



## 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/cffc/>.

## **How to Obtain Materials Listed in SITN:**

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Services at (916-654-0261; [cslinfo@library.ca.gov](mailto:cslinfo@library.ca.gov)).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

### **IMPROVED CHILD DEVELOPMENT**

**California Head Start Child Outcomes Bulletin 2011. By Child Care Results and the California Head Start Association. (The Association, Sacramento, California) 2011. 4 p.**

[“Children who participate in Head Start programs are significantly better prepared to start school, according to a new study conducted by Child Care Results.... The finding was released on the heels of a proposed federal budget that would cut these benefits to over 200,000 children nationally - approximately 27,000 children in California.... The analysis compared preschool children entering their second year of Head Start with children entering their first year of Head Start, while controlling for age. It found that after one year of Head Start, children had a four to eight month developmental advantage due to participation in Head Start. These developmental advances were seen in a range of areas including language and literacy, pre-math skills, self regulation and other domains, leaving children better prepared for school when they enter Kindergarten.... The analysis is noteworthy in part because of the large sample size of 10,200 children from 42 separate programs across California.... The new research is consistent with other studies which

have found that Head Start helps to better prepare children to start school. Long term studies have found that Head Start can return up to \$9 in benefits for every \$1 invested. Institutions as diverse as the RAND Corporation and the Federal Reserve Bank of Minneapolis have concluded that investing in early childhood education is one of the smartest investments government can make.” Child Care Results/California Head Start Association, Press Release (February 16, 2011.)]

Full text at: <http://www.caheadstart.org/ChildOutcomes2011.pdf>

Methodology and Discussion of Results: 20 p.  
[http://childcareresults.com/downloads/Child\\_Outcomes\\_Bulletin\\_2011--Supporting\\_Methodology.pdf](http://childcareresults.com/downloads/Child_Outcomes_Bulletin_2011--Supporting_Methodology.pdf)

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**Early Head Start Children in Grade 5: Long-Term Followup of the Early Head Start Research and Evaluation Project Study Sample. Final Report. By Cheri A. Vogel, Mathematica Policy Research and others. OPRE Report. No. 2011-8. (Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC.) December 2010. 202 p.**

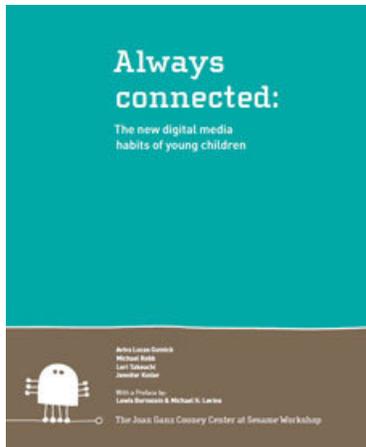
Full text at:  
[http://www.acf.hhs.gov/programs/opre/ehs/ehs\\_resrch/reports/grade5/grade5.pdf](http://www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/reports/grade5/grade5.pdf)

[“Early Head Start is a two-generation program for low-income pregnant women, and families with infants or toddlers that is designed to enhance children’s development and health and to strengthen family and community partnerships. A rigorous evaluation, the Early Head Start Research and Evaluation Project, was initiated the same time the program was authorized, following 3,001 children and families in 17 of the first programs funded. The children were randomly assigned either to the program group, or to the control group who were precluded from enrolling in Early Head Start, although they could receive other services in the community. The initial phase of the evaluation included an implementation study to document program services as well as an impact study, which followed children and their families until they were 3 years old with an ambitious measurement plan to assess the wide range of child and family outcomes that Early Head Start programs may influence. Two follow-up assessments have been conducted. Families were contacted in the prekindergarten year (when children were about 5 years old), and this latest wave of follow-up occurred when children were in fifth grade, about 10 years of age.... The goals of the grade 5 follow-up were to (1) examine whether Early Head Start’s impacts on outcomes for children and families continued seven years after the end of the program and (2) explore children’s and families’ experiences after the children entered elementary school and investigate subsequent influences on child and family outcomes. This report presents estimates of Early Head Start impacts on the study children and families when children were in fifth grade using exploratory analyses to inform program practice and guide future research.”]

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**Always Connected: The New Digital Media Habits of Young Children.** By Aviva Lucas Gutnick and others. (The Joan Ganz Cooney Center at Sesame Workshop, New York, New York) March 2011. 44 p.

Full text at: [http://www.joanganzcooneycenter.org/upload\\_kits/jgcc\\_alwaysconnected.pdf](http://www.joanganzcooneycenter.org/upload_kits/jgcc_alwaysconnected.pdf)



[“In a typical day, most young children read a book and watch television or DVDs. Use of newer media, such as the Internet, video games, or portable music players, is not as universal and varies with age.... Among very young children (0 to 5) who use the Internet, about 80% do so at least once a week. At age 3, about one-quarter of children go online daily, increasing to about half by age 5. And by age 8, more than two-thirds use the Internet on any given weekday. Children ages 5 to 9 average about 28 minutes online daily. In 2009, the oldest children in our review (8 to 10) spent about 46 minutes on a computer every day.... This is more than double the amount of time 8-to-10-year olds spent online in 2006) (19 minutes). Although

computer and Internet use are rising, they are still just a fraction of children’s overall media use, and nowhere near the amount of time spent with television. It is reasonable to assume, then, that children consume more media as they age. But it turns out that children ages 2 to 5 actually consume more television (including DVD and videos) overall than 6-to-11-year-olds.”]

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**Vision to Practice: Setting a New Course for Early Childhood Governance.** By Stacie G. Goffin and others. (Goffin Strategy Group, Washington, DC) January 2011. 19 p.

Full text at: <http://sites.google.com/site/goffinstrategygroup/Goffin-Strategy-Group-Homepage/resources>

[This report “examines the current state of governance in early childhood systems and stakeholders' perceptions of its role in systems building. Governance is a key component to building early childhood systems that are comprehensive in services, coordinated across multiple agencies, and aligned developmentally. The report examines three core beliefs about governance and whether they continue to be relevant based on the experiences of national and state leaders. The three core beliefs are: - Governance can exist across a comprehensive early childhood system. - A shared conceptualization exists

about what cross-system governance should accomplish. - Decisions about governance structures should follow decisions about their function. To gain an understanding of what changes, if any, have occurred in early childhood governance, Goffin Strategy Group interviewed various stakeholders and obtained their views on the function of governance in their respective communities and states. Among the organization's findings, state and national leaders continue to believe that governance is a critical component to building comprehensive early childhood systems. However, they no longer believe that it is possible to form a single structure that governs the entire early childhood system.” CLASP, Early Childhood Education Update (March 2011.)]

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**Toward a Bright Future for our Youngest Children: Building a Strong Infant-Toddler Workforce. By Barbara Gebhard. (Zero to Three, Washington, DC) 2010. 16 p.**

[This policy brief focuses on “strengthening systems that support professional development for the multidisciplinary infant-toddler workforce. The paper summarizes related research and the policy context, and offers ten recommendations to ensure that policymakers invest in comprehensive, integrated professional development systems for those who work with infants, toddlers, and their families.” The Baby Monitor (March 14, 2011.)]

Full text at: <http://www.zerotothree.org/public-policy/policy-toolkit/professional-development-final-for-web.pdf>

“In conjunction with the release of this... policy brief, the Zero to Three Policy Center will be hosting a webinar on March 31, 2011 at 2:00 pm EST that will highlight efforts to build professional development systems for those who work with infants and toddlers. Efforts to build professional development systems in Maine, New Mexico, and Los Angeles will be featured.”

Webinar information at: <http://www.zerotothree.org/public-policy/webinars-conference-calls/professional-development.html>

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**Getting in Sync: Revamping Licensing and Preparation for Teachers in Pre-K, Kindergarten, and the Early Grades. By Laura A. Bornfreund, New America Foundation. (The Foundation, Sacramento, California) March 2011. 25 p.**

Full text at:  
<http://earlyed.newamerica.net/sites/newamerica.net/files/policydocs/Getting%20in%20Sync-%20Revamping%20Licensing%20and%20Preparation%20for%20Teachers%20in%20Pre-K%20Kindergarten%20and%20the%20Early%20Grades.pdf>

[“This report highlights problems nationwide with the licensing and preparation of teachers who work with young children in pre-kindergarten, kindergarten, first-, second- and third-grade classrooms. The report... shows that today's system is not set up to ensure teachers in pre-kindergarten through the third grades are well-prepared to work with young children. The quality of the instruction that children receive in pre-kindergarten through the third grade (PreK-3rd) can make a lasting impact on how well they perform throughout their years in school. Because children in these grades are still developing foundational skills, their teachers need preparation that is different from what is required of their late-elementary school counterparts. Teachers at all grade levels, the report says, must be equipped with knowledge and skills that show a deep understanding of how children develop, but this is especially critical for PreK-3rd teachers. These instructors must learn about the science of early-childhood development (including a focus on social-emotional growth) and family engagement, as well as gain experience in how to provide effective instruction in subjects such as early science, early literacy and the building blocks of mathematics.” New America Foundation.]

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**A Measured Approach to Improving Teacher Preparation. By Chad Aldeman and others. (Education Sector, Washington, DC) January 2011. 20 p.**

Full text at:

[http://www.educationsector.org/sites/default/files/publications/TeacherPrep\\_Brief\\_RELE ASE\\_0.pdf](http://www.educationsector.org/sites/default/files/publications/TeacherPrep_Brief_RELE ASE_0.pdf)

[“Although all states are required to identify substandard teacher preparation programs, over half of all states have never identified a single program. The few programs that are named face few consequences.... At the same time, good programs, those that consistently do the best job of preparing teachers to help students learn, receive little recognition or reward. The result is a teacher education system - supported by an ever-expanding set of federal financial aid programs and multimillion-dollar federal grants - that offers few signals or guarantees of quality for anyone involved, from the college students who often borrow thousands of dollars to attend the programs to the districts, schools, and children that depend on good teachers.”]

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**Financing a Birth to Five Program: The Appleton Area School District Model. By Hannah Matthews. (Center for Law and Social Policy, Washington, DC) March 2011. 3 p.**

Full text at: <http://www.clasp.org/admin/site/publications/files/financingbirthtofive.pdf>

[“Appleton, Wisconsin gets it. In an effort to get all of its students reading on grade level in kindergarten through third grade, the Appleton Area School District (AASD)

recognized that it needed to reach children long before entry into kindergarten. CLASP's... factsheet... details their efforts to create and fund a comprehensive program to meet the needs of young children in their community. AASD knew they couldn't do it alone. While recognizing the importance of the first five years of life, district personnel also recognized that their education expertise lay outside the earliest learning years. In 2006, the school district created a Birth-Five Coalition to address the needs of the youngest members of their community. The AASD determined that it could be most effective by expanding parent and community awareness of existing early childhood programs and services for children under five and by working in collaboration with community partners. Financed in part with Title I funds, the district has put together a comprehensive Birth-Five program that includes a Books for Babies literacy program for parents delivering at local hospitals, community parent education workshops offered in partnership with local community agencies, Parents as Teachers home visitation, Early Childhood Special Education, Title I Preschool, and Even Start Family Literacy. Birth-Five Resource Coordinators now work in targeted elementary schools in the district to increase parent and community awareness of early childhood services, including developmental screenings for three- to five-year-olds, local Department of Health and Human Services programs, child care resource and referral services, Head Start, and the Family Resource Center. Appleton gets it, and they are a model for school districts thinking about how to layer multiple funding streams to effectively finance a comprehensive birth-five program.” CLASP, In Focus (March 16, 2011.)]

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## IMPROVED FAMILY FUNCTIONING

**Children in Immigrant Families: Ensuring Opportunity for Every Child in America. By Donald J. Hernandez and Wendy D. Cervantes. (First Focus, Washington, DC) March 2011. 26 p.**

Full text at: <http://www.fcd-us.org/sites/default/files/First%20Focus%20-%20Children%20in%20Immigrant%20Families.pdf>

[“Children in immigrant families account for nearly one-fourth (24 percent) of all children as of 2010, and the vast majority (88 percent) are U.S. citizens. In fact, children of immigrants account for nearly the entire growth in the U.S. child population between 1990 and 2008. This policy brief draws on key indicators from the Foundation for Child Development Child Well-Being Index (CWI), as well as additional data, to highlight both similarities and differences in the circumstances of children in immigrant and native-born families. Additional statistics that pertain particularly to the situation of children in immigrant families, namely citizenship and language skills, are also provided. Finally, this brief discusses recently passed federal legislation as it relates to children in immigrant families and points to policies that will ensure that we as a country are securing our future by providing opportunity for every child.”]

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**Maximizing the Impact of State Early Childhood Home Visitation Programs. By the NGA Center for Best Practices. (The Center, Washington, DC) March 8, 2011. 11 p.**

Full text at: <http://www.nga.org/Files/pdf/1103HOMEVISIT.PDF>

[“Home visiting programs are an important component of state early childhood systems. In a typical home visiting program, trained professionals provide regular, voluntary home visits to at-risk expectant and new parents and offer guidance, risk assessment, and referrals to other services offered in the community. Well-designed programs improve outcomes for children and families, ranging from decreases in child abuse and neglect, enhancements in prenatal and child health, and improvements in school readiness and school success. By reducing long-term costs in state systems, such as human services and special education, home visiting programs can yield more than \$5.00 in returns for every \$1.00 spent. States currently rely on federal funds and state revenues to support a range of home visiting program models. In fiscal 2010, 46 states and the District of Columbia committed a total of more than \$450 million in federal and state funds to home visiting initiatives. New federal funding authorized under the Patient Protection and Affordable Care Act (ACA) and appropriated by Congress will expand the resources that states can dedicate to home visiting programs during the next five years. Notwithstanding the promise of home visiting programs, most states lack a coordinated strategy to maximize the impact of such public investments. Many states support home visiting and other early childhood initiatives through multiple agencies, often without a plan to use resources efficiently or a common vision of the outcomes these programs should achieve. States often do not have research-based strategies to promote program effectiveness or program data to guide future funding decisions. As a result, states currently fund programs that vary in quality and that may provide some families with duplicative services and others with none. As federal ACA funds boost existing states resources, governors have an opportunity to better integrate home visiting programs into an effective and comprehensive early childhood system. Specifically, governors can: - Promote coordinated planning and shared accountability across the agencies that fund home visiting and other early childhood programs; - Develop research-based quality standards and support ongoing program improvement; and - Improve data linkages to track outcomes and better target services.”]

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**“Fathers’ Depression Related to Positive and Negative Parenting Behaviors with 1-Year-Old Children.” By R. Neal Davis and others. IN: Pediatrics, Early Release Article (published online March 14, 2011) pp. 612-618.**

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/peds.2010-1779v1>

[“Lots of information has been collected on the effects of depressed moms on their children, but very little on sad dads. Now a study published in... Pediatrics finds that

fathers who suffer from depression are more likely to hit their children than fathers who are not depressed. Researchers looked at a group of 1,700 fathers of 1-year-old children. They found 7 percent of the men had a diagnosis of depression. Compared with non-depressed dads, fathers who suffered from depression were nearly four times more likely to report spanking their child and less likely to be involved in day-to-day parent/child activities, such as reading a book. Surprisingly, the most depressed fathers, along with non-depressed dads, reported regularly playing games and singing and talking to their kids. Researchers say this suggests that these activities may be more routine behaviors for fathers than reading..... Authors of the research say, because 77 percent of the depressed fathers in the study reported talking to their child's pediatrician, visits to the little ones' doctors may provide an excellent opportunity for physicians to discuss parenting habits with fathers and refer any depressed dad for appropriate treatment, if necessary." CNN Health, The Chart (March 14, 2011.)]

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## IMPROVED HEALTH

**One Hospital at a Time: Overcoming Barriers to Breastfeeding: A Policy Update on California Breastfeeding and Hospital Performance. By the California WIC Association and U.C. Davis Human Lactation Center. (The Association, Davis, California) January 2011. 11 p.**

Full text at:

<http://www.calwic.org/storage/documents/factsheets2011/2011cabreastfeedingratereport.pdf>

["Over the last few years, many hospitals in California have made the changes necessary to improve breastfeeding support for the mothers and infants in their care. Unfortunately, not all hospitals have taken that initiative, including many hospitals that serve California's poorest women and infants. It's time for them to address this important health inequity. By starting with a few small policy changes, working with state and community partners, and ensuring that mothers are making informed infant feeding decisions, all hospitals in California can have a major impact on the health and welfare of our youngest residents."]

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**"The Effect of an Early Education Program on Adult Health: The Carolina Abecedarian Project Randomized Controlled Trial." By Peter Muennig, Columbia University and others. IN: American Journal of Public Health, vol. 101, no. 3 (March 2011) pp. 512-516.**

["Intensive early education programs for low-income children have been shown to yield numerous educational benefits, but few studies have looked more broadly at their impact on health and health behaviors. A... study conducted by researchers at Columbia's

Mailman School of Public Health examines this issue, using data from a the well-known Carolina Abecedarian Project (ABC), a randomized control study that enrolled 111 infants in the 1970s and continued to follow them through age 21. Researchers found that individuals who had received the intensive education intervention starting in infancy had significantly better health and better health behaviors as young adults.” Columbia University Mailman School of Public Health News (January 19, 2011.)] NOTE: The Effect of an Early Education Program... is available for loan.]

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**Behind Closed Doors: The Hidden Health Impacts of Being behind on Rent. By Elizabeth March and others. (Children’s HealthWatch, Boston, Massachusetts) January 2011. 6 p.**

Full text at:

[http://www.childrenshealthwatch.org/upload/resource/behindcloseddoors\\_report\\_jan11.pdf](http://www.childrenshealthwatch.org/upload/resource/behindcloseddoors_report_jan11.pdf)



[“More and more families... are struggling to keep a roof over their heads. Many pay more than half their income in rent, crowd into apartments that are too small, double up with other families, or forego health care and other basic needs in order to pay the rent. For some, the struggle is too great and they fall behind, suffering what we now understand are serious consequences to their health. ...research by Children’s HealthWatch shows that being behind on rent or mortgage correlates strongly with negative health outcomes for mothers and children. Children in families that have been behind on rent within the last year

are more likely to be in poor health and have an increased risk of developmental delays than children whose families are stably housed. The mothers in these families also have a much higher likelihood of experiencing symptoms of depression and being in poor health than mothers living in stable housing. The high levels of depressive symptoms and poor health experienced by these women approach those of mothers living in homeless shelters. The data are clear. Being behind on rent or mortgage is not only a risk factor for homelessness but a risk factor for seriously compromised maternal and child health. Short- and long-term interventions that help stabilize families in housing they can afford will reduce the numbers of families in homeless shelters and improve the health of mothers and very young children.”]

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**“The Medical Home: Health Care Access and Impact for Children and Youth in the United States.” By Bonnie B. Strickland, Maternal and Child Health Bureau and**

**others. IN: Pediatrics, Early Release Article (published online March 14, 2011) pp. 604-611.**

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/peds.2009-3555v1>

[“The medical home concept encompasses the characteristics of pediatric care considered essential for all children. The American Academy of Pediatrics (AAP) developed and has championed the medical home concept for decades, and currently defines the medical home as a model of primary care that is accessible, continuous, comprehensive, family centered, coordinated, compassionate, and culturally effective.... The purpose of this article was to provide an up-to-date, population-based assessment of medical home access for all children using a comprehensive definition and to describe the relationship between presence of a medical home and receipt of preventive medical and dental care, and unmet medical and dental needs. Dental care is included because existing policy guidelines and experts promote the integration of oral health services in the medical home.”]

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**“A Call for Integrating a Mental Health Perspective into Systems of Care for Abused and Neglected Infants and Young Children.” By Joy D. Osofsky, Louisiana State University Health Sciences Center, and Alicia F. Lieberman, University of California, San Francisco. IN: American Psychologist, vol. 66, no. 2 (February-March 2011) pp. 120-128.**

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=amp-66-2-120&site=ehost-live> (Note: State employee access link. This issue is available for loan.)

Press release on issue: <http://www.apa.org/news/press/releases/2011/02/babies-mental-illness.aspx>

[“Infants and toddlers can suffer serious mental health disorders, yet they are unlikely to receive treatment that could prevent lasting developmental problems, according to research published by the American Psychological Association. One barrier to mental health care for young children is ‘the pervasive, but mistaken, impression that young children do not develop mental health problems and are immune to the effects of early adversity and trauma because they are inherently resilient and ‘grow out of’ behavioral problems and emotional difficulties,’ according to researchers Joy D. Osofsky, PhD, of Louisiana State University, and Alicia F. Lieberman, PhD, of the University of California, San Francisco. Their analysis is presented in the February issue of ‘American Psychologist’ as part of a special section that examines the lack of mental health care for children from birth to 5 years old. Edited by Ed Tronick, PhD, of the University of Massachusetts, Boston, and Osofsky, the articles explore how infants develop mental health problems, recommend improvements in diagnostic criteria, and outline public

policy opportunities for psychologists and policy makers.” American Psychological Association, Press Release (February 22, 2011.)

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## IMPROVED SYSTEMS OF CARE

**Understanding Parents’ Child Care Decision-Making: A Foundation for Child Care Policy Making.** By Roberta Weber, Oregon State University. **Research-to-Policy, Research-to-Practice Brief. No. OPRE 2011-12.** (Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) February 2011. 12 p.

Full text at:

[http://www.acf.hhs.gov/programs/opre/cc/childcare\\_technical/reports/parents\\_childcare.pdf](http://www.acf.hhs.gov/programs/opre/cc/childcare_technical/reports/parents_childcare.pdf)

[“Policies such as those related to child care subsidies and quality rating and improvement systems are designed to increase the likelihood that child care and education arrangements meet developmental needs of children and employment needs of parents. Ultimately, parents select child care arrangements, and the quality and stability of these arrangements are affected by parents’ decisions. The decisions parents make regarding child care affect the ability of child care policies to achieve desired outcomes. How well policies ‘fit’ into and support the complex parental child care decision-making process affects achievement of policy goals. Child care is one component of a complex set of family management decisions that are often made simultaneously. For example, parents commonly make child care, employment, and transportation decisions at the same time. Parents attempt to find a child care solution that meets both child development and employment goals. Parents work to find the solution which best fits their situation, but the resulting child care arrangement(s) may or may not meet all their goals. Child care and early education decision-making cannot be understood outside of the world in which a family lives and works, and understanding this context is key to creating child care and early education policies that support parental decision-making. Using a graphic representation of the decision-making process, this paper provides insights into the forces that shape parents’ child care and early education decisions. The goal of this brief is to help policy makers by graphically depicting the complexity of child care decision-making revealed through research.”]

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**Child Care Assistance in 2009: Spending Update.** By Hannah Matthews. (Center for Law and Social Policy, Washington, DC) March 2011. 15 p.

Full text at:

<http://www.clasp.org/admin/site/publications/files/childcareassistance2009.pdf>

[“At the beginning of 2009, with the country facing the worst of the economic crisis, the president and Congress understood that Americans needed help paying for child care to get back to work in the recession. As part of the American Recovery and Reinvestment Act, they allocated an additional \$2 billion for the Child Care and Development Block Grant (CCDBG). This paper provides analysis of state spending on child care assistance in FY 2009 (the most recent year for which data are available) covering the period of October 1, 2008, to September 30, 2009, as well as national trends in child care spending in recent years.... The infusion of federal ARRA funds in 2009 helped many states, which faced budgetary pressure and increased need, avoid cuts in their child care programs. Yet, despite the increase in federal spending on child care, state spending in FY 2009 declined slightly for the second consecutive year. Had ARRA funds not been available, this decline likely would have been even larger. Importantly, if federal cuts to CCDBG are enacted, states eventually will have no choice but to make additional cuts in their subsidy programs.”]

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**Protecting Children in Child Care during Emergencies: Recommended State and National Regulatory and Accreditation Standards for Family Child Care Homes and Child Care Centers and Supporting Rationale. By the National Association of Child Care Resource and Referral Agencies and Save the Children, Domestic Emergencies Unit. (The Association, Arlington, Virginia) 2010. 66 p.**



[“There are more than 300,000 licensed child care facilities in the United States. While most states' regulations for child care centers and family child care homes address fire drills, many state regulations fall short in protecting children during tornados, earthquakes, industrial accidents and other disasters that may require evacuation, lockdowns, sheltering in place or reunification of children with their parents following a disaster. Save the Children and NACCRRRA call on policymakers, parents, community organizations, the child care community, local agencies and other emergency preparedness planning groups to join us in urging lawmakers to use the following national standards to protect children in child care during emergencies.”]

Executive Summary: 2 p. <http://www.naccrra.org/publications/naccrra-publications/publications/Executive%20Summary%20for%20National%20Standards.pdf>

Full text at: [http://www.naccrra.org/publications/naccrra-publications/publications/8960503\\_Disaster%20Report-SAVE\\_MECH.pdf](http://www.naccrra.org/publications/naccrra-publications/publications/8960503_Disaster%20Report-SAVE_MECH.pdf)

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## CONFERENCES AND OPPORTUNITIES

**Special Dual Language Learners Institute: From Theory to Practice: Supporting Dual Language Learners. Hosted by the California Association for Bilingual Education (CABE). March 24, 2011, 12:45-3:45 pm. Long Beach Convention Center, Long Beach, California.**

For more information:

[http://action.preschoolcalifornia.org/site/DocServer/CABE\\_DRAFT\\_FLIER\\_FINAL.pdf?docID=461](http://action.preschoolcalifornia.org/site/DocServer/CABE_DRAFT_FLIER_FINAL.pdf?docID=461) CABE 2011 Annual Conference:  
<http://www.bilingualeducation.org/cabe2011/index.php>

**Special Dual Language Learners Event: From Theory to Practice: Supporting Dual Language Learners. Hosted by the California Association for the Education of Young Children (CAEYC). March 26, 2011, 8:00-11:00 am. Sacramento Convention Center, Sacramento, California.**

For more information:

[http://action.preschoolcalifornia.org/site/DocServer/CAEYC\\_DLL\\_Event\\_2011.pdf?docID=462](http://action.preschoolcalifornia.org/site/DocServer/CAEYC_DLL_Event_2011.pdf?docID=462) 2011 CAEYC Annual Conference and Expo:  
<http://www.caeyc.org/main/caeyc/conference/>

[“Distinguished panelists from across the state explore best practices and the latest research on preschool dual language learners. With video demonstrations, panelists provide cutting edge ideas on how to support children acquiring two languages. As well, our panel addresses how to advance language acquisition for Standard English Learners, incorporating research to support our diverse populations. This event is geared to monolingual and bilingual teachers alike, as well as coordinators and directors in the field.”]

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**California WIC Association 2011 Annual Conference. March 28-30, 2011, Preconference, March 27, 2011. The Fairmont, San Jose, California.**

For more information: <http://www.calwic.org/events/2011-annual-conference>



[“The California WIC Association invites you to attend our 19th Annual Conference. The California WIC community is making public health history with the rollout of our new food packages. The healthy new WIC foods, which we coordinated with clear Healthy Habits messages, are already having a positive impact on millions of California families with healthier eating and improved breastfeeding! This year’s theme, ‘WIC Works: Getting Real About Going Platinum,’

continues our important work. In the next few years, we will bring California WIC up to

a whole new level of excellence, integrating our healthy foods and Gold Standard participant-centered nutrition education and breastfeeding support into the entire WIC clinic experience- stellar customer service, integrated staff wellness, widespread community collaboration, and innovative WIC leadership. We're going from Gold - to Platinum! The workshops and trade show will showcase the improved WIC foods, healthy habits at birth and beyond, many possibilities for collaborating with partners, and opportunities for staff leadership in the clinic and community.”]

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**California Council of Parent Participation Nursery Schools 62nd Annual Convention: Children, Nature, Play. Hosted by the Marin Council of Parent Participation Preschools. April 1-2, 2011. Embassy Suites, San Rafael, California.**

For more information:

<http://www.pppmarin.org/2011%20Convention/convention%20home.html>



[“With the belief that Nature Play nurtures mental, physical, and spiritual health and awakens creativity, With the belief that the best way to raise a child is to understand the child, With the principles of the Parent Participation Preschools in mind... The Marin Council of Parent Participation Preschools, the host of the 62nd Annual CCPPNS Convention, has gathered a group of amazing speakers for this year's convention.... Come join us in the beautiful nature of Marin County, a place that is surrounded by oak woodlands, redwood trees, and coastal shrubs, for two days of educational and fun filled keynotes and workshops featuring: Friday Keynote Speaker: Joseph Cornell, author of ‘Sharing Nature with Children.’ Saturday Keynote Speaker: Michele Borba, author of ‘Building Moral Intelligence.’”]

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