



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

Dream BIG for Our Youngest Children: CAEL QIS 2010 Final Report. By the California Early Learning Quality Improvement System Advisory Committee. (California Department of Education, Sacramento, California) 2010. 33 p.

[“The charge of the California Early Learning Quality Improvement System Advisory Committee... is to develop a systemic plan to promote school readiness and other positive child outcomes by improving the quality of early learning and care programs for children from birth to five years old. As required by legislation (Senate Bill [SB] 1629, Chapter 307, Statutes of 2008), ‘Dream Big for Our Youngest Children’ describes the Advisory Committee’s recommendations for a new quality rating structure for early learning and care programs, as well as necessary quality improvement support systems

across the broad array of early learning and care programs.... A quality rating and improvement system (QRIS) is a uniform set of ratings, graduated by level of quality, to assess and improve early learning and care programs. Objective ratings help families identify programs, guide providers in making improvements, and give policymakers a basis for designing technical assistance. A comprehensive QRIS provides workforce development, financial incentives, and other supports to improve quality. Twenty-three states have already adopted these systems statewide, and California is one of at least 20 more states in the process of planning such systems. California is a leader in proposing a QRIS that purposefully links improvements in program quality with child outcomes, including school readiness.”]

Executive Summary: 8 p.

<http://www.cde.ca.gov/sp/cd/re/documents/fnlrptexecsummary.pdf>

Final Report: <http://www.cde.ca.gov/sp/cd/re/documents/fnlrpt2010.pdf>

Appendixes A-J: 171 p. <http://www.cde.ca.gov/sp/cd/re/documents/appendixes.pdf>

Glossary: 4 p. <http://www.cde.ca.gov/sp/cd/re/documents/fnlrptglossary.pdf>

References: 13 p. <http://www.cde.ca.gov/sp/cd/re/documents/fnlrptglossary.pdf>

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Portrait of Inequality 2011: Black Children in America. By the Children’s Defense Fund. (The Fund, Washington, DC) 2011. 10 p.

Full text at: <http://www.childrensdefense.org/programs-campaigns/black-community-crusade-for-children-II/bccc-assets/portrait-of-inequality.pdf>



[“The economic crisis of the last three years has pushed Black children and youth deeper and deeper into an abyss of poverty, hunger, homelessness and despair. Black children and youth continue to face multiple risks from birth and throughout life that increase the danger of their becoming part of the Cradle to Prison Pipeline® crisis that leads to dead end lives. To highlight these harsh realities CDF produced the ‘Portrait of Inequality 2011’, a report showing the gross inequalities facing Black children compared to White children, across all critical indicators of wellbeing.”]

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Santa Clara County Early Learning Master Plan. By Karen Hill Scott and others. (Santa Clara County Office of Education, San Jose, California) 2010. 85 p.

[“In March 2009, approximately one hundred early education professionals, community members, civic leaders, and child development advocates gathered at the Santa Clara County Office of Education for the first of four meetings designed to develop an Early Learning Master Plan for the County. This Initiative - originally termed the Santa Clara County Preschool Planning Initiative - was intended to be broad based, collaborative, participatory and consensus building, so that all engaged would be invested in the outcome and in the implementation of a new system for early education. By November 2009, the meeting process was complete, and the group had attained the goals of outlining a vision, defining a strategic mission for each programmatic domain of the system, and developing metrics for implementation over the next seven years. Consensus was reached on key policy decisions, including management of the implementation process, and the form and direction the system should take. The result built upon all the previous accomplishments and investments made in early learning in the county, and broke new ground for conceptualizing preschool in the context of a birth to age eight developmental framework. Following are the key findings, decisions, goals, and action items that define this plan for implementing an early learning system in Santa Clara County.”]

Full text at: http://www.sccoe.org/depts/preschool/docs/Master_Plan.pdf

Related materials at: <http://www.sccoe.org/depts/preschool/elmp.asp>

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Advancing the Language Skills of Young Latino Children: Fresh Evidence: What Works. By Margaret Bridges and others, University of California at Berkeley. (New Journalism on Latino Children, Institute of Human Development, University of California, Berkeley, California) [2010.] 4 p.

Full text at: http://www.mccormickfoundation.org/pdf/NJLC-Brief-1%20FINAL%2011_8_10.pdf

[“More than 20% of U.S. children entering kindergarten today are of Latino heritage. And Latino children - growing up in highly diverse communities - enter school with weaker math and English preliteracy skills than their non-Latino peers. The growing percentage of Spanish-speaking children in today’s classrooms raises questions for educators, parents, and policymakers about how to best ensure these children acquire English and have a successful start in school. This brief reviews empirical research on the effects of quality preschool for Latino English learners; the efficacy of three instructional strategies for these children, including English immersion (EI), transitional bilingual education (TB), and dual language immersion (DL); and how facets of quality may enhance early learning.”]

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PreK-3rd: Raising the Educational Performance of English Language Learners (ELLs). By Dale Russakoff. PreK-3rd Policy to Action Brief. No. 6. (Foundation for Child Development, New York, New York) January 2011. 14 p.

Full text at: <http://www.fcd-us.org/sites/default/files/FCD%20ELLsBrief6.pdf>

[“The accountability movement resulting from the No Child Left Behind law showed that the nation’s education system is failing to serve a growing group of students. A serious achievement gap exists between English Language Learners (ELLs) and their English-speaking peers by the time ELLs enter Kindergarten. According to Dale Russakoff, a high-quality PreK-3rd education system, with aligned standards, curriculum, instruction, and assessments, is the most economical and effective route to raising the education attainment of ELLs.” The Learning Curve (January 12, 2011.)]

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PreK-Grade 3: Which Reading and Literacy Practices Matter Most? By Molly Ryan. ECS Research Review: Reading/Literacy. (Education Commission of the States, Denver Colorado) December 2010. 4 p.

Full text at: <http://www.ecs.org/clearinghouse/90/81/9081.pdf>

[This compilation of research studies summarizes four studies on reading and literacy in grades PreK-3rd. “Study no. 1 Educational Investment, Family Context, and Children’s Math and Reading Growth from Kindergarten Through the Third Grade.... Study no. 2: What Works to Improve Student Literacy Achievement? An Examination of Instructional Practices in a Balanced Literacy Approach.... Study no. 3: Socioeconomic Status, English Proficiency, and Late-Emerging Reading Difficulties.... Study no. 4: The Relation Between the Type and Amount of Instruction and Growth in Children’s Reading Competencies.”]

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“Ready or Not, Here Come the Preschoolers!” By Rebecca A. Shore and others. IN: Phi Delta Kappan, vol. 92, no. 3 (November 2010) pp. 32-34.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=55171226&site=ehost-live> (NOTE: State employee access link.)

[“Elementary school principals say they value having preschoolers in their buildings, but they need more preparation and support to improve the experience. When a state establishes universal preschool, one of the first questions is where to put all these new pupils. Largely for practical purposes, many new preschool classes are placed in existing

elementary schools. But this decision raises further questions. How can preK teachers and their pupils best be assimilated into the elementary school culture? ... In North Carolina, over 700 elementary schools housed preschool classrooms in the 2009-10 school year. The More at Four program, first funded in 2001, serves children who are four years old by Aug. 31 of the program year, will be entering kindergarten the following year, and are at risk of experiencing poor school outcomes.... In fall 2009, we surveyed principals to learn how they were handling the increased number of three- and four-year olds in their elementary schools.”]

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Delaware MAPS: Meaningful Access Participation and Supports - A Guide to High Quality Inclusion of Children with Disabilities for Families and their Communities. By Samtra K. Devard. (Division of Management Services, Delaware Department of Health and Social Services, New Castle, Delaware) December 31, 2010. 19 p.

Full text at:

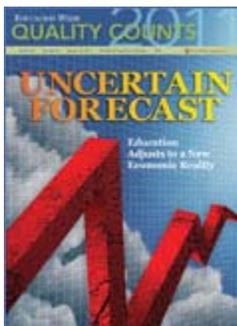
http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/de_maps_inclusion.pdf

[“Delaware MAPS (Meaningful Access Participation and Supports) is a component of Delaware’s Early Childhood Inclusion Toolkit and is intended to be a resource to those who want to know about and make certain of high quality environments and experiences that meaningfully include children with disabilities. Delaware MAPS: • Is intended as a starting place for the journey of inclusion • Contains the definition of inclusion • Has information beneficial for: - Families of children with disabilities - Families of children WITHOUT disabilities - Practitioners in community programs and educational settings - Related services providers who support the individual needs of children with disabilities • Relies on experts’ research and evidence-based information • Shares guideposts for the journey of including children with disabilities geared specifically toward families • Provides a worksheet for families to complete to aid in their search for a good fit for their child.”]

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Quality Counts 2011: Uncertain Forecast: Education Adjusts to a New Economic Reality. IN: Education Week, vol. 30, no. 16 (January 2011) Online version.

Full text at: <http://www.edweek.org/ew/toc/2011/01/13/index.html>



[“Although economists have officially declared the ‘Great Recession’ to be over, the nation and states continue to struggle back from the most severe economic downturn in generations and face new challenges in delivering a high-quality education to all students, according to ‘Education Week’s’ annual education report card. The nation receives a C when graded across the six distinct areas of policy

and performance tracked by ‘Quality Counts,’ the most comprehensive ongoing assessment of the state of American education. For the third year in a row, Maryland is the top-ranked state, earning the nation’s highest overall grade, a B-plus. Massachusetts and New York follow close behind, each receiving a B. The majority of states receive grades of C-plus or lower. The report reintroduces its K-12 Achievement Index, which evaluates the strength of a state’s performance against 18 individual indicators that capture: current achievement, improvements over time, and poverty-based disparities or gaps.... ‘Quality Counts 2011’ also offers an updated view of state efforts to better coordinate the connections between K-12 schooling and other segments of the education pipeline, including early-childhood education, college readiness, and links to the world of work. The report finds marked improvement in this Transitions and Alignment category, where the nation’s grade has risen to a C-plus for 2011, from a C in 2009.” Education Week, Press Release (January 11, 2011.)]

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The Future of Promise Neighborhoods. With host Maggie Severns and guest Patrick Lester. IN: Early Ed Watch Blog (January 10, 2011) Podcast. Program length: 14:25.

Full text at:

http://earlyed.newamerica.net/blogposts/2011/podcast_the_future_of_promise_neighborhoods-42645

[This podcast is about “Promise Neighborhoods, the competitive grant program that seeks to borrow many of the ideas from the Harlem Children’s Zone and apply them to high-poverty neighborhoods across the country. The HCZ has gained attention in recent years for its ‘pipeline’ strategy to breaking the poverty cycle: Start kids in school early; give them extended days and ample social services, such as health care and truancy prevention, to support their development; and make sure they continue to receive this support until adulthood. In the fiscal year 2010 budget, Congress appropriated \$10 million in ‘planning grants’ to 21 grantees across the country. In this week’s podcast, we speak with Patrick Lester, senior vice president for public policy at the United Neighborhoods Centers of America.”]

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IMPROVED FAMILY FUNCTIONING

“A Cure for Child Abuse.” By Emily Badger. IN: Miller-McCune (December 7, 2010) 3 p.

Full text at: <http://www.miller-mccune.com/culture/a-cure-for-child-abuse-25882/>

[“Asked to investigate the roots of child abuse, a group of social engineers focused not on its causes but its prevention.... ‘Why is it some children, some families who have everything going against them survive and thrive and are successful in spite of all kinds of risk factors and other things that would say this child really doesn’t have much of a chance?’ Those working with children probably are adept at identifying these so-called risk factors - a child has a single parent, comes from a low-income background, was born to a teenage mother.... What programs can do... is help families build ‘protective factors.’ Their presence - or absence - actually can help predict good or bad outcomes. A family with all the signs of risk - but also all the strength of protective factors - has a strong chance of avoiding maltreatment. And where better to start embedding these ideas - CSSP [Center for the Study of Social Policy] has identified five core factors - than the places where millions of children under 5 gather each day, in early child care centers, among child care workers who have never really thought of what they did as preventing child abuse.”]

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“Fostering Strengths, Not Just Red Flags.” By Emily Badger. IN: Miller-McCune (December 7, 2010) 3 p.

Full text at: <http://www.miller-mccune.com/culture-society/fostering-strengths-not-just-red-flags-26134/>

[“The Carole Robertson Center... was one of those visited by the Center for the Study of Social Policy when it scoured the country for early child care centers that - knowingly or not - seemed to be doing a good job of supporting families less likely to mistreat their children.... As with many of the sites CSSP studied, the Carole Robertson Center (named after one of the four girls killed in the 1963 Birmingham, Ala., church bombing) did not explicitly think of itself as working to prevent child abuse. But in 2008 when the staff researched its records for the CSSP, Nelson [the center’s chief executive officer] found that the center had made but nine calls to the child abuse reporting hotline in the previous 10 years. And only one of them resulted in the removal of a child. That, Nelson says now, is remarkable for an organization that cares for 700 children under 18 every day, while employing 185 adults who are required by law to report signs of abuse or neglect. The success is a result, Nelson believes, of preventive involvement by child care workers who know intimately not just every child at the center, but each of their parents as well.... Today, the Carole Robertson Center offers everything from individual developmental assessments for children to adult education classes, family cultural outings and social services - each of which, in an overlapping way, helps build the ‘protective factors’ CSSP has identified that help reduce child maltreatment.... The state of Illinois has been one of the most enthusiastic adopters of CSSP’s ‘strengthening families’ model.... Strengthening Families Illinois now runs a series of ‘parent cafés’ across the state where trained parent leaders... lead other parents through discussions about the protective factors. The groups talk about parents taking care of themselves, as well as their children. Clinical professionals are replaced by the wisdom of other parents. And there’s usually pizza.”]

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Growing and Sustaining Parent Engagement: A Toolkit for Parents and Community Partners. By the Center for the Study of Social Policy. Commissioned by First 5 LA. (The Center, Washington, DC) December 2010. 18 p.

Full text at:

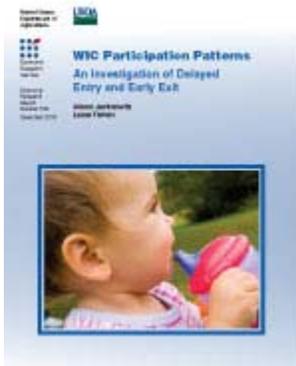
<http://www.cssp.org/publications/growingandsustainingparentengagementtoolkit.pdf>

[“The Toolkit is a quick and easy guide to help support and sustain parent engagement. It provides how to’s for implementing three powerful strategies communities can use to maintain and grow parent engagement work that is already underway: Creating a Parent Engagement 1) Roadmap, 2) Checklist and 3) Support Network.... This toolkit includes information, examples, and helpful questions that parents and community partners can draw from as they jointly develop engagement strategies that reflect their unique priorities and communities.”]

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IMPROVED HEALTH

WIC Participation Patterns: An Investigation of Delayed Entry and Early Exit. By Alison Jacknowitz and Laura Tiehen. Economic Research Report. No. 109. (Economic Research Service, United States Department of Agriculture, Washington, DC) December 2010. 38 p.



[“USDA’s Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides nutritious foods, nutrition counseling, and referrals to health and other social services to low-income women and their infants/children up to age 5.

Despite the health benefits of WIC participation, many eligible women do not participate during pregnancy, and many households exit WIC when a participating child turns 1 year old. The authors of this report use the first two waves of the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) to understand these transitions into and out of WIC. Findings show that households that are more economically advantaged are

more likely to delay entry into the program or exit after a child turns 1 year old. Some of the mothers exiting the program reported that WIC requires too much effort and that its benefits are not worth the time (26.2 percent of those exiting) or that they have scheduling and transportation problems (almost 10 percent of those exiting), suggesting that the costs of participation may be a barrier to continued WIC participation.”]

Summary: 2 p.

http://www.ers.usda.gov/Publications/ERR109/ERR109_ReportSummary.pdf

Full text at: <http://www.ers.usda.gov/Publications/ERR109/ERR109.pdf>

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Healthy Steps at 15: The Past and Future of an Innovative Preventive Care Model for Young Children. By Michael C. Barth. (The Commonwealth Fund, New York, New York) December 2010. 21 p.

Full text at:

http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2010/Dec/1458_Barth_Healthy_Steps_at_15.pdf

[“In 1995, The Commonwealth Fund launched a program called Healthy Steps for Young Children, a model of preventive pediatric care for infants and toddlers up to age 3. The model relies on Healthy Steps Specialists, midlevel professionals with expertise in child development. In 1996, the Fund launched an evaluation of Healthy Steps implementation in 15 pediatric practice sites that had a specialist and staff trained in the model; the results showed excellent clinical outcomes for children in the program. Following the evaluation, many pediatric care facilities began offering Healthy Steps, with a peak of over 60 active sites in 2006, and 50 sites currently. While the specialist's salary has been the primary obstacle in maintaining Healthy Steps, the program can serve as a model of the patient-centered care that recent health care reform was intended to encourage.”]

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Improving the Lives of Young Children: The Role of Developmental Screenings in Medicaid and CHIP. By Genevieve M. Kenney and Jennifer E. Pelletier. (Urban Institute, Washington, DC) December 2010. 19 p.

Full text at: <http://www.urban.org/UploadedPDF/412275-improving-lives-young-children-1.pdf>

[“Many young children have health, developmental or behavioral problems that are not identified before entering kindergarten, preventing them from receiving early intervention services. Large gaps in early identification exist in Medicaid, the nation’s largest health insurance program for children, in which eligible children are entitled to regular screenings. This brief breaks down the shortfalls in receipt of developmental screenings into: not all eligible children are enrolled in Medicaid/CHIP; not all enrollees see a health care provider; and not all providers have the appropriate skills. To address these problems, states can take a number of steps within the Medicaid/CHIP policy environment.”]

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“The Effect of In Utero Cigarette Smoke Exposure on Development of Respiratory Control: A Review.” By Hemant Sawhani and others. IN: Pediatric Allergy, Immunology and Pulmonology, vol. 23, no. 3 (November 1, 2010) pp. 161-167.

Full text at: <http://www.liebertonline.com/doi/pdf/10.1089/ped.2010.0036>

[“Maternal cigarette smoking is the most modifiable risk factor for sudden infant death syndrome. Although the mechanism underlying the association between maternal smoking and sudden infant death syndrome is unknown, the effect of in utero cigarette smoke exposure on respiratory control development is speculated as the important causative mechanism. In human, several studies have linked maternal smoking and alterations in breathing pattern, ventilatory, and arousal responses in infants during the early postnatal age. Cigarette contains many compounds, but nicotine has been identified as the main culprit underlying changes in respiratory control. Further investigations in animal models have demonstrated that perinatal nicotine exposure results in alteration in baseline ventilation, ventilatory response to hypoxia, arousals, and autoresuscitation processes in developing animals. The mechanisms underlying the effect of nicotine exposure on respiratory control may be related to modulation of neurotransmitters and signal transductions mediating ventilatory control and arousal responses. Findings from these studies will help to understand how perinatal cigarette smoke exposure interferes with respiratory control development, and may lead to more effective preventive strategies and therapeutic intervention for this significant health problem.”]

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IMPROVED SYSTEMS OF CARE

Conceptual Frameworks for Child Care Decision-Making. By Ajay Chaudry, the Urban Institute and others. (Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) October 2010. 41 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/childcare_technical/reports/conceptual_frameworks/conceptual_frameworks.pdf

[“There is widespread and growing interest in how parents make decisions about their children’s care. ... The task of choosing care arrangements for a child or multiple children is complicated. Parents may be considering multiple work, care, and family factors simultaneously, and feasible options may be highly constrained. In addition, parents often make choices with limited information about the actual quality, convenience, or even cost of alternatives. Child care searches are often short... conducted under significant time constraints as parents respond to the demands of a new job, a change in work schedule, family changes, or the various requirements of a welfare, child

care subsidy, or other government programs. In addition, rather than being singular, static, one-time-only decisions, parents often make multiple child care decisions at any point in time.... Parents of children with special needs face additional constraints and require particularly complex caregiving needs.... The child care decision making process, then, is a dynamic one that is subject to frequent reconsideration and renegotiation involving multiple actors with varying levels of input and influence over parental decisions. In fact, as we discuss further below, some argue that child care choices are not choices at all, but rather accommodations to this complex set of circumstances that confront parents - especially low-income parents - who are managing the multiple demands of paid work and caregiving within highly constrained environments and limited economic means.... In this paper, we identify three distinct conceptual frameworks for understanding child care decisions - a 'rational consumer choice' framework, a 'heuristics and biases' framework, and a 'social network' framework - and review the major assumptions, contributions, and possible limitations of each of these frameworks. We then discuss an integrated conceptual model, the 'accommodation model' that draws from each of these frameworks.”]

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Strong Licensing: The Foundation for a Quality Early Care and Education System, NARA’s Call to Action. By the National Association for Regulatory Administration. (The Association, Lexington, Kentucky) 2010. 4 p.

Full text at:

http://www.naralicensing.org/associations/4734/files/NARA_Call_to_Action.pdf

[“The National Association for Regulatory Administration (NARA) has released a... policy brief that highlights the importance of updating child care licensing regulations to reflect what is currently known about early childhood development.... NARA identifies various features and indicators of a strong licensing program. Among them, NARA notes that strong programs have statutes that provide a full continuum of enforcement options, ranging from instruction to injunction, to ensure compliance. In addition, they have licensing rules that consider all aspects of a child’s well-being, including a child’s physical, emotional, and cognitive development. Licensing agencies should have enough staff to support routine monitoring of child care facilities. Inspections should be conducted twice a year or more as needed, and inspectors should not have caseloads of more than 50-60 facilities. Currently, only eight states meet this caseload recommendation. Strong child care licensing programs are an important step to building quality child care. Without strong standards, and funding to support monitoring and assistance for programs in meeting standards, additional quality improvement initiatives become harder to implement. For example, child care licensing is generally the first component of quality rating and improvement systems (QRIS). Most state QRIS require that providers be in compliance with licensing at the entry level. As states look to improve quality, it is crucial that there is a solid licensing foundation to begin with.” CLASP In Focus update (January 12, 2011.)]

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STUDIES TO COME

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

IMPROVED FAMILY FUNCTIONING

“Primary Care Strategies for Promoting Parent-Child Interactions and School Readiness in At-Risk Families: The Bellevue Project for Early Language, Literacy, and Education Success.” By Alan L. Mendelsohn and others. IN: *Archives of Pediatrics and Adolescent Medicine*, vol. 165, no. 1 (January 2011) pp. 33-41.

“Randomized Controlled Trial of Primary Care Pediatric Parenting Programs: Effect on Reduced Media Exposure in Infants, Mediated Through Enhanced Parent-Child Interaction.” By Alan L. Mendelsohn and others. IN: *Archives of Pediatrics and Adolescent Medicine*, vol. 165, no. 1 (January 2011) pp. 42-48.

[“Parent education programs delivered through pediatric primary care offices increased parent-child play and reading activities critical for child development and school readiness during infancy in at-risk families, according to two concurrent reports in... ‘Archives of Pediatrics & Adolescent Medicine’.... For these studies, Dr. Mendelsohn and colleagues enrolled 675 mother-infant pairs receiving pediatric care at Bellevue in a randomized controlled trial of two primary care interventions - the Video Interaction Project (VIP) and Building Blocks (BB). Of the participating pairs, 225 were randomly assigned to the VIP program, in which mothers and infants had fifteen 30-45 minute sessions with a child development specialist, usually occurring on the same days as check-ups. VIP focuses on supporting verbal interactions in play, book-reading and daily routines. In the most innovative component, mothers and children are videotaped playing and reading books together; the tape is then reviewed to identify and reinforce interactions likely to enhance child development. Toys and books are provided for the family to take home. VIP builds on existing work by some of the same investigators showing that Reach Out and Read, a program that promotes reading aloud in primary care, results in enhanced school readiness. Another 225 pairs were randomly assigned to participate in the Building Blocks (BB) intervention, in which similar topics are covered through written pamphlets and learning materials such as toys and books mailed to the family's home on a monthly basis. The final 225 were assigned to a control group, which received standard pediatric care, including routine developmental surveillance and guidance. In the first report, researchers found that families participating in both the Video Interaction Project and Building Blocks had increased play and reading activities compared to the control group. In addition, VIP families had increased teaching activities and verbal interactions during daily routines. In the second report, the investigators found that VIP resulted in reduced infant television exposure, which is important because of the adverse impacts that have been shown for television in very young children.”

NYU Langone Medical Center, News Release (January 3, 2011.) NOTE: Primary Care Strategies..., and Randomized Controlled Trial... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

National Summit on Quality in Home Visiting Programs: Connecting Research to Policy and Practice. Co-sponsored by Every Child Succeeds®, the Cincinnati Children's Hospital Medical Center and the Pew Center on the States. February 16-17, 2011. Omni Shoreham Hotel in Washington, D.C.

For more information and registration: <http://www.homevisitingsummit2011.org/>

[“The purpose of the National Summit on Quality in Home Visiting Programs is to create a marketplace for the exchange of ideas to connect research to policy and practice. By design, it will aim to increase knowledge transfer and dissemination. The Summit will be a forum for researchers, program leaders, and policy makers concerned about home visiting quality to come together and to learn from one another.... The focus is on improving the quality of home visiting services and outcomes for families.”]

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Early Childhood Math and Science Institute: Counting on the Future, Children as Researchers. Region 9 Head Start Association. March 24-25, 2011. Pasadena Convention Center, Pasadena, California.

For more information and registration:

<http://events.r20.constantcontact.com/register/event?oeidk=a07e319r9j12b175f61&llr=vr1417dab>



[“This institute is an exciting Professional Development opportunity for those serving children ages Birth to 5. If you are an Early Childhood Educator, Manager, Program Director, Infant-Toddler Teacher, Preschool Teacher, Education Coordinator, Early Childhood Specialist, Early Childhood College Faculty, Mentor Teacher, or parent, you will find great interest in this institute! The goal of this institute

is to offer the early childhood community the opportunity to explore an integrated approach to math and science education for children ages 0 - 5.”]

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Healthy Eating Research: Building Evidence to Prevent Childhood Obesity - Grant opportunities. By the Robert Wood Johnson Foundation, Princeton, New Jersey.

For more information:

http://www.rwjf.org/applications/solicited/cfp.jsp?ID=21341&cid=XEM_206613

[“Healthy Eating Research: Building Evidence to Prevent Childhood Obesity’ is a national program of the Robert Wood Johnson Foundation. The program supports research on environmental and policy strategies with strong potential to promote healthy eating among children to prevent childhood obesity, especially among lower-income and racial and ethnic populations at highest risk for obesity. Findings are expected to advance RWJF’s efforts to reverse the childhood obesity epidemic by 2015. This call for proposals is for three types of awards aimed at providing key decision- and policy-makers with evidence to reverse the childhood obesity epidemic.... Preference will be given to those applicants that are either public entities or nonprofit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code.”]

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Michael Davis Music is Revolution Mini-Grant. By the Music is Revolution Foundation, Portland, Oregon.

For more information: <http://www.musicisrevolution.com/MIRMini-GrantApplication.pdf>

[“The Music Is Revolution Foundation administers a mini-grant program for Music Is Revolution activities designed by teachers to implement, support, and/or improve their ability to provide quality music education for their students. Mini-grants up to \$500 are available to teachers for music education activities of all types.... Applications for mini-grants are reviewed three times each year. Deadlines are January 15, April 15 and October 15. Applications received after a deadline will be reviewed in the subsequent grant cycle.... Public school teachers of children in grades K-12 may apply for funding.”]

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