



## Studies in the News for



## Children and Families Commission

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## **Introduction to Studies in the News**

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

## **How to Obtain Materials Listed in SITN:**

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Services at (916-654-0261; [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**

**Beyond the School Yard: Pre-K Collaborations with Community-Based Partners.**  
**By Albert Wat and Chrisanne Gayl. (Pre-K Now, Washington, DC) July 2009. 24 p.**

[This report by Pre-K Now “looks at ways to expand access to prekindergarten programs through community-based partnerships. The report highlights the benefits and challenges of establishing prekindergarten partnerships with community-based providers, such as Head Start, child care centers, and faith-based organizations. Community-based collaborations create an opportunity for states to reach and support the early learning needs of families with children not served in school-based settings. The report outlines the basic components of community-based, prekindergarten partnerships and profiles six states (Maine, New Jersey, Tennessee, Connecticut, Massachusetts, and Oklahoma) that have such arrangements. From the six states' experiences, some of the benefits of community-based partnerships include the ability to share resources and expertise, extend half-day services to full-day programs, and provide linkages to comprehensive services. Some of the observed challenges include establishing consistency between community-based and school-based programs and navigating the rules and regulations of varying

funding streams. The report offers five recommendations for addressing these challenges as well as policy recommendations for states and the federal government to support community-based prekindergarten collaborations.” CLASP, Early Childhood Education Update (August 2009.)]

Full text at: [http://preknow.org/documents/pkn\\_collaboration\\_rept\\_final.pdf](http://preknow.org/documents/pkn_collaboration_rept_final.pdf)

Video - Partnering with Home-Based Providers - Chicago, Illinois:  
<http://www.preknow.org/advocate/conference2008/collaboration.cfm>

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**Quality Rating Improvement Systems for a Multi-Ethnic Society. By Charles Bruner and others. (The Build Initiative) [2009.] 12 p.**

Full text at: <http://www.buildinitiative.org/files/QRIS%20for%20a%20Multi-Ethnic%20Society%20Policy%20Brief.pdf>

[“QRIS are designed to be powerful tools that shape provider practices and the professional development and quality improvement supports available based on what are considered important aspects of quality measured in the rating. With the increasing cultural and linguistic diversity of children in early learning programs, it is critical to understand the value that QRIS place on how well these programs provide culturally and linguistically responsive programming. In this issue brief we discuss:

- Why it is important to include cultural and linguistic responsiveness and anti-bias programming as aspects of early learning quality;
- A content-analysis of common QRIS components with respect to how they include issues of diversity and support for English-language learners;
- How states have included these issues in QRIS planning and development; and
- Recommendations for how states can strengthen their QRIS rating components to be more culturally and linguistically competent and relevant.”]

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**Quality Benchmark for Cultural Competence Project. By the National Association for the Education of Young Children. (NAEYC, Washington, DC) June 2009. 25 p.**

Full text at: [http://www.naeyc.org/files/naeyc/file/policy/state/QBCC\\_Tool.pdf](http://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf)

[“NAEYC has undertaken the Quality Benchmark for Cultural Competence Project (QBCCP) to determine the key elements of cultural competence for early childhood programs and ways to meaningfully integrate these concepts within quality rating and improvement systems (QRIS) criteria.... As part of the QBCCP, NAEYC has developed a tool to be used as a guide to spark not only discussion within programs but action through implementation of the ideas presented and measurement of how the criteria or program goals are being met. It is hoped that programs can use this not only as a guide to

implementing strategies to move toward a higher level of cultural competence, but to spark dialogue and action in the realm of policymaking to ensure that early childhood programs not only respond to the needs of diverse children and families but impact them in a positive way.” NAEYC Children’s Champions Update (July 22, 2009.)]

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**Math and Science in Preschool: Policies and Practice. By Kimberly Brenneman and others, National Institute for Early Education Research. Preschool Policy Brief. No. 19. (NIEER, New Brunswick, New Jersey) March 2009. 12 p.**

Full text at: <http://nieer.org/resources/policybriefs/20.pdf>

[“Improving mathematics and science learning is of great concern to educators and policymakers. Because early experiences affect later education outcomes, providing young children with research-based mathematics and science learning opportunities is likely to pay off with increased achievement, literacy, and work skills in these critical areas. This report addresses the development of mathematics and science understanding in preschool children, reviews the current knowledge base on educational practices in these domains, identifies areas that require further study, and outlines recommendations for early education policy in mathematics and science.”]

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**Issues in Education for Children Three to Eight in Six Countries. By Richard M. Clifford and Gisele M. Crawford. Issues in Pre-K-3<sup>rd</sup> Education. No. 6. (First School, FPG Child Development Institute, University of North Carolina, Chapel Hill, North Carolina) 2009. 8 p.**

Full text at: [http://www.fpg.unc.edu/~firstschool/assets/six\\_countries.pdf](http://www.fpg.unc.edu/~firstschool/assets/six_countries.pdf)

[“Elementary schools in the United States increasingly serve children prior to kindergarten. Just through publicly-funded pre-kindergarten programs, programs for children with special needs, and Head Start programs, many more than a million children are now in public school before kindergarten. The inclusion of younger children in public schools comes at ‘a time of unprecedented interest in identifying, deepening, and exploiting the connections between early childhood and elementary education.’ Educators are paying increasing attention to the alignment of educational experiences for children from age three through eight both developmentally and academically. The U.S. is not the only country making changes in how it meets the educational needs of young children. There is much to learn from the rest of the world. The countries profiled here - France, Germany, Japan, New Zealand, and Sweden - are relatively comparable to the United States in terms of economic development, and they have recently examined how they serve children ages three through eight. By studying the experiences of other nations and their approaches to similar issues, we can gain insight into the choices we make about the ways we educate and care for young children.”]

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**PreK-3rd: Teacher Quality Matters. By Rima Shore. Pre-K-3<sup>rd</sup> Policy Action Brief. No. 3. (Foundation for Child Development, New York, New York) July 2009. 12 p.**

Full text at: [http://www.fcd-us.org/usr\\_doc/PreK-3rd Teacher Quality Matters.pdf](http://www.fcd-us.org/usr_doc/PreK-3rd_Teacher_Quality_Matters.pdf)

[“Across the country, researchers have been spending time in classrooms, observing and recording what teachers do hour by hour - the directions, explanations, questions, prompts, responses, pauses, glances, gestures, and improvisations that comprise daily practice. They have analyzed the ‘active ingredients’ that allow some classrooms and schools to succeed with students similar to those who are struggling in other places. Thanks to these large-scale studies, educators now know more than ever before about the instructional practices that are most likely to help young children from all backgrounds build a strong foundation for later learning.... Now the challenge is to spread powerful practices to all PreK-3rd classrooms, so all children can benefit. This Policy to Action Brief will 1) articulate why effective teaching matters for student outcomes; 2) indicate how schools can organize to sustain effective teaching in every classroom; and 3) describe briefly what quality looks like in PreK-3rd classrooms.”]

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## **IMPROVED FAMILY FUNCTIONING**

**Protecting Children in Families Affected by Substance Use Disorders. By the Children’s Bureau and ICF International. Child Abuse and Neglect User Manual Series. (Office on Child Abuse and Neglect, Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, Washington, DC) 2009. 114 p.**

Full text at: <http://www.childwelfare.gov/pubs/usermanuals/substanceuse/>

[“This manual provides an overview of how child welfare and other related professionals can assist families affected by substance use disorders (SUDs), which also often may be referred to as ‘substance abuse.’ It is part of the Child Abuse and Neglect User Manual Series, which is published by the Office on Child Abuse and Neglect, Children’s Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. The manual addresses the nature of SUDs; the impact of parental SUDs on children; in-home examination, screening, and assessment for SUDs; treatment of SUDs, and the role of child protective services....” Child Welfare Information Gateway.]

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**Vibrant Neighborhoods, Successful Schools: What the Federal Government Can Do to Foster Both.** By Margery Austin Turner and Alan Berube. (The Urban Institute, Washington, DC) July 2009. 24 p.

[“Every parent recognizes the inextricable connections between where we live and the quality of our children's education. In fact, for many families, the composition and quality of local public schools are primary factors in choosing a neighborhood and investing in a house or apartment. Families who can afford to choose where to live avoid communities where schools perform poorly, thereby fueling higher rents and property values in communities with highly regarded schools. In turn, local property values determine how much a jurisdiction can spend on teachers and school facilities. And as a consequence, schools in communities where low cost housing is clustered often suffer from insufficient funding, obsolete facilities, and overextended teachers struggling to serve concentrations of needy students.”]

Summary: 2 p. <http://www.urban.org/url.cfm?ID=411927&renderforprint=1>

Full text at: [http://www.urban.org/uploadedpdf/411927\\_vibrantneighborhoods.pdf](http://www.urban.org/uploadedpdf/411927_vibrantneighborhoods.pdf)  
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**Home Visiting: Resource Brief.** By Beth DeFrancis Sun and Olivia K. Pickett, Maternal and Child Health Library, Georgetown University. (The Library, Georgetown University, Washington, DC) July 2009. 3 p.

Full text at: <http://mchlibrary.info/guides/homevisiting.html>

[“Home Visiting: Resource Brief” contains information about home visitation programs and the variety of family-focused services they offer to pregnant women and families with new infants and young children. The brief, produced by the Maternal and Child Health (MCH) Library at Georgetown University, lists Web sites and related MCH Library resources. Sample resources include testimonies and legislative updates such as an overview of the home visitation component of the president's fiscal-year 2010 budget proposal. Additional resources include issue briefs, testimonies, and research findings; policy statements; state and local program guidelines and examples; professional- and consumer-education materials; documents on program development, core competencies, supervision, and evaluation; curricula and training; and Webinars. A guide for home visitors on educating parents and caregivers about infant safe sleep is also provided.” MCH Alert (July 31, 2009.)]

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**Expenditures on Children by Families, 2008.** By Mark Lino and Andrea Carlson. (U.S. Department of Agriculture, Center for Nutrition Policy and Promotion, Alexandria, Virginia) July 2009. 32 p.

Full text at: <http://www.cnpp.usda.gov/Publications/CRC/crc2008.pdf>

[“Since 1960, the U.S. Department of Agriculture has provided estimates of expenditures on children from birth through age 17. This technical report presents the most recent estimates for husband-wife and single-parent families using data from the 2005-06 Consumer Expenditure Survey, updated to 2008 dollars using the Consumer Price Index. Data and methods used in calculating annual child-rearing expenses are described. Estimates are provided for major components of the budget by age of child, family income, and region of residence. For the overall United States, annual child-rearing expense estimates ranged between \$11,610 and \$13,480 for a child in a two-child, married-couple family in the middle-income group. Adjustment factors for number of children in the household are also provided. Results of this study should be of use in developing State child support and foster care guidelines, as well as in family educational programs.”]

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**“Parents Are a Secret Weapon Just Waiting to Be Discovered. Scientists Say Parents Partnering with Teachers can Change the Future of Education.” By Roberta Furger. IN: Edutopia News (August 12, 2009) 3 p.**

Full text at: <http://www.edutopia.org/secret-weapon-discovered>

[“For many parents, getting involved at school - or even fully supporting their child at home - is anything but straightforward or easy. Many work in jobs that offer no flexibility for illness or other family crisis, let alone the ‘luxury’ of volunteering at school. Others never finished high school, or had such a miserable K-12 experience that they feel ill prepared to support their own child. Language differences are another huge impediment for many parents. The number of school-age children who speak a language other than English at home increased by 161 percent between 1979 and 2003, according to the U.S. Department of Education. Nationwide, these children account for roughly 19 percent of all K-12 students (though in the western United States, they represent nearly one third of all school-age children). Although many schools embrace the linguistic and cultural differences of students and their parents, in many others, the parents' inability to communicate in English is an incredible barrier to participation. Just like English speaking tourists flummoxed about the institutions of a far-off country, immigrant families often feel bewildered by the U.S. public school system. They don't care any less about their children or value education less than English speaking parents, but understanding how the system works, let alone finding a role for themselves in it, is not as straightforward as marching up to the principal and saying, ‘Sign me up.’”]

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## IMPROVED HEALTH

**Social and Emotional Development in Early Childhood: What Every Policymaker Should Know. By Janice L. Cooper, NCCP, and others. (National Center for Children in Poverty, Columbia University, New York, New York) August 2009. 16 p.**

Full text at: [http://www.nccp.org/publications/pdf/text\\_882.pdf](http://www.nccp.org/publications/pdf/text_882.pdf)

[“The early years of a child’s life present a unique opportunity to foster healthy development, and research has underscored the importance of the first five years of life - both positive and negative experiences - in shaping children’s cognitive, behavioral, social, and emotional development. This brief outlines the risks faced by young children with social, emotional, and behavioral problems, as well as barriers to eligibility, access to services, and service utilization. The authors conclude by recommending policy improvements needed by young children and their families.”]

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**Achieving optimal Health and Healthcare for All Children: How We Can Eliminate Racial and Ethnic Disparities in Children’s Health and Healthcare. By Glenn Flores, University of Texas Southwestern and Children’s Medical Center Dallas. (First Focus, Washington, DC) July 2009. 13 p.**

Full text at: [http://www.firstfocus.net/Download/Flores\\_G.pdf](http://www.firstfocus.net/Download/Flores_G.pdf)

[This report “has found that racial and ethnic disparities in children’s healthcare are ‘extensive, pervasive, and persistent.’ In addition to identifying the leading children’s health disparities, the report also provides recommendations on how to eliminate them.... The report finds that children have ethnic and racial disparities across the health care spectrum, including mortality, access to care and use of services, prevention and population health, adolescent health, chronic diseases, special healthcare needs, quality of care, and organ transplantation. Moreover, having health insurance coverage results in a significant reduction of unmet needs for medical care. Unfortunately, the report finds that Latino and African American children account for 57 percent of all uninsured young people in America, even though they only represent 37 percent of the total population of children.” First Focus, News Release (July 20, 2009.)]

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**Food Insecurity Rates Rise Steeply with Recession. By Elizabeth L. March, Children’s HealthWatch, and others. Policy Action Brief. (Children’s HealthWatch, Boston, Massachusetts) June 2009. 2 p.**

Full text at: [http://www.childrenshealthwatch.org/upload/resource/Rise\\_FI\\_Brief.pdf](http://www.childrenshealthwatch.org/upload/resource/Rise_FI_Brief.pdf)

[“Early in our nation’s history, miners carried canaries into mines to warn them of the presence of toxic gases. They knew that canaries are far more sensitive than humans to

trace amounts of toxic gases and would quickly succumb, thereby warning miners to leave the mine. Very young children are like canaries in the mines in that they, too, are especially vulnerable to social and environmental insults. Often evidence of harm can be seen in young children, especially young low-income children, significantly before it shows up in older children or adults. Poor infants and toddlers are a ‘sentinel population,’ exhibiting, like the canaries in the mines, the earliest warning signs of harm. Data from Children’s HealthWatch show that the prevalence of food insecurity increased in our sample from 18.5 percent to 22.6 percent between 2007 and 2008. This 22.2 percent increase in the percent of food insecure families with very young children is significantly greater than any year-to-year change detected in our dataset since 2001. These data are based on a sample of 15,110 low-income families and are the most current data available on food insecurity in the U.S.”]

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**Swine Flu (H1N1) and Child Care: Resources to Help You Prepare for, Plan and Respond to a Possible Outbreak. By the National Association of Child Care Resource and Referral Agencies. (NACCRRA, Arlington, Virginia) 2009. Interactive web page.**

Full text at: <http://www.naccrra.org/news/swine-flu>

[“A dangerous form of the flu virus, know as swine flu or H1N1, continues to spread throughout the United States. As of May 4, more than 1000 confirmed or probable cases of the virus have been reported from 44 states. As parents, providers, and child care professionals, it is particularly important that we prepare and plan for a potential swine flu outbreak. Young children are particularly vulnerable to the illness and often times experience serious complications. Consequently, it is important that we protect the children in child care centers, family child care homes and schools, as they accommodate a large proportion of our young children. To help you prepare for, plan and respond to a possible swine flu outbreak, NACCRRA has compiled the following resources for your use.”]

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## IMPROVED SYSTEMS OF CARE

**“Evidence-Based Programming in the Context of Practice and Policy.” By Robert B. McCall, University of Pittsburgh Office of Child Development. IN: Social Policy Report, Vol. 23, No. 3 (Society for Research in Child Development, Ann Arbor, Michigan) 2009. 20 p.**

Full text at:

[www.srcd.org/index.php?option=com\\_docman&task=doc\\_download&gid=654](http://www.srcd.org/index.php?option=com_docman&task=doc_download&gid=654)

[This paper “offers guidance on using research evidence to inform program and policy decision-making. The paper explores the roles and limitations of research evidence and the ability to duplicate successful programs and policies. In addition, the paper looks at the research process itself and examines various ways that the process and tools used can be improved to better serve the needs of communities, practitioners, and policymakers.

The paper addresses the following topics:

- Conditions for replicating successful programs
- Criteria for deciding a program is ‘evidence-based’
- Alternative approaches to identifying effective program features and sharing information and evidence with others
- Improving community capacity to establish evidence-based practices
- Improving the capacities of the research process to better serve communities.” CLASP, Early Childhood Education Update (August 2009.)]

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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**

**Effects of a Prekindergarten Educational Intervention on Adult Health: 37-Year Follow-Up Results of a Randomized Controlled Trial. By Peter Muennig, Mailman School of Public Health, Columbia University, and others. IN: American Journal of Public Health, vol. 99, no. 8 (August 2009) pp. 1431-1437.**

[“In a study to explore the link between early education programs and adult health, and how early educational interventions affect health outcomes, researchers at Columbia University Mailman School of Public Health found that early education reduces health behavioral risk factors by enhancing educational attainment, health insurance coverage, income, and family environments. However, since the follow-up survey was conducted at age 40, the cohort may still be too young for these reductions in behavioral risk factors to translate into improvements in overall physical health outcomes..... The researchers followed children between the ages of 3 and 4 years and through the age of 40 years. Considered a critical window for children’s intellectual and socioemotional development, these prekindergarten years are thought to be especially important for children whose parents have a limited amount of education.” Cherry Creek News. NOTE: Effects of Prekindergarten... will be available for loan.]

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### **CONFERENCES AND FUNDING OPPORTUNITIES**

**1st Annual Conference for Prekindergarten and Kindergarten: Creating Connections: The Successful Transition from Pre-Kindergarten to Kindergarten. Sponsored by the Rutgers Graduate School of Education, the New Jersey Department of Education and the Center for Effective School Practices. October 1, 2009. Busch Campus Center, Piscataway, New Jersey.**

For more information and to register: <http://cesp.rutgers.edu/ATL/PreK.htm>

[“The Rutgers Graduate School of Education, New Jersey Department of Education and the Center for Effective School Practices has teamed up for its 1<sup>st</sup> Annual Conference for Prekindergarten and Kindergarten educators, supervisors and administrators. Through the collaboration of Lesley M. Morrow (Rutgers GSE), Ellen Wolock (NJDOE) and Claudia Burzichelli (CESP), this conference has been created to deliver the most current research-based and practical strategies for Prek-K educators. As a team, we have worked hard to bring you a conference that we hope you find valuable and informative. This full day conference offers a day of quality professional development. Participants will have opportunities to network with fellow educators who share their commitment to young children and quality education. The Conference is filled with both research based and practical sessions designed to provide attendees with valuable information. Be a part of a panel discussion with representatives covering topics such as professional development, research, policy, and state standards.”]

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**American Montessori Society 2009 Fall Conference. October 16-18, 2009. Hyatt Regency Orange County, Garden Grove, California.**

For more information and to register:

<http://www.amshq.org/conference/09gardengrove/program2/index.php>

[“Join us in Southern California for a rich line-up of events as we explore ‘Montessori Education: Inquiry, Involvement, Insight’ with the talented, energetic, and thoughtful individuals who make up our educational community.... On Saturday morning, keynote speaker JoAnn Deak, PhD - internationally renowned psychologist, school consultant, and author (How Girls Thrive and Girls Will Be Girls: Raising Confident and Courageous Daughters) - will inspire us with an exploration of the delicate mix of ingredients that stimulates children’s minds and protects their hearts.”]

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**ECEC Radio: Proposed Early Learning Challenge Fund - with Dr. Ruth Friedman and host Eric Karolak. (Early Care and Education Consortium, Washington, DC) Program length: 10:18.**

[In this “ECEC Radio program, Dr. Ruth Friedman, Senior Education Policy Advisor with the House Committee on Education and Labor, talks about the proposed Early

Learning Challenge Fund and what it means to child care program providers. The Early Learning Challenge Fund, as proposed, would make a significant new investment in early childhood development programs: \$1 billion per year for 8 years. It places an all-new focus on the development of state early learning systems, and makes a commitment to increasing the number of low-income children in high-quality programs.” Early Care and Education Consortium E-News (August 10, 2009.)]

Broadcast at: <http://www.ececonsortium.org/radio.php>

For more information about the Challenge Fund see ECEC’s Federal Legislation page:  
[http://www.ececonsortium.org/federal\\_ece\\_legislation.php](http://www.ececonsortium.org/federal_ece_legislation.php)

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