



## 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](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.

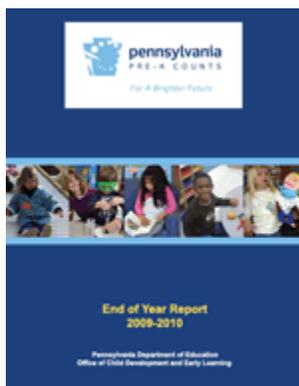
The following studies are currently on hand:

## IMPROVED CHILD DEVELOPMENT

**Pennsylvania Pre-K Counts: End of Year Report 2009-2010. By the Pennsylvania Department of Education, Office of Child Development and Early Learning. (The Department, Harrisburg, Pennsylvania) 2010. 52 p.**

Full text at:

[http://www.portal.state.pa.us/portal/server.pt/community/pa\\_pre\\_k\\_counts/8742](http://www.portal.state.pa.us/portal/server.pt/community/pa_pre_k_counts/8742)



["Enrollment for Pennsylvania Pre-K Counts is targeted to children affected by risk factors that can harm their development and chances for school success. In 2009-2010, participating children lived in families earning up to 300 percent of the federal poverty level. Approximately half (49.9%) of children enrolled were also impacted by at least one other risk

factor - such as learning English as a second language, having special needs, or living with a parent or guardian that has less than a high school education - making them more likely to struggle in school.... Third year outcomes show that Pennsylvania Pre-K Counts children are: - Making outstanding progress throughout their participation in the program; - Entering kindergarten ready to learn; and - Continuing to achieve in school as they enter kindergarten and first grade. Nearly every child (over 98 percent) showed age-appropriate or emerging age-appropriate proficiency in literacy, numeracy, and social skills after attending Pennsylvania Pre-K Counts in 2009-2010.”]

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**The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten (VOCAB): Kindergarten Final Evaluation Report. By Barbara Goodson, Abt Associates Inc., and others. NCEE 2010-4014. (U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Washington, DC) November 2010. 194 p.**

Full text at: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_20104014.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_20104014.pdf)

[“A new randomized control trial in Mississippi has found that a good kindergarten literacy program can boost disadvantaged students' vocabulary in kindergarten by as much as an extra month of school. Early childhood programs like Mississippi's have focused heavily on early vocabulary for decades, with growing urgency since a seminal 1995 University of Kansas study showed children of parents on welfare enter school knowing about 525 words, less than half of the 1,100-word vocabulary of children of parents in professional jobs. The Regional Educational Laboratory Southeast, housed at the SERVE Center of the University of North Carolina at Greensboro, evaluated the Kindergarten PAVEd for Success program, which trains teachers to supplement their normal literacy instruction. Pam Finney, the research management leader for the study, said the program was purposely ‘not a very complicated intervention,’ and it helps teachers engage in the same complex conversations that the Kansas study showed professional parents have with their children, ‘introducing 50 cent words as opposed to 25 cent words,’ as Ms. Finney put it. Each teacher gets a list of thematically related and complex words; for example, ‘temperature,’ ‘exhaust,’ ‘steam,’ and ‘boil,’ or ‘pineapple,’ ‘banana,’ and ‘kiwi.’ The teacher reads stories that incorporate the words with the students and opens conversations with the students.” Inside School Research, Education Week Blog (November 29, 2010.)]

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**Enhancing Teaching Practices to Improve Language and Literacy Skills for Latino Dual-Language Learners. By the FPG Child Development Institute. FPG Snapshot. No. 62. (The Institute, University of North Carolina, Chapel Hill, North Carolina) November 2010. 2 p.**

Full text at: <http://www.fpg.unc.edu/~snapshots/FPG-Snapshot-62.pdf>

[“Early childhood is a critical time in the development of all children, but Latino children may also face the added challenge of developing language and literacy skills in an entirely new language. To complicate matters, many early childhood teachers are generally unprepared to effectively educate children who are dual language learners (DLLs).... The Nuestros Niños Early Language and Literacy Project at FPG developed and tested an intervention to improve language and literacy teaching practices for young DLLs.... The Nuestros Niños team developed a professional development intervention based on the best available research on effective teaching practices that promote language and literacy skills in pre-k children, and especially those who are DLLs.”]

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**“School Readiness Begins in Infancy.” By J. Ronald Lally. IN: Phi Delta Kappan, vol. 91, no. 11 (November 2010) pp. 17-21.**

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=55170776&site=ehost-live> (NOTE: State employee access link.)

[“School readiness interventions that start later than infancy may be too late to be effective. If educators and policy makers fail to include experiences for infants and toddlers in their initiatives and continue to launch school-readiness programs starting at age three or later, our children - and society - may suffer. When children arrive at 1st grade, they need social, emotional, intellectual, and language skills to participate successfully. To prepare children for school, numerous initiatives have sprouted all over the country to make kindergarten and preschool programs available to all children. Most of these programs are designed for children ages three and beyond. Yet, it’s during the first two years of life that early experience starts shaping the foundational learning structures of the brain. Brain structure is shaped, either positively or negatively, by a baby’s day-to-day interactions with those who principally provide the child’s care. A baby’s social environment - particularly the one created jointly by mother and baby, but also relationships between other principal caregivers and the baby - has an enduring effect on future development and learning.... By age two, structures in the brain that influence how children will learn have already been created. The quality of the care babies receive from primary caregivers influences the infants’ ability to attach to other human beings... regulate their impulses, communicate with others, and engage in cognitive pursuits.”]

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**Lessons for PreK-3rd from Montgomery County Public Schools. By Geoff Marietta. (Foundation for Child Development, New York, New York) December 2010. 28 p.**

Full text at: <http://www.fcd-us.org/sites/default/files/FINAL%20MC%20Case%20Study.pdf>

[“Reading achievement in the United States has stagnated. In 2009, only 33 percent of Fourth Graders were proficient or above in reading - a mere two percentage points higher than in 1998. At the same time, double-digit achievement gaps between African American and Latino/ Hispanic students and their white counterparts have changed little in nearly two decades. More troubling, there are few examples of system-wide success stories - school districts that have improved equity and overall student achievement. Montgomery County Public Schools (MCPS) in Maryland is one such example. Since 1998, the district’s population of English Language Learners increased 103 percent and the number of students receiving a free or reduced lunch went up 44 percent. During the same period, MCPS improved the proportion of Third Graders reading proficiently or above to 88.9 percent, shrank its Third Grade reading achievement gap by 29 percentage points, and increased the number of students taking at least one Advanced Placement exam by 25 percentage points to 61.5 percent - almost 2.5 times that of the national average. In addition, nearly 77 percent of all graduating seniors enroll in college. So, how did MCPS accomplish this even as its demographics rapidly changed? It started early, at the beginning of the education ‘value chain’ and made large and consistent investments in early learning. Today, 91 percent of MCPS Kindergartners enter First Grade ready to learn, reading at text level 4 or above according to the standards-based Assessment Program in Primary Reading. The leader of MCPS’s reform efforts, Superintendent Jerry Weast, puts it simply: ‘Once we fixed the system, the kids were suddenly okay. Same kids, just a different system. And we started at the bottom of the value chain - early learning.’”]

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**FirstSchool Aims to Transform Early Education. With Lisa Guernsey, Early Education Initiative and Sharon Ritchie, FirstSchool. (New America Foundation, Washington, DC) November 30, 2010. Podcast - 16 minutes.**

Podcast at:

[http://earlyed.newamerica.net/blogposts/2010/podcast\\_firstschool\\_aims\\_to\\_transform\\_early\\_ed-40711](http://earlyed.newamerica.net/blogposts/2010/podcast_firstschool_aims_to_transform_early_ed-40711)

[“Anyone who has followed early education issues knows there is a big disconnect between the ideal learning environments for young children, age 3 to age 8, and what they experience on a daily basis in their schools and pre-k or childcare centers. A relatively new program called FirstSchool, an initiative led by the FPG Child Development Institute and the education school at the University of North Carolina at Chapel Hill, aims to bring the ideal much closer to reality. It starts by working closely with teachers to improve their daily routines and forming focus groups with parents to hear about their experiences with the school. With a \$4 million grant from the Kellogg Foundation, FirstSchool is now expanding from four pilot schools in North Carolina to another four schools in Michigan.”]

## IMPROVED FAMILY FUNCTIONING

**The Recession and Housing Stability. By Katherine Sell and others. (First Focus, Washington, DC) November 2010. 41 p.**

Full text at:

[http://www.firstfocus.net/sites/default/files/Recession\\_Housing\\_ChildWellBeing.pdf](http://www.firstfocus.net/sites/default/files/Recession_Housing_ChildWellBeing.pdf)



[“Safe and stable housing is critical to the healthy growth and development of children. There is an abundance of research associating inadequate or insecure housing with negative outcomes across multiple domains of child well-being. Housing instability can manifest itself both directly and indirectly in children’s lives. Inadequate housing may be characterized by substandard or unsafe living conditions including homelessness. Children may also be indirectly affected by housing instability, as their parent’s struggle to keep their family in their home can increase household stress. Low-income families are more likely than families with higher incomes to have difficulty obtaining and retaining adequate housing, and are more likely to move frequently. For children in these families,

frequent moves may mean frequent changes in school, which have been linked with poorer academic performance and lower educational attainment. Children who experience numerous moves are less likely to graduate from high school than children who move less frequently. Housing instability may also correlate with adverse health outcomes including higher asthma rates and more pervasive developmental delays, as well as with behavioral problems in children and adolescents. Homelessness is perhaps the clearest marker of housing instability. Each year, as many as 1.5 million children experience homelessness at some point. The characteristics of and hardships faced by such children differ very little from those of poor children in general. Children need safe and stable housing in order to thrive, and while children who become homeless may face some unique challenges, the evidence suggests that housing instability is detrimental even if it does not lead to actual homelessness.”]

**First Focus Policy Recommendations: Housing Stability. By Shadi Houshyar and Megan Curran. (First Focus, Washington, DC) November 2010. 5 p.**

Full text at: [http://www.firstfocus.net/sites/default/files/Rec\\_Housing\\_FactSheets.pdf](http://www.firstfocus.net/sites/default/files/Rec_Housing_FactSheets.pdf)

[“Children need safe and stable housing in order to thrive and while children who become homeless may face some unique challenges, the evidence suggests that housing instability is detrimental even if it does not lead to actual homelessness. The response of federal, state, and local government to the housing needs of families can have a strong effect on how the recession impacts children.”]

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**Securing our Future: Rethinking Public Investments in Children. By Ruby Takanishi and Lisa Chen. (Foundation for Child Development, New York, New York) October 2010. 22 p.**

Full text at: <http://www.fcd-us.org/sites/default/files/2010%20Annual%20Report.pdf>

[“According to the Foundation for Child Development’s Child Well-Being Index (CWI), there is typically a lag time between when a recession hits and when children’s well-being - from their health to their educational performance - recovers. Poverty scars both the hearts and minds of young children. Research shows that children who slip into poverty, even for a short time, suffer long-term setbacks that can have spiraling, lifetime effects on the capacity of our workforce and the economy.... Consider a one percent solution. In 1999, the Blair Government in Great Britain set a bold goal of eradicating child poverty and reducing economic inequality by 2020. When this initiative began, one in four of Britain’s children lived in poverty. By the sixth year of the initiative, 17 percent of Britain’s youth population had been successfully lifted out of poverty.... The British have invested close to an extra one percent of GDP to achieve their goal.”]

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**Teaching Your Child to: Become Independent with Daily Routines. By the Center on the Social and Emotional Foundations for Early Learning. (The Center, Vanderbilt University, Nashville, Tennessee) n.d., 5 p.**

[“Nadine is a single mom with two young children ages 3 and 5. Her children attend preschool while she is working. When they all get home at the end of the day, Nadine is exhausted but still has household chores to complete (i.e., making dinner, doing laundry, straightening the house, etc.). In addition, she has to help the children with bathing, getting ready for bed, and brushing their teeth. She wishes that her children would start doing some of their daily self-help routines independently. The preschool teacher has said that the 5-year-old is very helpful and independent. But at home, neither of the children will get dressed and undressed independently, and they complain and whine when asked to wash their hands, brush their teeth, or help with the bathtime routine. When Nadine asks the children to do one of these self-help tasks, they run around the house or whine and drop to the ground. It takes every ounce of energy Nadine has to get through the evening. Often she finds herself yelling at the children and physically helping them

through the entire routine, just to get it done. Young children can learn how to do simple daily self-help activities - they just need to be taught what to do.”]

Full text at: [http://csefel.vanderbilt.edu/documents/teaching\\_routines.pdf](http://csefel.vanderbilt.edu/documents/teaching_routines.pdf)

Other Family Tools at: <http://csefel.vanderbilt.edu/resources/family.html>

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## IMPROVED HEALTH

**The Effect of Recession on Child Well-Being: A Synthesis of the Evidence by PolicyLab, the Children’s Hospital of Philadelphia. By Katherine Sell and others. (First Focus, Washington, DC) November 2010. 41 p.**

Full text at: [http://www.firstfocus.net/sites/default/files/Recession\\_ChildWellBeing.pdf](http://www.firstfocus.net/sites/default/files/Recession_ChildWellBeing.pdf)



[“This paper synthesizes evidence of the effects of recession on child well-being. It examines four domains - health, food security, housing stability, and maltreatment - and reviews the relationship of each to the well-being of children during recessions. While the paper presents research and trend data over time, it has - at its core - a more practical aspiration: to steer policymakers to lessons learned from prior recessions, as well those that emerge from the recent economic downturn, to foster more informed policymaking related to child well-being. In reviewing evidence from prior recessions, two primary patterns emerge with respect to effects on child well-being. First, it takes several years post-recession for

employment to rebound and families to return to pre-recession income levels, with low-income families generally taking longer to rebound than those with higher pre-recession incomes. Second, public benefits and government-sponsored programs that support children and families play a pivotal role in blunting the negative impacts of a recession.”]

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**First Focus Policy Recommendations: Child Health. By Shadi Houshyar and Lisa Shaprio. (First Focus, Washington, DC) November 2010. 4 p.**

Full text at: [http://www.firstfocus.net/sites/default/files/Rec\\_Health\\_FactSheets.pdf](http://www.firstfocus.net/sites/default/files/Rec_Health_FactSheets.pdf)

[“This policy brief is part of a series to consider the role of public programs in the process of economic recovery and provides recommendations for improving the

provision of services to vulnerable children and families as we bounce back from the most recent recession.”]

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**The Recession and Food Security. By Katerine Sell and others. (First Focus, Washington, DC) November 2010. 41 p.**

Full text at:

[http://www.firstfocus.net/sites/default/files/Recession\\_Food\\_ChildWellBeing.pdf](http://www.firstfocus.net/sites/default/files/Recession_Food_ChildWellBeing.pdf)



[“There has been a dramatic increase in the number of households classified as ‘food insecure.’ In 2008, 21 percent of all households with children fell into this category, the highest percentage since 1995 when yearly measurement started, and a nearly 25 percent increase from 2007. While enrollment in federal food and nutrition assistance programs is up since the start of the recent recession (e.g. Supplement Nutrition Assistance Program participation increased by 17.5 percent between July 2009 and July 2010), we have yet to see whether increased enrollment is providing families with access to sufficient nutritious food for children. The recession has exacerbated child hunger throughout the nation and while the inclusion of child nutrition programs in the FY 2010

Continuing Resolution was critical to address their September 30th expiration, a failure to fully reauthorize child nutrition legislation before the end of this year will be detrimental to the health of America’s children. The upcoming reauthorization of the Child Nutrition bill can play a pivotal role in ensuring that our food safety-net programs meet the growing needs of children and families.” First Focus (November 16, 2010.)]

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**First Focus Policy Recommendations: Food Security. By Shadi Houshyar and Meghan McHugh. (First Focus, Washington, DC) November 2010. 4 p.**

Full text at: [http://www.firstfocus.net/sites/default/files/Rec\\_FoodSec\\_FactSheets.pdf](http://www.firstfocus.net/sites/default/files/Rec_FoodSec_FactSheets.pdf)

[“Poor nutrition resulting from food insecurity can have long-term developmental, educational and health consequences for children. For instance, children living in food insecure households are more likely to have a history of poor health, hospitalizations and iron deficiency anemia.... Food and nutrition assistance programs have been responsive to the increasing demand resulting from the recent economic downturn. Participation in the Supplemental Nutrition Assistance Program (SNAP), National School Lunch

programs and other USDA food and nutrition assistance programs is up since the start of the recession. The American Recovery and Reinvestment Act (ARRA) provided a much needed infusion of funds for SNAP - a lifeline for low-income families. As of April 2009, ARRA funding enhanced benefits for SNAP recipients and in turn SNAP households saw a 13.6 increase in their monthly benefits. The Act also included approximately \$300 million over two years to help states cope with the administrative demands associated with rising caseloads. However, recent reports suggest that even with the additional administrative funds, some states have had to cut back on staff, potentially hindering program effectiveness.”]

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**The Recession and Child Maltreatment. By Katherine Sell and others. (First Focus, Washington, DC) November 2010. 41 p.**

Full text at:

[http://www.firstfocus.net/sites/default/files/Recession\\_Maltreatment\\_ChildWellBeing.pdf](http://www.firstfocus.net/sites/default/files/Recession_Maltreatment_ChildWellBeing.pdf)

[“Recent data from child welfare sources suggest that maltreatment rates continue to fall despite the recession. However, these data are current only as of 2008, and the trends they show may be complicated by several factors, including the downsizing of some child welfare systems due to state fiscal constraints. Worrisome are noticeable spikes in neglect following both the 1990-1991 and 2001 recessions, which are consistent with findings that neglect continues to rise even as the economy begins to recover. Also concerning are recent reports of increasing cases of serious physical abuse being detected at children’s hospitals around the country and recent data tying rising unemployment to rising rates of reported maltreatment.” First Focus (November 17, 2010.)]

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**First Focus Policy Recommendations: Child Maltreatment. By Shadi Houshyar. (First Focus, Washington, DC) November 2010. 5 p.**

Full text at:

[http://www.firstfocus.net/sites/default/files/Rec\\_Maltreatment\\_FactSheets.pdf](http://www.firstfocus.net/sites/default/files/Rec_Maltreatment_FactSheets.pdf)

[“Although the link between recessions and child abuse is not clear, what is known is that as states struggle to balance budgets and make difficult funding decisions, many have cut child welfare programs. According to the Center on Budget and Policy Priorities (CBPP), cuts enacted since 2008 in at least 46 states and the District of Columbia have occurred in all major areas of services, including health care, services to the elderly and disabled, K-12 education, higher education, and other areas including child welfare. For instance, in Connecticut, the governor has ordered budget cuts to programs that help prevent child abuse and provide legal services for foster children. In Pennsylvania, the budget proposed by Governor Rendell would cut funding for child welfare by one-quarter, and in Colorado, the legislature might be forced to consider additional cuts to the child welfare

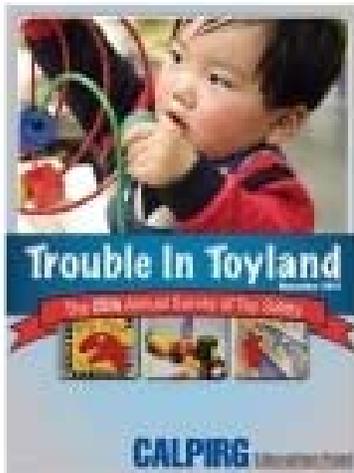
system. Over the past three years, 35 children have died in the Colorado child welfare system and yet it has had its funding reduced by \$6.7 million in next year's budget. As we navigate the current economic downturn, it is critical that we continue to invest in our existing child welfare system and maintain social service programs to support families and better care for our most vulnerable children.”]

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**Trouble in Toyland: The 25th Annual Survey of Toy Safety. By Elizabeth Hitchcock, U.S. PIRG Education Fund and others. (The Fund, Boston, Massachusetts) November 2010. 29 p.**

Full text at:

<http://cdn.publicinterestnetwork.org/assets/7bc47c370865955f808bb97ecb130fde/CA-toyland2010FINAL-2.pdf>



[“The 2010 ‘Trouble in Toyland’ report is the 25th annual Public Interest Research Group (PIRG) survey of toy safety. In this report, U.S. PIRG provides safety guidelines for consumers when purchasing toys for small children and provides examples of toys currently on store shelves that may pose potential safety hazards. Over the past twenty five years, the PIRG report has identified hazards in toys and children’s products that could cause an acute injury from small parts that pose a choking hazard, to strangulation hazards from cords on pull toys, to laceration hazards from edges that are too sharp. Our report has led to at least 150 recalls and other regulatory actions over the years, and has helped us to advocate for stronger federal laws to protect children from unsafe products. While most product safety

regulations address mechanical hazards, the 2008 Consumer Product Safety Improvement Act began to address certain toxic chemicals in toys and children’s products that represent chronic hazards, such as lead and phthalates.”]

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## **IMPROVED SYSTEMS OF CARE**

**Child Care Matters: Building Economic Security for Low-Income Women. By the Women’s Economic Security Campaign. (Women’s Funding Network, San Francisco, California) September 2010. 28 p.**



[“For the 10 million women in the labor force with children under age six child care is almost always a major concern. As any working parent knows, maintaining steady employment or gaining additional training and education is unlikely to occur without good, reliable child care. But the availability and quality of early care and education programs is even more critical for low-income, single mothers who lack the financial resources to access the best care for their children. During this time of economic upheaval, when so many low-income women are struggling to find and keep work, the lack of affordable, quality child care presents an enormous obstacle to a more financially secure future for millions of families. In this report, the

Women’s Economic Security Campaign (WESC) provides an overview of why quality early care and education is vital to improving economic security for low-income women. ‘Child Care Matters: Building Economic Security for Low-Income Women’ includes data on child care costs, the quality of available care and the state of the child care workforce for the geographic areas served by the four lead WESC funds in California, Illinois, Tennessee and the Washington, D.C. metropolitan area. The report also highlights promising practices used by our grantees and community partners to improve access to affordable, quality child care, and to increase wages and training for the primarily female child care workforce. Finally, we offer recommendations for changes in federal and state policy that would improve economic opportunity for low-income women by improving the early care and education available to their children.”]

Full text at:

<http://www.womensfundingnetwork.org/sites/wfnet.org/files/WESC/Improving-Access-to-Child-Care.pdf>

Archived (8-part) webinar: Improving Access to Child Care for Low-Income Women:

[http://www.youtube.com/watch?v=Es\\_LZKVI6WA](http://www.youtube.com/watch?v=Es_LZKVI6WA)

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**“Where Do Anxious Children ‘Fit’ Best? Childcare and the Emergence of Anxiety in Early Childhood.” By Robert Coplan, Carleton University and others. IN: Canadian Journal of Behavioural Science, vol. 42, no. 3 (July 2010) pp. 185-193.**

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=52368452&site=ehost-live> (NOTE: State employee access link.)

[“The goal of this study was to explore the role of childcare history as a potential moderating factor in the development of anxiety in early elementary school. Data were drawn from multiple cycles of the ‘National Longitudinal Survey of Children and Youth.’ At Time 1, the sample included  $n = 3,100$  children aged 4 to 5 years. Based on parent

ratings at Time 1, groups of extremely anxious, aggressive, and comorbid children were identified, as well as a comparison group. Parents also reported on children's primary care experiences (e.g., centre-based care, home-based care, no care). Two years later, teachers provided ratings of child anxiety and aggression in elementary school. Results indicated an interaction between early behavioural risk group and childcare type in the prediction of later anxiety. Anxious children who participated in home-based care were significantly less anxious 2 years later than anxious children in the centre-based care or no-care groups. Results are discussed in terms of the importance of the fit between child characteristics and childcare type in the emergence of anxiety in early childhood.”]

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**“Closing the Gap in Academic Readiness and Achievement: the Role of Early Childcare.” By Marie-Claude Geoffroy and others. IN: *Journal of Child Psychology and Psychiatry*, vol. 51, no. 12 (December 2010) pp. 1359-1367.**

[“Socially disadvantaged children with academic difficulties at school entry are at increased risk for poor health and psychosocial outcomes. Our objective is to test the possibility that participation in childcare - at the population level - could attenuate the gap in academic readiness and achievement between children with and without a social disadvantage (indexed by low levels of maternal education). Methods: A cohort of infants born in the Canadian province of Quebec in 1997/1998 was selected through birth registries and followed annually until 7 years of age (n = 1,863). Children receiving formal childcare (i.e., center-based or non-relative out-of-home) were distinguished from those receiving informal childcare (i.e., relative or nanny). Measures from 4 standardized tests that assessed cognitive school readiness (Lollipop Test for School Readiness), receptive vocabulary (Peabody Picture Vocabulary Test Revised), mathematics (Number Knowledge Test), and reading performance (Kaufman Assessment Battery for children) were administered at 6 and 7 years. Results: Children of mothers with low levels of education showed a consistent pattern of lower scores on academic readiness and achievement tests at 6 and 7 years than those of highly educated mothers, unless they received formal childcare. Specifically, among children of mothers with low levels of education, those who received formal childcare obtained higher school readiness (d = 0.87), receptive vocabulary (d = 0.36), reading (d = 0.48) and math achievement scores (d = 0.38; although not significant at 5%) in comparison with those who were cared for by their parents. Childcare participation was not associated with cognitive outcomes among children of mothers with higher levels of education. Conclusions: Public investments in early childcare are increasing in many countries with the intention of reducing cognitive inequalities between disadvantaged and advantaged children. Our findings provide further evidence suggesting that formal childcare could represent a preventative means of attenuating effects of disadvantage on children's early academic trajectory.” NOTE: Closing the Gap in Academic Readiness... is available for loan.]

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## CONFERENCES AND OPPORTUNITIES

**Webinar: “Piloting a QRIS in Two Demonstration Communities in Washington State: Findings from the Seeds to Success Modified Field Test.” Hosted by the Quality Rating and Improvement System National Learning Network. December 3, 2010.**

For more information and registration:

<http://qrisnetwork.org/member/calendar/event/101203/piloting-qris-two-demonstration-communities-washington-state-findings-s>

[“Stakeholders in Washington State, like stakeholders in many states, have grappled with how best to improve child care quality. To address this issue, Thrive by Five Washington (Thrive), representatives from several communities (including two demonstration communities), and other stakeholders worked closely with the Washington State Department of Early Learning (DEL) to develop a child care quality rating and improvement system (QRIS). In 2009, Thrive and the two demonstration communities began the Seeds to Success Modified Field Test (Seeds) to assess the effectiveness of a streamlined version of the DEL model. During this presentation, representatives from Thrive and DEL will describe the Seeds coaching and quality improvement grant model offered to the demonstration communities through the Seeds Modified Field Test and the origins of the field test and its 6-month evaluation. The evaluation team from Mathematica Policy Research will present findings from the randomized controlled trial that compared providers in the two demonstration communities who received Seeds to those that did not, as well as findings about implementation of the model. The presenters will then share lessons learned from the field test and how the state and its partners have used lessons from the field test to further develop and expand Seeds implementation.”]

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**Webinar: Enhancing Infant and Toddler Care through Reflective Practice, Part II. WestEd. December 15, 2010. 10:30 a.m. - 12:00 noon, (PT).**

For more information: <http://www.schoolsmovingup.net/cs/smu/view/e/4758>

[“In this second webinar in the Enhancing Infant and Toddler Care through Reflective Practice series, Lisa Duerr, Child Development Consultant for the California Department of Education’s Child Development Division Quality Improvement Office, Peter Mangione, Co-Director of WestEd’s Center for Child and Family Studies (CCFS), and Kerry Kriener-Althen, Director of the Evaluation Team at CCFS will discuss California’s resources to enhance infant and toddler learning and development. They will discuss California’s infant/toddler learning and development system and provide resources to enhance state and national efforts in improving learning for young children, including an introduction to the: - Infant/Toddler Learning and Development Foundations; - Infant/Toddler Learning and Development Program Guidelines; - Infant/Toddler Desired Results Developmental Profile.” NOTE: The webinar - Enhancing Infant and Toddler

Care through Reflective Practice, Part I - is archived at:  
<http://www.schoolsmovingup.net/cs/smu/view/e/4757>

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**Strive to Thrive Conference: Building Systems of Care for Birth to Fives. Hosted by Project ABC. February 3-4, 2011. The Westin, Long Beach, California.**

For more information and registration: <http://strivetothrivepabconf.eventbrite.com/>



["Join top researchers, advocates and health and social-service professionals on February 3-4, 2011, in Long Beach, California for the first national conference on infant and children's mental health. Conference topics include: - Prevention and intervention models; - Trauma treatment; - Strategies to engage families with children in the child welfare system; - Adapting programs to meet diverse families' cultural needs; - Perinatal substance abuse, maternal depression, domestic violence exposure, medically fragile children; - Policy changes and challenges. Confirmed National Speakers (Partial List): Gary Blau, PhD, U.S. Department of Health and Human Services; Charles Zeanah, MD, Tulane Institute of Infant and Early Childhood Mental Health; Betsy McCallister-Groves, LICSW, Boston University School of Medicine & Co-Director of the Child Protection Team at Boston Medical Center; Chandra Ghosh Ippen, PhD, Early Trauma Treatment Network."]

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