



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).
- 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

A New Cost-Benefit and Rate of Return Analysis for the Perry Preschool Program: A Summary. By James J. Heckman, University of Chicago and others. NBER Working Paper. No. 16180. (National Bureau of Economic Research, Cambridge, Massachusetts) July 2010. 19 p.

Full text at: <http://papers.nber.org/papers/W16180>

(Free downloads are available to people with ".GOV" e-mail addresses. Just enter your e-mail address in the box provided and NBER will send an e-mail with a URL which will allow free access to this paper.)

[“This paper summarizes our recent work on the rate of return and cost-benefit ratio of an influential early childhood program.... The Perry Preschool Program was an early childhood education program conducted at the Perry Elementary School in Ypsilanti, Michigan, during the early 1960s. The evidence from it is widely cited to support the economic argument for investing in early childhood programs.... As the oldest and most cited early childhood intervention, the Perry study serves as a flagship for policy makers advocating public support for early childhood programs.”]

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“French Preschools Aim To Please Toddlers, Moms.” By Eleanor Beardsley. NPR News, Morning Edition. (National Public Radio, Washington, DC) July 6, 2010. Program length: 4:54.

Listen, download or read story at:

<http://www.npr.org/templates/story/story.php?storyId=128328858>

[“President Obama wants to make preschool available to every child in the United States. That’s already the case in many European countries. In France, children start school at the age of three in what is called *ecole maternelle*. Eleanor Beardsley gives us a glimpse of how the system works from Paris, where her son has just finished his first year.”]

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The Latino Education Crisis: Rescuing the American Dream. By Patricia Gándara, University of California, Los Angeles. Policy Perspectives. (WestEd, San Francisco, California) 2010. 12 p.

Full text at: http://www.wested.org/online_pubs/pp-10-02.pdf

[“The brief provides information about the growing education achievement gap between Latinos and other students. The policy paper outlines various policy interventions to narrow the achievement gap for Latino students, including access to high-quality early childhood education.” Preschool Press, Preschool California (June 2010.)]

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“Supplemental Reading Help for Kindergarten Students: How Early Should You Start?” By Nancy L. Cooke, University of North Carolina, Charlotte and others. IN: Preventing School Failure, vol. 54, no. 3 (March 2010) pp. 137-144.

Full text at: <http://web.ebscohost.com/ehost/detail?vid=12&hid=110&sid=6d1c01cb-2870-4adf-942a-e770d79bdb01%40sessionmgr104&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#db=a9h&AN=47696990> (NOTE: State employee access link.)

[“Substantial research supports the need for early intervention efforts for students at risk for failure. Despite the empirically documented importance of early, explicit reading intervention for students who enter school without critical prereading skills, many kindergarten programs delay intensive reading instruction until later in the year. Instead, during the 1st months or semester of kindergarten the emphasis is on teaching readiness skills. The authors compared the progress of kindergarten students who received small-group reading intervention across the full school year with those who began the same intervention midyear. Students with a full year of intervention outperformed those who had only a half year of intervention. Because of the concerns about starting a structured and intensive intervention for students who are transitioning to kindergarten, the authors offer suggestions for helping to address some important readiness skills while providing early reading intervention.”]

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America’s Children in Brief: Key National Indicators of Well-Being, 2010. By the Federal Interagency Forum on Child and Family Statistics. (U.S. Government Printing Office, Washington, DC) July 2010. 24 p.

Full text at: http://childstats.gov/pdf/ac2010/ac_10.pdf

[“Preterm births and adolescent births declined, eighth graders’ math and reading scores increased, and more children had health insurance, according to the federal government’s annual statistical report on the well-being of the nation’s children and youth. The report also showed several economic changes that coincided with the beginning of the economic downturn: increases in child poverty and food insecurity, as well as a decline in secure parental employment. The report... was compiled by the Federal Interagency Forum on Child and Family Statistics, a working group of 22 federal agencies that collect, analyze, and report data on issues related to children and families. The report groups the most recently available major federal statistics on children and youth under several domains: family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health. The purpose of the report is to provide statistical information on children and families in a nontechnical, easy-to-use format in order to stimulate discussion among data providers, policymakers, and members of the public.” Federal Interagency Forum on Child and Family Statistics, Press Release (2010.)]

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Easy Video Technology for Advocacy. By the Early Care and Education Consortium. (The Consortium, Washington, DC) [n.d.] 3 p.

[“As the Arizona Child Care Association’s video... [see below] demonstrates, a concise video on a website is an inexpensive, quick and memorable way to convey an advocacy message. The tools to create such videos are accessible to any user, and the viral

distribution possibilities make sure that your video reaches far and wide. Plus, the creation of a video can be a way to engage program providers or parents in advocacy.” Early Care and Education Consortium E-News (June 18, 2010.)]

Full text at:

http://action.ececonsortium.org/site/DocServer/Easy_Video_Technology_for_Advocacy.pdf?docID=1521

Video (“Restore Child Care in Arizona.”):

<http://www.youtube.com/watch?v=gYdPxNrB65Q>

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Impact of School Gardening on Learning: Final Report Submitted to the Royal Horticultural Society. By Rowena Passy and others. (National Foundation for Educational Research, Slough, Berkshire, England) 2010. 52 p.

Full text at:

http://apps.rhs.org.uk/schoolgardening/uploads/documents/Impact_of_school_gardening_on_learning_821.pdf

[“The Campaign for School Gardening, launched in 2007 by the Royal Horticultural Society (RHS) has a place in the growing number of educational initiatives (such as healthy schools, sustainable schools, eco-schools, the Forest Schools movement and Building Schools for the Future) that have sought to bring together the two key issues of sustainable development and healthy living in recent years. Increasing focus on these matters has been evident in politics, in academic life and in the media, with concerns voiced about environmental damage, rising rates of obesity, decreased physical activity in childhood and a belief that children and young people are increasingly distanced from the natural world, something that Louv... calls ‘nature deficit disorder’. No one initiative can address all of these concerns, a fact recognized in the Learning Outside the Classroom Manifesto... which encouraged schools to provide all children with high-quality outdoor education throughout the course of their school life. Research suggests that such endeavours can expand pupils’ awareness of the natural world and promote their cognitive, social and personal development... For many schools (and for many children), however, programmes of outdoor learning that involve travel, and its attendant costs and risks, are not always feasible. Attention turns, therefore, to the school grounds and an increasingly important part of outdoor education comes in the form of schools integrating the use of their own grounds into the curriculum; school gardens are seen as playing a critical role in this.”]

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The Seeds to Success Modified Field Test: Findings from the Impact and Implementation Studies. By Kimberly Boller and others. (Mathematica Policy Research, Princeton, New Jersey) June 28, 2010. 112 p.

Full text at: http://www.mathematica-mpr.com/publications/PDFs/EarlyChildhood/seeds_to_success_mft.pdf

[“This report presents findings from an impact evaluation and implementation study of the Seeds to Success Modified Field Test, a child care quality rating and improvement system in Washington State.” News from Mathematica (July 9, 2010.)]

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Podcast: States Share Information on Quality Rating and Improvement Systems. By Lisa Guernsey with guest Gerrit Westervelt. IN: Early Ed Watch: A Blog from New America’s Early Education Initiative (July 12, 2010) Podcast. Program length - 17:09.

Podcast at: <http://earlyed.newamerica.net/blogposts/2010/podcast-34216>

[“Over the past several years, states across the country have been creating Quality Rating and Improvement Systems (QRIS) to rank the quality of early learning programs, whether child care centers or preschools, and provide coaching to teachers and administrators to help improve them. Now, as states realize the technical questions and hurdles that must be overcome in designing these systems, many of them are coming together to learn from each other in an online resource called the QRIS National Learning Network. For this podcast, we spoke with Gerrit Westervelt, director of the Build Initiative, a nonprofit that helps states coordinate early childhood programs within their states and share advice across states as well. The Build Initiative is one of the groups behind the QRIS National Learning Network. We talked to Gerrit about what can be found on the site, how QRIS systems are evolving and what research is underway that can provide a better sense of the future of QRIS in measuring the quality of early learning programs.”]

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IMPROVED FAMILY FUNCTIONING

Engaged Families, Effective Pre-K: State Policies that Bolster Student Success. By Deborah Roderick Stark. (Pre-K Now, Pew Center on the States, Washington, DC) June 2010. 24 p.

Full text at: http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/PkN_Family_Engagement_FINAL.pdf?n=5468

[“Family members are a child’s first and most important teachers. A... report from Pre-K Now identifies policies that can enhance family engagement in state pre-kindergarten and highlights examples from states that are leading the way. As policy makers across the country seek cost-effective strategies to improve pre-k quality and close achievement

gaps, they should look to family engagement as a core component of those efforts. By involving parents, grandparents and other caregivers, pre-k programs can build essential relationships that enhance children's learning at home and at school, promote supportive, effective parenting and build a lifelong partnership between families and the education system. Meaningful family engagement that maximizes these effects is a vital element of the quality of any pre-k program. Key strategies include: - parent-teacher conferences, - home visits, - parenting and child-development training for family members, and - connection to other family support services available in the community. The report... also addresses how family engagement programs must ensure efforts to respect the linguistic and cultural diversity of the populations they serve." Pew Charitable Trusts (July 6, 2010.)]

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Key Components of a Successful Early Childhood Home Visitation System: A Self-Assessment Tool for States. By Lisa Schreiber, Zero to Three. (Zero to Three, Washington, DC) June 2010. 12 p.

Full text at: <http://www.zerotothree.org/public-policy/webinars-conference-calls/home-visitation-tool-june-16-2010.pdf>

[“A growing body of evidence demonstrates that home visitation can be an effective method of delivering family support and child development services. For several decades, national home visiting models have been evolving. Home visitors have been honing their practice through ongoing research, evaluation, and innovation to meet the growing and ever-changing needs of our nation's families and young children. Recent home visiting funds allocated by the 2010 ‘Patient Protection and Affordable Care Act’ present a tremendous opportunity to help meet the needs of the most at-risk infants, toddlers, and their families. While the new funds will expand evidence-based home visiting programs, they will also create inevitable challenges as states wrestle with how to replicate high-quality programs and maintain model fidelity. Strong and collaborative home visiting state systems provide the infrastructure to support these important decisions. This self-assessment tool, developed by Zero to Three, helps states: - Define the home visiting system; - Assess the home visiting system's capacity; - Prioritize areas for improvement. In addition to assisting states in preparing for the federal home visiting grant application process, the tool will be useful for ongoing assessment and continuous quality improvement.”]

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Reaching Parents Where They Live: Supporting Parents and Child Development through Home Visiting. By Elizabeth DiLauro, Zero to Three. (Zero to Three, Washington, DC) 2009. 6 p.

Full text at: http://www.zerotothree.org/public-policy/policy-toolkit/homevisitsing_mar5.pdf

[“Any new parent will likely tell you that parenting is the most rewarding and the most difficult thing they have ever done. Especially during the first years of their child’s life, parents play the most active and influential role in their baby’s healthy development, and it can be difficult to do so without support from others. Unfortunately, many parents face obstacles - such as those caused by stress, language barriers, geographic and social isolation, and poverty - that impact their ability to fully support their baby’s development during these critical years. Home visiting can be an effective method of supporting families, particularly as part of a comprehensive and coordinated system of high quality, affordable early care and education, health and mental health, and family support services for families prenatally through pre-kindergarten. These voluntary programs tailor services to meet the needs of individual families, and they offer information, guidance, and support directly in the home environment. While home visiting programs vary in their goals and content of services, in general they combine parenting education, health care education, child abuse prevention, and early intervention and education services for young children and their families. Policymakers should take action to ensure that all families facing obstacles have access to high quality home visiting services as part of a comprehensive and coordinated support system that nurtures their child’s healthy development.”]

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Charting a New Course for Young Children in Poverty: The Reauthorization of the Temporary Assistance for Needy Families Program. By Cara Sklar. (Zero to Three, Washington, DC) 2010. 6 p.

Full text at: <http://www.zerotothree.org/public-policy/policy-toolkit/tanf-june-16-2010.pdf>

[“Research about the early years teaches us that warm, responsive, and supportive relationships can buffer a child against adverse experiences such as persistent poverty, stress, poor health, malnutrition, family and community violence, and substance use and abuse. Now, as Congress considers reauthorization of the Temporary Assistance for Needy Families (TANF) program, our knowledge about early childhood and brain development can chart a new course for young children and their families who are in poverty. Programs and policies targeted to families in poverty have the potential to not only raise families out of poverty but also effect lasting change on the developmental trajectory of a young child. With TANF scheduled to be reauthorized this year, we have the opportunity to refocus the lens through which we view policies and improvements in this program and place greater emphasis on healthy development and better, longer lasting outcomes for both parents and children.” The Baby Monitor (July 8, 2010.)]

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Children of Immigrants: Family and Parental Characteristics. By Ajay Chaudry and Karina Fortuny. Brief No. 2. (The Urban Institute, Washington, DC) May 2010. 8 p.

Full text at: <http://www.urban.org/UploadedPDF/412132-children-of-immigrants.pdf>

[This data brief “profiles children of immigrants using up-to-date census data and other sources. The brief describes the family circumstances of children of immigrants, including family structure and parental employment. Major findings include: - Half of children of immigrants live with two foreign-born parents, and a quarter live with both a native-born and a foreign-born parent; - Children of immigrants are more likely to live with both parents and to live in larger families; - Immigrant families (92%) exhibit high work effort; - A quarter of children of immigrants have parents that do not have a high school degree; - More than 60 percent of children of immigrants have at least one limited English proficient (LEP) parent.” First Focus, News (July 7, 2010.)]

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Making Ends Meet: How much does it Cost to Raise a Family in California? By the California Budget Project. (The Project, Sacramento, California) June 2010. 77 p.

Full text at: http://www.cbp.org/pdfs/2010/100624_Making_Ends_Meet.pdf

[“The Great Recession has battered California’s economy and left millions of workers and their families without jobs and with reduced incomes. While home prices in most parts of the state have fallen substantially, the cost of health care, child care, and other basic necessities has continued to rise. As a result, millions of Californians continue to struggle to make ends meet.... Specifically, this report estimates typical costs of housing and utilities, child care, transportation, food, health coverage, payroll and income taxes, and miscellaneous expenses for four hypothetical families: a single adult, a single working parent with two children, a two parent family with two children and one working parent, and two working parents with two children. Because housing and other costs vary throughout California, this report provides basic family budgets for each county in the state. While the report includes an overall state estimate... housing and other costs vary sufficiently that the county estimates are more meaningful. Finally, this report translates the basic family budget into the hourly wage needed by each of the four family types based on a 40-hour workweek and year-round employment.”]

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CELL Parent Practice Guides for Infants, Toddlers, and Preschoolers. By the Center for Early Literacy Learning. (The Center, Center for Evidence-Based Practices, Orelena Hawks Puckett Institute, Morganton, North Carolina) 2010. Various pagings.

Practice Guides at: <http://www.earlyliteracylearning.org/pgparents.php>

[“The Center for Early Literacy Learning (CELL) has released final versions of the CELL Parent Practice Guides for Infants, Toddlers, and Preschoolers. These guides include practices that help parents engage their children in everyday early literacy learning activities. They have been rewritten to be used by parents who read at a 5th to 6th grade level or higher.” NECTAC eNotes (July 9, 2010.)]

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IMPROVED HEALTH

Investing in Health: The Long-Term Impact of Head Start on Smoking. By Kathryn H. Anderson, Vanderbilt University and others. IN: Economic Inquiry, vol. 48, no. 3 (July 2010) pp. 587-602.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=51481750&site=ehost-live> (NOTE: State employee access link.)

[“Head Start is a comprehensive, early childhood development program designed to augment the human capital and health capital levels of disadvantaged children. Evaluations of Head Start have tended to focus on cognitive outcomes; however, there is increasing recognition that other important outcomes can be influenced by participation. This article evaluates the long-term impact of Head Start participation on smoking behavior in young adulthood by comparing the behavior of adults who attended Head Start with those of siblings who did not. We find that participation in Head Start reduces the probability that an individual smokes cigarettes as a young adult.”]

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Are Preterm Births on the Decline in the United States? Recent Data from the National Vital Statistics System. By Joyce A. Martin and others. NCHS Data Brief. No. 39 (National Center for Health Statistics, Hyattsville, Maryland) May 2010. 7 p.

Full text at: <http://www.cdc.gov/nchs/data/databriefs/db39.pdf>

[“The U.S. preterm birth rate (less than 37 weeks of gestation) rose by more than one-third from the early 1980s through 2006. This rise has been a cause of great concern. Preterm infants are at increased risk of life-long disability and early death compared with infants born later in pregnancy. Many reasons, such as changes in maternal demographics and increases in multiple births, have been suggested for the growth in preterm births. Another factor cited is the heightened use of obstetric interventions such as induction of labor and cesarean delivery earlier in pregnancy. Although it is not possible to know whether an infant would be born preterm if labor was not induced or delivered by cesarean, studies suggest that increased use of these procedures before 37 completed weeks of gestation may have influenced the upswing in preterm birth rates. Preliminary

2007 and 2008 birth certificate data reveal a shift in the long upward trend in preterm births. This report describes this change.”]

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“Racial and Ethnic Disparities in Dental Care for Publicly Insured Children.” By Nadereh Pourat and Len Finocchio. IN: Health Affairs, vol. 29, no. 7 (July 2010) pp. 1356-1363.

Full text at: <http://content.healthaffairs.org/cgi/reprint/29/7/1356>

[“A study published in ... ‘Health Affairs’ reveals that nearly 25% of children in California have never been to the dentist and that disparities exist across race, ethnicity, and type of insurance when it comes to the length of time between dental care visits. The study... examined barriers to dental care in California children ages 11 years and younger using data from the 2005 California Health Interview Survey. Researchers found that Latino and African American children across all types of insurance were less likely than Asian American and white children to have visited the dentist in the prior six months. Similarly, Latino and African American children in public insurance programs, including Medicaid and the Children’s Health Insurance Program (CHIP), went to the dentist less often than white and Asian American children with the same insurance coverage. Nadereh Pourat, Ph.D., director of research planning at the UCLA Center for Health Policy Research, was the study’s lead author. Len Finocchio, Dr.P.H., senior program officer at CHCF, co-authored the study. The researchers note the findings raise concerns about Medicaid’s ability to address disparities in dental care access. Ultimately, they observe, more strategic efforts are necessary to overcome systemic barriers to care, including raising reimbursement rates paid to dentists who serve the Medicaid population and increasing the number of participating Medicaid providers. And despite the disparities, having any form of dental insurance significantly increases the odds of seeing a dentist on a regular basis - 54% of privately insured children and 27% of publicly insured children had seen the dentist in the last six months, compared to 12% of children without dental coverage.” California HealthCare Foundation (July 2010.)]

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The TEDS Report: Pregnant Teen Admissions to Substance Abuse Treatment: 1992 and 2007. By the Substance Abuse and Mental Health Services Administration, Office of Applied Studies. (The Administration, Rockville, Maryland) March 18, 2010. 8 p.

Full text at: <http://www.oas.samhsa.gov/2k10/228/228PregnantAdmits2k10.htm>

[“A nationwide report issued by the Substance Abuse and Mental Health Services Administration (SAMHSA) reveals that from 1992 to 2007 there were significant changes in the patterns of substance abuse treatment admissions among pregnant teens both in terms of the kinds of substances involved and among different ethnic and racial

groups. According to the report, the proportion of pregnant teen admissions for marijuana abuse more than doubled from 19.3 percent in 1992 to 45.9 percent in 2007. Marijuana has surpassed alcohol as the primary substance of abuse cited in admissions for pregnant teens - alcohol represented 44.1 percent of all pregnant teen admissions in 1992 - but dropped to 20.3 percent by 2007. In addition, the proportion of pregnant teen admissions for methamphetamine use has more than quadrupled, from 4.3 percent in 1992 to 18.8 percent in 2007. Based on data from the 1992 to 2007 Treatment Episode Data Set (TEDS) - a nationwide reporting system of substance abuse centers - the new report examined the characteristics and substance abuse behaviors of pregnant teens in substance abuse treatment.... The report also shows that although the proportion of substance abuse treatment admissions for pregnant teens remained steady overall from 1992 to 2007 (4.7 percent in 1992 versus 4.0 percent in 2007), significant differences had occurred in admission rates among certain racial and ethnic groups. For example, the proportion of pregnant teen admissions that were non-Hispanic White decreased from 54.5 percent in 1992 to 50.3 percent in 2007. Similarly, during the same period, the proportion of these admissions that were non-Hispanic Black decreased from 24.0 to 14.7 percent. On the other hand, the proportion of pregnant teen admissions that were Hispanic increased from 15.7 to 21.4 percent. 'Treatment is essential in assisting young women to address their substance use problems before giving birth to a child, especially because these substances may seriously compromise a child's physical, cognitive and emotional development,' said SAMHSA Administrator Pamela S. Hyde, J.D. 'These findings will help develop better prevention and treatment programs for young women and potentially free many from the grip of this enormous public health problem.'" SAMSHA News Release (June 28, 2010.)]

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IMPROVED SYSTEMS OF CARE

Ten Ways to Promote Educational Achievement beyond the Classroom. By Christopher Boccanfuso and others. Research-to-Results Brief. Publication No. 2010-16. (Child Trends, Washington, DC) July 2010. 13 p.

Full text at: http://www.childtrends.org/Files//Child_Trends_2010_07_07-Ed_Achievement.pdf

["Getting a good education and doing well in school are widely regarded as critical preparation for most types of success in life. However, academic achievement depends on more than what takes place within school walls.... Therefore, it seems important to examine not only how schools can be improved but also how non-school factors can be enhanced to foster learning and educational attainment. This examination has direct applicability to out-of-school-time programs and their staffs, participants, and funders.... This 'Research Brief' brings together findings from a variety of research resources, including rigorous program evaluations, to identify 10 actionable, feasible goals involving non-school factors that affect educational outcomes and can be addressed through out-of-school-time programs. These goals are to: 1) Reduce unintended

pregnancies; 2) Improve prenatal and postnatal maternal health; 3) Improve parenting practices among parents of infants and young children; 4) Improve young children's nutrition and encourage mothers to breastfeed; 5) Enhance the quality and availability of educational child care, preschool, pre-kindergarten, and full-day kindergarten; 6) Connect children and adolescents with long-term mentors; 7) Improve parenting practices among parents of school-age children and teens; 8) Provide family and couples counseling to improve family functioning; 9) Provide high-quality educational after-school and summer programs; 10) Develop positive social skills and reduce delinquency among adolescents.”]

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Getting Organized: Unionizing Home-Based Child Care Providers: 2010 Update.
By Helen Blank, National Women's Law Center and others. (The Center, Washington, DC) June 2010. 68 p.

Full text at: <http://www.nwlc.org/pdf/gettingorganizedupdate2010.pdf>

[“In February 2007, the National Women's Law Center (NWLC) published ‘Getting Organized: Unionizing Home-Based Child Care Providers.’ That report focused on the growing movement to authorize home-based child care providers - both regulated family child care (FCC) providers and ‘family, friend, and neighbor’ (FFN) care providers who are exempt from regulation but receive public funds - to join unions and negotiate with the state for better compensation and working conditions. It found that the unionization of the home-based child care workforce, while a relatively new development, was a promising strategy for improving the treatment of FCC and FFN providers - a poorly paid and overwhelmingly female workforce - and, more generally, increasing public support for the investments in high-quality affordable child care that are needed to develop America's potential. This ‘2010 Update’ reports on developments across the country between February 2007 and March 2010 (unless otherwise noted) as the movement continues to gain momentum.”]

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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

“Prevalence of DSM-IV Disorder in a Representative, Healthy Birth Cohort at School Entry: Sociodemographic Risks and Social Adaptation.” By Alice S. Carter and others. **IN: Journal of the American Academy of Child and Adolescent Psychiatry, vol. 49, no. 7 (July 2010) pp. 686-698.**

[“Social competence and behavior problems that are evident at kindergarten and first grade are known to be strong predictors of a child’s academic and social functioning. However, findings reported in... the Journal of the American Academy of Child and Adolescent Psychiatry suggest that psychosocial risk factors can be identified even earlier and can be observed during the transition from preschool to formal schooling. ...Dr. Alice S. Carter and colleagues report on 1,329 healthy children born between July 1995 and September 1997 in the New Haven-Meriden Standard Metropolitan Statistical Area.... The researchers sought to determine the prevalence of psychiatric disorders in the early elementary school years and to examine the relationship between the sociodemographic and psychosocial risk factors and these disorders.... One parent from each family of a subsample of 442 enriched for child psychopathology was interviewed using the Diagnostic Interview Schedule for Children-Version IV (DISC IV) to determine the diagnosis. Parents were surveyed about sociodemographic factors, such as parental age and education, and poverty as well as psychosocial characteristics. Both parents and teachers of the children were surveyed about social competence. Dr. Carter and colleagues report that as children transition to formal schooling, approximately one in five (21.6%) will have a psychiatric disorder with impairment. The findings confirm that the prevalence of psychopathology during the transition to school age is not dissimilar to that documented for preschool-aged children.... In the article, the researchers report, ‘Sociodemographic and psychosocial correlates included persistent poverty beginning in early childhood, limited parental education, low family expressiveness, stressful life events, and violence exposure. Finally, diagnostic status was significantly associated with poorer social competence and family burden.’” Elsevier (July 8, 2010.) NOTE: Prevalence of DSM-IV Disorder... will be available for loan.]

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CONFERENCES AND OPPORTUNITIES

Preventing Child Abuse in an Age of Budget Deficits. Event and online webcast. Sponsored by The Future of Children. July 20, 2010. 1:00 - 3:00 p.m. Eastern Time. 10:00 a.m. - 12:00 noon Pacific Time. Brookings Institution, Falk Auditorium, Washington, DC.

For more information and registration:

http://www.brookings.edu/events/2010/0720_child_abuse_prevention.aspx

[“The goal of child abuse prevention programs is early detection of parenting problems, so parents can be enrolled in counseling and other social service programs. If early detection and prevention programs are effective, these programs can save public dollars that would otherwise be spent on treatment and associated social programs, including the possibility of removing children from their homes. Thus, prevention programs should be especially attractive during a time of tight state and local budgets.... ‘The Future of Children,’ a joint project between Princeton University and the Brookings Institution, will hold an event and online webcast to discuss ways that prevention programs can save

money across a range of social programs. The event, planned in cooperation with Voices for America's Children, features a panel of experts and practitioners that will focus on both the practices and research that have been shown to be effective. Speakers will also address the prospects that prevention services can be expanded during these difficult times.”]

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Society for Nutrition Education (SNE) Annual Conference 2010: Child Nutrition - Action Today for a Healthy Tomorrow. July 24 -27, 2010. Peppermill Resort, Spa and Casino, Reno, Nevada.

For more information and registration: <http://www.sne.org/conference/index.html>

[“SNE’s 43rd Annual Conference, July 24 - 27, 2010 in Reno-Tahoe, Nevada, is the ideal setting to learn about nutrition education as well as the many exciting new initiatives and efforts underway. The conference, ‘Child Nutrition: Action Today for a Healthy Tomorrow,’ is the place to hear from public health leaders, agency officials, and nutrition advocates.... The opening keynote session kicks things off on Sunday morning, July 25, with sessions running through Tuesday, July 27. You’ll have the opportunity to participate in over 20 sessions covering an array of exciting child nutrition issues, from research to practice to policy. Experts will address topics such as food marketing to kids, the science behind Vitamin D, the forthcoming 2010 Dietary Guidelines for Americans, and child nutrition reauthorization. Hear from and talk to a multitude of public health leaders and nutrition educators, federal agency staff and political appointees.”]

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Summer Institute on Neurodevelopmental Disorders. Jointly sponsored by University of California Davis Health System and Sacramento State University. August 6, 2010. Pre- and post-conference skill-based workshops August 5-11, 2010. University Union Ballroom, Sacramento State University, Sacramento, California.

For more information and registration:
<http://www.ucdmc.ucdavis.edu/ddcenter/events/events.html>

[“Neurodevelopmental Disorders Across the Lifespan: Research to Practice. Keynote lecture and concurrent sessions designed for physicians, educators, other providers, and families/caregivers. - ADHD, Learning Disabilities, Tourette's Syndrome, and Autism; - Behavioral Health and Developmental Disabilities; - Early Childhood, School Age, and Transition to Adulthood.”]

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