



Studies in the News for



Children and Families Commission

Contents This Week

IMPROVED CHILD DEVELOPMENT

- [Costs of cutting early childhood programs](#)
- [Transitioning into public school preschool programs](#)
- [State teacher policies: protecting incompetent teachers?](#)
- [Study: State-funded pre-k saves Michigan \\$1 billion](#)
- [Using Title I of ESEA funds for early education](#)
- [Expanding pre-k programs with Title I](#)
- [Video: Raising achievement with PreK-3](#)

IMPROVED FAMILY FUNCTIONING

- [Home visitation programs](#)
- [The work-family conflict](#)
- [Promise Neighborhoods](#)
- [Who Are America's Poor Children?](#)

IMPROVED HEALTH

- [Early childhood mental health](#)
- [National Survey of Children's Health](#)
- [Oral health for infants, children and pregnant women](#)

IMPROVED SYSTEMS OF CARE

- [Sequence of child care type and children's development](#)
- [Minnesota's Parent Aware Quality Rating System](#)

STUDIES TO COME

[Nutrition menu labeling and meal choices for children](#)

CONFERENCES AND OPPORTUNITIES

[First 5 California and the Water Cooler Joint Symposium](#)

[NACCRRA 2010 National Policy Symposium](#)

[National Economic Forum on Early Childhood Investment](#)

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 Costs of Disinvestment: Why States Can't Afford to Cut Smart Early Childhood Programs. By the Partnership for America's Economic Success. Issue Brief. No. 13 (The Pew Center on the States, Washington, DC) January 2010. 3 p.

Full text at:

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Partnership_for_Americas_Economic_Success/Cost_of_Disinvestment_brief_final.pdf?n=1454

[“Investments in effective early childhood programs can save states' money now and help build the workforce they need to compete. ‘The Costs of Disinvestment’ provides legislators with evidence of these benefits as they make difficult budget choices, so business leaders and other early childhood advocates can make a strong case to their state policy makers to protect these investments.” Partnership for America's Economic Success.]

[\[Back to Top\]](#)

“Practices that Support the Transition to Public Preschool Programs: Results from a National Survey.” By Beth Rous, University of Kentucky, and others. IN: **Early Childhood Research Quarterly**, vol. 25, no. 1 (March 2010) pp. 17-32.

[“The literature on early childhood transition includes some evidence that the use of transition practices by teachers can have a positive impact on both academic and social outcomes in kindergarten.... However, research has also indicated children who benefit most from transition activities and planning are those from low-income families, who also tend to receive the least number of transition practices.... Increasingly, children’s first exposure to the public school system happens prior to their kindergarten year. As of 2006-2007, 38 states offered preschool services for 3 and 4 years old through the public school system.... In fact, the number of children attending state-funded preschool programs has steadily increased, growing from 693,000 in 2001-2002 to 1,026,037 in 2005-2006.... Therefore, it is critical to begin to understand the practices being implemented by public school preschool teachers to support the transition into preschool....” NOTE: Practices that Support... is available for loan.]

[\[Back to Top\]](#)

2009 State Teacher Policy Yearbook. By the National Council on Teacher Policy. (The Council, Washington, DC) [2010]. Various pagings.

[“Most states are holding tight to policies that protect incompetent teachers and poor training programs, shortchanging educators and their students before new teachers even step into the classroom, according to a... national report card. The study from the National Council on Teacher Quality... paints a grim picture of how states handle everything from pay to discipline for public school teachers.... In fact, even the top scoring state, Florida, received a C, with most states getting Ds or Fs.... ‘We think it’s really a blueprint for reform,’ council vice president Sandi Jacobs said about the report.... ‘Each goal is something we think states could and should be doing to reform teacher quality.’” Los Angeles Times (January 28, 2010.)]

State and national scores and reports: <http://www.nctq.org/stpy09/>

California report: 152 p. http://www.nctq.org/stpy09/reports/stpy_california.pdf

[\[Back to Top\]](#)

Cost Savings Analysis of School Readiness in Michigan. By Richard Chase and others, Wilder Research. Prepared for the Early Childhood Investment Corporation. (The Corporation, Lansing, Michigan) November 2009. 44 p.

[“This study estimates the current cost savings and revenues to Michigan generated from the investments in school readiness over the past 25 years, the cost burden to Michigan when children are not fully-prepared at kindergarten entry, and the additional benefits

that could be realized if Michigan were to expand its investment in school readiness to all educationally disadvantaged children.... The cost savings and revenues realized in 2009 due to the investments in school readiness over the past 25 years is an estimated \$1.15 billion. This study provides estimates of the dollar value of benefits to Michigan in 2009 generated by current school children who received early education services and by young adults who have been more successful because of school readiness programs.”]

Executive Summary: 4 p.

http://media.mlive.com/grpress/news_impact/other/Wilder%20Study%20-%20Executive%20Summary.pdf

Full text at: http://www.greatstartforkids.org/sites/default/files/file/ECIC_WilderStudy.pdf

[\[Back to Top\]](#)

FAQ: Using Title I of ESEA for Early Education. By Hannah Matthews and Danielle Ewen. (CLASP, Washington, DC) January 2010. 6 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/titleifaq-1.pdf>

[“This FAQ provides answers to commonly asked questions on the use of Title I of ESEA [Elementary and Secondary Education Act] funds for early education. Answers are based on the authors’ understanding of the ESEA law and ED guidance on Title I to date.”]

[\[Back to Top\]](#)

Tapping Title I: What Every School Administrator Should Know about Title I, Pre-K and School Reform. By Chrisanne L. Gayl and others. (Pre-K Now, Washington, DC) January 2010. 16 p.

Full text at: http://www.preknow.org/documents/TitleI_PartII_Jan2010.pdf

[“With the recent infusion of supplemental Title I funds through the American Recovery and Reinvestment Act (ARRA), school districts now have an unprecedented opportunity to implement and expand pre-k programs.... This guide provides basic information that superintendents, school board members and other district officials need to make informed choices about using Title I resources to support quality pre-k programs that serve the earliest learners in the community.”]

[\[Back to Top\]](#)

PreKindergarten - 3rd Grade: A New Beginning for American Education. Directed and produced by Brian Quist. Funded by the Foundation for Child Development and the New School Foundation. [n.d.] Video. 8:57 min.

Video at: <http://www.prek-3rd.org/index.html>

[“The New School Foundation (Seattle, WA) and the Foundation for Child Development have released an eight-minute video ‘PreKindergarten - 3rd Grade: A New Beginning for American Education.’ Aimed at educators and policymakers, the video highlights PreK-3rd in action at the South Shore School, a PreK-8 public school in Seattle. It makes the case for an integrated PreK-3rd approach, beginning with high-quality early education programs and building on the benefits of those programs through elementary school years and beyond. The South Shore School is part of a national PreK-3rd movement of schools, districts, educators and universities seeking to turn around failing schools and raising the achievement levels of children from ages 3 to 8.” The Learning Curve (January 14, 2010.)]

[\[Back to Top\]](#)

IMPROVED FAMILY FUNCTIONING

There’s No Place like Home: Home Visiting Programs Can Support Pregnant Women and New Parents. By Alexandra Cawthorne and Jessica Arons. (Center for American Progress, Washington, DC) January 2010. 13 p.

Full text at: http://www.americanprogress.org/issues/2010/01/pdf/home_visitation.pdf

[“Home visiting programs, which offer in-home services to pregnant women and new families, can be an effective tool for meeting unmet needs, and they can lead to improved maternal and child health outcomes, positive parenting, safe homes, and connections to integrated assistance. In the United States our public policies are based on the assumption that private, informal networks are sufficient to help parents care for infants and young children. But being a new parent can be stressful and overwhelming even for those with a number of resources on hand. Other industrialized countries recognize that home visits from trained professionals and/or paraprofessionals can provide valuable information and practical supports to pregnant women and new parents that family and friends often cannot. Indeed, throughout Europe, home health visiting programs are integrated into comprehensive maternal and child health systems and routinely offered to all families regardless of their income level.... U.S. families, in contrast, can choose to purchase such support services if they can afford them, but most simply go without.”]

[\[Back to Top\]](#)

The Three Faces of Work-Family Conflict: The Poor, the Professionals, and the Missing Middle. By Joan C. Williams, Center for WorkLife Law, University of California, Hastings College of the Law, and Heather Boushey Center for American Progress. (Center for American Progress, Washington, DC and Center for WorkLife Law, San Francisco, California) January 2010. 86 p.

[“Right now, most weeks, I actually pay to work. And I'm not the only one.... Only recently did I begin quietly commiserating with others on the playground and learn that

this is a common rite of passage for many parents of young children, when child-care costs are at their highest.... It's a situation among middle-class and professional women that is becoming increasingly commonplace, according to a report... by the Center for American Progress and the Center for WorkLife Law.... Their report looks at the 'Three Faces of Work-Family Conflict' - the poor, the middle class and the professionals - and how America's status as the hardest-working developed nation in the world clashes with the reality that we also have the paltriest options for family support." Washington Post (January 26, 2010.)]

Full text at: <http://www.americanprogress.org/issues/2010/01/pdf/threefaces.pdf>

Full text of Washington Post article on the report: ("With Rising Child-Care Cost, Many Parents are Paying to Work.")

http://www.washingtonpost.com/wp-dyn/content/article/2010/01/25/AR2010012503553_pf.html

[\[Back to Top\]](#)

Results and Indicators for Children: An Analysis to Inform Discussions about Promise Neighborhoods. By Kristin Anderson Moore and others. (Child Trends, Washington, DC) November 6, 2009. 89 p.

Full text at: http://www.childtrends.org/Files//Child_Trends-2009_11_06_FR_PromiseNeigh.pdf

["President Obama has proposed creation of up to 20 'Promise Neighborhoods' in communities experiencing poverty, crime, and low student achievement. Promise Neighborhoods would engage children and parents within a defined geographic area in a multi-faceted strategy to meet several goals: good physical and mental health for every child, enrollment in and graduation from college by every child, and good jobs for parents so that families are economically self-sufficient. Measuring the effectiveness of Promise Neighborhoods will be critical. Are children healthier, and are they prepared for college? Are parents better able to nurture and support their children? Are communities stronger and more supportive of families? The extent to which these questions can be answered well will tell us much about the potential of ambitious, community-based efforts to change the odds for poor children in disadvantaged communities. So how well can we answer these questions? ... This report explores the feasibility of producing a set of core indicators for Promise Neighborhoods that assess child well-being at the city or neighborhood level. The information in this report can inform efforts by the policy community to identify appropriate city/neighborhood-level data that may figure in the design and evaluation of the Promise Neighborhoods initiative. The President has identified as a model for this initiative the Harlem Children's Zone (HCZ) in New York City. HCZ provides a system of supports and services within a 97-block neighborhood to combat the negative effects of concentrated poverty and high crime."]

[\[Back to Top\]](#)

Who Are America’s Poor Children? The Official Story. By Vanessa R. Wight and others. (National Center for Children in Poverty, New York, New York) January 2010. 8 p.

Full text at: http://www.nccp.org/publications/pdf/text_912.pdf

[“Fourteen million American children live in families with incomes below the federal poverty level, which is \$22,050 a year for a family of four. The number of children living in poverty increased by 21 percent between 2000 and 2008. There are 2.5 million more children living in poverty today than in 2000. Not only are these numbers troubling, the official poverty measure tells only part of the story. Research consistently shows that, on average, families need an income of about twice the federal poverty level to make ends meet. Children living in families with incomes below this level - for 2009, \$44,100 for a family of four - are referred to as low income. Forty-one percent of the nation’s children - more than 29 million in 2008 - live in low-income families. Nonetheless, eligibility for many public benefits is based on the official poverty measure. This fact sheet - the first in a series focusing on economic and material hardship - details some of the characteristics of American children who are considered poor by the official standard.”]

[\[Back to Top\]](#)

IMPROVED HEALTH

Early Childhood Mental Health [Issue theme.] By Joän M. Patterson and others. Healthy Generations. (Center for Leadership and Education in Maternal and Child Public Health, University of Minnesota, Minneapolis, Minnesota) Winter 2009-2010. 36 p.

Full text at: <http://www.epi.umn.edu/mch/assets/downloads/HGWINTER10.pdf>

[“In this issue of ‘Healthy Generations,’ we focus on the mental health of young children, ages birth to five. We are aware that this domain of early childhood has too often been overlooked - only recently drawing considerable professional attention.... To present a balanced perspective - promoting positive mental health with attention to mental health problems - we invited articles that provide examples of interventions that promote mental health, prevent problems in high-risk groups, as well as interventions that treat diagnosed mental health disturbances - in all cases, emphasizing evidence-based practice. Other articles in this volume highlight cutting edge issues related to early childhood mental health - screening and diagnostic assessment, collaborative efforts to develop early childhood and mental health systems of care, and workforce training initiatives in Minnesota.”]

[\[Back to Top\]](#)

The National Survey of Children’s Health 2007. The Health and Well-Being of Children: A Portrait of States and the Nation 2007. By the U.S. Department of Health and Human Services. (The Department, Rockville, Maryland) 2009. 107 p.

[“A recent federal survey of children’s health shows more than 6.7 million children in the United States don’t have health insurance, and nearly 1 in 4 insured children lack adequate insurance coverage. The national survey also reveals that rates of obesity increased from 14.8 percent in 2003 to 16.4 percent in 2007.... ‘The survey highlights disparities in health and health care quality across states and groups of children. The state a child lives in, a child’s race, income and neighborhood all significantly impact his or her health,’ explained Christina Bethell, Ph.D., an associate professor of pediatrics at OHSU....” Oregon Health and Science University, Press Release (January 12, 2010.)]

Full text at: <http://mchb.hrsa.gov/nsch07/moreinfo/pdf/nsch07.pdf>

California Profile Page:

<http://nschdata.org/StateProfiles/CustomProfile07.aspx?rid=5&geo2=Nationwide&geo=California>

Data Resource Center for Child and Adolescent Health (Interactive data access):

<http://www.childhealthdata.org/content/Default.aspx>

[\[Back to Top\]](#)

Oral Health for Infants, Children, Adolescents, and Pregnant Women: Knowledge Path. By Susan Brune Lorenzo and Katrina Holt. (National Maternal and Child Oral Health Resource Center, Georgetown University, Washington, DC) February 2010. 30 p.

Knowledge Path (resources bibliography) at:

<http://www.mchoralhealth.org/knwpathoralhealth.html>

[This knowledge path “offers a selection of current, high-quality resources that analyze data, describe effective programs, and report on policy and research aimed at improving access to oral health care and quality of oral health for infants, children, adolescents, and pregnant women. A separate section lists resources for consumers. The final part of the knowledge path presents resources on specific aspects of oral health: child care and Head Start, dental caries, dental sealants, fluoride varnish, K-12 education, pregnancy, school-based and school-linked care, and special health care needs. This knowledge path is designed for health professionals, program administrators, educators, policymakers, and consumers, and it will be updated annually.”]

[\[Back to Top\]](#)

IMPROVED SYSTEMS OF CARE

“Sequence of Child Care Type and Child Development: What Role does Peer Exposure Play?” By Taryn W. Morrissey. IN: **Early Childhood Research Quarterly**, vol. 25, no. 1 (March 2010) pp. 33-50.

[“There does not appear to be a single type or sequence of child care that is ‘optimal’ for children’s development; rather, effects vary across behavioral, cognitive, and social domains. This study provides some evidence that children who experience nonparental home-based settings during the infant-toddler period and center-based settings after age three exhibit a more positive combination of cognitive and behavioral competence than those in continuous center-based care and those who never attend center care. However, results also indicate that children who experience in small groups, such as those in home-based settings, during the preschool period display better social skills than those who attend large-group care.” NOTE: Sequence of Child Care... is available for loan.]

[\[Back to Top\]](#)

Evaluation of Parent Aware: Minnesota’s Pilot Quality Rating System: Key Findings from the Year 2 Evaluation Report. By Kathryn Trout. **Early Childhood Caucus Briefing.** (Child Trends, Washington, DC) January 20, 2010. 48 p.

[“Parent Aware is a voluntary quality rating system (QRS) for early care and education programs including licensed family child care programs, child care centers, Head Start, and school-based pre-K programs.... The primary purpose of Parent Aware is to support parents by providing information about the quality of early care and education programs. Parent Aware uses ratings to recognize quality and promotes quality improvement using a variety of resources. Ultimately, these strategies aimed at parents and early care and education programs seek to improve children’s school readiness. How are ratings assigned to early care and education programs? Programs provide evidence of their quality in four areas:

- Family Partnerships
- Teaching Materials and Strategies
- Tracking Learning
- Teacher Training and Education

Programs submit documentation and supporting materials for each area. They receive an onsite observation and are scored on nationally-recognized scales that measure their environment, practices and interactions with children.” Minnesota Early Learning Foundation Research Consortium.]

Full text at: http://www.childtrends.org/Files//Child_Trends-2010_02_01_SP_ECCaucusBriefing.pdf

[\[Back to Top\]](#)

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

“Nutrition Menu Labeling May Lead to Lower-Calorie Restaurant Meal Choices for Children.” By Pooja S. Tandon and others. IN: Pediatrics, vol. 125, no. 2 (February 2010) pp. 244-248.

[“Our aim was to determine whether nutrition labeling on menus would lead to lower-calorie choices for children. Methods. We performed a randomized, controlled experiment in a primary care pediatric clinic in Seattle, Washington. Parents of children 3 to 6 years of age presenting for an appointment were eligible. Parents were ineligible if they never ate fast food, if they were not English speaking, if their child was too sick, or if they had already participated. ... Parents were presented with a McDonald's menu and were asked to select meals for themselves and their child. The menus were identical for both groups except for the presence of nutrition information for the intervention group. Results. There were 99 participants, for a participation rate of 82%. There were no significant differences in demographic characteristics between the groups. Parents in the intervention arm ordered an average of 102 fewer calories for their children than did control subjects.... There was no difference in energy between the 2 groups in the parents' choices for themselves. Conclusion. This study is the first to suggest that labeled menus may lead to significantly lower calorie content in restaurant meals purchased for children.” NOTE: Nutrition menu labeling... will be available for loan.]

[\[Back to Top\]](#)

CONFERENCES AND OPPORTUNITIES

First 5 California and the Water Cooler Joint Symposium. March 9-10, 2010. Sheraton Grand Hotel Sacramento, California.

For more information and registration: <http://www.cce.csus.edu/conferences/first5/10/>

[“It is our pleasure to invite you to attend the First 5 California and the Water Cooler Joint Symposium on Early Learning Research, Practice, and Policy.... The two-day co-sponsored effort features a series of panel discussions that will focus on how to improve and expand services for children from 0 to 5 and how to best position California to take advantage of new federal funding opportunities. Experts will discuss the most current scientifically-based research, best practices, policy developments and advocacy in the field.... Day One: Investments in Early Learning: Making an Impact.... Day Two: Stronger Together: Expanding the Larger Education Conversation.”]

[\[Back to Top\]](#)

NACCRRA 2010 National Policy Symposium: "Making Connections: All Children, All Families, All Settings." By the National Association of Child Care Resource and Referral Agencies. March 9-13, 2010. Hyatt Regency on Capitol Hill, Washington, DC.

For more information and registration:

<http://www.naccrra.org/conferences/symposium/2010-nps.php>

[“NACCRRA's Policy Symposium brings together more than 600 child care resource and referral professionals, early care and education experts, researchers, and other early childhood education authorities to Washington, D.C. on an annual basis. The Symposium features innovative sessions on the latest policy, research and practice developments in child care and CCR&R. It also offers a forum for policy analysis and discussion, examination of latest research, high-quality training, peer networking, visits to legislators and resources dissemination.” Speakers include Secretary of Health and Human Services, Kathleen Sebelius, Richard N. Brandon and Dr. Edward Zigler.]

[\[Back to Top\]](#)

Partnership 2010 National Conference. “National Economic Forum on Early Childhood Investment: A Conference of the Partnership for America’s Economic Success.” March 10-11, 2010. National Press Club, Washington, DC.

For more information and registration:

<http://www.partnershipforsuccess.org/index.php?id=52>

[“This conference is open to all - business, finance and economic leaders, advocates, policy-makers and philanthropists interested in furthering early childhood development. This conference will focus on tools and information on how to develop a statewide coalition of business leaders advocating for increased investments in early childhood.”

[\[Back to Top\]](#)

Studies in the News for First 5 California is provided to First 5 California Staff and their invited guests. If you are not on the distribution list for this publication and would like to be, please contact us at the California State Library, Information Services section at: cslinfo@library.ca.gov. Please be sure to note in your e-mail that you are interested in *Studies in the News for First 5 California*.

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.

California State Library
Information Services
(916) 654-0261

csinfo@library.ca.gov