



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/>.

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- 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).
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The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

Long-term Effects of the North Carolina More at Four Pre-kindergarten Program Children's Reading and Math Skills at Third Grade. By Ellen S. Peisner-Feinberg and Jennifer M. Schaaf. (FPG Child Development Institute, University of North Carolina, Chapel Hill, North Carolina) October 2010. 22 p.



[“Economically-disadvantaged third graders who attended North Carolina’s More at Four state pre-kindergarten had better math and reading scores in third grade than similar children who did not attend More at Four, according to a new report authored by researchers at the FPG Child Development Institute at the

University of North Carolina at Chapel Hill. FPG's More at Four Evaluation Project has gathered information each year since 2001-2002 to assess the pre-kindergarten program's effectiveness and to provide feedback for program improvement. The latest results included in the report showed that among economically-disadvantaged children (those eligible for free or reduced-price lunch), More at Four graduates performed significantly better on state end-of-grade assessments in reading and mathematics than their peers who did not participate in More at Four. Specifically, the evaluation found that children who were considered economically disadvantaged in third grade in 2006-07 or 2007-08 and who attended More at Four for more than 70 percent of the 2002-03 or 2003-04 school year achieved statistically significant higher scores, on average, than economically-disadvantaged children who did not attend More at Four. Dr. Ellen Peisner-Feinberg, a Senior Scientist at FPG and director of the More at Four Evaluation, described the significance of the findings. "These findings are of particular importance because they illustrate the long-term effects of participation in More at Four for a primary target group of the program. Ninety percent of the children who attend More at Four are economically disadvantaged at the time of pre-k. These results not only speak to the effectiveness of this particular statewide program, but also show the kind of lasting impact such high-quality pre-k experiences can provide for at-risk children." FPG News, press release (November 4, 2010.)]

Full text at: http://www.fpg.unc.edu/~mafeval/pdfs/EOG_report_11-2-10.pdf

Related materials: http://www.fpg.unc.edu/news/highlight_detail.cfm?ID=899

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Value Added of Teachers in High-Poverty Schools and Lower-Poverty Schools. By Tim R. Sass, Florida State University. CALDER Working Paper. No. 52. (National Center for Analysis of Longitudinal Data in Education Research, Urban Institute, Washington, DC) November 2010. 47 p.

Full text at: <http://www.urban.org/UploadedPDF/1001469-calder-working-paper-52.pdf>

[“Using data from North Carolina and Florida, this paper examines whether teachers in high-poverty schools are as effective as teachers in schools with more advantaged students. Bottom teachers in high-poverty schools are less effective than bottom teachers in lower-poverty schools. The best teachers, by comparison, are equally effective across school poverty settings. The gap in teacher quality appears to arise from the lower payoff to teacher qualifications in high-poverty schools. In particular, the experience-productivity relationship is weaker in high-poverty schools and is not related to teacher mobility patterns. Recruiting teachers with good credentials into high-poverty schools may be insufficient to narrow the teacher quality gap. Policies that promote the long-term productivity of teachers in challenging high-poverty schools appear key.”]

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Votes Count: Legislative Action on Pre-K Fiscal Year 2011. By Pre-K Now. (Pre-K Now, Washington, DC) 2010. Various pagings.

Full text at: <http://www.preknow.org/votescount/>

[“Despite widespread fiscal distress, leaders of both parties in a majority of states supported high-quality pre-kindergarten investments in FY11, increasing total funding slightly, by just over 1 percent, to \$5.4 billion, according to an analysis of voluntary state pre-k programs by Pre-K Now, a campaign of the Pew Center on the States. Twenty-six states and the District of Columbia protected their pre-k investments from budget cuts. Notably, more than half did so with control of the executive and legislative branches split between the two major parties, according to the nonpartisan annual report, ‘Votes Count: Legislative Action on Pre-K Fiscal Year 2011.’ Fifteen states and the District of Columbia increased their pre-k investments. In four of the states, Republicans controlled both the executive and legislative branches; in another three states and the District, Democrats controlled both branches; and in the remaining eight states control was split between the two branches. State lawmakers of both parties continue to send a clear message that pre-kindergarten is a valued education reform strategy and a smart policy, even in a tough economy.” Pre-K Now, Press Release.]

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The Landscape: A Statewide Survey for Providers of Professional Development in Early Childhood. By V. Buysse and others. (The University of North Carolina, FPG Child Development Institute, National Professional Development Center on Inclusion, Chapel Hill, North Carolina) 2010. 7 p.

Full text and related resources at: <http://community.fpg.unc.edu/resources/planning-and-facilitation-tools/the-landscape?enews=>

[“The Landscape was designed to help state agency administrators who need information about what is happening in early childhood professional development (PD) activities across various sectors. The purpose of the Landscape is to gather information that will produce a descriptive landscape of PD in early childhood in a state across multiple sectors. The intended respondents are providers of continuing education (in-service) PD - those who provide learning opportunities and support for practitioners (the learners) who already work directly with young children (birth to 8) and their families. The information gathered by The Landscape can be used to describe who the learners are, what professional development content they receive, and how learners acquire core competencies and get support to apply what they learn in practice.”]

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Celebrating Improvements in Infant-Toddler Policy: Top 10 Policy Achievements of 2010. By Zero to Three. (Zero to Three, Washington, DC) 2010. 4 p.

Full text at:

http://main.zerotothree.org/site/DocServer/Top_10_2010_Article.pdf?docID=11981&JSe rvSessionIda004=yxy2mdrzf1.app211d

[“Throughout 2010, Zero to Three worked to keep you informed of important and innovative policy developments happening throughout the country. This past year included many historic ups and downs, as we witnessed the passage of landmark health care legislation and anticipate the arrival of many new faces in Congress and State Houses next month. Despite tight budgets in Washington, DC and state capitals, we all successfully worked together to advance and preserve policies that improve the lives of infants, toddlers, and their families. This article highlights those policy achievements and recognizes the role that we all play in supporting our nation’s youngest children.”]

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California’s Teaching Force 2010: Key Issues and Trends. By Jennifer Bland, SRI International and others. (The Center for the Future of Teaching and Learning, Santa Cruz, California) December 2010. 75 p.



[“At a time of intense scrutiny, calls for greater accountability for teachers and ever increasing expectations for student achievement, the... report examines the impact of California's fiscal crisis on the state's teaching workforce and systems of teacher development, finding tough times in the classroom and a teacher pipeline that is running on empty. The report also examines California's system of teacher

evaluation and includes a detailed analysis of the status of California's educational data system. California has elected a new governor and superintendent of public instruction, as well as members of the legislature. As they confront the difficult challenges facing the state, this report provides new information on critical education issues and makes clear the mismatch between the state's high expectations for students and the declining resources available to teachers and schools to help students achieve them. The report also offers a set of specific recommendations for strengthening California's teaching workforce.”]

Full text at: <http://www.cftl.org/documents/2010/TCF.2010.FullReport.pdf>

Summary Report (12 p.) and Presenter’s Kit (38 p.): http://www.cftl.org/Whats_New.htm
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Building an Evidence-Based Program to Improve Schools: The Story of Success for All. By Robert E. Slavin. Research Brief. No. 2010-26. (Child Trends, Washington, DC) 2010. 6 p.

Full text at: http://www.childtrends.org/Files/Child_Trends-2010_12_16_RB_BuildingEVP.pdf

[“In education, programs and practices often gain and lose popularity over time, with little regard to evidence. As a result, important decisions about educational programs are frequently made primarily based on marketing, word of mouth, tradition, and politics. However, there is a movement in education toward evidence-based reform and at the forefront is Success for All, the most extensively and successfully evaluated of all reading reform models. Since its development, Success for All has been providing research-based programs for Title I schools that feature an engaging instructional approach based on cooperative learning, extensive and ongoing professional development for teachers and administrators, data tools for improving instruction, interventions for struggling readers, and a variety of activities and strategies for helping all children succeed in school. More than two million children have attended Success for All schools. This brief summarizes the origins of Success for All, research on its achievement outcomes, lessons learned from scaling up the program, and implications for policy.”]

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Working Together to Build a Birth-to-College Approach to Public Education: Forming a Partnership between the University of Chicago Urban Education Institute and the Ounce of Prevention Fund: A Teaching Case Study. By Raedy Ping. (Foundation for Child Development, New York, New York) November 2010. 42 p.

[“In 2009, the University of Chicago Urban Education Institute (UEI) and the Ounce of Prevention Fund (the Ounce) embarked on an effort to form a partnership whose vision is to ‘...build a model of public education for children and their families that begins at birth and creates success in school, college, and life.’ UEI designed and operates four public charter school campuses offering families a pathway to college for their children that begins with prekindergarten (preK) and continues through high school. The Ounce created and operates the Educare School, which prepares at risk children from birth to age five for success in school. The partnership will initially demonstrate what it means when children begin their education early with Educare, enter UEI’s charter campuses for elementary, middle and high school, advance to college, and persist to graduation. Ultimately, the partnership plans to harness and share the academic expertise and real-world experience of members of both organizations. The goal is to collaboratively and continuously align and create instructional practices, and academic and social supports, to demonstrate a new model of public education that seamlessly and successfully prepares children for college, beginning at birth.”]

Full text at: <http://www.fcd-us.org/sites/default/files/A%20Teaching%20Case%20Study%20-%20UEI%20and%20Ounce.pdf>

Related video and supplemental materials: 14:38
<http://uei.uchicago.edu/learn/ouncepartnership.shtml>

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IMPROVED FAMILY FUNCTIONING

“How Can Parents Get Involved in Preschool? Barriers and Engagement in Education by Ethnic Minority Parents of Children Attending Head Start.” By Julia L. Mendez, University of North Carolina, Greensboro. IN: *Cultural Diversity and Ethnic Minority Psychology*, vol. 16, no. 1 (January 2010) pp. 26-36.

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=cdp-16-1-26&site=ehost-live> (NOTE: State employee access link.)

[“An intervention was developed to promote parent involvement with ethnic minority families of children attending Head Start preschool programs. Two hundred eighty-eight predominantly African American families from a small southern city were included in this study. Parent satisfaction with the program was high, yet engagement was less than optimal. Some effects were found for the program, despite low levels of participation. Ethnic minority parents who received the intervention increased the frequency of reading to their child as compared with parents in a comparison group who did not receive the program. The quality of the parent-teacher relationship was significantly correlated with parental participation in the intervention. Program participation and the parent-teacher relationship were correlated with higher levels of children’s school readiness abilities. Children in the intervention condition showed stronger end-of-year receptive vocabulary and parent-rated social competence as compared with children who did not receive treatment. This research documents the challenges involved in engaging parents in prevention programs. Strategies for maximizing the benefits of preschool for ethnic minority families and their children are discussed.”]

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Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. By the Division for Early Childhood, Council for Exceptional Children. (The Division, Missoula, Montana) September 2010. 8 p.

Full text at: http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf

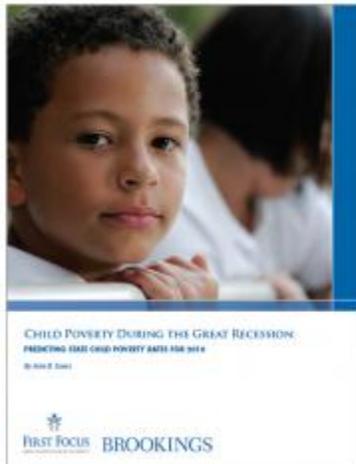
[“For optimal development and learning of all children, individuals who work with children must respect, value, and support the culture, values, beliefs, and languages of each home and promote the meaningful, relevant, and active participation of all families. Legislation and recommended practices call for individualized approaches to serving infants, toddlers, and young children with disabilities and their families. Individualized services begin with responsiveness to differences in race, ethnicity, culture, language, religion, education, income, family configuration, geographic location, ability, and other characteristics that contribute to human uniqueness.... Responsiveness grows from interpersonal relationships that reflect a mutual respect and appreciation for an individual’s culture, values, and language. Responsiveness must be both personal and organizational for optimal outcomes of development and intervention services. Responsive early childhood programs and professionals honor the values and practices within the families being served as well as among people providing the services. In this concept paper, we will extend these commitments to explicitly address implications for culturally and linguistically responsive practices. The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) has adopted... seven (7) characteristics of responsive organizations....”]

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Child Poverty during the Great Recession: Predicting State Child Poverty Rates for 2010. By Julia B. Isaacs. (First Focus, Washington, DC and the Brookings Institution, Washington, DC) December 2010. 17 p.

Full text at:

http://www.brookings.edu/~media/Files/rc/papers/2010/1209_child_poverty_isaacs/1209_child_poverty_isaacs.pdf



[“The country is slowly emerging from the Great Recession, the longest period of economic downturn since the Great Depression of the 1930s. As unemployment rates have risen, poverty also has risen. More than one in five children were poor in 2009, according to data released by the Census Bureau in September. How much higher will child poverty be in 2010? Poverty statistics will not be released until next September, but many policy-makers and child advocates would like to have a sense of the child poverty rate now. Moreover they would like to know it not just nationally but also for their own state. A... issue brief by Julia Isaacs attempts to meet this need by providing predictions of child poverty, by state, ten months before the actual statistics will be released.”]

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Tackling Child Poverty and Improving Child Well-Being: Lessons from Britain. By Jane Waldfogel, Columbia University and London School of Economics. (First Focus, Washington, DC) December 2010. 15 p.



TACKLING CHILD POVERTY & IMPROVING CHILD WELL-BEING:
LESSONS FROM BRITAIN
By Jane Waldfogel
London School of Economics



Fact Sheet: 2 p.

http://www.firstfocus.net/sites/default/files/Waldfogel%20paper_FactSheet.pdf

Full text at: <http://www.firstfocus.net/sites/default/files/TacklingPoverty.pdf>

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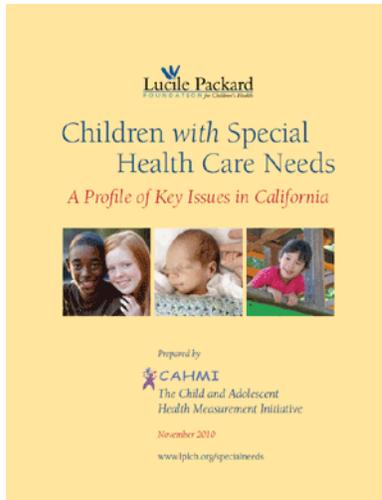
The Foundation Years: Preventing Poor Children Becoming Poor Adults: The Report of the Independent Review on Poverty and Life Chances. By Frank Field. (The Review, Cabinet Office, London, England) December 2010. 106 p.

Full text at: <http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf>

[“The question the Review found itself asking was how we can prevent poor children from becoming poor adults. The Review has concluded that the UK needs to address the issue of child poverty in a fundamentally different way if it is to make a real change to children’s life chances as adults. We have found overwhelming evidence that children’s life chances are most heavily predicated on their development in the first five years of life. It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life. The things that matter most are a healthy pregnancy; good maternal mental health; secure bonding with the child; love and responsiveness of parents along with clear boundaries, as well as opportunities for a child’s cognitive, language and social and emotional development. Good services matter too: health services, Children’s Centres and high quality childcare. Later interventions to help poorly performing children can be effective but, in general, the most effective and cost-effective way to help and support young families is in the earliest years of a child’s life.”]

IMPROVED HEALTH

Children with Special Health Care Needs: A Profile of Key Issues in California. By CAHMI, the Child and Adolescent Health Measurement Initiative. (The Initiative, Portland, Oregon) November 2010. 97 p.



[“California ranked worst in the nation on an index that measures whether children with special health needs have insurance and medical care, according to a study.... The study... analyzed data from two surveys of parents in every state by the U.S. Maternal and Child Health Bureau: the 2007 National Survey of Children’s Health and the 2006 National Survey of Children with Special Health Care Needs. According to the Lucile Packard Foundation for Children’s Health, which commissioned the study, about one in seven children in California has a special health care need: a chronic condition that requires health care beyond what is needed by most children. That can range from mild asthma to something as complex as cerebral palsy or heart disease, the foundation said....

California ranked no better than 40th on any of the 13 measures in the index. The state was 40th in the percentage of children with special needs who are uninsured. California was dead last in the percentage of parents who feel like partners in their child’s care, the percentage of parents who experience stress and the percentage of children whose care meets a minimum quality index.”]

Executive Summary: <http://www.lpfch.org/cshcn/execsummary.pdf>

Full text at: <http://www.lpfch.org/cshcn/fullreport.pdf>

Children and Youth with Disabilities and Special Health Care Needs from Traditionally Underserved Communities [Issue theme]. IN: Pediatrics, vol. 126, Supplement issue (December 2010) Entire issue.

Full text at: http://pediatrics.aappublications.org/content/vol126/Supplement_3/

[“Children and youth with disabilities and special health care needs (CYSHCN) represent 13% to 15% of the US population. Their concerns are physical, intellectual, emotional, and social. Frequently, these children and youth contend with multiple, compounded

problems. Although the medical, educational, and social systems address the concerns of CYSHCN as high priorities, CYSHCN from traditionally underserved groups continue to face significant barriers to community inclusion. They often do not enjoy the fruits of the new types of health, educational, and social services afforded to other CYSHCN. In this supplement to ‘Pediatrics,’ we present a compilation of articles from researchers, clinicians, policy makers, medical educators, community-based organizations, and parents. Collectively, these authors ask the question, ‘How can we break through the persistent barriers that keep CYSHCN from underserved groups from benefiting from community inclusion and community-based services?’ Pediatricians and other child-helping professionals are increasingly aware that new approaches including parent-professional partnerships and community-based participatory research can help break down barriers faced by children and families from underserved communities. In the community, new integrated models offer a potential path for improving the health and life experiences of CYSHCN from traditionally underserved communities. In this supplement to ‘Pediatrics,’ we explore some of the new ways that research projects and service-delivery programs are bringing families, communities, and providers together to review data, question assumptions, follow trends, query results, and suggest modifications in direction.”]

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Obesity and Socioeconomic Status in Children and Adolescents: United States, 2005-2008. By Cynthia L. Ogden and others. NCHS Data Brief. No. 51. (U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, Hyattsville, Maryland) December 2010. 7 p.

Full text at: www.cdc.gov/nchs/data/databriefs/db51.pdf

[“In 2007–2008 almost 17% of children and adolescents aged 2-19 years were obese. Childhood obesity often tracks to adulthood and, in the short run, childhood obesity can lead to psychosocial problems and cardiovascular risk factors such as high blood pressure, high cholesterol, and abnormal glucose tolerance or diabetes. Studies have suggested that obesity is greater in the low income population than in higher income individuals. This data brief presents the most recent national data on childhood obesity and its association with poverty income ratio (PIR) and education of household head. Results are presented by sex and race and ethnicity.”]

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Family Structure and Children’s Health in the United States: Findings from the National Health Interview Survey, 2001-2007. By Debra L. Blackwell, Division of Health Interview Statistics. IN: Vital and Health Statistics, Series 10, No. 246 (National Center for Health Statistics, Hyattsville, Maryland) December 2010. 166 p.

Full text at: http://www.cdc.gov/nchs/data/series/sr_10/sr10_246.pdf

[“The findings presented in this report indicate that children living in nuclear families - that is, in families consisting of two married adults who are the biological or adoptive parents of all children in the family - were generally healthier, more likely to have access to health care, and less likely to have definite or severe emotional or behavioral difficulties than children living in nonnuclear families. For example, children in nuclear families were generally less likely than children in nonnuclear families to be in good, fair, or poor health; to have a basic action disability; or to have learning disabilities or ADHD. They were also less likely than children in nonnuclear families to lack health insurance coverage, to have had two or more ER visits in the past 12 months, to have receipt of needed prescription medication delayed during the past 12 months due to lack of affordability, or to have gone without needed dental care in the past 12 months due to cost. Additionally, children living in nuclear families were less likely to be poorly behaved or to have definite or severe emotional or behavioral difficulties during the past 6 months than children living in nonnuclear family types. ... Relative to children living in nuclear families, children in single-parent families clearly had higher prevalence rates for the various health conditions and indicators examined in this report. However, when compared to children living in other nonnuclear families, children living in single-parent families generally exhibited comparable prevalence rates with respect to child health, access to care, and emotional or behavioral difficulties.”]

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“Developmentally Sensitive Diagnostic Criteria for Mental Health Disorders in Early Childhood: The Diagnostic and Statistical Manual of Mental Disorders - IV, the Research Diagnostic Criteria - Preschool Age, and the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood - Revised.” By Helen L. Egger and Robert N. Emde. IN: *American Psychologist*, Online First publication (December 13, 2010) 13 p.

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=amp-2010-25199-001&site=ehost-live> (NOTE: State employee access link.)

[“As the infant mental health field has turned its focus to the presentation, course, and treatment of clinically significant mental health disorders, the need for reliable and valid criteria for identifying and assessing mental health symptoms and disorders in early childhood has become urgent. In this article we offer a critical perspective on diagnostic classification of mental health disorders in young children. We place the issue of early childhood diagnosis within the context of classification of psychopathology at other ages and describe, in some detail, diagnostic classifications that have been developed specifically for young children, including the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC:0–3R; Zero to Three, 2005), a diagnostic classification for mental health symptoms and disorders in infants, toddlers, and preschoolers. We briefly outline the role of diagnostic classification in

clinical assessment and treatment planning. Last, we review the limitations of current approaches to the diagnostic classification of mental health disorders in young children.”]

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IMPROVED SYSTEMS OF CARE

State Child Care Assistance Policies 2010: Individual State Fact Sheets. By Karen Schulman and Helen Blank. (National Women’s Law Center, Washington, DC) 2010. Various pagings.

State Fact Sheets at: <http://www.nwlc.org/resource/state-child-care-assistance-policies-2010-individual-state-fact-sheets>

[“State-by-state fact sheets from NWLC’s seventh annual report, ‘State Child Care Assistance Policies 2010: New Federal Funds Help States Weather the Storm,’ reveals that states largely held off major cuts as of February 2010, with help from American Recovery and Reinvestment Act (ARRA) funds.”]

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10 Years Post- ‘Neurons to Neighborhoods:’ What’s at Stake and What Matters in Child Care? By Deborah Phillips, Georgetown University. Keynote Address at the Celebration of the 20th Anniversary of CCDGB. Oct. 19, 2010. Washington, DC. 17 p.

Full text at: <http://www.childcareresearch.org/childcare/resources/19856/pdf>

[“In this speech commemorating the 20th anniversary of the Child Care and Development Block Grant (CCDBG), Deborah Phillips highlights the importance of child care, as well as what must be done in order to improve child care. Evidence clearly shows the long-term benefits that high-quality child care can provide for young children, as well as the consequences that exist for children who do not receive this kind of child care. Drawing upon biological research on the brains of young children, this speech argues that high quality child care is vitally important so that young children have positive early experiences, which tend to produce positive outcomes in the future. It also stresses some of the core components found in high quality child care: sensitive caregivers, positive interactions between caregivers and children, program structure, and others. The speech also touches on the need to improve salaries for early childhood teachers, as well as the importance of quality improvement efforts for child care programs.” Research Connections, News and Resources (December 14, 2010.)]

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Making Preschool More Productive How Classroom Management Training Can Help Teachers. By Pamela Morris and others. (MDRC, New York, New York) November 2010. 97 p.

[“Educators and researchers increasingly recognize that high-quality early childhood programs are an important way to prepare disadvantaged children for later school success. One critical (and often overlooked) aspect of quality is addressing children’s ability to engage positively with peers and teachers and to focus their attention and behavior during classroom activities. Evidence suggests that improving young children’s emotional and behavioral adjustment is both an important outcome in its own right and can be a pathway to improved academic achievement for low- and high-risk children alike. In addition, challenging behavior may divert teachers’ attention from instructional time for all children in the classroom. This is not a peripheral problem in preschool classrooms, where a sizable minority of children have behavioral challenges. Preschool teachers often discuss the need for additional training in how to address these issues. This report presents results from the Newark, New Jersey, site of the Foundations of Learning (FOL) Demonstration - an intervention and random assignment evaluation of a program aimed at equipping teachers with the skills and strategies they need to help guide children’s behavior and emotional development. The FOL intervention was tested in two cities - Newark and Chicago - and it combined teacher training in effective classroom management with weekly classroom consultation. In the Newark site, 51 preschool classrooms (one per center) serving primarily 4-year-old children were selected to participate in the study; 26 classrooms were randomly assigned to implement the FOL intervention, and 25 were assigned to conduct preschool as usual. Differences between the two groups were analyzed at the end of the intervention year and the following year to assess the added value of FOL over and above standard practice in preschool classrooms.”]

Executive Summary: 13 p. <http://www.mdrc.org/publications/573/execsum.pdf>

Full text at: <http://www.mdrc.org/publications/573/full.pdf>

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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 HEALTH

“Tobacco-Smoke Exposure in Children Who Live in Multiunit Housing.” By Karen M. Wilson, University of Rochester and others. IN: Pediatrics, published online ahead-of-print December 13, 2010.

[“Children who live in apartments - even if no one smokes at home - appear to have greater exposure to tobacco smoke than kids who live in detached houses, researchers reported. A study of more than 5,000 children found that apartment-dwellers - even those living in apparently smoke-free apartments - had a 45% increase in marker for tobacco smoke exposure (serum cotinine) compared with kids who lived in detached houses, according to Karen Wilson, MD, of the University of Rochester in Rochester, N.Y., and colleagues. The discrepancy in serum cotinine levels may be a result of seepage through walls or shared ventilation systems, Wilson and colleagues suggested in the January issue of ‘Pediatrics.’” MedPage Today (December 13, 2010.) NOTE: Tobacco-Smoke Exposure in Children... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

2011 Working Families Policy Summit: Making the System Work for Working Families. Hosted by the California Center for Research on Women and Families. January 12, 2011. Sacramento Convention Center, Sacramento, California.

For more information and registration:

<http://events.r20.constantcontact.com/register/event?oeidk=a07e33at0il618da3ec&llr=cs6u84dab>

[“Please join us at the 2011 California Working Families Policy Summit on Wednesday, January 12, 2011. We are honored to host incoming State Insurance Commissioner Dave Jones as our luncheon keynote speaker. In addition to offering a hot-off-the-press overview of the Governor's just-released budget, leading advocates will release priority policy proposals to improve the health and well-being of California's families. Recommendations will focus on health care, welfare, school services, early learning, child care, asset building, housing, food stamps, nutrition programs and paid leave.”]

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Early Education and Technology for Children™ - First Annual Conference. Sponsored by Waterford Institute. March 2-4, 2011. Little America Hotel, Salt Lake City, Utah.

For more information and registration: <http://www.eetconference.org/>

[“Early Education and Technology for Children™ (EETC) is an annual meeting place for presenting and discussing research and developments in the areas of preschool and elementary education. Topics include research and design of educational tools, learning theories for early education, and educational technology. Who Should Attend? EETC is a meeting place for - Researchers - Policy makers - Administrators - Practitioners - Anyone interested in discussing research and developments in education for young

children.” Keynote speakers are Dr. Grover J. “Russ” Whitehurst, Dr. Marilyn Jager Adams and Dr. Dustin “Dusty” Heuston.]

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