



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

How to Obtain Materials Listed in SITN:

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

The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

The Long-Run Impacts of Early Childhood Education: Evidence from a Failed Policy Experiment. By Philip DeCicca, McMaster University and Justin D. Smith, University of Manitoba. NBER Working Paper. No. 17085. (National Bureau of Economic Research, Cambridge, Massachusetts) May 2011. 43 p.

Full text at: <http://papers.nber.org/papers/W17085> (Free downloads are available to people with “.GOV” e-mail addresses. Enter your e-mail address in the box provided and NBER will send an e-mail with a URL which will allow free access to this paper.)

[“We investigate short and long-term effects of early childhood education using variation created by a unique policy experiment in British Columbia, Canada. Our findings imply starting Kindergarten one year late substantially reduces the probability of repeating the third grade, and meaningfully increases in tenth grade math and reading scores. Effects

are highest for low income students and males. Estimates suggest that entering kindergarten early may have a detrimental effect on future outcomes.”]

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Kindergarten Entrance Ages: A 35 Year Trend Analysis. By Melodye Bush and others. ECS State Notes, Kindergarten. (Education Commission of the States, Denver, Colorado) May 2011 edition. 5 p.

Full text at: <http://www.ecs.org/clearinghouse/93/61/9361.pdf>

[“There has been a trend in the states over the last 30 years to establish a cutoff date earlier in the year for children entering kindergarten. In 1975, of **30 states** that established a cutoff date, **nine** required students to have turned 5 by a certain date in September or earlier (30%). By 1990, **42 states** established a cutoff date and of those, **28** required that students must turn 5 by a certain date in September or earlier (67%). By 2005, **45 states** established a cutoff date, and **33** of those required that students must turn 5 by a certain date in September or earlier (77%). By 2010 **44 states** established a cutoff date, and **37** of those required that students must turn 5 by a certain date in September or earlier (82%).”]

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“How Does the iPad Help Children with Disabilities?” By Arizona State University and Thomas Jefferson University. IN: Tots-n-Tech E-Newsletter (April 2011) pp. 3-6.

[“Many possibilities for using the iPad with young children probably are coming to mind. You may have already heard of apps that have been developed so that the iPad may be easily used by children with disabilities for a variety of purposes. New apps are becoming available regularly so that infants and toddlers with disabilities may use the iPad to play and learn. An iPad can assist for communication, enhancing social skills, learning disabilities, fine motor skills, behavior disorders, etc. The iPad is a fabulous mobile device lots of different concepts and ideas by playing games or interacting with different types of media. Using an iPad provides a child with an interactive experience with multi-sensory feedback that offers opportunities for learning.”]

Full text at: http://tnt.asu.edu/files/iPad_Newsletter_4-11-11.pdf

Other Tots-n-Tech E-Newsletters at: <http://tnt.asu.edu/home/news>

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“Why Pre-K is Critical to Closing the Achievement Gap.” By Ellen Frede and W. Steven Barnett. IN: Principal (May/June 2011) pp. 8-11.

Full text at: http://www.naesp.org/sites/default/files/Frede_Barnett_MJ11.pdf

[“The recently released results of the 2009 Program for International Student Assessment (PISA) comparison of educational achievement across 65 countries has brought renewed attention to the achievement gap and recommended changes to improve U.S. performance. The U.S. was well down in the middle of the pack for reading, math, and science while Shanghai, a Chinese city with a population equal to that of New York, was at the top of the leader board. One might think recommendations on how the U.S. could gain ground might start with an analysis of education policy in Shanghai or the European nation with top scores: Finland. For example, we might consider emulating Finland’s universal access to high-quality early care, education starting in infancy, and requirement that every public school teacher earn a master’s degree. Or, we might replicate Shanghai’s universal pre-kindergarten, in which all teachers must have at least a bachelor’s degree, or China’s 251-day school year. Of course, not every policy followed by high-achieving countries is an effective strategy for the U.S. To identify those that are effective, we can look systematically at policies associated with higher scores internationally, and then look at the full body of education research to identify what works in the U.S. as well as abroad.”]

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Framing the Future: Addressing Pre-K in ESEA. By Chrisanne Gayl. (Pre-K Coalition, National School Boards Association, Alexandria, Virginia) May 2011. 6 p.

Full text at: <http://www.centerforpubliceducation.org/Libraries/Document-Library/Pre-kindergarten/Building-Support/Framing-the-Future-Addressing-Pre-K-in-ESEA.pdf>

[“The reauthorization of the Elementary and Secondary Education Act (ESEA) offers a unique opportunity to update our nation’s primary federal education law to take full advantage of the power of high quality pre-kindergarten education. Since 2001 when Congress last reauthorized ESEA, there has been an explosion of new evidence on the benefits of high quality early childhood programs, and a host of new early learning leadership efforts across states, in communities and around the globe. For example, over the last decade, the enrollment in state-funded pre-kindergarten programs has grown more than 70%. Today, forty states and the District of Columbia provide some form of publicly funded pre-k and collectively spend \$5.4 billion on these programs. At the same time, states and school districts have been working to coordinate the efforts of pre-k, child care, Head Start, and other early childhood programs to build a high quality continuum of early learning, that is aligned with kindergarten and primary grade education. This brief describes the expanded context of early learning that exists today, how it connects with and bolsters education reform, and why it is important for federal legislation to address pre-kindergarten. Together, teachers, principals, superintendents, local and state school boards and chief state school officers call on Congress to reauthorize ESEA with a strong early education component, in recognition of the

powerful contribution this effort will make to providing equal opportunity and enhanced outcomes for all children.”]

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Racial Gaps in Early Childhood: Socio-Emotional Health, Developmental and Educational Outcomes among African-American Boys. By Yumiko Aratani and others. (National Center for Children in Poverty, New York, New York) May 2011. 19 p.

Full text at: http://www.nccp.org/publications/pub_1014.html

[“The aims of this study are to examine racial gaps in cognitive and socio-emotional development among boys in early childhood and to identify factors that contribute to early resilience among African-American boys. Our main research questions include: - What racial gaps emerge across cognitive and socio-emotional development in early childhood among African-American infant, toddler, preschooler, and kindergarten boys and white-American boys? - Do these gaps remain after controlling for family socio-economic status (SES) and other child, family, and home environment characteristics? - What factors contribute to early resilience and buffer against these risks among African-American boys?”]

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“Relation between Language Experiences in Preschool Classrooms and Children’s Kindergarten and Fourth-Grade Language and Reading Abilities.” By David K. Dickinson, Vanderbilt University and Michelle V. Porche, Wellesley College. IN: Child Development, vol. 82, no. 3 (May/June 2011) pp. 870-886.

[“Indirect effects of preschool classroom indexes of teacher talk were tested on fourth-grade outcomes for 57 students from low-income families in a longitudinal study of classroom and home influences on reading. Detailed observations and audiotaped teacher and child language data were coded to measure content and quantity of verbal interactions in preschool classrooms. Preschool teachers’ use of sophisticated vocabulary during free play predicted fourth-grade reading comprehension and word recognition (mean age = 9; 7), with effects mediated by kindergarten child language measures (mean age = 5; 6). In large group preschool settings, teachers’ attention-getting utterances were directly related to later comprehension. Preschool teachers’ correcting utterances and analytic talk about books, and early support in the home for literacy predicted fourth-grade vocabulary, as mediated by kindergarten receptive vocabulary.” NOTE: Relation between Language Experiences... is available for loan.]

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Early Learning Challenge: Resources for States Planning for the Early Learning Challenge Competition. By the Center for Law and Social Policy. (CLASP, Washington, DC) 2011. 2 p.

Full text at:

http://www.clasp.org/issues/topic?type=child_care_and_early_education&topic=0016

[“On May 25, 2011, The U.S. Education and Health and Human Services Departments announced the availability of \$500 million for the ‘Race to the Top Early Learning Challenge’ (RTT-ELC), a grant competition to increase the quality of early childhood programs and increase the number and percentage of low-income and disadvantaged children, birth to five, in high-quality programs. While details on selection criteria for the competition have not yet been announced, States will want to start planning now in advance of preparing their applications. The following resources may be useful during this planning period.... Topics: System Building and Financing; Comprehensive Services; Infants and Toddlers.”]

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IMPROVED FAMILY FUNCTIONING

Plain Talk about Spanking. By Jordan Riak. (Parents and Teachers against Violence in Education, Alamo, California) 2011. 9 p.

[“Current research in the fields of mental health and child development supports the theory that acts of violence against a child, no matter how brief or how mild, are like exposing the child to a toxin. Repeated exposure has a cumulative and enduring effect.... Some parents, eager to justify their behavior, will argue: ‘You have a duty to grab a child who is about to do something dangerous - to touch the hot stove or run into a busy street - and deliver a good smack so that your warnings about life's dangers will be remembered.’ Were that argument valid, spankings would become increasingly infrequent as children learned their lessons. But that's not what usually happens. Spankings tend to escalate in frequency and severity, and spanked children tend to behave worse. In fact, being spanked throws children into a state of powerful confusion, making it difficult for them to learn the lessons adults claim they are trying to teach. Parents who deliver the so-called ‘good smack’ are not teaching their children that hot stoves and busy streets are dangerous. They are teaching them that the grownups upon whom they depend are dangerous. That's a bad lesson.”]

HTML at: www.nospank.net/pt2011.htm

PDF at: www.nospank.net/pt2011.pdf

Printer's spread PDF: www.nospank.net/pt2011ps.pdf

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A Two-Generational Child-Focused Program Enhanced with Employment Services: Eighteen-Month Impacts from the Kansas and Missouri Sites of the Enhanced Services for the Hard-to-Employ Demonstration and Evaluation Project. By JoAnn Hsueh and others. (MDRC, Oakland, California) March 2011. 199 p.

[“Children living in poverty face considerable developmental risks. This report presents interim results from an evaluation of parental employment and educational services delivered within a two-generational, early childhood program targeting low-income families who are expecting a child or who have a child under age 3. This study is part of the Enhanced Services for the Hard-to-Employ Demonstration and Evaluation project, sponsored by the U.S. Department of Health and Human Services, with additional funding from the U.S. Department of Labor. The program model tested here aims to dually address both the employment and educational needs of parents who are at risk of unemployment and the developmental needs of their young children. The program’s effects are being studied by examining 610 families who were randomly assigned to a program group, which received the enhanced two-generational program, or to a control group, which could only access alternative services in the community.”]

Overview: 1 p. <http://www.mdrc.org/publications/589/overview.html>

Executive Summary: 12 p. <http://www.mdrc.org/publications/589/execsum.pdf>

Full text at: <http://www.mdrc.org/publications/589/full.pdf>

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IMPROVED HEALTH

The State of Children’s Dental Health: Making Coverage Matter. By the Pew Children’s Dental Campaign. (Pew Center on the States, Washington, DC) May 2011. 25 p.

Full text at:

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/State_policy/Childrens_Dental_50_State_Report_2011.pdf

[“The state that children call home can make a big difference in the health of their teeth. In this year’s 50-state report card by the Pew Children’s Dental Campaign, 27 states earned grades of an A or B, while 23 states and the District of Columbia received a C or lower grade. However, the 2011 grades for 22 states were higher than their 2010 grades, revealing that even in a time of fiscal distress, dental health policies can be improved.... Pew grades states on an A-through-F scale based on their performance in meeting eight policy benchmarks for children’s dental health: 1. Having sealant programs in at least 25 percent of high-risk schools; 2. Allowing a hygienist to place sealants in a school sealant program without requiring a dentist’s prior exam; 3. Providing optimally fluoridated

water to at least 75 percent of residents who are served by community water systems; 4. Meeting or exceeding the 2007 national average (38.1 percent) of Medicaid-enrolled children ages one to 18 receiving dental services; 5. Paying dentists who serve Medicaid-enrolled children at least the 2008 national average (60.5 percent) of dentists' median retail fees; 6. Reimbursing medical care providers through its state Medicaid program for preventive dental health services; 7. Authorizing a new type of primary-care dental provider; 8. Submitting basic screening data to the national database that tracks oral health progress." Pew Charitable Trusts, Press Release (May 23, 2011.)]

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Discussions with Urban American Indian and Alaska Native Parents: Keeping Babies Healthy and Safe. By the Urban Indian Health Institute. (The Institute, Seattle Indian Health Board, Seattle, Washington) May 2011. 27 p.

Full text at: <http://www.uihi.org/wp-content/uploads/2011/05/Discussions-with-Urban-American-Indian-and-Alaska-Native-Parents.pdf>

[“The qualitative research project described here was designed to gather opinions and insight from American Indian and Alaska Native (AI/AN) parents about ‘keeping babies healthy and safe’ and effective messages and communication channels for information on these topics. The project took place in four urban communities nationwide. In this report we describe the results obtained from focus groups and individual discussions, which will be used in the development of a communications campaign to address high rates of infant mortality among AI/ANs in urban areas and beyond.... This project was carried out using group and individual discussions with AI/AN parents in four urban areas nationwide: Detroit, Michigan; Sacramento, California; Salt Lake City, Utah; and Seattle, Washington. Three of which are in states with some of the largest AI/AN populations in the U.S. (California, Washington, and Michigan). Discussions explored critical themes regarding the concept of ‘keeping babies healthy and safe’, including the barriers and facilitators to health and safety practices, as well as effective health messages and communication channels for sharing information on these topics with AI/ANs.”]

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Childhood Health and Differences in Late-Life Health Outcomes between England and the United States. By James Banks, Institute for Fiscal Studies and others. NBER Working Paper. No. 17096. (National Bureau of Economic Research, Cambridge, Massachusetts) May 2011. 25 p.

Full text at: <http://papers.nber.org/papers/W17096> (Free downloads are available to people with “.GOV” e-mail addresses. Enter your e-mail address in the box provided and NBER will send an e-mail with a URL which will allow free access to this paper.)

[“In this paper we examine the link between retrospectively reported measures of childhood health and the prevalence of various major and minor diseases at older ages.

Our analysis is based on comparable retrospective questionnaires placed in the Health and Retirement Study and the English Longitudinal Study of Ageing - nationally representative surveys of the age 50 plus population in America and England respectively. We show that the origins of poorer adult health among older Americans compared to the English trace right back into the childhood years - the American middle and old-age population report higher rates of specific childhood health conditions than their English counterparts. The transmission into poor health in mid life and older ages of these higher rates of childhood illnesses also appears to be higher in America compared to England. Both factors contribute to higher rates of adult illness in the United States compared to England although even in combination they do not explain the full extent of the country difference in late-life health outcomes.”]

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“Is Frequency of Shared Family Meals Related to the Nutritional Health of Children and Adolescents?” By Amber J. Hammons and Barbara H. Fiese. IN: *Pediatrics*, vol. 127, no. 6 (June 1, 2011) pp. e1565 -e1574.

Full text at: <http://pediatrics.aappublications.org/content/127/6/e1565.full>

[“We used meta-analytic methods to examine the frequency of shared family mealtimes in relation to nutritional health in children and adolescents. The primary objective was to determine consistency and strength of effects across 17 studies that examined overweight and obese, food consumption and eating patterns, and disordered eating. Methods: The total sample size for all studies was 182 836 children and adolescents (mean sample age: 2.8 -17.3 years). Pooled odds ratios were calculated. A random-effects model was used to estimate all outcomes. Results: The frequency of shared family meals is significantly related to nutritional health in children and adolescents. Children and adolescents who share family meals 3 or more times per week are more likely to be in a normal weight range and have healthier dietary and eating patterns than those who share fewer than 3 family meals together. In addition, they are less likely to engage in disordered eating. Conclusions: Educational and public health initiatives aimed at promoting shared family mealtimes may improve nutritional health of children and adolescents. Clinicians may advise their patients about the benefits of sharing 3 or more family mealtimes per week; benefits include a reduction in the odds for overweight (12%), eating unhealthy foods (20%), and disordered eating (35%) and an increase in the odds for eating healthy foods (24%).”]

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“Toward a Developmental Conceptualization of Contributors to Overweight and Obesity in Childhood: The Six-Cs Model.” By Kristen Harrison and others, University of Illinois. IN: *Child Development Perspectives*, vol. 5, no. 1 (March 2011) pp. 50-58.

Full text at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1750-8606.2010.00150.x/pdf>

[“Overweight in childhood sets the stage for a lifelong struggle with weight and eating and raises the risk of health problems, such as obesity, diabetes mellitus, hypertension, sleep apnea, and heart disease. Research from multiple disciplinary fields has identified scores of contributing factors. Efforts to integrate these factors into a single ‘big picture’ have been hampered by the challenges of constructing theoretical models that are both comprehensive and developmentally adaptable. This article reviews select genetic and environmental factors influencing childhood overweight and obesity, then explicates an ecological model mapping these and other factors. The Six-Cs model extends previous theoretical work on childhood weight imbalance by acknowledging dimensions of factors specific to heredity as well as the environment, to activity as well as nutrition, to resources and opportunities as well as practices, and to development from birth through adolescence. This article concludes by discussing the model’s policy relevance and identifying important next steps for transdisciplinary research concerning child overweight and obesity.”]

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IMPROVED SYSTEMS OF CARE

“Preschools Checked Less than Dog Kennels.” By Emily Alpert. IN: voiceofsandiego.org (May 22, 2011) 3 p.

Full text at: http://www.voiceofsandiego.org/education/schooled/article_6fff5ff0-8344-11e0-8254-001cc4c03286.html

[“Dog kennels are inspected once a year in San Diego County. Restaurants get vetted twice as often. But here and across California, preschools and child care centers can go five years without a checkup from state evaluators - and sometimes even longer. State inspectors from the Community Care Licensing Division hasten to investigate complaints such as rat infestation and the manhandling of kids within 10 days. Caregivers are supposed to report injuries or other incidents themselves and can get slapped with a citation if they don't. But if nobody phones the state agency to tell them something has gone wrong, a preschool or child care center could go years without anyone stopping by to scrutinize if playgrounds are safe, blankets are clean and dangerous criminals aren't on the payroll.... The state has fallen short of a bar that national experts say is perilously low in the first place. A leading industry association recommends that child care programs be visited four times a year, 20 times more often than California requires. It ranked California 50th out of 52 states and districts in child care licensing and oversight in a recent national study.”]

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Strong Licensing: The Foundation for a Quality Early Care and Education System. By Amie Lapp Payne, Child and Family Solutions Consulting. (The National

Association for Regulatory Administration (NARA), Lexington, Kentucky) May 2011. 84 p.

Full text at:

http://www.naralicensing.drivehq.com/publications/Strong_CC_Licensing_2011.pdf

[“Parents need to know that they can count on state licensing programs to monitor and enforce quality child care that is licensed to protect their children while promoting children’s learning and development, particularly before they enter kindergarten. However, a lack of specific federal requirements or guidelines for child care quality compliance, intensified by the enforcement challenges currently facing state licensing programs, results in considerable variation of child care quality across states. Strengthening licensing requirements and their enforcement is one of the more efficient ways available to achieve a positive impact on a substantial proportion of children in out-of-home care. Because licensing requirements are legally enforceable, and because so many young children participate in licensed child care prior to entering kindergarten, strengthening licensing requirements and enforcement has the potential to reach each state’s children in licensed care in consistent ways - and to do so in a relatively short period of time. Understanding what constitutes licensed child care sets the stage for understanding how licensing protects - or fails to protect - children. Licensed care varies considerably both within and across states, for example, in types and settings, by how many children are in care, by program requirements, and by enforcement effectiveness. While the requirements vary, issues common to licensing, including why licensing is important for school readiness and the nature of variations that exist in state licensing standards, do not. This paper addresses the principles and practices that should guide the formulation, revision, and enforcement of child care program requirements.”]

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Quality in Family, Friend, and Neighbor Child Care Settings. By Amy Susman-Stillman, Center for Early Education and Development, University of Minnesota and Patti Banghart, National Center for Children in Poverty, Columbia University. Child Care and Early Education, Research Connections. (National Center for Children in Poverty, Mailman School of Public Health, Columbia University, New York, New York) May 2011. 23 p.

Full text at: http://www.nccp.org/publications/pdf/text_1010.pdf

[“Currently, more than 60 percent of children in the United States under the age of 5 are in some type of non-parental child care on a regular basis... and care by family, friends, and neighbors (FFN care) is the most common form of non-parental child care in the nation.... Infants and toddlers, regardless of family income or household structure, are predominantly cared for by family, friends, and neighbors.... To date, much of the research on the quality of child care has explored the quality of care offered in licensed child care settings (that is child care centers and family child care homes). Given that FFN caregivers are generally exempt from state regulation (depending on the state), only

need to meet basic health and safety requirements to receive CCDF payments for providing care, and therefore not required to meet defined program standards, the quality of the care children are receiving in FFN care is of primary importance. This review examines the current research on the quality of family, friend, and neighbor care. Specifically, it looks at the following questions: - What are some of the difficulties in defining quality in FFN? - What are the structural characteristics related to quality of FFN care (for example, provider education and training, adult:child ratio, etc.)? - What is the quality of care in FFN settings, including interactions between children and their FFN caregivers? - To what extent do parental perspectives regarding FFN care shape our considerations about quality? - What do we know about FFN care and children's developmental outcomes? - What evidence supports strategies to improve the quality of FFN care? - What are some of the methodological concerns with studying the quality of FFN care?"

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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 HEALTH

“Attachment Security and Obesity in U.S. Preschool-Aged Children.” By Sarah E. Anderson and Robert C. Whitaker. IN: Archives of Pediatrics and Adolescent Medicine, vol. 165, no. 3 (March 2011) pp. 235-242.

[“Toddlers who do not have a secure emotional relationship with their parents, and particularly their mothers, could be at increased risk for obesity by age 4 ½, according to new research. The study suggests that children at age 24 months who show insecure attachment patterns have at least 30 percent higher odds for obesity by age 4 ½. The association persisted even after researchers accounted for other family-related factors that could provide alternative explanations for the children's obesity. Psychologists describe securely attached children as those who rely on their parents as a ‘safe haven,’ which allows them to explore their environments freely, adapt easily to new people and be comforted in stressful situations. Toddlers who are insecurely attached tend to have experienced negative or unpredictable parenting, and may respond to stress with extreme anger, fear or anxiety, or avoid or refuse interactions with others.” Ohio State University, Research News. NOTE: Attachment Security and Obesity... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

The 24th Annual Bank Street College Infancy Institute: “Infants, Toddlers, Families: Supporting Their Growth.” Sponsored by Bank Street College of Education, New York, New York. June 14-16, 2011.

For more information: <http://www.bankstreet.edu/infancyinstitute/>

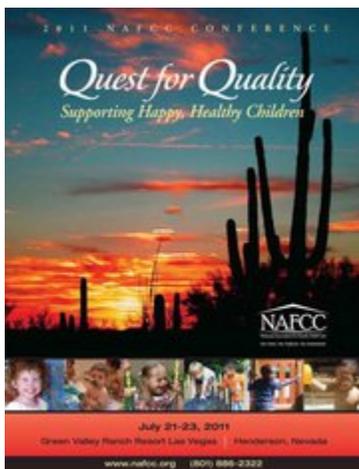
[“A 3-day Institute for Caregivers, Teachers, Home Visitors, Trainers, Child Life Specialists, Special Educators, Early Interventionists, Family Child Care Providers, Librarians, and Program Directors. Keynote Speaker: J. Ronald Lally, Ed.D. Co-Director, Center for Child & Family Studies, WestEd, Sausalito CA. “Early Infant Interactions Build the Foundation for Future Learning.” Thirty workshops on various topics: infant development, early literacy programs, toddler behavior, materials and activities, motor and language development, sensory integration, attachment and separation, and visits to childcare.”]

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National Association for Family Child Care Conference: “Quest for Quality: Supporting Happy, Healthy Children.” July 21-23, 2011. Green Valley Ranch Resort Las Vegas, Henderson, Nevada.

For more information:

http://nafcc.org/index.php?option=com_content&view=article&id=433&Itemid=30



[“NAFCC is eagerly looking forward to our 2011 Conference in relaxing Henderson, NV. NAFCC conferences convey quality and offer opportunities for child care advocates such as family child care providers, resource agencies, associations and other professionals who are committed to quality for children. You will strengthen your ability, discover and consider new research, meet friends old and new who share a commonality, network and more while joining in to create lasting memories. The Green Valley Ranch Resort is in Henderson (bordering Las Vegas) and offers exquisite beauty and a relaxing atmosphere.... There is an opportunity to participate on a personal level with well known experts in the early childhood field due to the smaller size of NAFCC's conference. Benefit from their knowledge and willingness to share with you while you attend their workshops. You will hear from experts in matters including, quality care, NAFCC Accreditation, business helps, latest tax information, health and safety concerns, fun and creative ideas, child-based curriculum, learning environments in the home, working with mixed age groups, and over 100 different sessions to choose from.”]

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Maternal, Infant and Early Childhood Home Visiting Program Grants. U.S. Department of Health and Human Services. Application deadline: July 1, 2011.

[“The goal of the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) competitive grant program is to award additional funding to states that have sufficiently demonstrated the interest and capacity to enhance their home visiting efforts. Successful applicants will be awarded Federal fiscal year (FY) 2011 competitive grant funds, on top of the FY 2011 MIECHV formula based funds, to support the effective implementation of home visiting programs that are part of comprehensive, high-quality early childhood systems in all states. The purpose of this announcement is to promote quality implementation of home visiting programs to attain the outcomes desired. These competitive awards will continue the Health Resources and Services Administrations (HRSA) and Administration for Children and Families (ACF) commitment to comprehensive family services, coordinated and comprehensive statewide home visiting programs, and effective implementation of evidence-based practices by offering a competitive opportunity to amplify program efforts supported by the MIECHV formula grants program and other state resources.”]

For more information: <https://grants.hrsa.gov/webExternal/SFO.asp?ID=75773544-C311-43E1-8668-7DAD95696629>

Press Release: <http://www.hrsa.gov/about/news/pressreleases/110601homevisiting.html>
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If you have a report, conference or funding opportunity that you would like us to consider for this publication, please send it to our attention.

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