



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

California Early Childhood Educator Competencies. By the California Department of Education and First 5 California. (The Department, Sacramento, California) 2011. 117 p.

Full text at: <http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>



[“The Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families. The ECE Competencies are organized into twelve overlapping areas: (1) Child Development and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5)

Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision. The term ‘early childhood educator’ includes everyone responsible for the care and education of young children.”]

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Staff Preparation, Reward, and Support: Are Quality Rating and Improvement Systems addressing all of the Key Ingredients Necessary for Change? By Lea J. E. Austin and others. (Center for the Study of Child Care Employment, University of California, Berkeley, California) 2011. 19 p.

Full text at: http://www.irle.berkeley.edu/cscce/wp-content/uploads/2011/06/CSCCE_QRISPolicyReport2011.pdf

[“In this brief, we report on our investigation of both quality rating and improvement system supports for professional development and on rating rubrics related to staff formal education, compensation and benefits, and adult work environments in center-based programs. Here, we examine the extent to which these key ingredients for program improvement are included within and vary across quality rating and improvement systems. We anticipated that staff qualifications and professional development, as they have largely been the focus of improvement efforts in the early care and education field, would be consistently included in systems. As QRISs are becoming the primary strategy for quality improvement, we were also interested to learn the extent to which QRISs attend to the other key ingredients - compensation and factors related to work settings - that have been linked to quality. This investigation describes the variety of ways in which different QRISs identify and define these key elements associated with supporting staff, both as individuals and as a group, to improve and sustain quality.”]

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Effectively Educating PreK-3rd English Language Learners (ELLs) in Montgomery County Public Schools. By Geoff Marietta and Elisha Brookover. (Foundation for Child Development, New York, New York) June 2011. 24 p.

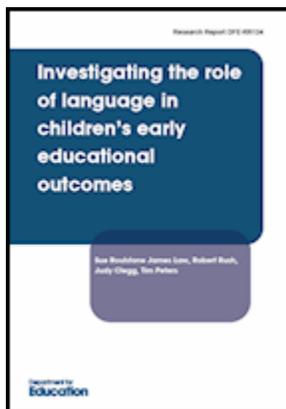
Full text at: <http://fcd-us.org/sites/default/files/FCDCaseStdyMntgmryCtyELLS.pdf>

[“Despite skyrocketing growth in its English Language Learner (ELL) population, Montgomery County Public Schools (MCPS) has been remarkably effective in improving outcomes for ELL students across the district. Achievement has increased, and gaps between ELL students and their native English-speaking peers have decreased. This success is intentional. So, what can other districts learn from MCPS’s work with ELL students? MCPS starts with a clear, concise, and overarching district-wide goal to raise

achievement: 80 percent of students will be college-ready by 2014. This powerful goal is for all students - ELL, low-income, wealthy, and gifted. The goal drives decision-making and problem-solving throughout the district, as staff and leadership do ‘whatever it takes’ to make that goal a reality, regardless of student background or language proficiency.”]

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Investigating the Role of Language in Children's Early Educational Outcomes. By Sue Roulstone, University of the West of England and others. Research Report. No. DFE-RR134. Funded by the Department for Education. (The University, Bristol, United Kingdom) June 2011. 60 p.



[“Parents who foster a love of reading in a child’s early years are ensuring they get off to a flying start at school, according to... research. Researchers discovered that although social background has a noticeable effect on a child’s readiness for school, what parents do with their children, even before they begin to talk, is actually much more important. Children who were taken to the library more often and owned more books at two-years-old achieved higher scores on the school assessment tests when they began primary school. The research also showed that attending pre-school and having parents who taught them a wide range of activities had a positive effect - whereas extended exposure to television lowered their scores. The Role of

Language in Children’s Early Educational Outcomes report... looks at how a child’s very early environment - before their second birthday - influences their language and school performance. ‘One message coming through loud and clear is that how a child learns in their very early years is critical for smooth transition into the educational system,’ said Professor James Law, Newcastle University, who was one of the researchers in the University of the West of England-led study. ‘Although we recognise that traditional indicators of social risk such as material wealth remain influential later on, what you do with your child and how you communicate with them when they’re under two is far more important than having a flash car or a detached house in the country.’... Data from the study shows that children with a positive communication environment had a better expressive vocabulary by their second birthday. These children went on to achieve higher scores in language, reading and maths tests when they entered school. In the early years, the communication environment was a better predictor of children’s success with language than their general social background. In this study, the child’s communication environment is defined by the number of books available to the child; the frequency of trips to the library; the mother teaching a range of activities to the child; the number of toys available; and attendance at preschool.” Newcastle University, Press Release (June 30, 2011.)]

Full text at: <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR134.pdf>

Research Brief: 5 p.:

<https://www.education.gov.uk/publications/eOrderingDownload/DFE-RB134.pdf>

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What Works for Early Language and Literacy Development: Lessons from Experimental Evaluations of Programs and Intervention Strategies. By Alison Chrisler and Thomson Ling. Fact Sheet. No. 2011-18. (Child Trends, Washington, DC) June 2011. 11 p.

Full text at: http://www.childtrends.org/Files//Child_Trends-2011_06_10_FS_WWLanguage.pdf

[“This Fact Sheet reviews fifteen experimentally-evaluated programs and intervention strategies that were primarily focused on improving early language and literacy skills. The review does not include comprehensive early childhood programs or early intervention strategies that may produce literacy and language outcomes, such as Even Start, Head Start, the Carolina Abecedarian Project, Tools of the Mind, or Ready to Learn. In addition, this Fact Sheet is not an exhaustive list of effective early language and literacy programs and interventions. Rather, it is an overview of experimentally evaluated programs and intervention strategies that have been identified for Child Trends’ database of random assignment, intent-to-treat studies of social interventions for children and youth - LINKS (Lifecourse Interventions to Nurture Kids Successfully). The interventions presented in this review focus on strategies to directly improve specific aspects of young children’s language or literacy skills (e.g., vocabulary development, print knowledge, listening skills). A table summarizes literacy and language interventions that have been found to be effective, or not, in producing results for specific outcomes. It is important to note that some interventions may have been successful in producing growth in one area of development (e.g., expressive vocabulary development), but less effective in affecting change in other areas (e.g., phonological awareness).”]

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America’s Children: Key National Indicators of Well-Being, 2011. By the Federal Interagency Forum on Child and Family Statistics. (U.S. Government Printing Office, Washington, DC) July 2011. 202 p.

Full text at: <http://childstats.gov/americaschildren/index.asp> or <http://childstats.gov/pubs/>

[This report “was compiled by the Federal Interagency Forum on Child and Family Statistics, a working group of 22 federal agencies that collect, analyze, and convey data on issues related to children and families. The report uses the most recently available major federal statistics on children and youth to measure family and social environment,

economic circumstances, health care, physical environment and safety, behavior, education, and health.... The report provides statistical information on children and families in a non-technical, easy-to-use format to stimulate discussion among data providers, policymakers, and members of the public.... This year's report includes a special feature on adoption. Special features focus on measures not available with sufficient frequency to be regular indicators or which provide more detailed information about a topic.” ChildStats.gov, Press Release.]

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Early Care and Education State Budget Actions FY 2011: Summary of Findings. By the National Conference of State Legislators. (The Conference, Denver, Colorado) May 2011. 3 p.

[“Early Care and Education State Budget Actions FY 2011 report is based on data compiled from an annual survey of state fiscal decisions in early care and education policy and programs, including child care, prekindergarten, home visiting and other related early childhood programs. The report tracks and analyzes trends in state decisions, particularly aiming to capture state funding choices in these areas. According to survey findings, funding for early care and education across the four areas surveyed remained stable with a slight increase.”]

Full text at: <http://www.ncsl.org/documents/cyf/earlycareed2011budgetactions.pdf>

More data at: <http://www.ncsl.org/default.aspx?tabid=22343>

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Outcomes for Children Served through IDEA’s Early Childhood Programs. By the Early Childhood Outcomes Center. (The Center, University of North Carolina, Chapel Hill, North Carolina) May 2011. 2 p.

Full text at: <http://www.fpg.unc.edu/~eco/assets/pdfs/outcomesforchildrenfinal.pdf>

[“Infants and toddlers (Birth through 2 years of age) with delays or disabilities receive early intervention services through Part C of the Individuals with Disabilities Education Act (IDEA). Preschoolers (ages 3 through 5) with delays or disabilities receive early childhood special education through Part B of IDEA. Recent data suggests that high percentages of children who receive services through these programs show greater than expected developmental progress and many are exiting the program functioning within age expectations.”]

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Saint Paul Early Childhood Scholarship Program Evaluation. Annual Report: Year 3. By Erika Gaylor and others, SRI International. Prepared for the Minnesota

Early Learning Foundation. (The Foundation, Minneapolis, Minnesota and SRI International, Menlo Park, California) April 15, 2011. 71 p.

[“This is the third annual report on the evaluation of the pilot of the Saint Paul Early Childhood Scholarship Program. The purpose of the annual report is to describe how the scholarship model is being implemented and what has been learned thus far about its effects on children, families, early childhood education programs, and the targeted community (i.e., the targeted pilot areas in Saint Paul, Minnesota)... The report begins with an overview of the scholarship model and the evaluation questions the report addresses. Next, we present Year 3 findings about the enrollment and participation of children and families, the characteristics of participating children and families, children’s developmental outcomes, the ECE programs and the pilot community, and programs’ costs and uses of the scholarship funds. The report ends with a description of the next steps in the evaluation.”]

Full text at: <http://www.melf.us/vertical/Sites/%7B3D4B6DDA-94F7-44A4-899D-3267CBEB798B%7D/uploads/%7BAE5AE5DA-A453-4C27-B73B-79DF2B245E67%7D.PDF>

More reports on the Saint Paul Early Childhood Scholarship Program:
http://www.melf.us/index.asp?Type=B_LIST&SEC=%7BCDD24E87-2B7A-4DC9-887A-5D14CD8E99BE%7D#{28F34B04-FCBE-4E6F-BA72-C5288CBF6E1E}

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IMPROVED FAMILY FUNCTIONING

“The Mothers and Toddlers Program, an Attachment-Based Parenting Intervention for Substance-Using Women: Results at 6-Week Follow-up in a Randomized Clinical Pilot. By Nancy E. Suchman and others, Yale University. IN: *Infant Mental Health Journal*, vol. 32, no. 4 (July-August 2011) pp. 427-449.

[“Although not all mothers who seek treatment for their substance abuse have difficulties parenting their children, as a group, substance-abusing women are twice as likely as are non-substance-abusing women to lose custody of their children because of child neglect... The Mothers and Toddlers Program (MTP) is a 12-week, individual psychotherapy intervention that was designed for delivery onsite at the substance-abuse clinic where mothers are enrolled in standard outpatient-treatment services. Mothers are eligible to participate if they are actively engaged in substance-use treatment, caring for a child between birth and 3 years of age, and express concern about a parenting problem. Mothers meet weekly with their individual MTP clinician for 1 hr onsite at the outpatient clinic.” NOTE: The Mothers and Toddlers Program, an Attachment-Based... is available for loan.]

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Early Non-marital Childbearing and the “Culture of Despair.” By Melissa Schettini Kearney and Phillip B. Levine. NBER Working Paper. No. 17157. (National Bureau of Economic Research, Cambridge, Massachusetts) June 2011. 46 p.

Full text at: <http://www.nber.org/papers/w17157>

(NOTE: Scroll down for “Information about Free Papers.”)

[“This paper borrows from the tradition of other social sciences in considering the impact that ‘culture’ (broadly defined as the economic and social environment in which the poor live) plays in determining early, non-marital childbearing. Along with others before us, we hypothesize that the despair and hopelessness that poor, young women may face increases the likelihood that they will give birth at an early age outside of marriage. We derive a formal economic model that incorporates the perception of economic success as a key factor driving one’s decision to have an early, non-marital birth. We propose that this perception is based in part on the level of income inequality that exists in a woman’s location of residence. Using individual-level data from the United States and a number of other developed countries, we empirically investigate the role played by inequality across states in determining the early childbearing outcomes of low socioeconomic status (SES) women. We find low SES women are more likely to give birth at a young age and outside of marriage when they live in higher inequality locations, all else equal. Less frequent use of abortion is an important determinant of this behavior. We calculate that differences in the level of inequality are able to explain a sizable share of the geographic variation in teen fertility rates both across U.S. states and across developed countries.”]

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IMPROVED HEALTH

“Late Talking and the Risk for Psychosocial Problems during Childhood and Adolescence.” By Andrew J.O. Whitehouse and others. IN: *Pediatrics*, vol. 128, no. 2 (August 2011) pp. e1-e9.

Full text at: <http://pediatrics.aappublications.org/content/early/2011/06/29/peds.2010-2782.full.pdf+html>

[“Late talking doesn't predispose toddlers to behavioral and emotional disturbances later in childhood and adolescence, researchers reported. In a long-running cohort study, children whose ‘expressive vocabulary’ was delayed had no more problems later in life than those with normal language development, according to Andrew Whitehouse, PhD, and colleagues at the University of Western Australia in Perth, Australia.... Late talking ‘is not in itself a risk factor for later behavioral and emotional disturbances in childhood and adolescence,’ the researchers concluded. Whitehouse and colleagues cautioned that the study did not include a measure of receptive language ability at 2-years-old. As well, they said, attrition might have affected the result. Behavioral and emotional disturbances are particularly prevalent in socially disadvantaged groups and it was families in those groups were more likely to drop out of the study. The findings are ‘reassuring,’ according

to Andrew Adesman, MD, of Steven & Alexandra Cohen Children's Medical Center of New York in New Hyde Park, N.Y. 'Although children who have language delay are at increased risk for later emotional and behavioral problems, this increased risk is not a consequence of the language delay itself,' he told 'MedPage Today' in an email statement. Instead, the study implies it is caused by other 'psychosocial variables' such as low household income, he said." MedPage Today (July 5, 2011.)]

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Smoking Policies and Birth Outcomes: Estimates from a New Era. By Sara Markowitz and others. NBER Working Paper. No. 17160. (National Bureau of Economic Research, Cambridge, Massachusetts) June 2011. 28 p.

Full text at: <http://www.nber.org/papers/w17160>

(NOTE: Scroll down for "Information about Free Papers.")

[“Smoking during pregnancy has been shown to have significant adverse health effects for new born babies. Smoking is the leading preventable cause of low birth weight of infants who in turn, need more resources at delivery and are more likely to have related health problems in infancy and beyond. Despite these outcomes, many women still smoke during pregnancy. The main question for policy makers is whether tobacco control policies can influence maternal smoking and reduce adverse birth outcomes. We examine this question using data from the Pregnancy Risk Assessment Monitoring System data from 2000 to 2005. This is a time period during which states significantly changed their tobacco control policies by raising excise taxes and imposing strong restrictions on indoor smoking. We estimate reduced form models of birth weight and gestational weeks, focusing on the effects of taxes and workplace restrictions on smoking as the policies of interest. We also estimate demand equations for the probability of smoking during the third trimester. Results show that the smoking policies are effective, but limited to babies born to mothers of certain age groups. For babies born to teenage mothers, higher cigarette taxes are associated with small increases in birth weight and gestational weeks. For babies born to mothers ages 25-34, restrictions on smoking in the workplace are associated with small increases in gestational weeks.”]

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Overweight and Obesity in Children and Adolescents: Knowledge Path. By Susan Brune Lorenzo. (Maternal and Child Health Library, Georgetown University, Washington, DC) 3rd edition, July 2008, updated June 2011. 13 p.

Full text at: http://www.mchlibrary.info/KnowledgePaths/kp_overweight.html

[“This knowledge path has been compiled by the MCH Library at Georgetown University. It offers a selection of current, high-quality resources about the prevention, identification, management, and treatment of overweight and obesity in children and adolescents in homes, schools, and communities. Separate sections present resources for

child care settings and about the impact of media use. Separate briefs point to resources for families and schools.”]

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IMPROVED SYSTEMS OF CARE

Linking Home-Based Child Care and State-Funded Preschool: The Community Connections Preschool Program (Illinois Action for Children). Evaluation Phase 1 - Implementation Study. By Nicole Forry, Child Trends and others. Prepared for Illinois Action for Children. (Illinois Action for Children, Chicago, Illinois) 2011. 74 p.

Full text at:

http://www.actforchildren.org/site/DocServer/Community_Connections_Preschool_Evaluation_2011.pdf?docID=1181

[“The Community Connections preschool program (herein referred to as Community Connections) was developed to help prepare children in home-based child care for success in school and in life. It has three goals: (1) to make state prekindergarten classroom experiences available to children in home-based care, (2) to extend classroom learning experiences in the home-based care setting, and (3) to support infant and toddler development in participating providers’ homes. In this model, state prekindergarten (Illinois ‘Preschool for All’) classrooms provide half-day sessions four days per week for 3- and 4-year-old children coming from home-based child care. On the fifth day, the teachers visit children’s care providers; delivering books and educational materials, modeling ways to extend curriculum activities, and discussing children’s learning in the classroom. While preschoolers are in classrooms away from the home-based care setting, providers have precious time to focus on the needs of infants and toddlers in their care. Illinois Action for Children (herein referred to as IAFC) created the Community Connections program model in 2005 as Illinois was rapidly expanding its state prekindergarten program, which would ultimately change from serving exclusively at-risk children to become ‘Preschool for All.’ As the Preschool for All program grew, it became clear that large numbers of preschoolers in home-based care were being left out. Home-based care is the only option for many parents in low-wage jobs because those jobs tend to require non-traditional work hours - evenings, weekends, and changing shifts - when child care centers are closed. In Illinois, 67% of low-income single mothers with children under six work non-traditional hours.... These mothers overwhelmingly choose home-based child care, usually provided by family, friends and neighbors.”]

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Expand Monitoring and Technical Assistance. By Teresa Lim and Hannah Matthews. Charting Progress for Babies in Child Care Project. (Center for Law and Social Policy, Washington, DC) June 2011. 13 p.

[“To protect and promote the growth and development of very young children, providers and caregivers need to demonstrate constant vigilance over signs of potential harm and maintain clean, nurturing spaces. All babies and toddlers in child care need healthy and safe environments in which to explore and learn. To support this goal, CLASP recommends that states conduct routine monitoring of infant and toddler child care in centers and family child care settings at least twice a year, provide technical assistance to help providers with licensing compliance, and use information on provider compliance to inform parents and ensure ongoing improvements in monitoring systems and child care quality. This document presents research supporting the recommendation to expand monitoring and technical assistance. Visit www.clasp.org/babiesinchildcare for materials related to this recommendation, including ideas for how state child care licensing, subsidy, and quality enhancement policies can move toward this recommendation; state examples; and online resources for state policymakers.”]

Full text at:

http://www.clasp.org/admin/site/babies/make_the_case/files/cp_rationale9.pdf

Related content: <http://www.clasp.org/babiesinchildcare/recommendations?id=0009>

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Understanding Temperament in Infants and Toddlers. By Lindsey T. Allard and Amy Hunter. What Works Brief. No. 23. (Center on the Social and Emotional Foundations of Early Learning, Vanderbilt University, Nashville, Tennessee) n.d. 7 p.

[“Researchers have described young children’s temperament by depicting several different traits. These traits address an infant’s level of activity, her adaptability to daily routines, how she responds to new situations, her mood, the intensity of her reactions, her sensitivity to what’s going on around her, how quickly she adapts to changes, and how distractible and persistent she might be when engaging in an activity Why Is Temperament Important? Temperament is important because it helps caregivers better understand children’s individual differences. By understanding temperament, caregivers can learn how to help children express their preferences, desires, and feelings appropriately. Caregivers and families can also use their understanding of temperament to avoid blaming themselves or a child for reactions that are normal for that particular child. Most importantly, adults can learn to anticipate issues before they occur and avoid frustrating themselves and the child by using approaches that do not match her temperament.”]

Full text at: <http://csefel.vanderbilt.edu/resources/wwb/wwb23.html>

Other What Works Briefs in English and Spanish:

http://csefel.vanderbilt.edu/resources/what_works.html

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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

“Trends in the Use of Standardized Tools for Developmental Screening in Early Childhood: 2002-2009.” By Linda Radecki and others. IN: *Pediatrics*, vol. 28, no. 1 (July 1, 2011) pp. 14-19.

[“Early identification of developmental delays is essential for optimal early intervention. An American Academy of Pediatrics (AAP) 2002 Periodic Survey of Fellows found <25% of respondents consistently used appropriate screening tools. Over the past 5 years, new research and education programs promoted screening implementation. In 2006, the AAP issued a revised policy statement with a detailed algorithm. Since the 2002 Periodic Survey, no national surveys have examined the effectiveness of policy, programmatic, and educational enhancements. OBJECTIVE: The goal of this study was to compare pediatricians' use of standardized screening tools from 2002 to 2009.... RESULTS: Pediatricians' use of standardized screening tools increased significantly between 2002 and 2009. The percentage of those who self-reported always/almost always using ≥ 1 screening tools increased over time (23.0%–47.7%), as did use of specific instruments (eg, Ages & Stages Questionnaire, Parents' Evaluation of Developmental Status). No differences were noted on the basis of physician or practice characteristics. CONCLUSIONS: The percentage of pediatricians who reported using ≥ 1 formal screening tools more than doubled between 2002 and 2009. Despite greater attention to consistent use of appropriate tools, the percentage remains less than half of respondents providing care to patients younger than 36 months. Given the critical importance of developmental screening in early identification, evaluation, and intervention, additional research is needed to identify barriers to greater use of standardized tools in practice.”
NOTE: Trends in the Use of Standardized Tools... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

Addressing the Achievement Gap Symposium, “A Strong Start: Positioning Young Black Boys for Educational Success.” By the Educational Testing Service Policy Information Center and the Children’s Defense Fund. June 14, 2011.

Symposium videos, presentations and related resources at:
http://www.ets.org/sponsored_events/2011_achievement_gap/videos/ and at:
<http://www.childrensdefense.org/policy-priorities/early-childhood-education-care/ets.html#top>



[“This year's Addressing the Achievement Gap Symposium, ‘A Strong Start: Positioning Young Black Boys For Educational Success,’ was

devoted to the issues facing Black boys in their early years. ETS partnered with the Children's Defense Fund to explore the challenges facing this vulnerable population, and the opportunities to position young Black boys for educational success. The symposium concentrated on: focusing attention on the challenges, needs and opportunities facing young Black boys within the larger picture of Black male achievement; illuminating the connections between early cognitive and social/emotional development and later readiness for success in school; examining the role of a high-quality, seamless PreK-3rd grade continuum of education in supporting black male achievement; identifying promising, realistic policies and strategies to affect the path of the 3.5 million Black males under the age of 9.” Children’s Defense Fund.]

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Grant: Tribal Research Center on Early Childhood under the Affordable Care Act's (ACA) Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program and the Head Start Act's Head Start and Early Head Start Programs). Program office: the Administration for Children and Families (ACF), Office of Planning, Research and Evaluation (OPRE). Application due date: August 1, 2011.

For more information: <http://www.acf.hhs.gov/grants/open/foa/view/HHS-2011-ACF-OPRE-PH-0146>

[“The Administration for Children and Families (ACF), Office of Planning, Research and Evaluation (OPRE) is soliciting applications for a cooperative agreement to support a Tribal Research Center for Early Childhood that will provide leadership and support to promote excellence in community-based participatory research and evaluation of ACF early childhood initiatives that serve Tribal communities (i.e., Home Visiting, Head Start, Early Head Start). The Center is expected to engage in a variety of activities that are designed to identify and develop effective practices and systems for home visiting, Head Start, and Early Head Start programs in Tribal communities, to establish the culturally meaningful processes and outcomes of those programs, to build research capacity within Tribal communities, and to build the capacity of researchers to conduct research and evaluation in partnership with Tribal communities.”]

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Promise Neighborhood Grants. U.S. Department of Education.

For more information: <http://www2.ed.gov/programs/promiseneighborhoods/index.html>

[“The U.S. Department of Education released... the application for the second phase of the Promise Neighborhoods program, including new implementation grants and a second round of planning grants, totaling \$30 million. Nonprofits, institutions of higher education and Indian tribes are eligible to apply for funds to develop or execute plans that will improve educational and developmental outcomes for students in distressed neighborhoods. The Department expects to award first-year funds for four to six implementation grants with an estimated grant award of \$4 million to \$6 million. Implementation grantees will receive annual grants over a period of three to five years with total awards ranging from \$12 million to \$30 million. Remaining 2011 funds will go toward 10 new one-year planning grants with an estimated grant award of \$500,000. Promise Neighborhoods grants will provide critical support for comprehensive services ranging from early learning to college and career, including programs to improve the health, safety, and stability of neighborhoods, as well as to boost family engagement in student learning.” U.S. Department of Education, Press Release (July 6, 2011.)]

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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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