



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

Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Preschool - Kindergarten 2007: Psychometric Report. By Michelle Najarian, Educational Testing Service and others. (National Center for Education Statistics, U.S. Department of Education, Washington, DC) April 2010. 219 p.

Full text at: <http://nces.ed.gov/pubs2010/2010009.pdf>

[“This report describes the design, construction, implementation, quality control, and psychometric characteristics of the child assessment instruments used to measure developmental outcomes for young children participating in the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) during their transition into kindergarten. The focus of this volume is the final three waves of data collection: the preschool wave (2005–06); the kindergarten 2006 wave (2006–07); and the kindergarten 2007 wave

(2007–08). These waves were designed to examine child development during the year prior to kindergarten entry (i.e., the preschool wave) and at about the time of enrollment in kindergarten.... The ECLS-B is a multisource, multimethod study that focuses on the early home and educational experiences of children from infancy to kindergarten entry.... The ECLS-B has followed a nationally representative cohort of children born in the United States in 2001 from birth through kindergarten entry. The study was designed as part of a longitudinal studies program comprising two cohorts: a birth cohort in the ECLS-B and a kindergarten cohort in the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K). The birth cohort study focuses on those characteristics of children and their families, including children’s early learning, care, and health experiences, that may be associated with children’s early development and kindergarten readiness.”]

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“OrchKids Program Strikes the Right Note with Youngsters.” By Tim Smith. IN: The Baltimore Sun (November 29, 2009) 3 p.

[“Through an open window of Lockerman Bundy Elementary School comes the familiar urban refrain of a police siren, but it doesn’t distract the students intently practicing their violins, cellos and basses. They make their own compelling sound, as a teacher gently gets them to focus on articulating an ‘A’ in unison.... The program began with 30 participants at Harriet Tubman Elementary. That school’s closure brought OrchKids and most of the Tubman students to Lockerman Bundy this fall, where the project seems to have taken root firmly - 180 youths, pre-K through second grade, are involved. An additional grade will be added each year. ‘I can’t say enough how much the students love OrchKids,’ says Principal Cynthia Cunningham. ... OrchKids was inspired by a nationwide music education project in Venezuela known as ‘El Sistema.’ That program generated an abundance of youth orchestras and was responsible for nurturing acclaimed conductor Gustavo Dudamel, who is now music director of the Los Angeles Philharmonic.... The bonding between students and instruments can be quick and tight. ‘They don’t want to put them down,’ Cunningham says. ‘I had a pre-K child crying when it was time to put down the violin. I told her, ‘There’s always tomorrow,’ but she just said, ‘I need to play it now.’”]

Full text at: <http://www.bsomusic.org/main.taf?p=9,5,2,6,1>

Video on OrchKids: 6:45 <http://www.bsomusic.org/main.taf?p=9,5,2,2>

5-year-old OrchKids student: 1:55

<http://www.youtube.com/user/OrchKids#p/a/u/1/92qVKxNAixY>

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Recruitment, Hiring, Training and Retention for Preschool Children with Disabilities: State Approaches. By Eve Müller. inForum: Brief Policy Analysis. (Project Forum, NASDSE, Alexandria, Virginia) April 2010. 5 p.

Full text at:

<http://www.projectforum.org/docs/RecruitmentHiringTrainingandRetentionforPreschoolChildrenwithDisabilitiesStateApproaches.pdf>

[“This brief policy analysis describes state-level efforts to recruit, hire, train and retain highly qualified personnel for preschool children with disabilities. Survey findings are shared in the areas of policy, practices, funding, documentation and reporting, outcomes, barriers and needed resources. Sample findings include:

- Most states have not adopted a specific policy to address this personnel group.
- Most states are addressing the needs of inservice providers to support the availability of qualified personnel in the area of preschool special education.
- Most states support this work with the use of IDEA 619 funds.
- Most states report their effort in this area through grant reports.
- Many respondents feel that through their efforts, they have fewer personnel shortages than in the past.
- Barriers reported included few current highly qualified personnel, lack of funds, and few programs to train more personnel.” Project Forum.]

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QRIS Resource Guide. By the National Child Care Information and Technical Assistance Center. (NCCIC, Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, Fairfax, Virginia) [2010.] 144 p.

[“The QRIS Resource Guide is intended as a tool for States and communities to explore key issues and decision points during the planning and implementation of a quality rating and improvement system (QRIS). The Guide is divided into eight sections. Each section contains a set of questions, with guidance for addressing the questions, for States to consider and discuss when planning, implementing, or revising a QRIS. The sections can stand alone, but it is recommended that the whole Guide be read in its entirety before starting to use it in a planning process. The Resource Guide is a collection of decision points, examples, and resources to guide your efforts. There is no one approach that will work for every State or community, and new strategies continue to emerge in response to varying priorities, existing resources, new opportunities, and levels of support.”]

Full text at: <http://nccic.acf.hhs.gov/qrisesourceguide/index.cfm?do=resourceguide>

Related QRIS resources at: <http://nccic.acf.hhs.gov/topics/topic/index.cfm?topicId=44>

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Compendium of Quality Rating Systems and Evaluations. By Kathryn Tout, Child Trends and others. Prepared for Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. (The Office, U.S. Department of Health and Human Services, Washington, DC) April 2010. 251 p.

Full text and State Profiles at:

http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/index.html#reports

[“Quality Rating Systems (QRS) are currently operating, under development or being piloted in over 25 states or local areas. As the QRS model becomes integrated into the landscape of child care and education service delivery, policy and the decisions parents make about child care across the United States, there is an increasing need for descriptive and comparative information about QRS implementation and evaluation.... The Compendium contains two different types of information about QRS. The first section presents descriptive information obtained by examining 26 QRS nationwide. Cross-QRS matrices are included to simplify the information and to facilitate a review across states. The second section contains individual profiles of the 26 QRS in which data were collected for the QRS Assessment. Data were collected from July to October, 2009 and were finalized in early 2010.”]

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Early Warning! Why Reading by the End of Third Grade Matters. By Leila Feister. (Annie E. Casey Foundation, Baltimore, Maryland) 2010. 60 p.

Full text and related publications at:

<http://datacenter.kidscount.org/reports/readingmatters.aspx>

[“Millions of American children get to fourth grade without learning to read proficiently.... Up until the end of third grade, most children are *learning to read*. Beginning in the fourth grade, however, they are *reading to learn*, using their skills to gain more information in subjects such as math and science, to solve problems, to think critically about what they are learning, and to act upon and share that knowledge in the world around them. Up to half of the printed fourth-grade curriculum is incomprehensible to students who read below that grade level, according to the Children’s Reading Foundation.... Children must be ready to succeed when they get to school (cognitively, socially, emotionally, and physically) before they can learn there.... And they need to have high-quality learning opportunities, beginning at birth and continuing in school and during out-of-school time, including summers, in order to sustain learning gains and not lose ground. For millions of American children, however, these essential conditions are not met. For low-income children in particular, a ‘readiness gap’ fuels much of what has become known as the achievement gap.... Recommendation 1. Develop a coherent system of early care and education that aligns, integrates, and coordinates what happens from birth through third grade so children are ready to take on the learning tasks associated with fourth grade and beyond.”]

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Leadership Matters: Governors' Pre-K Budget Proposals Fiscal Year 2011. By Pre-K Now. (Pre-K Now, Washington, DC) May 2010. Web-based report.

Full text at: <http://www.preknow.org/leadershipmatters/index.cfm>

[“Welcome to the new, Web-based ‘Leadership Matters’ report, Pre-K Now's annual survey of governors’ funding and policy proposals for publicly funded pre-kindergarten programs in all 50 states and the District of Columbia.... In spite of widespread fiscal distress, the nation's 50 governors and the mayor of the District of Columbia are proposing to essentially hold state investments for pre-kindergarten steady at \$5.3 billion. These recommendations indicate that, even - or perhaps especially - in a tough economy, state leaders continue to value evidence-based early learning programs as vital for improving public education and generating returns on taxpayer investments. Should these budgets pass, total funding would grow by less than 0.2 percent in FY11. Individually, however, the gubernatorial proposals range widely, from substantial increases in to complete removal of state funding for early education, clearly demonstrating that, with respect to prioritizing pre-k, leadership really does matter.”]

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IMPROVED FAMILY FUNCTIONING

Policies that Strengthen Fatherhood and Family Relationships: What Do We Know and What Do We Need to Know? A Working Paper. By Virginia Knox and others. (MDRC, New York, New York) [April 2010.] 43 p.

Full text at: <http://www.mdrc.org/publications/556/full.pdf>

[“As described in earlier articles, children whose parents have higher income and education levels are more likely to grow up in stable two-parent households than their economically disadvantaged counterparts. These widening gaps in fathers’ involvement in parenting and in the quality and stability of parents’ relationships may reinforce disparities in outcomes for the next generation. This paper reviews evidence about the effectiveness of two strategies to strengthen fathers’ involvement and family relationships - fatherhood programs aimed at disadvantaged noncustodial fathers and relationship skills programs for parents who are together. Fatherhood programs have shown some efficacy at increasing child support payments, while relationship skills approaches have shown benefits for the couples’ relationship quality, coparenting skills, fathers’ engagement in parenting, and children’s well-being. The research evidence suggests that parents’ relationship with each other should be a fundamental consideration in future programs aimed at increasing low-income fathers’ involvement with their children.”]

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Strengthening Families Guidebook and Self-Assessment for Early Care and Education Programs: Online Resources. By the Center for the Study of Social Policy. (The Center, Washington, DC) Various pagings and dates.

[“The Strengthening Families Online Self-Assessment Package includes tools to help programs make small but significant changes in their day-to-day practice to build Protective Factors with families. Structured around the Strengthening Families Program Strategies, the Self-Assessment can be used by any program serving young children and/or their families. The package of tools also includes surveys to gauge changes in behaviors and attitudes among parents and staff in programs doing Strengthening Families.”]

Online resources at:

http://www.strengtheningfamilies.net/index.php/online_resources/guide_assess/

Outline of all resources at:

http://www.strengtheningfamilies.net/index.php/online_resources/map/

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Almost Like Family: Family Child Care. By the Center for the Study of Social Policy. (The Center, Washington, DC) October 2009. 70 p.

Full text at:

[http://www.strengtheningfamilies.net/images/uploads/images/\(1.2_.2\) Family_Child_Care_Study .pdf](http://www.strengtheningfamilies.net/images/uploads/images/(1.2_.2) Family_Child_Care_Study .pdf)

[“Between 2001 and 2003, the Center for the Study of Social Policy (CSSP) developed an approach to preventing child abuse and neglect by building family strengths, called Strengthening Families™, which evolved from review of existing literature and field research with exemplary center-based early care and education programs across the country. This extensive research resulted in the identification of five Protective Factors, when they are present and prominent in a family, that reduce the likelihood of child abuse and neglect and contribute to excellent outcomes for young children: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children.... As Strengthening Families has been adopted in early childhood programs around the country, strong interest in using the Strengthening Families approach in home-based child care settings has emerged. The purpose of this Home-Based Early Care and Education Programs Study was to learn how home-based early care and education professionals can build the Strengthening Families Protective Factors with the families and children they serve. The results of the study were used to inform the development of a self-assessment tool appropriate for use by home-based providers. An extensive review of the literature on home-based programs is presented here first, followed by the results of the study.”]

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Family Structure and the Economic Mobility of Children. By Thomas DeLeire and Leonard M. Lopoo. (Economic Mobility Project, Pew Charitable Trusts, Philadelphia, Pennsylvania) April 2010. 30 p.

Full text at:

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Economic_Mobility/EMP_Family%20Structure%20v6.pdf

[“Family structure has an impact on a child’s economic mobility prospects, according to the Pew Economic Policy Group’s report “Family Structure and the Economic Mobility of Children.” The group’s Economic Mobility Project found that only 26 percent of children of divorced parents who start in the bottom third of the income ladder move to the middle or top third as adults. This compares to 42 percent of children who are born to unmarried mothers and 50 percent of children with continuously married parents in the same income category. The impact of divorce also is seen when analyzing families by race. The vast majority (85 percent) of African-American children and nearly two-thirds (63 percent) of white children born into the bottom third of the income ladder remain in the bottom third as adults if their parents divorce. Fewer children (62 percent of African-Americans and 45 percent of whites) remain in the bottom if their parents are continuously married.” Pew Charitable Trusts, Press Release (May 18, 2010.)]

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IMPROVED HEALTH

“Reaching Staff, Parents, and Community Partners to Prevent Childhood Obesity in Head Start, 2008.” By Rachel A. Gooze and others. IN: Preventing Chronic Disease, vol. 7, no. 3 (May 2010) 9 p.

Full text at: http://www.cdc.gov/pcd/issues/2010/May/pdf/09_0115.pdf

[“Lowering the prevalence of childhood obesity requires a multilevel approach that targets the home, school, and community. Head Start, the largest federally funded early childhood education program in the United States, reaches nearly 1 million low-income children, and it provides an ideal opportunity for implementing such an approach. Our objective was to describe obesity prevention activities in Head Start that are directed at staff, parents, and community partners.”]

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Most Medicaid Children in Nine States Are Not Receiving All Required Preventive Screening Services. By the Office of Inspector General. (The Office, U.S. Department of Health and Human Services, Washington, DC) May 2010. 40 p.

Full text at: <http://oig.hhs.gov/oei/reports/oei-05-08-00520.pdf>

[“Medicaid provides a comprehensive and preventive child health benefit for children under the age of 21, known as the EPSDT [Medicaid Early and Periodic Screening, Diagnostic, and Treatment] benefit. Services provided under the EPSDT benefit are intended to screen, diagnose, and treat children eligible for EPSDT services at early, regular intervals to avoid or minimize childhood illness. The EPSDT services cover four health-related areas: medical, vision, hearing, and dental. This study focuses on medical, vision, and hearing screenings. Only medical screenings have components specifically required by the statute.... We reviewed medical records in 9 States for a sample of 345 children enrolled in Medicaid in 2007. We also conducted structured interviews with State Medicaid staff responsible for the EPSDT benefit in nine States. Findings. Three out of four children did not receive all required medical, vision, and hearing screenings. In 9 States, 76 percent of children, or 2.7 million children, did not receive 1 or more of the required EPSDT medical, vision, or hearing screenings. Forty-one percent of children did not receive any required medical screenings. In addition, more than half of children did not receive any required vision or hearing screenings.... Therefore, we recommend that CMS: - require States to report vision and hearing screenings, - collaborate with States and providers to develop effective strategies to encourage beneficiary participation in EPSDT screenings, - collaborate with States and providers to develop education and incentives for providers to encourage complete medical screenings, and - identify and disseminate promising State practices for increasing children’s participation in EPSDT screenings and providers’ delivery of complete medical screenings.”]

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“Policy Statement - Tobacco Use: A Pediatric Disease.” By the American Academy of Pediatrics. IN: Pediatrics, vol. 124, no. 5 (November 2009) pp. 1474-1487.

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/peds.2009-2114v1.pdf>

[“Tobacco use and secondhand tobacco-smoke (SHS) exposure are major national and international health concerns. Pediatricians and other clinicians who care for children are uniquely positioned to assist patients and families with tobacco-use prevention and treatment. Understanding the nature and extent of tobacco use and SHS exposure is an essential first step toward the goal of eliminating tobacco use and its consequences in the pediatric population. The next steps include counseling patients and family members to avoid SHS exposures or cease tobacco use; advocacy for policies that protect children from SHS exposure; and elimination of tobacco use in the media, public places, and homes. Three overarching principles of this policy can be identified: (1) there is no safe way to use tobacco; (2) there is no safe level or duration of exposure to SHS; and (3) the financial and political power of individuals, organizations, and government should be used to support tobacco control. Pediatricians are advised not to smoke or use tobacco; to make their homes, cars, and workplaces tobacco free; to consider tobacco control when making personal and professional decisions; to support and advocate for comprehensive tobacco control; and to advise parents and patients not to start using tobacco or to quit if

they are already using tobacco. Prohibiting both tobacco advertising and the use of tobacco products in the media is recommended. Recommendations for eliminating SHS exposure and reducing tobacco use include attaining universal (1) smoke-free home, car, school, work, and play environments, both inside and outside, (2) treatment of tobacco use and dependence through employer, insurance, state, and federal supports, (3) implementation and enforcement of evidence-based tobacco-control measures in local, state, national, and international jurisdictions, and (4) financial and systems support for training in and research of effective ways to prevent and treat tobacco use and SHS exposure.”]

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A Broken Promise to Our Children: The 1998 State Tobacco Settlement Eleven Years Later. By the Campaign for Tobacco-Free Kids and others. (The Campaign, Washington, DC) December 9, 2009. 139 p.

Full text and related materials at: <http://www.tobaccofreekids.org/reports/settlements/>

[“The states are collecting record amounts of revenue from the 1998 tobacco settlement and tobacco taxes, but have cut funding for programs to reduce tobacco use by more than 15 percent in the past year, according to a report released... by a coalition of public health organizations. With the nation's adult smoking rate stalled after decades of decline, the report warns that continued progress is at risk unless states significantly increase funding for programs to prevent kids from smoking and help smokers quit. The report also calls on Congress to ensure that health care reform legislation includes adequate funding for disease prevention initiatives, including tobacco prevention and cessation, and mandates coverage in Medicaid and other health insurance programs for smoking cessation medication and counseling.” Campaign for Tobacco-Free Kids, Press Office Release (December 9, 2009.)]

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IMPROVED SYSTEMS OF CARE

Head Start: Undercover Testing Finds Fraud and Abuse at Selected Head Start Centers. Statement of Gregory D. Kutz, Forensic Audits and Special Investigations. Testimony before the Committee on Education and Labor, House of Representatives. GAO-10-733T. (U.S. Government Accountability Office, Washington, DC) May 18, 2010. 19 p.

[“GAO received allegations of fraud and abuse involving two Head Start nonprofit grantees in the Midwest and Texas. Allegations include manipulating recorded income to make over-income applicants appear under-income, encouraging families to report that they were homeless when they were not, enrolling more than 10 percent of over-income children, and counting children as enrolled in more than one center at a time. GAO confirmed that one grantee operated several centers with more than 10 percent over-

income students, and the other grantee manipulated enrollment data to over-report the number of children enrolled. GAO is still investigating the other allegations reported. Realizing that these fraud schemes could be perpetrated at other Head Start programs, GAO attempted to register fictitious children as part of 15 undercover test scenarios at centers in six states and the District of Columbia. In 8 instances staff at these centers fraudulently misrepresented information, including disregarding part of the families' income to register over-income children into under-income slots. The undercover tests revealed that 7 Head Start employees lied about applicants' employment status or misrepresented their earnings. This leaves Head Start at risk that over-income children may be enrolled while legitimate under-income children are put on wait lists. At no point during our registrations was information submitted by GAO's fictitious parents verified, leaving the program at risk that dishonest persons could falsify earnings statements and other documents in order to qualify. In 7 instances centers did not manipulate information.”]

Highlights at: 1 p. <http://www.gao.gov/highlights/d10733thigh.pdf>

Full text at: <http://www.gao.gov/new.items/d10733t.pdf>

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Promising Practices Related to Child Care Quality: Webinar. Hosted by the Promising Practices Network, Rand Corporation and Grantmakers for Children, Youth and Families. (Rand Corporation, Santa Monica, California) December 9, 2009. Video. Program length: 01:28:06.

Video at:

http://www.rand.org/multimedia/video/2010/01/25/promising_practices_related_to_child_care_quality.html

[“This policy forum event, hosted by the Promising Practices Network (PPN), RAND Corporation, and Grantmakers for Children, Youth and Families, featured a panel of leading national experts to discuss the latest research related to assessing the quality of child care and the implications for policymakers.”]

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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.]

“Prenatal and Postpartum Depression in Fathers and Its Association with Maternal Depression: A Meta-analysis.” By James F. Paulson and Sharnail D. Bazemore.

IN: JAMA, Journal of the American Medical Association, vol. 303, no. 19 (May 19, 2010) pp. 1961-1969.

[“Postpartum depression affects just as many new fathers as mothers, with about one in 10 parents affected, a ... study says. Both women and their doctors have become more aware in recent years of the risks of postpartum depression, as well as the benefits of early diagnosis and treatment. There has been much less research on the how men cope with the stress of fatherhood, even though the mental health of both parents is critical to the well-being of their children, says study author James Paulson, a child psychologist at Eastern Virginia Medical School in Norfolk. Children of depressed fathers have more emotional and behavioral problems than other kids at age 3 and more psychiatric disorders by age 7, Paulson says. Overall, 14% of American men develop depression, either during their partner's pregnancies or in the first year after delivery, according to the study.... About 8% of fathers in other countries develop the problem, according to the analysis, which included 43 studies of 28,000 people. The problem seems to peak when babies are 3 to 6 months old, a time when 25% of new fathers and 42% of mothers report depression, the study says.” USA Today (May 19, 2010.) NOTE: Prenatal and Postpartum Depression in Fathers... will be available for loan.]

USA Today article on study: http://www.usatoday.com/news/health/2010-05-19-dad19_ST_N.htm

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“Family Scholarly Culture and Educational Success: Books and Schooling in 27 Nations.” By Mariah Evans, University of Nevada Reno and others. IN: Research in Social Stratification and Mobility, vol. 28, no. 2 (June 2010) pp. 171-197.

[“Whether rich or poor, residents of the United States or China, illiterate or college graduates, parents who have books in the home increase the level of education their children will attain, according to a 20-year study led by Mariah Evans, University of Nevada, Reno.... For years, educators have thought the strongest predictor of attaining high levels of education was having parents who were highly educated. But, strikingly, this massive study showed that the difference between being raised in a bookless home compared to being raised in a home with a 500-book library has as great an effect on the level of education a child will attain as having parents who are barely literate (3 years of education) compared to having parents who have a university education (15 or 16 years of education). Both factors, having a 500-book library or having university-educated parents, propel a child 3.2 years further in education, on average. Being a sociologist, Evans was particularly interested to find that children of lesser-educated parents benefit the most from having books in the home.... ‘What kinds of investments should we be making to help these kids get ahead?’ she asked. ‘The results of this study indicate that getting some books into their homes is an inexpensive way that we can help these children succeed.’ Evans said, ‘Even a little bit goes a long way,’ in terms of the number of books in a home. Having as few as 20 books in the home still has a significant impact on propelling a child to a higher level of education, and the more books you add, the

greater the benefit. ‘You get a lot of ‘bang for your book’, she said. ‘It’s quite a good return-on-investment in a time of scarce resources.’” University of Nevada Reno, Nevada News (May 24, 2010). NOTE: Family Scholarly Culture... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

2010 Early Learning Advocacy Day: Seize the Moment for California’s Youngest Children. Sponsored by CAEYC and Preschool California. June 15, 2010. Sheraton Grand, Sacramento, California.

For more information and registration: <http://www.preschoolcalifornia.org/take-action/2010-advocacy.html>

[“An opportunity to:
Participate in small-group visits with state legislators.
Learn about innovations in early learning taking place throughout California.
Hear from the new policy and planning bodies for early learning in California.
Find out the latest news on early learning opportunities at the federal level.
Meet and network with other early learning advocates.”]

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Strengthening Families Webinar: Family Child Care Study and Self-Assessment. By the Center for the Study of Social Policy. Tuesday, June 15, 2010.

For more information and registration:
<https://www2.gotomeeting.com/register/313734987>

[“Although approximately 22% of children under 6 who attend child care are in family child care settings, we know relatively little about the programs and providers that serve their families. In 2009, the Center for the Study of Social Policy released the report, [‘Almost Like Family: Family Child Care,’](#) the culmination of a four-state study of family child care programs, their providers, the families that use them, and the systems that support them. The report focuses on the unique needs and challenges of family child care programs and providers, and explores how a Strengthening Families approach, centered on building Protective Factors with families, can benefit the children, parents, and providers in family child care. This webinar will present the findings from the study and will introduce an adaptation of the Strengthening Families Self-Assessment for family child care homes.”]

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Webinar: Quality Rating and Improvement System Financing. By the QRIS National Learning Network. June 22, 2010. Deadline for sign-up: June 15, 2010.

For more information and registration: <http://ns2.ncsmartstart.org/webforms/qrsl.php>

[“The Quality Rating and Improvement System National Learning Network (NLN) is pleased to invite you to our June webinar on QRIS Financing led by Louise Stoney and Anne Mitchell of the Alliance for Early Childhood Finance.... The webinar will discuss how to create a QRIS financing plan, including securing funds for QRIS administration as well as supporting the cost of providing higher-quality services. Topics to be explored include: realignment, leveraging dollars from other sources/systems, and tapping new funds. Both theory and concrete examples from states will be included.”]

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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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