



Studies in the News for



Children and Families Commission

Contents This Week

IMPROVED CHILD DEVELOPMENT

- [Special issue: The National Early Literacy Panel Report](#)
- [Adding pre-k to state school funding formulas](#)
- [PreK-3rd and full-day kindergarten](#)
- [PreK-3rd resources bibliography](#)
- [Common Core State Standards](#)
- [The State of America's Children 2010](#)
- [Early Experiences and long-term development](#)
- [Statewide regulations for pre-k dual language learners](#)
- [Report: Children's quality of life declining](#)
- [Forest preschools - Cedarsong Nature School](#)

IMPROVED FAMILY FUNCTIONING

- [Building Strong Families Project](#)
- [Strengthening unmarried parent families](#)
- [First-time dads' views on parenting and work](#)

IMPROVED HEALTH

- [Autism Spectrum Disorders Diagnosis, Prevalence and Services](#)
- [Child abuse and neglect deaths](#)
- [Promoting social-emotional wellbeing with early intervention](#)
- [Mental Health Needs of Young Children and Their Families](#)

[Trauma Faced by Children of Military Families](#)

IMPROVED SYSTEMS OF CARE

[Effects of early child care extend to adolescence](#)
[Children in foster care in California](#)

STUDIES TO COME

[Low-income mothers' sources of parenting information](#)
[Depression in preschoolers](#)

CONFERENCES AND OPPORTUNITIES

[Head Start's 10th National Research Conference](#)
[Webinar: Braiding state and federal funds for children ages birth to five](#)
[Webinar: Using QRIS to Support Children's Social-Emotional Development](#)
[Grant: Maternal, Infant, and Early Childhood Home Visiting Program](#)

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; 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

Special Issue: The National Early Literacy Panel Report: Summary, Commentary, and Reflections on Policies and Practices to Improve Children's Early Literacy. IN: Educational Researcher, vol. 39, no. 4 (May 2010) Entire issue.

Full text of the issue at:

http://www.aera.net/publications/Default.aspx?menu_id=38&id=9962

[“Based on a growing awareness of the importance of the early years and a concomitant understanding of the seemingly intractable literacy achievement gap during the school

years between children of poverty or nondominant cultures and those of more economically advantaged and mainstream communities, the National Institute for Literacy convened an expert panel - the National Early Literacy Panel (NELP) - to identify and synthesize the relevant research on the early precursors to school success in literacy. The panel's report, 'Developing Early Literacy' (NELP, 2008; available at <http://www.nifl.gov/earlychildhood/NELP/NELPreport.html>) is the subject of this special issue of 'Educational Researcher (ER)'.... The nine contributors who comment on the NELP report for this special issue have a long-standing commitment to the early literacy field; they also have broad-based research expertise, an understanding of early literacy practice, and a grasp of the ways in which policy reports, such as the NELP report, if left unexamined, can influence research and pedagogy with unintended consequences. The views of these authors as well as those of the panel are widely respected, and their insight is critical, particularly now as early literacy policy is taking shape on a national level.... Every member of NELP, as well as critics of the report, recognizes the power that literacy confers on individuals - to say *transformative* is to sound clichéd - but power it is, and that is why we care, why we study, and why we argue and write.”]

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

Formula for Success: Adding High-Quality Pre-K to State School Funding Formulas. By Ellen Boylan and Shad White. (Pre-K Now, Pew Center on the States, Washington, DC) May 2010. 17 p.

Full text at: http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Formula_for_Success.pdf?n=1406

[“This report, ‘Formula for Success,’ explores the benefits and challenges of using state school funding formulas to support pre-k. It examines the different models for integrating early education in the formula and makes recommendations for implementing this policy. Embedding pre-k within the state’s school funding formula can help protect our youngest students from shifting political and economic climates by providing equitable, sufficient and sustainable pre-k funding that supports quality, grows with enrollment to meet demand and has the capability to serve all children.”]

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

PreK-3rd: Putting Full-Day Kindergarten in the Middle. By Kristie Kauerz. PreK-3rd Policy to Action Brief. No. 4. (Foundation for Child Development, New York, New York) June 2010. 16 p.

[“At present, several major national reform efforts are underway - including Race to the Top, the Common Core State Standards Initiative, and reauthorization of the Elementary and Secondary Education Act - that grapple with how best to reform K-12 education. There is also a growing movement around the country to strengthen the PreK-3rd Grade continuum as the essential foundation for lifelong learning.... In all of these policy discussions, Kindergarten is at the margins. This brief presents both rationales and

recommendations for moving FDK [full day kindergarten] from the margins to the middle of the education reform debate.”]

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

Table 1: 2 p. http://www.fcd-us.org/usr_doc/Kauerz-Kindergarten_Brief_Table_1.pdf
[\[Back to Top\]](#)

PreK-3rd Resources. By the Foundation for Child Development. (The Foundation, New York, New York) 2010. 2 p.

Full text at: http://www.fcd-us.org/usr_doc/PreK-3rd_Resources.pdf

[“These key resources aim to inform policymakers, educators, researchers, and others about PreK-3rd issues.” The resources in this bibliography are organized under the following topics: “The Case for PreK-3rd.... Financing PreK-3rd.... Implementing PreK-3rd.... Teacher Preparation/Professional Development.... Leadership by Educators.... Federal Policy.... State Policy.... School District Policy.... Research Basis for PreK-3rd.”]

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

Common Core State Standards. By the Council of Chief State School Officers and the National Governors Association Center for Best Practices. (CCSSO, Washington, DC and NGA Center, Washington, DC) June 2010. Various pagings.

Full text at: <http://www.corestandards.org/the-standards>

[“The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses. The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.” Common Core State Standards Initiative.]

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

The State of America's Children 2010. By the Children's Defense Fund. (The Fund, Washington, DC) 2010. Various pagings.

Full text at: <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children-2010-report.html>

[“CDF's ‘The State of America's Children’ 2010, is a compilation of the most recent and reliable national and state-by-state data on poverty, health, child welfare, youth at risk, early childhood development, education, family income and gun violence. The report provides a statistical compendium of key child data showing alarming numbers of children at risk: the number of poor children has increased by 2.5 million since 2000 to 14.1 million, with almost half of them living in extreme poverty, and 8.1 million children lack health coverage - with both numbers likely to increase during the recession. According to the CDF report, children in America lag behind almost all industrialized nations on key child indicators. The United States has the unwanted distinction of being the worst among industrialized nations in relative child poverty, in the gap between rich and poor, in teen birth rates, and in child gun violence.” Children's Defense Fund (May 28, 2010.)]

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

Early Experiences Can Alter Gene Expression and Affect Long-Term Development. By the National Scientific Council on the Developing Child. Working Paper No. 10. (Center on the Developing Child at Harvard University, Cambridge, Massachusetts) May 2010. 12 p.

Full text at:
http://developingchild.harvard.edu/index.php/library/reports_and_working_papers/working_papers/wp10/

[“New scientific research shows that environmental influences can actually affect whether and how genes are expressed. Thus, the old ideas that genes are ‘set in stone’ or that they alone determine development have been disproven. In fact, scientists have discovered that early experiences can determine how genes are turned on and off and even whether some are expressed at all. Therefore, the experiences children have early in life - and the environments in which they have them - shape their developing brain architecture and strongly affect whether they grow up to be healthy, productive members of society. This report from the National Scientific Council on the Developing Child summarizes in clear language why this growing scientific evidence supports the need for society to re-examine the way it thinks about the circumstances and experiences to which young children are exposed.”]

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

“Illinois Poised for the First Statewide Regulations on Dual Language Learners in Pre-K.” By Maggie Severns. IN: Early Ed Watch: A Blog from New America’s Early Education Initiative (June 9, 2010) 2 p.

Full text at:

http://earlyed.newamerica.net/blogposts/2010/illinois_poised_for_the_first_statewide_regulations_on_dual_language_learners_in_pre

[“The Illinois board of education is poised to adopt the nation’s first state-wide policies governing how to educate preschoolers who speak a language other than English at home.... Expanding K-12 law for bilingual education to the pre-K level will have numerous effects, starting the day young children enter their classrooms. Here are three significant new requirements: 1. Districts would have to screen incoming 3- and 4- year-old students to determine who has limited English skills. 2. In a preschool in which over 20 students with limited English proficiency speak the same home language, the preschool must offer transitional bilingual education whereby students are taught in English as well as their home language then gradually transitioned into standard, English-only instruction. Preschools that have students with limited English proficiency but do not have 20 students speaking the same home language would have to provide English-as-a-second-language instruction. 3. Teachers who teach bilingual or English-as-a-second-language classrooms would also need to obtain bilingual and/or ESOL certificates - a requirement that has stirred debate over whether Illinois can train and certify enough teachers before the proposed 2014 deadline.”]

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

2010 Child and Youth Well-Being Index (CWI). By the Foundation for Child Development. (The Foundation, New York, New York) June 8, 2010. 28 p.

Full text at: http://www.fcd-us.org/resources/resources_show.htm?doc_id=1266393

[“The 2010 annual release of the FCD Child Well-Being Index (CWI) is the first report to offer comprehensive data on the impact of the Great Recession on American children's quality-of-life. The 2010 CWI finds: - The impact of the recession on children is reaching new lows in 2010. - The recession will wipe out virtually all progress for children since 1975, in the Family Economic Well-being Domain. - The rate of children living in poverty in 2010 will be the highest in 20 years. - The number of detached youth will increase in 2010. - Risky behaviors will increase in 2010. - Child obesity will continue to rise, bringing down the Health Domain.”]

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

“Preschools in Forests Take Root in the U.S.” By Manual Valdes. Associated Press (May 24, 2010) 2 p.

[“When they're outside, the children in Erin Kenny's class don't head for cover if it rains or snows. They stay right where they are - in a private five-acre forest. It's their classroom. They spend three hours a day, four days a week here, a free-flowing romp through cedar and Douglas fir on Vashon Island in Puget Sound. The unique ‘forest kindergarten’ at Cedarsong Nature School is among several that have opened in recent years in the U.S., part of movement that originated in Europe to get kids out from in front of televisions and into the natural world. ‘American children do not spend much time outdoors anymore,’ Kenny says. ‘There's a growing need and an awareness on parents' part that their children really need to do more connecting with nature.’”]

Full text at:

http://www.google.com/hostednews/ap/article/ALeqM5gf_t19iruBYpKBx1L-0WftWig3gD9FTB0500

Video of Cedarsong Nature School:

http://www.cedarsongnatureschool.org/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=10

Related story: “Outdoor Preschool Takes Root on Vashon Island.” By Susan Gilmore. Seattle Times (April 20, 2010) 3 p.:

http://seattletimes.nwsourc.com/html/localnews/2011657278_preschool21m.html

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

IMPROVED FAMILY FUNCTIONING

Strengthening Unmarried Parents’ Relationships: The Early Impacts of Building Strong Families. By Robert G. Wood, Mathematica Policy Research, and others. Prepared for the U.S. Department of Health and Human Services, Administration for Children and Families. (Mathematica, Princeton, New Jersey) May 2010. 66 p.

[“Although most children raised by single parents fare well, on average, they are at greater risk of living in poverty and experiencing health, academic, and behavioral problems than children growing up with married biological parents. If interventions can improve the quality of unmarried parents’ relationships and increase the likelihood that they remain together, these interventions might also improve the well-being of their children. One possible approach to improving child well-being is thus strengthening the relationships of low-income couples through relationship skills education. The Building Strong Families (BSF) project, sponsored by the Administration for Children and Families (ACF), U.S. Department of Health and Human Services, has been evaluating this kind of approach. The project developed, implemented, and tested voluntary programs that offer relationship skills education and other support services to unwed couples who are expecting a child or who have just had a baby. Eight organizations volunteered to be part of a rigorous evaluation designed to test a new strategy to improve the lives of low-income families. These organizations implemented BSF programs

around the country, complying with a set of research-based program guidelines. Mathematica Policy Research conducted an experimental evaluation of the eight BSF programs. Over 5,000 interested couples were randomly assigned to either a BSF group that could participate in the program or a control group that could not. This report presents estimates of BSF's impacts on couples about 15 months after they applied for the program, focusing on the key outcomes BSF was designed to affect - the stability and quality of the couples' relationships. A later report will present findings on BSF impacts on outcomes about three years after the couples applied for BSF, including impacts on couples' children.”]

Executive Summary: 14 p. http://www.mathematica-mpr.com/publications/PDFs/family_support/BSF_impact_execsumm.pdf

Full text at: http://www.mathematica-mpr.com/publications/pdfs/family_support/BSF_impact_finalrpt.pdf

Technical Supplement: 272 p. http://www.mathematica-mpr.com/publications/PDFs/family_support/BSF_impact_tchrpt.pdf

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

Implementation of Eight Programs to Strengthen Unmarried Parent Families. By M. Robin Dion and others. (Mathematica Policy Research, Princeton, New Jersey) May 2010. 180 p.

Full text at: http://www.mathematica-mpr.com/publications/PDFs/family_support/BSF_Final_Impl_Rpt.pdf

[“The Building Strong Families (BSF) project was launched in 2002 to develop, implement, and rigorously test voluntary interventions aimed at strengthening the families of unmarried couples with children. BSF programs were implemented by non-profit and public agencies at 12 locations in seven states, and enrolled more than 5,000 volunteer couples, who were randomly assigned by the BSF research team to an intervention or control group. The intervention featured up to 42 hours of multi-couple group sessions led by trained facilitators, focusing on skills that, according to earlier research, are associated with relationship and marital stability and satisfaction. The BSF project grew out of research in four areas: demographic shifts in family formation; the consequences of those shifts for the well-being of children; the needs and circumstances of low-income families; and the potential of relationship education for strengthening the families of unmarried couples.”]

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

The New Dad: Exploring Fatherhood within a Career Context. By Brad Harrington, Boston College, and others. (Boston College Center for Work and Family, Chestnut Hill, Massachusetts) 2010. 36 p.

Full text at: http://www.bc.edu/centers/cwf/meta-elements/pdf/BCCWF_Fatherhood_Study_The_New_Dad.pdf

[“‘The New Dad: Exploring Fatherhood Within a Career Context’ is a qualitative study of middle-income, first-time fathers that focuses on the under-researched area of men, careers, and fatherhood.... The rise of women in the workforce and the downsizing by employers have shifted men’s attitudes about parenting and workplace commitment, say the researchers. ... In many cases the men were not prepared for how much work it can be to take care of a young child. They choose to spend time with their children, often at the expense of personal activities they previously enjoyed. Often their priorities changed to focus more on family and less on work. In some cases they adjusted their ambitions for professional advancement and career to take into account their new responsibilities and joys. ... ‘Our study leaves us with the sense that a profound shift is taking place with today’s new dads. Overall, our research found fathers who were deeply committed to care-giving and sharing the work as evenly as possible with their spouses,’ wrote the authors. ‘Men seem poised to embrace a new definition of fatherhood and to step up to the challenges and the rewards of parenting in a much fuller sense than was the case in the past.’” Boston College, news release (June 16, 2010.)]

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

IMPROVED HEALTH

Autism Spectrum Disorders Diagnosis, Prevalence, and Services for Children and Families. By Catherine Lord, University of Michigan, and Somer L. Bishop, Cincinnati Children’s Hospital Medical Center. IN: Social Policy Report, Vol. 24, No. 2 (Society for Research in Child Development, Ann Arbor, Michigan) 2010. 27 p.

[“Recent prevalence rates for autism spectrum disorders (ASDs) are now estimated at about 1 in 110 children in the U.S. Increases in public awareness and research funding in response to the growing numbers of children and adults with this disorder have led to numerous important scientific advances over the last several years. Nevertheless, because ASD remains a diagnosis that is defined completely on the basis of behavior, diagnostic assessment is both complex and expensive. Appropriate interventions and services are also multi-faceted and costly, and because of the pervasive nature of the disorder, are often required in some form across the lifespan. In the absence of standard societal mechanisms to pay for appropriate assessment and treatment, families must personally shoulder many of the costs associated with securing appropriate services for their children. This ‘Social Policy Report’ summarizes selected recent studies on diagnosis, prevalence, and intervention, and discusses strategies for designing social policies to help improve the outcomes and independence of children and adults with ASDs.”]

Full text at:

http://www.srcd.org/index.php?option=com_docman&task=doc_download&gid=930&Itemid=99999999

Social Policy Report Brief: Autism Spectrum Disorders: Protecting the Lives of Children and Their Families: 2 p.

www.srcd.org/index.php?option=com_content&task=view&id=229&Itemid=551

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

We Can Do Better: Child Abuse and Neglect Deaths in America. By the Every Child Matters Education Fund. (The Fund, Washington, DC) 2009. 18 p.

Full text at: http://www.everychildmatters.org/images/stories/pdf/wcdb_report.pdf

[“This is a report sure to sadden - and perhaps to anger. How could it be otherwise when we look at the innocent faces of children whose lives were cut short by abuse or neglect? According to official federal statistics, 10,440 children died from child abuse and neglect during the 2001-2007 period examined in this report. Additionally, several studies have concluded there actually is significant undercounting of maltreatment deaths and that the true number may be several thousands more over the 2001-2007 period than the 10,440. Much can be done to reduce these child abuse and neglect deaths. There exists a vast body of knowledge about healthy child growth and development, including how to prevent abuse in the first place, and how to protect children from further harm if abuse should occur. But the sheer amount of child abuse and neglect in America - already more than 20 million reports of maltreatment made to government agencies in this decade - is certain evidence that, despite the best efforts of the many who work daily to address this problem, we continue to fall far short in applying our knowledge. The preventable deaths of at least 10,000 children in a seven-year period demand the attention of policy makers and elected officials at all levels.”]

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

Promoting the Social-emotional Wellbeing of Infants and Toddlers in Early Intervention Programs: Promising Strategies in Four Communities. By Taniesha A. Woods and others. (National Center for Children in Poverty, New York, New York) June 2010. 20 p.

Full text at: http://nccp.org/publications/pdf/text_946.pdf

[“This brief presents promising approaches to support the social-emotional wellbeing of infants and toddlers through the Part C Program. The strategies discussed in this brief were identified through case studies carried out in four communities: Boston, Massachusetts; Los Angeles County, California; Doña Ana County, New Mexico; and Southeast Kansas. These case studies were part of a larger project designed to show

different policy options that states use to support strategies that target social-emotional development as part of a comprehensive approach to early intervention services.”]

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

Promoting Young Children’s Health and Development Taking Stock of State Policies. By Will Schneider and others. (National Center for Children in Poverty, New York, New York) May 2010. 12 p.

[“Young children’s health is essential to their overall development, well-being, and school readiness. Untreated health problems and a lack of preventive care contribute to higher rates of serious illness, absenteeism in preschool, physical and emotional distress, and even long-term disability. At a historic moment when the passage of federal health care reform promises significant improvements in health care access for many Americans, it is important to take stock of how well states are currently meeting the health needs of young children in low-income families. This brief presents information from NCCP’s ‘Improving the Odds for Young Children’ project about state policy choices in the following areas that affect the health and well-being of children, ages birth to 5: - access to health care and continuity of care; - maternal health care; and - preventive screening and assessment. Relevant components of health care reform legislation are considered in a set of recommendations for meeting the short and long-term health care needs of young, low-income children.”]

Full text at: http://nccp.org/publications/pdf/text_941.pdf

Early Childhood Profiles for each state: http://nccp.org/profiles/early_childhood.html

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

Addressing the Mental Health Needs of Young Children and Their Families. By the Center for Mental Health Services. (The Center, Substance Abuse and Mental Health Services Administration, U. S. Department of Health and Human Services, Rockville, Maryland) 2010. 4 p.

Full text at: http://www.samhsa.gov/children/docs/MH_Needs_Children_Families.pdf

[“Young children experience mental health challenges that impact early learning, social interactions, and the overall well-being of their families. It is estimated that between 9% and 14% of children from birth to 5 years of age experience social and emotional problems that negatively affect their functioning and development. Among babies, signs of depression can include inconsolable crying, slow growth, and sleep problems.... Providing effective age-appropriate services and supports to young children and their families, however, has immediate as well as lifelong benefits. Young children who receive effective age-appropriate services and supports are more likely to complete high school, have fewer contacts with law enforcement, and improve their ability to live independently. This short report describes social and emotional outcomes for young

children from birth through 8 years of age and their families, a subset of all children and youth who receive services in systems of care.”]

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

Trauma Faced by Children of Military Families: What Every Policymaker Should Know. By Fianna Sogomonyan and Janice L. Cooper. (National Center for Children in Poverty, New York, New York) May 2010. 12 p.

Full text at: http://nccp.org/publications/pdf/text_938.pdf

[“Active duty military personnel and National Guard and reservists experience multiple deployments as a result of the conflicts that comprise the War on Terror. A large body of research has accumulated on the behavioral health problems faced by military personnel as a result of these conflicts. After nearly a decade of war, a growing area of research shows the negative impact on children, youth and families of U.S. military personnel. Children of military families often experience multiple stressors before and during their parent’s deployment and when they come home. Without appropriate mental health support systems, children of military personnel may be at a significant disadvantage compared with their peers in non-military families.”]

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

IMPROVED SYSTEMS OF CARE

“Do Effects of Early Child Care Extend to Age 15 Years? Results From the NICHD Study of Early Child Care and Youth Development.” By Deborah Lowe Vandell, University of California, Irvine, and others. IN: Child Development, vol. 81, no. 3 (May/June 2010) pp. 737-756.

[“Link between child care and academic achievement and behavior persists into adolescence. Teens who were in high-quality child care settings as young children scored slightly higher on measures of academic and cognitive achievement and were slightly less likely to report acting-out behaviors than peers who were in lower-quality child care arrangements during their early years, according to the latest analysis of a long-running study funded by the National Institutes of Health. And teens who had spent the most hours in child care in their first 4 ½ years reported a slightly greater tendency toward impulsiveness and risk-taking at 15 than did peers who spent less time in child care. Although the study followed children’s experience in child care, it was not designed to determine cause and effect, and so could not prove whether a given aspect of the child care experience had a particular effect. It is possible that other factors, not measured in the study, were involved. The study authors noted that the difference in these measures among the youth in the study were small, but the magnitude of both patterns was consistent from early childhood to adolescence. Previous studies have noted similar trends, but the study is the first to track children for a full decade after they left child care. ‘Previous findings from the study indicate that parents appear to have far more influence

on their child's growth and development than the type of child care they receive,' said James A. Griffin, Ph.D., deputy chief of the Child Development and Behavior Branch, at the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the NIH Institute that funded the study. "The current findings reveal that the modest association between early child care and subsequent academic achievement and behavior seen in earlier study findings persists through childhood and into the teen years." NIH News (May 14, 2010.) NOTE: Do Effects of Early Child Care... is available for loan.]

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

Foster Care in California: Achievements and Challenges. By Caroline Danielson and Helen Lee. (Public Policy Institute of California, San Francisco, California) May 2010. 24 p.

[“California’s foster care system, responsible for about 63,000 children and youth who have been removed from their homes because of maltreatment or neglect, has made some remarkable advances in the last decade. Foster care is an exceptionally sensitive component of the state’s child welfare system because it can mean the removal of a child from a family. So the goal of the foster care system is to safely reunite children with their own families under improved conditions or to provide stable and beneficial home environments elsewhere. Data show that the state has made great progress in moving children out of foster care. Since 2000, there has been a 45 percent drop in the share of California children in the system, a reduction achieved largely through shortening the time that most children spend in foster care. In 31 of California’s 58 counties, the number of children in foster care declined by 10 percent or more between 2000 and 2009 - even as the population of children in the state increased from 9.3 million to 10 million. The decline has been most pronounced among black children, who have long been overrepresented in the child welfare system. In 2000, 5.4 percent of California’s black children were in foster care, but only 2.7 percent were in 2009. Furthermore, more foster children are remaining in their first out-of-home placement, rather than going in and out of multiple placements, than at the beginning of the decade; and more children who entered foster care later in the decade are eventually placed with relatives. These reductions, which far outpaced those across the rest of the country, may have resulted at least in part from a more intense focus by local and state policymakers on the problems of foster care, which in turn led to innovations in child welfare policies and practices. The system still faces significant challenges.”]

Full text, Summary, and Technical Appendix at:

<http://www.ppic.org/main/publication.asp?i=905>

Video on report at: www.ppic.org/content/av/EventVideo_FosterCare_5_12_10.asf

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

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 FAMILY FUNCTIONING

“Sources of Parenting Information in Low SES Mothers.” By Samantha B. Berkule-Silberman, and others. IN: Clinical Pediatrics, vol. 49, no. 6 (June 2010) pp. 560-568.

[“An important consideration in the transition to parenthood is mothers’ sources of parenting information. There has been limited study of the people, places, and experiences that comprise these sources. This is an important issue for families at risk for adverse child developmental outcomes related to poverty.... This study was designed to answer 3 questions:

1. What are the sources from which low SES [socioeconomic status] mothers of newborn babies receive information about parenting?
2. To what extent are sociodemographic characteristics associated with type and diversity of sources of parenting information?
3. To what extent are sources of information associated with intentions regarding activities that are potentially helpful (reading aloud) or harmful (television exposure) to child development?” NOTE: Sources of Parenting Information... will be available for loan.]

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

IMPROVED HEALTH

“Preschool Depression: The Importance of Identification of Depression Early in Development.” By Joan L. Luby. IN: Current Directions in Psychological Science, vol. 19, no. 2 (April 2010) pp. 91-95.

[“It may difficult to imagine a preschool child suffering from clinical depression, but studies have revealed that depression can arise during this period of development. Depressed preschoolers have many of the same symptoms as depressed adults; however, the symptoms are often not disruptive, so the disorder may go undetected. Preschool depression may be an early manifestation of the later childhood or adolescent disorder, underscoring the importance of early detection and intervention.” NOTE: Preschool Depression... will be available for loan.]

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

CONFERENCES AND OPPORTUNITIES

Head Start’s 10th National Research Conference. Research on Young Children and Families: Launching the Next Decade for Policy and Practice. Sponsored by the

Office of Planning, Research and Evaluation and the Office of Head Start, U. S. Department of Health and Human Services. June 21 - 23, 2010. Washington Marriott Wardman Park, Washington, DC.

For more information and registration: <http://www.acf.hhs.gov/programs/opre/hsrc/>

[“The Office of Planning, Research and Evaluation, in conjunction with the Office of Head Start, is sponsoring this national research-to-practice conference. ICF International, in partnership with Columbia University Mailman School of Public Health, the Society for Research in Child Development, and ESI will be developing and coordinating the conference. The conference focuses on identifying and disseminating new research relevant to young children (0-8 years) and their families while expanding dialogue and fostering partnerships among researchers, practitioners, and policy makers. The conference focuses especially on research relevant to the low-income families who are Head Start’s population.”]

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

Webinar: Braiding State and Federal Funds to Support Quality, Comprehensive Early Learning Services for Children Ages Birth to Five. By First 5 California in partnership with WestEd Center for Child and Family Studies, the California Department of Education Head Start Collaboration Office, and the California Head Start Association. June 30, 2010. 10:30 a.m. - 12:00 noon.

For more information and registration:
<http://www.schoolsmovingup.net/cs/smu/view/e/4468>

[This webinar is being conducted “to assist participants in understanding the complexities of braiding state and federal funds to support quality, comprehensive services for children ages birth to five. Participants will be provided with an overview of both state and federal funding definitions participants should be familiar with, as well as an introductory overview of funding options, fiscal requirements, accountability for multiple standards, and current fiscal resources available. WestEd's SchoolsMovingUp is partnering with First 5 funded programs, recent Head Start/Early Head Start grantees, school districts, and community-based organizations to bring this information to a national audience. Webinar presenters will include directors who administer state and federally funded programs for children ages birth to five, and who have expert knowledge of a variety of state and federal early learning models; and trainers who have a strong foundation in understanding and creating quality programming, from a fiscal lens, for infants, toddlers, and preschool children.”]

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

Webinar: Using QRIS to Support Young Children’s Social/Emotional Development: A Spotlight on Louisiana’s QRIS. By QRIS National Learning Network. July 7, 2010. Deadline for sign-up: June 30, 2010.

For more information and registration:

http://ns2.ncsmartstart.org/webforms/qris_july.php

[“After Hurricane Katrina, supporting young children's social/emotional well-being became a priority in Louisiana. Policy-makers responded by intentionally developing a QRIS that focused on improving the capacity of child care programs to support children's social/emotional development. This webinar will explore how Louisiana:

1. is using the Environmental Rating Scales to measure the social/emotional climate of programs;
2. has built a cadre of infant mental health specialists to work with child care programs to improve this dimension of program quality and the infrastructure necessary to support these specialists; and
3. has drawn from and aligned different funding streams to implement their QRIS...”]

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

Affordable Care Act (ACA) Maternal, Infant, and Early Childhood Home Visiting Program Grants. By the Health Resources and Services Administration, U. S. Department of Health and Human Services. Application deadline: July 9, 2010.

For more information:

<https://grants.hrsa.gov/webExternal/FundingOppDetails.asp?FundingCycleId=E24F384A-7290-49D0-A393-EED7F542B618&ViewMode=EU&GoBack=&PrintMode=&OnlineAvailabilityFlag=&pageNumber=&version=&NC=&Popup=>

[“The Health Resources Services Administration (HRSA) and the Administration on Children and Families (ACF) released the first of three highly anticipated funding opportunity announcements (FOA) supporting a massive expansion of home visiting services across the country, as outlined in the health care reform bill passed earlier this year. Applications responding to the FOA are due on July 9, 2010 for an anticipated award date of July 15, 2010.

A message accompanying the funding announcement reads, “This first FOA provides instructions for States to submit an application for 2010 funding. It includes instructions for States in assessing the availability of data for completing the needs assessment, identifying additional information needing to be collected, specifying how the State plans to go about conducting the needs assessment over all, and meeting requirements for a Maternal, Infant, and Early Childhood Home Visiting grant.”

The program requires state Governors to identify a lead agency to apply for and administer the program funding. If your organization or agency is interested in leading your state's Maternal, infant, and Early Childhood Home Visiting Program, you are encouraged to contact your Governor's office as soon as possible.

Although only one entity will be awarded funding, the FOA heavily emphasizes collaboration among multiple partners. Applications must include ‘the written concurrence of the Director of the State’s Title V agency; Director of the State’s agency for Title II of CAPTA; Director of the State’s Single State Agency for Substance Abuse Services; and Director of the State’s Head Start State Collaboration Office.’”
Strengthening Families Update (June 10, 2010.)]

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

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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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