



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

The Next Step in Systems-Building: Early Childhood Advisory Councils and Federal Efforts to Promote Policy Alignment in Early Childhood. By Christina Satkowski. (New America Foundation, Sacramento, California) November 2009. 15 p.

Full text at:

http://www.newamerica.net/files/Early_Childhood_Advisory_Councils_Nov_09_0.pdf

[“The Head Start Reauthorization Act of 2007 mandates that governors designate an Early Childhood Advisory Council (ECAC) to develop a coordinated system of early childhood education and care.... Based on interviews with representatives involved in ECAC development in all 50 states, this report provides a snapshot of where states stand now. It also offers recommendations for how to ensure that the councils make a positive impact on the lives of young children and their families.”]

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Full-Day Kindergarten in California: Lessons from Los Angeles. By Jill S. Cannon and others. (Public Policy Institute of California, San Francisco, California) September 2009. 33 p.

[“Almost half of California public school kindergarten students attend full-day classes. To understand how a longer class day might benefits students, the authors examined about 200,000 kindergarten records in the Los Angeles Unified School District and found that full-day kindergarten does seem to help reduce the chances of being retained in early grades. But full-day students do not seem to have better second-grade test scores, nor do English learners improve their English fluency at higher rates. Certain subpopulations might benefit more than others; given current budgetary constraints, policymakers may find it more effective to target full-day classes to schools most likely to benefit, such as those with low API rankings.” PPIC.]

Full text at: http://www.ppic.org/content/pubs/report/R_909JCR.pdf

Technical Appendix: 44 p.

http://www.ppic.org/content/pubs/other/909JCR_appendix.pdf

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Ready, Willing, and Unable To Serve: 75 Percent of Young Adults Cannot Join the Military, Early Education across America is Needed to Ensure National Security. By William Christeson and others. (Mission: Readiness, Military Leaders for Kids, Washington, DC) 2009. 12 p.

Full text at: <http://d15h7vkr8e4okv.cloudfront.net/NATEE1109.pdf>

[“The U.S. military has a problem. And when the military has a problem, the nation does too. The trouble is that only a quarter of the eligible young people in the country are able to join the military. About 75 percent are unfit to serve, according to a new report.... The report cites the lack of a high school diploma by a fourth of young people, the criminal records of 10 percent of the age cohort the military considers for recruitment and physical and health problems of more than a quarter in that group as the reasons limiting the pool. The best solution, the report says, lies in early education which means solving the problem will take the long view. A letter at the start of the report signed by the retired generals, admirals and senior enlisted officers, states: ‘The most proven investment for kids who need help graduating from high school starts early: high-quality early education. It also helps kids stay away from crime and succeed in life. Our recommendation to state and federal policymakers is to ensure that America's children have access to high-quality early education. That is the best way to make certain that more young Americans will meet the tough standards of the United States military should they choose to serve. A strong commitment today to high-quality early education will keep America strong and safe tomorrow.’” NPR (November 5, 2009.)]

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Maximum P-12 Class-Size Policies. By Kyle Zinth. ECS StateNote. (Education Commission of the States, Denver, Colorado) November 2009. 15 p.

Full text at: <http://www.ecs.org/clearinghouse/82/95/8295.pdf>

[“The majority of states - 36 - currently have at least one policy via statute or regulation at the state level that places a limit on the number of students that may be in any one general-education classroom. This ‘ECS StateNote’ examines these policies.”]

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IMPROVED FAMILY FUNCTIONING

Adoption USA: A Chartbook Based on the 2007 National Survey of Adoptive Parents. By Sharon Vandivere, Child Trends, and others. (U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, Washington, DC) 2009. 81 p.

Full text at: <http://aspe.hhs.gov/hsp/09/NSAP/chartbook/doc/chartbook.pdf>

[This publication “presents findings from the first nationally representative survey of adoptive parents in the United States. About two percent of U.S. children joined their families through adoption. The Chartbook describes the characteristics, adoption experiences, and well-being of these children and their families, making comparisons between adopted children and the general population of children in the United States and among children adopted through different adoption types. The Chartbook contains information on types of adoption, adoption by relatives, contact with birth families, physical health and social and emotional well-being of adopted children, and parenting. It is based on the National Survey of Adoptive Parents, a collaborative effort of several agencies within the U.S. Department of Health and Human Services (HHS). Researchers from Child Trends conducted the analyses under contract to HHS.”]

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Regional Young Child Poverty in 2008: Rural Midwest Sees Increased Poverty, While Urban Northeast Rates Decrease. By Mary Beth J. Mattingly. Issue Brief. No. 6. (Carsey Institute, Durham, New Hampshire) Fall 2009. 4 p.

Full text at: <http://carseyinstitute.unh.edu/publications/IB-Mattingly-childpoverty09.pdf>

[“The brief compares the poverty rates of young children, under age six, by geographical region (Midwest, South, Northeast, and West) and setting type (urban versus rural) using data most recently available from the American Community Survey (ACS). Analyzing

ACS data, the report finds no major decreases in young child poverty rates across any of the regions or types of settings. Among the brief's findings: - Midwest: In the rural Midwest, the young child poverty rate increased from 21 percent in 2007 to 22.8 percent in 2008. - Northeast: In the urban Northeast, the young child poverty rate decreased slightly from 28.3 percent in 2007 to 27.6 percent in 2008. However, poverty rates were higher in rural and suburban areas than urban areas of the region. - South: Almost one-third of young children in the South are poor, the highest share of young children in the nation. - West: In 2008, the young child poverty rate was highest in rural areas at 23.2 percent, followed by urban areas at 22 percent, and suburban areas at 16.7 percent. The brief notes that the poverty rates do not cover the period when the recession was at its highest, and therefore the poverty rates may be even worse for 2009." CLASP, Early Childhood Education Update (November 2009.)]

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Basic Facts about Low-income Children, 2008: Children under Age 3. By Vanessa R. Wight and Michelle Chau. Fact Sheet. (National Center for Children in Poverty, New York, New York) November 2009. 8 p.

Full text at: http://www.nccp.org/publications/pdf/text_894.pdf

[“Children represent 25 percent of the population. Yet, 41 percent of all children live in low-income families and nearly one in every five live in poor families. Our very youngest children, infants and toddlers under age 3, appear to be particularly vulnerable with 44 percent living in low-income and 22 percent living in poor families. Winding up in a low-income or poor family does not happen by chance. There are significant factors related to children’s experiences with economic insecurity, such as race/ethnicity and parents’ education and employment. This fact sheet describes the demographic, socio-economic, and geographic characteristics of infants and toddlers and their parents - highlighting the important factors that appear to distinguish low-income and poor children in this age group from their less disadvantaged counterparts.”]

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State Demographic and Early Childhood Profiles. By the National Center for Children in Poverty. (NCCP, New York, New York) Website. Various pagings.

State Demographic and Early Childhood Profiles at: <http://nccp.org/profiles/>

[“The National Center for Children in Poverty (NCCP) recently updated its national and state demographic and early childhood profiles. The profiles provide information on young children and their families as well as early care and education developments in states. Using data from the Current Population Survey released over the past three years (2007, 2008, 2009), the demographic profiles give an overview of: Number of low-income and poor children; Parental employment, education, and marital status; Child's race/ethnicity; Child's age; Geographic locations of children and residential moves;

Home ownership; Parental presence. The early childhood profiles present data on programs and services that specifically support young children and include information concerning: State trends and recent policy developments; Health and nutrition; Early care and education; Parenting and economic supports.” CLASP, Early Childhood Education Update (November 2009.)]

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Mama Says: A National Survey of Mothers’ Attitudes on Fathering. By Norval Glenn and Barbara Dafoe Whitehead. (National Fatherhood Initiative, Gaithersburg, Maryland) 2009. 36 p.

[“National Fatherhood Initiative (NFI) released ‘Mama Says: A National Survey of Moms’ Attitudes on Fathering,’ the first-ever national survey taking an in-depth look at how today’s mothers view fathers and fatherhood. Conducted online by the University of Texas Office of Survey Research, ‘Mama Says’ surveyed 1,533 mothers over the age of 18 with at least one child in the home under the age of 18. They were asked a series of over 80 questions dealing with a range of topics, such as their general opinions about fatherhood, views on work-family balance, and obstacles to good fathering. The study is a companion piece to NFI’s 2006 study, ‘Pop’s Culture: A National Survey of Dads’ Attitudes on Fathering.’” National Fatherhood Initiative (December 1, 2009.)]

Full text at: http://www.fatherhood.org/downloadable_files/MamaSays_FINAL.pdf

Related publications: <http://www.fatherhood.org/mamasays/>

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IMPROVED HEALTH

Kidsdata.org, website. (Lucile Packard Foundation for Children’s Health, Palo Alto, California) Website.

Website: <http://www.kidsdata.org/>

[“Data on the health and well being of children across California is now more accessible than ever before. Kidsdata, a children's health website developed by the Lucile Packard Foundation for Children's Health, just expanded statewide, offering data for all counties, cities, and school districts in California - nearly 1,600 regions. Data are available for dozens of topics measuring the health and well being of children, and much more data will be phased in throughout 2010. In addition to extensive data on child health, the organization is an excellent source for statistics on child demographics, family structure, child abuse, domestic violence, foster care, family structure, prenatal care, immigration, languages in public schools, children with disabilities, and unmet needs, child care availability and service, high school dropouts, parent perceptions about child's education, school readiness, emotional and behavioral health, juvenile arrests, family economics,

free/reduced cost school meals, homelessness, poverty, and public opinion.” Child Development Policy Institute, Information Bulletin (November 18, 2009.)]

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Trends in Child Health 1997-2006: Assessing Racial/Ethnic Disparities in Unmet Dental Care Needs. By Wilhelmina A. Leigh and Anna L. Wheatley. (Joint Center for Political and Economic Studies, Washington, DC) 2009. 11 p.

Full text at:

http://www.jointcenter.org/index.php/content/download/2536/16440/file/JCPES_DENTAL_2r3.pdf

[“This brief examines disparities in the reporting of unmet dental care needs (due to cost) during the past 12 months among children under the age of 18 who are African American, Hispanic or white. Comparisons of unmet dental care needs are made between the racial/ethnic groups of children overall and between children of various racial/ethnic groups in families with comparable sociodemographic characteristics (such as family type, educational attainment of householder, employment status of household, poverty status, and health insurance coverage). Hispanic children are most likely to report unmet dental care needs due to cost.”]

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Trouble in Toyland: The 24th Annual Survey of Toy Safety. By Elizabeth Hitchcock, U.S. PIRG Education Fund. (The Fund, Washington, DC) November 2009. 33 p.

Full text at:

<http://www.uspirg.org/uploads/26/d3/26d3d063214abc0c661bacc3173f0c8/USP-toy-report-2009.pdf>

[“Toys should bring kids joy, but sometimes they bring injury, serious harm, or even death. This holiday season, as we have for the past 23 years, U.S. PIRG is working to reduce the number of injuries and tragedies caused by dangerous toys. The 24th annual ‘Trouble in Toyland’ survey focuses on three categories of toy hazards:

- toys that may pose choking hazards,
- toys that are excessively loud, and
- toys that contain the toxic chemicals lead and phthalates.

U.S. PIRG also has a new interactive smart phone website - <http://www.toysafety.mobi> - to help parents and other toy-shoppers avoid common hazards and report potential dangers they find on toy store shelves, right from their mobile phones or home computers.” U.S. PIRG.]

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Healthier Kids, Stronger Families and a Better Future for California: Success Stories about Covering Uninsured Children through Medi-Cal and Healthy Families. By the 100% Campaign. (Children Now, Oakland, California) [2009.] 14 p.

Full text at: <http://publications.childrennow.org/assets/pdf/policy/familystories09-complete.pdf>

[“Medi-Cal and Healthy Families, as well as local children's health initiatives, are lifelines for children who have no other access to affordable health coverage. In fact, without Medi-Cal and Healthy Families, nearly four and a half million additional California children would be uninsured. The story of children's health coverage, however, is not merely a story about numbers. It is a story of kids being able to see the doctor when they have the flu, sprain an ankle, or suffer from asthma, diabetes or other chronic illnesses. It is also the story of parents who can rest easier because their children are covered and a childhood illness or playground mishap will not mean bankruptcy. The children and families in this portfolio shared their experiences in the hope that, one day, all California children will have health coverage that meets their needs at a cost their parents can afford.” Children Now.]

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How Being Homeless Affects Children. By Rona Renner and others. IN: Childhood Matters (Interactive Parenting Media, Oakland, California) November 2009. Radio show.

Listen or download at: <http://www.childhoodmatters.org/2009.html>
(NOTE: Scroll down to the November 15, 2009 show.)

[“The affects of homelessness begin to appear even before a baby is born. When children are homeless, their health risks increase and they experience physical and emotional distress that can last long after their family has found a home. However, there is hope when early intervention strategies are used. Tune in to Nurse Rona and guests to learn more about this crucial topic. Guests: Martha Ryan, executive director of Homeless Prenatal Project. Carrie Hamilton, a doula and a case manager with the Wellness Center at Homeless Prenatal Project. Brian Greenberg, director of programs and services at The Shelter Network.”]

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IMPROVED SYSTEMS OF CARE

Establishing Core Competencies. By Rachel Schumacher. (Center for Law and Social Policy, Washington, DC) November 2009. 11 p.

Full text at: http://www.clasp.org/admin/site/publications/files/cp_rationale1.pdf

[“As part of its Charting Progress for Babies in Child Care project, CLASP recommends that states establish a core body of knowledge, skills, and expertise that providers and caregivers need in order to give babies and toddlers quality care, based on current research on social, emotional, cognitive, and physical development. This document presents supporting research, ideas for how state child care licensing, subsidy, and quality enhancement policies can move toward this recommendation, state examples, and online resources for state policymakers.” CLASP (November 2009.)]

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Provide Access to Training, Education, and Ongoing Supports. By Rachel Schumacher. (Center for Law and Social Policy, Washington, DC) November 2009. 14 p.

Full text at: http://www.clasp.org/admin/site/publications/files/cp_rationale2.pdf

[“As part of its Charting Progress for Babies in Child Care project, CLASP recommends that states seek to ensure access to specialized professional development for providers working with infants and toddlers, including participation in higher education programs, community-level training, ongoing individualized consultations, and access to appropriate information and supports for caregivers, so that all those who care for infants and toddlers in all settings understand and implement a core body of knowledge and skills. This document presents supporting research, ideas for how state child care licensing, subsidy, and quality enhancement policies can move toward this recommendation, state examples, and online resources for state policymakers.” CLASP (November 2009.)]

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“Preschool-Aged Children's Television Viewing in Child Care Settings.” By Dimitri A. Christakis and Michelle M. Garrison. IN: Pediatrics, vol. 124, no. 6 (December 2009) pp. 1627-1632.

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/peds.2009-0862v1.pdf>

[“In a new study, the amount of television viewed by many young children in child care settings doubles the previous estimates of early childhood screen time, with those in home-based settings watching significantly more on average than those in center-based daycares.... Previous estimates of screen time for babies and pre-school children relied on parental reports of viewing in the home, yet the majority of pre-schoolers are now commonly cared for by someone other than a parent, away from home in a child care setting. Prior studies have estimated that preschool children watch 2-3 hours of TV per day at home. According to the researchers, previous data on screen time in child care settings are more than 20 years old and don't accurately reflect today's cultural factors affecting media use among children. The study found that among preschool-aged

children, those in home-based daycares watched TV for 2.4 hours per day on average, compared to 0.4 hours in center-based settings. Some home-based programs were closer to the center-based programs in amount of time they used television, particularly those programs in which the staff had college degrees. With the exception of infants, children in home-based child care programs were exposed to significantly more television on an average day than children in center-based programs (infants: 0.2 vs 0 hours; toddlers: 1.6 vs 0.1 hours; preschool-aged children: 2.4 vs 0.4 hours). The greatest increase in screen time occurred in the preschool group, in home-based child care settings.” Seattle Children's Research Institute, Press Release (November 23, 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.]

“Retention of Staff in the Early Childhood Education Workforce.” By Steven J. Holochwost. IN: Child and Youth Care Forum, vol. 38, no. 5 (October 2009) pp. 227-237.

[“Recent research has shown how a low staff turnover rate is a crucial component to maintaining quality in early childhood classrooms. This paper examined which factors can most affect early childhood education turnover rates. Nearly 850 early childhood educators were measured using the Early Care and Education Workforce Survey. The results showed that four personal factors - marital status, age, experience, and education - had a significant impact on the educator’ decisions to remain in the field. Further, the availability of benefits was found to be a more significant factor for teachers remaining in the field than salary.” Child Care and Early Education, Research Connections (November 23, 2009.) NOTE: Retention of Staff... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

28th Annual California Kindergarten Conference. “Connecting the California Standards to Classroom Practice.” By the California Kindergarten Association. January 16-17, 2010, Santa Clara Convention Center. Pre-Conference Institute, January 15, 2010, Hyatt Regency Santa Clara.

For more information and registration: <http://www.ckanet.org/special.cfm?pagenum=336>

[Keynote speaker - “Peggy Campbell-Rush, ‘ABCs of Brain Change.’ If we change our thoughts, we can change our life...and kids’ lives, too! Come and listen to Peggy Campbell-Rush focus on the brain and how factors can help or hinder learning.

Experience cross-brain activities, experiments and life changing suggestions. Peggy Campbell-Rush has taught primary grades for more than 26 years in both the United States and England. Peggy has been honored with ‘USA Today’ All American Teacher Team award, named Wal-Mart Teacher of the Year in 2002 and 2006, County Teacher of the Year for New Jersey, a Fulbright Fellow and National Teachers Hall of Fame finalist in 2006 and 2007.”]

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2010 Leadership Institute. Keeping the Lights On: What Every Leader Should Know Today about Policy and Funding Trends. Sponsored by the Foundation for Early Education, the Child Development Policy Institute, and the Child Welfare League of America. Thursday, February 18 - Friday, February 19, 2010. W Hotel San Diego, San Diego, California.

For more information: <http://foundationforearlyeducation.org/doc/2010li.pdf>

[“Keynote Speaker: Richard Louv. Recipient, 2008 Audubon Medal; Author, ‘Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder,’ a national bestseller; Chairman, Children and Nature Network, an organization helping to build the international movement to connect children with nature.... Expert Panels: Panel on New Era of Philanthropy and Fund Development: Discussion on the Current Economic Environment and How It Affects the Early Childhood Field Philanthropic Organizations, Funding Priorities, and Resources; Creative Fundraising in These Challenging Times. Panel on Financial Management and Fiscal Accountability: Financial Management and Fiscal Accountability in a Changing World; Transparency and the Impact It Has on Big and Small Agencies; Forecasting, Internal Controls, Board Fiduciary Responsibility, and Segregation of Duties.”]

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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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