



Studies in the News for



Children and Families Commission

Contents This Week

IMPROVED CHILD DEVELOPMENT

["The Case for \\$320,000 Kindergarten Teachers"](#)

[Kindergarten quality, class size and adult earnings](#)

[Preschool's benefits: perseverance, dependability, self-control](#)

[Funding cuts to state-funded prekindergarten programs](#)

[Harlem Children's Zone response to Brookings Institute report](#)

[The Harlem Children's Zone Revisited](#)

[Key Readings: Promoting social inclusion and respect for diversity in early childhood](#)

[Bibliography: Promoting social inclusion and respect for diversity in early childhood](#)

[Key Readings: Children's development of social inclusion and respect for diversity](#)

[Bibliography: Children's development of social inclusion and respect for diversity](#)

IMPROVED FAMILY FUNCTIONING

[Early intervention with virtual home visits](#)

[What Works for Home Visiting Programs](#)

[Who Are America's Poor Children?](#)

[Basic Facts about Food Insecurity among Children](#)

IMPROVED HEALTH

[2010 Kids Count Data Book](#)

[Foundations of Lifelong Health Are Built in Early Childhood](#)

[The importance of nature and outdoor play](#)

IMPROVED SYSTEMS OF CARE

[Parents and the High-Cost of Child Care](#)

[Child care consultants in infant/toddler settings](#)

[Child care subsidies and child well-being](#)

[Design guide for child care and early education facilities](#)

STUDIES TO COME

[Long-term economic costs of childhood psychological problems](#)

CONFERENCES AND OPPORTUNITIES

[September 2010 National Head Start Association Leadership Institute](#)

[American Montessori Society Fall 2010 Conference](#)

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

“The Case for \$320,000 Kindergarten Teachers.” By David Leonhardt. IN: The New York Times (July 27, 2010) 3 p.

[“How much do your kindergarten teacher and classmates affect the rest of your life? ... Great teachers and early childhood programs can have a big short-term effect. But the impact tends to fade. By junior high and high school, children who had excellent early schooling do little better on tests than similar children who did not.... There has always been one major caveat, however, to the research on the fade-out effect. It was based mainly on test scores, not on a broader set of measures, like a child’s health or eventual earnings. As Raj Chetty, a Harvard economist, says: ‘We don’t really care about test scores. We care about adult outcomes.’ Early this year, Mr. Chetty and five other

researchers set out to fill this void. They examined the life paths of almost 12,000 children who had been part of a well-known education experiment in Tennessee [Project Star] in the 1980s. The children are now about 30, well started on their adult lives.... Just as in other studies, the Tennessee experiment found that some teachers were able to help students learn vastly more than other teachers. And just as in other studies, the effect largely disappeared by junior high, based on test scores. Yet when Mr. Chetty and his colleagues took another look at the students in adulthood, they discovered that the legacy of kindergarten had re-emerged. Students who had learned much more in kindergarten were more likely to go to college than students with otherwise similar backgrounds. Students who learned more were also less likely to become single parents. As adults, they were more likely to be saving for retirement. Perhaps most striking, they were earning more. All else equal, they were making about an extra \$100 a year at age 27 for every percentile they had moved up the test-score distribution over the course of kindergarten. A student who went from average to the 60th percentile - a typical jump for a 5-year-old with a good teacher - could expect to make about \$1,000 more a year at age 27 than a student who remained at the average. Over time, the effect seems to grow, too. Good early education can impart skills that last a lifetime....”]

Full text at:

http://www.nytimes.com/2010/07/28/business/economy/28leonhardt.html?_r=1&src=me&ref=homepage

Publications on Project STAR: <http://www.heros-inc.org/star.htm#docs>

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

How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project STAR. By Raj Chetty, Harvard and others. Working Paper. (Harvard University, Department of Economics, Cambridge, Massachusetts) July 2010. 53 p.

[There is a lot of “literature on how interventions such as better teacher quality or smaller classes affect achievement as measured by test scores. Much less evidence on whether interventions that increase test scores improve outcomes such as earnings. Problem: few datasets link information on early childhood test scores with data on adult outcomes We link data from the STAR experiment to US tax records to evaluate the long-term impacts of education interventions. Question: Are higher test scores a good proxy for improvements in adult outcomes? Do small classes and better teachers/peers improve adult outcomes to the extent they improve test scores? ... Conclusions. 1. Early childhood class effects fade out in test scores but reappear in adult outcomes 2. Contemporaneous test scores are a valid proxy for the benefits of early childhood interventions. 1 SD higher in test scores increases earnings by 14.8%.”]

Full text at: http://obs.rc.fas.harvard.edu/chetty/STAR_slides.pdf

Related video: (“John Friedman Discusses the Value of a Good Kindergarten Education.” National Science Foundation.)

http://www.nsf.gov/news/news_summ.jsp?cntn_id=117493&org=NSF&preview=false

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

Investing in Our Young People. By Flavio Cunha, University of Pennsylvania and James Heckman, University of Chicago. NBER Working Paper. No. 16201. (National Bureau of Economic Research, Cambridge, Massachusetts) July 2010. 31 p.

Full text at: <http://www.nber.org/papers/w16201>

(NOTE: Free downloads are available to people with “.GOV” email addresses. Just enter your email address in the box provided and NBER will send an email with a URL which will allow free access to this paper.)

[“We live in a world of scarce governmental resources, and they seem to be getting scarcer. This means it’s more important than ever to pick our public investments wisely. A ... paper by Flavio Cunha, an economist at the University of Pennsylvania, and James Heckman, a Nobel Laureate at the University of Chicago, documents the wisdom of one particular kind of investment: Preschool. While the economists cite a wide variety of research, their most impressive evidence consists of a few different studies that looked at the long-term effects of early childhood education. Let’s begin with the Perry Preschool Experiment, which consisted of 123 low income African-American children from Ypsilanti, Michigan. ... When the children were three years old, they were randomly assigned to either a treatment group, and given a high-quality preschool education, or to a control group, which received no preschool education at all. The subjects were then tracked over the ensuing decades, with the most recent analysis comparing the groups at the age of 40. The differences, even decades after the intervention, were stark: Adults assigned to the preschool program were 20 percent more likely to have graduated from high school and 19 percent less likely to have been arrested more than five times. They got much better grades, were more likely to remain married and were less dependent on welfare programs. How does preschool work its magic? Interestingly, the Perry Preschool didn’t lead to a lasting boost in IQ scores. While kids exposed to preschool got an initial bump in general intelligence, this dissipated by second grade. Instead, preschool seemed to improve performance on a variety of ‘non-cognitive’ abilities, such as self-control, persistence and grit. While society has long obsessed over raw smarts - just look at our fixation on IQ scores - Heckman and Cunha argue that these non-cognitive traits are often more important. They note, for instance, that dependability is the trait most valued by employers, while ‘perseverance, dependability and consistency are the most important predictors of grades in school.’” Jonah Lehrer, Wired (July 27, 2010.)]

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

Brief Report: Funding Cuts to State-Funded Prekindergarten Programs in FY10 and 11. By Dale Epstein and Steve Barnett. (National Institute for Early Education Research, New Brunswick, New Jersey) July 7, 2010. 1 p.

Full text at: http://nieer.org/pdf/Funding_Cuts_to_State-Funded_Prekindergarten_Programs_in_FY10_FY11.pdf

[“States are cutting hundreds of millions from their prekindergarten budgets, undermining years of working to help young children - particularly poor kids - get ready for school. States are slashing nearly \$350 million from their pre-K programs by next year and more cuts are likely on the horizon once federal stimulus money dries up, according to the National Institute for Early Education Research at Rutgers University. The reductions mean fewer slots for children, teacher layoffs and even fewer services for needy families who can't afford high-quality private preschool programs.... Wealthier parents can afford to send their kids to private preschools, but children from poorer families will likely languish in lower-quality childcare that doesn't prepare them for kindergarten, experts said.... The key, said Jacqueline Jones with the U.S. Department of Education's early learning office, is making states believe that pre-k is part of the education package rather than something they do only during flush times. ‘If you see preschool as a warm and fuzzy thing you do for children or as baby-sitting, then it's easy to cut,’ she said. ‘But if we can meet the educational needs before kindergarten, we can save a tremendous amount of money in special education and remediation.’” Sacramento Bee (August 3, 2010.)]

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

The Harlem Children’s Zone response to the Brookings Institute’s report: “The Harlem Children’s Zone, Promise Neighborhoods, and the Broader, Bolder Approach to Education.” By Geoffrey Canada, President and CEO, Harlem Children’s Zone. (Harlem Children’s Zone, New York, New York) [2010.] 3 p.

Full text at:

<http://www.hcz.org/images/stories/pdfs/Brookings%20Institute%20study%20response.pdf>

[“With all due respect to the Brookings Institute, we believe that the report by Grover Whitehurst and Michelle Croft is a wrong-headed take on the work of the Harlem Children’s Zone, one which is further compromised by several statistical misrepresentations of our Promise Academy charter school’s test results.... The report equates the Harlem Children’s Zone with our Promise Academy public charter school as if they were one and the same. This is inaccurate and misleading. Anyone who has even a basic understanding of our work would realize that the Harlem Children’s Zone is a comprehensive place-based strategy that has a goal of working with all children that reside in our Zone, whether they go to our public charter schools or traditional public schools. Last year we worked with over 8,000 children in the Children’s Zone. The

Whitehurst and Croft report looked at only one school - and only the 500-plus students who took the 2007-2009 statewide tests - to make its conclusions about the entire Harlem Children's Zone.”]

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

The Harlem Children's Zone Revisited. By Grover J. Whitehurst and Michelle Croft, Brookings Institution. IN: Up Front Blog. (The Institution, Washington, DC) July 28, 2010. 3 p.

Full text at: http://www.brookings.edu/opinions/2010/0728_hcz_whitehurst.aspx

[“Our recent report on the effectiveness of the Harlem Children's Zone (HCZ) relative to other charter schools in New York City generated a public response from Geoffrey Canada, the CEO of HCZ. Our issue is not with the HCZ as a philanthropically supported endeavor to improve the lives of children in Harlem, but with the use of the HCZ as evidence that investments in wraparound support services and neighborhood improvements are a cost effective approach to increasing academic achievement.”]

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

Key Readings on Policy Levers to Promote Social Inclusion and Respect for Diversity in Early Childhood. By Mariajosé Romero, National Center for Children in Poverty. (The Center, New York, New York) July 2010. 8 p.

Full text at: http://nccp.org/publications/pdf/text_953.pdf

[“This resource includes a sample of research and policy books, articles, reports, and other resources reporting findings and lessons learned on the viability and effectiveness of various policy strategies to infuse a social inclusion and respect for diversity (SI and RD) perspective in early childhood education in the U.S.... This resource constitutes an effort to provide a broad overview of the policy context surrounding early childhood education in relation to issues related to social inclusion and respect for diversity. The resource is intended for researchers new to the field of SI and RD, as well as for professionals and stakeholders in early childhood education.”]

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

An Annotated Bibliography on Policy Levers to Promote Social Inclusion and Respect for Diversity in Early Childhood. By Mariajosé Romero, National Center for Children in Poverty. (The Center, New York, New York) July 2010. 11 p.

Full text at: http://nccp.org/publications/pdf/text_955.pdf

[“This annotated bibliography includes research and policy books, articles, reports, and other resources reporting findings and lessons learned on the viability and effectiveness

of various policy strategies to infuse a social inclusion and respect for diversity (SI and RD) perspective in early childhood education in the U.S.”]

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

Key Readings on Children’s Development of Social Inclusion and Respect for Diversity. By Mariajosé Romero, National Center for Children in Poverty. (The Center, New York, New York) July 2010. 7 p.

Full text at: http://nccp.org/publications/pdf/text_949.pdf

[“This resource includes a sample of research and policy books, articles, reports, and other resources on how children from birth to 10 years of age develop concepts related to social inclusion and respect for diversity (SI and RD)... This resource constitutes an effort to facilitate the introduction of researchers new to the field of SI and RD, as well as of professionals and stakeholders in early childhood education, to the key research findings on how young children develop concepts related to SI and RD; the role of schools, preschools, peer groups, families and communities; and promising practices in early education.”]

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

An Annotated Bibliography on Children’s Development of Social Inclusion and Respect for Diversity. By Mariajosé Romero, National Center for Children in Poverty. (The Center, New York, New York) July 2010. 57 p.

Full text at: http://nccp.org/publications/pdf/text_951.pdf

[“This annotated bibliography includes research and policy books, articles, reports, and other resources on how children from birth to 10 years of age develop concepts related to social inclusion and respect for diversity (SI and RD)... The bibliography presents reports and/or critiques of research published in the United States or abroad since 2005 - those aimed exclusively at practitioners and parents have not been included. Resources have been organized according to broad topical categories (Curricula and Educational Knowledge; Education Workforce; General; Identities and Peer Cultures; Implicit Bias; intergroup Contact; Perceived Threat and Stereotype Threat; Prejudice Development and Reduction; Racial Attitudes and Perspective Taking; Racial Segregation; School Mechanisms; Social Categorization and Social Identity; Teacher Expectations and Perspectives; and Teacher Preparation) that directly or indirectly address issues of SI and RD. Each citation is followed by a brief description, and an indication regarding the type of diversity addressed (that is, General vs. Specific - ability, age, gender, ethnic group, race, religion, sexual orientation, social class, and special needs).”]

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

IMPROVED FAMILY FUNCTIONING

A New Approach to Early Intervention: Virtual Home Visits. By the Family Center on Technology and Disability. News and Notes. Issue No. 104. (The Center, Washington, DC) February 2010. 22 p.

Full text at: <http://www.fctd.info/assets/newsletters/pdfs/275/FCTD-News-Feb2010.pdf?1270830020>

[“The Family Center on Technology and Disability (FCTD) recently published a newsletter featuring a discussion with Sue Thain Olsen and Amy Henningson of the Utah State University's Center for Persons with Disabilities (CPD). CPD is doing research on the benefits and challenges of providing early intervention services to families in remote rural areas via virtual home visits.” Natural Resources (August 4, 2010.)]

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

What Works for Home Visiting Programs: Lessons from Experimental Evaluations of Programs and Interventions. By Jordan Kahn and Kristin A. Moore. Fact Sheet. Publication No. 2010-17. (Child Trends, Washington, DC) July 2010. 33 p.

Full text at: http://www.childtrends.org/Files/Child_Trends-2010_7_1_FS_WWHomeVisitpdf.pdf

[“Home visiting is not a single, uniform intervention but rather an approach to service delivery that often offers a combination of supports and services. A new Child Trends fact sheet, ‘What Works for Home Visiting Programs,’ synthesizes the findings from 66 rigorous evaluations of programs with a home visiting component. Overall, 32 programs had positive impacts on at least one child outcome, 23 had mixed reviews, and 11 were not proven to work. The characteristics of an effective home visiting program differ depending on the age group being targeted, the duration and intensity of services, and the type of home visitor providing the services. Among the findings: - For programs serving early childhood (ages 0-3), ‘high-intensity’ programs that lasted for more than one year and averaged four or more home visits per month have been found to be effective for one or more child outcomes. - Among programs serving preschool-age children (ages 4-5), using trained non-professionals and conducting weekly home visits produced mixed results.” Child Trends Research Update (July 27, 2010.)]

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

Who Are America’s Poor Children? Examining Food Insecurity among Children in the United States. By Vanessa R. Wight and others. (National Center for Children in Poverty, New York, New York) August 2010.15 p.

Full text at: http://www.nccp.org/publications/pdf/text_958.pdf

[“Fourteen million children live in poor families (that is, families with income below the federal poverty level, which is \$22,050 a year for a family of four in 2009). There is a wide body of research documenting the importance of family income for children’s health and well-being. Yet, research suggests that families with income twice the poverty threshold experience as many material hardships as poor families, such as food insecurity, inadequate housing, and insufficient health care. These findings are alarming and underscore the degree to which income-based measures of impoverishment mask experiences with material deprivation that are widespread and transcend the standard thresholds that define poverty. The focus of this report is on one type of material hardship - food insecurity - highlighting an important, but sometimes overlooked, dimension of impoverishment. This topic has taken on added significance recently as overall wealth in the United States is on the rise while record numbers of Americans are experiencing food insecurity, or the lack of consistent access to adequate food. Children exposed to food insecurity are of particular concern given the implications scarce food resources pose to children’s health and well-being.”]

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

Basic Facts about Food Insecurity among Children in the United States, 2008. By Vanessa R. Wight and Kalyani Thampi. (National Center for Children in Poverty, New York, New York) August 2010. 8 p.

Full text at: http://www.nccp.org/publications/pdf/text_956.pdf

[“How many households have food insecurity among children? There are about 39.5 million households with children (approximately 34 percent of all households). - 79 percent were food secure. - 10.2 percent reported food security among adults only. - 9.6 percent reported low food security among children. - 1.2 percent reported very low food security among children.... How have these numbers changed over time? The prevalence of food insecurity among children rose sharply in 2008 to about 11 percent after remaining between 8 and 9.5 percent for nearly a decade.”]

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

IMPROVED HEALTH

2010 Kids Count Data Book: State Profiles of Child Well-Being. By the Anne E. Casey Foundation. (The Foundation, Baltimore, Maryland) 2010. 56 p.

[“Our ability to progress as a state depends on the degree to which we can create opportunities for all children to succeed. California ranks 19th nationally in the ‘2010 KIDS COUNT Data Book,’ a state-by-state study on the well-being of America’s children. The ‘Data Book’ reveals that California improved on six of the 10 measures affecting child well-being since 2000. Yet on two other measures, conditions worsened for California’s kids. Two measures were not comparable to previous years. The 21st annual ‘Data Book’ is complemented by the expanded KIDS COUNT Data Center,

which contains hundreds of measures of child well-being and allows users to create maps and graphs of the data at the national, state, county, and city level.” 2010 Kids Count Fact Sheet - California (July 27, 2010.)]

Full text at:

<http://datacenter.kidscount.org/DataBook/2010/OnlineBooks/2010DataBook.pdf>

2010 Data Book Profile Sheet for California:

<http://datacenter.kidscount.org/Databook/2010/OnlineBooks/ForMedia/StateProfiles/CA.pdf>

Kids Count Data Center: California: <http://datacenter.kidscount.org/ca>

Related Publications: <http://datacenter.kidscount.org/DataBook/2010/Default.aspx>

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

The Foundations of Lifelong Health Are Built in Early Childhood. By the National Scientific Council on the Developing Child and the National Forum on Early Childhood Policy and Programs. (The Center on the Developing Child at Harvard University, Cambridge, Massachusetts) July 2010. 29 p.

Full text at:

http://developingchild.harvard.edu/library/reports_and_working_papers/foundations-of-lifelong-health/

[“A vital and productive society with a prosperous and sustainable future is built on a foundation of healthy child development. Health in the earliest years - beginning with the future mother’s wellbeing before she becomes pregnant - lays the groundwork for a lifetime of vitality. When developing biological systems are strengthened by positive early experiences, children are more likely to thrive and grow up to be healthy adults. Sound health also provides a foundation for the construction of sturdy brain architecture and the achievement of a broad range of skills and learning capacities.... The biological sciences have two clear and powerful messages for leaders who are searching for more effective ways to improve the health of the nation. First, current health promotion and disease prevention policies focused on adults would be more effective if evidence-based investments were also made to strengthen the foundations of health in the prenatal and early childhood periods. Second, significant reductions in chronic disease could be achieved across the life course by decreasing the number and severity of adverse experiences that threaten the wellbeing of young children and by strengthening the protective relationships that help mitigate the harmful effects of toxic stress.”]

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

Whole Child: Developing Mind, Body and Spirit through Outdoor Play. By the National Wildlife Federation. (The Federation, Reston, Virginia) 2010. 12 p.

[“The nature of childhood has changed: there’s not much nature in it. American childhood has moved indoors during the last two decades, taking a mental and physical toll on today’s kids. The negative impact of decreased time outdoors includes a doubling of the childhood obesity rate - accompanied by an incremental hundred billion dollar cost to our health care system - as well as declining creativity, concentration and social skills. Some say it takes a village to raise a child. We say: it takes a backyard, a playground, a park. Studies show outdoor time helps children grow lean and strong, enhances imaginations and attention spans, decreases aggression, and boosts classroom performance. In addition, children who spend time in nature regularly are shown to become better stewards of the environment.” National Wildlife Federation.]

Full text at: http://www.nwf.org/Get-Outside/Be-Out-There/Why-Be-Out-There/~//media/PDFs/Be%20Out%20There/BeOutThere_WholeChild_V2.ashx

Fact Sheet: 2 p. “There’s a Reason they call it the Great Outdoors.”
http://www.nwf.org/Get-Outside/Be-Out-There/Why-Be-Out-There/~//media/PDFs/Be%20Out%20There/MindBodySpirit_FactSheet_May2010.ashx

NatureFind: Where to be out there: <http://www.nwf.org/naturefind/>

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

IMPROVED SYSTEMS OF CARE

Parents and the High Cost of Child Care: 2010 Update. By Rosemary Kendall and others. (National Association of Child Care Resource and Referral Agencies, Arlington, Virginia) August 2010. 53 p.

[“Parents and the High Cost of Child Care: 2010 Update’ provides average costs of child care for infants, 4-year-olds, and school-age children in centers and family child care homes in every state. The average cost that parents paid for full-time care for a 4-year-old child in a center ranged from more than \$4,050 in Mississippi to more than \$13,150 a year in Massachusetts. The average center-based child care fees for an infant exceeded the average annual amount that families spent on food in every region of the United States. Monthly child care fees for two children at any age exceeded the median monthly rent cost, and were nearly as high, or even higher than, the average monthly mortgage payment in every state.” NACCRRRA.]

Full text at: http://www.naccrra.org/docs/Cost_Report_073010-final.pdf

Executive Summary and Recommendations: 2 p.
http://www.naccrra.org/docs/Cost_Report%20_073010_ExecSumm-final.pdf

One Pager: http://www.naccrra.org/docs/High_Cost_Report_2010_One_Pager_072910a-final.pdf

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

Coordinating Child Care Consultants: Combining Multiple Disciplines and Improving Quality in Infant/Toddler Care Settings. By the National Infant and Toddler Child Care Initiative. (The Initiative, U.S. Department of Health and Human Services) August 2010. 9 p.

Full text at: http://nitcci.nccic.acf.hhs.gov/resources/consultation_brief.pdf

[“The good news is that, over the last several years, a growing number of consultants from multiple disciplines are serving infant/toddler caregivers (I/T caregivers). The not so-good news is that I/T caregivers are sometimes receiving visits and information from multiple consultants with very little time to integrate all of the recommendations to improve the quality of their care settings. At the opposite end of the spectrum, some I/T caregivers are unable to access consultants at all or may find it difficult to identify appropriate consultants to serve their needs.... One purpose of this paper is to help provide a framework and practical suggestions for coordinating and educating consultants. Coordinated networks improve communication and collaboration among consultants and with the infant/toddler caregivers they serve. Another purpose is to discuss how child care consultation networks can improve I/T caregivers’ access to discipline specific services including health, mental health, oral health, education, early intervention, social services, and others.”]

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

The Impact of Child Care Subsidies on Child Well-Being: Evidence from Geographic Variation in the Distance to Social Service Agencies. By Chris M. Herbst and Erdal Tekin. NBER Working Paper. No. 16250. (National Bureau of Economic Research, Cambridge, Massachusetts) August 2010. 59 p.

Full text at: <http://papers.nber.org/papers/w16250>

(Free downloads are available to people with “.GOV” e-mail addresses. Just enter your e-mail address in the box provided and NBER will send an e-mail with a URL which will allow free access to this paper.)

[“In recent years, child care subsidies have become an integral part of federal and state efforts to move economically disadvantaged parents from welfare to work. Although previous empirical studies consistently show that these employment-related subsidies raise work levels among this group, little is known about the impact of subsidy receipt on child well-being. In this paper, we identify the causal effect of child care subsidies on child development by exploiting geographic variation in the distance that families must travel from home in order to reach the nearest social service agency that administers the subsidy application process. Using data from the Kindergarten cohort of the Early Childhood Longitudinal Study, our instrumental variables estimates suggest that children receiving subsidized care in the year before kindergarten score lower on tests of cognitive ability and reveal more behavior problems throughout kindergarten. However, these

negative effects largely disappear by the time children reach the end of third grade. Our results point to an unintended consequence of a child care subsidy regime that conditions eligibility on parental employment and deemphasizes child care quality.”]

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

Quality Environments for Children: A Design and Development Guide for Child Care and Early Education Facilities. By Tara J. Siegel. (Low Income Investment Fund, San Francisco, California) n.d. 132 p.

Full text at: <http://downloads.liifund.org/?docID=1> (NOTE: Sign-in required to download document.)

[“Quality Environments for Children: A Design and Development Guide for Child Care and Early Education Facilities’ provides organizations involved in the design and development of child care and early education facilities with tools and information they need to design safe, healthy, nurturing environments for young children. This guide walks child care operators, developers, architects and contractors through the typical phases of a facilities project - planning and feasibility, pre-design and design, construction and occupancy - and explains the impact of decisions like program size, age groups served, financing, space design, and construction practices on a child’s development and a program’s ability to operate successfully. The guide shows how working together, early childhood and community development professionals, can create enriching and engaging spaces for children 0-5.”]

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

STUDIES TO COME

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

IMPROVED HEALTH

“Long-Term Economic Costs of Psychological Problems during Childhood.” By James Patrick Smith, Rand Corporation and Gillian C. Smith, Washington University School of Medicine. IN: Social Science and Medicine, vol. 71, no. 1 (July 2010) pp. 110-115.

[“Childhood psychological conditions including depression and substance abuse are a growing concern among American children, but their long-term economic costs are unknown. This paper uses unique data from the US Panel Study of Income Dynamics (PSID) following groups of siblings and their parents for up to 40 years prospectively collecting information on education, income, work, and marriage. Following siblings offers an opportunity to control for unobserved family and neighborhood effects. A

retrospective child health history designed by the author was placed into the 2007 PSID wave measuring whether respondents had any of 14 childhood physical illnesses or suffered from depression, substance abuse, or other psychological conditions. Large effects are found on the ability of affected children to work and earn as adults. Educational accomplishments are diminished, and adult family incomes are reduced by 20% or \$10,400 per year with \$18,000 less family household assets. Lost income is partly a consequence of seven fewer weeks worked per year. There is also an 11% point lower probability of being married. Controlling for physical childhood diseases shows that these effects are not due to the co-existence of psychological and physical diseases, and estimates controlling for within-sibling differences demonstrate that these effects are not due to unobserved common family differences. The long-term economic damages of childhood psychological problems are large - a lifetime cost in lost family income of approximately \$300,000, and total lifetime economic cost for all those affected of 2.1 trillion dollars.” NOTE: Long-Term Costs of Psychological Problems... will be available for loan.]

Fact Sheet on above study:

http://www.rand.org/pubs/research_briefs/2010/RAND_RB9548.pdf

(What Are the Long-Term Economic Costs of Psychological Problems During Childhood? By Paul Steinberg. (Rand Corporation, Santa Monica, California) 2010. 3 p.)

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

CONFERENCES AND OPPORTUNITIES

September 2010 National Head Start Association Leadership Institute: Building Social Capital: Head Start’s Horizons. September 20-23, 2010. L’Enfant Plaza Hotel, Washington, DC.

For more information and registration:

http://www.nhsa.org/?e=events.detail&event_id=80

[“The Head Start community faces a number of policy challenges. These challenges include the need to sustain federal funding for Head Start and Early Head Start services, a demand for increased accountability, as addressed by the Administration through the recompetition of Head Start grants, and the impending revision of the Head Start Program Performance Standards. The Head Start community can better deal with these issues by generating additional social capital - networks of valued and valuable relationships at local, state, regional, and national levels. Join us at the NHSA Leadership Institute to hear from national experts and key federal policymakers about the policy challenges facing Head Start, and learn how the Head Start community can increase its social capital by improving NHSA affiliate relations, developing relationships with the media, and partnering with organizations that encourage civic engagement in Head Start programs. This institute is an excellent professional development opportunity for leaders in the early care and education community including national, regional, state Head Start association

presidents and executive directors; Head Start-state collaboration directors; Head Start and Early Head Start program directors, parents, teachers, and staff; and members of the NHSA Board of Directors.”

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

American Montessori Society Fall 2010 Conference. Engage. Explore. Discover. Grow. October 22-24, 2010. Town and Country Hotel, San Diego, California.

For more information and registration:

http://www.amshq.org/conference/2010san_diego/program/index.html

[“Join us for three inspired days of professional development, hands-on activities, networking, and enjoyment at the newly renovated Town and Country Hotel.” Keynote Address: Dr. Joyce S. Pickering: “Science and Art: A Montessori Approach to Teaching Students with Varied Learning Abilities.”]

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

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