



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:

IMPROVED CHILD DEVELOPMENT

A Case Study of the Pre-K for All Campaign: How Pre-K for All Became the Law of the Land in Washington, DC. By Bernardine H. Watson. (Pre-K for All DC, Washington, DC) November 2010. 87 p.

Full text at:

http://www.prekforalldc.org/storage/prekforalldc/documents/publications_reports/pre-k_for_all_dc_case_study.pdf

[“On May 6, 2008, the District of Columbia passed the Pre-K Enhancement and Expansion Act of 2008, designed to ensure that all three- and four-year-olds have access to high-quality pre-Kindergarten programs. This Act was the culmination of decades of

activism by the DC early childhood education community, including a spirited, two-and-a-half-year campaign for universal pre-K carried out by Pre-K for All DC, and supported by national funder Pre-K Now and local sources. This case study tells the story of the Pre-K for All DC Campaign and how the Pre-K Enhancement and Expansion Act became law. To carry out this study, over 30 interviews were conducted with Pre-K for All DC Campaign staff and Steering Committee members, as well as other important constituents across the city, including early childhood education providers, parents and community, civic, foundation and political leaders. In addition, seven meetings and site visits were attended.... In addition to interviews, meetings and site visits, this study is based on the voluminous records of the Pre-K for All DC Campaign; public records, such as legislative documents and testimony before the DC Council; reports from various organizations; local media; and relevant websites.”]

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California Report Card 2011: Setting the Agenda for Children. By Jessica Mindnich and others. (Children Now, Oakland, California) 2010. 105 p.

Full text at: http://www.childrennow.org/uploads/documents/reportcard_2011.pdf



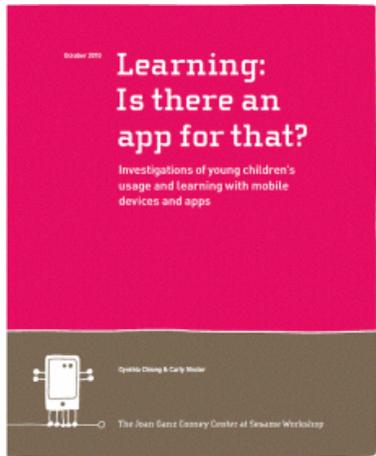
["The '2011 California Report Card' breaks new ground by providing 'The Children's Agenda,' which details the top ten high-priority, high-impact actions California's policymakers should take to reverse the declining status of children. Topics covered in the 'The Children's Agenda' include a comprehensive P-to-12th-grade education reform and revenue package, coordinating and streamlining the delivery of children's services, effectively implementing federal health care reform and reducing childhood obesity rates, among others. All of which reflect deep documentation and the collective expertise of the children's policy field. As in previous years, the 'Report Card' also analyzes and grades the key domains of children's well-being. The grades range from Ds for K-12, Oral Health and Integrated Services to the only B achieved, a B+ in Afterschool, for an overall grade point average of C- (or 1.69). The grades remain so low year-over-year due largely to the disproportional state budget cuts to children versus other budgetary items." Children Now (December 20, 2010.)]

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Learning: Is There an App for That? Investigations of Young Children's Usage and Learning with Mobile Devices and Apps. By Cynthia Chiong and Carly Shuler. (Joan Ganz Cooney Center at Sesame Workshop, New York, New York) 2010. 30 p.

Full text at:

http://www.joanganzcooneycenter.org/upload_kits/learningapps_final_110410.pdf



[“A mobile media revolution that is changing the lives of adults, and now children of all ages, is under way across the globe. This report focuses on how new forms of digital media are influencing very young children and their families in the United States and how we can deploy smart mobile devices and applications - apps, for short - in particular, to help advance their education. It does so in three parts: Part One discusses new trends in smart mobile devices, specifically the pass-back effect, which is when an adult passes his or her own device to a child. Part Two presents the results of three new studies that were undertaken to explore the feasibility and effectiveness of using apps to promote learning among preschool- and early-elementary-aged children. Though designed to complement one another, each study approached mobile learning from a different angle. Finally, Part Three discusses the implications these findings have for industry, education, and research.”]

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Problems with the Use of Student Test Scores to Evaluate Teachers. By Eva L. Baker, UCLA and others. EPI Briefing Paper. No. 278. (Economic Policy Institute, Washington, DC) August 29, 2010. 27 p.

Full text at: http://epi.3cdn.net/b9667271ee6c154195_t9m6ijj8k.pdf

[“A review of the technical evidence leads us to conclude that, although standardized test scores of students are one piece of information for school leaders to use to make judgments about teacher effectiveness, such scores should be only a part of an overall comprehensive evaluation.... Recent statistical advances have made it possible to look at student achievement gains after adjusting for some student and school characteristics. These approaches that measure growth using ‘value-added modeling’ (VAM) are fairer comparisons of teachers than judgments based on their students’ test scores at a single point in time or comparisons of student cohorts that involve different students at two points in time.... Nonetheless, there is broad agreement among statisticians, psychometricians, and economists that student test scores alone are not sufficiently reliable and valid indicators of teacher effectiveness to be used in high-stakes personnel decisions, even when the most sophisticated statistical applications such as value-added modeling are employed.... VAM estimates have proven to be unstable across statistical models, years, and classes that teachers teach. One study found that across five large urban districts, among teachers who were ranked in the top 20% of effectiveness in the first year, fewer than a third were in that top group the next year, and another third moved

all the way down to the bottom 40%. Another found that teachers' effectiveness ratings in one year could only predict from 4% to 16% of the variation in such ratings in the following year. Thus, a teacher who appears to be very ineffective in one year might have a dramatically different result the following year. The same dramatic fluctuations were found for teachers ranked at the bottom in the first year of analysis. This runs counter to most people's notions that the true quality of a teacher is likely to change very little over time and raises questions about whether what is measured is largely a 'teacher effect' or the effect of a wide variety of other factors.”]

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Mobilizing Business Champions for Smart Investments in Young Children. By Sara Watson and Robert Dugger. IN: Big Ideas: Game-Changers for Children. (First Focus, Washington, DC) 2010. pp. 131-141.

[“This paper details the role of business leaders as crucial supporters for the furthering of quality early childhood education programs in the United States. Sara Watson and Robert Dugger, both of the Partnership for America's Economic Success, highlight the economic contexts for business' investment in education, as well as strategies to engage the business community in children's advocacy initiatives.”]

Full text at:

http://firstfocus.net/sites/default/files/Big%20Ideas%20_Watson%20and%20Dugger.pdf

Big Ideas: Game-Changers for Children: 150 p.

http://www.firstfocus.net/sites/default/files/Big%20Ideas%20Journal%202010_for%20web%20viewing_single%20pages.pdf

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STEM [Science, Technology, Engineering, and Mathematics] in the Lives of Young Children. [Issue theme.] By Lilian G. Katz and others. Early Childhood Research and Practice, vol. 12, no. 2 (Fall 2010) Entire issue.

Full text at: <http://ecrp.uiuc.edu/v12n2/index.html>

[“We are pleased to bring you this special issue of ‘Early Childhood Research and Practice’ on young children and science, technology, engineering, and mathematics (STEM). As anyone who has spent time observing children's interactions with their environments realizes, young children are engaged in ongoing encounters with principles of math and the sciences in the world around them. They also seek to understand a wide range of technologies. They frequently apply what they understand of math, science, and technology to their own processes of design and construction. Those understandings (and misunderstandings) change as children continue with increasing sophistication to make the best sense they can of their own experience. We are honored to feature a guest editorial by Demetra Evangelou, assistant professor in the School of Engineering

Education at Purdue University and recipient of a National Science Foundation career grant for research on early learning experiences as antecedents of engineering education. Dr. Evangelou's comments call upon readers to consider ways in which we might help young children create the beginnings of essential understandings of STEM that will enable them to address the needs of an increasingly complex world, including their own needs as human beings in that world.”]

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State Kindergarten Statutes: 50-State Reports. By the Education Commission of the States. ECS State Notes: Kindergarten. (The Commission, Denver, Colorado) December 2010. 99 p.

Full text at: <http://www.ecs.org/clearinghouse/82/58/8258.pdf>

[50-state compilation of kindergarten statutes. Includes data on “Kindergarten Entrance Age... Compulsory School Age... Provision for Early Entry to Kindergarten... Minimum Required Hours/Days for Kindergarten... Admission Requirements for Kindergarten... Kindergarten Curriculum... Kindergarten Standards... Kindergarten Assessment... State Pays for Early Entry Kindergarten Students? ... District Offering of Kindergarten... Student Attendance in Kindergarten... Maximum Kindergarten Class Size... Required Kindergarten Teacher:Student Ratios... Provision for Skipping Kindergarten... Conditions for Kindergarten Exemption... Admission Requirements Specific to Full-Day Kindergarten... Student Attendance in Full-Day Kindergarten... District Offering of Full-Day Kindergarten... Early Childhood Training or Certification Requirements for Kindergarten Teachers.”]

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State Kindergarten Statutes: State Profiles. By the Education Commission of the States. ECS State Notes: Kindergarten. (The Commission, Denver, Colorado) December 2010. 132 p.

Full text at: <http://www.ecs.org/clearinghouse/83/14/8314.pdf>

[State profiles of kindergarten policies, including kindergarten entrance age, kindergarten curriculum and standards, attendance, class size, teacher/student ratios, provision of full-day kindergarten and teacher qualifications.]

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IMPROVED FAMILY FUNCTIONING

Family Preservation Services: An Essential Partner in the Public Child Welfare System. By Kerrie Ocasio and others. (Institute for Families, Rutgers, the State University of New Jersey, Piscataway, New Jersey) June 2010. 6 p.

Full text at:

http://socialwork.rutgers.edu/Libraries/IFF_Docs/FPS_June_2010_6_pages.sflb.ashx

[“The Rutgers School of Social Work's Institute for Families has published a brief on the significant role that family preservation services (FPS) play in keeping New Jersey children safe in their own families. ‘Family Preservation Services...’ describes the history, evaluation, components, and utilization of FPS by the New Jersey Division of Youth and Family Services (DYFS) over the last several decades. In 2003, New Jersey's public child welfare system transformed its approach to addressing family problems and, by 2007, DYFS had adopted a new case practice model to change the way they engaged families. The Institute for Families, which had been providing training on FPS, was engaged to also provide training to DYFS staff in this new case practice model. In 2008, the Institute evaluated and revamped the FPS training materials, with the goal of promoting a specific approach to working with families that included: - An ecological orientation to problem definition and target of intervention - Family systems focus instead of child-only focus - Promoting problem-solving capacities instead of problem-only approach - Focusing on family-identified needs rather than professionally identified needs - Strengthening the family's social network support.” Children’s Bureau Express Online Digest (December 2010/January 2011.)]

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“The Incredible Years Parent Training Program: Promoting Resilience through Evidence-Based Prevention Groups.” By Lindsay A. Borden and others. IN: Group Dynamics: Theory, Research, and Practice, vol. 14, no. 3 (September 2010) pp. 230-241.

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=gdn-14-3-230&site=ehost-live> (NOTE: State employee access link.)

[“This article describes an evidence-based preventive group intervention, Incredible Years Parent Training Program (IY). Decades of research have shown that IY strengthens parent and child competencies and in turn reduces child risks for developing conduct problems and other negative life outcomes.... The IY BASIC Parent Program is designed for parents who have children in one of four age groups: 0-1 (Baby Program; 8-9 sessions), 1-3 (Toddler Program; 12 sessions), 3-6 (Preschool or Early Childhood Program; 18-20 sessions), or 6-12 (Early school-age or Preadolescent Program; 12-16 sessions). The primary aim of the IY program is to strengthen parenting competencies as a mechanism for promoting child social competence, emotional regulation, academic success, and positive attributions and in turn reducing children’s present and future risk for conduct problems, substance abuse, and violence. Early Childhood Program groups contain 10–14 participants and each of the 18 weekly sessions lasts between 2 and 2.5 hours. Ideally, food, child-care, and transportation are provided to decrease these common barriers to participation. Groups are facilitated by two trained professionals who typically have a masters or higher education level, experience working with parents

and/or families, and knowledge of child development and social learning theory. Training includes 3 or 5-day group workshops that model the collaborative group processes, use of role-plays, and application of videotaped examples. Ongoing supervision includes monthly telephone consultations, peer support meetings, and consultation workshops to view and discuss videotaped group sessions.”]

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IMPROVED HEALTH

“The Bad Daddy Factor.” By Emily Anthes. IN: Miller-McCune (January-February 2011) 3 p.

Full text at: <http://www.miller-mccune.com/health/the-bad-daddy-factor-25764/>



[“Drinking, smoking, taking prescription meds or failing to eat a balanced diet can influence the health of men’s future children. The fathers weren’t supposed to matter. But in the mid-1960s, pharmacologist Gladys Friedler was making all sorts of strange findings. She discovered that when she gave morphine to female rats, it altered the development of their future offspring - rat pups that hadn’t even been conceived yet. What’s more, even these rats’ grandchildren seemed to have problems. In an effort to understand the unexpected result, she made a fateful decision: She would see what happened when she put male rodents on the opiate. So she shot up the rat daddies with morphine, waited a few days, and then mated them with healthy, drug-free females. Their

pups, to Friedler’s utter shock, were profoundly abnormal. They were underweight and chronic late bloomers, missing all their developmental landmarks. ‘It made no sense,’ she recalls today. ‘I didn’t understand it.’... Over the last half-century, as scientists learned more and more about how women could safeguard their developing fetuses - skip the vodka, take your folate - few researchers even considered the possibility that men played a role in prenatal health. It would turn out to be a scientific oversight of significant proportions. A critical mass of research now demonstrates that environmental exposures - from paints to pesticides - can cause men to father children with all sorts of abnormalities. Drinking booze, smoking cigarettes, taking prescription medications and even just not eating a balanced diet can influence the health of men’s future kids. In the several decades since Friedler started her work, the idea that chemicals in a man’s environment can influence the health of his future children has, she says, ‘moved from lunatic fringe to cutting edge.’”]

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Births: Preliminary Data for 2009. By Brady E. Hamilton and others. National Vital Statistics Reports web release, vol. 59, no. 3 (National Center for Health Statistics, Hyattsville, Maryland) December 21, 2010. 29 p.

Full text at: http://www.cdc.gov/nchs/data/nvsr/nvsr59/nvsr59_03.pdf

[“The U.S. teen birth rate hit an all-time low in 2009 - a decline that stunned experts say is partly because of the economy. The birth rate for teenagers fell to 39 births per 1,000 girls, ages 15 through 19, according to a government report.... It was a 6 percent decline from the previous year, and the lowest rate since health officials started tracking it in 1940. Experts say the recent recession - from December 2007 to June 2009 - was a major factor driving down births overall and there's good reason to think it affect would-be teen mothers.... Teenage moms, who account for about 10 percent of the nation's births, are not unique. The total number of births also has been dropping, as have birth rates among all women except those 40 and older.... Overall, about 4.1 million babies were born in 2009, down almost 3 percent from 2008. It's the second consecutive annual decline in births, after births were on the rise since 2000.... Other findings in the new report include: - The cesarean delivery rate rose yet again, to about 33 percent of births. The C-section rate has been rising every year since 1996. - The pre-term birth rate, for infants delivered at less than 37 weeks of pregnancy, dropped for the third straight year to about 12 percent of all births. It had been generally increasing since the early 1980s. - Birth rates were down from 2008 in almost every age group of women of childbearing. The birth rate for women in their early 20's plummeted 7 percent, the largest decline for that age group since 1973.” AP Associated Press (December 21, 2010.)]

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Environmental Health in Early Childhood Systems Building: Opportunities for States. By Andrea Bachrach and others. (National Center for Children in Poverty, New York, New York) December 2010. 14 p.

Full text at: http://nccp.org/publications/pdf/text_981.pdf

[“Exposure to environmental hazards has negative outcomes for healthy child development. Household and community pollutants affect people of all ages, but for a number of important reasons young children face a significantly higher risk of developing disease and experiencing cognitive and psychomotor developmental delays. Fortunately, many common forms of exposure are preventable, and there are abundant opportunities for state-level stakeholders to initiate and support effective interventions. This brief identifies some of the substances that threaten young children inside and nearby the home or early care and learning setting. It describes the importance of early intervention for disease prevention, and provides examples of strategic approaches to regional policy and program reform. Finally, it explores specific actions states can take to successfully address environmental health issues affecting children.”]

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Child Maltreatment 2009. By the Children’s Bureau. (The Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) 2010. 214 p.

Full text at: <http://www.acf.hhs.gov/programs/cb/pubs/cm09/index.htm>

[“The U.S. Department of Health and Human Services’ Administration for Children and Families (ACF)... released its annual report on child abuse and neglect. ‘Child Maltreatment 2009’ marks the 20th issuance of the report and shows a steady decrease in the number of victims who suffered maltreatment for the third consecutive year. Data collected through the National Child Abuse and Neglect Data System, a voluntary data collection system, shows an estimated 763,000 children were victims of child abuse and neglect, at a rate of 10.1 per 1,000 children. Of those, 693,174 total victims were counted once, regardless of the number of reports of maltreatment. Data from states continue to indicate the greatest proportion of children suffered from neglect and that the 87,612 child victims younger than one year had the highest rate of victimization at 20.6 per 1,000 children in the population of the same age. ‘We are pleased to see a steady decrease in the rate of abused and neglected children, however we also know even one child abused is one too many,’ said David A. Hansell, HHS acting assistant secretary for children and families. ‘The more we support and implement evidenced-based programs and services to prevent child maltreatment and promote healthy families and communities, the sooner we can ensure children are able to have the safe, happy and healthy childhood they deserve.’... Thursday’s release comes four months earlier than it has in prior years, when publication coincided with Child Abuse Prevention Month. From now on, the report will be released in December with a mid-year update published in April.” Administration for Children and Families, Press release (December 16, 2010.)]

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IMPROVED SYSTEMS OF CARE

Child Care Instability: Definitions, Context, and Policy Implications. By Gina Adams and others. (Urban Institute, Washington, DC) October 2010. 45 p.

Full text at: <http://www.urban.org/UploadedPDF/412278-child-care-instability.pdf>

[“In recent years, an emerging body of research has examined child care instability and continuity, and the role they play in the lives of low-income children and families. Policymakers are increasingly interested in child care instability and continuity of care as well. This focus is timely, given that the major federal-state child care program - the Child Care and Development Fund (CCDF, also known as the Child Care and Development Block Grant or CCDBG) - is up for reauthorization, thus providing an opportunity to address concerns about child care stability during the forthcoming policy discussion. This paper is designed to support this emerging interest and inform the forthcoming policy debate. It first looks at what is and is not known about child care

stability, then provides a framework to explore the implications of child care instability for children’s development, parental employment, and the often dynamic lives of low-income families. It also discusses the policy implications of these findings, with a particular focus on the CCDF. Finally, it highlights areas where future research is needed.”]

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Guidelines for Early Learning in Child Care Home Settings. By the Child Development Division, California Department of Education. (The Department, Sacramento, California. 2010. 206 p.

Full text at: <http://www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf>

[“Recognizing the importance of home-based child care settings in today's society, this adaptation of the ‘Prekindergarten Learning and Development Guidelines’ provides guidance to help home-based child care providers offer high-quality early care and learning experiences to the children and families they serve. The book covers topics such as the roles and relationships involved in home-based child care; how to create safe, inclusive environments that foster early learning and development; ideas for implementing appropriate curriculum; professional development for home-based providers; and things to consider when infants and toddlers receive care in mixed-age group settings.”]

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A Look at Pennsylvania’s Early Childhood Data System. By Jennifer M. Stedron. (National Conference of State Legislatures, Denver, Colorado) 2010. 7 p.

Full text at: <http://www.ncsl.org/portals/1/documents/Educ/PAEarlyChild-Stedron.pdf>

[“During his administration, Pennsylvania Governor Edward Rendell spearheaded a new performance evaluation system for the state to help employees track and evaluate program results. At the same time, he created the Office of Child Development and Early Learning (OCDEL) under the departments of education and public welfare. One major effort of the office was to update its information management system - Pennsylvania’s Enterprise to Link Information for Children Across Networks (PELICAN) - with the goal of supporting state early childhood programs. Among the tasks was developing an early childhood data system, the Early Learning Network (ELN), to enable better evaluation of and support for program decisions at all levels. Goals of the network are to improve the effectiveness and availability of state early childhood programs and to provide more specific information about teachers and children in the programs.... Information collected includes children’s family demographics, health information, service referrals, attendance and enrollment details, and a unique child identifier. ELN also includes program and workforce data such as teacher qualifications, benefits and turnover rates; classroom quality rating scores; and a unique provider identifier, which is the same

teacher identifier system used in the K-12 system. Child developmental outcomes (from Pearson Work Sampling or Ounce assessments) come from the assessment data system, which feeds into ELN. The other major component of ELN is PELICAN, which contains data for PA Pre-K Counts (the state-funded prekindergarten program), Keystone STARS (program quality information), child care works subsidy case management information, and early intervention services.”]

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A Look at Maryland’s Early Childhood Data System. By Jennifer M. Stedron. (National Conference of State Legislatures, Denver, Colorado) 2010. 7 p.

Full text at: <http://www.ncsl.org/documents/educ/MDReport.pdf>

[“State policymakers and administrators use the Maryland Model for School Readiness (MMSR) - the main component of the state’s early childhood data system - to evaluate and promote children’s school readiness and later academic success.... The heart of the early childhood data system is the focus on school readiness. The MMSR collects individual-level information about the state’s kindergartners, including family demographics, type of care received before kindergarten (e.g., Head Start, family child care), and kindergarten readiness status in seven areas of development including physical development and health, language, math and social development. Information in the system is also used by educators to coordinate kindergarten instruction, curriculum and assessments and to communicate his or her progress to parents. A unique child identifier links information in the data system and the state’s K-12 database. The identifier allows the Maryland State Department of Education to evaluate how each child’s level of readiness at kindergarten relates to later academic performance. Another part of the data system, the Child Care Automated Tracking System (CCATS), includes information on all of the state’s licensed programs serving children ages 0 to 5, including child-care centers, family child care, Head Start and state funded nursery schools that provide a variety of early care and education for children age 5 and younger. The tracking system collects information on licensing, registration, childcare subsidy information and program rating scores and will support the state’s new Quality Rating and Improvement System (QRIS), scheduled for implementation in 2011.”]

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Is Universal Child Care Leveling the Playing Field? Evidence from Non-Linear Difference-in-Differences. By Tarjei Havnes, University of Oslo and Magne Mogstad, Statistics Norway. Discussion Paper. No. 4978. (IZA, Bonn, Germany) 2010. 47 p.

Full text at: <http://ftp.iza.org/dp4978.pdf>

[“A study by Tarjei Havnes, University of Oslo and Magne Mogstad, Statistics Norway, found that Norway's universal child care system had positive effects of the earnings

distribution in adulthood for children who attended. They also found that measuring mean impacts of the universal program misses a lot: While child care had a small and insignificant mean impact, effects were positive over the bulk of the earnings distribution, and had sizable impacts below the median. They say this is an important point since their findings could not have been identified by studying mean impacts, the latter being the focus of previous empirical studies of universal child care.” NIEER Online Newsletter (December 17, 2010.)]

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Recovery Act: Head Start Grantees Expand Services, but More Consistent Communication Could Improve Accountability and Decisions about Spending. By the United States Government Accountability Office. Publication No. GAO-11-166. (The Office, Washington, DC) December 2010. 77 p.

[“This report responds to two mandates for GAO under the American Recovery and Reinvestment Act of 2009 (Recovery Act). First, it is the latest report on the uses of and accountability for Recovery Act funds in selected states and localities. Second, it comments on recipients’ reports of the jobs created and retained. The Recovery Act provided \$2.1 billion for Head Start and Early Head Start, primarily to expand services. GAO addressed four questions: (1) How have Head Start and Early Head Start grantees used Recovery Act funds, including for expanding enrollment? (2) What challenges have grantees encountered in spending Recovery Act funds? (3) How has the Office of Head Start (OHS) monitored the use of Recovery Act funds? (4) How has the quality of jobs data reported by Recovery Act recipients, particularly Head Start grantees, changed over time? In this report, GAO also updates the status of open recommendations from previous bimonthly and recipient reporting reviews. To address these questions, GAO interviewed grantees, analyzed federal agency and recipient reported data, and interviewed officials.”]

Highlights: 1 p. <http://www.gao.gov/highlights/d11166high.pdf>

Summary: 3 p. <http://www.gao.gov/products/GAO-11-166>

Full text: <http://www.gao.gov/new.items/d11166.pdf>

Accessible Text: 67 p. <http://www.gao.gov/htext/d11166.html>

Podcast: Head Start's Use of Recovery Act Funding. December 15, 2010. Program length: 5:16. (“Audio interview by GAO staff with Cornelia Ashby, Director, Education, Workforce, and Income Security.”)

http://www.gao.gov/podcast/watchdog_episode_42.html

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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.]

Effects of a Professional Development Program on Classroom Practices and Outcomes for Latino Dual Language Learners. By Virginia Buysse and others. IN: Early Childhood Research Quarterly, vol. 25, no. 2 (2nd Quarter) 2010. pp. 194-206.

[“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 [FPG Child Development Institute] 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. The program consisted of three components: 1) a series of training institutes; 2) ongoing support from a bilingual consultant to help teachers implement new teaching strategies; and 3) opportunities for reflection and questions with other teachers through regular meetings.” FPG Snapshot, no. 62 (November 2010.)
NOTE: Effects of a Professional Development Program... will be available for loan.]

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

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

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CONFERENCES AND OPPORTUNITIES

NACCRRA's 2011 National Policy Symposium: Change the Conversation: Change Child Care. National Association for Child Care Research and Referral Agencies. March 14-20, 2011. Hyatt Regency on Capitol Hill, Washington, DC.

For more information and registration:

<http://www.naccrra.org/conferences/symposium/2011/2011-nps.php>

[“NACCRRA's Policy Symposium brings together more than 600 child care resource and referral professionals, early care and education experts, researchers, and other early childhood education authorities to Washington, D.C. on an annual basis. The Symposium features innovative sessions on the latest policy, research and practice developments in child care and CCR&R. It also offers a forum for policy analysis and discussion,

examination of latest research, high-quality training, peer networking, visits to legislators and resources dissemination.”]

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2011 CAEYC Annual Conference and Expo: We’re Better Together: Collaborating to Improve the Lives of Children. California Association for the Education of Young Children. March 24-26, 2011. Sacramento Convention Center, Sacramento, California.

For more information and registration: <http://www.caeyc.org/main/caeyc/conference/>

[“Collaboration is the heart of early childhood programs and services. The old adage ‘it takes a village to raise a child’ is so true. We make a difference in the lives of young children, but we do it in collaboration with parents, extended families, community agencies, school districts, and colleagues in the field of early care and education. We learn from each other, and we share the same desire to help each child grow and develop to their maximum potential. It is clear, we are better together! So join us in Sacramento for the opportunity to connect with colleagues, to renew yourself, and to benefit from three days of outstanding professional development.” Keynote speakers: Delaine Eastin - “What is Our Message to the Future?” and Dr. Bruce Perry - “The Impact of Trauma and Neglect on the Developing Child.”]

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