



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; csinfo@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

California Early Childhood Profile. By the National Center for Children in Poverty. (The Center, New York, New York) August 2010. 5 p.

Full text for California and other state profiles at:

http://www.nccp.org/projects/improvingtheodds_stateprofiles.html

[“State policies that promote health, education, and strong families can help the early development and school readiness of America's youngest citizens. This profile highlights California's policy choices alongside other data related to the well-being of young children.”]

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Many Missing Pieces: The Difficult Task of Linking Early Childhood Data and School-Based Data Systems. By Laura Bornfreund and Maggie Severns, Early Education Initiative. Issue Brief. (New America Foundation, Washington, DC) October 2010. 21 p.

Full text at:

http://earlyed.newamerica.net/sites/newamerica.net/files/policydocs/NAF_ManyMissingPieces.pdf

[“Think about your school district and state: Are 5-year-olds entering kindergarten with everything they need to thrive? Do leaders know which early childhood programs work, which don’t and for whom? Is anyone tracking the impact of full-day kindergarten in the community and what happens when it’s not available? Which preparation programs or post-secondary credentials are associated with effective teaching in early education programs, including the elementary grades? Questions like these usually go unanswered because early childhood data are not collected, not coordinated, or not accessible to the stakeholders who need them.... States are starting to recognize the importance of collecting data across the full span of a child’s educational experiences, beginning as early as possible, and keeping track of that child’s progress over time. Over the past five years, the federal government has dedicated roughly \$515 million to help states build and expand longitudinal data systems to do just that. The latest round of federal grant funding - augmented by \$250 million from the American Recovery and Reinvestment Act (ARRA) - explicitly called for states to make linkages between data on early childhood programs and the traditional K-12 system.... We have analyzed proposals from recent grant winners to provide summaries of how they plan to collect data from early childhood programs and to integrate it with K-12 statewide longitudinal data systems. And we provide recommendations for making early childhood data - from birth through 3rd grade - more coordinated and far more useful to educators, parents, researchers, and policymakers.”]

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Integrating Faith-Based Organizations into State Funded Pre-K Programs: Resolving Constitutional Conflict. By Dan Goldman and Ellen Boylan, Education Law Center. (The Center, Newark, New Jersey) June 2010. 40 p.

Full text at:

<http://www.edlawcenter.org/ELCPublic/Publications/PDF/IntegratingFaithBasedOrganizations.pdf>

[“This policy brief addresses federal and state constitutional issues that arise when faith-based organizations participate in state prekindergarten (pre-k) programs and recommends safeguards to ensure that public funding of those programs complies with

constitutional principles respecting the separation of church and state and freedom of religion. To date, there have been no court decisions analyzing a state pre-k program under the federal or state constitutions, although decisions addressing public funding of other religiously affiliated educational programs provide guidance on how courts might consider these issues. The recommendations and guidance provided in this brief are general in nature; every state's constitution and jurisprudence differ and the law in this area is evolving.”]

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Working with Migrant Students: A National Imperative for Head Start Students and Families. By Yvette Sanchez-Fuentes, National Migrant and Seasonal Head Start Association and William Moreno III, National Education Association. (NMSHSA, Washington, DC and NEA, Washington, DC) 2010. 29 p.

Full text at: <http://www.nmshsaonline.org/Doc/MCO-NMSHSA.pdf>

[“This paper will outline background program information and specific recommendations for Head Start and other early care and education programs based on the lessons learned from Migrant and Seasonal Head Start programs (MSHS)... Head Start was launched in 1965, and Migrant and Seasonal Head Start programs were established in 1969, in response to the needs of migrant and seasonal farmworker families, a population that has had and continues to have limited access to health, education, housing and workplace environmental protections. In most states, local child care resources are not accessible to migrant and seasonal farmworkers and may not even be available when migrant and seasonal farmworkers arrive in a community. This is especially true for infant and toddler child care. When resources are not accessible or available, parents have no choice but to take their children with them to the fields where they are exposed to pesticides, hazardous equipment, extreme heat and other health dangers. The MSHS service delivery model allows for children as young as 6 weeks through 5 years of age to receive comprehensive Head Start services in a seamless service system, while their parents labor in the fields to put food on America's tables.”]

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Blueprint for Early Education Compensation Reform. By Najeema Holas-Huggins and others. (Bessie Tartt Wilson Initiative for Children, Inc., Boston, Massachusetts) September 2010. 33 p.

Full text at: <http://www.btwic.org/wp-content/uploads/2010/01/Blueprint-for-Early-Ed-Compensation-Reform.pdf>

[This blueprint for improving the compensation of early childhood educators includes four recommendations, “1. The development of a career lattice... that requires increased compensation for career growth and both incremental wage increases and annual bonuses for achieving performance benchmarks and obtaining additional education. The

implementation of the career lattice should happen shortly after its development and should require that there are no decreases in base pay to early educators. 2. The creation of a refundable 15% earned income tax credit for early education providers.... 3. The creation of an early education endowment fund that may provide monetary support for compensation, the career lattice, and supplements the market rate for high quality programs. 4. The development of a loan forgiveness program for early educators that requires a commitment to the field.”]

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“Children’s Classroom Engagement and School Readiness Gains in Prekindergarten.” By Nina C. Chien, University of California at Los Angeles and others. IN: *Child Development*, vol. 81, no. 5 (September/October 2010) pp. 1534-1549.

[“Child engagement in prekindergarten classrooms was examined using 2,751 children (mean age = 4.62) enrolled in public prekindergarten programs that were part of the Multi-State Study of Pre-Kindergarten and the State-Wide Early Education Programs Study. Latent class analysis was used to classify children into 4 profiles of classroom engagement: ‘free play, individual instruction, group instruction,’ and ‘scaffolded learning.’ ‘Free play’ children exhibited smaller gains across the prekindergarten year on indicators of language/literacy and mathematics compared to other children. ‘Individual instruction’ children made greater gains than other children on the Woodcock Johnson Applied Problems. Poor children in the ‘individual instruction’ profile fared better than nonpoor children in that profile; in all other snapshot profiles, poor children fared worse than nonpoor children.” NOTE: Children’s Classroom Engagement... is available for loan.]

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IMPROVED FAMILY FUNCTIONING

Family-Focused Interventions for Promoting Social-Emotional Development in Infants and Toddlers with or at Risk for Disabilities. By Diane Powell and Glen Dunlap. *Roadmap to Effective Intervention Practices. No. 5.* (University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children, Tampa, Florida) September 2010. 16 p.

Full text at: http://www.challengingbehavior.org/do/resources/documents/roadmap_5.pdf

[“This synthesis considers family-focused services and practices for promoting social-emotional development of children served in Part C. Its specific focus is on interventions that influence parenting practices for infants and toddlers with or at risk for disabilities.... The purpose of this synthesis is to present summary information on family-centered practices, and on interventions aimed at promoting positive parenting practices, teaching parenting skills, and influencing parent child interactions that have demonstrated

associations with positive social emotional development for children aged 0-3 years. The synthesis is intended to provide guidance to early intervention personnel, both those providing services to families and children within the Part C system and those working within other service frameworks.”]

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“A Meta-Analysis of Home Visiting Programs: Moderators of Improvements in Maternal Behavior.” By M. Angela Nievar, University of North Texas and others. **IN: Infant Mental Health Journal, vol. 31, no. 5 (September-October 2010) pp. 499-520.**

[“A meta-analysis of home visiting programs for at-risk families (K=35, N=6,453) examined differences in the effects of programs on maternal behavior. On average, programs with more frequent visitation had higher success rates. The frequency of home visits explained significant variance of effect sizes among studies in the United States, with two visits per month predicting a small, substantive effect. Intensive programs or programs with at least three visits per month were more than twice as effective as were less intensive programs. Home visiting programs using nurses or mental health professionals as providers were not significantly more effective than were programs using paraprofessionals. In general, programs showed a positive effect on maternal behavior, but programs with frequent home visits were more successful.” NOTE: A Meta-Analysis of Home Visiting Programs... is available for loan.]

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How to Develop a Statewide System to Link Families with Community Resources: A Manual for Replication of the ‘Help Me Grow’ System. By Paul Dworkin and others. (The Commonwealth Fund, New York, New York) 2010. 23 p.

[“‘Help Me Grow’ (HMG) is a unique system that assists families, primary care practices, and other community-based providers in identifying developmental or behavioral concerns in children from birth through age 8; establishes an inventory of appropriate resources; and helps families connect with these programs and services. Program components include: a statewide toll-free telephone number that providers and families can use to access care; partnerships with community-based agencies throughout the state; and child development community liaisons. This online manual offers guidance for exploring, creating, and/or enhancing an easily accessible system for connecting children with or at risk for developmental or behavioral problems with community resources. The material is based on Connecticut's HMG initiative.... Based on lessons learned in Connecticut, there has been interest in replicating HMG in other states and communities. The HMG program has already been replicated in Polk County, Iowa and Orange County, California.”]

HMG National Replication Brief: 2 p.

<http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Manual/2010/Sep/HELP%20ME%20GROW/HMG%20National%20Replication%20Brief.pdf>

HMG Replication Manual:

http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Manual/2010/Sep/HELP%20ME%20GROW/HelpMeGrowReplicationWebsite_FINAL.pdf

HMG National Replication Presentation: 33 p.

<http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Manual/2010/Sep/HELP%20ME%20GROW/HMG%20National%20Replication%20Powerpoint.pdf>

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“San Francisco Creates College Accounts for Kindergartners.” By Dakarai Aarons. IN: Education Week blog: District Dossier (October 5, 2010) 1 p.

Full text at:

http://blogs.edweek.org/edweek/District_Dossier/2010/10/san_francisco_creates_college.html

[“The city of San Francisco is making a direct investment in the educational future of the city's kindergartners. City officials joined with education and philanthropic officials to announce the Kindergarten to College program, which creates college savings accounts for the city's public school kindergartners. The city will automatically open a savings account for parents when their children start kindergarten and deposit \$50 for most students and \$100 for those from lower-income families. The families will be provided with the account number so they can also make deposits.”]

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Lessons from SEED, a National Demonstration of Child Development Accounts. By Deborah Adams and others. (Corporation for Enterprise Development (CFED), Washington, DC) September 2010. 43 p.

Full text at: <http://cfed.org/assets/pdfs/SEEDSynthesis.pdf>

[“A nationwide system of Child Development Accounts (CDAs) established as early as birth can lead to lifelong savings, raise college expectations and affordability, and serve as a basis for more stable and productive financial lives for American families, according to a new report. The report ‘Lessons from SEED, a National Demonstration of Child Development Accounts,’ is based on the experience of more than 1,171 children of all ages and their families who participated in pioneering CDA pilot programs in 12 states and communities. This pilot demonstration showed that, given the opportunity, families in some of the poorest communities in our country, would save for their child’s college education and future. The programs tested CDAs, savings or investing accounts that

begin as early as birth and allow parents and children to accumulate savings for college, homeownership or business initiatives. The Saving for Education, Entrepreneurship, and Downpayment Initiative, or SEED, is a 10-year, multi-million dollar national policy, practice and research endeavor to develop, test and promote matched savings accounts and financial education for children and youth. SEED was designed to set the stage for universal, progressive American policy for asset building among children, youth and families. It was funded by 12 national foundations, including the Ford and Citi Foundations. ‘Lessons from SEED...’ was produced by the Center for Social Development, Corporation for Enterprise Development (CFED), Initiative on Financial Security at the Aspen Institute, New America Foundation and the University of Kansas School of Social Welfare.” CFED.]

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IMPROVED HEALTH

Addressing the Mental Health Needs of Young Children in the Child Welfare System: What Every Policymaker Should Know. By Janice L. Cooper and others, National Center for Children in Poverty. (The Center, New York, New York) September 2010. 23 p.

Full text at: http://www.nccp.org/publications/pdf/text_968.pdf

[“This issue brief explores what we currently know about the prevalence of young children (ages birth to 5) in the child welfare system, how the occurrence of maltreatment or neglect affects their development, and the services currently offered versus needed for these young children. It is based on the ‘Strengthening Early Childhood Mental Health Supports in Child Welfare Systems’ emerging issues roundtable convened by NCCP in New York City in June 2009. The meeting brought together child welfare research, policy, and practice experts and family leaders to discuss the mental health needs of young children and suggest new directions.... We also present our analyses based on the National Child Abuse and Neglect Data System (NCANDS) Child File, 2006. NCANDS is a voluntary national data collection and analysis system established as a result of the requirements of the Child Abuse and Prevention Treatment Act (CAPTA).”]

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Children with Down Syndrome: Families Are More Likely to Receive Resources at Time of Diagnosis than in Early Childhood. By the United States Government Accountability Office. Report to Congressional Committees. No. GAO-11-57. (The Office, Washington, DC) October 2010. 41 p.

[“On October 8, 2008, the Prenatally and Postnatally Diagnosed Conditions Awareness Act was signed into law, requiring GAO to submit a report concerning the effectiveness of current health care and family support programs for the families of children with disabilities. In this report, GAO focused on Down syndrome because it is a medical

condition that is associated with disabilities and occurs frequently enough to yield a sufficient population size for an analysis. GAO examined (1) what is known about the extent to which children with Down syndrome receive medical care during early childhood and (2) what resources families of children with Down syndrome receive through their health care providers and what barriers families face to using these resources.”]

Highlights at: 1 p. <http://www.gao.gov/highlights/d1157high.pdf>

Full text at: <http://www.gao.gov/new.items/d1157.pdf>

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Assessing the Need for Assistive Technology. By the Tots-n-Tech Research Institute. IN: Tots-n-Tech E-Newsletter (The Institute, Thomas Jefferson University, Philadelphia, Pennsylvania and Arizona State University, Tempe, Arizona) October 2010. 11 p.

Full text at: <http://tnt.asu.edu/files/October2010.pdf>

[“Assistive technology (AT) and adaptations are great tools to use with young children to promote participation and independence. There are a lot of options available for young children, which is great, but may make the process of trying to find out what a child needs seem overwhelming. In this newsletter we will provide you with tools to identify ways in which AT might be used to assist children.”]

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AT Assessments: The Right Device Is the Best Device. By the Family Center on Technology and Disability. IN: FCTD News and Notes, No. 111. (The Center, Academy for Educational Development, Washington, DC) September 2010. 17 p.

Full text at: <http://www.fctd.info/assets/newsletters/pdfs/282/FCTD-News-sep10.pdf?1286223430>

[“The mistake made by some IEP team members, says Dr. Leonard Trujillo, Director of the Occupational Therapy Assistive Technology Certification Program at East Carolina University, is to focus too broadly on AT devices that attempt to do too much, well into a child’s future. Instead, he counsels, parents and educators should ‘determine [a] child’s specific current need,’ recognizing that the child’s need ‘may change once he acquires the ability provided by the device.’ In this issue of FCTD News and Notes, Dr. Trujillo shares insights developed over decades of conducting AT assessments, devising his own AT solutions and recommending off-the-shelf devices for both children and adults with disabilities.” FCTD.]

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The Mental and Emotional Well-Being of Children: A Portrait of States and the Nation 2007. By the Maternal and Child Health Bureau. (U.S. Department of Health and Human Services, Rockville, Maryland) June 2010. 60 p.

Full text at: <http://www.mchb.hrsa.gov/nsch/07emohealth/moreinfo/pdf/nsch07.pdf>

[“The Mental and Emotional Well-Being of Children: A Portrait of States and the Nation 2007’ presents a range of indicators on the health and well-being of children who have been diagnosed with emotional, behavioral, or developmental conditions. The chartbook, produced by the Health Resources and Services Administration's Maternal and Child Health Bureau, is based on data from the 2007 National Survey of Children's Health. For each state, the book shows the prevalence of seven conditions (grouped together) and the major demographic characteristics of children who have at least one of the conditions. The analyses delineate relationships among the conditions, children's socioeconomic characteristics, and access to health care. Technical appendices at the end of the chartbook present information about the survey methodology, sample, and questions.” MCH Alert (October 8, 2010.)]

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Uninsured Children: Who Are They and Where Do They Live: New National and State Estimates from the 2008 American Community Survey. By Victoria Lynch and others, Urban Institute. (The Institute, Washington, DC) August 2010. 191 p.

[“This chart book provides national and state level estimates of uninsured rates and of the number of uninsured children based on 2008 data from the American Community Survey. The chart book documents the substantial variation in uninsured rates across states with uninsured rates among children ranging from a low of 1.7 percent in Massachusetts to a high of 20.1 percent in Nevada. The chart book also shows variation in uninsured rates across geographic areas within each state and compares the characteristics of uninsured children to those of insured children within the same state.” The Urban Institute.]

Full text at: <http://www.rwjf.org/files/research/67668.pdf>

Download the slideshow: <http://www.rwjf.org/coverage/productpreview.jsp?id=67708>

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“Who and Where Are the Children Yet to Enroll in Medicaid and the Children’s Health Insurance Program?” By Genevieve M. Kenney and others. IN: Health Affairs, vol. 29, no. 10 (October 2010) pp. 1920-1929.

[“Kathleen Sebelius, secretary of health and human services, has issued a challenge to enroll the millions of uninsured children eligible for public insurance in Medicaid or the

Children's Health Insurance Program (CHIP). This paper provides estimates of the rates at which children in the various states participated in these programs in 2008 as well as the number who were eligible for them but uninsured. According to our coverage estimates, an estimated 7.3 million children were uninsured on an average day in 2008, of whom 4.7 million (65 percent) were eligible for Medicaid or CHIP but not enrolled. Participation rates varied across states from 55 percent to 95 percent, and ten states had participation rates close to or above 90 percent. Thirty-nine percent of eligible uninsured children (1.8 million) live in just three states - California, Texas, and Florida - and 61 percent (2.9 million) live in ten states. Meeting Secretary Sebelius's challenge means achieving success in these populous states, in part through tools and resources available under the 2009 CHIP reauthorization law." NOTE: Who and Where Are the Children... is available for loan.]

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IMPROVED SYSTEMS OF CARE

The Economy's Impact on Parents' Choices and Perceptions about Child Care. By Michele Kartashev and others. (National Association of Child Care Resource and Referral Agencies, Arlington, Virginia) September 2010. 21 p.

[“The Economy's Impact on Parents' Choices and Perceptions about Child Care’ presents information on a nationwide poll of 1,000 parents with children under age 12 and their child care choices and perspectives in the current economy. The report revealed that quality and cost remain the most important factors for parents when choosing child care. Seventy five percent of parents rate affordable child care as the most or one of the most important factors in helping working families and more than half of families (51 percent) with children under age 5 say the economy has affected their child care in some way. Moreover, it still remains, parents' logical assumptions about child care standards far exceed the reality of the state of child care policies.” NACCRRRA.]

One Pager: <http://www.naccrra.org/publications/naccrra-publications/publications/Parent%20Poll%20One%20pager%20FINAL%200930.pdf>

Executive Summary: 3 p. http://www.naccrra.org/publications/naccrra-publications/publications/Parent%20Poll%20Report-10_execsumm.pdf

Full text at: http://www.naccrra.org/publications/naccrra-publications/publications/9890928_Parent%20Poll%20Report-06.pdf

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Features of Professional Development and On-site Assistance in Child Care Quality Rating Improvement Systems: A Survey of State-wide Systems. By Sheila Smith and others, National Center for Children in Poverty. (The Center, New York, New York) October 2010. 13 p.

Full text at: http://nccp.org/publications/pdf/text_970.pdf

[“Quality Rating Improvement Systems (QRIS) are now operating state-wide in 18 states. An additional 13 states are implementing QRIS in selected regions or as pilot initiatives. While highly varied in their specific features, these systems all use a set of interrelated strategies that aim to raise the quality of early care and education programs. These strategies include quality standards that programs must meet to obtain ratings at different levels, financial incentives for programs to meet quality standards, and assistance to help center-based programs and homebased providers improve the quality of supports for children’s well-being and early learning. As these systems increase in number across the states, ongoing examination of their characteristics and impacts can inform efforts to strengthen them. This report presents findings from an interview study that investigated features of the professional development and on-site assistance available to center-based staff and home-based providers who participate in states’ Quality Rating Improvement Systems. The report’s five sections address the following topics: Rational for the study and research that helped frame the project; Project overview and methods; Key findings: Supports used during the ‘entry phase;’ Availability and targeting of on-site assistance; Features of on-site assistance; Features of group training; and Credentials and support of trainers and technical assistance providers; Summary of findings; and Recommendations.”]

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“Child Care and the Development of Behavior Problems among Economically Disadvantaged Children in Middle Childhood.” By Elizabeth Votruba-Drzal and others. IN: *Child Development*, vol. 81, no. 5 (September/October 2010) pp. 1460-1474.

[“Research examining the longer term influences of child care on children’s development has expanded in recent years, but few studies have considered low-income children’s experiences in community care arrangements. Using data from the Three-City Study ($N = 349$), the present investigation examines the influences of child care quality, extent and type on low-income children’s development of behavior problems during middle childhood (7–11 years old). Higher levels of child care quality were linked to moderate reductions in externalizing behavior problems. High-quality child care was especially protective against the development of behavior problems for boys and African American children. Child care type and the extent of care that children experienced were generally unrelated to behavior problems in middle childhood.” NOTE: Child Care and the Development of Behavior Problems... 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

“The Importance of Early Parenting in At-Risk Families and Children’s Social-Emotional Adaptation to School.” By Elizabeth MacFarlane, Johns Hopkins School of Medicine and others. IN: Academic Pediatrics, vol. 10, no. 5 (September 2010) pp. 330-337.

[“The aim of this study was to determine the specific aspects of early parenting in psychosocially at-risk families most strongly related to children’s social-emotional adaptation to school.... Results: Early parenting and social-emotional adaptation to school varied greatly across families. Parental warmth was associated with lower teacher ratings of shyness, concentration problems, and peer rejection. Parental lack of hostility was associated with decreased teacher ratings of concentration problems and peer rejection. Parental encouragement of developmental advance was associated with lower ratings of aggression and peer rejection. Provision of materials to promote learning and literacy was associated with lower ratings of concentration problems. Conclusions: In this sample of families with multiple psychosocial risks for child maltreatment, specific aspects of early parenting were associated with better social-emotional adaptation to school in the first grade in theoretically predicted ways. Improving parental knowledge about positive parenting via anticipatory guidance should be a focus of well-child visits. Well-child visit-based interventions to improve the quality of early parenting, especially among at-risk families, should be studied for their impact on parenting behavior and on children’s successful social-emotional adaptation to school. Primary care providers should reinforce complementary services, such as home visiting, that seek to promote positive parenting.” NOTE: The Importance of Early Parenting... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

Parents as Teachers Conference 2010: Growing the Early Childhood Community. Sponsored by Parents as Teachers. November 7-9, 2010. Hilton St. Louis at the Ballpark, St. Louis, Missouri.

For more information and registration:

http://www.parentsasteachers.org/images/stories/documents/Conference_Reg_Mailer2010.pdf

[“Sustainability is the capacity to endure. How will we sustain ourselves and remain relevant for future generations of families and their young children? It’s *the* question asked by every early childhood professional in the fields of preschool, child care, health, mental health, and social services in this time of economic uncertainty. The answers

aren't simple or easy. They challenge us to adapt and evolve on every level to extend our missions, visions and impact in a diverse and changing world. This Parents as Teachers Conference will get you thinking about changing the way nonprofits do business. We'll show you how to build committed communities of support through solid business practices, staff development, accountability, collaboration, fundraising, technology and advanced communication.”]

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National Association of Homeless Children and Youth 22nd Annual Conference. November 6-9, 2010. Intercontinental Hotel Galleria District, Houston, Texas.

For more information and to register: http://www.naehcy.org/conf/conf_2010.html

[“NAEHCY's annual conference is the only national conference dedicated to improving the education of homeless children and youth. This professional development event provides a unique showcase of best practices in education and homeless service provision from across the country. NAEHCY's conference equips educators and advocates nationwide with the knowledge, skills, information, and inspiration they need to remove barriers and help ensure that every child and youth experiencing homelessness is successful academically, personally, and socially.”]

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16th Annual MEES (Migrant Education Even Start) Conference. Sponsored by Migrant Indian International Office, California Department of Education and Butte County Office of Education. November 17-19, 2010. Holiday Inn - Capitol Plaza, Sacramento, California.

For more information and to register: <http://www.bcoe.butte.k12.ca.us/evenstart/>

[“The California MEES Project gives emphasis to the following: - Parents and project staff are a team dedicated to improving the education and meeting the needs of migratory children and their families. - Assisting migratory parents to recognize the value of education for their children and themselves. - Promoting the theme that ‘A family who learns together, will grow together.’ - Preparing parents to become teachers and advocates for their children. - Developing a strong educational foundation for migratory children so that they may succeed in school.”]

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<http://www.library.ca.gov/sitn/ccfc/>

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