



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

On the Cusp in California: How PreK-3rd Strategies Could Improve Education in the Golden State. By Linda Jacobson. (New America Foundation, Sacramento, California) October 2009. 40 p.

Full text at: http://www.newamerica.net/files/On_The_Cusp_in_CA.pdf

[“Strengthening education in the face of severe state budget problems may seem an impossible goal. But a new report... by the New America Foundation shows that not only is it possible, it’s already happening. A small but growing number of counties, school districts, and charter schools in California are making progress toward building seamless

PreK-3rd early education systems - a promising strategy to narrow achievement gaps and raise student achievement. Key state officials, along with early childhood advocates and school reformers, have taken some important first steps and now need to exert leadership to raise the profile of and create a sense of urgency around PreK-3rd reform as a strategy to close achievement gaps and boost academic performance. ‘On the Cusp in California: How PreK-3rd Strategies Could Improve Education in the Golden State’ seeks to help policymakers and advocates in California understand PreK-3rd strategies - the promise of leading reform efforts, the hurdles, and the steps the state can take to overcome them. The report recommends 13 steps to getting this done - many of which are relatively low cost and may even help California compete for federal education grants, such as the Race to the Top program and the proposed Early Learning Challenge fund.” New America Foundation (October 29, 2009.)]

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Too Young for Respect? Realising Respect for Young Children in their Everyday Environments. By Shanti George. Working Papers in Early Childhood Development. No. 54. (Bernard van Leer Foundation, the Hague, the Netherlands) July 2009. 28 p.

Full text at:

http://www.bernardvanleer.org/publication_store/publication_store_publications/too_young_for_respect_realising_respect_for_young_children_in_their_everyday_environments_a_cross-cultural_analysis/file

[In this Working Paper, “Shanti George looks at the routine disrespect shown to young children in everyday life and examines case studies from Germany and Israel to show what respect for young children looks like in practice.”]

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Can Teacher Training in Classroom Management Make a Difference for Children’s Experiences in Preschool? A Preview of Findings from the Foundations of Learning Demonstration. By Pamela Morris and others. (MDRC, Oakland, California) September 2009. 19 p.

Full text at: <http://www.mdrc.org/publications/527/full.pdf>

[“Policymakers recognize that early childhood education is a promising strategy for improving the school readiness of disadvantaged young children and for advancing their long-term academic success. Yet even as policymakers embrace greater investments in early childhood programs, they confront a difficult challenge: how can the quality of programs be maintained or enhanced when they are operated on a large scale? One critical aspect of quality is addressing children’s emotional and behavioral development - that is, their ability to engage positively with peers and teachers and to focus their attention and behavior during classroom activities.... Recent research documenting high

levels of behavior problems for children in preschool classrooms highlights the importance of this issue. Moreover, in survey after survey, teachers consistently emphasize their need for professional development and other supports to help them address children's behavioral issues. This report offers a preview of promising findings from Foundations of Learning (FOL), a demonstration and random assignment evaluation in Newark and Chicago of an intervention that trains preschool teachers to better support children's behavior and emotional development.”]

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Summative Evaluation Results from the ‘Ready to Learn Initiative:’ Preschool Teachers Can Use a Media-Rich Curriculum to Prepare Low-Income Children for School Success. By William R. Penuel and others. Technical Report. (Education Development Center, Inc., New York, New York, and SRI International, Menlo Park, California) September 2009. 18 p.

[“Video and interactive games are effective in teaching disadvantaged preschoolers the literacy skills they need for kindergarten, according to a large-scale evaluation financed by the U.S. Department of Education and the Corporation for Public Broadcasting. The randomized controlled study looks at a technology-supported literacy curriculum that involved video from ‘Super Why!,’ ‘Sesame Street,’ and ‘Between the Lions,’ programs that are produced by PBS as part of the Education Department’s Ready to Learn Initiative. The study also included online games produced by the programs’ producers, which targeted some of the same literacy skills as the shows themselves.... ‘What’s really powerful here is the combination of media, digital content, and professional development,’ said Bill Penuel, the director of evaluation research for SRI International.... Shelley Pasnik, the director of the Center for Children and Technology for the Education Development Center, added that though video clips from public-television programs were an important part of the literacy curriculum, the study’s findings don’t imply that parents could get the same learning effect simply by exposing their children to those programs. It’s ‘engaged viewing’ that counts, she explained. ‘It’s not simply turning on a program and letting it go on the screen unattended, but pausing the video and asking questions.’” Education Week (Online: October 14, 2009.)]

Executive Summary: 2 p. <http://cct.edc.org/pdf/RTLExecSummary.pdf>

Full text at: <http://cct.edc.org/pdf/RTLEvalReport.pdf>

Research Instruments: 165 p. <http://cct.edc.org/pdf/RTLInstruments.pdf>

Literature Review: 47 p. <http://cct.edc.org/pdf/RTLLiteratureReview.pdf>

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“The Health and Cognitive Growth of Latino Toddlers: At Risk or Immigrant Paradox?” By Bruce Fuller, University of California, Berkeley, and others. IN: *Maternal and Child Health*, vol. 13, no. 6 (November 2009) pp. 755-768.

Full text at: <http://www.springerlink.com/content/188t5813v2270827/fulltext.pdf>

[“The children of Hispanic immigrants tend to be born healthy and start life on an intellectual par with other American children, but by the age of 2 they begin to lag in linguistic and cognitive skills, a ... study by researchers at the University of California, Berkeley, shows. The study highlights a paradox that has bedeviled educators and Hispanic families for some time. By and large, mothers from Latin American countries take care of their health during their pregnancies and give birth to robust children, but those children fall behind their peers in mental development by the time they reach grade school, and the gap tends to widen as they get older. The ... Berkeley study suggests the shortfall may start even before the children enter preschool, supporting calls in Washington to spend more on programs that coach parents to stimulate their children with books, drills and games earlier in their lives. ‘Our results show a very significant gap even at age 3,’ said Bruce Fuller, one of the study’s authors and a professor of education at Berkeley.... Professor Fuller said blacks and poor whites also lagged behind the curve, suggesting that poverty remained a factor in predicting how well a young mind develops.” New York Times (October 21, 2009.)]

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“Early Educational Opportunities for Children of Hispanic Origins.” By Eugene Garcia and Bryant Jensen, Arizona State University. IN: *Social Policy Report*, vol. 23, no. 2 (2009) 19 p.

Full text at:

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

[“Garcia and Jensen first make the case for attention to the situation of Hispanic children in this country. They then review a sizeable body of literature demonstrating that early interventions can improve the learning opportunities and educational outcomes of Hispanic children. They close with a long list of policy recommendations for federal, state and local governments, foundations, and Hispanic communities and organizations.”]

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New Beginnings: Using Federal Title I Funds to Support Local Pre-K Efforts. By Chrisanne L. Gayl and others. (Pre-K Now, Washington, DC) September 2009. 12 p.

Full text at: http://www.preknow.org/documents/titleI_Sep2009.pdf

["Recent actions by Congress and the Obama administration provide potential new federal support for pre-k through the expansion of Title I funding. Together, the American Recovery and Reinvestment Act (ARRA) - also known as the federal stimulus package - fiscal year 2009 appropriations, and the president's fiscal year 2010 budget request provide a means for expanding local pre-k efforts through the use of federal funds. This brief focuses on the use of federal Title I funds by LEAs [local education agencies] to support pre-k programs. It summarizes the benefits of employing Title I dollars for this purpose, existing guidance from the U.S. Department of Education and examples of districts that are doing so successfully. In addition, the brief outlines issues for education leaders to consider in their planning and suggests ways to coordinate local initiatives with state pre-k programs."]

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Votes Count: Legislative Action on Pre-K Fiscal Year 2010. By Albert Wat and Jennifer V. Doctors. (Pre-K Now, Washington, DC) October 2009. 24 p.

Full text at: http://www.preknow.org/documents/LegislativeReport_Oct2009.pdf

["Faced with limited resources and historic deficits, the majority of states have once again wisely chosen to protect pre-k funding. Twenty-nine states and the District of Columbia - which faced budget gaps of up to 35 percent - chose to increase or hold their pre-k funding steady for fiscal year 2010. Two additional states - Rhode Island and Alaska - made their first investments in pre-k education. Our annual report, 'Votes Count: Legislative Action for Pre-K Fiscal Year 2010,' reviews state budgets to see which legislatures understand the economic and educational value of high-quality, voluntary pre-k. The study shows that while the economy has forced lawmakers to evaluate budgets with unprecedented focus, states see pre-k as a core priority and are finding ways to fund it."]

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IMPROVED FAMILY FUNCTIONING

"Home Visitation and Young Children: An Approach worth Investing In?" By Jennifer Astuto and LaRue Allen, Child and Family Policy Center, New York University. IN: Social Policy Report, vol. 23, no. 4 (2009) 23 p.

["In the United States, 42 percent of children under 6 - a total of 10.2 million children - live in poverty. These youngsters are more likely than better-off children to experience a range of problems. One way to address the educational and health needs of these often hard-to-reach children is through home visitation - sending individuals into homes to match needs with services. Recent developments - policymakers' renewed interest in home visitation and efforts to ensure that programs are more effective and coordinated - signal a new era for this approach to early intervention." Society for Research in Child Development (October 26, 2009.)]

Full text at:

http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=1

Social Policy Report Brief summary: 2 p.

www.srcd.org/index.php?option=com_docman&task=doc_download&gid=763

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“Parenting Classes, Parenting Behavior, and Child Cognitive Development in Early Head Start: A Longitudinal Model.” By Mido Chang and others. IN: School Community Journal, vol. 19, no. 1 (Spring/Summer 2009) pp. 155-174.

Full text at: <http://www.adi.org/journal/ss09%5CChangParkKimSpring2009.pdf>

[“This study analyzed Early Head Start Research and Evaluation (EHSRE) study data, examining the effect of parenting classes on parenting behaviors and children’s cognitive outcomes. The study analyzed three sets of dependent variables: parental language and cognitive stimulation, parent-child interactive activities, and the Bayley Mental Development Index (MDI) of children. The analysis results... revealed that parents who attended parenting classes stimulated their children’s language and cognitive development and provided educational activities more than did parents who did not participate in parenting classes. The cognitive outcomes (the Bayley MDI scores) of the children whose parents attended parenting classes were significantly higher than those of the children of parents who had never attended these classes.”]

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How Do Families Matter? Understanding How Families Strengthen Their Children’s Educational Achievement. By Dale Russakoff and others. (Foundation for Child Development, New York, New York) October 2009. 24 p.

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

[“When Phyllis Hunter, former director of reading for Houston’s public schools, talks about the importance of parents to their children’s education, she begins with a tale of three mothers and an eggplant in a supermarket. The first mother wheels her shopping cart down the produce aisle, where her Kindergartner spots an eggplant and asks what it is. The mother shushes her child, ignoring the question. A second mother, faced with the same question, responds curtly, ‘Oh, that’s an eggplant, but we don’t eat it.’ The third mother coos, ‘Oh, that’s an eggplant. It’s one of the few purple vegetables.’ She picks it up, hands it to her son, and encourages him to put it on the scale. ‘Oh, look, it’s about two pounds!’ she says. ‘And it’s \$1.99 a pound, so that would cost just about \$4. That’s a bit pricey, but you like veal parmesan, and eggplant parmesan is delicious too. You’ll love it. Let’s buy one, take it home, cut it open. We’ll make a dish together.’

Hunter’s parable makes clear why an attentive, engaged parent is one of life’s greatest academic advantages. It also makes clear why educators have long believed that low-income children would soar as students if only they got more support at home. But what never has been clear, despite 40 years of voluminous research, is whether myriad strategies schools are now using to engage low-income parents have actually been effective in raising their children’s achievement.”]

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Including Community and Parent Engagement in Estimating the National Costs of an Integrated PreK-3rd Program. By Lawrence O. Picus and Associates. Prepared for the Foundation for Child Development. (The Foundation, New York, New York) August 5, 2009. 88 p.

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

[“This report is a follow up to earlier work conducted by Lawrence O. Picus and Associates for the Foundation for Child Development to estimate the state-by-state costs of an integrated PK-3rd program. In this report, we expand on our earlier work... focusing specifically on the additional costs of parental engagement. Our specific focus was to learn more about the potential benefits of parent engagement programs at the PreK-3rd level in terms of improved student achievement, both in the PreK and primary levels, as well as in higher grades. This work took on two components. The first was a literature review of parent engagement programs at the Prek-3rd level, with a focus on how well these programs could be tied to improved academic achievement. Following the literature review, we identified programs with greater promise of academic success and, using the cost model developed in our earlier work, estimated the costs of adding parent engagement components to our model of Prek-3rd costs.”]

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“For Some Parents, Shouting Is the New Spanking.” By Hilary Stout. IN: New York Times (October 21, 2009) 4 p.

Full text at: http://www.nytimes.com/2009/10/22/fashion/22yell.html?_r=1&em

[“Many in today’s pregnancy-flaunting, soccer-cheering, organic-snack-proffering generation of parents would never spank their children. We congratulate our toddlers for blowing their nose (‘Good job!’), we friend our teenagers (literally and virtually), we spend hours teaching our elementary-school offspring how to understand their feelings. But, incongruously and with regularity, this is a generation that *yells*. ‘I’ve worked with thousands of parents and I can tell you, without question, that screaming is the new spanking,’ said Amy McCready, the founder of Positive Parenting Solutions.... ‘This is so the issue right now. As parents understand that it’s not socially acceptable to spank children, they are at a loss for what they can do. They resort to reminding, nagging,

timeout, counting 1-2-3 and quickly realize that those strategies don't work to change behavior. In the absence of tools that really work, they feel frustrated and angry and raise their voice. They feel guilty afterward, and the whole cycle begins again.”]

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IMPROVED HEALTH

Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) Services in Medicaid: Knowledge Path. By Susan Brune Lorenzo, Maternal and Child Health Library. (MCH Library, Georgetown University, Washington, DC) October 2009. Interactive web page.

Knowledge Path at: http://www.mchlibrary.info/KnowledgePaths/kp_EPSDT.html

[“The new edition of ‘Knowledge Path: Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) Services’ is an electronic guide to resources about providing and strengthening EPSDT services. The knowledge path, produced by the Maternal and Child (MCH) Library at Georgetown University, contains information on Web sites, publications, distance learning resources, and databases. Guidelines for the frequency, timing, and content of health-promotion and disease-prevention services for infants, children, and adolescents are provided. Separate sections present resources for professionals (health professionals, program administrators, policymakers, and researchers) and for families. A special topics area lists resources about oral health services as part of the EPSDT benefit.” MCH Alert (October 23, 2009.)]

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Healthy Beginnings, Healthy Futures: A Judge's Guide. By Eva J. Klain, ABA Center on Children and the Law, and others. (American Bar Association, Chicago, Illinois) 2009. 150 p.

Full text at: http://www.abanet.org/child/healthy_beginnings.pdf

[This guide “provides a source of information about the health needs of very young children in foster care within the context of permanency decision-making. The guide was produced by the American Bar Association's Center on Children and the Law, the National Council of Juvenile and Family Court Judges, and Zero to Three's National Policy Center, with support from the Health Resources and Services Administration's Maternal and Child Health Bureau. The guide begins with descriptions of federal laws and grant programs designed to support judges' efforts to meet the health needs of very young children in foster care. Additional topics addressed within the guide's five chapters include meeting the needs of very young children in dependency court, promoting physical health, addressing early mental health and developmental needs, achieving permanency, and improving the court's response.” MCH Alert (October 23, 2009.)]

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Cereal FACTS: Evaluating the Nutrition Quality and Marketing of Children’s Cereals. By Jennifer L. Harris and others. (Rudd Center for Food Policy and Obesity, Yale University, New Haven, Connecticut) October 2009. 101 p.

[“The least healthy cereals are the ones most marketed to children, and overall, children are exposed to a vast amount of marketing for highly-sugared cereals, more than for any other category of packaged food.... The cereals marketed to children fail every reasonable nutrition test, yet according to the food industry are ‘better-for-you’ foods.... Not one qualifies for inclusion in the food package for the USDA Women, Infants and Children (WIC) program. Not one could be advertised to children on television in the UK. Yet all qualify as ‘better-for-you’ foods according to industry-derived standards brokered by the Council of Better Business Bureaus and qualify for the industry-funded ‘Smart Choices’ designation.”]

Executive Summary: 4 p. <http://www.rwjf.org/files/research/20091026cerealfacts.pdf>

Full text at: <http://www.rwjf.org/files/research/20091026cerealfactsreport.pdf>

News Release: <http://www.rwjf.org/childhoodobesity/product.jsp?id=50448>

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“Effectiveness of Belt Positioning Booster Seats: An Updated Assessment.” By Kristy B. Arbogast, Center for Injury Research and Prevention, Children’s Hospital of Philadelphia, and others. IN: Pediatrics, vol. 124, no. 5 (November 2009) pp. 1281-1286.

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/124/5/1281>

[“The objective of this study was to provide an updated estimate of the effectiveness of belt-positioning booster (BPB) seats compared with seat belts alone in reducing the risk for injury for children aged 4 to 8 years. Methods: Data were collected from a longitudinal study of children who were involved in crashes in 16 states and the District of Columbia from December 1, 1998, to November 30, 2007, with data collected via insurance claims records and a validated telephone survey. The study sample included children who were aged 4 to 8 years, seated in the rear rows of the vehicle, and restrained by either a seat belt or a BPB seat.... Conclusions: This study reconfirms previous reports that BPB seats reduce the risk for injury in children aged 4 through 8 years. On the basis of these analyses, parents, pediatricians, and health educators should continue to recommend as best practice the use of BPB seats once a child outgrows a harness-based child restraint until he or she is at least 8 years of age.”]

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“Technical Report - Secondhand and Prenatal Tobacco Smoke Exposure.” By Dana Best and others. IN: *Pediatrics*, vol. 124, no. 5 (November 2009) pp. e1017-e1044.

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/124/5/e1017>

[“Secondhand tobacco smoke (SHS) exposure of children and their families causes significant morbidity and mortality.... This report discusses the harms of tobacco use and SHS exposure, the extent and costs of tobacco use and SHS exposure, and the evidence that supports counseling and other clinical interventions in the cycle of tobacco use. Recommendations for future research, policy, and clinical practice change are discussed. To improve understanding and provide support for these activities, the harms of SHS exposure are discussed, effective ways to eliminate or reduce SHS exposure are presented, and policies that support a smoke-free environment are outlined.”]

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IMPROVED SYSTEMS OF CARE

The Impact of Regulations on the Supply and Quality of Care in Child Care Markets. By V. Joseph Hotz, Duke University and Mo Xiao, University of Arizona. (Department of Economics, Duke University, Durham, North Carolina) August 2009. 47 p.

Full text at: http://www.econ.duke.edu/~vjh3/working_papers/MQS.pdf

[“We examine the impact of child care regulations on the supply side of the child care market, using a unique panel data set merged from the Census of Services Industries, state regulation data, and administrative accreditation records from the National Association of Education for Young Children.... We find that the imposition of regulations that establish minimum standards on the inputs of child care centers reduces the number of center-based child care establishments operating in local markets, especially in lower income markets. At the same time, such regulations increase the quality of services provided, especially in higher income areas. As a result, there are winners and losers from the regulation of the child care market.”]

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Child Care Licensing Study 2005: Dataset. By the National Association for Regulatory Administration and the National Child Care Information and Technical Assistance Center. (Inter-university Consortium for Political and Social Research, Ann Arbor, Michigan) 2009. Datasets.

Datasets at: <http://www.researchconnections.org/location/16055>

[“This study reports two aspects of child care licensing from 2005 for all 50 states and the District of Columbia: state child care licensing programs and policies and child care center licensing regulations. It focuses on the processes and policies in each state related to staffing for the licensing program, monitoring facilities, and enforcement of licensing regulations.” Research Connections, News and Resources (October 13, 2009.)]

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Extending Home Visiting to Family, Friend, and Neighbor Caregivers: Barriers and Opportunities. By Elizabeth Hoffmann, CLASP. Smart Start Conference. (Center for Law and Social Policy, Washington, DC) May 6, 2009. 34 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/0517.pdf>

[“Home visiting promotes healthy development for young children through working with parents.... Many young children spend significant time cared for by someone other than a parent.... Recognizing this data, states are increasingly looking for ways to support children in family, friend, and neighbor child care.”]

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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

Approaches to Individualizing Supports for High-Risk Preschoolers. [Special issue.] By Sheila Smith. NHSA Dialog. Vol. 12, No. 3. (National Head Start Association, Alexandria, Virginia) July 2009. Entire issue.

[“This special issue of ‘NHSA Dialog’ focuses on approaches to meeting the learning needs of preschoolers who are at high risk of later reading difficulties and academic failure. The introductory paper briefly reviews research that provides a rationale for focusing on children's language and early literacy skills in preschool and emerging approaches to promoting the school readiness of struggling learners in preschool, including preschool Response to Intervention models and differentiated instruction. Five other papers present approaches to providing extra supports to the highest risk preschoolers in classrooms participating in Early Reading First projects, and preliminary evidence of their potential efficacy. A final paper analyzes similar and varied features across the different approaches and directions for future research.” Research Connections, News and Resources (October 13, 2009.) NOTE: Approaches to Individualizing Supports... will be available for loan.]

IMPROVED SYSTEMS OF CARE

“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.

[“When infants attend day care in someone else's home, they're more likely to be heavier than average by the time they're toddlers... research suggests. Harvard researchers report... that babies aged 6 months and younger who were cared for in someone else's home, rather than in their own home or at a day-care center, were more likely to weigh more in relation to their height at the ages of 1 and 3. ‘An infant who was in child care in someone else's home in the first six months of life was 5 or so percentage points higher [on growth charts] at 1 or 3 years old than an infant who started at the same point but was cared for at home by another provider or at a center,’ said study author Sara Benjamin.... Benjamin said it's not clear why this type of care may lead to heavier children. She said it could be a characteristic of the families that choose this type of care, or it could have something to do with this less formal day-care setting.... The researchers found that the more time a child spent in day care, the heavier the child was. Benjamin said there didn't appear to be a critical cut-off period, but that the relationship was linear, with weight rising as the number of hours spent in day care increased. But when they further analyzed the data, they discovered that this relationship was only significant when care was provided in someone else's home, and that it wasn't an issue when care was provided in the child's home or at a day-care center.... One factor that might play a role, said Benjamin, is activity. While parents might not think about activity for an infant, even just getting out of the crib and having supervised tummy time can be activity for an infant.” USA Today (August 6, 2009.) NOTE: Early Child Care... will be available for loan.]

USA Today article on this research:

http://www.usatoday.com/news/health/weightloss/2009-08-03-childcare-weight_N.htm

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CONFERENCES AND OPPORTUNITIES

2009 NAEYC Annual Conference and Expo. By the National Association for the Education of Young Children. November 18-21, 2009. Walter E. Washington Convention Center, Washington, D.C.

For more information and registration: <http://www.naeyc.org/conference/>

[“Join more than 20,000 colleagues in our nation’s capital this November for the world’s largest early childhood education conference. Whether you’re a newcomer to the field or an experienced professional, the NAEYC Annual Conference is an amazing opportunity.

We invite you to choose from an array of the many inspiring and thought-provoking sessions and explore our vibrant early childhood exposition. This year's Conference features more than 900 sessions, with diverse topics and themes reflecting both traditional strategies and cutting-edge practice, as well as research and time-tested early childhood education strategies.”]

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Webcast: “Improving Urban Service Systems for Children and Families.”
Moderated by Matthew Stagner, Chapin Hall. Sponsored by the Urban Institute and Chapin Hall at the University of Chicago. November 19, 2009. 7:00 a.m. Pacific Time. Program length: 1.5 hours.

For more information and registration:

<http://www.chapinhall.org/events/thursday/improving-urban-service-systems-children-and-families>

[“The nation's urban service systems for children and families often struggle with conflicting goals, inadequate resources, and intense but temporary public attention during turmoil and tragedies. This forum will examine the many challenges of systems reform - through the lenses of education, health care and child welfare - and the steps, partnerships, and strategies required to help foster the successful development of vulnerable children and families.”]

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24th National Training Institute. “Connecting Science, Policy and Practice.” By Zero to Three. December 4-6, 2009. Pre-Institute, December 3, 2009. Hyatt Regency, Dallas Texas.

For more information and registration: <http://www.zttnticonference.org/registration.aspx>

[“Every year, Zero to Three provides an opportunity for professionals to enhance their knowledge about early childhood development through our National Training Institute (NTI). The NTI is the most comprehensive multidisciplinary conference in the infant-family field. Join us December 4-6 (Pre-Institute December 3) in Dallas, Texas, and get the information you've been looking for, including: brain development, challenging behaviors, and much more.”]

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If you have a report, conference or funding opportunity that you would like us to consider for this publication, please send it to our attention.

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