



## Studies in the News for



## Children and Families Commission

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\*\*\*We would like to let you know that this is the *final issue* of *Studies in the News for First 5 California*. It has been a pleasure for the State Library to provide you with this service under a contract with First 5 California that expires at the end of this year. For additional information you can contact First 5 California at (916) 263-1050 or see their website at: [www.ccfc.ca.gov](http://www.ccfc.ca.gov).

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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; [cslinfo@library.ca.gov](mailto:cslinfo@library.ca.gov)).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

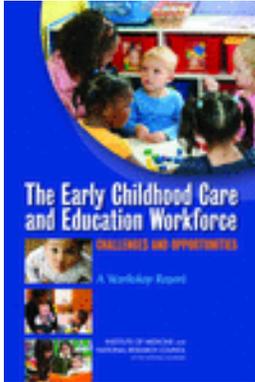
The following studies are currently on hand:

## **IMPROVED CHILD DEVELOPMENT**

**The Early Childhood Care and Education Workforce: Challenges and Opportunities: A Workshop Report. By the Committee on Early Childhood Care**

**and Education Workforce: A Workshop; Institute of Medicine and National Research Council. (The National Academies Press, Washington, DC) 2011. 240 p.**

Full text at: [http://www.nap.edu/openbook.php?record\\_id=13238&page=R1](http://www.nap.edu/openbook.php?record_id=13238&page=R1)



[“Recognition of the critical importance of the ECCE workforce and the lack of attention that has been paid to it provided the impetus for a workshop conducted in Washington, DC, in March 2011 by the Board on Children, Youth, and Families of the Institute of Medicine and National Research Council, with the support of the Administration for Children and Families of the U.S. Department of Health and Human Services.... Participants included researchers, policy analysts, association representatives, university faculty and administrators, leaders of state early childhood programs, administrators of ECCE programs, individuals involved with professional development, and federal staff from various agencies.

The primary purpose of the workshop was to provide an adequate description of the ECCE workforce, outlining the parameters that define that population. The planning committee interpreted this charge as encompassing three areas of examination: (1) defining and describing the nature of the current ECCE workforce; (2) examining the characteristics of the workforce that affect the development of children; and (3) describing the context of the workforce and how best to build the ECCE profession in ways that promote program quality and effective child outcomes, while supporting the essential individuals who provide care and education.”]

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**California Preschool Learning Foundations, Volume 2. By the Child Development Division, California Department of Education. (The Department, Sacramento, California) 2010. 112 p.**

Full text at: <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

**California Preschool Curriculum Framework, Volume 2. By the Child Development Division, California Department of Education. (The Department, Sacramento, California) 2011. 294 p.**

Full text at: <http://www.cde.ca.gov/sp/cd/re/psframework.asp>

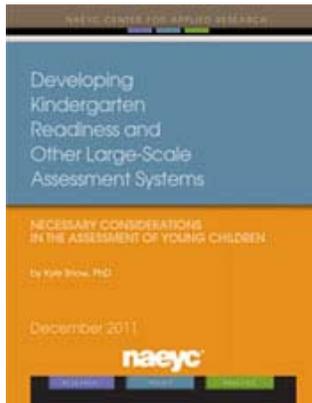
[“The Child Development Division is pleased to announce the release of two new publications: the ‘California Preschool Learning Foundations, Volume 2,’ and the ‘California Preschool Curriculum Framework, Volume 2.’ These companion volumes are aimed at early care and education professionals who work with children ages three to five years old. The two volumes include the domains of Visual and Performing Arts, Physical

Development and Health... The preschool learning foundations cover the skills, knowledge, and abilities of young children at four and five years of age in supportive early learning environments. The preschool curriculum framework presents strategies for planning and creating learning environments that optimize a child's development, learning, and overall well-being." California Department of Education, Child Development Division (December 12, 2011.)]

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**Developing Kindergarten Readiness and Other Large- Scale Assessment Systems: Necessary Considerations in the Assessment of Young Children. By Kyle Snow, NAEYC Center for Applied Research. (National Association for the Education of Young Children, Washington, DC) December 2011. 30 p.**

Full text at: <http://www.naeyc.org/resources/research/kreadinessassessment>



["Over the past few years, interest in assessing children as they enter kindergarten has gained momentum in states. Roughly half of the states have instituted some form of kindergarten entry or readiness assessment, even before the development of such an assessment was highlighted in the Race to the Top, Early Learning Challenge funding competition.... The Center for Applied Research at the National Association for the Education of Young Children (NAEYC ) has developed this guidance to support states' development and implementation of kindergarten readiness assessment systems. Such systems, properly developed and implemented, can contribute greatly to the success of early childhood programs and early elementary programming to identify and meet the needs of children entering kindergarten. The considerations presented in this paper are built around NAEYC positions related to assessment and research on child assessment. While focused on large-scale assessment of young children, the guidelines included here are intended to inform considerations about early childhood assessment beyond the implementation of kindergarten entry assessments."]

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**Income and Education as Predictors of Children's School Readiness. By Julia Isaacs, Brookings Institution and Katherine Magnuson, University of Wisconsin, Madison. (Brookings Institution, Washington, DC) December 2011. 41 p.**

Full text at:

[http://www.brookings.edu/~media/Files/rc/reports/2011/1214\\_school\\_readiness\\_isaacs/1214\\_school\\_readiness\\_isaacs.pdf](http://www.brookings.edu/~media/Files/rc/reports/2011/1214_school_readiness_isaacs/1214_school_readiness_isaacs.pdf)

["Children's readiness for school is influenced by many different factors; in this paper we focus on two aspects of families' socioeconomic standing: family income and parental education. We focus on the independent effects of these family characteristics because, though highly correlated, theoretically and empirically they exert independent effects. While many parents with low levels of education often have low incomes as well, these parental resources may affect families and children in different ways. The thought experiment is as follows: if you could choose your parents, do you think you would be better off being born to educated, yet poor, parents, or to parents who were well-off, despite lacking a high school diploma? Or, to frame it as a policy question, as our nation seeks ways to improve children's school readiness, will we get more bang for the buck from policies to support parents' income or policies to increase parents' educational attainment?"]

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**ECRP: Early Childhood Research and Practice. Vol. 13, No. 2 (Fall 2011) Complete issue.**

Full text at: <http://ecrp.uiuc.edu/v13n2/index.html>

["We are pleased to welcome you to... 'Early Childhood Research & Practice....,' the first open-access, peer-reviewed, bilingual Internet journal in early care and education.... The current issue features two special sections. The section titled 'Working with Families of Young Children' addresses three different aspects of program-family interactions. Douglass considers the concept of organizational context and ways it may affect relationships with parents in child care settings. Research on the potential benefits of relationship/marriage education for families of children in Head Start is the topic of a paper.... In a 'Notes from the Field' article, Query, Ceglowski, Clark, and Li report on preliminary findings of a classroom teacher's action research on use of a bilingual literacy enrichment kit by three Hispanic families with young children. The second special section, 'Professional Development of Early Childhood Educators,' includes five papers. Three of the papers... present varying perspectives on early childhood teacher preparation in higher education. In the same section, Parnell reports on an experience of mentoring and collaborating with an inservice teacher, and Byington and Tannock discuss results of an online survey assessing professional development interests of ECE trainers in Nevada. In addition to the two special sections, this issue includes a paper on child care quality in relation to teacher characteristics and subsidy status..., an article about one state's approach to assessing children's skills at kindergarten entry ..., and a practitioner report about an investigation of a strawberry farm conducted by a kindergarten class...."]

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**Research Synthesis Points on Practices that Support Inclusion. By the FPG Child Development Institute, National Professional Development Center on Inclusion.**

**(The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 6 p.**

[“The National Professional Development Center on Inclusion (NPDCI) has released a product that provides brief descriptions and supporting references for evidence-based and promising practices that support early childhood inclusion. Research Synthesis Points on Quality Inclusive Practices is organized in three major sections corresponding to the defining features of high quality early childhood inclusion as described in ‘Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).’ This product may be used to inform work in a variety of contexts including professional development, policy development, planning, advocacy, and grant writing.”]

Full text at: <http://community.fpg.unc.edu/resources/articles/NPDCI-ResearchSynthesisPointsInclusivePractices-2011.pdf?o=enews>

Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) 2009:

[http://community.fpg.unc.edu/resources/articles/Early\\_Childhood\\_Inclusion?o=enews](http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion?o=enews)

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**Celebrating Improvements in Infant-Toddler Policy: Top 10 Policy Achievements of 2011. By Zero to Three. (Zero to Three, Washington, DC) 2011. 4 p.**

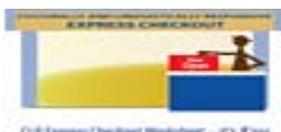
Full text at: <http://www.zerotothree.org/policy/article-2011-policy-achievements.pdf>

[“This past year presented many impressive policy advancements at both the national and state level. Despite the tight budgets in Washington, DC and state capitals, we all successfully worked together to advance and preserve policies that improve the lives of infants, toddlers, and families. This article highlights those policy achievements that recognize the role that we all play in supporting our nation’s youngest children.”]

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## **IMPROVED FAMILY FUNCTIONING**

**Culturally and Linguistically Responsive Express Checkout Worksheet. By the National Center on Cultural and Linguistic Responsiveness. Prepared for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (The Office, Washington, DC) n.d. 5 p.**



[“Wondering about how to make sure your program resources are culturally and linguistically ‘in tune’ with the infants,

toddlers, families, and community? The National Center on Cultural and Linguistic Responsiveness developed the ‘Culturally and Linguistically Responsive Express Checkout Worksheet.’ The worksheet is designed to help you make sure your program resources and materials reflect and/or are compatible with the values, preferences, and life-ways of the families you serve, and with the core values of your program and community.”]

Full text at: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/express-checkout-worksheet.pdf>

National Center on Cultural and Linguistic Responsiveness:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

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**The Business Case for Home Visiting. By the Pew Center on the States. Issue Brief. (The Center, Washington, DC) October 2011. 6 p.**

Full text at:  
[http://www.pewcenteronthestates.org/uploadedFiles/wwwpewcenteronthestatesorg/Initiatives/Home\\_Visiting/HV\\_Business\\_Leaders\\_Brief.pdf](http://www.pewcenteronthestates.org/uploadedFiles/wwwpewcenteronthestatesorg/Initiatives/Home_Visiting/HV_Business_Leaders_Brief.pdf)

[“American businesses need employees who are well prepared, but they are not getting them. State reports indicate that thousands of jobs remain unfilled because of gaps between the skills employers require and those workers possess. For example, research shows that, as of 2004, 20 percent of U.S. workers were functionally illiterate. Further, a 2009 study found that 75 percent of people ages 17 to 24 could not qualify for U.S. military service because they could not meet the physical, behavioral or educational standards similar to those many industries use in hiring. Most strategies and reform initiatives to develop and improve the future workforce focus on the middle school or high school years, but achievement gaps are evident far earlier. Disadvantaged children can start kindergarten as much as 18 months behind their peers. The majority of fourth or eighth graders are not proficient in both math and reading in any state.... This failing workforce pipeline can be repaired, but we have to start far earlier than middle or even elementary school. The foundation of many skills needed for 21st-century jobs is established in the first five years of life. Children born with low birthweight and with fewer parental resources have poorer health, are more likely to struggle in school, and have lower earnings as adults. Yet, just as the root of these challenges lies in the earliest years, so does the solution. Proven home visiting programs, which pair at-risk families with trained professionals who provide vital information and support, can help build the workforce our nation needs.” Pew Center on the States (December 16, 2011.)]

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**“Policies to Assist Parents with Young Children.” By Christopher J. Ruhm. IN: Future of Children, vol. 21, no. 2 (Fall 2011) pp. 37-68.**

[“The struggle to balance work responsibilities with family obligations may be most difficult for working parents of the youngest children, those five and under. Any policy changes designed to ease the difficulties for these families are likely to be controversial, requiring a careful effort to weigh both the costs and benefits of possible interventions while respecting diverse and at times conflicting American values. In this article, Christopher Ruhm looks at two potential interventions - parental leave and early childhood education and care (ECEC) - comparing differences in policies in the United States, Canada, and several European nations and assessing their consequences for important parent and child outcomes.”]

Full text at:

[http://www.futureofchildren.org/futureofchildren/publications/docs/21\\_02\\_03.pdf](http://www.futureofchildren.org/futureofchildren/publications/docs/21_02_03.pdf)

Complete “Work and Family” Future of Children issue at:

[http://www.futureofchildren.org/futureofchildren/publications/journals/journal\\_details/index.xml?journalid=76](http://www.futureofchildren.org/futureofchildren/publications/journals/journal_details/index.xml?journalid=76)

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**Tax Credits for Early Care and Education: Funding Strategy in a New Economy. By Susan Blank and Louise Stoney. (Opportunities Exchange, Branford, Connecticut) 2011. 8 p.**

Full text at: [http://www.qrisnetwork.org/sites/all/files/resources/gscobb/2011-10-07%2013%3A38/OpEx\\_IssueBrief\\_Tax\\_Final-1%5B1%5D.pdf](http://www.qrisnetwork.org/sites/all/files/resources/gscobb/2011-10-07%2013%3A38/OpEx_IssueBrief_Tax_Final-1%5B1%5D.pdf)

[“An extensive body of research makes it clear that high-quality early care and education (ECE) not only benefits individual families but is a major public good. By preparing young children at a critical stage in their development to succeed in school and in life, high-quality ECE can make an important contribution to America’s long-term economic health. But the cost of high-quality ECE exceeds the price that most families are willing or able to pay for it, and the public financing system for ECE remains relatively haphazard and fragile. Especially with today’s enormous pressure on states to curtail spending, the need to find ways to put high-quality ECE within the reach of more families has been thrown into sharp relief. This issue brief examines one ECE financing strategy that thus far has not received the attention it deserves - the use of tax credits to raise the quality of services and to make high-quality ECE more available to low-income and working-poor families.”]

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**Childbearing Outside of Marriage: Estimates and Trends in the United States. By Elizabeth Wildsmith and others. Child Trends Research Brief. No. 2011-29. (Child Trends, Washington, DC) November 2011. 6 p.**

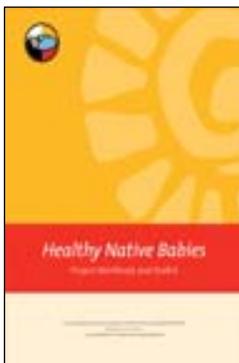
Full text at: [http://www.childtrends.org/Files/Child\\_Trends-2011\\_11\\_01\\_RB\\_NonmaritalCB.pdf](http://www.childtrends.org/Files/Child_Trends-2011_11_01_RB_NonmaritalCB.pdf)

[“Having children outside of marriage - nonmarital childbearing - has been on the rise across several decades in the United States. In 2009, 41 percent of all births (about 1.7 million) occurred outside of marriage, compared with 28 percent of all births in 1990 and just 11 percent of all births in 1970. Preliminary data suggest that this percentage has remained stable in 2010. There are several reasons to be concerned about the high level of nonmarital childbearing. Couples who have children outside of marriage are younger, less healthy, and less educated than are married couples who have children. Children born outside of marriage tend to grow up with limited financial resources; to have less stability in their lives because their parents are more likely to split up and form new unions; and to have cognitive and behavioral problems, such as aggression and depression.... This Research Brief draws from multiple published reports using data through 2009, as well as from Child Trends’ original analyses of data from a nationally representative survey of children born in 2001, to provide up-to-date information about nonmarital childbearing; to describe the women who have children outside of marriage; and to examine how these patterns have changed over time.”]

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## IMPROVED HEALTH

**Healthy Native Babies Project Workbook and Toolkit [with Packet]. By the Eunice Kennedy Shriver National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services. (U.S. Government Printing Office, Washington, DC) 2010/2011. 101 p.**



[“This packet, which includes the Healthy Native Babies Project Workbook, Healthy Actions for Native Babies Handout, Toolkit disk, and Toolkit User Guide, describes ways to reduce the risk for SIDS among American Indian/Alaska Native (AI/AN) babies. This item is part of the Healthy Native Babies Project, a collaboration among the NICHD, Native organizations, and representatives from five Northern Tier Areas: Aberdeen, Alaska, Billings, Bemidji, and Portland. The Project represents a new outreach arm of the ‘Back to Sleep’ campaign focused on getting safe sleep messages into AI/AN communities.”]

Full text at:

[http://www.nichd.nih.gov/publications/pubs\\_details.cfm?from=&pubs\\_id=5733](http://www.nichd.nih.gov/publications/pubs_details.cfm?from=&pubs_id=5733) (NOTE:

Click on pdf link on page, or order free “Healthy Native Babies Project Workbook Packet” which includes Workbook, Handout, Toolkit Disk, and Toolkit User Guide.”)

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**2011 Child and Youth Well-Being Index (CWI). By Kenneth C. Land, Duke University. (Foundation for Child Development, New York, New York) 2011. 16 p.**

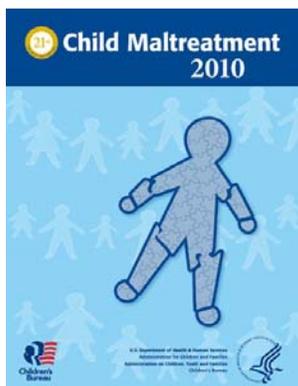
Full text at: <http://fcd-us.org/resources/2011-child-well-being-index-cwi#node-1128>

[“Although the Gross Domestic Product (GDP) has risen 168 percent since 1975, American children’s quality of life has risen a mere 3 percent, according to the Foundation for Child Development’s (FCD) annual Child Well-Being Index (CWI).... This... report paints a stark picture of the reality of American families and their children, finding that the well-being of children and families has trailed far behind our country’s hefty economic growth over the past 35 years, and that things are only poised to get worse. Kenneth Land, author of the report states, ‘With last year’s report, we warned that, if our country fails to act, virtually all the gains made since 1975 would disappear. And they have. Our failure to meet the most basic needs - economic security, education, health - of so many children will have damaging and long-term effects, particularly on those children now in their first decade of life.’ The CWI is the nation’s most comprehensive measure of trends in the quality-of-life of children and youth. It combines national data from 28 indicators across seven domains into a single number that reflects overall child well-being.” Foundation for Child Development, Press Release (December 15, 2011.)]

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**Child Maltreatment 2010. By the Children’s Bureau. (U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children’s Bureau, Washington, DC) 2011. 233 p.**

Full text at: <http://www.acf.hhs.gov/programs/cb/pubs/cm10/>



[A comprehensive... report... shows overall abuse and neglect figures declining slightly between 2008 and 2010, and child fatalities dropping by 8.5 percent during that span.... The annual report from the Department of Health and Human Services said the estimated number of victimized children dropped from 716,000 in the 2008 fiscal year, when the recession began, to 695,000 in 2010. That’s down from 825,000 in 2006.... Sociologist David Finkelhor, director of the University of New Hampshire’s Crimes Against Children Research Center, said some of the new data might reflect methodological changes as well as lower levels of abuse. For example, the number of abuse-

related child fatalities in California dropped in part because the state changed the parameters for how it tallied them.” CBS News (December 12, 2011.)]

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**Recent Trends in Childhood Asthma-Related Outcomes and Parental Asthma Management Training. By Genevieve M. Kenney and others. (The Urban Institute, Washington, DC) November 2011. 14 p.**

Full text at: [http://www.urban.org/health\\_policy/url.cfm?ID=412468](http://www.urban.org/health_policy/url.cfm?ID=412468)

[“Asthma is one of the most common chronic conditions among children in the United States, affecting nearly 10 percent of children in 2008. Medicaid and CHIP are covering a growing number of asthmatic children; by 2008, two-thirds of low-income asthmatic children were covered by Medicaid/CHIP. Our findings suggest that over the last decade, there has been a trend towards improvement in asthma-related outcomes and receipt of parental asthma management training for asthmatic children with Medicaid/CHIP coverage. Further expansions in health insurance coverage could lead to reductions in negative asthma outcomes and their associated costs, but other changes to the service delivery system would be needed as well.” The Urban Institute (December 19, 2011.)]

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**“The Lifelong Effects of Early Childhood Adversity and Toxic Stress.” By Jack P. Shonkoff and others. IN: Pediatrics, vol. 129, no. 1 (January 1, 2012) pp. e232-e246.**

Full text at: <http://pediatrics.aappublications.org/content/early/2011/12/21/peds.2011-2663.full.pdf+html>

[“Advances in fields of inquiry as diverse as neuroscience, molecular biology, genomics, developmental psychology, epidemiology, sociology, and economics are catalyzing an important paradigm shift in our understanding of health and disease across the lifespan.... Drawing on these multiple streams of investigation, this report presents an ecobiodevelopmental framework that illustrates how early experiences and environmental influences can leave a lasting signature on the genetic predispositions that affect emerging brain architecture and long-term health. The report also examines extensive evidence of the disruptive impacts of toxic stress, offering intriguing insights into causal mechanisms that link early adversity to later impairments in learning, behavior, and both physical and mental well-being. The implications of this framework for the practice of medicine, in general, and pediatrics, specifically, are potentially transformational. They suggest that many adult diseases should be viewed as developmental disorders that begin early in life and that persistent health disparities associated with poverty, discrimination, or maltreatment could be reduced by the alleviation of toxic stress in childhood.”]

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**A Day in the Life of an Early Childhood Mental Health Consultant: A Series of Real-life Vignettes Illustrating the Early Childhood Mental Health Consultation Process. By Mary Mackrain. (Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development, Washington, DC) December 2011. 58 p.**

Full text at: [http://www.ecmhc.org/documents/Day\\_in\\_the\\_Life\\_MH\\_Consultant.pdf](http://www.ecmhc.org/documents/Day_in_the_Life_MH_Consultant.pdf)

[“The purpose of this resource is to describe the general process of ECMHC [early childhood mental health consultation] using candid, unfiltered stories to illustrate what consultants do within early care and education settings in collaboration with families, teachers, children and other partners every day. The vignettes can help shed light on the complexity of the ECMHC process and its critical ingredients such as: self-reflection, listening, learning, facilitating and unpredictability. While each story is unique, each reflects the foundational aspects of ECMHC: relationships. Settings for the vignettes... include varying early care and education settings: Early/Head Start, center-based child care and family child care.”]

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**Children with Special Health Care Needs in Context: A Portrait of States and 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) 2011. 103 p.**

Full text at: <http://mchb.hrsa.gov/nsch/07cshcn/moreinfo/pdf/cshcn11.pdf>

[“This chartbook uses the 2007 National Survey of Children’s Health (NSCH) to report on recent findings on children with special health care needs (CSHCN) in the United States. The NSCH provides a unique view of CSHCN in the context of where they live, play and go to school. It also allows comparisons to children without special health care needs.... Children with special health care needs come from all racial and ethnic groups, ages, and family income levels. CSHCN encompass a wide variety of health conditions, with most children having more than one condition. All CSHCN require special health care services for one or more ongoing health conditions.”]

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**“Parental Smoking and Vascular Damage in Their 5-year-old Children.” By Caroline C. Geerts and others. IN: Pediatrics, vol. 129, no. 1 (January 1, 2012) pp. 45-54.**

Full text at: <http://pediatrics.aappublications.org/content/129/1/45.full.pdf+html>

[Mothers who smoke during pregnancy are likely to damage their children's blood vessels, according to a... study. Children with mothers who smoke are more likely to develop thicker and denser arteries that could later cause obesity and heart disease, said researchers from the Netherlands said in a study published in the journal *Pediatrics*. 'Exposure of children to parental tobacco smoke during pregnancy affects their arterial structure and function in early life,' concluded researchers led by Caroline Geerts, MD of the Julius Center for Health Science and Primary Care.... Researchers analyzed data collected from 259 children to determine the effect of smoking on children's lung functions and artery dimensions, and found that children whose mother had smoked throughout their pregnancies had significantly thicker and stiffer arteries at age five than children whose mothers had not smoked. Children who had parents who both smoked had even thicker arteries than children who only their mother smoked during pregnancy. Children whose mothers had not smoked during pregnancy but resumed after they were born did not have thicker arteries, researchers said." *Medical Daily* (December 26, 2011.)]

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**“Parental Smoking Cessation to Protect Young Children: A Systematic Review and Meta-analysis.”** By Laura J. Rosen and others. IN: *Pediatrics*, vol. 129, no. 1 (January 1, 2011) pp. 141-152.

Full text at: <http://pediatrics.aappublications.org/content/129/1/141.full.pdf+html>

[“The effects of smoking cessation interventions directed specifically to parents of young children were explored.... This was a meta-analysis that included 18 trials and 7,053 participants. The interventions included provision of educational materials, counseling, and medications, and took place in the home, pediatrician's office, and well-baby clinics. In only four of the trials was there a statistically significant difference between the intervention and control. In these trials, parental quit rates following cessation interventions averaged 23.1% compared with 18.4% among controls, according to Laura J. Rosen, PhD, of Tel Aviv University in Ramat Aviv, Israel, and colleagues. In the individual studies, rates of smoking cessation ranged from 0.9% to 83.6% in the intervention groups and from 0.8% to 72.1% among controls.... The risk difference between the intervention and control groups was 0.04 (95% CI 0.01 to 0.07,  $P=0.005$ ), meaning that 4% more parents in the intervention groups stopped smoking than in control groups. However, more than 75% of parents in these trials continued to smoke, 'leaving the overwhelming majority of children potentially exposed to their parents' smoke,' the researchers wrote. They suggested that a better way of motivating parents to quit smoking might be for clinicians to encourage them to make the effort for the well being and future health of their children.” *MedPage Today* (December 27, 2011.)]

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## IMPROVED SYSTEMS OF CARE

**Children of Latino Immigrants and Out-of-School Time Programs. By Sherylls Valladares and Manica F. Ramos. Research-to-Results Brief. No. 2011-30. (Child Trends, Washington, DC) December 2011. 6 p.**

Full text at: [http://www.childtrends.org/Files//Child\\_Trends-2011\\_12\\_01\\_RB\\_ImmigrantsOSTProg.pdf](http://www.childtrends.org/Files//Child_Trends-2011_12_01_RB_ImmigrantsOSTProg.pdf)

[“Studies have found that most children and youth benefit from involvement in out-of-school (OST) time programs; however, minority children, and children of immigrants in particular, tend not to participate. Child Trends' new Research-to- Results brief, ‘Children of Latino Immigrants and Out-of-School Time Programs,’ describes risk factors that contribute to low participation rates for children of immigrants, and discusses what these programs can do to help improve outcomes. In addition, the brief provides tips for attracting and retaining children of immigrant families in OST programs.” Child Trends (December 19, 2011.)]

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**Delivering Quality: Strengthening the Business Side of Early Care and Education. By Louise Stoney and Susan Blank. (Opportunities Exchange, Branford, Connecticut) 2011. 16 p.**

Full text at: [http://www.qrisnetwork.org/sites/all/files/resources/gscobb/2011-10-07%2013%3A43/OpEx\\_IssueBrief2\\_BizSide-final-1%5B1%5D.pdf](http://www.qrisnetwork.org/sites/all/files/resources/gscobb/2011-10-07%2013%3A43/OpEx_IssueBrief2_BizSide-final-1%5B1%5D.pdf)

[“Relatively little has been written about what kind of strategies and techniques do the most to help ECE programs operate as financially viable businesses. To help answer that question - and to stimulate further discussion about techniques and strategies that work - this issue brief draws lessons from the experiences of organizations that are using two broad approaches to promoting ECE financial stability....”]

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### **STUDIES TO COME**

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

### **IMPROVED HEALTH**

**“The Availability of Neighborhood Early Care and Education Resources and the Maltreatment of Young Children.” By Sacha Klein, Michigan State University. IN: Child Maltreatment, vol. 16, no. 4 (November 2011) pp. 300-311.**



[“Using Census and administrative data for 2052 Census tracts in a large urban county, this study explores the relationship between several indicators of social organization and neighborhood rates of child maltreatment for 0- to 5-year-olds. Spatial regression models demonstrate that neighborhoods with a higher percentage of 3- and 4-year-olds attending preschool or nursery school, both locally and in adjacent neighborhoods, had lower rates of early maltreatment referrals and substantiations. Neighborhoods with more licensed child care spaces relative to child care need, as defined by the number of 0- to 5-year-old in the neighborhood with working parents, had lower rates of early child maltreatment referrals. However, neighborhoods with a greater spatial density of child care center spaces, defined as the number of licensed child care center spaces or ‘slots’ per square mile, had higher rates of early child maltreatment referrals. Neighborhoods characterized by concentrated socioeconomic disadvantage, inadequate resources for informal child supervision, and ethnic heterogeneity experienced higher rates of early child maltreatment referrals and substantiations, while neighborhoods with larger concentrations of affluent residents and immigrants experienced lower rates. These results point to the importance of community context in understanding child maltreatment risk. They also suggest that early care and education resources may deserve special attention when developing community-based prevention programs to reduce the maltreatment of young children.” NOTE: The Availability of Neighborhood Early Care... will be available for loan.]

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## CONFERENCES AND OPPORTUNITIES

**CCDAA 69<sup>th</sup> Annual Conference 2012. By the California Child Development Administrators Association. February 27-28, 2012. Marriott Hotel, Newport Beach, California.**

For more information: <http://www.ccdaa.org/annual-conference-and-fall-ta>

[“The CCDAA 69th Annual Conference is taking place in Newport Beach, California... Featuring a wide selection of informative workshops, the opportunity to network and share with other child development administrators, and a keynote by the nationally-recognized speaker Andy Goodman, the CCDAA 69th Annual Conference is not to be missed!”]

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**Early Education and Technology for Children 2012. March 14-16, 2012. Hilton Salt Lake City Center, Salt Lake City, Utah.**

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



[“Early Education and Technology for Children (EETC) is an annual conference that brings researchers, policy makers, administrators, and educators together to present and discuss research and applications in the areas of preschool through elementary education. EETC welcomes visitors from around the globe who come to learn from others’ expertise and share their own insights on research, applications, and best practices that will help make a difference in the education of young children.”]

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