



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

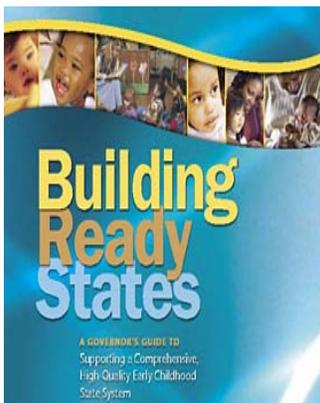
How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Services at (916-654-0261; cslinfo@library.ca.gov).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

Building Ready States: A Governor's Guide to Supporting a Comprehensive, High-Quality Early Childhood State System. By Rachel Demma, National Governors Association Center for Best Practices. (The Center, Washington, DC) October 2010. 22 p.

Full text at: <http://www.nga.org/Files/pdf/1010GOVSGUIDEEARLYCHILD.PDF>



[“The report offers six policy strategies governors can use to build and nurture a comprehensive, high-quality early childhood system including: - Coordinate early childhood governance through a state early childhood advisory council (ECAC); - Build an integrated professional development

system; - Implement a quality rating and improvement system (QRIS); - Develop a longitudinal and coordinated early childhood data system; - Align comprehensive early learning guidelines and standards for children from birth to age 8 with K–3 content standards; and - Integrate federal, state and private funding sources. The report also includes information about how the policy map for early childhood care and education is significantly different from other public systems. Unlike the structured and contained K–12 system, early childhood care and education programs and services encompass diverse program types, service environments, professional staff and care providers.” National Governor’s Association, News Release (October 27, 2010.)]

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Lifting Pre-K Quality: Caring and Effective Teachers. By Bruce Fuller, University of California at Berkeley and others. (The University, Institute of Human Development, Berkeley, California) 2010. 26 p.

Full text at: http://www.childrenslearninginstitute.org/downloads/lifting%20pre-k%20quality_high%20resolution%20copy.pdf

[“Pre-k programs show enormous promise but yield uneven benefits for America’s diverse children. Improving the quality of local Pre-k efforts - including public and private programs - is essential if we are to elevate the school readiness and long term success of all young children. This research report describes the latest evidence on how policy makers and early educators can best improve quality inside classrooms. Historically, policy makers and local early educators have attempted to improve quality through structural and program regulations, such as class size, teacher credentialing, and teacher-child ratios. Recent research, however, suggests that regulating quality through state regulation and structural change yields limited effects on teacher and child outcomes. Therefore, rather than relying only on state regulation to improve quality, the authors demonstrate stronger effects from recent efforts to raise quality by focusing on teacher development at the local level. Locally rooted teacher development models enrich instructional activities and relationships between children and teachers. The authors describe core elements of two promising teacher development programs, summarize new research on their benefits, and show how two states are nurturing implementation of these quality initiatives. This report speaks to early childhood educators, policy makers and advocates.”]

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How Early Childhood Advisory Councils Can Succeed in Gubernatorial Transitions. By Elliot Regenstein and Stacie G. Goffin. EdBrief. (EducationCounsel, Washington, DC) September 7, 2010. 12 p.

Full text at: http://www.educationcounsel.com/files/Gubernatorial_Transitions_09.07.10.pdf

[“This paper discusses how state Early Childhood Advisory Councils can use their unique institutional position and collective intelligence during the upcoming gubernatorial transitions. It is intended primarily for people serving on Councils and those who work with and/or advise them. It provides advice on actions Councils can take before and after the election to help guide incoming governors and other key policymakers. Those recommendations focus on how Councils can build relationships with the new administration, and use those relationships to promote policy change that benefits young children.”]

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Penn State Study of Early Childhood Teacher Education. By James E. Johnson and others. Policy Brief. (The Pennsylvania State University, University Park, Pennsylvania) n.d., 12 p.

Full text at: <https://www.ed.psu.edu/educ/news/news-items-oct2013dec-2010/FINAL%20FCD%20Report.pdf>

[“Teacher education programs are changing to accommodate new models of education that link pre-k, kindergarten and the early grades, according to a... study from Pennsylvania State University. But faculty members report tensions between early childhood and elementary teacher education programs - much like the tensions that sometimes exist between preschool and elementary school programs - making the transformation all the more challenging. Early Childhood Education (ECE) teacher preparation programs typically prepare teachers for pre-kindergarten up through one of the early grades (second or third), or they offer degrees that span from birth to kindergarten. Elementary programs typically prepare teachers for kindergarten through fifth grade, or sometimes sixth grade or even eighth grade. These divisions are usually based on the type of teaching certificate offered by the state where the education school resides.” Early Ed Watch Blog (October 19, 2010.)]

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Is School Funding Fair? A National Report Card. By Bruce D. Baker, Rutgers University and others. (Education Law Center, Newark, New Jersey) September 2010. 48 p.



[“Are school finance systems in the 50 states fair? Simply comparing overall funding levels won't answer that question, according to a groundbreaking report.... ‘Is School Funding Fair? A National Report Card’ posits that fairness depends not only on a sufficient level of funding for all students, but also the provision of additional resources to districts where there are more students with greater needs. The National Report

Card rates the 50 states on the basis of four separate, but interrelated ‘fairness measures’ -

funding level, funding distribution relative to student poverty, state fiscal effort, and public school coverage. Using a more thorough statistical analysis, the Report Card provides the most in-depth analysis to date of state education finance systems and school funding fairness across the nation. The results show that many states do not fairly allocate education funding to address the needs of their most disadvantaged students, and the schools serving higher numbers of those students.”]

Full text at: http://www.schoolfundingfairness.org/National_Report_Card.pdf

Executive Summary: <http://www.schoolfundingfairness.org/>

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Yes We Can: The Schott 50 State Report on Public Education and Black Males. By the Schott Foundation for Public Education. (The Foundation, Cambridge, Massachusetts) 2010. 39 p.



[“The New Jersey graduation statistics show the progress in closing the achievement gap that can be made if Black male students have an equal opportunity to learn. For example, the increased resources from ‘Abbott v. Burke’ funding in New Jersey, which became effective about 2003, have allowed the much-maligned Newark school district to nearly close the gap for Black males with national White male graduation rates.... New Jersey’s ‘Abbott’ districts invest in their children by providing them with increased hours of education each day, on weekends, and in the summer. They also invest in continuous professional development for teachers and other staff and, crucially, in 0-4 preschool preparation for learning to learn.... Systemic data underscores a U.S. system of denied opportunities for Black males; an unwillingness to target existing resources to universally extend what works for them, like early education and access to highly effective teachers to provide students with an education that prepares them for college, career, and full participation in our democracy. ‘Yes We Can’ calls on the federal government and states to ensure that all students have a right to an opportunity to learn, not as a matter of competition or location, but as a civil and human right.”]

Full text at: <http://blackboysreport.org/bbreport.pdf>

State Reports: http://blackboysreport.org/?page_id=483

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Housing Policy Is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland. By Heather Schwartz, RAND Corporation. (The Century Foundation, New York, New York) 2010. 57 p.

Full text at: <http://tcf.org/publications/pdfs/housing-policy-is-school-policy-pdf/Schwartz.pdf>

[“Low-income students in Montgomery County performed better when they attended affluent elementary schools instead of ones with higher concentrations of poverty, according to a... study that suggests economic integration is a powerful but neglected school-reform tool. The debate over reforming public education has focused mostly on improving individual schools through better teaching and expanded accountability efforts. But the study... addresses the potential impact of policies that mix income levels across several schools or an entire district. And it suggests that such policies could be more effective than directing extra resources at higher-poverty schools.... ‘Today, 95 percent of education reform is about trying to make high-poverty schools work,’ said Richard Kahlenberg, senior fellow at the Century Foundation, a progressive think tank based in New York that published the report. ‘This research suggests there is a much more effective way to help close the achievement gap. And that is to give low-income students a chance to attend middle-class schools.’ The study tracked the performance of 858 elementary students in public housing scattered across Montgomery from 2001 to 2007. About half the students ended up in schools where less than 20 percent of students qualified for subsidized meals. Most others went to schools where up to 60 percent of the students were poor and where the county had poured in extra money. After seven years, the children in the lower-poverty schools performed 8 percentage points higher on standardized math tests than their peers attending the higher-poverty schools - even though the county had targeted them with extra resources. Students in these schools scored modestly higher on reading tests, but those results were not statistically significant.... Independent researchers call the report a step forward in studying the benefits of economic integration, which has been difficult to measure because it is hard to find large numbers of poor kids in wealthy areas. But Montgomery provided an ideal laboratory because of a long-standing policy of requiring developers to set aside housing for low-income families, who win spots through a lottery.” (Washington Post (October 15, 2010.)]

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How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project STAR. By Raj Chetty and others. NBER Working Paper. No. 16381. (National Bureau of Economic Research, Cambridge, Massachusetts) September 2010. 82 p.

Full text at: <http://www.nber.org/papers/w16381>

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

[“In Project STAR, 11,571 students in Tennessee and their teachers were randomly assigned to different classrooms within their schools from kindergarten to third grade. This paper evaluates the long-term impacts of STAR using administrative records. We

obtain five results. First, kindergarten test scores are highly correlated with outcomes such as earnings at age 27, college attendance, home ownership, and retirement savings. Second, students in small classes are significantly more likely to attend college, attend a higher-ranked college, and perform better on a variety of other outcomes. Class size does not have a significant effect on earnings at age 27, but this effect is imprecisely estimated. Third, students who had a more experienced teacher in kindergarten have higher earnings. Fourth, an analysis of variance reveals significant kindergarten class effects on earnings. Higher kindergarten class quality - as measured by classmates' end-of-class test scores - increases earnings, college attendance rates, and other outcomes. Finally, the effects of kindergarten class quality fade out on test scores in later grades but gains in non-cognitive measures persist. We conclude that early childhood education has substantial long-term impacts, potentially through non-cognitive channels. Our analysis suggests that improving the quality of schools in disadvantaged areas may reduce poverty and raise earnings and tax revenue in the long run.”]

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IMPROVED FAMILY FUNCTIONING

Fragile Families [Issue theme]. By Sara McLanahan and others. The Future of Children, vol. 20, no. 2 (Princeton University, Princeton, New Jersey) Fall 2010. 230 p.

Full text at:

http://futureofchildren.org/futureofchildren/publications/journals/journal_details/index.xml?journalid=73



[“The swift rise in nonmarital childbearing in the United States over the past fifty years has given rise to a new family form: fragile families, defined as couples who are unmarried when their children are born. Compared with more traditional families, these fragile families face greater risks in terms both of family stability and of economic security - risks that can imperil child well-being. In this volume experts explore the ramifications of this new reality and fashion policy recommendations that will both reduce the number of children born into fragile families in the first place and ensure that children born into fragile families receive the support they need to grow into healthy, productive adults.”]

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Strengthening Fragile Families. By Sara McLanahan and others. Policy Brief. (The Future of Children, Princeton University, Princeton, New Jersey) 2010. 7 p.

Full text at:

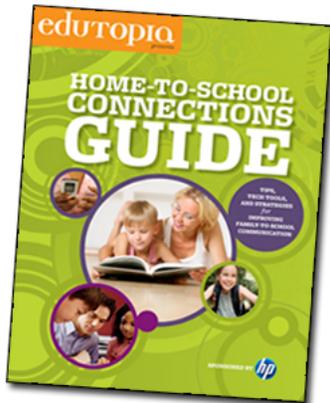
http://futureofchildren.org/futureofchildren/publications/docs/20_02_PolicyBrief.pdf

[“The Fragile Families and Child Wellbeing Study, a nationally representative survey of births in large cities, has shown that unwed parents have a host of characteristics that complicate getting good jobs, forming stable families, and performing successfully as parents. Within five years after the birth, a third of children born to unmarried parents see their father less than once a month, 55 percent of mothers have formed new relationships, and children are already showing problems in test performance and behavior. We recommend policies to support single parents, to prevent unwed births, to reduce the number of young men given long prison sentences, and to fund at least some federal demonstration programs that provide marriage education and services to these young couples.”]

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Home to School Connections Guide: Tips, Tech Tools, and Strategies for Improving Family-to-School Communication. By Edutopia. (Edutopia, George Lucas Educational Foundation, San Rafael, California) [2010.] 14 p.

Full text at: <http://www.edutopia.org/home-to-school-connections-guide> (NOTE: Free registration required.)

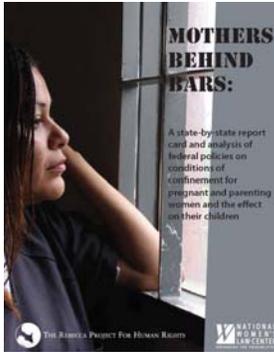


[“We all know that communication between home and school is good for kids. Keeping families up-to-date about upcoming events is important, but it’s not enough to fully engage parents as partners. When schools and families really work together, that sets the stage for all kinds of benefits.... How can we create more opportunities for busy families and teachers to connect? This practical guide shares tips, tools, and strategies to strengthen the bonds between schools, families, and communities.... Whether you are a teacher, administrator, parent, counselor, or interested community member, we hope you find some useful ideas in our latest guide.”]

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Mothers Behind Bars: A State-by-State Report Card and Analysis of Federal Policies on Conditions of Confinement for Pregnant and Parenting Women and the Effect on their Children. By Malika Saada Saar, Rebecca Project for Human Rights and others. (National Women’s Law Center, Washington, DC) October 2010. 47 p.

Full text at: <http://www.nwlc.org/sites/default/files/pdfs/mothersbehindbars2010.pdf>



["There are now more women behind bars than at any other point in U.S. history. Women have borne a disproportionate burden of the war on drugs, resulting in a monumental increase of women who are facing incarceration for the first time, overwhelmingly for non-violent offenses. This rampant incarceration has a devastating impact on families. Most of these women, unseen and largely forgotten, are mothers. Unfortunately, pregnant women, incarcerated women and their children are subject to federal and state correctional policies that fail to recognize their distinct needs or honor their families. The Rebecca Project and the National

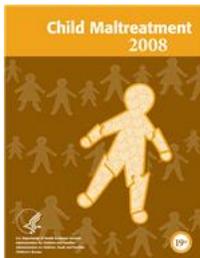
Women's Law Center collaborated on this Report Card, which analyzes federal and state policies on prenatal care, shackling, and alternative sentencing programs and grades states on whether their policies help or harm incarcerated women in these key areas. This effort is intended to help advocates assess their own state's policies affecting these significant phases of pregnancy, labor and delivery, and parenting."]

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IMPROVED HEALTH

Child Maltreatment 2008. By the Children's Bureau. (The Bureau, Administration on Children, Youth and Families, U.S. Department of Health and Human Services) 2010.

Full text at: <http://www.acf.hhs.gov/programs/cb/pubs/cm08/>



["During FFY 2008, an estimated 772,000 children were determined to be victims of abuse or neglect. Among the children confirmed as victims by CPS agencies in 2008: - Children in the age group of birth to 1 year had the highest rate of victimization at 21.7 per 1,000 children of the same age group in the national population. - More than one-half (51.3 percent) of the child victims were girls, and 48.3 percent were boys. - Nearly one-half of all victims (45.1 percent) were White, 16.6 percent were African-American, and 20.8 percent were Hispanic. What were the most common types of maltreatment? As in prior years, neglect was the most common form of child maltreatment. CPS investigations determined that: - More than 70 percent (71.1 percent) of victims suffered neglect. - More than 15 percent (16.1 percent) of the victims suffered physical abuse. - Less than 10 percent (9.1 percent) of the victims suffered sexual abuse. - Less than 10 percent (7.3 percent) of the victims suffered psychological maltreatment." Child Welfare Information Gateway.]

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Summary Health Statistics for U.S. Children: National Health Interview Survey, 2009. By the National Center for Health Statistics. IN: Vital and Health Statistics,

series 10, no. 247 (The Center, U.S. Department for Health and Human Services, Hyattsville, Maryland) August 2010. 149 p.

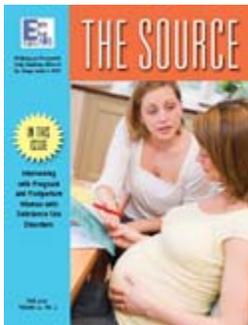
Full text at: http://www.cdc.gov/nchs/data/series/sr_10/sr10_247.pdf

[“This report presents both age-adjusted and unadjusted statistics from the 2009 National Health Interview Survey (NHIS) on selected health measures for children under 18 years of age, classified by sex, age, race, Hispanic origin, family structure, parent education, family income, poverty status, health insurance coverage, place of residence, region, and current health status. The topics covered are asthma, allergies, learning disability, Attention Deficit Hyperactivity Disorder (ADHD), prescription medication use, respondent-assessed health status, school-loss days, usual place of health care, time since last contact with a health care professional, selected measures of health care access and utilization, and dental care.”]

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“Intervening with Pregnant and Postpartum Women with Substance Use Disorders.” [Issue theme.] Edited by Amy Price and Jeanne Pietrzak. The Source, vol. 20, no. 2 (National Abandoned Infants Assistance Resource Center, University of California, Berkeley, California) Fall 2010. 40 p.

Full text at: <http://aia.berkeley.edu/publications/source.php>



[“The Fall 2010 issue of The Source focuses on intervening with pregnant and postpartum women with substance use disorders. The issue is one in a series of magazines published semi-annually since 1993 by the National Abandoned Infants Assistance Resource Center with support from the Children's Bureau. The series is designed to help professionals provide services to children who are abandoned or at risk for abandonment owing to the presence of drugs, HIV, or both in the family. Topics in the current issue include providing optimal access and comprehensive care to mothers with substance use disorders and their infants, developing a countywide approach to perinatal alcohol and other drugs services, retaining pregnant and postpartum substance abusing women, screening pregnant women for alcohol consumption and other drug use, applying a behavioral risk screening tool, engaging African-American women in substance abuse and mental health treatment, and preventing fetal alcohol syndrome. Information about publications, conferences, training, and other resources is included.” MCH Alert (October 22, 2010.)]

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Smoking Cessation:

Postpartum Protocol Script for Tobacco Quit-Line Counseling. By the American Legacy Foundation and others. (The Foundation, Washington, DC) November 2008. 44 p.

Full text at:

<http://www.legacyforhealth.org/PDFPublications/PostpartumProtocolScriptforTobaccoQuit-LineCounseling.pdf>

[“This protocol is designed to be used as a practical tool by tobacco quit-line counselors during their sessions with postpartum women. The protocol offers a detailed counseling guideline for counselors to use as they encourage and support postpartum mothers to quit smoking or remain quit after delivery and eliminate exposure to secondhand smoke. Up to half of all women who quit smoking during pregnancy resume smoking within 6 months of delivery, and up to 80 percent start smoking again within 12 months. Smoking after giving birth can be detrimental to both the mother’s and the infant’s health. Infants exposed to smoke are more likely to suffer from sudden infant death syndrome (SIDS), bronchitis, pneumonia, asthma, and ear infections. With such high relapse rates among postpartum women and the serious health effects of secondhand smoke on infants, it was imperative for the American Legacy Foundation® (Legacy) and its partners to develop a protocol that encourages and supports women to quit or remain quit after delivery and to protect infants from secondhand smoke exposure. The protocol includes easy-to-use counseling scripts in the following areas: - Relapse prevention; - Risks of secondhand smoke exposure; - Health benefits of quitting smoking for mother and infant; - Addressing potential or underlying issues such as postpartum depression and stress management.”]

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Smoking Cessation. Fact Sheet. By the American Legacy Foundation. (The Foundation, Washington, DC) December 2009. 3 p.

Full text at: <http://www.legacyforhealth.org/PDFPublications/SmokingCessation--Dec2009.pdf>

[This fact sheet includes, “Data on Smoking Cessation... Health Benefits of Cessation... Barriers to Cessation... Evidence-Based Cessation Interventions for the Individual... Population-Based Interventions to Promote Cessation.”]

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“A Randomized Placebo-Controlled Clinical Trial of 5 Smoking Cessation Pharmacotherapies.” By Megan E. Piper and others. IN: Archives of General Psychiatry, vol. 66, no. 11 (November 2009) pp. 1253-1262.

Full text at:

http://sigs.nih.gov/tobacco/Documents/Articles/Piper_comparison%20of%205%20smoking%20cessation%20meds.pdf

[“In the largest study to date comparing smoking cessation therapies, the use of the nicotine lozenge in combination with the nicotine patch provided the greatest benefit for smokers trying to quit, resulting in over a two-fold better smoking cessation outcome 6 months after quitting compared to smokers who received placebo medication. The study also showed that this combination improved initial cessation and end of treatment quit rates compared to using just one therapy. This three-year project was supported by the National Cancer Institute (NCI) and the National Institute on Drug Abuse (NIDA), both components of the National Institutes of Health (NIH)... Many smokers have quit successfully using a variety of smoking cessation aids, but there has been little research on the relative effectiveness of these therapies. What makes this study unique is that it compared three different medications (the nicotine patch; the nicotine lozenge; and the oral medication bupropion) with placebo and each other. They also compared two different combination therapies (the lozenge plus the patch and the lozenge plus bupropion) with placebo and with a composite group combining all of the individual therapies. In addition to medication, smokers received six one-on-one counseling sessions provided by trained case managers.” National Cancer Institute, press release (November 2, 2009.)]

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“The Global Research Neglect of Unassisted Smoking Cessation: Causes and Consequences.” By Simon Chapman and Ross MacKenzie. IN: PLoS Medicine, vol. 7, no. 2 (February 2010) 6 p.

Full text at:

<http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1000216>

[“Research shows that two-thirds to three-quarters of ex-smokers stop unaided. In contrast, the increasing medicalisation of smoking cessation implies that cessation need be pharmacologically or professionally mediated. Most published papers of smoking cessation interventions are studies or reviews of assisted cessation; very few describe the cessation impact of policies or campaigns in which cessation is not assisted at the individual level. Many assisted cessation studies, but few if any unassisted cessation studies, are funded by pharmaceutical companies manufacturing cessation products. Health authorities should emphasise the positive message that the most successful method used by most ex-smokers is unassisted cessation.”]

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Tobacco Taxes: A Win-Win-Win for Cash-Strapped States. By the Campaign for Tobacco Free Kids and others. (The Campaign, Washington, DC) February 10, 2010. 92 p.

[“Virtually every state in the country is facing severe budget shortfalls as a result of the recession. Governors and state legislators must make tough decisions to raise revenue and/or cut programs that are important to voters, such as health care and education. Now, more than ever, increasing tobacco taxes is a Win-Win-Win proposition for the states: - A Budget Win: Even while reducing tobacco use, higher tobacco taxes have proven to be a reliable and predictable source of significant and immediate new revenue for the states. The declines in tobacco use will also produce considerable health care savings. - A Health Win: Increasing tobacco prices by raising tobacco taxes is one of the most effective ways to reduce tobacco use, especially among youth. States can achieve even larger public health benefits if they use some of their new tobacco tax revenue to fund tobacco prevention and cessation programs. - A Political Win: As underscored by a new poll being released as part of this report, large majorities of voters of all political persuasions and demographic groups support increasing tobacco taxes. In contrast, majorities of voters oppose other options for balancing budgets, such as increasing other taxes or cutting important programs. This report details the revenue and health benefits to each state of increasing its cigarette tax by \$1 per pack. In addition to billions of dollars in new revenue, these benefits include declines in youth and adult smoking with the resulting savings in lives and health care dollars.”]

Full text at:

http://www.tobaccofreekids.org/reports/state_tax_report/downloads/Tax_Report_Complete.pdf

Executive Summary and related data at:

http://www.tobaccofreekids.org/reports/state_tax_report/

State Cigarette Excise Taxes: 2010 (NCSL):

<http://www.ncsl.org/default.aspx?tabid=14349>

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IMPROVED SYSTEMS OF CARE

Investing in Young Children: New Directions in Federal Preschool and Early Childhood Policy. Edited by Ron Haskins and W. Steven Barnett. (Brookings Institution, Washington, DC and National Institute for Early Education Research, New Brunswick, New Jersey) September 2010. 96 p.

Full text at:

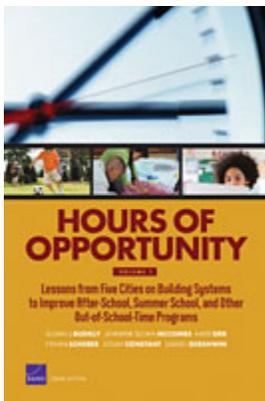
http://www.brookings.edu/~media/Files/rc/reports/2010/1013_investing_in_young_children_haskins/1013_investing_in_young_children_haskins.pdf

[“This volume explores whether the nation’s early childhood programs are boosting child development and preparing children for schooling and proposes reforms that would improve the programs. The volume contains contrasting papers on the success of Head

Start, Early Head Start, and home-visiting programs and on policies that would improve these three programs. In this overview paper, we detail government spending on early childhood programs, review the number of children enrolled in each type of program, review the papers on the three programs and an additional paper on program coordination, and recommend policies that would increase the returns produced by early childhood programs.”]

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Hours of Opportunity, Volume 1: Lessons from Five Cities on Building Systems to Improve After-School, Summer School, and Other Out-of-School-Time Programs. Commissioned by the Wallace Foundation. By Susan J. Bodilly and others. (Rand Corporation, Santa Monica, California) 2010. 80 p.



[“Coordinating the work of the many different institutions involved in after-school activities - including schools, nonprofits and municipal agencies like parks and libraries - holds the promise of making programs better and more accessible to urban children and teens who need them, according to a... RAND Corporation report. The study... examines the coordinating efforts put into place by five cities that sought to improve and widen the reach of out-of-school-time programs - after-school programs, summer school and other efforts offered outside standard classroom hours. Each region studied received funding from a Wallace Foundation out-of-school-time initiative launched in 2003.... The cities participating in the initiative - Boston, Chicago, New York, Providence, Rhode Island, and Washington, D.C. - received Wallace grants ranging from \$5 million to \$12 million. Like many other regions, the cities faced this problem: the many institutions involved with out-of-school-time programs typically work in isolation from one another so that services are too fragmented to ensure high-quality opportunities for children citywide. This means there often is not enough programming in neighborhoods where it is badly needed, and too much of what is available is of poor quality, according to researchers. The Wallace-funded efforts sought to change this by developing what amounts to citywide out-of-school-time systems that draw the institutions together to work as a coherent whole.” AScribe Newswire (October 21, 2010.)]

Full text at: http://www.rand.org/pubs/monographs/2010/RAND_MG1037.pdf

Summary only: http://www.rand.org/pubs/monographs/2010/RAND_MG1037.sum.pdf

Research Brief: (Hours of Opportunity: How Cities Can Build Systems to Improve Out-of-School-Time Programs.) 3 p.

http://www.rand.org/pubs/research_briefs/2010/RAND_RB9551.pdf

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Hours of Opportunity, Volume 2: The Power of Data to Improve After-School Programs Citywide. By Jennifer Sloan McCombs and others. Commissioned by the Wallace Foundation. (Rand Corporation, Santa Monica, California) 2010. 90 p.

[“High-quality out-of-school-time (OST) programs have a positive effect on youth development, but many cities have found it difficult to address the challenges of expanding and improving the quality of programs offered to underserved and high-need students. In response, The Wallace Foundation sponsored an initiative to help five cities increase collaboration, access, quality, information sharing, and sustainability in their OST systems. In many cities that provide financial support for OST, funding is funneled through a variety of youth-serving agencies that lack basic information about the programs they fund. The second in this three-volume series describes how the grantees and three other cities used management information systems to collect and use data on OST programs, including enrollment, attendance, and student outcomes. Cities' use of management information systems to collect and report data on OST programs is relatively new, so the experiences of the case-study cities offer valuable lessons for the field. For example, management information systems are capable of supporting OST system improvement but require careful planning, the use of data from these systems can lead to additional funding and support, the customization of web-based systems encourages their use, providing high-quality training to providers increases the use of the systems, and many providers are overburdened by requirements to use multiple management information systems, so eliminating redundancies and coordinating data requirements can ensure more efficient program provision and reporting.”]

Full text at: http://www.rand.org/pubs/monographs/2010/RAND_MG1037.1.pdf

Summary only: http://www.rand.org/pubs/monographs/2010/RAND_MG1037.1.sum.pdf

Research Brief: (Hours of Opportunity: How Cities Can Use Data to Improve Services in Out-of-School-Time Programs.) 3 p.

http://www.rand.org/pubs/research_briefs/2010/RAND_RB9551.1.pdf

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Hours of Opportunity, Volume 3: Profiles of Five Cities Improving After-School Programs Through a Systems Approach. By Jennifer Sloan McCombs and others. Commissioned by the Wallace Foundation. (Rand Corporation, Santa Monica, California) 2010. 85 p.

[“High-quality out-of-school-time (OST) programs have a positive effect on youth development, but many cities have found it difficult to address the challenges of expanding and improving the quality of programs offered to underserved and high-need students. In response, The Wallace Foundation sponsored an initiative to help five cities increase collaboration, access, quality, information sharing, and sustainability in their OST systems. The third in this three-volume series presents in-depth case studies of the five Wallace Foundation grant cities: Providence, Boston, New York City, Chicago, and

Washington, D.C. A review of the history of the grant in each city, the role played by the local context in which it was implemented, the initiative's progress toward a range of goals, and enablers and challenges to implementation reveals both lessons learned and best practices for the OST field. For example, strong interagency coordination and mayoral involvement, gaining stakeholder buy-in, a comprehensive approach to training and professional development, and shared goals were all associated with the more successful OST improvement efforts. However, all the cities faced challenges in implementing their respective initiatives, including staff turnover at the agency and program levels, funding constraints, obstacles to coordination, and issues related to data entry and tracking student outcomes.”]

Full text at: http://www.rand.org/pubs/technical_reports/2010/RAND_TR882.pdf

Summary only:

http://www.rand.org/pubs/technical_reports/2010/RAND_TR882.sum.pdf

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CONFERENCES AND OPPORTUNITIES

Webinar: Mothers Behind Bars. Sponsored by the National Women’s Law Center and the Rebecca Project for Human Rights. November 8, 2010.

For more information and registration:

http://action.nwlc.org/site/Survey?SURVEY_ID=11040&ACTION_REQUIRED=URI_ACTION_USER_REQUESTS&autologin=true

[“More women - two-thirds of whom are mothers - are behind bars today than at any other point in U.S. history as a result of mandatory sentencing for drug offenses. Federal and state correctional laws and regulations must ensure the humane treatment of these women. Policy makers’ failure to do so results in the neglect of pregnant women and mothers and unnecessary suffering for them and their children. On Monday, November 8... we are hosting a webinar to discuss how federal and state correctional laws can better meet the needs of pregnant and parenting women behind bars.” NWLC.]

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25th National Training Institute. Sponsored by Zero to Three. December 9-10, 2010. Pre-Institute December 8, 2010. JW Marriott Desert Ridge Resort and Spa, Phoenix, Arizona.

For more information and registration: <http://www.zttnticonference.org/schedule-at-a-glance.aspx>



[“The NTI is an unparalleled training and networking event designed for experienced professionals in the infant/family field. This year’s

agenda delivers high-level sessions, cutting-edge research, and best practice strategies. The NTI offers ample opportunities to meet and network with other professionals.”]

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

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