



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

A Review of School Readiness Practices in the States: Early Learning Guidelines and Assessments. By Sarah Daily and others. Early Childhood Highlights, Vol. 1, No. 3. (Child Trends, Washington, DC) June 17, 2010. 12 p.

Full text at: http://www.childtrends.org/Files/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf

[“Every year, more than three million children enroll in a public kindergarten program, according to the U.S. Department of Education. Research has shown a significant achievement gap already exists between low-income children and their more affluent peers at kindergarten entry. To improve long-term academic outcomes, increased

attention is being given to supporting and assessing school readiness and identifying successful, evidence-based programs in early childhood that can ensure a more even start at school. A... Child Trends research brief provides an overview of state Early Learning Guidelines and school readiness assessments. The brief... also outlines key policy considerations for developing and utilizing school readiness assessments at the state level. Researchers analyzed state approaches to school readiness assessments in all 50 states and the District of Columbia, identifying seven states that utilize assessments in order to monitor statewide levels of school readiness.... The brief includes a complete list of state early learning guidelines and states' current school readiness assessment practices for children in kindergarten.” Child Trends Research Update (June 17, 2010.)]

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WWC Quick Review of the Report: “Summative Evaluation of the Ready to Learn Initiative.” By the Institute of Education Sciences. What Works Clearinghouse Quick Review. (The Institute, U. S. Department of Education, Princeton, New Jersey) June 2010. 1 p.

Full text at: http://ies.ed.gov/ncee/wwc/pdf/quickreviews/readytolearn_061510.pdf

[“The study examined whether preschoolers who were exposed to a media-rich literacy curriculum had better early reading skills than preschoolers who were exposed to a media-rich science curriculum. The study randomly assigned 80 preschool classes to incorporate either a media-rich literacy curriculum or a media-rich science curriculum.... Five tests measured the students’ early reading skills.... Students in the media-rich literacy classrooms outperformed students in the media-rich science classrooms by a statistically significant margin on all but the PALS Beginning Sound Awareness subtest.”]

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Preschool Teachers Can Use a Media Rich Curriculum to Prepare Low Income Children for School Success: Results of a Randomized Controlled Trial. Summative Evaluation of the Ready to Learn Initiative. By William R. Penuel and others. Technical Report. (Education Development Center, Inc, Newton, Massachusetts and SRI International, Menlo Park, California) October 2009. 18 p.

[“Preschool children who participated in a media-rich curriculum incorporating public television video and games into classroom instruction develop the early literacy skills critical for success in school, according to a new study. These foundational skills - being able to name letters, knowing the sounds associated with those letters, and understanding basic concepts about stories and print - all increased among the 4- and 5-year-olds in the study. These preschoolers were from traditionally economically disadvantaged communities where children are often far less prepared for school than their more affluent peers.”]

Full text at: <http://cct.edc.org/rtl/pdf/RTLEvalReport.pdf>

Ready to Learn Initiative Observation Tool and Assessment Battery: 165 p.
<http://cct.edc.org/rtl/pdf/RTLInstruments.pdf>

Related reports at: http://cct.edc.org/ready_to_learn.asp

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The Impact of a Media-Rich Science Curriculum on Low-Income Preschoolers' Science Talk at Home. By William R. Penuel and others. Paper presented at the 9th International Conference of the Learning Sciences, Chicago, IL. (International Society of the Learning Sciences.) July 2010. 9 p.

Full text at:

http://cct.edc.org/rtl/pdf/ICLS_RTL_Science_Paper_FINAL_for_CCT_Web.pdf

[“While research suggests that educational television shows can contribute positively to a range of developmental outcomes for preschoolers, few preschool curricula make use of digital content to teach science. This study explored the impact of a curriculum that integrated hands-on activities with digital content from two public television shows aimed at introducing preschoolers to science, ‘Peep and the Big Wide World’ and ‘Sid the Science Kid.’ Impact was measured using parent reports of 398 low income children’s science talk using a random assignment design, where preschool teachers were assigned to implement either the media-rich science curriculum or a literacy curriculum. Results indicated that the science curriculum had a positive impact on caregivers’ reports of children’s talk about science. Though the study’s outcome measure is an indirect measure of learning, the study suggests the potential for this and other media-rich curricula for introducing preschoolers to science.”]

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Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five. By the Early Head Start National Resource Center. (Office of Head Start, U.S. Department of Health and Human Services, Washington, DC) 2010. 80 p.

Full text at:

http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf

[“The Office of Head Start has updated its guidebook on serving culturally and linguistically diverse children and families.... The revised guidebook elaborates on 10 principles essential to understanding and being responsive to the cultural contexts in which child growth and development occurs. These principles have been updated from the first edition of the guidebook to reflect current usages of terms and to be consistent

with current legislation. For each of the 10 principles, the revised guidebook provides: - A general description of the principle, - Key points from the research literature related to the principle, - Examples of actual policies and practices from Head Start, Early Head Start, American Indian and Alaskan Native, or Migrant and Seasonal Head Start Programs, and - Reflective questions and activities to help providers further understand the principle.” CLASP Early Childhood Education Update (June 2010.)]

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Preschool for English Language Learners: Part 1: Language Learning and Assessment. Part 2: Academic Skills and Curriculum. Part 3: Professional Development and Training. Part 4: Family Involvement. Featuring Dr. Rebecca Palacios with host Bethanne Patrick. (Colorín Colorado, WETA, Arlington, Virginia) [2010.] Webcast series. Program length: Part 1: 22:37; Part 2: 19:27; Part 3: 16:41; Part 4: 15:28.

Webcast series at: <http://www.colorincolorado.org/webcasts/preschool>

[“Colorín Colorado’s website features a webcast by Rebecca Palacios and offers information on the following components of a prekindergarten ELL program: language instruction, curriculum, professional development and family outreach. Palacios is an educator who taught preschool for more than 30 years in Corpus Christi, Texas. She is also a teacher mentor, a founding member and former vice chair of the National Board for Professional Teaching Standards, and a member of the American Federation of Teachers’ ELL Educator Cadre. The website also features recommended readings on literacy and language instruction, assessment, policy and family involvement.”]

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IMPROVED FAMILY FUNCTIONING

“Moms Make Online Bonds of Parenthood in Listservs.” By Elizabeth Weise. IN: USA Today (June 21, 2010) 2 p.

Full text at: http://www.usatoday.com/news/health/2010-06-22-Momsonline22_ST_N.htm

[“It takes a village to raise children, and Sarah Carzoli's is a big one. It stretches from her home in Crystal Lake, Ill., to Australia, Paris, London, Canada, Israel and Milwaukee. She joined the online group of parents she calls ‘her moms’ on Mother's Day 1996. They've shared bottle battles, potty training, sleep deprivation, divorce and death across glowing screens that have sometimes brought them closer to women they may never have met in person than the folks next door. ‘I would leave my daughter with any of these women in a heartbeat,’ Carzoli says. Their group was the leading edge of what has blossomed into a key part of parenting in some circles: the electronic mailing list, or listserv.”]

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Taking Leadership, Innovating Change: Profiles in Family, School, and Community Engagement. By the National Family, School, and Community Engagement Working Group. (Harvard Family Research Project, Cambridge, Massachusetts) March 2010. 17 p.

Full text at: <http://www.hfrp.org/publications-resources/browse-our-publications/taking-leadership-innovating-change-profiles-in-family-school-and-community-engagement>

[“Across the country, there is growing consensus that bolder approaches and breakthrough strategies are necessary to improve public education.... In response to increased attention to innovation, the National Family, School, and Community Engagement Working Group... compiled 12 examples of leading innovations in the family involvement field to advance student learning.... These innovations engage families along a continuum, drawing hard-to engage parents (Tellin’ Stories), supporting and reinforcing involved families (FAST), and empowering parent leaders to transform schools (CIPL). We chose individual programs that tackle some of today’s critical education issues: closing the achievement gap from early childhood (Project EAGLE); engaging underserved cultural communities (PIQE); developing effective teachers (Grow Your Own); engaging families in math education (MAPPS); using student data to support college readiness (New Visions); and building state (Federal PIRC program) and district (Miami-Dade) capacity for effective family engagement.”]

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Home Visiting Application Process: A Guide for Planning State Needs Assessments. By Kathleen Hamilton and others. Early Childhood Highlights, Vol. 1, No. 4 (Child Trends, Washington, DC) June 30, 2010. 25 p.

Full text at: http://www.childtrends.org/Files//Child_Trends-2010_06_30_Home_Visiting_Guide.pdf

[“The passage of national health reform in March 2010 included a new federal home visiting grant program aimed at improving health and development outcomes for young children and strengthening families in at-risk communities. The Maternal, Infant, and Early Childhood Home Visiting Program, enacted by the Patient Protection Care Act of 2010, will provide \$1.5 billion in federal funds over the next five years to eligible grantees, one per state designated by the governor, to support evidence-based, voluntary home visiting programs for pregnant women and parents and caregivers of young children. This brief is intended to assist applicants in developing grant proposals for the home visiting program. It outlines critical steps and components for completing the grant application process, and in particular provides data and research-based insights on key elements of the new program, as outlined thus far by the authorizing legislation and/or the guidance offered by HRSA and ACF.... The new Maternal, Infant and Early

Childhood Home Visiting Program offers federal grants to support services for high-risk population groups, with a specific focus on improving outcomes in the following six benchmark areas: maternal and newborn health; child injuries and child abuse and neglect; school readiness and achievement; crime and domestic violence; family economic self-sufficiency; and coordination and referrals to other community resources and supports.”]

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Childhood Poverty Persistence: Facts and Consequences. By Caroline Ratcliffe and Signe-Mary McKernan, Urban Institute. Perspectives on Low-Income Working Families. Brief. No. 14. (The Institute, Washington, DC) June 2010. 12 p.

Full text at: <http://www.urban.org/UploadedPDF/412126-child-poverty-persistence.pdf>

[“This study is the first to highlight the relationship between poverty status at birth and children's poverty persistence and subsequent adult outcomes. It builds on the substantial literature that examines childhood poverty and the link between childhood poverty and adult outcomes. By following children from birth through age 30, we capture the experiences and outcomes of people over critical periods in their lives. Understanding the link between poverty status at birth and future outcomes provides important practical program and policy implications. For example, if children who are poor at birth have worse outcomes, poverty status at birth could be used to direct resources toward children who are disproportionately more likely to have negative adolescent and adult outcomes.”]

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Expenditures on Children by Families, 2009. By Mark Lino. Miscellaneous Publication No. 1528-2009. (Center for Nutrition Policy and Promotion, U.S. Department of Agriculture, Alexandria, Virginia) June 2010. 32 p.

Full text at: <http://www.cnpp.usda.gov/Publications/CRC/crc2009.pdf>

[“Since 1960, the U.S. Department of Agriculture has provided estimates of expenditures on children from birth through age 17. This technical report presents the most recent estimates for husband-wife and single-parent families using data from the 2005-06 Consumer Expenditure Survey, updated to 2009 dollars using the Consumer Price Index. Data and methods used in calculating annual child-rearing expenses are described. Estimates are provided for major components of the budget by age of child, family income, and region of residence. For the overall United States, annual child-rearing expense estimates ranged between \$11,650 and \$13,530 for a child in a two-child, married-couple family in the middle-income group. Adjustment factors for number of children in the household are also provided. Results of this study should be of use in developing State child support and foster care guidelines, as well as in family educational programs.”]

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IMPROVED HEALTH

“Influence of Licensed Characters on Children’s Taste and Snack Preferences.” By Christina A. Roberto and others, Rudd Center for Food Policy and Obesity, Yale University. IN: *Pediatrics* (Early Release online June 21, 2010) pp. 88-93.

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/peds.2009-3433v1>

[“The goal was to study how popular licensed cartoon characters appearing on food packaging affect young children’s taste and snack preferences. Methods: Forty 4- to 6-year-old children tasted 3 pairs of identical foods (graham crackers, gummy fruit snacks, and carrots) presented in packages either with or without a popular cartoon character. Children tasted both food items in each pair and indicated whether the 2 foods tasted the same or one tasted better. Children then selected which of the food items they would prefer to eat for a snack. Results: Children significantly preferred the taste of foods that had popular cartoon characters on the packaging, compared with the same foods without characters. The majority of children selected the food sample with a licensed character on it for their snack, but the effects were weaker for carrots than for gummy fruit snacks and graham crackers. Conclusions: Branding food packages with licensed characters substantially influences young children’s taste preferences and snack selection and does so most strongly for energy-dense, nutrient-poor foods. These findings suggest that the use of licensed characters to advertise junk food to children should be restricted.”]

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“Parents’ Healthy Weight Perceptions and Preferences Regarding Obesity Counseling in Preschoolers: Pediatricians Matter.” By Raquel G. Hernandez, University of South Florida, and others. IN: *Clinical Pediatrics*, Online First (June 3, 2010) 9 p.

Full text at:

http://health.usf.edu/nocms/publicaffairs/now/pdfs/ClinicalPeds_Hernandez_6_3_10.pdf

[“As obesity rates hit record levels, a ... study finds that many adults don’t recognize weight problems in their children. The consequences can be severe.... Parents may not recognize a weight problem in their child for any number of reasons, says Dr. Judith Palfrey, president of the American Academy of Pediatrics. Weight can increase subtly and parents may not notice a change. The global rise in obesity means kids are bigger, so overweight kids look more like the norm than they used to. Parents also take pride in feeding their children. ‘We are naturally nurturing and nourishing, and we want our kids to have everything they possibly need,’ says Palfrey. And there is the plump baby factor as well. There has long been the perception, says Palfrey, that if your child looked like the pudgy happy Gerber baby, ‘you were doing great.’... Even when children become preschoolers, most parents are unable to identify their weight problems, according to a

study published in ... 'Clinical Pediatrics.' Lead author Dr. Raquel Hernandez, an assistant professor of pediatrics at the University of South Florida, found that almost three quarters of parents thought their overweight or obese toddler (between the ages of 2 and 5) was a healthy weight. Most alarming: when asked to point to a sketch most resembling their child's weight (seven body images were presented, ranging from very slim to obese), 20 percent of parents of overweight or obese kids pointed to a body image that was actually lighter than a healthy weight. Measuring a child's BMI routinely can help identify unhealthy weight gain early; the American Academy of Pediatrics recommends doctors start taking these measurements at age 2. But tracking numbers isn't enough. Pediatricians must also be more forthright about discussing a child's weight with her parents, says Hernandez. In her study, only 7 percent of parents recalled ever being told that their child was gaining weight too fast or was overweight. And yet, when a pediatrician did raise a concern, parents were much less likely to misperceive reality." Newsweek (July 1, 2010.)]

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“Changing Influences on Childhood Obesity: A Study of 2 Generations of the 1958 British Birth Cohort.” By Angela Pinot de Moira and others. IN: American Journal of Epidemiology, vol. 171, no. 12 (June 15, 2010) pp. 1289-1298.

Full text at:

<http://aje.oxfordjournals.org/cgi/reprint/171/12/1289?maxtoshow=&hits=10&RESULTFORMAT=1&author1=Li+&andorexacttitle=and+&andorexacttitleabs=and&andorexactfulltext=and&searchid=1&sortspec=relevance&resourcetype=HWCIT>

[“The growing number of full-time working moms in the past few decades could be one of the factors contributing to the concurrent rise in childhood obesity, new research hints. In a study of more than 8,500 UK adults followed since their birth in 1958, researchers found that the study participants' young children were 50 percent more likely to be overweight or obese than they themselves had been back in the 1960s. When the researchers looked at factors that could be associated with the trend, they found that mothers' full-time employment, which was more common in the younger generation, appeared to be one. The findings, published in the American Journal of Epidemiology, do not prove that moms' full-time work, per se, contributes to the risk of childhood obesity. One possibility, according to the researchers, is that children of full-time working moms have fewer family meals or less-healthy diets in general. So the trend in mothers' employment over the past few decades may be one of the variables contributing to a general erosion in children's diets; the explosion in sugary junk foods on the market, food advertising aimed at kids, and the increasing availability of high- fat, high-sugar fare in schools are among the other factors that have been blamed.” Reuters Health (June 10, 2010.)]

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“Tobacco Smoke Exposure and Somatic Mutation in Newborns.” By Stephen G. Grant, University of Pittsburgh Cancer Institute. IN: The Open Pediatric Medicine Journal, vol. 4 (2010) pp. 10-13.

Full text at: <http://www.bentham.org/open/topedj/openaccess2.htm>

[“Newborns of non-smoking moms exposed to secondhand smoke during pregnancy have genetic mutations that may affect long-term health, according to a University of Pittsburgh Graduate School of Public Health study.... The abnormalities, which were indistinguishable from those found in newborns of mothers who were active smokers, may affect survival, birth weight and lifelong susceptibility to diseases like cancer. The study confirms previous research in which study author Stephen G. Grant... discovered evidence of abnormalities in the HPRT gene located on the X chromosome in cord blood from newborns of non-smokers exposed to environmental tobacco smoke. In the current study, Dr. Grant confirmed smoke-induced mutation in another gene called glycoporphin A, or GPA, that is representative of oncogenes - genes that transform normal cells into cancer cells and cause solid tumors. The GPA mutation was the same level and type in newborns of mothers who were active smokers and of non-smoking mothers exposed to tobacco smoke. Likewise, the mutations were discernable in newborns of women who had stopped smoking during their pregnancies, but who did not actively avoid secondhand smoke. ‘These findings back up our previous conclusion that passive, or secondary, smoke causes permanent genetic damage in newborns that is very similar to the damage caused by active smoking,’ said Dr. Grant. ‘By using a different assay, we were able to pick up a completely distinct yet equally important type of genetic mutation that is likely to persist throughout a child's lifetime. Pregnant women should not only stop smoking, but be aware of their exposure to tobacco smoke from other family members, work and social situations.’” UPMC News Release (June 30, 2010.)]

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Identifying and Treating Maternal Depression: Strategies and Considerations for Health Plans. By Kathryn Santoro and Hillary Peabody. NIHCM Issue Brief. (National Institute for Health Care Management Research and Educational Foundation, Washington, DC) June 2010. 27 p.

Full text at: http://nihcm.org/pdf/FINAL_MaternalDepression6-7.pdf

[“Approximately 10 to 20 percent of women experience depression either during pregnancy or in the first 12 months postpartum. Maternal depression can lead to serious health risks for both the mother and infant, increasing the risk for costly complications during birth and causing long-lasting or even permanent effects on child development and well-being. Despite the fact that the health risks and costly complications associated with maternal depression are well-documented, pregnant women and new mothers experiencing depression often do not get the treatment they need due to fear of discussing mental health concerns with their providers or a lack of education about depression. According to the 2002 Listening to Mothers Survey, nearly six out of ten women scoring

13 or higher on the Edinburgh Postnatal Depression Scale (indicating that they were likely to be suffering some degree of depression) had not seen a professional for concerns about their mental health since giving birth. Furthermore, since screening is not standard practice for most providers, maternal depression often goes undiagnosed and therefore untreated.... In this issue brief we review the various forms of maternal depression, symptoms and prevalence in the United States, the costs (including monetary, life course and developmental impacts), current screening tools and recommendations for early identification and treatment of maternal depressive disorders, and barriers to diagnosis and access to treatment and care.”]

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IMPROVED SYSTEMS OF CARE

“The Child Care Bureau: Child Care’s Home in the Federal Government.” With host Eric Karolak and guest Shannon Rudisill. Early Care and Education Consortium Radio. BAM! Radio Network. (The Consortium, Washington, DC and the Network, Glendale, California) June 20, 2010. Program length: 12:38.

[“Though generally less well known than its sister organization, the Head Start Bureau, the Child Care Bureau is engaged in providing vital services to families and child care providers, distributing subsidies to low-income families that support over 1.6 million children in child care settings each month as well as providing a number of training and professional development opportunities. ‘The Child Care Bureau: Child Care’s Home in the Federal Government,’ featuring Shannon Rudisill, Associate Director of the Child Care Bureau, helps give a quick overview of the programs available through the agency, developments on the federal level to support early learning programs, and what the Bureau looks to focus its work on in the next 6-12 months.” Early Care and Education Consortium E-News (June 18, 2010.)]

Broadcast at: <http://www.jackstreet.com/jackstreet/WECEC.billboard.cfm>

Broadcast Archives or to subscribe to podcasts: <http://www.ececonsortium.org/radio.php>
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“Raising the Educational Requirements for Teachers in Infant Toddler Classrooms: Implications for Institutions of Higher Education.” By Deborah J. Norris, University of Oklahoma, Tulsa. IN: Journal of Early Childhood Teacher Education, vol. 31, no. 2 (June 2010) pp. 146-158.

[“Repeated calls have recently arisen for increasing the educational level of early childhood teachers in all early care and education settings including classrooms for infants and toddlers. Since the majority of teachers in early child settings do not have a college degree, higher educational expectations could place a strain on early childhood teacher preparation programs. Implications of increasing educational expectations of

teachers for the higher education institutions that prepare early childhood educators are presented. Challenges related to both the needs of the institutions as well as the needs of the students are addressed. The successful utilization of online courses is explored as one solution to meeting some of the challenges. Recommendations are summarized for policy makers, institutions of higher education, teacher education programs, and faculty.”

NOTE: Raising the Educational Requirements... is available for loan.]

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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 FAMILY FUNCTIONING

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

[“This study examined 3 questions: (1) What are sources from which low socioeconomic status (SES) mothers of newborns receive parenting information? (2) To what extent are sociodemographic characteristics associated with sources? (3) To what extent are sources associated with intentions regarding activities with infants? In this cross-sectional analysis, mothers were interviewed during the postpartum period about potential sources of information about parenting and asked if and when they planned to initiate shared reading and television exposure during infancy. Maternal high school graduation, US birth, non-Latina ethnicity, language English, higher SES, and firstborn child were each associated with one or more categories representing important sources of parenting information. In adjusted analyses, print, physicians and other health care professionals, and family/friends as important sources of information were each significantly associated with increased frequency of intention to begin shared reading in infancy; television as an important source was associated with intention to begin television in infancy.” NOTE: Sources of Parenting Information... will be available for loan.]

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IMPROVED HEALTH

“Association between Maternal Intimate Partner Violence and Incident Obesity in Preschool-Aged Children: Results From the Fragile Families and Child Well-being Study.” By Renée Boynton-Jarrett and others. IN: Archives of Pediatric and Adolescent Medicine, vol. 164, no. 6 (June 2010) pp. 540-546.

[“Preschool-aged children of mothers who have been chronically abused by their partners have an increased risk of developing obesity, according to a cohort trial from the Fragile Families and Child Well-being Study (FFCWS). In fact, 16.5% of the children with mothers reporting any form of intimate partner violence (IPV) were obese at the age of 5 years - and those with mothers reporting chronic IPV were 80% more likely to be obese than those with no maternal IPV, report the study authors.” Medscape Today (June 11, 2010.) NOTE: Association between Maternal Intimate Partner Violence... will be available for loan.]

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“The Impact of New Health Insurance Coverage on Undocumented and Other Low-Income Children: Lessons from Three California Counties.” By Embry Howell and others. IN: Journal of Health Care for the Poor and Underserved , vol. 21, no. 2 (May 2010 Supplement) pp. 109-124.

[This paper “synthesizes findings across evaluations of health care programs in three California counties (Los Angeles, San Mateo and Santa Clara) that, among other things, offered health insurance coverage to undocumented children and some higher income children not covered by Medicaid or the Children’s Health Insurance Program. Study findings showed that the new health insurance coverage for undocumented children greatly improved their access to care, use of services, and health status in the one year period after they were enrolled in insurance program.” Urban Institute’s Health Policy Newsletter (June 21, 2010.) NOTE: The Impact of New Health Insurance Coverage... will be available for loan.]

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“Assessing the Impact of Paternal Involvement on Racial/Ethnic Disparities in Infant Mortality Rates.” By Amina P. Alio, University of South Florida, Tampa, and others. IN: Journal of Community Health (Epub ahead of print, May 29, 2010).

[“This study reported “that involvement of future fathers during a woman’s pregnancy was linked to a reduced risk of death during the first year of the child’s life. The researchers examined birth records of more than 1.39 million live births in Florida from 1998 to 2005. Paternal involvement during pregnancy was defined by the presence of the father’s name on the infant’s birth certificate. Though this is far from a perfect measure of a father’s involvement in the pregnancy, the methodology has worked fairly well in prior studies, said lead author Amina Alio, a research assistant professor of community and family health at the USF College of Public Health.... Regardless of the mother’s race, ethnicity or socioeconomic status, death during the first year of life was nearly four times more likely for infants who lacked paternal prenatal influence. The risk of infant mortality for babies born to black mothers who lacked paternal involvement during their pregnancies was seven times higher than for babies born to Latino and white women in the same paternal situation.” Los Angeles Times (June 21, 2010.) NOTE: Assessing the Impact of Paternal Involvement... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

20th Annual NAFCC Conference: Creating Harmony: Tuning in to Children through Partnerships and Professionalism. Sponsored by the National Association for Family Child Care. July 15-17, 2010. Renaissance Nashville Hotel, Nashville, Tennessee.

For more information and registration: <http://www.nafcc.org/include/default.asp>

[“NAFCC is excitedly anticipating this year's conference in Nashville, TN, where you will enjoy some of the finest keynote speakers and a variety of opportunities. Each year we hear from more participants that they can't wait to attend again. NAFCC conferences bring together family child care providers, child advocates, resource agencies, associations, and other professionals who are committed to quality care for children. You will strengthen your skills, explore and reflect on new research, meet others who are going through similar experiences, network, and more, while joining in on the history and fun times that only Nashville can offer.”]

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2010 OSEP Leadership Mega Conference: Collaboration to Achieve Success from Cradle to Career. By the U.S. Office of Special Education Programs. ECO (Early Childhood Outcomes Center) Pre-Conference Meeting, July 30-31, 2010: Measuring Child and Family Outcomes. Strand 1 - Parent Centers, August 2-3, 2010. Strand 2 - Early Childhood, August 2, 2010. Strand 3 - One-Day Collaborative Leadership Meeting for All, August 4, 2010. Strand 4 - State Directors of Special Education, August 3, 2010 (afternoon) and August 5, 2010. Hyatt Regency Crystal City, Arlington, Virginia.

For more information and registration: <http://leadershipmega-conf-reg.tadnet.org/home>

[“This new conference is a union of the three previously OSEP-sponsored conferences - the National Parent Center Conference, the National Early Childhood Conference, and the OSEP Leadership Conference.... The Parent Training and Information Centers (PTIs), the Community Parent Resource Centers (CPRCs), parents, and educators who work with families will participate in sessions that address topics such as: collaborating with State agencies, technology and accessibility, transition, disproportionality, mental health, reaching underserved parents, and center management issues.... The Early Childhood strand will provide critical information for the administration and implementation of State Part C and 619 Programs for infants, toddlers and children with disabilities and their families. The topics to be discussed include: an update on the Part C regulations, the status of child and family outcomes, the best practices for young children with autism, and a list of strategies for meaningful family engagement and collaborative

planning for State early learning systems.... All three conference strands will meet together for sessions that will include: a keynote address by U.S. Secretary of Education Arne Duncan, and a cross-departmental panel presentation by several Assistant Secretaries and other distinguished leaders from the Department.”]

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Grant: National Autism Resource and Information Center. By the Administration on Developmental Disabilities, U.S. Department of Health and Human Services. Applications due by August 16, 2010.

For more information: <http://www.acf.hhs.gov/grants/open/foa/view/HHS-2010-ACF-ADD-DN-0135>

[“The Administration on Developmental Disabilities (ADD) within the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), announces the availability of Fiscal Year (FY) 2010 funds to award a cooperative agreement to plan and implement one National Autism Resource and Information Center. This funding opportunity will establish a national resource and information center on the Autism Spectrum Disorder (ASD) and other developmental disabilities. Guided by the principles of inclusion, integration, independence, and self-determination, the center will gather, organize, and make publicly available readily accessible, high-quality resources and information related to community-based services that support independent living and self-determination, treatment protocols that promote community-based experiences (e.g. education, employment, recreation, transportation, early intervention and child care), and evidence-based interventions. The targeted audience for the resources and information is the community of diverse stakeholders concerned with ASD, including people with ASD and other developmental disabilities, families, guardians, advocates, researchers, practitioners, trainers, policy makers and members of the general public. The purpose of the Center does not include communication, outreach or support for development or dissemination of subjective opinions (including opinions regarding the etiology of autism) about ASD and other disabilities.”]

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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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