



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

The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old. By the Office of Head Start. (The Office, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) December 2010. 22 p.

Full text at: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf

[“I am pleased to share this revision of the Head Start Child Outcomes Framework, renamed The Head Child Development and Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old.... The original

Framework, published in 2000, was a groundbreaking document reflecting early childhood research at the time, as well as requirements of the 1998 Head Start Act. Its release created a wave of activity that focused Head Start grantees on key elements of school readiness and moved many states to develop early learning standards that mirrored elements of the Framework. The early childhood field has changed dramatically. The population of children served by Head Start and other early childhood programs continues to grow more diverse. New research has improved our understanding of school readiness, and the Improving Head Start for School Readiness Act of 2007 has increased the Framework's role in Head Start programs. In addition, almost every state now has early learning standards. Also, new reporting systems have emerged at the state level and through the Office of Special Education Programs (OSEP) within the U.S. Department of Education. The Framework is revised in light of these realities. We expect the revised Framework to be used by programs in curriculum and assessment decisions just as the original Framework was intended to be used. It should also continue to be used to connect child assessment data to aspects of Head Start program design, including school readiness goals consistent with state and local expectations, if appropriate. Additionally, we expect it will guide the collection of child assessment data for other early childhood reporting systems, if locally required. When used in these ways, the revised Framework will provide data for program self-assessment and promote continuous quality improvement in programs and child well-being and success.... We hope that the revised Framework will continue to guide all programs serving 3 to 5 year old children, including children who are dual language learners and children with disabilities, on the key elements of school readiness.” Yvette Sanchez Fuentes, Director, Office of Head Start.]

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Relationship between Young Children’s Nursery Rhyme Experiences and Knowledge and Phonological and Print-Related Abilities. By Carl J. Dunst and others. IN: CELLreviews, vol. 4, no. 1 (Center for Early Literacy Learning, Orelena Hawks Puckett Institute, Morganton, North Carolina) 2011. 12 p.

Full text at: http://www.earlyliteracylearning.org/cellreviews/cellreviews_v4_n1.pdf

[“The relationships between nursery rhyme experiences, knowledge, and awareness and both phonological- and print-related skills were examined in 12 studies of 5,299 preschoolers. Fifteen different kinds of early literacy skills were measured in the studies. The pooled weighted correlations between nursery rhymes and the children’s early literacy skills were used as the sizes of effect between measures. Results showed that the nursery rhyme measures were related to both phonological- and print-related literacy outcomes, and that nursery rhyme experiences and knowledge proved to be the best predictors of the study outcomes. The findings provide support for a relationship between young children’s nursery rhyme abilities and their phonological- and print-related skills, including emergent reading. Implications for practice are described.”]

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12 Ideas for Early Education in the 112th Congress. By Lisa Guernsey, New America Foundation. Issue Brief. (The Foundation, Sacramento, California) February 2011. 6 p.

Full text at:

<http://www.newamerica.net/sites/newamerica.net/files/policydocs/12%20Ideas%20for%20Early%20Education%20in%20the%20112th%20Congress.pdf>

[“As the 112th Congress gets to work, its members face an important opportunity to make lasting changes to public education. With the pending reauthorization of the Elementary and Secondary Education Act (ESEA, also currently known as No Child Left Behind) lawmakers could enact significant improvements to strengthen early learning, as they also could in legislation related to the appropriation of funding at federal agencies. In this brief, the New America Foundation’s Early Education Initiative proposes 12 policy ideas to improve access, quality, and alignment for children before kindergarten and through the early grades of elementary school.”]

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Early Childhood Education. By the Citizen’s Research Council of Michigan. Report no. 366. (The Council, Livonia, Michigan) February 2011. 63 p.

Full text at: <http://www.crcmich.org/PUBLICAT/2010s/2011/rpt366.pdf>

[“High quality early childhood education and preschool programs that implement best practices have been shown to improve school success and graduation rates for disadvantaged children. This paper... describes programs that invest in the ‘front end’ of formal education: kindergarten, Head Start, and Michigan’s Great Start Readiness Program. It also describes research on brain development that helps to explain why investing in early education may be a more effective strategy than other strategies that are being pursued.”]

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The Economic Impact of Early Care and Education in Nevada. By Brentt Brown and Tim Lohrentz, Insight Center for Community Economic Development. (The Center, Oakland, California) 2011. 45 p.

[“This report describes how the ECE industry has become a significant component of Nevada's economic infrastructure by providing financial benefits in three main ways: *ECE supports a strong future economy by preparing children to enter K-12 education ready to learn the skills necessary to succeed in school and become productive workers; *ECE enables parents to work and/or update their skills, which increases productivity for the state's businesses; and *ECE provides a significant number of jobs and generates considerable revenue in its own right.” The Children’s Cabinet.]

Executive Summary: 5 p.

<http://www.childrencabinet.org/userfiles/file/EIR%20Executive%20Summary--Print%20Quality.pdf>

Full text at: <http://www.childrencabinet.org/userfiles/file/EIR%20Full%20Report-Web.pdf>

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IMPROVED FAMILY FUNCTIONING

“Literacy Promotion for Families Participating in the Women, Infants and Children Program.” By Shannon E. Whaley and others, PHFE WIC Program, Irwindale, California. IN: Pediatrics (published online February 14, 2011) 8 p.

[“This article describes the impact of a bilingual literacy intervention conducted with nearly 118 000 children in Special Supplemental Nutrition Program for Women, Infants and Children (WIC) sites in Los Angeles County, California.... All WIC participants at 6 WIC sites in Los Angeles County participated in the literacy intervention. Three cohorts of participants were selected to participate in the evaluation of the intervention. A control group of 200 families received no intervention, 103 families received 2 years of intervention, and 102 families received 4 years of intervention. Participants were predominantly Hispanic (92%), 3- to 4-year-old children and their parents. All families had low income levels, and more than one-half were Spanish-speaking. School readiness assessments were conducted with the children; parent literacy resources and activities at home were observed. Structural equation modeling was used to allow for simultaneous testing of relationships between variables. Results. The Spanish-speaking subset showed a strong intervention effect. Among Spanish speakers, the 4-year intervention group ($P < .001$) and the 2-year intervention group ($P < .05$) had significantly higher school readiness scores, compared with the control group. The structural equation model revealed that exposure to the intervention significantly enhanced literacy resources and activities at home, which in turn led to greater school readiness. Conclusion. WIC-based literacy intervention significantly increased low-income, Spanish-speaking children’s school readiness.” NOTE: Literacy Promotion for Families... is available for loan.]

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Breaking New Ground: Data Systems Transform Family Engagement in Education. By Heather B. Weiss and others. (Harvard Family Research Project, Cambridge, Massachusetts and National PTA, Alexandria, Virginia) January 2011. 16 p.

Full text at: <http://www.hfrp.org/publications-resources/browse-our-publications/breaking-new-ground-data-systems-transform-family-engagement-in-education2>

[“This brief describes how investments in student data systems are taking family engagement and student achievement to a whole new level. In addition to addressing areas where a student most needs improvement, the data can serve as a catalyst for home-school communication. Parents benefit from having information about key indicators on which they can have an impact, like student attendance, growth in learning, and achievement. The information opens the door for meaningful conversations with teachers and students so that parents can make informed decisions and take action to improve performance, school climate, graduation rates, and other important issues that affect their child’s success. ‘Breaking New Ground’ cites six case studies from across the country that reveal innovative efforts by early childhood programs and school districts to use student data systems to improve family engagement. Each profile illustrates a segment of a data pathway beginning in early childhood and continuing through students’ academic careers.”]

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“Intervening with Foster Parents to Enhance Biobehavioral Outcomes among Infants and Toddlers.” By Mary Dozier and others, University of Delaware. *IN: Zero to Three*, vol. 31, no. 3 (January 2011) pp. 17-22.



[“Children in foster care face a number of challenges that threaten their ability to form attachment relationships with foster parents and to regulate their behavior and biology. The authors describe the Attachment and Biobehavioral Catch-Up (ABC) intervention, an evidence-based intervention aimed at helping foster children develop trusting relationships with foster parents and develop better biological and behavioral regulation. The authors present research that led to the development of the ABC intervention, outcome research of randomized clinical trials, and a case example of a foster parent and child who participated in the ABC intervention. Finally, issues related to the broader system of care that are likely to affect children’s adjustment (e.g., foster caregiver commitment and placement stability) are discussed.” NOTE: Intervening with Foster Parents... is available for loan.]

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Thirteen Ways of Looking at Poverty. By the Urban Institute. (The Institute, Washington, DC) February 16, 2011. 2 p.

Full text at: <http://www.urban.org/url.cfm?ID=412300&renderforprint=1>

[“This factsheet presents a quick overview of recent cross-cutting Urban Institute research on poverty, including 13 key points on poverty’s effects on immigration, health care, children, infants with depressed mothers, employment, assets, and neighborhoods. One in an occasional series of ‘Thirteen Ways’ factsheets.”]

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IMPROVED HEALTH

“Despite Warnings, Parents Continue to Use Cough and Cold Medicines for Young Kids.” IN: C.S. Mott Children’s Hospital National Poll on Children’s Health, vol. 12, no. 1 (February 14, 2011) 1 p.

Full text at: <http://www.med.umich.edu/mott/npch/pdf/02142011report.pdf>

[“More than half of parents continue to give over-the-counter cough and cold medicines to children under the age of 2, despite warnings from the Food and Drug Administration that the medications are not effective and that they have poisoned or killed hundreds of children, according to a... poll... by C.S. Mott Children's Hospital in Ann Arbor, Mich. Surprisingly, more than half of physicians also told parents that the drugs were effective, despite evidence to the contrary, the poll found. The FDA warned about the medications in 2008, which prompted a voluntary recall of many of the products. ‘We wanted to see how well parents and physicians were adopting those recommendations,’ said Dr. Matthew Davis, director of the hospital's National Poll on Children's Health and an associate professor at the University of Michigan Medical School. ‘Unfortunately, this latest poll indicates that the FDA warnings have gone unheeded by the majority of parents and, surprisingly, many physicians.’ Within the last year, according to the poll, 61% of parents with children ages 2 and under had given their children such medications. Usage was highest among blacks (80%) and lowest among Caucasians (57%). Usage was also highest (80%) among families with an income of less than \$30,000 and lowest (41%) among families with an income of \$100,000 or more.” Los Angeles Times (February 16, 2011.)]

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“Injuries Associated With Cribs, Playpens, and Bassinets among Young Children in the US, 1990-2008.” By Elaine S. Yeh and others. IN: Pediatrics, vol. 127, no. 3 (March 2011) p. 479-486.

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/peds.2010-1537v1.pdf>

[“Crib-, playpen-, and bassinet-related injuries, particularly those attributed to falls from or child contact with the product, are an important source of injury for children younger than 2 years of age,” state the authors of an article published in the March 2011 issue of Pediatrics. Previous studies have investigated infant mortality attributed to suffocation and strangulation in cribs and adult beds; risk factors for sudden unexpected death in infancy; injuries attributed to crib bumper pads; and deaths attributed to hanging, wedging, and positional asphyxia. However, nonfatal injuries associated with cribs have been largely overlooked in research, although these events are far greater in number than fatalities associated with cribs and can result in serious morbidity. The article examines

the epidemiology of injuries to young children associated with cribs, playpens, and bassinets treated in emergency departments in the United States.” MCH Alert (February 25, 2011).]

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Two Kinds of Dental Shortages Fuel One Major Access Problem. By the Pew Center on the States. Issue Brief. (The Center, Washington, DC) February 2011. 3 p.

Full text at:

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/State_policy/children_dental_shortage_access_brief.pdf

[“Each year, an estimated 17 million children in the U.S. go without basic dental care. As a result, these kids miss more days of school and see their overall health suffer.... The relatively small number of dentists willing to see low-income patients is creating a major barrier to care for children in state Medicaid programs. In 2008, only 11 million out of the 28 million Medicaid-enrolled children aged 1 to 18 - roughly four in ten - received dental care. Access rates across the nation varied, with the best-performing states reaching over half of their enrollees, and the worst states not reaching even one-third.... New types of providers who play a role similar to nurse practitioners in the health care field can help bring dental care to millions of unserved children and adults. A recent federal report cited research showing that dental therapists in other countries and in Alaska offer quality care to underserved residents.”]

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The Minnesota Story: How Advocates Secured the First State Law of Its Kind Expanding Children’s Access to Dental Care. By the Pew Center on the States. Issue Brief. (The Center, Washington, DC) 2010. 12 p.

Full text at:

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/State_policy/060_10_DENT%20The%20Minnesota%20Story%20Brief_web.pdf

[“This report explains how children’s and public health advocates in Minnesota campaigned successfully for a law to increase children’s access to dental care. The... law is likely to ensure that dental care will reach many kids who are underserved. ... In May 2009, the Minnesota legislature became the first in the nation to approve the licensing of a new oral health practitioner called a dental therapist - the dental equivalent of a nurse practitioner. A dental therapist is licensed to perform such duties as filling cavities and extracting teeth. Policy makers in other states are viewing Minnesota’s law as one of several potential solutions to the lack of access to dental care for millions of Americans, particularly the poor and uninsured.”]

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Attachment: What Works? By Donna Wittmer. What Works Brief Series. No. 24. (Center on the Social and Emotional Foundations for Early Learning, Vanderbilt University, Nashville, Tennessee) February 2011. 4 p.

[This brief “explores the importance of infants and toddlers experiencing secure attachment relationships with the key adults in their lives, explains secure and insecure attachment, notes cultural differences in attachment, and provides specific strategies to promote children's secure attachments.” NECTAC eNotes (February 25, 2011.)]

Full text at: http://csefel.vanderbilt.edu/briefs/wwb_24.pdf

Other What Works Briefs at: http://csefel.vanderbilt.edu/resources/what_works.html

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Early Years Interventions to Address Health Inequalities in London: The Economic Case. By GLA Economics. (Greater London Authority, London, England) January 2011. 119 p.

Full text at:

<http://www.london.gov.uk/sites/default/files/Early%20Years%20report%20OPT.pdf>

[“This report provides evidence for and analysis of the case for investment in early years interventions to address health inequalities in London. The evidence clearly shows that well designed and implemented early years programmes can have significant benefits in terms of life-long health, educational attainment, social, emotional and economic wellbeing and reduced involvement in crime that far outweigh their costs. This paper sets out the findings from a significant review of high quality evidence on early years interventions to identify ‘what works’ and ‘what doesn’t’, provide international and national comparisons.... It has been developed for, among others, service planners and commissioners in children’s services, health, schools and other agencies.”]

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IMPROVED SYSTEMS OF CARE

A Second Year in Head Start: Characteristics and Outcomes of Children Who Entered the Program at Age Three. By Louisa Tarullo and others, Mathematica Policy Research. (Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) December 2010. 27 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/hs/faces/reports/program_agethree/program_agethree.pdf

[“The Head Start Family and Child Experiences Survey (FACES) was first launched in 1997 as a periodic longitudinal study of program performance.... This brief profiles the second year in the program for 3-year-old Head Start children and families who were newly enrolled in fall 2006... and are still attending in spring 2008.... In the first section of the report, we provide background on the study methodology and sample. In the next section, we offer information on the children’s characteristics, family demographics, and home life, including language background, educational environment of the home, family routines, and socioeconomic risk status. We also include information on parent involvement in Head Start and their level of satisfaction with their own and their children’s Head Start experiences. Where appropriate, these characteristics are contrasted with those of children who entered as 3-year-olds in fall 2006 but did not complete a second year of Head Start. We chronicle children’s developmental progress over two years of Head Start in the final section, considering whether these outcomes vary by gender, race/ethnicity, or risk status. It is important to note that changes in children’s skills and development during their program experience reflect a range of influences in their lives, including child-level characteristics, such as maturation and health status, as well as community, program, classroom, peer, and family influences.”]

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Head Start Children Go to Kindergarten. By Jerry West and others, Mathematica Policy Research. (Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) December 2010. 56 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/hs/faces/reports/hs_kindergarten/hs_kindergarten.pdf

[“The current report describes the group of children who first entered Head Start in fall 2006 either as a 3- or 4-year-old, completed one or two years in the program, and attended kindergarten the year after graduating from Head Start. As in the earlier reports, we profile the demographic characteristics of this group and describe their home and family life, drawing comparisons where appropriate to the characteristics of the population of children and families when they first entered Head Start or after completing one year in the program. New to this report is a description of the schools and kindergarten classrooms Head Start graduates attend. We describe broad characteristics of their schools such as size, student body composition, and school type. We describe children’s kindergarten classrooms and teachers, including information on characteristics such as the length of the school day (full- versus half-day kindergarten), class size, child-to-staff ratio, and teachers’ experience and degrees. We once again document children’s gains in a broad set of skills from program entry to Head Start graduation and to the end

of the kindergarten year, and investigate the associations between children’s skills when entering and leaving Head Start, their skills at the end of Head Start, and their progress through the spring of their kindergarten year.”]

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The Effects of Child Care Subsidies for Moderate-Income Families in Cook County, Illinois. By Charles Michalopoulos and others, MDRC. OPRE 2011-3. (Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) 2010. 125 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/ccs_strategies/reports/cook_county_illinois/cook_county.pdf

[“This is the final report of a random assignment study in Cook County, Illinois, that seeks to answer two policy questions: whether providing subsidies to families whose incomes are just over the state’s eligibility limit affects their child care and employment outcomes, and whether extending the length of time before families must reapply for subsidies affects the receipt of subsidies and related outcomes.... The results suggest the following: - Approving families to receive subsidies did not lead to increased employment or earnings. In large part this is because most study participants were steadily employed. Over the two-year follow-up period, program group families received subsidies for eight months longer than control group families. However, both the program group and the control group earned about \$26,500 each year on average, and more than 85 percent of parents in each group worked in any quarter. Thus, there was little room for the program to have an effect on employment for families who were eligible for the study. - Child care subsidies affect a range of child care outcomes. Compared with the control group, families in the program group reported greater use of center-based care, more stable child care, increased satisfaction with care, and fewer job-related problems due to child care. - Extending the eligibility period increased the use of subsidies but had few other effects. Over the two years of the study, families who had to confirm their eligibility once a year received subsidies for 2.5 months longer than those who had to do it every six months. However, the longer redetermination period had few effects on other child care and employment outcomes. The results suggest that child care subsidies might not be needed to support parental employment for the nonpoor families included in this study, but they do have a range of effects on child care outcomes that could lead to other, unmeasured effects, such as reduced parental stress and increased family well-being.”]

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Effects of Reducing Child Care Subsidy Copayments in Washington State. By Charles Michalopoulos. OPRE 2011-2. (Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) 2010. 112 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/ccs_strategies/reports/washington/ccse_washington.pdf

[“Federal funding for child care subsidies has increased substantially since 1996. Although many more low-income families are receiving help paying for child care, there is little rigorous evidence to guide states’ decisions on how to structure subsidy programs. This is the final report of a two-year evaluation in Washington State focusing on one key state policy decision: how much families should contribute when they receive subsidies for child care (the copayment). The study described in this report examined the effects of reduced copayments on child care subsidy use, employment and earnings, and receipt of Temporary Aid to Needy Families (TANF) and food stamps.”]

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Evaluation of Child Care Subsidy Strategies: Massachusetts Family Child Care Study. By Ann Collins and others, Abt Associates Inc. OPRE 2011-1. (Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) 2010. 77 p.

[“This report presents findings from the Massachusetts Family Child Care study, a two-year evaluation of the impacts of an early childhood education program on providers and children in family child care. The program - ‘LearningGames’ - is designed to train caregivers to stimulate children’s cognitive, language, and social-emotional development.... The objective of ‘LearningGames’ is to promote children’s cognitive and language development through learning opportunities provided by their caregivers. ‘LearningGames’ focuses on increasing the frequency of rich language interactions between caregivers and children. This emphasis grows out of the evidence of the importance of oral language development in children’s understanding of words and concepts, in their ability to become competent readers, and in their long-term academic success and of the role played by rich language stimulation in promoting children’s development. This evaluation of ‘LearningGames’ examines the effectiveness of the program in changing the behavior of the family child care providers and the developmental outcomes for the children who are cared for by providers trained on ‘LearningGames.’”]

Executive Summary: 12 p.

http://www.acf.hhs.gov/programs/opre/cc/ccs_strategies/reports/ma_family_ccs/ccss_ma_exec.pdf

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/ccs_strategies/reports/ma_family_ccs/css_ma_final.pdf

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Evaluation of Child Care Subsidy Strategies: Implementation of Three Language and Literacy Interventions in Project Upgrade. By Carolyn J. Layzer and others, Abt Associates Inc. OPRE 2011-4. (Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, Washington, DC) 2010. 48 p.

Full text at:

http://www.acf.hhs.gov/programs/opre/cc/ccs_strategies/reports/three_language/pu_intervention.pdf

[“This report describes the design and implementation of the three interventions tested in Project Upgrade one of four experiments conducted as part of the Evaluation of Child Care Subsidy Strategies..... The study was a test of three different language and literacy interventions, implemented in child care centers in Miami-Dade County that served low-income families, most of whom received a subsidy for child care. Two of the three interventions had significant impacts on children’s language and pre-literacy skills.... The organization of the report is as follows: Chapter 1 provides a summary of the design and findings of the evaluation; Chapter 2 describes the design of the three interventions in terms of two components - the professional development model and the curriculum itself; Chapter 3 examines the implementation of the professional development model; Chapter 4 describes the implementation of the three curricula and examines the extent to which similar activities occurred in classrooms in the control group; and Chapter 5 discusses the findings and their implications.”]

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CONFERENCES AND OPPORTUNITIES

2011 NACCRRA National Policy Symposium: “Change the Conversation: Change Child Care.” By the National Association of Child Care Resource and Referral Agencies. March 15-19, 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. By the 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/index.html>



[“This year’s theme is ‘We’re Better Together: Collaborating to Improve the Lives of Children.’ Come and experience three full days of professional development with new and engaging workshops, three types of educational tours and an expo hall full of valuable and enriching resources. Re-connect and meet new colleagues dedicated to early care and education.”]

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American Montessori Society 2011 Annual Conference. March 24-27, 2011. Chicago Marriott Downtown Magnificent Mile, Chicago, Illinois.

For more information and registration:

<http://www.amshq.org/conference/2011Chicago/program/index.php>



[“The American Montessori Society 2011 Annual Conference has been designed with a keen eye on the future. We hope you will join us, March 24-27, in Chicago, IL, to explore ‘A Timeless Promise for Our Changing World.’ In this Information Age, as our world harnesses the power of technology, we must recharge our commitment to preparing students for the challenges of a global society. We must also embrace the promise of a world in which education is available to all who seek it. Best practices and the multitude of new ways our children can absorb information need to be examined. How can the Montessori voice, advocating individual growth and personal development, respond to the current crisis in

American education and mainstream calls for increasing uniformity and standards? Amid the Windy City’s global bustle, the Chicago Marriott Downtown Magnificent Mile provides an appropriate atmosphere to explore ways in which Montessori education can harness new technologies and discoveries to transform lives and ensure a better future for the planet.”]

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