



## 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/>.

## How to Obtain Materials Listed in SITN:

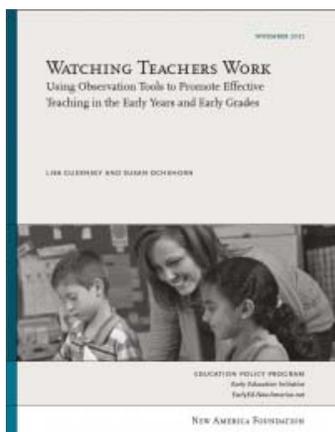
- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Services at (916-654-0261; [csinfo@library.ca.gov](mailto:csinfo@library.ca.gov)).
- All other interested individuals should contact their local library - the items 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

**Watching Teachers Work: Using Observation Tools to Promote Effective Teaching in the Early Years and Early Grades. By Lisa Guernsey and Susan Ochshorn. (New America Foundation, Sacramento, California) November 2011. 24 p.**

Full text at: [http://earlyed.newamerica.net/publications/policy/watching\\_teachers\\_work](http://earlyed.newamerica.net/publications/policy/watching_teachers_work)



[“Identifying good teachers is a high priority in education reform, yet the debate rarely focuses on how education might improve if policies were based on teachers’ individual interactions with their students. This report argues for improving early education up through the third grade (PreK-3<sup>rd</sup>) by actually watching teachers in action using innovative observation tools in combination with evaluation and training programs.... With many states currently redesigning their teacher-evaluation systems, the report urges policymakers to

include objective observation-based assessment as a measure of teacher effectiveness. ‘Observation tools allow for measurements that are far less subjective than many of the checklists and rubrics currently used today,’ the report says.... The report offers 17 recommendations to policymakers at all levels of government, as well as to educators and teacher-preparation programs. Among them: Use valid and reliable observation tools to identify, promote and reward good teaching; harness the power of these tools to integrate professional development with formal evaluation; and use observation-based assessments to promote PreK-3<sup>rd</sup> reforms, providing teachers with a common language for describing good teaching across pre-kindergarten, kindergarten and elementary schools.”]

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**Take a Giant Step: A Blueprint for Teaching Young Children in a Digital Age. By Brigid Barron, Stanford University and others. (The Joan Ganz Cooney Center at Sesame Workshop, New York, New York) November 2011. 52 p.**

Full text and Executive Summary (5 p.) at:

<http://www.joanganzcooneycenter.org/Reports-31.html>



[“In January 2010, the Cooney Center, in collaboration with the Stanford Educational Leadership Institute, convened a Digital Age Teacher Preparation Council, co-chaired by Linda Darling-Hammond of Stanford University and Michael H. Levine, the Cooney Center's Executive Director, at Sesame Workshop. The Council's eighteen members from academia, industry, and policy assessed current practices in early education and elementary school teaching and have designed a professional development ‘blueprint’ to advance the use of effective digital media in teaching and learning, with a special emphasis on instruction for underserved students. This report, ‘Take a Giant Step,’ represents the Council's multi-sector action plan to enhance teacher education and a higher quality, 21st century approach to the learning and healthy development of children in preschool and the primary grades. The report sets forth several goals for the nation to meet by 2020, including advancing technology integration and infrastructure; a more robust professional training program for early education professionals; the expanded use of public media as cost-effective assets for teachers; and the establishment of a Digital Teacher Corps.”]

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**Starting out Right: Pre-K and Kindergarten: Full Report. By Jim Hull, Center for Public Education. (The Center, Alexandria, Virginia) November 2011. 8 p.**

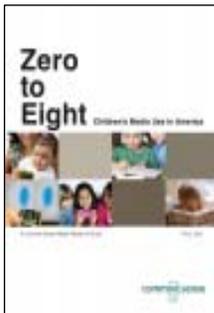
Full text at: <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Starting-Out-Right-Pre-K-and-Kindergarten/Starting-Out-Right-Pre-K-and-Kindergarten-full-report.html>

[“What’s the best early childhood education combination communities can provide? Until now, research hasn’t had an answer. Although there is a wealth of research on pre-k and on kindergarten, they have been examined mainly in isolation. That research has shown that both high-quality pre-kindergarten and full-day kindergarten can have significant, often lasting, benefits for children. Therefore, students would benefit most from attending high-quality prekindergarten, and then going on to full-day kindergarten. However, these particular programs are not necessarily required or paid for by many states. Cash-strapped states and districts around the country are being forced to choose how to best spend their dollars, including allocations to publicly-funded pre-k and kindergarten that are both best for students and feasible within current budgets. Prior to the economic downturn, state investments in early education were growing substantially, driven by research showing its powerful positive impact. That momentum has stopped with the recession, and school leaders are looking for ways to preserve their pre-k and kindergarten services. Around the country, school boards have been asking us: Are our students better off with a combination of pre-k and half-day kindergarten? or Are our students better off with full-day kindergarten alone? This report looks at the effect of various combinations of pre-k and kindergarten on third grade reading skills - a key predictor of future academic success - in order to provide important information to educators and policymakers as they consider how to get the most out of their early childhood programs.”]

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**Zero to Eight: Children's Media Use in America: A Common Sense Media Research Study. By Victoria Rideout. (Common Sense Media, San Francisco, California) Fall 2011. 44 p.**

Full text at: <http://www.commonsensemedia.org/research/zero-eight-childrens-media-use-america>



[“The purpose of this study is to provide publicly accessible, reliable data about media use among children ages 0 to 8, to help inform the efforts of all of those who are working to improve children’s lives.... Among the questions we try to answer are:

- How much time do children spend with television, music, computers, video games, and apps?
- How many children have access to the newest mobile media platforms, such as smartphones and iPads? What do they do with them, and how often do they use them?
- At what age do children usually start using each medium?

- Which educational media platforms are most popular among children, especially those from lower-income families?
- Are there differences in children's media use habits by gender, race, or socio-economic status?
- Is TV viewing among babies and toddlers going up or down? What about reading?
- What is the media environment in children's homes and bedrooms?"]

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**Head Start Program. Office of Head Start, Administration for Children and Families, Department of Health and Human Services. IN: Federal Register, vol. 76, no. 217 (November 9, 2011) Rules and Regulations, 45 CFR Part 1307, pp. 70010 - 70032.**

Full text at: <http://www.gpo.gov/fdsys/pkg/FR-2011-11-09/pdf/2011-28880.pdf>

[“For the first time in the more than four-decade history of the Head Start program, early-education centers will have to prove they prepare disadvantaged children for kindergarten in order to hold on to their grants. Long-awaited final rules, published Nov. 9, [2011] require the nation's 1,600 Head Start and Early Head Start programs, including migrant and tribal programs, to meet higher quality benchmarks every five years. Poor performers - which the federal Office of Head Start estimates to number about one in three - will have to recompete for their grants beginning as early as next month.... The rules set no national school-readiness standards, but they require each program to develop and use school-readiness goals, which must include pupils' achievement and progress in literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development. They take effect Dec. 9 [2011].” Education Week (November 16, 2011.)]

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**Experimental Evidence on the Effect of Childhood Investments on Postsecondary Attainment and Degree Completion. By Susan Dynarski, University of Michigan and others. NBER Working Paper. No. 17533. (National Bureau of Economic Research, Cambridge, Massachusetts) October 2011. 42 p.**

Full text at: <http://www.nber.org/papers/w17533>

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

[“This paper examines the effect of early childhood investments on college enrollment and degree completion. We use the random assignment in the Project STAR experiment to estimate the effect of smaller classes in primary school on college entry, college choice, and degree completion. We improve on existing work in this area with unusually detailed data on college enrollment spells and the previously unexplored outcome of college degree completion. We find that assignment to a small class increases the probability of attending college by 2.7 percentage points, with effects more than twice as

large among blacks. Among those with the lowest ex ante probability of attending college, the effect is 11 percentage points. Smaller classes increase the likelihood of earning a college degree by 1.6 percentage points and shift students towards high-earning fields such as STEM (science, technology, engineering and medicine), business and economics. We confirm the standard finding that test score effects fade out by middle school, but show that test score effects at the time of the experiment are an excellent predictor of long-term improvements in postsecondary outcomes. We compare the costs and impacts of this intervention with other tools for increasing postsecondary attainment, such as Head Start and financial aid, and conclude that early investments are no more cost effective than later investments in boosting adult educational attainment.”]

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**Role of Children’s Interests in Early Literacy and Language Development. By Carl J. Dunst and others. IN: CELLReviews, vol. 4, no. 5 (2011) 18 p.**

Full text at: [http://earlyliteracylearning.org/cellreviews/cellreviews\\_v4\\_n5.pdf](http://earlyliteracylearning.org/cellreviews/cellreviews_v4_n5.pdf)

[“The relationship between children’s interests and early literacy and language development was examined in 31 studies including 4,190 toddlers and preschoolers. A number of parent-completed, investigator-administered, and child-completed interest measures were employed by the study investigators to measure either the children’s personal or situational interests or a combination of both. A number of different phonological, print-related, reading-related, and language outcome measures were administered to the study participants. Results showed that the different children’s interest measures were related to nearly all the study outcomes. The relationships between children’s interests and the literacy and language outcomes were moderated by a number of study- and child-related variables that helped identify the conditions under which children’s interests influenced the study outcomes. The findings are discussed in terms of how children’s interests can be incorporated into early literacy and language learning experiences and activities.”]

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**The Changing Child Population of the United States: Analysis of Data from the 2010 Census. By William O’Hare, Annie E. Casey Foundation. Kids Count Working Paper. (The Foundation, Baltimore, Maryland) November 2011. 25 p.**

Full text at:

<http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid={667AADB4-523B-4DBC-BB5B-C891DD2FF039}>



[“This paper explores the nation’s changing child population based on data from the 2010 census. While the number of U.S. children increased only slightly, the demographic shifts within the population were considerable.

Some areas of the country (Nevada and Texas) and some demographic groups (including children of mixed race) grew significantly, while the number of children in other areas (Vermont and New York) and in other groups (such as non-Hispanic whites) declined.”]

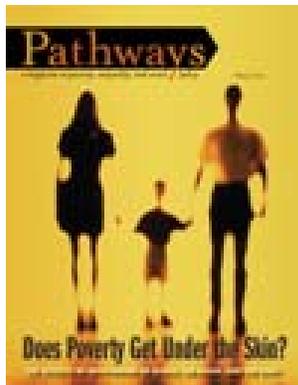
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## IMPROVED FAMILY FUNCTIONING

**Does Poverty Get Under the Skin: The Effects of Deprivation on Blood, the Brain and the Body. [Issue theme.] IN: Pathways: A Magazine on Poverty, Inequality and Social Policy (Center for the Study of Poverty and Inequality, Stanford University, Stanford, California) Winter 2011. 32 p.**

Full text at:

[http://www.stanford.edu/group/scspi/\\_media/pdf/pathways/winter\\_2011/PathwaysWinter11.pdf](http://www.stanford.edu/group/scspi/_media/pdf/pathways/winter_2011/PathwaysWinter11.pdf)



["As tough as the middle-class gauntlet may be, the available evidence suggests that growing up in contemporary poverty-stricken families takes stress to yet higher levels, entailing frequent exposure to such stress-generating events as neighborhood violence, divorce and family chaos, health and mental health problems, residential and job mobility, and much more. It's not just that such poverty-induced stress is mentally taxing. If it's experienced early enough in childhood, it can in fact get 'under the skin' and change the way in which the body copes with the environment and the way in which the brain develops. These deep, enduring, and sometimes irreversible

physiological changes are the very human price of running a high-poverty society. The purpose of this issue is to lay out the facts and myths behind the developing science of early childhood and stress. Do poverty-stricken children indeed grow up in stress-ridden environments? Does such stress, if experienced early enough, bring about permanent physiological changes? Do these changes in turn lead to poor academic achievement and other competitive disadvantages? And, finally, can social policy play any part in changing such dynamics? The articles presented here answer all of the foregoing questions with a resounding 'yes.' We begin with a piece by Jack Shonkoff that describes how an overactivated stress-response system has toxic effects on brain architecture and the body's other organs. In the following article, Gary Evans, Jeanne Brooks-Gunn, and Pamela Kato-Klebanov develop a comprehensive model of the life course of poverty-stricken children, a model in which the toxic stress described by Jack Shonkoff and others is one of the mediating variables accounting for poor academic outcomes. Lastly, Greg Duncan and Katherine Magnuson emphasize that, in light of this new science of early childhood development, we would do well to refashion income support in ways that better target the prenatal and early childhood environment.”]

**More Poor Kids in More Poor Places: Children Increasingly Live Where Poverty Persists. By Marybeth J. Mattingly and others. Issue Brief. No. 38 (Carsey Institute, University of New Hampshire, Durham, New Hampshire) Fall 2011. 8 p.**

Full text at: <http://www.carseyinstitute.unh.edu/publications/IB-Mattingly-Persistent-Child-Poverty.pdf>



[“The authors of this brief examine child poverty rates using decennial census data from 1980, 1990, and 2000, as well as American Community Survey five-year estimates between 2005 and 2009, to identify those counties where child poverty has persisted. They find persistent child poverty in nearly twice as many U.S. counties as those that report high persistent poverty across all age groups. In all, 342 counties have experienced persistently high levels of poverty across all age groups during the past twenty-nine years. In contrast, more than 700 counties experienced persistent child poverty over the same period. Rural areas are disproportionately likely to have

persistent high child poverty; 81 percent of counties with persistent child poverty are nonmetropolitan while only 65 percent of all U.S. counties are nonmetropolitan. Overall, 26 percent of rural children reside in counties whose poverty rates have been persistently high. This compares with 12 percent of urban children.... The authors comment that the overwhelming urban focus of welfare programs means policymakers often overlook needy families in rural areas. In addition to the high unemployment and low education levels that they document in the brief, the physical and social isolation associated with rural poverty create problems different from those in densely settled urban areas. They conclude that the reductions in government spending likely to result from the Great Recession, coupled with two decades of the devolution of policymaking responsibility from the federal to the state level (and occasionally to municipal governments), may have significant implications for children and fragile families in these persistently poor rural counties.” The Carsey Institute.]

**Child Poverty in the United States 2009 and 2010: Selected Race Groups and Hispanic Origin. By Suzanne Macartney. American Community Survey Briefs. No. 10-05. (U.S. Census Bureau, Washington, DC) November 2011. 16 p.**

Full text at: <http://www.census.gov/prod/2011pubs/acsbr10-05.pdf>

[“California has more children living in poverty than any other state - more than 2 million - but its rate of child poverty, while rising, is about average, a new U.S. Census Bureau report indicates.... The analysis of data from the American Community Survey found that the number of American children living in poverty rose from 14.7 million in 2009 to 15.7 million in 2010 with the rate also rising from 20 percent to 21.6 percent. In California, the number rose from 1.8 million to 2 million and the rate from 19.9 percent to 22 percent, apparently reflecting the severe recession that was still deepening.” Sacramento Bee, Capitol Alert (November 17, 2011.)]

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**“Parenting Preschoolers: Can Mindfulness Help?” By Karen Bluth and Robert G. Wahler, University of Tennessee. IN: Mindfulness, vol. 2, no. 4 (December 2011) pp. 282-285.**

Full text at: <http://www.springerlink.com/content/jpn8257735n33314/>

[“Parents of preschoolers have the challenging task of creating a safe and secure environment for their child, while at the same time providing ample breadth for the developmentally appropriate tasks of exploration, investigation, and experimentation. The preschool child is expected to learn the rudimentary skills of socialization, which usually include not having her desires fulfilled at will. This often leads to frustration on the child’s part and calls for steadiness and consistency in discipline on the part of the parent. As the parent is inevitably emotionally linked to the child’s emotional state, remaining consistent in discipline can be an enormous challenge for her. In addition, parents and their children often develop an automaticity in their interactions, or habitual patterns of behavior with each other.... Interrupting these habitual and often maladaptive behavior patterns and then engaging in the mental deliberations necessary to decide on the most effective way to respond to the child can require an appreciable amount of emotional effort and be tremendously stressful. One path to decreasing this stress and alleviating this parental dilemma calls for an attuned awareness of one’s thoughts, emotional state, and interactions in the moment that they are occurring. Mindfulness is a mental state in which one actively engages in ‘paying attention in a particular way: on purpose, in the present moment, and nonjudgementally’ (Kabat-Zinn...). Through mindfulness practice, one becomes increasingly aware of one’s thought and emotional processes as they unfold, in this case, as they occur in response to a child’s actions. The ability to ‘pause’ before providing a habitual reaction becomes an available option, and responding to the child occurs only after taking ample time to consider the array of possible ways to react.”]

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## IMPROVED HEALTH

**Overcrowding and Frequent Moves Undermine Children’s Health. By Kathryn Bailey and others. Policy Action Brief. (Children’s HealthWatch, Boston, Massachusetts) November 2011. 2 p.**

Full text at:

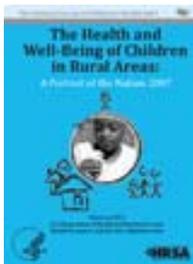
[http://www.childrenshealthwatch.org/upload/resource/crowdedmultimoves\\_brief\\_nov11.pdf](http://www.childrenshealthwatch.org/upload/resource/crowdedmultimoves_brief_nov11.pdf)

[“Children need stability in their lives - whether it is in their daily routines, the adults that care for them, or their housing. Recent economic conditions are putting families at risk, not just of outright homelessness but of being housing insecure (frequent moves, overcrowding, or doubling up with another family for economic reasons). While the negative impact of homelessness on children is well established, there has been much less research on this more prevalent but less apparent condition of family housing insecurity. In older children, multiple moves have been associated with poor school performance, mental health issues and behavioral concerns. The impact on infants and toddlers, however, has remained largely undocumented. Now, recent research by Children’s HealthWatch shows that housing insecurity is associated with poor health outcomes in even the youngest children under age three.”]

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**The Health and Well-Being of Children in Rural Areas: A Portrait of the Nation 2007. By the Maternal and Child Health Bureau, Health Resources and Services Administration. (U.S. Department of Health and Human Services, Rockville, Maryland) September 2011. 51 p.**

Full text at: <http://mchb.hrsa.gov/nsch/07rural/moreinfo/pdf.html>



[“The National Survey of Children’s Health (NSCH) provides a unique resource with which to analyze the health status, health care use, activities, and family and community environments experienced by children in rural and urban areas. The NSCH was designed to measure the health and well-being of children from birth through age 17 in the United States while taking into account the environments in which they grow and develop. Conducted for the second time in 2007, the survey collected information from parents on their children’s health, including

oral, physical, and mental health, health care use and insurance status, and social activities and well-being. Aspects of the child’s environment that were assessed in the survey include family structure, poverty level, parental health and well-being, and community surroundings.”]

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**“Impact of Early-Life Bisphenol A Exposure on Behavior and Executive Function in Children.”** By Joe M. Braun and others. IN: *Pediatrics*, vol. 128, no. 5 (November 1, 2011) pp. 873-882.

Full text at: <http://pediatrics.aappublications.org/content/128/5/873.full.pdf+html>

[“What’s known on this subject: Virtually all persons in industrialized countries are exposed to bisphenol A (BPA), and early-life BPA exposure might be associated with behavior problems. Few human studies have been conducted, and the impact of gestational versus childhood BPA exposures is unclear. What this study adds: BPA exposure during pregnancy, but not childhood, was associated with worse behavior at 3 years of age, especially among girls. Domains related to behavioral and emotional regulation were most affected by gestational BPA exposure.”]

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## IMPROVED SYSTEMS OF CARE

**When Families Eligible for Child Care Subsidies Don’t Have One: A Case Study.** By Betty Holcomb, Center for Children’s Initiatives. (The Center, New York, New York) [n.d.] 11 p.

Full text at: <http://nynp.biz/CCIRreport.pdf>

[“The Center for Children's Initiatives (CCI) released a case study that looks at the troubles families face as they attempt to access consistent, quality child care. The report, ‘When Families Eligible for Child Care Subsidies Don't Have One,’ provides the accounts of 83 randomly selected families in New York City who were interviewed after coming to CCI. Each of these families is eligible for a child care subsidy but is unable to obtain one.... New York City, like many places, is reducing child care subsidies. As these interviews demonstrate, such actions only cause further frustration and challenges for low-income families trying to find and pay for child care.” CLASP, Early Childhood Education Update (November 2011.)]

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**Family-Provider Relationships: A Multidisciplinary Review of High Quality Practices and Associations with Family, Child, and Provider Outcomes.** By Nicole Forry and others. Issue Brief. No. OPRE 2011-26a. (Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) October 2011. 15 p.

Full text at:

[http://www.acf.hhs.gov/programs/opre/cc/childcare\\_technical/reports/family\\_provider\\_multi.pdf](http://www.acf.hhs.gov/programs/opre/cc/childcare_technical/reports/family_provider_multi.pdf)

[“On both the federal and state levels, policymakers and program administrators are interested in how early care and education settings can improve child and family outcomes through the implementation of effective practices with children and with their families. Family engagement in children’s learning and educational settings and family-sensitive care, which describes aspects of practice that support parents and families, are two related conceptual frameworks, both with the ultimate goal of supporting families in order to promote positive child development. With states including measures of practice and interactions with families in Quality Rating and Improvement Systems (QRIS) ratings and Head Start’s focus on family engagement, there is a growing interest in identifying and measuring the core elements common to both the family-sensitive care and family engagement frameworks.... The purpose of this multi-disciplinary literature review is to: a) identify common practices in positive family-provider relationships; b) explore associations between these relational practices and child, family, and provider outcomes; and c) provide a framework and evidence to support the development of future measures.”]

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**Family Engagement and Family-Sensitive Caregiving: Identifying Common Core Elements and Issues Related to Measurement. By Nicole Forry and others. Issue Brief. No. OPRE 2011-26b. (Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) October 2011. 10 p.**

Full text at:

[http://www.acf.hhs.gov/programs/opre/cc/childcare\\_technical/reports/family\\_sensitive.pdf](http://www.acf.hhs.gov/programs/opre/cc/childcare_technical/reports/family_sensitive.pdf)

[“This brief summarizes discussions from the Family-Sensitive Caregiving and Family Engagement Working Meeting: Identifying and Measuring Common Core Elements held by OPRE in June 2010. Common core elements of two perspectives on family-provider relationships (family engagement and family-sensitive caregiving) identified during the meeting and issues related to the research and measurement of these concepts are presented along with next steps for measurement development.” ACF OPRE News (November 16, 2011.)]

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**Quality Rating and Improvement Systems (QRIS) and Family-Sensitive Caregiving in Early Care and Education Arrangements: Promising Directions and Challenges. By Toni Porter, Bank Street College of Education and others. Research-to-Policy, Research-to-Practice Brief. No. OPRE 2011-11d. (Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) October 2011. 18 p.**

Full text at:

[http://www.acf.hhs.gov/programs/opre/cc/childcare\\_technical/reports/qrisc.pdf](http://www.acf.hhs.gov/programs/opre/cc/childcare_technical/reports/qrisc.pdf)

[“This Brief explores the translation of concepts of family-provider partnerships, generally, and family-sensitive caregiving, one theoretical perspective on family-provider relationships more specifically, into quality standards used in Quality Rating and Improvement Systems (QRIS). This Brief examines exemplary QRIS family partnership indicators, and segregates existing standards into the three dimensions of family-sensitive care: attitudes, knowledge and practice. The brief aims to address the following two questions: (1) How do QRIS indicators for family partnerships align with the constructs of family-sensitive care? (2) What are future directions for content of QRIS family partnership standards? This work was conducted by Bank Street College of Education, Erikson Institute, and Child Trends.” ACF OPRE News (November 16, 2011.)]

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## CONFERENCES AND OPPORTUNITIES

**Webinar: “Family-Provider Relationships in Early Care and Education.” Organized by Research Connections, in partnership with the Office of Planning, Research and Evaluation (OPRE). December 8, 2011. 9:00 a.m. - 10:00 a.m. Pacific Time.**

For more information: <https://www2.gotomeeting.com/register/508140914>

[“Developing strong relationships with families is recognized as an important area for quality improvement in early care and education. An increasing number of states with Quality Rating and Improvement Systems (QRIS) have developed competencies for family-provider relationships, and Head Start is putting a renewed emphasis on the importance of parent and family partnerships and family engagement. Research suggests that strong family-provider relationships in early care and education settings are linked to families’ engagement in their children’s early education and positive outcomes for children and families. This webinar will present an overview of theory, empirical research, and the current state of measurement and standards related to family-provider relationships in early care and education. A conceptual model and the results of a review of existing measurement tools produced as part of the Family-Provider Relationship Quality (FPRQ) project will be presented. In addition, the webinar will provide an overview of early care and education standards (i.e., Head Start, Quality Rating and Improvement Systems, NAEYC) related to family-provider relationships and discuss the implications of the findings for technical assistance efforts.”]

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**California Head Start Association 2012 Annual Conference: Relentless in the Pursuit of Quality. January 30 - February 3, 2012. (Parent and Family Engagement Conference, January 30-31; Education Conference, February 1-3; Ed**

**Zigler Research Institute, January 31, 2012.) Hyatt Regency Orange County, Garden Grove, California.**

For more information: <http://www.cvent.com/events/california-head-start-association-2012-annual-conference/event-summary-19b0ba5cb3b94f73b93e4bc37e0833cd.aspx>



[“The California Head Start Association invites you to join us in Garden Grove, CA January 30-February 3, 2012. This week long event houses our Parent and Family Engagement Conference, Education Conference, Research Institute, and additional special events such as the Awards Luncheon and Public Policy Breakfast.”

“Opening keynote: Ronald Mah. Building a Child’s Village. The ‘villages’ of children are the smaller and larger communities in which they explore and experiment, as they develop both their sense of selves and a sense of belonging. Mah will describe the evolving nature of the ‘villages’ or communities and the critical nature of collaboration among invested adults: parents, caregivers, and educators. Fundamental expectations, environments, guidance, and discipline will derive from the collaboration. How well or poorly the adult ‘village’ or community communicates will determine the healthy or unhealthy development of children to enter the larger community today and in the future. Professional responsibilities and guidance how to create the adult coalition will be discussed.”]

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**The 26th Annual San Diego International Conference on Child and Family Maltreatment - 2012. Sponsored by the Chadwick Center for Children and Families, Rady’s Children’s Hospital. January 23-26, 2012. Pre/Post Conference Institutes and Trainings, January 21, 22, 23, 27, 2012. Town and Country Resort and Convention Center, San Diego, California.**

For more information: <http://www.sandiegoconference.org/>



[“The San Diego Conference focuses on multi-disciplinary best-practice efforts to prevent, if possible, or otherwise to investigate, treat, and prosecute child and family maltreatment. The objective of the San Diego Conference is to develop and enhance professional skills and knowledge in the prevention, recognition, assessment and treatment of all forms of maltreatment including those related to family violence as well as to enhance investigative and legal skills. Issues concerning support for families, prevention, leadership, policy making and translating the latest research into action are also addressed.”]

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