



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.
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The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

PreK-3rd: Principals as Crucial Instructional Leaders. By Sara Mead. (PreK-3rd Policy to Action Brief. No. 7 (Foundation for Child Development, New York, New York) April 2011. 14 p.

Full text at: <http://www.fcd-us.org/sites/default/files/FCD%20PrincipalsBrief7.pdf>

[“Principals are particularly crucial in PreK-3rd settings, where instructional leaders must align standards, curriculum, instructional strategies, and assessment both vertically (across grades) and horizontally (between classrooms) and ensure effective instruction across all PreK through 3rd Grade classrooms. Only consistent, high-quality learning experiences will ensure that all children reach grade-level standards by 3rd Grade. Unfortunately, too many schools today lack strong principal instructional leadership. This Policy to Action Brief looks at what principals can do to build high-quality PreK-3rd

experiences for young children and how policymakers can eliminate existing barriers and better support them to do so.”]

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Latino Access to Preschool Stalls after Earlier Gains. By Bruce Fuller and Anthony Y. Kim, University of California, Berkeley. (New Journalism on Latino Children Institute of Human Development, Berkeley) 2011. 2 p.

Full text at: <http://ihd.berkeley.edu/Latino%20preschool%20decline%20-%20NOLA-NJLC-Brief-2011-FINAL.pdf>

[“Reversing a decades-long trend, the percentage of Latino children attending preschool across the U.S. declined between 2005 and 2009, with possible far-reaching consequences for California. That's the conclusion of a report by UC Berkeley researchers.... The drop in Latino attendance could be a result of multiple factors, the researchers say. One is that the unemployment rate of Hispanic women over the age of 20 nearly doubled between 2005 and 2009, mainly as a fallout from the Great Recession that began in 2007. That means that these women either were less able to afford preschool, or felt that it wasn't needed because they could care for their children themselves at no cost. Another cause could be cutbacks in state budgets, which resulted in fewer subsidized preschool slots, or more stringent income eligibility requirements. Also contributing to the decline could be fears among immigrant parents without authorization to work in the United States that having their children in preschool programs could bring them to the attention of immigration authorities. The report does not break down attendance by state, but the implications for California are obvious. For the first time more than half of all children in California are of Latino descent, according to a recent U.S. Census report.” California Watch (April 8, 2011.)]

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Margaret Gayle and Sandy Darity on a 'Bright Idea' for Education. By Duke University. Office Hours (Webcast, March 25, 2011) Video. Program length: 40:22.

[“Here's a brilliant idea: if you want smarter kids, treat them as if they're smart. A U.S. Department of Education evaluation of a North Carolina program shows that when at-risk students are taught as if they are gifted and talented, they are likely to perform better academically. The pilot program, called Project Bright IDEA, operated between 2004 to 2009 in kindergarten through second-grade classrooms in 11 North Carolina school districts. Five thousand students were in the program at schools that receive federal funding because of a high percentage of low-income children. The study found that within three years, the number of children identified by their school districts as being academically and intellectually gifted ranged from 15 percent to 20 percent, compared to just 10 percent of children in a control group. The year the project began, no third-graders from the schools in the study had been identified as gifted. Teachers in the study received intensive training on strategies aimed at gifted children.... The project was

based on the view that all kids can learn gifted behavior, said William ‘Sandy’ Darity, professor at Duke University's Sanford School of Public Policy. ‘We disproportionately locate black and Latino kids in those environments where they get the dumbed-down instruction,’ Darity said.... ‘So one of the exciting things about Project Bright IDEA is the premise that you provide this high-level curriculum and instruction to all the kids.’” Seattle Times (March 31, 2011.)]

Video at: <http://www.dukenews.duke.edu/2011/03/darity.html> or at: <http://ondemand.duke.edu/video/27130/margaret-gayle-sandy-darity-on>

Related information at: <http://www.dpi.state.nc.us/ec/idea/> and at: <http://www.aagc.org/>
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Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. By Donald J. Hernandez. (Annie E. Casey Foundation, Baltimore, Maryland) April 2011. 15 p.

Full text at:

<http://www.aecf.org/Newsroom/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>

[“Educators and researchers have long recognized the importance of mastering reading by the end of third grade.... Results of a longitudinal study of nearly 4,000 students find that those who don’t read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers. For the worst readers, those couldn’t master even the basic skills by third grade, the rate is nearly six times greater. While these struggling readers account for about a third of the students, they represent more than three fifths of those who eventually drop out or fail to graduate on time. What’s more, the study shows that poverty has a powerful influence on graduation rates. The combined effect of reading poorly and living in poverty puts these children in double jeopardy.... High-quality early education is a cost-effective investment for improving both early and later school success, particularly for students in low-income families and for Black and Hispanic children. Unfortunately, studies show the effects of good PreK programs can ‘fade out.’ But research also shows that gains for students are sustained if high-quality PreK is linked with the elementary grades, to create a common structure and coherent sets of academic and social goals. The integrated PreK-3rd approach to education, if fully developed and effectively implemented, involves six components: (1) aligned curriculum, standards, and assessment from PreK through third grade; (2) consistent instructional approaches and learning environments; (3) availability of PreK for all children ages 3 and 4, as well as full-day kindergarten for older children; (4) classroom teachers who possess at least a bachelor’s degree and are certified to teach grades PreK-3rd; (5) small class sizes; and (6) partnership between the school and families. A recent study of an integrated PreK-3rd approach implemented in Chicago found improved educational outcomes leading to a long-term societal return of \$8.24 for every \$1 invested in the first four to six years of school, including the PreK years.”]

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Building Early Learning Leaders: New Jersey’s PreK-3rd Leadership Training: A Case Study. By Cynthia Rice, Advocates for Children of New Jersey and Vincent Costanza, New Jersey Department of Education. (Advocates for Children of New Jersey, Newark, New Jersey) March 2011. 11 p.

Full text at: <http://www.fcd-us.org/sites/default/files/NJ%20PreK-3rd%20Leadership%20Training.pdf>

[“Young children’s educational gains are more likely to last when quality preschool programs are linked with the elementary years.... The group in the best position to successfully develop a strong early learning platform that builds upon children’s educational experiences from year to year is school district administrators. Whether it is the district superintendent, the program supervisor or the building principal, each of these leaders plays a critical role in schools providing children with a consistent set of experiences from their first days in preschool through their completion of 3rd grade. This is often easier said than done.... Budget shortfalls, multiple preschool delivery systems and a continued disconnect between preschool and the other early learning years from kindergarten through 3rd grade all impact a district’s success in attaining a cohesive and rigorous system of early learning. Moreover, few professional development opportunities currently exist for district leaders to acquire the ‘know how’ in leading their staffs toward this goal.... In an attempt to address this issue, representatives from Advocates for Children of New Jersey (ACNJ), the New Jersey Department of Education, Division of Early Childhood Education (DECE) and the New Jersey Principals and Supervisors Association (NJPSA) came together in the summer of 2009 to plan for a comprehensive early learning professional development program for school district administrators. The goal was to provide these administrators with research, strategies and techniques to effectively implement high-quality preschool through 3rd grade programs and to assist them in evaluating those programs, as they successfully lead their instructional staff. In the fall of 2009, New Jersey’s ‘PreK-3rd Leadership Training Series’ began, with approximately 200 district administrators participating from across the state. This case study describes the development and content of the series, a description of the participants and the findings from surveys that participants completed at the beginning and end of the series. Also discussed are the facilitators’ impressions of the challenges and opportunities and corresponding recommendations for next steps in this work.”]

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IMPROVED FAMILY FUNCTIONING

The American Family in Black and White: A Post-Racial Strategy for Improving Skills to Promote Equality. By James J. Heckman. Discussion Paper No. 5495. (The Institute for the Study of Labor, IZA, Bonn, Germany) February 2011. 36 p.

Full text at: <http://ftp.iza.org/dp5495.pdf>

[“In contemporary America, racial gaps in achievement are primarily due to gaps in skills. Skill gaps emerge early before children enter school. Families are major producers of those skills. Inequality in performance in school is strongly linked to inequality in family environments. Schools do little to reduce or enlarge the gaps in skills that are present when children enter school. Parenting matters, and the true measure of child advantage and disadvantage is the quality of parenting received. A growing fraction of American children across all race and ethnic groups is being raised in dysfunctional families. Investment in the early lives of children in disadvantaged families will help close achievement gaps. America currently relies too much on schools and adolescent remediation strategies to solve problems that start in the preschool years. Policy should prevent rather than remediate. Voluntary, culturally sensitive support for parenting is a politically and economically palatable strategy that addresses problems common to all racial and ethnic groups.”]

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Recruiting and Training Home Visitors for Evidence-Based Home Visiting (EBHV): Experiences of EBHV Grantees. By Brandon Coffee-Borden and Diane Paulsell, Mathematica Policy Research. Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment. Brief No. 2. (Mathematica Policy Research, Princeton, New Jersey and Chapin Hall at the University of Chicago, Chicago, Illinois) October 2010. 9 p.

Full text at: http://www.mathematica-mpr.com/publications/PDFs/earlychildhood/EBHV_brief2.pdf

[“This brief summarizes lessons about recruiting and training home visitors for evidence-based programs from grantees participating in the Children’s Bureau’s Supporting Evidence-Based Home Visiting (EBHV) to Prevent Child Maltreatment grantee cluster. As part of the EBHV cross-site evaluation, Mathematica Policy Research collected the data in spring 2010 during a series of telephone interviews conducted with managers of agencies from 9 of the 17 grantees that were implementing home visiting programs. These ‘implementing agencies’ were selected to participate in the interviews because they had recruited, hired, and trained new home visitors during the preceding year (in contrast to some agencies that were already operating programs when the grant began, or had not yet reached the stage of staffing their home visiting programs). Most implementing agencies had experience with home visiting but few had previously implemented an evidence-based program. The brief provides an overview of agencies’ strategies for recruiting and training home visitors, as well as the challenges they faced and lessons learned.”]

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Replicating Evidence-Based Home Visiting Models: A Framework for Assessing Fidelity. By Deborah Daro, Chapin Hall at the University of Chicago. **Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment. Brief No. 3.** (Mathematica Policy Research, Princeton, New Jersey and Chapin Hall at the University of Chicago, Chicago, Illinois) December 2010. 10 p.

Full text at: http://www.mathematica-mpr.com/publications/PDFs/earlychildhood/EBHV_brief3.pdf

[“The Maternal, Infant, and Early Childhood Home Visiting Program, authorized by the Patient Protection and Affordable Care Act of 2010, represents a major expansion for evidence-based home visiting services. Over the next five years, the program will provide \$1.5 billion to states to invest in selected home-based services to promote early childhood health and development and, ultimately, improve outcomes and opportunities for children and families. To maximize the return on this major public investment, the legislation places particular emphasis on building states’ capacity to assess the fidelity and quality of the replication and expansion of evidence-based home visiting models. Fidelity includes adhering to a model’s staff training, certification, and supervision requirements; delivering family-level services at the specified intensity (dosage); and covering the prescribed content. Quality refers to how effectively the content is conveyed to families; for example, whether the home visitor engages parents during the visit and whether this engagement is evidence of a positive, trusting relationship between the home visitor and the parents. This brief presents a framework for monitoring fidelity to home visiting program models developed as part of the Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment (EBHV) initiative’s cross-site evaluation.”]

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Supporting Home Visitors in Evidence-Based Programs: Experiences of EBHV Grantees. By Brandon Coffee-Borden and Diane Paulsell. **Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment. Brief No. 4.** (Mathematica Policy Research, Princeton, New Jersey and Chapin Hall at the University of Chicago, Chicago, Illinois) December 2010. 9 p.

Full text at: <http://www.supportingebhv.org/crossite>

[“This brief summarizes experiences supporting and supervising home visitors working in evidence-based programs affiliated with grantees participating in the Children’s Bureau’s Supporting Evidence-Based Home Visiting (EBHV) to Prevent Child Maltreatment initiative. As part of the EBHV cross-site evaluation, Mathematica Policy Research collected the data in spring 2010 during a series of telephone interviews conducted with managers of agencies from 9 of the 17 grantees that were implementing home visiting. These ‘implementing agencies’ were selected to participate in the interviews because they had recruited, hired, and trained new home visitors during the preceding year (in contrast to some agencies that were already operating programs when the grant began, or had not yet reached the stage of staffing their home visiting

programs). Most implementing agencies had previous experience with home visiting but few had implemented an evidence-based program. The brief provides an overview of agencies' strategies for supervising and supporting home visitors, as well as the challenges they faced and lessons learned.”]

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Parental Relationship Quality and Child Outcomes across Subgroups. By Kristin A. Moore and others. Research Brief. No. 2011-13. (Child Trends, Washington, DC) April 2011. 11 p.

Full text at: http://www.childtrends.org/Files//Child_Trends-2011_04_04_RB_MaritalHappiness.pdf

[This “Child Trends brief finds that relationship quality between parents is consistently and positively associated with better outcomes for children and families. This brief... notes that the positive association holds across many subgroup comparisons, including income, marital status, parental education, and race/ethnicity. These analyses were completed using data from the 2007 National Survey of Children’s Health. Specifically, positive parental relationships are linked to: - reduced child behavior problems, - better child social competence, - greater child school engagement, - fewer child internalizing (depression) problems, - better parent-child communication, and - reduced feelings of aggravation by the parent. ‘Our research indicates that happy couple relationships are quite consistently related to better outcomes for children and families across all types of groups in the population,’ lead author Kristin A. Moore said. ‘Programs and policies that are able to improve relationship quality could have positive implications for children.’” Child Trends, Research Update (April 8, 2011.)]

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IMPROVED HEALTH

Harnessing the Power of Supermarkets to Help Reverse Childhood Obesity. By the Robert Wood Johnson Foundation and others. (The Foundation, Princeton, New Jersey and the Food Trust, Philadelphia, Pennsylvania) April 2011. 27 p.

Full text at: <http://www.rwjf.org/files/research/20110411foodtrustsupermarket.pdf>

[“On June 24–25, 2010, more than 60 public health leaders, food retailers, food manufacturers, consumer product designers and marketers met in Philadelphia for a groundbreaking conference to discuss how to make it easier for parents, caregivers and youths to select and purchase healthier foods, including those with fewer excess calories, in grocery stores. Co-hosted by the Robert Wood Johnson Foundation (RWJF) and The Food Trust, this meeting was the first to address the vital role supermarkets play in providing access to healthy affordable foods in all communities, and the unique role they can play in reversing childhood obesity in lower-income and multiethnic communities....

Childhood obesity has increased in all segments of the population and significantly more in lower-income, multi-ethnic communities and neighborhoods. Many of these communities are located in so-called food deserts, urban neighborhoods and rural towns without ready access to healthy affordable food.”]

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Better Health for Mothers and Children: Breastfeeding Accommodations under the Affordable Care Act. By Robert Drago and others. (Institute for Women’s Policy Research, Washington, DC) December 2010. 20 p.

Full text at: <http://www.iwpr.org/publications/pubs/better-health-for-mothers-and-children-breastfeeding-accommodations-under-the-affordable-care-act> (Scroll down for free download.)

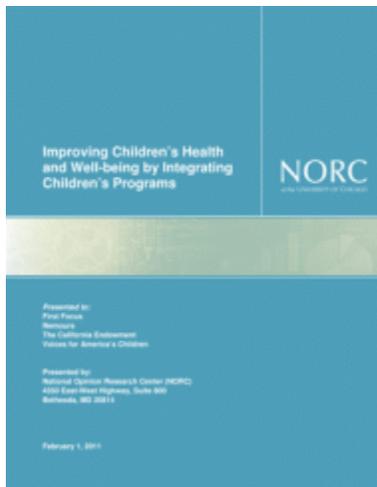


[“This study examines new workplace protections for nursing mothers under federal law. We report current patterns of breastfeeding, and provide the first estimates of coverage rates under the law, as well as the first projections of the likely effect of the new protections on increasing rates of breastfeeding in the United States. The research represents part of a broader body of work undertaken by the Institute for Women’s Policy Research on balancing work and family commitments.”]

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Improving Children’s Health and Well-being by Integrating Children’s Programs. By Cheryl Austein Casnoff and others. Prepared for First Focus, the Nemours Foundation, the California Endowment and Voices for America’s Children. (NORC at the University of Chicago, Chicago, Illinois) February 1, 2011. 37 p.

Full text at: http://www.firstfocus.net/sites/default/files/Improving%20Children's%20Health%20and%20Well-being%20by%20Integrating%20Children's%20Programs_Final%20Report.pdf



[“All children should have the opportunity to grow up healthy. To that end, a number of U.S. federal agencies are charged with promoting and protecting child health and well-being. These agencies have historically operated programs that, although beneficial, run in parallel, rather than functioning as parts of an integrated system. There is growing recognition that federally-funded children’s programs could benefit greatly from increased

collaboration and integration. We are at a critical crossroads for improving the way programs are designed and implemented for children and their families and have an unprecedented opportunity to adjust the current ‘siloes’ approach. During this time of expanding demand for children’s services and severe constraints on federal, state and local budgets, there are numerous administrative approaches that can improve collaboration and integration across programs that serve America’s children and youth, resulting in improved outcomes for child health and well-being. The recommendations presented in this paper highlight strategies that can be adopted administratively to improve the design, implementation, and evaluation of all children’s programs, including new programs created under the Patient Protection and Affordable Care Act (Affordable Care Act) and other funding opportunities. These efforts will also enhance the integration of state and local efforts to promote the health and well-being of children.”)

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Safety Standards for Full-Size Baby Cribs and Non-Full-Size Baby Cribs; Final Rule. By the Consumer Product Safety Commission. IN: Federal Register, vol. 75, no. 248 (December 28, 2010) pp. 81766-81788.

Full text at: <http://www.cpsc.gov/businfo/frnotices/fr11/cribfinal.pdf>

[“The Commission is issuing safety standards for full-size and non-full-size baby cribs in response to the direction under section 104(b) of the CPSIA. Section 104(c) of the CPSIA specifies that the crib standards will cover used as well as new cribs. The crib standards will apply to anyone who manufactures, distributes, or contracts to sell a crib; to child care facilities, family child care homes, and others holding themselves out to be knowledgeable about cribs; to anyone who leases, sublets, or otherwise places a crib in the stream of commerce; and to owners and operators of places of public accommodation affecting commerce. DATES: *Effective Date*: The rule will become effective on June 28, 2011. The incorporation by reference of the publications listed in this rule is approved by the Director of the Federal Register as of June 28, 2011. *Compliance Dates*: Compliance with this rule with respect to the offer or provision for use of cribs by child care facilities, family child care homes, and places of public accommodation affecting commerce is required starting on December 28, 2012. For all other entities subject to the rule, compliance with this rule is required starting on June 28, 2011. Beginning June 28, 2011, all cribs manufactured and sold (including resale) must comply with new and improved federal safety standards. The new rules, which apply to full-size and non full-size cribs, prohibit the manufacture or sale of traditional drop-side rail cribs, strengthen crib slats and mattress supports, improve the quality of hardware and require more rigorous testing.... The new rules also apply to cribs currently in use at child care centers and places of public accommodation. By December 28, 2012, these facilities must use only compliant cribs that meet the new federal safety standards.”]

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The New Crib Standard: Questions and Answers. By CPSC Blogger. IN: OnSafety Blog (U.S. Consumer Product Safety Commission, Bethesda, Maryland) March 4, 2011. 3 p.

[“Since CPSC approved a new crib rule, your questions have been flowing into us. While most questions have revolved around the drop side, it’s important for you to know that the new standard affects far more than the drop side. A crib’s mattress support, slats, and hardware are now required to be more durable and manufacturers will have to test to new more stringent requirements to prove compliance. Here are some of your questions along with answers.”]

Full text at: <http://www.cpsc.gov/onsafety/2011/03/the-new-crib-standard-questions-and-answers/>

In Spanish: La Nueva Norma para Cunas: Preguntas y Respuestas:
<http://www.cpsc.gov/onsafety/2011/03/la-nueva-norma-para-cunas-preguntas-y-respuestas/>

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Child Care Providers: Your Guide to the New Crib Standard. By the Consumer Product Safety Commission. (The Commission, Bethesda, Maryland) April 2011. 1 p.

Full text at: <http://www.cpsc.gov/cpsc/pub/pubs/5023.pdf>

[“Beginning December 28, 2012, any crib provided by child care facilities and family child care homes must meet new and improved federal safety standards. The new standards take effect for manufacturers, retailers, importers and distributors on June 28, 2011, addressing deadly hazards previously seen with traditional drop-side rails, requiring more durable hardware and parts and mandating more rigorous testing.”]

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IMPROVED SYSTEMS OF CARE

Developing a Statewide Network of Infant and Toddler Specialists: Technical Assistance Manual for States and Territories. By the National Infant and Toddler Child Care Initiative and the Early Head Start National Resource Center at Zero to Three. Prepared under contract with the U.S. Department of Health and Human Services. (The Initiative, Zero to Three, Washington, DC) 2011. 30 p.

Full text at: http://nitcci.nccic.acf.hhs.gov/resources/ITSN_Manual_March_2011.pdf

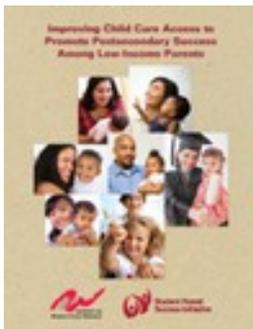
[“Infant/Toddler Specialist Networks are a relatively new and promising strategy that States and Territories have implemented to improve the quality of child care and support

the healthy development of infants and toddlers. Infant/Toddler Specialists provide support to the infant/toddler field through a variety of approaches, which may include coaching and mentoring, consultation, training, train the trainers, and technical assistance. The widespread development of Infant/Toddler Specialist Networks began with the introduction of targeted funds by Congress in 1998 that established a portion of the Child Care and Development Fund (CCDF) for quality care of infants and toddlers. Before this 1998 legislation, California had led the way in establishing its network. As of October 2010, 27 States have established Infant/Toddler Specialist Networks and a few additional States are working to establish networks.... Research on infant/toddler development, infants and toddlers in child care, the quality of infant/toddler child care settings, and the infant/toddler workforce all provide impetus to States and Territories to develop initiatives to improve the quality of infant/toddler child care.... This manual describes the process of developing and implementing an Infant Toddler Specialist Network (ITSN) using six State examples.” National Infant and Toddler Child Care Initiative.]

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Improving Child Care Access to Promote Postsecondary Success among Low-Income Parents. By Kevin Miller and Barbara Gault. (Institute for Women’s Policy Research, Washington, DC) March 2011. 54 p.

Full text at: <http://www.iwpr.org/publications/pubs/improving-child-care-access-to-promote-postsecondary-success-among-low-income-parents>



[“This report uses information obtained through a literature view, interviews with campus child care experts, interviews with child care center and program administrators, and analyses of postsecondary education data to assess the adequacy and demand for existing campus child care and to explore the characteristics of successful campus child care programs. Using data from Department of Education and other government sources as well as a survey of members of the National Coalition for Campus Children’s Centers, IWPR estimates that only 5 percent of the child care needed by student parents is supplied at on-campus child care centers. Placements can require months or years on waiting lists, especially for infants or toddlers, and centers that are able to provide care during evening or weekend hours are scarce. Between 2003 and 2009, the number of two- and four-year institutions providing care has decreased, with a large drop between 2007 and 2009 in the number of community colleges providing care. On-campus children’s centers provide student parents with the peace of mind to focus on succeeding in classes, while also providing high-quality early care, education, and socialization for their children. Centers can also support parents through contact with other parents, academic and financial aid counseling, parenting courses, and a variety of other resources.”]

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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 CHILD DEVELOPMENT

“Ancestral Life Characteristics and Moral Functioning.” By Darcia Narvaez and Tracy Gleason. IN: Human Nature, Early Experience and the Environment of Evolutionary Adaptedness. Edited by Darcia Narvaez and others. Oxford University Press, New York, New York. (In Press, 2012.)

[“Ever meet a kindergartener who seemed naturally compassionate and cared about others’ feelings? Who was cooperative and didn’t demand his own way? Chances are, his parents held, carried and cuddled him a lot; he most likely was breastfed; he probably routinely slept with his parents; and he likely was encouraged to play outdoors with other children.... ...studies led by Notre Dame Psychology Professor Darcia Narvaez show a relationship between child rearing practices common in foraging hunter-gatherer societies (how we humans have spent about 99 percent of our history) and better mental health, greater empathy and conscience development, and higher intelligence in children.... Narvaez identifies six characteristics of child rearing that were common to our distant ancestors: - Lots of positive touch - as in no spanking - but nearly constant carrying, cuddling and holding; - Prompt response to baby’s fusses and cries. You can’t ‘spoil’ a baby. This means meeting a child’s needs before they get upset and the brain is flooded with toxic chemicals. ‘Warm, responsive caregiving like this keeps the infant’s brain calm in the years it is forming its personality and response to the world,’ Narvaez says. - Breastfeeding, ideally 2 to 5 years. A child’s immune system isn’t fully formed until age 6 and breast milk provides its building blocks. - Multiple adult caregivers - people beyond mom and dad who also love the child. - Free play with multi-age playmates. Studies show that kids who don’t play enough are more likely to have ADHD and other mental health issues. - Natural childbirth, which provides mothers with the hormone boosts that give the energy to care for a newborn.” ND Newswire (September 17, 2010.) NOTE: Human Nature, Early Experience... will be available for loan.]

Full article: “Research Shows Child Rearing Practices of Distant Ancestors Foster Morality, Compassion in Kids.” By Susan Guibert. IN: ND Newswire (September 17, 2010) 2 p. <http://newsinfo.nd.edu/news/16829-research-shows-child-rearing-practices-of-distant-ancestors-foster-morality-compassion-in-kids/>

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CONFERENCES AND OPPORTUNITIES

2011 Spring Institute: The Calvary is Not Coming... How Do We Save Ourselves? Child Development Policy Institute. May 17-18, 2011. Sheraton Grand Hotel, Sacramento, California.

[“Conference Topics: - Looking Forward: The New Normal; - Follow the Money; - Early Care and Education - Going Forward; - Early Learning Advisory Council; - Transitional Kindergarten; - Student Performance Tracking; - Coping and Cutback Management.”]

For more information: <https://www.cdpi.net/cs/cdpi/print/htdocs/events.htm#spring>

Preliminary Agenda:

https://www.cdpi.net/cs/cdpi/download/rs/153/Spring_Institute_Preliminary_Agenda.pdf?x-r=pcfile_d

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Early Learning Advocacy Day 2011: Seize the Moment for California's Youngest Children! By Preschool California and the California Association for the Education of Young Children. May 25, 2011. Capitol Plaza Ballrooms and State Capitol Building, Sacramento, California.

For more information: <http://www.preschoolcalifornia.org/take-action/elad-2011.html>

[“Don’t miss this opportunity to meet with your state legislators, network with early learning advocates from across California and learn about this year’s early learning policy issues. During Early Learning Advocacy Day you will: - Participate in small-group visits with state legislators. - Learn about innovations in early learning taking place throughout California. - Hear from the new policy and planning bodies for early learning in California. - Meet and network with other early learning advocates.”]

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Grants to Tribes, Tribal Organizations and Migrant Programs for Community-Based Child Abuse Prevention Programs. Administration for Children and Families, U.S. Department of Health and Human Services. Application due date: July 5, 2011.

For more information: <http://www.acf.hhs.gov/grants/open/foa/view/HHS-2011-ACF-ACYF-CA-0147>

[“The primary purpose of this funding opportunity announcement is to provide financial support to selected Tribes, Tribal Organizations, and Migrant Programs for child abuse prevention programs and activities that are consistent with the goals outlined by Title II of Child Abuse Prevention and Treatment Act. This legislation specifies that one percent of the available funding from Title II will be reserved to fund Tribes, Tribal

Organizations and Migrant Programs. The goal of the programs and activities supported by these funds is to prevent the occurrence or recurrence of abuse or neglect within the Tribal and Migrant populations. The funds must support more effective and comprehensive child abuse prevention activities and family support services, including an emphasis on strengthening family life and reaching out to include fathers, that will enhance the lives and ensure the safety and well-being of Migrant and Native American children and their families. Some examples of programs that may be funded include, but are not limited to, voluntary home visiting, respite care, parenting education, mutual support, family resource centers, marriage education, and other family support services. Applicants are strongly encouraged to implement evidence-based and evidence-informed programs and practices. The funds must also be used to support an evaluation of the programs and services funded by the grant. Finally, programs funded should develop stronger linkages with the Community-based Child Abuse Prevention Program (CBCAP) State Lead Agency funded under Title II of CAPTA.”]

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