



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/cffc/>.

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- California State Employees may contact Information Services at (916-654-0261; csinfo@library.ca.gov).
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The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

Preschool Education: Delivering on the Promise for Latino Children. By Erika Beltrán, National Council of La Raza. (The Council, Washington, DC) 2011. 30 p.

Full text at: http://www.nclr.org/index.php/publications/preschool_education/



[“The National Council of La Raza (NCLR) has prepared this publication to highlight opportunities to improve the educational outcomes of Hispanic children at an early age, a time that is critical to setting up the academic success of children. Specifically, this paper examines barriers to quality and access that limit the participation of Latino children and families in preschool and offers recommendations for state and federal policymakers on how to design a high-quality preschool education system that serves all children, including Latinos and English language learners (ELLs).”]

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Beyond Bachelor's: The Case for Charter Colleges of Early Childhood Education.
By Sara Mead and Kevin Carey. Brookings-Rockefeller Project on State and Metropolitan Innovation. (Brookings Institution, Washington, DC) August 2011. 47 p.

[“To enhance the quality of early childhood education, and provide better economic opportunities to early childhood educators themselves, states should create ‘Charter Colleges of Early Childhood Education.’ These research-driven, flexible, and accountable institutions would help increase the supply of high-quality early childhood educators, provide those workers and their families with stable, well-paying jobs, and create a new model of higher education and credentialing that can be applied to other fields.”]

Policy Recommendations: 8 p.

http://www.brookings.edu/~media/Files/rc/papers/2011/0825_education_carey_mead/0825_education_mead_carey.pdf

Full text at:

http://www.brookings.edu/~media/Files/rc/papers/2011/0825_education_carey_mead/0825_education_mead_carey_discussion.pdf

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A Blueprint for Great Schools: Transition Advisory Team Report. By the Transition Advisory Team. (California Department of Education, Sacramento, California) 2011. 31 p.

Full text at: <http://www.cde.ca.gov/eo/in/bp/bpcontents.asp>



[“Recognizing that California must plan for the future, State Superintendent Tom Torlakson brought together 59 leaders from across California - teachers, parents, community, labor and business leaders - to share their thinking about education in the state. The resulting report, ‘A Blueprint for Great Schools’... provides vision and direction for our education system, including a focus on 21st Century learning, meeting the needs of the whole child, and rebuilding the ranks of California’s teachers with resources and respect.”]

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Attendance in Early Elementary Grades: Associations with Student Characteristics, School Readiness, and Third Grade Outcomes: Mini Report. By Applied Survey Research. Report prepared for Attendance Works. (Applied Survey Research, Watsonville, California) July 2011. 19 p.

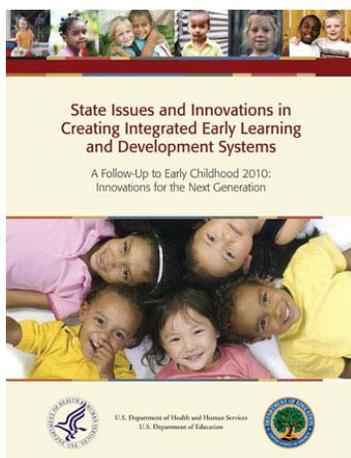
Full text at: <http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ASR-Mini-Report-Attendance-Readiness-and-Third-Grade-Outcomes-7-8-11.pdf>

[“A... study commissioned by Attendance Works suggests that attendance in the early grades is critical to sustaining the school readiness skills that preschool or Head Start programs can help children to develop. This study conducted by Applied Survey Research examined the progress of 640 young California children in San Mateo and Santa Clara Counties where research has consistently shown a strong correlation between a high score on their local school readiness assessment measure and third grade reading proficiency. But students who arrived at school academically ready to learn - but then missed 10 percent of their kindergarten and first grade years - scored, on average, 60 points below similar students with good attendance on third-grade reading tests. In math, the gap was nearly 100 points.” Attendance Works.]

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State Issues and Innovations in Creating Integrated Early Learning and Development Systems: A Follow-Up to Early Childhood 2010: Innovations for the Next Generation. By Rachel Schumacher. (U.S. Department of Health and Human Services, Rockville, Maryland) 2011. 134 p.

Full text at: <http://store.samhsa.gov/shin/content//SMA11-4661/SMA11-4661.pdf>



[“This paper discusses an ‘integrated state early learning and development system.’ Such a system would: - Consist of interrelated services and systems that work toward a common goal: to ensure the healthy growth and optimal development of young children within their families and communities. - Include early care and education; early intervention and special education; health, mental health, and nutrition; and services to strengthen and engage families in their children’s development and learning. EC 2010 sought to encourage state efforts to build such systems for children from birth through age 8.”]

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IMPROVED FAMILY FUNCTIONING

Head Start's Positive Impact on Homeless Families. By the Institute for Children, Poverty, and Homelessness. (The Institute, New York, New York) September 2011. 4 p.

Full text at:

http://www.icphusa.org/PDF/reports/ICPH_NationalSurveyPolicyBrief_HeadStart%27sPositiveImpactOnHomelessFamilies.pdf

[“Since homeless children were made automatically eligible for Head Start in 2007, the number of homeless families served has steadily increased. In 2010, 38,979 homeless families were registered in Head Start programs, representing a 50.1% rise from 2008. With these gains, nearly one-quarter (23.4%) of all sheltered homeless children under the age of six participated in Head Start programs in 2010.” ICPH.]

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“Does Money Really Matter? Estimating Impacts of Family Income on Young Children's Achievement with Data from Random-Assignment Experiments.” By Greg J. Duncan, University of California at Irvine and others. IN: *Developmental Psychology*, vol. 47, no. 5, pp. 1263-1279.

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=dev-47-5-1263&site=ehost-live> (NOTE: State employee access link.)

[“Social scientists do not agree on the size and nature of the causal impacts of parental income on children's achievement. We revisit this issue using a set of welfare and antipoverty experiments conducted in the 1990s. We utilize an instrumental variables strategy to leverage the variation in income and achievement that arises from random assignment to the treatment group to estimate the causal effect of income on child achievement. Our estimates suggest that a \$1,000 increase in annual income increases young children's achievement by 5%-6% of a standard deviation. As such, our results suggest that family income has a policy-relevant, positive impact on the eventual school achievement of preschool children.”]

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Children from Low-Income Families by Age (2007-2009). Fact Sheet. (Center for Law and Social Policy, Washington, DC) August 2011. 3 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/Low-income-Children-by-Age-2007-2010.pdf>

["CLASP analysis of NCCP [National Center for Children in Poverty] and ACS [American Community Survey] data regarding young children below 200 percent of the poverty level, by age and state." CLASP.]

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IMPROVED HEALTH

“Temperature of Foods Sent by Parents of Preschool-Aged Children.” By Fawaz D. Almansour, University of Texas at Austin and others. **IN: Pediatrics, vol. 128, no. 3 (September 2011) pp. 519-523.**

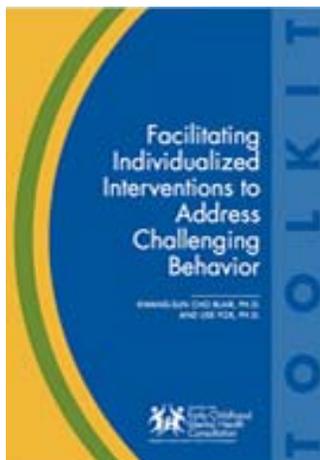
Full text at: <http://pediatrics.aappublications.org/content/128/3/519.full.pdf+html>

["Objective: To measure the temperatures of foods in sack lunches of preschool-aged children before consumption at child care centers. Methods: All parents of 3- to 5-year-old children in full-time child care at 9 central Texas centers were invited to participate in the study. Foods packed by the parents for lunch were individually removed from the sack and immediately measured with noncontact temperature guns 1.5 hours before food was served to the children. Type of food and number of ice packs in the lunch sack were also recorded.... Results: Lunches, with at least 1 perishable item in each, were assessed from 235 parent-child dyads. Approximately 39% ($n=276$) of the 705 lunches analyzed had no ice packs, 45.1% ($n = 318$) had 1 ice pack, and 88.2% ($n= 622$) of lunches were at ambient temperatures. Only 1.6% ($n= 22$) of perishable items ($n= 1361$) were in the safe temperature zone. Even with multiple ice packs, the majority of lunch items (>90%) were at unsafe temperatures. Conclusions: These results provide initial data on how frequently sack lunches sent by parents of preschool-aged children are kept at unsafe temperatures. Education of parents and the public must be focused on methods of packing lunches that allow the food to remain in the safe temperature zone to prevent foodborne illness."]

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Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit. By Kwang-Sun Cho Blair and Lise Fox. (Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development, Washington, DC) August 2011. 186 p.

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



["In early education programs we expect that children will use emotion and physical means to express themselves (e.g., crying, gesturing, pushing), as they do not have the language or social development to express their needs and desires in a conventional fashion. As early educators and families we anticipate that challenging behavior will occur and we use

those occasions to help children learn. We help the developing child in learning the language and behaviors needed to navigate the complexities of a social world. However, there are a small proportion of children who challenge us with behavior that is persistent and unresponsive to the efforts of adults to meet their needs and guide their development. These are children whose patterns of challenging behavior are of the nature, or at a frequency, duration, or intensity that exceeds what is developmentally normative. When children have persistent challenging behavior that is not responsive to the efforts of the early educator and family to address the child's needs or support the child in developing social skills; there must be an effort to develop an individualized plan for ensuring that the child, early educator, and family is successful. This guide is designed to assist the mental health consultant in guiding teachers, teams, and families in developing and implementing an individualized plan of support that results in a reduction of challenging behavior and the promotion of communication and social skills.”]

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“The Immediate Impact of Different Types of Television on Young Children's Executive Function.” By Angeline S. Lillard and Jennifer Peterson, Department of Psychology, University of Virginia, Charlottesville. IN: Pediatrics (eFirst, published online September 12, 2011) pp. e1-e6.

Full text at: <http://pediatrics.aappublications.org/content/early/2011/09/08/peds.2010-1919.full.pdf+html>

[“The goal of this research was to study whether a fast-paced television show immediately influences preschool-aged children's executive function (eg, self-regulation, working memory). Methods: Sixty 4-year-olds were randomly assigned to watch a fast-paced television cartoon or an educational cartoon or draw for 9 minutes. They were then given 4 tasks tapping executive function, including the classic delay-of-gratification and Tower of Hanoi tasks. Parents completed surveys regarding television viewing and child's attention. Results: Children who watched the fast-paced television cartoon performed significantly worse on the executive function tasks than children in the other 2 groups when controlling for child attention, age, and television exposure. Conclusions: Just 9 minutes of viewing a fast-paced television cartoon had immediate negative effects on 4-year-olds' executive function. Parents should be aware that fast-paced television shows could at least temporarily impair young children's executive function.”]

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Substance Use during Pregnancy: Prevalence, Impact, and Solutions. By the National Abandoned Infants Assistance Resource Center. (The Center, University of California, Berkeley, California) n.d., Video. 54 min.

Video at: <http://aia.berkeley.edu/training/tutorials/onlinetutorials.php> (Note: Scroll down web page for video.)

[“This tutorial on ‘Substance Use During Pregnancy’ ... provides an overview of the prevalence and nature of substance use among pregnant women in the United States, including the various factors that often contribute to substance abuse. It reviews the potential impact of prenatal exposure to various legal and illegal drugs on infant development and well-being. The tutorial also examines interventions for the prevention and treatment of drug use during pregnancy, from identification and education to individual and family based services. Interventions proven to promote the safety and well-being of affected newborns, such as family treatment drug courts and father involvement are also featured. Finally it explores relevant federal and state policies.”]

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Women and Children with HIV/AIDS. By the National Abandoned Infants Assistance Resource Center. (The Center, University of California, Berkeley, California) n.d., Video. 69 min.

Video at: <http://aia.berkeley.edu/training/tutorials/onlinetutorials.php>

[“This tutorial on Women and Children with HIV/AIDS... is designed as an introduction to the complex issues associated with HIV/AIDS among women and children in the United States. It is intended to provide participants with a better understanding of the prevalence, nature and impact of HIV/AIDS on this population, as well as treatment and intervention. It examines HIV/AIDS in a medical, psychosocial, parenting, and legal context. The tutorial also reviews various interventions and federal programs to support women, families, and children affected by HIV/AIDS.”]

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IMPROVED SYSTEMS OF CARE

Who Are the Infants in Out-of-Home Care? An Epidemiological and Developmental Snapshot. By Fred Wulczyn and others. Chapin Hall Issue Brief. (Chapin Hall at the University of Chicago, Chicago, Illinois) May 2011. 11 p.

Full text at:

http://www.chapinhall.org/sites/default/files/publications/06_08_11_Issue%20Brief_F_1.pdf

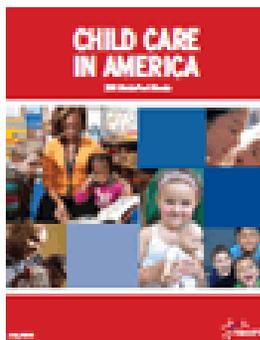
[“One of the many challenges of studying the population of children in out-of-home care is the fact that they are not a single, homogenous group of children. Rather, each child enters out-of-home care with a unique set of vulnerabilities and strengths. Perhaps no subset of the out-of-home care population is as distinct as the infant population. In this brief, we argue that from a policy perspective, infants represent a distinctive subset of the foster care population with service needs and developmental vulnerabilities and strengths that distinguish them from other children in out-of-home care. Specifically, in this brief

we examine five key domains in which infants in the out-of-home population differ from older children....”]

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Child Care in America: 2011 State Fact Sheets. By the National Association of Child Care Resource and Referral Agencies. (NACCRRA, Arlington, Virginia) July 2011. 115 p.

Full text at: <http://www.naccrra.org/publications/naccrra-publications/child-care-in-america-2011.php>



[““Child Care in America: 2011 State Fact Sheets’ provides information about key indicators that describe child care nationally and in individual states. Data in the first section document the need for and use of child care in the United States today. In the second section, the individual state child care fact sheets provide information about the number of children in the state and the number of families with low incomes; children younger than age 6 with parents in the labor force; women in the labor force; child care costs and family incomes; child care fee assistance; child care supply; child care demand; child care workforce numbers, training and technical assistance; and the number of CCR&R agencies.”]

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Head Start and Early Head Start Funded Enrollment (2007-2010). Fact Sheet. (Center for Law and Social Policy, Washington, DC) August 2011. 3 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/Head-Start-and-Early-Head-Start-Funded-Enrollment-2007-2010.pdf>

[“This chart shows funded enrollment data from 2007-2010 gathered from the annual Head Start PIR.” CLASP.]

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Head Start and Early Head Start Participation by Age, 2007-2010. Fact Sheet. (Center for Law and Social Policy, Washington, DC) August 2011. 3 p.

Full text at: <http://www.clasp.org/admin/site/publications/files/Head-Start-and-Early-Head-Start-Participation-2007-2010.pdf>

["A CLASP analysis of annual Head Start PIR data from years 2007-2010. The data outlines participation in Head Start and Early Head Start by age from 2007-2010." CLASP.]

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CONFERENCES AND OPPORTUNITIES

Webinar: Cultural and Linguistic Diversity and QRIS: Exploring Issues, Strategies and Challenges. By the QRIS National Learning Network and the BUILD Initiative. September 22, 2011.

For more information:

<https://cc.readytalk.com/cc/schedule/display.do?udc=btw5lyylqknu>

["On this webinar, experts from around the country will discuss why it's important to include cultural and linguistic diversity principles into their QRIS, why it is challenging to address diversity principles in a meaningful and impactful manner, and ideas and frameworks that can help guide states who are in various stages of QRIS development. Participants will hear about a study conducted in Minnesota that explored parents' concerns regarding culturally responsive care for their children and will learn more about a tool created by the National Association for the Education of Young Children (NAEYC) to assist states in developing culturally responsive QRIS standards. Participants will also hear of community and state efforts to revise their standards and improve provider training to assure greater cultural responsiveness and inclusion of diversity principles."]

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Strengthening Families and Communities: A California Child Abuse Prevention and Early Intervention Summit: Prevention at the Source: Strengthening Families and Communities. September 22-23, 2011. Sheraton San Diego Hotel and Marina, San Diego, California.

For more information: <http://www.strengtheningfamiliesandcommunities.info/>

["Join professionals and parent leaders who are making California a better place for children and families. Learn how the Strengthening Families™ framework is serving as a catalyst for change by building Protective Factors that support families, promote optimal child development, and prevent abuse and neglect. Through dialogue and workshops that deepen your knowledge, you can help shape the future of Strengthening Families in California and beyond. The Summit will highlight promising practices and programs. Workshops will focus on the three levers of change of the Strengthening Families™ Framework: Parent Leadership, Systems and Policy Change and Professional Development."]

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3rd Annual RTI Early Childhood Summit. By the Center for RTI in Early Childhood. September 26-27, 2011. The Hyatt Regency Tamaya Resort, Santa Ana Pueblo, New Mexico.

For more information: <http://www.cvent.com/events/rti-early-childhood-summit/event-summary-7d8bc1d9a5e948c8a0808705a879a3e8.aspx>



[“Join your colleagues from around the country for a fascinating, intense, two-day exploration of response to intervention. Find out what research is being done, learn more about models that work, and participate in lively discussions about implementing tiered interventions for young children.”]

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NAEHCY 23rd Annual Conference. National Association for the Education of Homeless Children and Youth. November 5-8, 2011. Pittsburgh Westin Convention Center Hotel, Pittsburgh, Pennsylvania.

For more information: http://www.naehcy.org/conf/conf_2011.html

[“NAEHCY’s annual conference is a unique showcase for best practices and services in education and homeless provision from across the country. NAEHCY’s conference equips educators and advocates nationwide with the knowledge, skills, information, and inspiration they need to remove barriers and help ensure that every child and youth experiencing homelessness is successful - academically, personally, and socially.”]

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DEC 2011: 27th Annual International Conference on Young Children with Special Needs and Their Families. Division for Early Childhood. November 17 - 19, 2011. Gaylord National Hotel and Convention Center, National Harbor, Maryland.

For more information: <http://www.dec-sped.org/Conference>

[“Working in early intervention or early childhood special education? There is only one conference that can offer you this extraordinary learning experience. Join colleagues from around the world as we explore the evidence, present practical strategies, and engage in discussions that will change the way you think. Join the Division for Early

Childhood and over 300 outstanding presenters who will inspire your work with transformative approaches. This comprehensive professional development experience offers something for everyone on all the topics you need: policy, autism, recommended practices, tiered interventions, challenging behavior, personnel development, research, assessment, cultural diversity, and more!"]

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