



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

Including Children with Disabilities in State Pre-K Programs. By Ellen Boylan and Dan Goldman, Education Law Center. (The Center, Newark, New Jersey) February 2010. 21 p.

Full text at:

http://www.edlawcenter.org/ELCPublic/Publications/PDF/PreKPolicyBrief_InclusionChildrenWithDisabilities.pdf

[“States and local school districts are required by federal law to educate preschool age children with disabilities in typical early childhood programs alongside children who do not have disabilities to the maximum extent appropriate. This policy brief provides an overview of the law and sets forth a list of policy recommendations that can help ensure that children with disabilities receive an appropriate public education in the least

restrictive environment. It is intended to serve as a resource for policy makers and advocates seeking to increase inclusion in state funded pre-k programs.”]

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Access to Pre-K Education under the McKinney-Vento Homeless Assistance Act. By Ellen Boylan and Deborah Splansky, Education Law Center. (The Center, Newark, New Jersey) February 2010. 16 p.

Full text at:

http://www.edlawcenter.org/ELCPublic/Publications/PDF/PreKPolicyBrief_AccessToEducation.pdf

[“Under federal law, states are required to ensure that homeless children have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. This policy brief provides an overview of the law and its limitations and describes policies that can help increase the number of homeless children included in pre-k programs. It is intended to serve as a resource for state policy makers and advocates seeking to maximize participation.”]

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The State of Play: Gallup Survey of Principals on School Recess. By Fenton Communications. (Robert Wood Johnson Foundation, Princeton, New Jersey) February 2010. 12 p.

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

[“Class size. Standardized testing. The three R’s. When most people talk about how to improve education, they tend to focus only on what happens in the classroom. But the most unexpected opportunity to boost learning lies outside the classroom: on the playground at recess. A new, first-of-its-kind Gallup poll reveals that elementary school principals overwhelmingly believe recess has a positive impact not only on the development of students’ social skills, but also on achievement and learning in the classroom. These findings arrive on the heels of groundbreaking research linking more recess to better behavior and focus in the classroom.... A growing body of clinical research concludes that play is essential to the social, emotional and physical development of children. But the reality is today’s kids spend more of their time in a school classroom than almost anywhere else, and even that time is much less playful than it used to be, given the heavy focus on meeting testing requirements. A 2009 study by the Alliance for Childhood found that playtime is shrinking and even disappearing in kindergarten classrooms.”]

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“How the Timing and Quality of Early Experiences Influence the Development of Brain Architecture.” By Sharon E. Fox, Harvard-MIT Division of Health Sciences and Technology, and others. IN: Child Development, vol. 81, no. 1 (January/February 2010) pp. 28-40.

[“Early life events can exert a powerful influence on both the pattern of brain architecture and behavioral development. In this study a conceptual framework is provided for considering how the structure of early experience gets ‘under the skin.’ The study begins with a description of the genetic framework that lays the foundation for brain development, and then proceeds to the ways experience interacts with and modifies the structures and functions of the developing brain. Much of the attention is focused on early experience and sensitive periods, although it is made clear that later experience also plays an important role in maintaining and elaborating this early wiring diagram, which is critical to establishing a solid footing for development beyond the early years.” NOTE: How the Timing and Quality... is available for loan.]

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“Building a Better Teacher.” By Elizabeth Green. IN: New York Times Magazine (March 7, 2010) 17 p.

Full text at: <http://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?pagewanted=1&emc=eta1>

[“On a winter day five years ago, Doug Lemov realized he had a problem. After a successful career as a teacher, a principal and a charter-school founder, he was working as a consultant, hired by troubled schools eager - desperate, in some cases - for Lemov to tell them what to do to get better. There was no shortage of prescriptions at the time for how to cure the poor performance that plagued so many American schools. Proponents of No Child Left Behind saw standardized testing as a solution. President Bush also championed a billion-dollar program to encourage schools to adopt reading curriculums with an emphasis on phonics. Others argued for smaller classes or more parental involvement or more state financing. Lemov himself pushed for data-driven programs that would diagnose individual students’ strengths and weaknesses. But as he went from school to school that winter, he was getting the sinking feeling that there was something deeper he wasn’t reaching. On that particular day, he made a depressing visit to a school in Syracuse, N.Y., that was like so many he’d seen before: ‘a dispiriting exercise in good people failing,’ as he described it to me recently. Sometimes Lemov could diagnose problems as soon as he walked in the door. But not here. Student test scores had dipped so low that administrators worried the state might close down the school. But the teachers seemed to care about their students. They sat down with them on the floor to read and picked activities that should have engaged them. The classes were small. The school had rigorous academic standards and state-of-the-art curriculums and used a software program to analyze test results for each student, pinpointing which skills she still needed to work on. But when it came to actual teaching, the daily task of getting students to learn, the school floundered. Students disobeyed teachers’ instructions, and class

discussions veered away from the lesson plans.... As Lemov drove from Syracuse back to his home in Albany, he tried to figure out what he could do to help. He knew how to advise schools to adopt a better curriculum or raise standards or develop better communication channels between teachers and principals. But he realized that he had no clue how to advise schools about their main event: how to teach.”]

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IMPROVED FAMILY FUNCTIONING

Families of the Recession: Unemployed Parents and Their Children. By Phillip Lovell and Julia B. Isaacs. (First Focus Campaign for Children, Washington, DC) January 2010. 5 p.

Full text at: http://www.firstfocus.net/Download/Families_of_the_Recession.pdf

[“One in seven American children has an unemployed parent as a result of the current recession, known by many as the ‘Great Recession.’ These 10.5 million children are more likely to experience homelessness, suffer from child abuse, fail to complete high school or college, and live in poverty as adults than other children. The economy is technically emerging from the recession and is likely to recover in the coming years. However, the same may not be the case for our children without a concerted effort to address their needs and provide them with every opportunity to work hard and attain the American Dream. The following brief analyzes the number of children and youth who are impacted by the recession, examines the consequences, and recommends policy solutions.”]

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Improving Access to Public Benefits: Helping Eligible Individuals and Families Get the Income Supports They Need. By Shelley Waters Boots and others. (Annie E. Casey Foundation, Baltimore, Maryland) 2010. 15 p.

Full text at:

<http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid=%7B8872A9B1-5DA0-422D-A2CD-2054833DB206%7D>

[This report “calls for funders, states, communities, and the federal government to make sure that expanded benefits made available through the American Recovery and Reinvestment Act - including food stamps, unemployment insurance, and housing subsidies - are reaching low-income families.” Annie E. Casey Foundation.]

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The Return of the Multi-Generational Family Household. By Paul Taylor and others. (Pew Research Center, Washington, DC) March 18, 2010. 25 p.

Full text at: <http://pewsocialtrends.org/assets/pdf/752-multi-generational-families.pdf>

[“The multi-generational American family household is staging a comeback - driven in part by the job losses and home foreclosures of recent years but more so by demographic changes that have been gathering steam for decades. As of 2008, a record 49 million Americans, or 16.1% of the total U.S. population, lived in a family household that contained at least two adult generations or a grandparent and at least one other generation, according to a new Pew Research Center analysis of census data. This represents a significant trend reversal.” Pew Research Center.]

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Mindful Motherhood. By Cassandra Vieten. (New Harbinger Publications, Oakland, California) 2009. 200 p.

[“In ‘Mindful Motherhood,’ a psychologist specializing in mood disorders who is also a mother herself presents a mindfulness training program developed at the California Pacific Medical Center Research Institute. Clinical studies showed that this program was effective in helping new mothers parent their children and manage changes in mood, stress levels, and behavior.” New Harbinger Publications. NOTE: Mindful Motherhood is available for loan.]

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Engaged Families, Effective Pre-K. By Deborah Roderick Stark and others. (Pre-K Now, Pew Center on the States, Washington, DC) February 2010. 8 p.

Full text at: http://preknow.org/documents/FamilyEngagement_Feb2010.pdf

[“Families are a child’s first and most important teachers. A growing body of research demonstrates that when families are involved in their child’s learning, children are better prepared for school and achieve at higher levels. Increased participation by families in pre-kindergarten programs has also been linked to greater academic motivation and stronger social and emotional skills among all young children, regardless of ethnic and socioeconomic background. Parents and other family members also benefit as they develop a sense of collaboration in the educational process that can endure throughout a child’s life. This brief, ‘Engaged Families, Effective Pre-K,’ explores state-level policies to encourage and enhance family engagement as a critical component of high-quality pre-k.”]

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IMPROVED HEALTH

What Works for the Prevention and Treatment of Obesity Among Children: Lessons from Experimental Evaluations of Programs and Interventions. By Alena

M. Hadley and others. Fact Sheet. No. 2010-07. (Child Trends, Washington, DC) March 2010. 14 p.

Full text at:

http://www.childtrends.org/Files//Child_Trends_2010_03_25_FS_WWObesity.pdf

[“Childhood obesity has become a major health problem.... This fact sheet synthesizes the findings from multiple studies that implemented random assignment experimental evaluations to examine the impacts of various intervention strategies on child obesity outcomes. To identify programs that work and isolate the components of programs that contribute to success, we have synthesized findings from the Child Trends database of experimental intent-to-treat evaluations of social interventions for children and youth - LINKS (Lifecourse Interventions to Nurture Kids Successfully). All of the reviewed programs targeted child, adolescent, and/or youth samples - ranging from one to 19 years of age - and measured a combination of nutrition, physical activity, and/or weight loss outcomes.”]

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“Overcoming Obesity: Is There an Obesity Tipping Point in Infancy?” By Tiffany O’Callaghan. IN: Time, vol. 175, no. 12 (March 26, 2010) 3 p.

Full text at:

http://www.time.com/time/specials/packages/article/0,28804,1972947_1973062_1973065,00.html

[“Increasingly, evidence suggests that obesity-prevention measures need to be taken earlier, in infancy or even before birth. According to the CDC’s ‘National Health and Nutrition Examination Survey,’ rates of obesity in youngsters ages 2 to 5 have more than doubled since 1980, from 5.0% to 12.4%. And once a child sets down the road to an unhealthy weight, it becomes increasingly difficult for him to change course: according to one study, 80% of children who are overweight between ages 10 and 15 grow up to become obese 25-year-olds.... How early in life that prevention efforts need to target children is quickly becoming a central question to childhood-obesity research. One intriguing notion is that there exists an obesity threshold - or tipping point - in infancy, before which a chubby child may be safely steered away from a lifetime of obesity.”]

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Conduct Problems: Effective Programmes for 3-7 Year-olds. By the Advisory Group for Conduct Problems. (Ministry of Social Development, Wellington, New Zealand) November 2009. 120 p.

Full text at: [http://www.moh.govt.nz/moh.nsf/pagesmh/9995/\\$File/conduct-problems-effective-programmes-for-3-7-year-olds.pdf](http://www.moh.govt.nz/moh.nsf/pagesmh/9995/$File/conduct-problems-effective-programmes-for-3-7-year-olds.pdf)

[“In this report, the AGCP [Advisory Group for Conduct Problems] has attempted to set out a comprehensive evidence-based plan for the development, implementation and evaluation of services, programmes and interventions aimed at treating and managing childhood conduct problems in 3-7 year-olds. These policies range from universal programmes targeted at all parents and teachers to highly intensive and individualised programmes targeted at the parents and teachers of children with severe conduct problems.”]

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IMPROVED SYSTEMS OF CARE

Immigrant Families and Child Care Subsidies: What Federal Law and Guidance Says. By Hannah Matthews. (CLASP, Washington, DC) February 2010. 4 p.

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

[“One in four young children in the United States lives in an immigrant family. Federal law establishes policies on immigrant eligibility for child care assistance, yet questions regarding eligibility remain at the state and local level. Most child care assistance is funded through the Child Care and Development Block Grant (CCDBG) and the Temporary Assistance for Needy Families (TANF) block grant, which have differing rules regarding immigrant eligibility. This fact sheet lays out rules and guidance related to immigrant eligibility for child care subsidies through both funding streams. In addition, it should be noted that all programs that receive federal funds are required to comply with Title VI of the Civil Rights Act of 1964, which prohibits agencies that receive federal financial assistance from discriminating based on race, color, or national origin and requires such agencies to take reasonable steps to provide limited English proficient (LEP) individuals with meaningful access to their programs, activities, and services.”]

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Prove It!: Achieving Quality Recognition for Your Early Childhood Program. By Rachel Robertson and Miriam Dressler. (Redleaf Press, St. Paul, Minnesota) 2010. 252 p.

[“Pursuing third-party endorsements and accreditation is a significant undertaking. ‘Prove It!’ is a comprehensive resource to help you successfully understand, prepare for, and complete the process of earning third-party endorsements and accreditation. ‘Prove It!’ contains: ideas, concepts, and vital information as you consider and then commit to a third-party quality endorsement system; an examination of the most important content areas shared among endorsement systems - the physical environment, health and safety, teaching and learning, assessment of learning and development, and family and community involvement - and how they can be implemented into your setting actions your program needs to complete preparing for, during, and following the on-site

assessment visit and steps to maintain high standards.” NOTE: Prove It!... is available for loan.]

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Child Care Quality Study: The Impact of Head Start Partnership on Child Care Quality: Final Report. By Diane Schilder and others. (Education Development Center, Inc., Newton, Massachusetts) 2009. 82 p.

Full text at: <http://prekiimpact.edc.org/data/HSPartnershipFinalReport.pdf>

[“This study sought to determine if center based child care programs that had formed partnerships with Head Start had higher levels of quality in their classrooms than child care programs that did not form partnerships. More than 600 children and over 200 child care centers in Ohio were observed, and staff members in these child care centers were surveyed in this study. The results showed that those child care centers that had partnered with Head Start had significantly higher observed classroom quality than comparison classrooms. Further, the longer the partnership lasted, the higher the observed quality.” Research Connections (March 29, 2010.)]

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STUDIES TO COME

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

IMPROVED HEALTH

"Childhood Maltreatment and Telomere Shortening: Preliminary Support for an Effect of Early Stress on Cellular Aging" By Audrey R. Tyrka and others. IN: Biological Psychiatry, vol. 67, no. 6 (March 15, 2010) pp. 531-534.

[“Children who suffer physical or emotional abuse could be faced with accelerated cellular aging as adults, according to... research ... in ‘Biological Psychiatry.’ It's an easy fact to forget - the aging process begins at birth. Despite this, cellular aging remains somewhat of a mystery, although there is growing evidence that over time, the DNA within cells begins to show signs of aging. One of these signs is the shortening of telomeres, which are DNA ‘caps’ at the end of chromosomes that promote cellular stability. Telomere length is a measure of biological aging because telomeres shorten progressively with each cell division. Shorter telomere lengths have been linked to a variety of aging-related medical conditions including cardiovascular disease and cancer. Stress and trauma, such as childhood abuse and neglect, are risk factors for several medical and psychiatric illnesses, and stress is known to promote cellular aging. So, Audrey Tyrka and her colleagues from Butler Hospital and Brown University examined

the DNA of healthy adults who had a history of childhood maltreatment and found they had shorter telomeres than those who did not experience child maltreatment. Dr. Tyrka explained that the findings ‘suggest the possibility that early developmental experiences may have profound effects on biology that can influence cellular mechanisms at a very basic level and even lead to accelerated aging.’” EurekaAlert! (March 16, 2010.) NOTE: Childhood Maltreatment... will be available for loan.]

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“Interventions to Prevent Obesity in 0-5 Year Olds: An Updated Systematic Review of the Literature.” By Kylie D. Hesketh and Karen J. Campbell. IN: Obesity, vol. 18, Suppl. No. 1 (February 2010) pp. S27-S35.

[“The small number and recency of the early childhood obesity-prevention literature identified in a previous review of interventions to prevent obesity, promote healthy eating, physical activity, and/or reduce sedentary behaviors in 0–5 year olds suggests this is a new and developing research area. The current review was conducted to provide an update of the rapidly emerging evidence in this area and to assess the quality of studies reported. Ten electronic databases were searched to identify literature published from January 1995 to August 2008. Inclusion criteria: interventions reporting child anthropometric, diet, physical activity, or sedentary behavior outcomes and focusing on children aged 0–5 years of age. Exclusion criteria: focusing on breastfeeding, eating disorders, obesity treatment, malnutrition, or school-based interventions. Two reviewers independently extracted data and assessed study quality. Twenty-three studies met all criteria. Most were conducted in preschool/childcare ($n = 9$) or home settings ($n = 8$). Approximately half targeted socioeconomically disadvantaged children ($n = 12$) and three quarters were published from 2003 onward ($n = 17$). The interventions varied widely although most were multifaceted in their approach. While study design and quality varied most studies reported their interventions were feasible and acceptable, although impact on behaviors that contribute to obesity were not achieved by all. Early childhood obesity-prevention interventions represent a rapidly growing research area. Current evidence suggests that behaviors that contribute to obesity can be positively impacted in a range of settings and provides important insights into the most effective strategies for promoting healthy weight from early childhood.” NOTE: Interventions to Promote Obesity... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

Early Start Institutes. Sponsored by the California Department of Developmental Services. Early Start Essentials South. Crowne Plaza LAX, Los Angeles, California. April 12-14, 2010.

For more information: <http://www.wested.org/cs/cpei/print/docs/211>

[“The Early Start Institutes, sponsored by the California Department of Developmental Services, build competencies for Early Start service coordinators and early intervention service providers. The Institutes provide the knowledge base that all personnel involved in early intervention are expected to have in common, above and beyond knowledge in an individual area of specialization. With this foundation of critical knowledge, Institute participants are better prepared to build and practice skills through local training and direct supervision experiences.

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2010 26th Annual NACCP National Conference: “The Winds of Change.” By the National Association of Child Care Professionals. April 20 -23, 2010. Chicago Hilton, Chicago, Illinois.

For more information and registration:

<http://www.naccp.org/associations/460/files/UPDATEDConfBro2010.pdf>

[“Stedman Graham, Chairman and CEO of S. Graham & Associates will begin our conference with personal and professional insights leading to his proprietary ‘Nine-Step Success Process™’ and Lynnette McCarty will close the conference with a motivating look at how the past prepares us for the future. In between, you will have the choice to attend twenty-five different seminars relating to the trends, issues, and concerns of today’s leaders in early care and education, and visit with vendors who will share with you the newest resources to support your program.”]

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Child Development Policy Institute 2010 Spring Institute. May 17, 2010, Evening Reception, Citizen Hotel, Sacramento, California. May 18, 2010, Spring Institute, Sacramento Convention Center, Sacramento, California.

For more information and registration:

<https://www.cdpi.net/cs/cdpi/print/htdocs/events.htm>

[“CDPI's Spring Institute centers on the Governor's May revision and the possible budget consequences. Join us as we hear the reactions from members of the Legislature, state departments and Administration on what this budget means to early care and education. Additionally, Beth Salome, Early Care and Education Consortium, will provide us with the latest news happening at the federal level. We are also pleased to have Ken Jaffe, International Child Resource Institute, as our Keynote Luncheon Speaker. The California Early Learning Quality Improvement System (CAEL QIS) Steering Committee will also share their progress thus far in redesigning California's framework to improve the quality of early learning and care programs for California's young children.”]

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Previous issues of *Studies in the News for First 5 California* are available at: <http://www.library.ca.gov/sitn/ccfc/>

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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