed dramatically, thanks to the convergence of new findings in neuroscience, child development and economics. Policy makers, educators, foundations and business leaders are now pushing for greater access to preschool. Between 2006 and 2008, states more than doubled their spending on early childhood programs and, President Obama has emphasized his commitment with increased federal money his first year in office. This Primer explains the growth of preschool and why 2009 will be a critical year.”]

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Raising Bookworms: Getting Kids Reading for Pleasure and Empowerment. By Emma Walton Hamilton. (Beech Tree Books, Sag Harbor, New York) 2009. 190 p.

[“The single most important thing we can do to help our children grow into thoughtful, compassionate, literate adults is to read aloud to them. Reading aloud initiates a vital, ongoing process of brain development in young people, and lays the groundwork that enables them to enjoy reading for themselves as they get older. In fact, children who are read to at least three times a week by a family member are almost twice as likely to score in the top twenty-five percent in reading as children who are read to less, according to the Early Childhood Longitudinal Study.... Despite this and other well-documented facts, only fifty percent of parents are reported to actually read to their children. Justifications abound: ‘I don’t have time,’ ‘I’m not a good reader myself,’ ‘My child doesn’t seem that interested.’ Truth is, though, there are few more important gifts we can give our children than helping them to discover the joy, freedom, and power of reading. And it needn’t be a hugely time-consuming or daunting task... actually, just a few minutes each day, especially when supported by an effort to connect reading with pleasure, is all it takes to sow the seeds of an enthusiastic reader.” NOTE: Raising Bookworms... is available for loan.]

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Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study - Birth Cohort (ECLS-B.) By Tamara Halle and others. (Child Trends, Washington, DC) June 2009. 39 p.

Full text at: http://www.childtrends.org/Files/Child_Trends-2009_07_10_FR_DisparitiesEL.pdf

[“A ... Child Trends study commissioned by the Council of Chief State School Officers finds disparities between poor, at-risk children and more advantaged children as early as 9 months of age - extending prior research that primarily focuses on disparities at kindergarten entry and beyond. The study...identifies low income and low maternal education as the factors most strongly associated with poorer cognitive, social-emotional, and health outcomes among very young children.” Child Trends Research Review (June/July 2009.)]

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IMPROVED FAMILY FUNCTIONING

Deployment and Coming Home: The Realities for Infants and Toddlers in Military Families. By Erin Carroll, Zero to Three. (Zero to Three, Washington, DC) July 2009. 5 p.

Full text at:
http://www.zerotothree.org/site/DocServer/MilitaryFamilies_FINAL.pdf?docID=9221

[“Being a part of a military family presents a multitude of unique stresses that are not typically at hand for other families. Military families live in an ongoing state of anxiety

and tension, which at times can be significantly emotional and uncertain for everyone in the family. In particular, deployment and homecoming of military family members can create a highly emotional situation that impacts every family member, including those who may be too young to clearly communicate their concerns. For infants and toddlers, the separation or frequent changes often associated with being part of a military family can have a significant impact on their development. This feature article details the challenges families face before, during, and after deployment, as well as policy recommendations that support infants and toddlers in military families.” The Baby Monitor (July 27, 2009.)]

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Neighborhoods and the Black-White Mobility Gap. By Patrick Sharkey, New York University. (The Pew Charitable Trusts, Philadelphia, Pennsylvania) July 2009. 44 p.

Full text at:

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Economic_Mobility/PEW_SHARKEY_v12.pdf?n=1399

[“The neighborhood poverty experienced by middle-income black children contributes greatly to their increased risk of downward mobility.... ‘Neighborhoods and the Black-White Mobility Gap,’ authored by New York University sociologist Patrick Sharkey, points to a great disparity between the neighborhood poverty rates experienced by middle-income black children and white children: nearly half of black children born into families who are at least middle income (\$62,000 or more) were raised in neighborhoods with a poverty rate of 20 percent or more, compared to just 1 percent of white children of the same income level. ‘Neighborhoods matter - and matter significantly for the mobility prospects of Americans, said John E. Morton, managing director of Pew’s Economic Policy Department. ‘But black children from middle-income families who often live in poorer neighborhoods, have a much higher likelihood of falling down the ladder as adults. Unfortunately, these same neighborhoods have been among the hardest hit in the current recession.’ The report also finds that spending childhood in a high-poverty neighborhood (poverty rate of at least 20 percent) versus a low-poverty neighborhood (poverty rate of less than 10 percent), raises the chances of downward mobility by 52 percent. Further, the effect of neighborhood poverty alone accounts for a greater portion of the black-white gap than the combined effect of family characteristics including parental education, family structure, occupation and labor force participation.” The Pew Charitable Trusts, Press Release (July 27, 2009.)]

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Parenting Education is Economic Development. By Elaine Weiss and Grace Lee. Issue Brief. No. 10. (Partnership for America’s Economic Success, Washington, DC) June 2009. 4 p.

Full text at:

http://www.partnershipforsuccess.org/uploads/20090708_PAESParentingBriefFinal.pdf

[“The impact of good parenting goes far beyond its influence on individual children. Our entire nation’s economic health and societal well-being are significantly enhanced when parents have the tools they need to help their kids start school prepared to learn, develop the social skills necessary to pay attention and work in teams, and grow up to be productive adults. So for any business leader concerned about the quality of his future workforce, or the quality of the communities where her business is located and employees live, promoting good parenting is good business.”]

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IMPROVED HEALTH

“Obesity Prevalence among Low-Income, Preschool-Aged Children - United States, 1998-2008.” IN: MMWR (Morbidity and Mortality Weekly Report), vol. 58, no. 28 (July 27, 2009) pp. 769-773.

Full text at:

http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5828a1.htm?s_cid=mm5828a1_x

[“Childhood obesity continues to be a leading public health concern that disproportionately affects low-income and minority children (1). Children who are obese in their preschool years are more likely to be obese in adolescence and adulthood (2) and to develop diabetes, hypertension, hyperlipidemia, asthma, and sleep apnea (3). One of the ‘Healthy People 2010’ objectives... is to reduce to 5% the proportion of children and adolescents who are obese (4). CDC's Pediatric Nutrition Surveillance System (PedNSS) is the only source of nationally compiled obesity surveillance data obtained at the state and local level for low-income, preschool-aged children participating in federally funded health and nutrition programs. To describe progress in reducing childhood obesity, CDC examined trends and current prevalence in obesity using PedNSS data submitted by participating states, territories, and Indian tribal organizations during 1998-2008. The findings indicated that obesity prevalence among low-income, preschool-aged children increased steadily from 12.4% in 1998 to 14.5% in 2003, but subsequently remained essentially the same, with a 14.6% prevalence in 2008. Reducing childhood obesity will require effective prevention strategies that focus on environments and policies promoting physical activity and a healthy diet for families, child care centers, and communities.”]

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Child Care Subsidies and Childhood Obesity. By Chris M. Herbst, Arizona State University, and Erdal Tekin, Georgia State University, NBER and IZA. Discussion Paper. No. 4255. (IZA, Bonn, Germany) June 2009. 41 p.

Full text at: <http://ftp.iza.org/dp4255.pdf>

[“Child care subsidies play a critical role in facilitating the transition of disadvantaged mothers from welfare to work. However, little is known about the influence of these policies on children’s health and well-being. In this paper, we study the impact of subsidy receipt on low-income children’s weight outcomes in the fall and spring of kindergarten. The goals of our empirical analysis are twofold. We first utilize standard OLS and fixed effects methods to explore body mass index as well as measures of overweight and obesity. We then turn to quantile regression to address the possibility that subsidy receipt has heterogeneous effects on children’s weight at different points in the BMI distribution. Results suggest that subsidy receipt is associated with increases in BMI and a greater likelihood of being overweight and obese. We also find substantial variation in subsidy effects across the BMI distribution. In particular, child care subsidies have no effect on BMI at the lower end of the distribution, inconsistent effects in the middle of the distribution, and large effects at the top of the distribution. Our results point to the use of non-parental child care, particularly center-based services, as the key mechanism through which subsidies influence children’s weight outcomes. ”]

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“Preventing Premies.” By Laura Blue. IN: Time, vol. 174, no. 4 (August 3, 2009) pp. 36-40.

Full text at:

http://www.time.com/time/specials/packages/article/0,28804,1912201_1912244,00.html

[“Why do infants die more often in America than in almost every other industrialized country? ... Each year, roughly 30,000 American babies die before their first birthday. When a baby is born too soon, it's hard to imagine that the infant would do better anywhere else in the world than in America. The most fragile preterm infants are housed in specialized intensive-care units and cared for by world-class experts. Prematurity cost the country some \$26 billion in 2005, according to the U.S. Institute of Medicine. And yet for all the technology and expense, roughly 30,000 American babies under age 1 die each year. They die at a rate three times as high as in Singapore, which has the world's best infant survival - long considered a key indicator of a nation's overall level of health. In fact, the U.S. - ranked No. 30 in 2005 - lags behind almost every other industrialized nation, behind Cuba, Hungary and Poland. What explains such dismal figures?”]

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IMPROVED SYSTEMS OF CARE

Understanding the Child Welfare System in California: A Primer for Service Providers and Policymakers. Second edition. By Diane F. Reed and Kate Karpilow. (California Center for Research on Women and Families, Berkeley, California) June 2009. 45 p.

Full text at: http://www.ccrwf.org/wp-content/uploads/2009/03/final_web_pdf.pdf

[“Since the release of the 1st edition of this primer, California’s child welfare system has moved to an outcomes-based approach; and state and local policymakers and providers have intensified their efforts to identify effective practice, secure improved outcomes, maximize efficient use of resources, and most importantly, protect and nurture abused and neglected children. This 2nd edition of ‘Understanding the Child Welfare System in California’ provides an overview of this complex system - its history, structure, and funding streams. It also presents a profile of the children in the system and summarizes the issues and challenges being addressed to optimally serve the children and families of California.”]

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Online Resources for Identifying Evidence-Based, Out-of-School Time Programs: A User’s Guide. By Mary Terzian, Children’s Services Council of Palm Beach County Florida, and others. **Research-to-Results Brief. No. 2009-36.** (Child Trends, Washington, DC) July 2009. 11 p.

Full text at: http://www.childtrends.org/Files/Child_Trends-2009_07_26_RB_OnlineEBP.pdf

[This “Child Trends brief... can help funders, administrators, and practitioners find evidence-based programs that may be appropriate for their target populations and communities. The ‘Guide’ provides an overview of 22 resources - 12 searchable online databases, two online interactive summaries, and eight online documents - that offer information on a range of evidence-based intervention programs.” Child Trends Research Review (June/July 2009.)]

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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 CHILD DEVELOPMENT

“Documentation Status and Parental Concerns about Development in Young U.S. Children of Mexican Origin.” By Alexander N. Ortega, University of California Los Angeles, and others. **IN: Academic Pediatrics, vol. 9, no. 4 (July/August 2009) pp. 278-282.**

[“Undocumented people live in a shadowy world of high fear and stress - fear of deportation and stress brought on by a lack of economic, linguistic and educational

resources. And of course if they are parents their worries trickle down to their children. A ... study from UCLA examines parents' concerns about development, learning and behavior for young children of Mexican origin and identifies whether these concerns differ by the families' citizenship or documentation status. The study appears in... the journal *Academic Pediatrics*. It shows that, as reported by the parent, Mexican children with an undocumented parent have greater developmental risk than do Latino and white children whose parents are documented or who are U.S. citizens.... The authors employed the California Health Interview Survey a population-based study of households drawn from every county in California that included Latino children and families, and information on the documentation status of the parents. The survey also included the Parents' Evaluation of Developmental Status (PEDS), which provides information on parents' perceptions of their children's development. Combined, the two reporting tools allowed the authors to examine the associations of family documentation and citizenship status on parents' reports of their children's development. The sample included 5,856 children under the age of six; of that number, 1,786 had Mexican ancestry." UCLA Newsroom (July 13, 2009). NOTE: Documentation Status and Parental Concerns... will be available for loan.]

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IMPROVED HEALTH

“The Clinical Significance of Preschool Depression: Impairment in Functioning and Clinical Markers of the Disorder.” By Joan L. Luby, Washington University School of Medicine in St. Louis, and others. IN: *Journal of Affective Disorders*, vol. 112, no. 1-3 (January 2009) pp. 111-119.

[“While much is now known about depression during school age and adolescence, whether clinical depression can onset even earlier in development during the preschool period remains under explored. The earliest possible identification of depression may be important for the design of prevention and early developmental intervention programs. This study investigated functional impairment associated with depression, symptoms that served as the best markers of depression vs. other disorders, as well as depression severity between two depressed sub-groups and other diagnostic comparison groups.”

NOTE: The Clinical Significance of Preschool Depression... will be available for loan.]

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“Early Child Care and Adiposity at Ages 1 and 3 Years.” By Sara E. Benjamin, Harvard Medical School, and others. IN: *Pediatrics*, vol. 124, no. 2 (August 2009) pp. 555-562.

[“The majority of infants in the United States are in nonparental child care, yet little is known about the effect of child care on development of obesity. Objective: To examine the relationship between child care attendance from birth to 6 months and adiposity at 1 and 3 years of age. Methods: We studied 1138 children from a prospective cohort of

pregnant women and their offspring. The main exposure was time in child care from birth to 6 months of age, overall and by type of care: (1) child care center; (2) someone else's home; and (3) child's own home by nonparent. The main outcomes were weight-for-length (WFL) z score at 1 year and BMI z score at 3 years of age. Results: A total of 649 (57%) infants attended child care; 17% were cared for in a center, 27% in someone else's home, and 21% in their own home by a nonparent. After adjustment for confounders, overall time in child care was associated with an increased WFL z score at 1 year and BMI z score at 3 years of age but not skinfold thicknesses. Center and own home care were not associated with the outcomes, but care in someone else's home was associated with an increase in both the 1- and 3-year outcomes. Conclusion: Child care in the first 6 months of life, especially in someone else's home, was associated with an increased WFL z score at 1 year and BMI z score at 3 years of age.” NOTE: Early Child Care and Adiposity... will be available.]

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CONFERENCES AND FUNDING OPPORTUNITIES

PACE 40th Annual Education Conference. By the Professional Association for Childhood Education. October 15-17, 2009. Hilton Pasadena, Pasadena, California.

For more information and to register: <http://www.pacenet.org/conferences.html>

[“PACE has merged its Leadership and Fall Conferences into one extraordinary event! We are expecting more than 600 child care owners, directors, teachers and administrators.”]

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39th Annual National Black Child Development Institute Conference: Cultivating Genius... Imagine the Possibilities. October 24-27, 2009. Hyatt Regency Atlanta, Atlanta, Georgia.

For more information and to register: <http://www.nbcdi.org/conference/>

[This conference is for “professionals and parents working to improve the lives of children, youth and families.” Featured speakers include Dr. Walter Earl Fluker, Executive Director, Leadership Center at Morehouse College, Dr. Earnest H. Smith, NBCDI Council of Elders, and Arne Duncan, United States Secretary of Education. There will be an Early Care and Education Issue Forum with Dr. Tammy Mann, Deputy Executive Director, Zero to Three, as well as Issue Forums on education, health and parenting.]

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Connect for Kids: Toolkit for Funding.

Toolkit at: <http://www.connectforkids.org/node/245>

[“- The library at your daughter's elementary school has about as many reading materials as a doctor's office waiting room. Can you arrange for more books?

- Your neighbors work until 6:30, but school lets out at 3:00, leaving the kids with nowhere to go, can you start an after-school program?

- You've been active in a local organization, but need more money to do the job right, or tackle a new problem, where can you turn for help?

Whether you're an individual with an idea to help your community, or already at work on behalf of kids and families, you can make a difference - you just need adequate funding to do so. Connect for Kids has compiled some resources to help you.”]

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