



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/>.

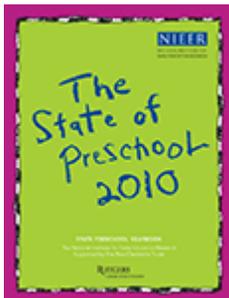
How to Obtain Materials Listed in SITN:

- 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).
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The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

The State of Preschool 2010. By W. Steven Barnett and others. (National Institute for Early Education Research, NIEER, Rutgers University, New Brunswick, New Jersey) 2010. 252 p.



[“NIEER co-director Steve Barnett released findings from ‘The State of Preschool 2010’ at a press conference.... Barnett noted that data from this year's report showed that, nationally speaking, the recession is continuing to negatively impact state-funded pre-K programs. ‘Overall, state cuts to preschool funding transformed the recession into a depression for many young children,’ he said. Barnett warned that the funding situation may get worse even as the economy slowly recovers but federal funds to help states weather the recession are now gone. Joining him at the podium was U.S. Secretary of Education Arne Duncan. Duncan spoke on federal investments in preschool education,

particularly concerning Race to the Top funding. ‘Three- and 4-year-olds don't vote, don't hire lobbyists and don't have a union,’ he said. ‘It's up to us to make this critical investment. We have to get out of this catch-up game in education and give children a fighting chance to enter kindergarten with the ability to learn and read.’... Summing up the findings of the Yearbook, Barnett said, ‘America has far to go before every child has access to a high-quality education even at age 4, much less earlier. Yet, in much of the rest of the world this opportunity is taken for granted.’” NIEER Online Newsletter (April 26, 2011.)]

Full text at: <http://nieer.org/yearbook/pdf/yearbook.pdf>

Executive Summary and other data at: <http://nieer.org/yearbook/>

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Degrees in Context: Asking the Right Questions about Preparing Skilled and Effective Teachers of Young Children. By Marcy Whitebook and Sharon Ryan. NIEER Policy Brief. No. 22. (National Institute for Early Education Research, New Brunswick, New Jersey) April 2011. 15 p.

Full text at: <http://nieer.org/resources/policybriefs/23.pdf>



["Preschool teachers play a critical role in children's development yet there is little agreement about how to codify teacher knowledge and skill. This brief argues that too much attention has been given to debating the baseline of qualifications required of preschool teachers (e.g., AA vs. BA), failing to take into account the precise nature of the education that teachers have received en route to their degrees, support for ongoing learning, and the effects of the workplace environment on their teaching practice. This brief is intended to illuminate these questions and provide recommendations that can lead to their

resolution.”]

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Early Childhood Education Professional Development: Training and Technical Assistance Glossary. By the National Association for the Education of Young Children and the National Association of Child Care Resource and Referral Agencies. (NAEYC, Washington, DC and NACCRRA, Arlington, Virginia) 2011. 19 p.

Full text at: http://www.naeyc.org/GlossaryTraining_TA.pdf

[“The definitions were developed for those who provide professional development, state policy makers, early education advocates, and program administrators working to connect professional development activities and initiatives into an integrated system. The glossary is intended to serve as a guide for states to adapt and adjust as needed to meet their specific needs in clarifying professional development roles and policies; assisting with determining and supporting the knowledge and capabilities of those providing professional development; and in data efforts to count and track all types of professional development. The definitions are also designed to provide common understandings, or starting points, for research and national or cross-state discussions.” NAEYC.]

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Winning the Future: Improving Education for the Latino Community. By the White House Initiative on Educational Excellence for Hispanics and the U.S. Department of Education. (The White House, Washington, DC) April 2011. 28 p.

Full text at:

http://www.whitehouse.gov/sites/default/files/rss_viewer/WinningTheFutureImprovingLatinoEducation.pdf

[“In today’s American public education system, Latinos are by far the largest minority group, numbering more than 12.4 million in the country’s elementary, middle and high schools. Currently, nearly 22 percent, or slightly more than 1 in 5, of all pre-K–12 students enrolled in America’s public schools is Latino. Yet, Latino students face persistent obstacles to educational attainment.... Compared to other minority groups, Latino children represent the largest segment of the early childhood population in the Nation, but are less likely than any other group to be enrolled in center-based early education programs.... Accordingly, the President has launched a comprehensive zero-to-five plan - to dramatically expand early childhood education and continue to improve its quality - aimed at supporting the health, well-being, and future educational success of our children.”]

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Young Children of Immigrants and the Path to Educational Success: Key Themes from an Urban Institute Roundtable. By Olivia Golden and Karina Fortuny. (Urban Institute, Washington, DC) October 2010. 14 p.

Full text at: <http://www.urban.org/publications/412330.html>

[“The growing presence of young children of immigrants is changing the demographic makeup of classrooms, yet debates about early education and school reform often do not mention them. As high-quality education for all becomes a prominent policy and political goal, key questions remain unanswered about whether schools and early childhood programs are addressing their needs. This paper summarizes the Urban Institute's 2010

roundtable ‘Young Children of Immigrants and the Path to Educational Success’ discussion, which focused on the specific needs of young children of immigrants.”]

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Play and Learning in Early Care and Education Settings: A Key Topic Resource List. By Child Care and Early Education Research Connections. (National Center for Children in Poverty, New York, New York) March 2011. 12 p.

Full text at: <http://www.researchconnections.org/files/childcare/keytopics/KTRL-play.pdf>

[“‘Research Connections’ conducted a comprehensive search of its collection for resources focused on play and early learning. This Key Topic Resource List includes a listing of selected resources on the role of play in early development and learning. From the many results, ‘Research Connections’ selected a limited number of resources of various types including reports and papers, executive summaries, and reviews.... Search results are grouped into the following broad areas: - Play and development; - Play and early literacy; - Play and early math; - Play and children with disabilities; - Teachers’ perceptions and use of play.”]

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Early Grade Retention and Student Success: Evidence from Los Angeles. By Jill S. Cannon and Stephen Lipscomb. (Public Policy Institute of California, San Francisco, California) 2011. 22 p.

Full text at: http://www.ppic.org/content/pubs/report/R_311JCR.pdf

[This study “study examines early elementary grade retention in the Los Angeles Unified School District. The report finds that 7.5 percent of students in the district are retained due to various risk factors, including gender, academic performance, household income, and English learner status. Additionally, relatively younger students, or those with fall birthdays, are seven times more likely to be held back than their older peers, emphasizing the importance of ensuring the youngest learners have access to transitional kindergarten. The report further suggests that the new kindergarten entry date, combined with a year of transitional kindergarten for the youngest students, will decrease early elementary retention rates.” Preschool Press (April 2011.)]

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IMPROVED FAMILY FUNCTIONING

Second Chance Homes: A Resource for Teen Mothers. By Kristine M. Andrews and Kristin A. Moore. Research-to-Results Brief. No. 2011-14. (Child Trends, Washington, DC) April 2011. 9 p.

Full text at: http://www.childtrends.org/Files//Child_Trends-2011_04_15_RB_2ndChanceHomes.pdf

[“Parenting at any age is challenging, but teen mothers face additional hurdles - poverty, limited education, unstable living arrangements - that place them and their children at risk of poor outcomes. For example, teen mothers are less likely to finish high school, and their children, on average, are less likely to complete high school, and have poorer health ratings than do children born to older mothers. Child Trends examined ‘Second Chance Homes,’ an approach that offers shelter and services for adolescent mothers and their children, including parenting support and educational and vocational assistance. This review... describes this model, including its diverse private and public funding mix, and highlights some positive aspects for participants and their children. The review also notes the lack of rigorous evaluations of the program to date and argues that such evaluations could help build the evidence base for the practices and programs that seem to be working in the ‘Second Chance Homes’ program.” Child Trends, Research Update (April 15, 2011.)]

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Family Violence Prevention and Health Practice: An E-Journal of the Family Violence Prevention Fund. Issue No. 11. (The Fund, San Francisco, California) Spring 2011. Entire issue.

E-Journal at: <http://endabuse.org/health/ejournal/>

[“Home visitation holds great promise as an intervention and prevention strategy for domestic violence (DV)... In this issue of ‘Family Violence Prevention and Health Practice,’ we hear from leading experts in the field who are evaluating the impact of existing home visitation programs on DV and designing innovative home visitation initiatives to address DV. The challenges of responding to children’s exposure to violence in home visitation programs are examined. This issue also provides the opportunity to highlight new resources that the Family Violence Prevention Fund has developed for home visitation programs. With increased attention and funding to implement home visitation services across the United States, we have an extraordinary opportunity to advocate for integration of screening and intervention for DV into all home visitation services and support both proven and innovative practices that address DV within the context of home visits.”]

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Assessing the Evidence of Effectiveness of Home Visiting Program Models Implemented in Tribal Communities: Final Report. By Patricia Del Grosso and others. (Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Washington, DC) February 2011. 35 p.

Full text at: <http://www.childcareresearch.org/childcare/resources/20890/pdf>

[“This report describes the findings from the review of home visiting programs implemented in tribal communities or evaluated with American Indian or Alaska Native families and children. In Chapter I we describe the review process the HomVEE [Home Visiting Evidence of Effectiveness] team used to identify, screen, and assess the research literature and the review results; we present descriptive information from the studies on participant outcome measures; and we provide descriptions of the home visiting model characteristics. In Chapter II, we describe the lessons learned across studies, with a focus on cultural relevance and implementation. We conclude by proposing considerations for building the research literature on tribal home visiting programs moving forward.”]

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Poor Children by Parents’ Nativity: What Do We Know? By Vanessa R. Wight and others. (National Center for Children in Poverty, New York, New York) April 2011. 10 p.

Full text at: http://www.nccp.org/publications/pdf/text_1006.pdf

[“What are the differences between children of native-born parents, children of recent immigrant families, and children of established immigrant families? Promoting positive outcomes for young children in immigrant families requires a deeper understanding of the population itself. To this end, we provide a more nuanced look at poor children living with immigrant parents by expanding the definition of the immigrant experience to include not only parents’ nativity but also their duration of stay in the U.S.”]

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Employment Characteristics of Families 2010. By the Bureau of Labor Statistics. News Release. (The Bureau, U.S. Department of Labor, Washington, DC) March 24, 2011. 12 p.

Full text at: <http://www.bls.gov/news.release/pdf/famee.pdf>

[“Highest Percentage of Unemployed Parents noted since 1994.... The new data (for 2010) show that in 13 percent of families with children under age 18, there was no employed parent. This is the highest proportion since tracking of these data began in 1994. Having an employed parent has important implications for children’s well-being, even beyond the obvious connection with economic security. Studies of children with a parent who suffers a permanent job loss due to structural changes in the economy have found that these families have a greater likelihood of parental divorce and family relocation, and the children are more likely to repeat a grade. And, the children’s own earnings, when they grow up and enter the labor force, are diminished. Thus, the ‘scarring’ effects of parental unemployment may be multigenerational.” Child Trends, Trend Lines Blog (April 8, 2011.)]

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IMPROVED HEALTH

Reversing the Trend in Childhood Obesity: Policies to Promote Healthy Kids and Communities. By Amy Winterfeld and others. (National Conference of State Legislatures, Denver, Colorado) January 2011. 37 p.

Full text at:

<http://www.rwjf.org/files/research/20110425reversingthetrendinchildhoodobesity.pdf>

[“Although fewer states enacted legislation in 2010 than in 2009, there was increased activity on bills that may have the greatest effect in reducing or preventing childhood obesity. In the broad policy category of healthy eating and physical activity, 17 states passed laws in 2010, compared to 21 in the previous year. More states took action, however, in the two most prominent policy areas of school nutrition and physical activity/physical education. Twelve states took action on school nutrition, as compared to seven in 2009, while eight states took action on physical activity/physical education, as compared to five in the previous period. The District of Columbia also enacted legislation in both policy areas (the District was not included in the 2009 legislation survey). There also was less legislative activity in 2010 in the broad policy category of healthy community design and access to healthy food.”]

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Achieving a State of Healthy Weight: A National Assessment of Obesity Prevention Terminology in Child Care Regulations 2010. By the National Resource Center for Health and Safety in Child Care and Early Education. (The Center, University of Colorado Denver, Aurora, Colorado) January 2011. 167 p.

Full text at: http://nrckids.org/regulations_report_2010.pdf



[This report “examines the degree to which key obesity-prevention concepts are reflected in states' child care regulations. The report was developed by the National Resource Center for Health and Safety in Child Care and Early Education with support from the U.S. Maternal and Child Health Bureau. The content is based on an examination of documents for licensed child care centers, large or group family child care homes, and small family child care homes. The data comprise 6,826 individual ratings from 118 state documents consisting of all states' ratings of 47 variables for each type of child care facility that is regulated. A variety of charts and graphs illustrate

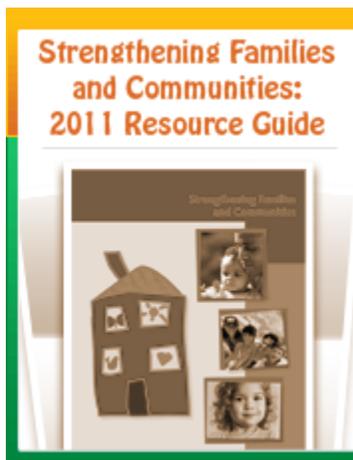
the findings nationally and by content area (infant feeding, nutrition, physical activity). Outcomes for states and recommendations are also included.” MCH Alert (April 22, 2011.)]

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Stengthening Families and Communities: 2011 Resource Guide. By the Children’s Bureau and others. (U.S. Department of Health and Human Services, Washington, DC) 2011. 88 p.

Full text at:

<http://www.childwelfare.gov/preventing/preventionmonth/guide2011/index.cfm> or at <http://www.childwelfare.gov/pubs/guide2011/guide.pdf>



[“‘Strengthening Families and Communities: 2011 Resource Guide’ supports service providers in their work with parents, caregivers, and their children to strengthen families and prevent child abuse and neglect. It focuses on the five protective factors, which have been proven to reduce the risk of abuse and neglect, and provides tools and strategies to integrate the factors into existing programs and systems.”]

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“Prenatal Exposure to Organophosphate Pesticides and IQ in 7-Year Old Children.” By Brenda Eskenazi, University of California, Berkeley and others. IN: Environmental Health Perspectives, published online (Ahead of Print) April 21, 2011. 33 p.

[“In a... study suggesting pesticides may be associated with the health and development of children, researchers at the University of California, Berkeley’s School of Public Health have found that prenatal exposure to organophosphate pesticides - widely used on food crops - is related to lower intelligence scores at age 7. The researchers found that every tenfold increase in measures of organophosphates detected during a mother’s pregnancy corresponded to a 5.5 point drop in overall IQ scores in the 7-year-olds. Children in the study with the highest levels of prenatal pesticide exposure scored seven points lower on a standardized measure of intelligence compared with children who had the lowest levels of exposure. ‘These associations are substantial, especially when viewing this at a population-wide level,’ said study principal investigator Brenda Eskenazi, UC Berkeley professor of epidemiology and of maternal and child health. ‘That

difference could mean, on average, more kids being shifted into the lower end of the spectrum of learning, and more kids needing special services in school.” UC Berkeley News Center (April 20, 2011.)]

Full text at: <http://ehp03.niehs.nih.gov/article/info:doi/10.1289/ehp.1003185>

Related articles at: <http://www.newswise.com/articles/view/575813/?sc=c6237>

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“A Comparison of PBDE Serum Concentrations in Mexican and Mexican-American Children Living in California.” By Brenda Eskenazi and others. IN: Environmental Health Perspectives (published online, ahead of print, April 15, 2011) 31 p.

Full text at: <http://ehp03.niehs.nih.gov/article/info:doi/10.1289/ehp.1002874>

[“A... UC Berkeley study found Mexican American children from the Salinas Valley are contaminated with levels of flame retardants seven times higher than children in Mexico and three times higher than their own mothers. The 7-year-olds had higher levels than almost all other adults and children tested worldwide. Household dust, which is contaminated with flame retardants released by old furniture, is probably the major source of their exposure. The levels are a ‘major public health challenge,’ according to the report, which was directed by UC Berkeley School of Public Health epidemiologist Brenda Eskenazi. The researchers cautioned that while their study focused on California children, it has nationwide importance because flame retardants are used in furniture sold across the country. Health effects of the chemicals are largely unknown, but two studies have linked them to reduced motor skills and cognitive abilities in children, as well as declines in fertility.... The findings suggest that low income, rather than race, is probably the major factor in determining who is highly exposed to brominated flame retardants. Poorly manufactured or deteriorating furniture may release more of the compounds, which are added to polyurethane cushions to slow the spread of flames when furniture catches fire. The only people with higher levels of the flame retardants in their bodies were children in Nicaragua living or working on hazardous waste sites, according to the study....” San Francisco Chronicle (April 21, 2011.)]

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IMPROVED SYSTEMS OF CARE

Promising State Child Care Quality and Infant/Toddler Initiatives. By Karen Schulman. (National Women’s Law Center, Washington, DC) April 2011. 8 p.

Full text at:

http://www.nwlc.org/sites/default/files/pdfs/statechildcarequalityinitiativesapril2011_0.pdf

[“High-quality child care encourages children’s learning and development and helps them enter school ready to succeed. Yet in most communities, high-quality care is in short supply, particularly for low-income children and very young children. States and communities are working to address this shortage and improve the quality of care through a number of promising strategies, with the help of federal funding. To obtain a snapshot of notable state quality improvement initiatives, the National Women's Law Center asked child care administrators in each of the fifty states and the District of Columbia to identify their states’ most promising quality initiative and most promising infant/toddler initiative supported with these resources.” National Women’s Law Center (April 7, 2011.)]

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Homeless Enrollment in Head Start/Early Head Start 2008-2010. By the Office of Head Start. (The Office, Administration for Children and Families, Washington, DC) 2011. 3 p.

Full text at: <http://caheadstart.org/HomelessbyState3-31-11.pdf>

[“The number of homeless children enrolled in Head Start and Early Head Start has increased by 40 percent since 2008, according to data recently released from the Office of Head Start. In California, the number has increased by 55 percent. There are more than 40,000 homeless children attending Head Start programs across the country.” News from California Head Start Association (April 22, 2011.)]

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CONFERENCES AND OPPORTUNITIES

6th Young Children without Homes National Conference. Hosted by Horizons for Homeless Children. June 20 and 21, 2011. L’Enfant Plaza Hotel, Washington, DC.

For more information: <http://www.horizonsforhomelesschildren.org/Programs-YCWH-National-Conference-2011.asp>



[“Hosted by Horizons for Homeless Children, this conference will focus on the issue of child and family homelessness and its effect on young children (0-5); information sharing; networking and collaboration; strategies and solutions. Who's invited? - Providers of early care and education services; - Providers of homeless services; - Health professionals; - Public school teachers / administrators; - Homeless education liaisons; - Head Start providers; - Policymakers, legislators and more!”]

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15th Annual Birth to Three Institute. “Hand in Hand: Collaboration to Support Our Babies, Toddlers, Families and Communities.” Sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Head Start National Resource Center. June 20-23, 2011. Washington Hilton Hotel, Washington, DC.

For more information: <http://www.ehsnrc.org/Activities/BirthToThreeInstitute.htm>



[“On behalf of the Office of Head Start I am pleased to invite you to register for the 15th Annual Birth To Three Institute (BTT). In the spirit of supporting partnerships, our theme this year is ‘Hand-in-Hand: Collaborating to Support Our Babies, Toddlers, Families and Communities.’ Last year we experienced an unprecedented number of participants resulting in the highest attendance in the history of BTT. That overwhelming response reaffirms the need for quality professional development opportunities that lead to improved comprehensive services ultimately making a difference in the lives of families. The Office of Head Start continues to see the Birth to Three Institute as a venue for program staff to access cutting edge information

and resources related to infant and toddler services and programs.” Angie Godfrey, Office of Head Start.]

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Strengthening Families 2011 Leadership Summit. By the Center for the Study of Social Policy the National Summit Planning Team. June 22-24, 2011. Hyatt Regency Crystal City, Arlington, Virginia.

For more information: <http://www.cvent.com/events/strengthening-families-2011-leadership-summit/event-summary-5855b72504054f89b86eba6d7ad7d450.aspx>

[“The Summit will be all about reconnecting, re-energizing and expanding our horizons to maximize the impact of Strengthening Families to change the lives of children and families for the better. At the first national Leadership Summit in 2007, we shared enthusiasm and innovative ideas as Strengthening Families began to take hold across the country. In 2009, we explored the creative opportunities to advance Strengthening Families in challenging times, through implementation lessons learned from national and state partners. A large, diverse planning team including parent leaders, is now hard at work planning this year’s Summit to take us to the next phase. At the 2011 Summit, we will celebrate what has become a strongly rooted approach with many adaptations as we deepen our knowledge through an intensive focus on research, evidence, impact and the

new, emerging arenas of effort - those things that are essential to successfully continuing to move our work forward.”]

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