



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

Economic Impacts of Early Care and Education in California. by Jenifer MacGillvary and Laurel Lucia. (University of California, Berkeley, Center for Labor Research and Education, Berkeley, California) August 2011. 32 p.

Full text at: http://laborcenter.berkeley.edu/research/child_care_report0811.pdf



["Early care and education (ECE) is an important industry in California, serving more than 850,000 California children and their families and bringing in gross receipts of at least \$5.6 billion annually. The industry not only benefits the children who receive care, but also strengthens the California economy as a whole, which is especially important during this time in which California is struggling with high unemployment and a weak economic recovery. This paper discusses

the range of economic benefits that the ECE industry brings to California.”]

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2011 Kids Count Data Book: America’s Children America’s Challenge: Promoting Opportunity for the Next Generation. By the Annie E. Casey Foundation. (The Foundation, Baltimore, Maryland) 2011. 82 p.



[“Data released... by the Annie E. Casey Foundation’s ‘KIDS COUNT Data Book’ finds that approximately 3.2 million (34%) California children live in families where no parent has full-time, year-round employment. Over the last decade, economic well-being for low-income children and families has seen a significant decline, according to the ‘Data Book.’ The official child poverty rate, a conservative measure of economic hardship, has increased 18 percent between 2000 and 2009 - an increase of 2.4 million children living below the federal poverty line. In an ongoing effort to track the impact of the recession, two new indicators were added to this year’s ‘Data Book:’ the number of children impacted by foreclosure

and households with at least one unemployed parent. Nationally, in 2010, 11 percent of children had at least one unemployed parent and 4 percent had been affected by foreclosure since 2007. In California, however, nearly one million (7%) of the state’s children had been impacted by foreclosure since 2007. And in 2010, an estimated 1.2 million (13%) California children were living in households where at least one parent was eligible for, was seeking employment, or both, but remained unemployed at the time the data were collected.” Children Now, News Release (August 17, 2011.)]

Full text at:

http://datacenter.kidscount.org/databook/2011/OnlineBooks/2011KCDB_FINAL.pdf

Create custom data reports and access related reports at:

<http://datacenter.kidscount.org/databook/2011/>

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“The Effects of Poverty on Academic Achievement.” By Misty Lacour, Southern Arkansas University and Laura D. Tissington, University of West Florida. IN: Educational Research and Reviews, vol. 6, no. 7 (July 2011) pp. 522-527.

Full text at:

<http://www.academicjournals.org/err/PDF/Pdf%202011/July/Lacour%20and%20Tissington.pdf>

[“Poverty, which forms a specific culture and way of life, is a growing issue in the United States. The number of Americans living in poverty is continually increasing. Poverty indicates the extent to which an individual does without resources. Resources can include financial, emotional, mental, spiritual, and physical resources as well as support systems, relationships, role models, and knowledge of hidden rules. Poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Several strategies exist to assist teachers in closing the poverty achievement gap for students.”]

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Competencies for Early Childhood Educators in the Context of Inclusion: Issues and Guidance for States. By the FPG Child Development Institute. (National Professional Development Center on Inclusion, University of North Carolina, Chapel Hill, North Carolina) August 2011. 10 p.

Full text at: <http://community.fpg.unc.edu/resources/articles/NPDCI-Competencies-8-2-2011.pdf/view>

[“This concept paper identifies issues and provides guidance to states as they develop, revise, and utilize early educator competencies in the context of inclusion. Key issues include ensuring that early educator competencies reflect knowledge, skills and emerging research on effective practices for working in inclusive settings with children with and without disabilities and children who are Dual Language Learners and that early educator competencies that support inclusion are linked with quality professional development opportunities, accountability systems, and other components of a comprehensive early childhood system.” FPG Child Development Institute.]

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The Outcomes of Early Intervention for Infants and Toddlers with Disabilities and their Families. By Sue Goode and others. (National Early Childhood Technical Assistance Center, Chapel Hill, North Carolina) July 2011. 2 p.

Full text at: <http://www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf>

[“The Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) was created in 1986 to enhance the development of infants and toddlers with disabilities, minimize potential developmental delay, and reduce educational costs to our society by minimizing the need for special education services as children with disabilities reach school age. Part C is not intended to be a stand-alone program. The intent is to build interagency partnerships among state agencies and programs in health, education, human services and developmental disabilities.... Part C

provides early intervention (EI) services to children aged birth to three who have a full range of developmental delays or a medical condition likely to lead to a developmental delay. Outcomes differ according to each child's disability and age at entry into the program. The program helps many children develop skills at a level equal to their peers by age 3.”]

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The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families. By Sue Goode and others. (National Early Childhood Technical Assistance Center, Chapel Hill, North Carolina) Revised July 2011. 2 p.

Full text at: <http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>



["Positive early experiences are essential prerequisites for later success in school, the workplace, and the community. Services to young children who have or are at risk for developmental delays have been shown to positively impact outcomes across developmental domains, including health, language and communication, cognitive development and social/emotional development. Families benefit from early intervention by being able to better meet their children's special needs from an early age and throughout their lives. Benefits to society include reducing economic burden through a decreased need for special education.”]

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Evaluation Summary of the Expanding Opportunities Interagency Inclusion Initiative: Increasing and Enhancing Access, Participation and Supports for All Children in High Quality Inclusive Programs and Services. By the National Early Childhood Technical Assistance Center. (The Center, Chapel Hill, North Carolina) May 2011. 7 p.

Full text at: http://www.nectac.org/~pdfs/pubs/exp_opps_eval_summary.pdf



["This paper describes the impetus for creating the Expanding Opportunities Interagency Inclusion Initiative and achievements to date in identifying and implementing effective and efficient inclusion strategies in the participating states. In March 2004, the Child Care Bureau (CCB) (renamed the Office of Child Care) and the Administration on Developmental Disabilities (ADD) in the U.S. Department of Health and Human Services convened the 'Inclusive Early Care and Education Policy Forum' ... to gather information from stakeholders about policies and practices that support the inclusion of children with disabilities in community based settings and activities. Issues examined included creating early

childhood environments that foster full participation for all children with and without disabilities, developing effective training and technical assistance systems, leveraging funding sources and increasing collaboration across programs and services. Forum participants identified ‘next steps’ for Federal and State agencies....”]

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The School Readiness of the Children of Immigrants in the United States: The Role of Families, Childcare and Neighborhoods. By Jessica Yiu. Fragile Families Working Paper. No. WP11-11-FF. (The Fragile Families Study, Center for Research on Child Wellbeing, Princeton University, Princeton, New Jersey) June 2011. 40 p.

Full text at: <http://crcw.princeton.edu/workingpapers/WP11-11-FF.pdf>

[“At present, little is known about the welfare of very young immigrant children, since the emphasis thus far has been on the integration of school-aged children and youths into host societies. This study seeks to redress this research gap by synthesizing existing research on both the children of immigrants and early childhood development. It asks two questions. First, is there a nativity gap between the second and third-plus generations in their school readiness measured in terms of reading and receptive comprehension skills, during their preschool years? Second, if it exists, which factors account for this nativity gap - family resources, childcare arrangements, or neighborhood contexts? In asking the latter question, this study strives to add a distinct sociological perspective to the study of the second-generation during early childhood.”]

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IMPROVED FAMILY FUNCTIONING

A Tale of Two Fathers: More Are Active, but More Are Absent. By Gretchen Livingston and Kim Parker. (Pew Research Center, Washington, DC) June 15, 2011. 30 p.

Full text at: <http://pewsocialtrends.org/2011/06/15/a-tale-of-two-fathers/>

[“The role of fathers in the modern American family is changing in important and countervailing ways. Fathers who live with their children have become more intensely involved in their lives, spending more time with them and taking part in a greater variety of activities. However, the share of fathers who are residing with their children has fallen significantly in the past half century. In 1960, only 11% of children in the U.S. lived apart from their fathers. By 2010, that share had risen to 27%. The share of minor children living apart from their mothers increased only modestly, from 4% in 1960 to 8% in 2010. According to a new Pew Research Center analysis of the National Survey of Family Growth (NSFG), more than one-in-four fathers with children 18 or younger now

live apart from their children - with 11% living apart from some of their children and 16% living apart from all of their children. Fathers' living arrangements are strongly correlated with race, ethnicity and socioeconomic status as measured by educational attainment. Black fathers are more than twice as likely as white fathers to live apart from their children (44% vs. 21%), while Hispanic fathers fall in the middle (35%). Among fathers who never completed high school, 40% live apart from their children. This compares with only 7% of fathers who graduated from college.”]

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“Impact of HIPPY on Home Learning Environments of Latino Families.” By M. Angela Nievar and others. IN: *Early Childhood Research Quarterly*, vol. 26, no. 3 (September 2011) pp. 268-277.

[“This study investigated effects of Home Instruction of Parents of Preschool Youngsters (HIPPY), a para-professional home visiting program, on parents and children. The program site served low-income, Spanish-speaking families. On average, mothers were 31 years old... and children were 3 or 4 years old.... Participants... had more parenting self-efficacy and more enriched home environments than families on a waiting list.... In a regression on home environment, participation in the intervention was a stronger predictor than maternal education, depression, and stress. A third-grade follow-up of children in the program showed significantly higher math achievement when compared to low-income Latino third graders in the same school district. These findings appear to validate the HIPPY model, which suggests that parents gain confidence as their children's teachers through their experiences in the program. HIPPY successfully addresses the need for culturally sensitive programming aimed at improving education achievement among minority children.” NOTE: Impact of HIPPY on Home Learning environments... is available for loan.]

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First-Year Maternal School Attendance and Children's Cognitive Abilities at Age 5. By Joanne W. Golann. *Fragile Families Working Paper*. No. WP11-12-FF. (The Fragile Families Study, Center for Research on Child Wellbeing, Princeton University, Princeton, New Jersey) June 2011. 46 p.

Full text at: <http://crew.princeton.edu/workingpapers/WP11-12-FF.pdf>

[“Although there has been extensive research on the effects of early maternal employment on children's outcomes, there have been surprisingly few studies examining the relationship between early maternal school attendance and children's well-being, despite the fact that a large percentage of mothers return to school following the birth of their children. Using data from the Fragile Families and Child Wellbeing Study (N = 2,133), this study finds that mothers who attend four-year colleges or graduate schools in their children's first year confer a significant advantage to their children's cognitive development by age 5. Working while attending school does not appear to have any

adverse effects on children. Contrary to expectations, no mediation effects are found for parenting or child care. Results imply that encouraging mothers to continue their education soon after their children's births may be an effective strategy to improve the outcomes of both mothers and children.”]

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States and the New Federal Home Visiting Initiative: An Assessment from the Starting Line. By the Pew Center on the States. (Pew Charitable Trusts, Washington, DC) August 2011. 37 p.

Full text at:

http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Home_Visiting/Home_Visiting_August_2011_Report.pdf

[“States making investments in voluntary home visiting programs too rarely use evidence of effectiveness to inform their policy decisions, according to a... report by the Pew Center on the States’ Home Visiting Campaign. ‘States and the New Federal Home Visiting Initiative...’ looks at the extent to which all 50 states and the District of Columbia are supporting evidence-based program models. It also considers how well each is tracking whether public expenditures are yielding expected outcomes. The report concludes that oversight and funding for home visiting are inadequate to provide at-risk families with effective home visiting services and to give taxpayers the best return on their investment. Top findings include:

- Most home visiting funding was not adequately tracked at the state level.
- States frequently provided funding with few, if any, requirements that programs invest in models with a proven record of success.
- States did not adequately monitor publicly funded programs to ensure effectiveness.
- States did not consistently target at-risk families, where the return on investment is highest.
- In every state, far too few at-risk families received home visiting services.” The Pew Charitable Trusts (August 24, 2011.)]

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Hidden Violence: Protecting Young Children at Home [Issue theme]. By Michael J. Feigelson and others. Early Childhood Matters. No. 116. (Bernard van Leer Foundation, the Hague, Netherlands) June 2011. 76 p.

Full text at: <http://www.bernardvanleer.org/Hidden-violence-Protecting-young-children-at-home>



[Some of the articles included in this issue are: “How persistent fear and anxiety can affect young children’s learning, behaviour and health... Connections between early childhood experiences of

violence and intimate partner violence... Why home visiting programmes need to stop violence before it starts... Protecting children from violence in the home: what legislation can do... The Dutch RAAK regional approach to child abuse... Preventing violence against children: a view from the Oak Foundation... Creating violence-free childhoods: what will it take? ... Involving men in caregiving.”]

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IMPROVED HEALTH

Who Are America’s Poor Children? Examining Health Disparities by Race and Ethnicity. By David Seith and Courtney Kalof. (National Center for Children in Poverty, New York, New York) July 2011. 22 p.

Full text at: http://nccp.org/publications/pub_1032.html

[“Good health in childhood both reflects and predicts full social and economic participation. Conversely, social divisions by race and income are often associated with health disparities, which inhibit children from achieving their full potential. Although many would agree that health is a fundamental right, children subject to exclusion by race and class are less likely to enjoy this right. An earlier report in the NCCP Who are America’s Poor Children? series examined child health disparities by poverty status. In the introduction to that report two points were made. First, ‘the relationship between socioeconomic status and health is one of the most robust and well documented findings in social science.’ Second, the relationship is also reciprocal, as poverty detracts from resources used to maintain health, while poor health detracts from the educational and employment paths to income mobility. This report goes one step further to consider health disparities among poor children by race and ethnicity. As in the earlier report, it identifies a list of publicly available indicators found in the National Health Interview Survey (NHIS) and the National Health and Nutrition Examination Survey (NHANES). It examines selected disparities in six domains of health risk and health status: family composition and poverty, food insecurity, environmental conditions, health insurance coverage, access to healthcare services, and health outcomes. It offers a short introduction to a dozen indicators, explaining how each reflects one of the six dimensions of health and how public policies might help to reduce relevant disparities. Intended for a generalist audience, this report summarizes and references primary research resources.”]

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Observation Toolkit for Mental Health Consultants. By Kathleen Artman and others. (Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development, Washington, DC) August 2011. 52 p.

Full text at: http://www.ecmhc.org/documents/CECMHC_Observation_Toolkit.pdf



[“Mental health consultants often find themselves working in Head Start and child care programs that have received training on the [Teaching Pyramid](#) - a series of evidence-based strategies for promoting social emotional development in children from infancy through age five. The Teaching Pyramid was developed and disseminated through the Center for Social Emotional Foundations for Early Learning (CSEFEL) and their partner the Technical Assistance Center for Social Emotional Interventions (TACSEI). This toolkit provides mental health consultants with tools that they can use to help teachers and program managers to realize the full potential of the Teaching Pyramid framework.

Mental health consultants who are working in Head Start and child care programs that have not been trained in the Teaching Pyramid model can also benefit from these tools as these work with teachers in infant/toddler and preschool classrooms. Brief forms of the Teaching Pyramid Infant Toddler Observation Scale (TPITOS) and the Teaching Pyramid Observation Tool can help consultants structure observations and provide specific feedback to teachers on improving the social emotional climate in their classrooms.”]

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“Presto, Instant Playground.” By Alec Appelbaum. IN: The New York Times (August 13, 2011) 3 p.

Full text at: <http://www.nytimes.com/2011/08/14/opinion/sunday/presto-instant-playground.html>

[“During a two-month period last year, seven civic coalitions in New York neighborhoods like East Harlem and the South Bronx got permits from the city to close certain local streets to traffic for designated periods of time - say, between 10 a.m. and 3 p.m. on a summer weekday. Working with the police and other city agencies, they re-designated the areas as temporary ‘play streets,’ encouraging neighborhood children to use them for exercise and offering a range of free games, athletic activities and coaching. Call them pop-up playgrounds. The experiment was successful. According to Karen Lee of the Department of Health and Mental Hygiene, which helped oversee the project, data collected from the sites indicates that families visited local play streets for one to two and a half hours on average - time that many would have otherwise spent inside, according to a majority of the parents surveyed.... Emboldened by last year’s results, Dr. Lee’s department, along with the city’s federally supported NYC Strategic Alliance for Health, is this summer running 12 pop-up playgrounds, which offer instruction in activities as varied as yoga, running, tennis, rugby and jump-rope. All the sites are in low-income neighborhoods with high rates of childhood obesity, like East New York, Brooklyn, and Jackson Heights, Queens.”]

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Map the Meal Gap: Child Food Insecurity 2011. By Feeding America. (Feeding America, Chicago, Illinois) 2011. 20 p.

["As many as 17 million children nationwide are struggling with what is known as food insecurity. To put it another way, one in four children in the country is living without consistent access to enough nutritious food to live a healthy life, according to the study, 'Map the Meal Child Food Insecurity 2011.' Those hungry children are everywhere, and with the uncertain economy, the numbers are only growing, experts say.... In fact, a shocking 49 percent of all babies born in the U.S. are born to families receiving food supplements from the WIC program, according to Jean Daniel, spokesperson for the USDA. Previously, the only numbers available to illustrate the scope of child food insecurity across the nation were figures broken down by state. But the newly available county-by-county numbers are aimed at helping local and federal providers of food aid better reach the people who need it. The study also breaks down child food insecurity rates by congressional district, which could send a powerful message to Washington." ABC World News (August 24, 2011.)]

Executive Summary: http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap/~media/Files/research/map-meal-gap/ChildFoodInsecurity_ExecutiveSummary.ashx

Online, interactive data: <http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx>

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Food Hardship in America 2010: Households With and Without Children. By the Food Research and Action Center. (The Center, Washington, DC) August 2011. 23 p.

Full text at: http://frac.org/pdf/aug2011_food_hardship_report_children.pdf

["Nearly one in four U.S. households with children struggled to afford enough food for themselves and their families in 2010, according to a... report (pdf) released today by the Food Research and Action Center (FRAC). The analysis separately examines food hardship rates - the inability to afford enough food - for households with children and without children nationally and in every state, every Congressional District and 100 of the country's largest Metropolitan Statistical Areas (MSAs). FRAC's 'Food Hardship in America' series analyzes data that were collected by Gallup and provided to FRAC. The data were gathered as part of the Gallup-Healthways Well-Being Index project, which has interviewed more than one million households since January 2008. FRAC has analyzed responses to the question: 'Have there been times in the past twelve months

when you did not have enough money to buy food that you or your family needed?”
FRAC, News release (August 11, 2011.)]

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IMPROVED SYSTEMS OF CARE

Early Care and Education Collaboration: A Key Topic Resource List. By the staff of Child Care and Early Education Research Connections. (The National Center for Children in Poverty, Columbia University Mailman School of Public Health, New York, New York) July 2011. 10 p.

Full text at: <http://www.researchconnections.org/files/childcare/keytopics/ece-collaboration-ktrl.pdf>

[“Research Connections’ conducted a comprehensive search of its collection for resources focused on early care and education (ECE) collaboration. This Key Topic Resource List includes an overview of the ECE collaboration literature, as well as a listing of selected resources on the topic. Search results are grouped into three broad areas:

- Defining, Measuring, and Evaluating Collaboration
- Collaboration and Early Care and Education Programs
- Evaluations of Collaborations in Early Care and Education

From the many results, ‘Research Connections’ selected a limited number of resources of various types including reports and papers, executive summaries, and reviews. Selection criteria included topic relevance and relatively recent publication (from 1999- 2010). Within each category, resources are organized according to publisher type and publication date. ‘Research Connections’ short descriptions are included for each resource on the following list. For complete citations, which include abstracts and full text for some resources, click on the titles.”]

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Parents and the High Cost of Child Care: 2011 Report. By the National Association of Child Care Resource and Referral Agencies. (NACCRRA, Arlington, Virginia) August 2011. 61 p.

Full text at: <http://www.naccrra.org/publications/naccrra-publications/parents-and-high-cost-of-child-care-2011.php>



[“According to a report... by the National Association of Child Care Resource & Referral Agencies (NACCRRA), the cost of child care continues to increase while families struggle to afford quality care. ‘Parents and the High Cost of Child Care: 2011 Update’ provides results from a survey of Child Care Resource and Referral (CCR&R) State Networks and

local agencies, which asked for the average fees charged by child care programs in 2010. The report, which provides the average cost of child care for infants, 4-year-olds, and school-age children in centers and family child care homes nationwide, reveals that in 36 states, the average annual cost for center-based care for an infant was higher than a year's tuition and related fees at a four-year public college. In every state, center-based child care costs for two children (an infant and a 4-year-old) exceeded annual average rent payments. 'Child care is essential to working families and working families are key to economic growth,' said Linda K. Smith, NACCRRA's Executive Director. 'But, child care today is simply unaffordable for most families.'" NACCRRA, Press release (August 24, 2011.)]

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Most Early Head Start Teachers Have the Required Credentials, but Challenges Exist. By the Office of the Inspector General. (The Office, U.S. Department of Health and Human Services, Washington, DC) August 2011. 31 p.

Full text at: <http://oig.hhs.gov/oei/reports/oei-05-10-00240.pdf>

[“The Head Start Act requires that all center-based Early Head Start teachers have a minimum of a child development associate (CDA) credential and have been trained (or have completed equivalent coursework) in early childhood development by September 30, 2010. It also requires that all Early Head Start teachers have training (or have completed equivalent coursework) in early childhood development with a focus on infant and toddler development by September 30, 2012.... For this study, we reviewed credentials from a sample of 221 Early Head Start programs operating in the 2010–2011 program year. In addition, we surveyed the same sample of programs about the challenges to meeting the education and training requirements for teachers. Findings: Overall, 81 percent of Early Head Start teachers had the required credentials.... Approximately one-third of Early Head Start programs employed only teachers with the required credentials.... Nearly all Early Head Start programs reported requiring teachers to complete training.... Early Head Start programs reported challenges to employing only teachers with the required credentials and to training teachers.”]

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CONFERENCES AND OPPORTUNITIES

The National Black Child Development Institute, Inc., 41st Annual Conference 2011: Essential for the Journey of Our Children: Keep the Cultural Fire Burning. October 8-11, 2011. Pre-conference Seminars: Saturday, October 8, 2011. Renaissance Nashville Hotel and Convention Center, Nashville, Tennessee.

For more information: <http://nbcidi.org/conferences/nbcidi-annual-conference/>



[“The 41st Annual National Black Child Development Institute (NBCDI) conference is a national meeting of parents and professionals from a variety of disciplines who are working to improve the lives of children, especially Black children and other children of color. The conference attracts thousands of educators and professionals from around the country in early care and education; elementary and secondary education and administration: health services; child welfare and youth development; research and local, state and federal policy who

convene to gain knowledge and acquire the skills needed to ensure a quality future for all children and youth.”]

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Child Development Policy Institute and Child Development Policy Institute Education, 10th Annual Fall Forum: Transition or Transformation? October 10, 2011 - Pre-Conference Workshops; October 11, 2011 - Conference. Sheraton Grand Hotel, Sacramento, California.

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

[“Our Fall Forum theme this year is ‘Transition or Transformation?’ Three workshops will be offered on Day 1, October 10th. Workshops will be presented by the California Department of Social Services, California Department of Education, and California First 5. We will also have an evening reception which will allow a wonderful opportunity to network with the field and initiate conversation for the full-day conference. On October 11th, the Fall Forum conference will take place with a line-up of quality speakers to focus on Proposition 98, realignment, early childhood education success, and more.”]

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Race to the Top - Early Learning Challenge Grants. U.S. Department of Education and U.S. Department of Health and Human Services. Application deadline: October 19, 2011.

For more information: <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>

[“According to guidelines and an application released... by the Department of Education, states will have to promote kindergarten readiness, coordinate early learning programs and increase access to high-quality programs among high-need children if they want to win a Race to the Top-Early Learning Challenge grant. States will compete for slices of a \$500 million pie, with grants awarded to winning states in increments of \$50 to \$100

million, depending on the states' share of the national population of low-income children between birth and five-years old. (This spring, Congress appropriated \$700 million for a third round of Race to the Top with a portion focused exclusively on early childhood; the Department of Education has reserved \$200 million for states that ranked as finalists, but did not receive grants, in the previous Race to the Top rounds.)” Early Ed Watch Blog, New America Foundation (August 23, 2011.)]

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