



## Studies in the News for



## Children and Families Commission

---

### Contents This Week

#### **IMPROVED CHILD DEVELOPMENT**

- [Professional development for early childhood educators](#)
- [B.A. completion cohort programs in early care and education](#)
- [Using sign language in early childhood classrooms](#)
- [Individualizing instruction in preschool classrooms](#)
- [Book giveaways linked to literacy gains](#)
- [How states access children's readiness for school](#)
- [Cost savings of early education in the Bay area](#)
- [Why businesses should support early childhood education](#)
- [Washington state early learning plan](#)
- [2010 California county child well-being scorecard](#)

#### **IMPROVED FAMILY FUNCTIONING**

- [More children being raised by grandparents](#)
- [Infant Health and Development parenting program](#)
- [Recession increasing poverty among women and families](#)
- [Keeping pregnant or parenting students in school](#)

#### **IMPROVED HEALTH**

- [Vaccination coverage among children aged 19-35 months](#)
- [Health care reform and childhood obesity](#)
- [Describing and assessing overweight and obesity in children](#)

[State breastfeeding laws](#)  
[Child abuse deaths in America](#)

### **IMPROVED SYSTEMS OF CARE**

[California early childhood infrastructure organization workforce](#)  
[Computer RFID chips to track preschoolers](#)  
[Child care choices of Hispanic families](#)  
[State-by-state report on availability of child care funding](#)

### **STUDIES TO COME**

[Study: Mothers' high trans fat diet doubles risk of excess fat in breastfed babies](#)  
[Study finds possible genetic cause of ADHD](#)

### **CONFERENCES AND OPPORTUNITIES**

[From Neuron to Neighborhoods: Anniversary Workshop/Webcast](#)  
[CCDAA Annual Fall Technical Assistance and Statewide Meeting](#)  
[NAEYC/NBCDI Joint Annual Conference](#)  
[Grant: Brookdale Relatives as Parents 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](mailto: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**

**Toward the Identification of Features of Effective Professional Development for Early Childhood Educators: Literature Review. By Martha Zaslow and others, Child Trends. Prepared for the U.S. Department of Education. (The Department, Washington, DC) August 2010. 251 p.**

Full text at: <http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf>

[“Programs and policymakers face numerous challenges as they develop and implement professional development strategies for the early childhood workforce. The field lacks consistent standards and requirements for professional preparation, and, as a result, low levels of education and a minimum of specialized training in early childhood education are the norm. Less than one-third of the institutions of higher education offering two and four-year degrees have programs in early childhood education, and those programs that exist must address the needs of nontraditional students who are likely to be juggling family and work responsibilities and logistical issues that make it difficult to attend class and complete course requirements.... And, low wages and benefits for early childhood educators are linked to high turnover of staff in both center-based and home-based programs. Yet, policymakers and parents have high expectations for the early childhood field and the children who are cared for in early childhood settings.... This review incorporates findings from research on four targets of early childhood professional development: 1) strengthening human or social capital; 2) strengthening practices at institutions or organizations providing professional development; 3) strengthening early educator practices related to specific child outcomes; and, 4) strengthening overall quality in classroom or group settings.... The literature review analyzed the research on professional development of early childhood educators to work toward identification of a set of core features that characterize effective professional development.”]

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

**Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education. Year 2 Report. By Marcy Whitebook and others. (Center for the Study of Child Care Employment, University of California, Berkeley, California) 2010. 21 p.**

[“Interest in expanding access to higher education has been driven by concerns about ethnic and linguistic stratification within the early childhood workforce, and building a pipeline for diversifying the early care and education (ECE) field’s leadership. ‘Cohort’ B.A. completion programs, which target small groups of adults working in ECE to pursue a course of study together and receive a variety of support services including classes scheduled at convenient times and locations, have emerged across California in recent years. This study focuses on six programs in Alameda, San Francisco, Santa Barbara and Santa Clara Counties operating at Antioch University, California State University-East Bay, Mills College, San Francisco State University, San Jose State University, and the University of La Verne. To demonstrate the outcomes of these efforts, and to inform further policy and program development, the Center for the Study of Child Care Employment (CSCCE) is conducting a five-year study of all six student cohorts.... In Year 2, from both students and faculty, the study team heard a resoundingly positive message about the success of these programs. There was also a striking congruence between the students and institutional perspectives on aspects of these programs that were

working well and on the adjustments or improvements that were still needed. The Year 2 study revealed progress being made on a number of fronts....”]

Full text at: <http://www.irl.berkeley.edu/cscce/wp-content/uploads/2010/07/LearningTogetherYear2FIN.pdf>

Year 1 report: [http://www.irl.berkeley.edu/cscce/wp-content/uploads/2008/07/learning\\_together08.pdf](http://www.irl.berkeley.edu/cscce/wp-content/uploads/2008/07/learning_together08.pdf)

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

**“Is Teaching Sign Language in Early Childhood Classrooms Feasible for Busy Teachers and Beneficial for Children?”** By Amy Elizabeth Brereton, Trinity University, Washington, DC. IN: *YC: Young Children*, vol. 65, no. 4 (July 2010) pp. 92-97.

Full text at:  
<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=52889925&site=ehost-live> (NOTE: State Employee access link.)

[“Infants' hands are ready to construct words using sign language before their mouths are ready to speak... These research findings may explain the popularity of parents and caregivers teaching and using sign language with infants and toddlers, along with speech.... A growing body of research indicates that hearing preschoolers (preschoolers without hearing losses) also benefit from using sign language... in a number of ways. Learning another language gives children a better understanding of the symbolic nature of words (that is, that people can change what an object is called without changing the object's properties). The process of learning a second language helps children become more conscious of language as a grammatical system, with words used as symbols that represent objects, actions, feelings, and so on.... Children who are bilingual understand more readily than children who are monolingual that written letters and words are also symbols. They therefore have a more complete understanding of the relationship between print and meaning, helping them grasp literacy concepts more easily.... This article explores the experiences of a preschool teaching team beginning to learn and use sign language in the classroom. My time with the teachers and children described in this article began with the first day of school, in August, and ended with the last day of school, in May. The teachers welcomed me into their classroom as an assistant teacher and a researcher. They answered my questions and permitted me to observe classroom members as they used sign language throughout the year.”]

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

**“Individualizing Instruction in Preschool Classrooms.”** By Mary B. Boat, University of Cincinnati, Ohio, and others. IN: *Dimensions of Early Childhood*, vol. 38, no. 1 (Winter 2010) pp. 3-10.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=48656849&site=ehost-live> (NOTE: State Employee access link.)

[“In 2003, 34% of young children with disabilities received special education services in community-based early childhood programs such as child care centers, Head Start classrooms, and nursery schools (U.S. Department of Education, 2005). These services are provided by early childhood special educators. However, these special education professionals usually spend just a few hours each week with the children. If early childhood inclusion is to be a successful educational approach, it is imperative that ALL early childhood teachers understand and are able to provide individualized instruction to young children with special needs. This article describes teaching techniques that preschool teachers can use to support the learning needs of all children with whom they work, including young children with disabilities and special needs.”]

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

**Children’s Access to Print Material and Education-Related Outcomes: Findings from a Meta-Analytic Review. By Jim Lindsay. (Learning Points Associates, Naperville, Illinois) August 2010. 220 p.**

[“Students in poverty who receive regular shipments of books and other reading materials show positive effects on reading performance on standardized and other reading tests, as well as motivation towards and attitudes about reading, according to a... analysis by Learning Point Associates, an affiliate of the American Institutes for Research. Yet how and whether book programs actually improve student reading remains up for grabs. In what might be the most exhaustive research analysis to date of school and community book-distribution programs, Jim Lindsay, Learning Point senior research associate, pared down roughly 11,000 research studies to 27 of the most rigorous. Of those studies, 68 percent dealt with students in preschool and kindergarten, with another 15 percent in elementary grades. As previous research has shown, children in poverty often enter school less ready than their wealthier classmates, and the gap often grows throughout school. The review, contracted by the Washington-based book distribution group Reading Is Fundamental, found students who participated in book distribution programs by and large were significantly more motivated to read, and also had better attitudes toward reading, such as enjoyment, and tended to read more frequently. The students also had higher emerging literacy skills, like phonemic awareness, and for students old enough to be tested in reading, higher performance in those tests. Finally, students on average had slightly better basic language skills, such as the ability to express themselves verbally and understand spoken language. ‘I think the takeaway for schools is the message they present to parents and caregivers should be that it's extremely important to provide their children with books and to read with their children,’ Mr. Lindsay said. ‘It's also extremely important to allow students to visit the school library and check out as many books as they like.’” Education Week, Inside School Research Blog (September 21, 2010.)]

Full text at: <http://www.rif.org/assets/documents/RIFandLearningPointMeta-FullReport.pdf>

Summary: 2 p. <http://www.learningpt.org/pdfs/ReadingFundamentals.pdf>

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

**NCSL Technical Report: State Approaches to School Readiness Assessment. Updated edition. By Jennifer M. Stedron and Alexander Berger. (National Conference of State Legislatures, Denver, Colorado) August 2010. 20 p.**

Full text at: <http://www.ncsl.org/documents/Educ/KindergartenAssessment.pdf>

[“States may choose [to] assess kindergarten readiness for a number of purposes including to: - track gains in the state's kindergarten population; - compare readiness across school districts or school; - connect readiness data forward to later school performance or backwards to understand the impact of early childhood investments. Others also have a stake in information gained from the assessment of children in kindergarten. Parents may want to better understand a child's capabilities in order to provide additional support at home. Teachers may use readiness information to alter curriculum or individualize instruction. And schools may use the information to track the impact of curricular or training decisions and allocate resources. This paper focuses on how states currently assess school readiness, as indicated by the use of assessment at kindergarten. Also detailed is information on how readiness information is used and reported within the states.” NCSL.]

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

**High-Quality Early Education: Cutting Crime and Saving Up to \$300 Million a Year in Bay Area Education Costs. By Fight Crime: Invest in Kids California. (Fight Crime: Invest in Kids California, San Francisco, California) 2010. 7 p.**

Full text at: [http://www.fightcrime.org/sites/default/files/reports/Report-BayArea\\_Special\\_Ed\\_Early\\_Ed.pdf](http://www.fightcrime.org/sites/default/files/reports/Report-BayArea_Special_Ed_Early_Ed.pdf)

[An “analysis by Fight Crime: Invest in Kids California shows that quality early education investments, including preschool, can also produce significant short-term savings for the Bay Area’s education budget, by reducing special education costs by ten percent. Over \$1.5 billion a year is spent on special education services for the Bay Area, but only \$117 million was invested in state- and federally funded preschool that served Bay Area children in Fiscal Year 2009 - 2010. The new analysis shows that if and when a combination of funding from the federal government, the state government and individual families can fund high-quality preschool for all Bay Area families that would want it, at a projected total cost of \$710 million, the Bay Area and California could realize savings of as much as \$150 million in special education costs alone. Because high-quality preschool can reduce grade retention and improve the learning environment, the total K-12

education savings could reach \$300 million a year.... Backed by these numbers, law enforcement leaders are urging state and federal policymakers to support investments that would give more children access to high-quality early education, including more at-risk children. Not only can early education cut crime, but it also can help reduce the costs of K-12 education.”]

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

**Why Business Should Support Early Childhood Education. By Elena Rocha. (U.S. Chamber of Commerce, Institute for a Competitive Workforce, Washington, DC) 2010. 40 p.**

Full text at:

[http://icw.uschamber.com/sites/default/files/ICW\\_EarlyChildhoodReport\\_2010.pdf](http://icw.uschamber.com/sites/default/files/ICW_EarlyChildhoodReport_2010.pdf)

[“Early childhood education is not only a smart investment with positive returns, but it is the right thing to do. Our nation cannot afford the cost of inaction. In decades past, the United States proudly claimed premier international status as home to the best and brightest. Today’s U.S. rankings, however, prove that we have a long way to go to reach the top of the list again. With current early childhood education resource levels, too many kindergarteners will continue to begin school ill-prepared, language skills and achievement scores in math and reading will likely remain at mediocre levels, costs for interventions during the K–12 years and after will continue to rise, high school graduation rates and postsecondary degree completion rates will likely remain unchanged, and businesses will lack the necessary workforce to fill the jobs of the future. The research is clear. Early learning opportunities for children from birth to age five have great impact on a child’s development and build a strong foundation for learning and success later in life. Other countries know what we are just figuring out. High-quality pre–K programs can have a significant short- and long-term impact on children and society. Early learning interventions, followed by other high-quality learning experiences, maximize the benefits of early childhood programs.”]

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

**Washington Early Learning Plan. By the Washington State Department of Early Learning. (The Department, Lacey, Washington) September 2010. 272 p.**

[“In 2007 the Washington State Legislature charged the Department of Early Learning (DEL) and its Early Learning Advisory Council (ELAC) with developing a statewide early learning plan that ensures school readiness for all children in Washington. In August 2009 DEL, the Office of Superintendent of Public Instruction (OSPI) and Thrive by Five Washington signed the Early Learning Partnership Joint Resolution, formalizing a relationship among significant cross-sector partners. For the past two years, parents, caregivers, early learning professionals, teachers, school-age program staff, advocates, state departmental staff and early learning funders have been engaged in discussions about: first, how to create a statewide plan for early learning, and second, what should be included in that plan. The result is this 10-year plan for an early learning system in Washington to ensure that all children in our state start life with a

solid foundation for success in school and in life. The plan will guide the work of everyone who cares for, works with or is concerned about young children, so that the adults in children's lives work collaboratively and toward unified goals.”]

Executive Summary: 24 p. [http://www.del.wa.gov/publications/elac-gris/docs/ELP\\_ExecFINAL912010.pdf](http://www.del.wa.gov/publications/elac-gris/docs/ELP_ExecFINAL912010.pdf)

Full text at: [http://www.del.wa.gov/publications/elac-gris/docs/ELP\\_FINAL912010.pdf](http://www.del.wa.gov/publications/elac-gris/docs/ELP_FINAL912010.pdf)  
[\[Back to Top\]](#)

**2010 California County Scorecard of Children's Well-Being. By Children Now. (Children Now, Oakland, California) 2010. Various pagings.**

[“The ‘2010 California County Scorecard of Children's Well-Being’ tracks 26 key, interrelated indicators of children's well-being for each of California's 58 counties. The clear distinctions in child well-being by county point to the need for solutions that consider unique, local characteristics.... Additionally, for each indicator, the relative performances of counties are grouped by county population density and per capita income. This enables and encourages the discovery of best practices in serving children's needs.”]

Scorecard at:  
[http://www.childrennow.org/subsites/publications/invest/scorecard10/scorecard10\\_home.htm](http://www.childrennow.org/subsites/publications/invest/scorecard10/scorecard10_home.htm)

Complete Data Tables: 287 p.  
[http://www.childrennow.org/subsites/assets/pdf/policy/scorecard10/scorecard10\\_complete.pdf](http://www.childrennow.org/subsites/assets/pdf/policy/scorecard10/scorecard10_complete.pdf)

Notes and Sources: 4 p.  
[http://www.childrennow.org/subsites/assets/pdf/policy/scorecard10/scorecard10\\_notes.pdf](http://www.childrennow.org/subsites/assets/pdf/policy/scorecard10/scorecard10_notes.pdf)

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

## **IMPROVED FAMILY FUNCTIONING**

**Since the Start of the Great Recession, More Children Raised by Grandparents. By Gretchen Livingston and Kim Parker, Pew Research Center. (The Center, Washington, DC) September 9, 2010. 6 p.**

Full text at: <http://pewsocialtrends.org/assets/pdf/764-children-raised-by-grandparents.pdf>

[“One child in ten in the United States lives with a grandparent, a share that increased slowly and steadily over the past decade before rising sharply from 2007 to 2008, the first

year of the Great Recession, according to a... Pew Research Center analysis of U.S. Census Bureau data. About four-in-ten (41%) of those children who live with a grandparent (or grandparents) are also being raised primarily by that grandparent, according to the Census data. This figure - 2.9 million children - rose slowly throughout the decade and it, too, spiked from 2007 to 2008. In that single year, there was a 6% increase. The phenomenon of grandparents serving as primary caregivers is more common among blacks and Hispanics than among whites, but the sharpest rise since the recession began has been among whites. The number of white grandparents primarily responsible for their grandchildren rose by 9% from 2007 to 2008, compared with an increase of just 2% among black grandparents and no change among Hispanic grandparents. Almost half (49%) of children being raised by grandparents also live with a single parent. For about four-in-ten (43%) of these children, there is no parent in the household. About 8% have both parents in the household, in addition to the caregiver grandparent.”]

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

**“Impact of a Two-Generation Early Education Program on Parenting Processes at Age 18.” By Robert H. Bradley, Arizona State University and others. IN: Journal of Family Psychology, vol. 24, no. 4 (August 2010) pp. 478-484.**

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=fam-24-4-478&site=ehost-live> (NOTE: State employee access link.)

[“The Infant Health and Development Program is a two-generation early education model designed to improve parenting competence and child well-being. As part of an 8-site randomized clinical trial involving low birthweight premature children, assessments of children and parents were gathered at the time of program completion (age 3), with follow-up at ages 5, 8, and 18. Two key parenting processes were assessed at age 18 based on theory stipulating the centrality of parenting to long-term development in children. Analyses based on 283 control group and 178 Infant Health and Development Program treatment group participants revealed that treatment group mothers scored higher on one, the provision of enriching experiences. Evidence of sustained impacts on parenting suggests that carefully structured two-generation early education programs may prove good investments for promoting competence and adaptive functioning in high-risk children.”]

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

**Poverty among Women and Families, 2000-2009: Great Recession Brings Highest Rate in 15 Years. By the National Women’s Law Center. (The Center, Washington, DC) September 2010. 14 p.**

Full text at:  
<http://www.nwlc.org/sites/default/files/pdfs/povertyamongwomenandfamilies2009.pdf>

[“The latest Census Bureau data show a significant and alarming increase in poverty and extreme poverty among women, men and children in the United States in 2009. Poverty among women rose to 13.9 percent, up from 13.0 percent in 2008 - the highest rate in 15 years and the largest single-year increase since 1980. More than 16.4 million women were living in poverty in 2009, the largest number since the Census began collecting this data in 1966. Poverty among children also reached a 15-year high, rising from 19.0 percent in 2008 to 20.7 percent in 2009. These increases mirror the rise in the overall poverty rate from 13.2 percent to 14.3 percent in 2009, also the largest single-year increase since 1980.”]

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

**How to Keep Pregnant and Parenting Students from Dropping Out: A Primer for Schools. By the National Women’s Law Center. (The Center, Washington, DC) 2010. 2 p.**

Full text at: <http://www.nwlc.org/sites/default/files/pdfs/How-to-Keep-Pregnant-and-Parenting-Students-from-Dropping-Out.pdf>

[“Girls are dropping out of school at alarming rates, and providing better support for pregnant and parenting students - together with implementing effective pregnancy prevention measures - are critical steps for schools to take in their efforts to reduce those dropout rates. This is because while the reasons girls drop out are complex, it is clear that pregnancy and parenting responsibilities are a significant factor. In fact, almost one-half of female dropouts say that pregnancy or becoming a parent played a role in their decisions to leave school. Schools can, and must, do more both to prevent teen pregnancies from occurring and, if pregnancies do occur, to keep parenting teens in school. Such efforts are likely to pay off. According to a survey conducted by the Gates Foundation, those who left school to care for a family member or because they became a parent, more than any other group of dropouts, were ‘most likely to say they would have worked harder if their schools had demanded more of them and provided the necessary support.’”]

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

## IMPROVED HEALTH

**National, State, and Local Area Vaccination Coverage among Children Aged 19-35 Months - United States, 2009. IN: Morbidity and Mortality Weekly Report (MMWR), vol. 59, no. 36 (September 17, 2010) pp. 1171-1177.**

Full text at:

[http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5936a2.htm?s\\_cid=mm5936a2\\_x](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5936a2.htm?s_cid=mm5936a2_x)

[“Since 1994, the National Immunization Survey (NIS) has been collecting data to monitor childhood immunization coverage. This report describes the 2009 NIS coverage

estimates for children born during January 2006-July 2008 and focuses on the more recently recommended vaccines (i.e., hepatitis B [HepB] vaccine birth dose, hepatitis A vaccine [HepA], pneumococcal conjugate vaccine [PCV], and rotavirus vaccine) for children aged 19-35 months. The most recent NIS data indicate that vaccination coverage increased in 2009 compared with 2008 for HepB birth dose (from 55.3% to 60.8%) and HepA (from 40.4% to 46.6%), but coverage for PCV ( $\geq 4$  doses) remained stable (80.4%). Full coverage for rotavirus vaccine was 43.9% among children born within 2 years of licensure. Coverage for poliovirus (92.8%), measles, mumps, and rubella (MMR) (90.0%), hepatitis B (HepB) (92.4%), and varicella (VAR) (89.6%) vaccines continued to be at or near the national health objective of 90%, although coverage for MMR and HepB vaccines decreased slightly in 2009. The percentage of children who have not received any vaccines remained low (<1%). Parents and primary-care providers continued to ensure that children were vaccinated, in spite of interim recommendations to suspend the booster dose of ‘Haemophilus influenzae’ type b vaccine (Hib) because of a national shortage, and heightened public awareness of controversies in vaccine safety.”]

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

**Confronting America’s Childhood Obesity Epidemic: How the Health Care Reform Law Will Help Prevent and Reduce Obesity. By Ellen-Marie Whelan and others. (Center for American Progress, Washington, DC) May 2010. 34 p.**

Full text at: [http://www.americanprogress.org/issues/2010/05/pdf/childhood\\_obesity.pdf](http://www.americanprogress.org/issues/2010/05/pdf/childhood_obesity.pdf)

[“Childhood obesity rates have more than tripled since 1980, and current data show that almost one-third of children over 2 years of age are already overweight or obese.... The newly enacted comprehensive health reform law will enable our nation to address the rapidly increasing childhood obesity and overweight prevalence, which some project to double by 2030. The new law, titled The Patient Protection and Affordable Care Act, or PPACA, contains a number of provisions to address childhood obesity in the context of health care and public health. The purpose of this paper is to describe areas within PPACA that have the potential to address childhood obesity.”]

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

**Changes in Terminology for Childhood Overweight and Obesity. By Cynthia L. Ogden and Katherine M. Flegal. IN: National Health Statistics Reports, No. 25 (National Center for Health Statistics, Hyattsville, Maryland) June 25, 2010. 6 p.**

Full text at: <http://www.cdc.gov/nchs/data/nhsr/nhsr025.pdf>

[“A variety of different terms, metrics, and cut-off values have been used to describe and assess overweight and obesity in children. Body mass index (BMI) calculated as weight in kilograms divided by height in meters squared can be used to express weight adjusted for height. In order to account for variability by sex and age, BMI in children is compared to sex-and age-specific reference values. In the United States, the Centers for Disease

Control and Prevention (CDC) 2000 growth charts serve as reference values. The terminology used for high BMI-for-age in children in the United States to date has been based on the recommendation of an expert committee convened by federal agencies. This committee recommended the use of BMI and defined overweight as a BMI-for-age at or above the 95th percentile of a specified reference population and the designation of ‘at risk for overweight’ for BMI values between the 85th and the 95th percentiles of BMI for age. More recently, although the cut-off values and the interpretation have not changed, changes in terminology were proposed. An American Medical Association expert committee report retained the two cut-off values of the 85th and 95th percentiles of BMI-for-age but used different terminology, referring to BMI-for-age from the 85th up to the 95th percentile as ‘overweight’ and to BMI-for-age at or above the 95th percentile as ‘obesity.’ The National Center for Health Statistics (NCHS) and other CDC publications will continue to include prevalence estimates at the 85th and 95th percentiles as before but will change the terminology to use the term ‘overweight’ for a BMI-for-age between the 85th and 95th percentile (formerly called ‘at risk for overweight’) and the term ‘obesity’ for a BMI-for-age at or above the 95th percentile (formerly called ‘overweight’).”]

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

**Breastfeeding State Laws. By the National Conference of State Legislatures. (The Conference, Denver, Colorado) September 2010. Various pagings.**

Full text at: <http://www.ncsl.org/default.aspx?tabid=14389>

[“Health professionals and public health officials promote breastfeeding to improve infant health. Both mothers and children benefit from breast milk. Breast milk contains antibodies that protect infants from bacteria and viruses. Breastfed children have fewer ear infections, respiratory infections, urinary tract infections and have diarrhea less often. Infants who are exclusively breastfed tend to need fewer health care visits, prescriptions and hospitalizations resulting in a lower total medical care cost compared to never-breastfed infants. Breastfeeding also provides long-term preventative effects for the mother, including an earlier return to pre-pregnancy weight and a reduced risk of pre-menopausal breast cancer and osteoporosis. According to the Centers for Disease Control and Prevention, approximately 70 percent of mothers start breastfeeding immediately after birth, but less than 20 percent of those moms are breastfeeding exclusively six months later. As a part of the Healthy People 2010 initiative, the national goal is to increase the proportion of mothers who breastfeed their babies in the early postpartum period to 75 percent by the year 2010.”]

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

**We Can Do Better - Child Abuse Deaths in America. Second edition. By the Every Child Matters Education Fund. (The Fund, Washington, DC) September 2010. 20 p.**

Full text at: <http://www.everychildmatters.org/storage/documents/pdf/reports/wcdbv2.pdf>

[“Every Child Matters has released the second edition of ‘We Can Do Better: Child Abuse and Neglect Deaths in America,’ a compelling report that explores the crisis of child maltreatment fatalities in the United States. The report, while disturbing, offers hope and insight on how to reduce these preventable fatalities. The initial release of ‘We Can Do Better’ in 2009 led to the formation of the National Coalition to End Child Abuse Deaths, which includes five national organizations - the Every Child Matters Education Fund, the National Center for Child Death Review, National Children's Alliance, the National District Attorneys Association, and the National Association of Social Workers.”]

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

## **IMPROVED SYSTEMS OF CARE**

**Beyond Homes and Centers: The Workforce in Three California Early Childhood Infrastructure Organizations. By Marcy Whitebook and others. (Center for the Study of Child Care Employment, University of California, Berkeley, California) 2010. 52 p.**

[“Staff working in early childhood infrastructure organizations play critical roles in the design and implementation of the early care and education system. They represent the field to the public and policy makers, provide education and professional development to those working directly with children, and serve as the liaisons between families and the many services and programs upon which they depend. Yet, until now, only minimal attention has been focused on those who work in these organizations in such roles as adult trainer or educator, referral counselor for families, program developer, and/or advocate or policy analyst.... Many questions arise: what are the characteristics and backgrounds of those who fill these positions, do they have access to professional preparation and development appropriate to the skills and knowledge needed for their jobs, and how similar or different are they from those working directly with young children? In 2009, we surveyed a population of 1,588 persons who work in three types of early childhood infrastructure organizations in California - child care resource and referral programs, local First 5 commissions and as child care coordinators.”]

Executive Summary: 5 p. [http://www.irle.berkeley.edu/cscce/wp-content/uploads/2010/08/beyond\\_homes\\_and\\_centers\\_es\\_100602-web-version.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2010/08/beyond_homes_and_centers_es_100602-web-version.pdf)

Full text at: [http://www.irle.berkeley.edu/cscce/wp-content/uploads/2010/08/beyond\\_homes\\_and\\_centers\\_100602-web-version.pdf](http://www.irle.berkeley.edu/cscce/wp-content/uploads/2010/08/beyond_homes_and_centers_100602-web-version.pdf)

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

**Concerns Raised over Use of Computer RFID Chips to Track Preschool Children. By Amy Goodman and Juan Gonzalez, with guests Karen Mitchoff, Contra Costa County Employment and Human Services Department and Nicole Ozer, ACLU of**

**Northern California. (Democracy Now, New York, New York) September 9, 2010. Video.**

Video and transcript at:

[http://www.democracynow.org/seo/2010/9/9/concerns\\_raised\\_over\\_use\\_of\\_computer](http://www.democracynow.org/seo/2010/9/9/concerns_raised_over_use_of_computer)

[“Privacy advocates are raising concerns over the use of RFID chips to help track students at a public preschool in California. The technology is being tested on 240 preschool students in the Head Start Program in Richmond. Preschool students have been outfitted with jerseys carrying tiny computer chips that have a radio antenna that can be tracked from a distance. We host a debate.”]

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

**Child Care Choices of Hispanic Families: Why Aren’t Families Using Center Care? By Lindsay Daugherty. Dissertation submitted to Pardee RAND Graduate School. (RAND Corporation, Santa Monica, California) 2010. 143 p.**

Full text at: [http://www.rand.org/pubs/rgs\\_dissertations/2010/RAND\\_RGSD258.pdf](http://www.rand.org/pubs/rgs_dissertations/2010/RAND_RGSD258.pdf)

[“Hispanic children are likely to make up a large portion of those who are targeted by new public initiatives in early childhood education because they are the fastest-growing segment of the child population in the United States. They are a particularly large segment of the population in California, where they account for 59 percent of the population of children under age 5 in Los Angeles County. Yet despite being such a large portion of the child population, Hispanic children in the United States, California, and Los Angeles County lag behind other children in terms of enrollment in preschools and child care centers. For new public funding initiatives to have an significant impact on Hispanic children, it is critical to determine why these children are not using child care centers at the rates observed among children of other races and ethnicities. This dissertation focuses on the role of three factors that have been acknowledged in the literature as potential causes of the lesser enrollment of Hispanic children in center care: access to care by relatives and the relationship between this access and use of relative and center child care; access to center child care and the relationship to use of center care; and the role of language as a barrier in preventing Hispanic families from accessing center care.”]

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

**State Child Care Assistance Policies 2010: New Federal Funds Help States Weather the Storm. By Karen Schulman and Helen Blank, National Women’s Law Center. (The Center, Washington, DC) September 2010. 34 p.**

Full text at:

<http://www.nwlc.org/sites/default/files/pdfs/statechildcareassistancepoliciesreport2010.pdf>

[“Our new report, ‘State Child Care Assistance Policies 2010: New Federal Funds Help States Weather the Storm,’ reveals that additional child care funding provided by the American Recovery and Reinvestment Act (ARRA) helped states protect their child care assistance programs between 2009 and 2010 despite state budget shortfalls. Yet most state child care assistance policies have not improved since 2001 and states continue to fall short in meeting families’ needs.... The \$2 billion boost in child care funds provided by ARRA enabled many states to provide many families in need with critical assistance. However, with states facing current budget shortfalls, several report that they will be forced to make cuts in their child care programs in the near future as these funds are exhausted if additional federal funding is not provided.”]

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

### **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**

**“Dietary Trans Fatty Acid Intake and Maternal and Infant Adiposity.” By Alex Anderson, and others. IN: European Journal of Clinical Nutrition (Advance online publication, September 8, 2010).**

[A University of Georgia study “suggests that mothers who consume a diet high in trans fats double the likelihood that their infants will have high levels of body fat. Researchers... found that infants whose mothers consumed more than 4.5 grams of trans fats per day while breastfeeding were twice as likely to have high percentages of body fat, or adiposity, than infants whose mothers consumed less than 4.5 grams per day of trans fats. The researchers investigated different fatty acids, but determined trans fats to be the most important contributor to excess body fat. ‘Trans fats stuck out as a predictor to increased adiposity in both mothers and their babies,’ said study co-author Alex Anderson, assistant professor in the UGA College of Family and Consumer Sciences. Anderson explained that although breast milk is optimal for the health of infants, it could also contain high levels of trans fats, depending on the mother’s diet. A better understanding of how a mother’s consumption of trans fats may impact the health of her baby would aid nutritionists in making more accurate dietary recommendations to prevent chronic disease later in life by encouraging mothers to select a diet low in trans fats, he said.” UGA News Release (September 29, 2010.) NOTE: Dietary Trans Fatty Acid Intake... will be available for loan.]

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

**“Rare Chromosomal Deletions and Duplications in Attention-Deficit Hyperactivity Disorder: A Genome-Wide Analysis.” By Nigel M. Williams, Cardiff University and others. IN: Lancet (Early Online Publication, September 30, 2010.)**

[“Too much soda, candy and bad parenting have been cleared of full blame for children's hyperactivity and uncontrollable behavior - at least according to a new study that has identified certain genetic abnormalities associated with ADHD. It is the first study to link such a large genetic effect with attention deficit hyperactivity disorder, a condition that is known to run in families. Experts at Cardiff University analyzed stretches of DNA from 366 children who had been diagnosed with the disorder. The scientists then compared the genetic samples from the ADHD children with DNA from 1,047 children without the condition. Compared with the control group, more children with ADHD had rare but large portions of DNA that were either missing or duplicated. These abnormal areas are called copy-number variants (CNV). Other studies have suggested that such copy-number variants may be associated with schizophrenia, autism, epilepsy and other neurodevelopmental disorders.” Time (September 30, 2010.) NOTE: Rare Chromosomal Deletions and Duplications... will be available for loan.]

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

## CONFERENCES AND OPPORTUNITIES

**From Neurons to Neighborhoods 10 Years Later: Promising Advances and Persistent Challenges. Sponsored by the Board on Children, Youth and Families. October 28, 2010. Kaiser Family Foundation - Barbara Jordan Conference Center, Washington, DC. Register to attend or to listen to the live webcast.**

For more information and registration:

[http://www.bocyf.org/Neurons\\_to\\_Neighborhoods\\_Anniversary.html](http://www.bocyf.org/Neurons_to_Neighborhoods_Anniversary.html)

[“This year marks the 10th anniversary of the Institute of Medicine-National Research Council publication of ‘From Neurons to neighborhoods’ in 2000. Over this past decade, significant advances have emerged in the science of early childhood development and its underlying neurobiology, as well as in the extent to which this knowledge has catalyzed efforts to improve the lives of young children. On Thursday, October 28, the Board on Children, Youth, and Families will convene a workshop to celebrate the anniversary of this report. The workshop, which will include a live webcast, will review advances in scientific research as well as opportunities to build on existing best practices and enhance the transition into a new era in early childhood policy. The workshop will feature presentations by Jack Shonkoff from Harvard University, chair of the original study, Deborah Phillips from Georgetown University, the study director, and other researchers, government officials, and leaders in the field of early childhood health and development. The participants will focus on the progress made in integrating child development research, neuroscience, and molecular genetics as well as how science can be mobilized to promote innovation and shape public policy in the next decade.”]

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

**California Child Development Administrators Association Annual Fall Technical Assistance and Statewide Meeting, held in partnership with the State Department of Education Child Development Division. October 28-29, 2010. The Hyatt Regency, Sacramento, California.**

For more information or registration:

<http://www.ccdaa.org/mc/community/eventdetails.do?eventId=269938>

[“The last couple years have been a difficult challenge that all members of the field have dealt with. Come learn from other Early Childhood Education Administrators who have shared your experiences and discuss challenges, new possibilities, and how to move forward!” Some of the sessions and workshops being offered are: Center Child Care Food Program Best Practices; Legislative Update - Where is the State Budget, what Effect Does it have on Child Development; Integrating Nature into Outdoor Playspaces; Overview of Preschool Curriculum Frameworks; Successful Partnerships: State Funded Programs and Head Start Collaboration.]

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

**NAEYC/NBCDI Joint Annual Conference: Educating and Empowering Children and Families: Our Legacy Our Future. Sponsored by the National Association for the Education of Young Children and the National Black Child Development Institute. November 3-6, 2010, Anaheim, California.**

For more information and registration: <http://www.naeyc.org/conference/> and also <http://nbcidi.org/conferences/nbcidi-annual-conference/preliminary-brochure/>

[“This year, NAEYC is collaborating with the National Black Child Development Institute (NBCDI) to blend the unique features of each of our annual conferences. This collaboration will provide an opportunity to exchange ideas and learn from a broad range of practitioners and advocates from across the nation. NAEYC and NBCDI have constructed an expanded professional development program that features more than 1,000 sessions organized in more than 40 topic tracks! The topics and themes reflect forward-looking practice and research. We’re happy to announce that T. Berry Brazelton, MD, world-renowned pediatrician and child development researcher, and his colleague, Joshua Sparrow, MD, will launch the Conference at the Opening Keynote Address. Join your colleagues in sunny California this November for the world’s largest conference on early childhood education.”]

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

**Grant: Brookdale Relatives as Parents Program (RAPP). Sponsored by the Brookdale Foundation Group. Deadline: December 2, 2010 for local and regional**

**proposals, January 6, 2011 for state proposals. Multiple awards of \$10,000 dollars each.**

For more information: <http://www.brookdalefoundation.org/RAPP/rapp.html>

[“The Relatives as Parents Program (RAPP) was initiated in 1996. It is designed to encourage and promote the creation or expansion of services for grandparents and other relatives who have taken on the responsibility of surrogate parenting due to the absence of the parents. The program awards seed grants of \$10,000 over a two-year period in three categories: local, regional, and state public agencies.”]

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

---

*Studies in the News for First 5 California* is provided to First 5 California Staff and their invited guests. If you are not on the distribution list for this publication and would like to be, please contact us at the California State Library, Information Services section at: [cslinfo@library.ca.gov](mailto:cslinfo@library.ca.gov). Please be sure to note in your e-mail that you are interested in *Studies in the News for First 5 California*.

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

If you have a report, conference or funding opportunity that you would like us to consider for this publication, please send it to our attention.

California State Library  
Information Services  
(916) 654-0261  
[cslinfo@library.ca.gov](mailto:cslinfo@library.ca.gov)