



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 Resources & Government Publications (916-654-0081; 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

Funding the Future: States' Approaches to Pre-K Finance 2008 Update. By Diana Stone. (Pre-K Now, Washington, DC) February 2008. 24 p.

[“Between FY05 and FY08, state funding for high-quality, voluntary pre-kindergarten increased by nearly \$2 billion nationally. While most state pre-k dollars come from general revenues, rising demand is driving policymakers to seek reliable, supplemental funding streams such as lottery and gaming revenues, excise taxes, and public-private partnerships. One important funding trend is to include pre-k programs in states’ school funding formulas. This approach ties pre-k to the K-12 system, ensures secure, enrollment-based funding, and is an effective strategy for expanding programs to serve all children.... This report examines the range of different financial approaches states employ, how effective they have been in identifying funds, how sustainable those funding sources are, and how investments can be increased to improve pre-k quality and expand program access. The analysis encourages policymakers to think creatively about ways to supplement and sustain current funding streams for pre-k programs in their own states.”]

Full text at: http://www.preknow.org/documents/FundingtheFuture_Feb2008.pdf

Partnering for Preschool: A Study of Center Directors in New Jersey's Mixed-Delivery Abbott Program. By Marcy Whitebook and others. (University of California, Center for the Study of Child Care Employment, Berkeley, California) February 2008. 59 p.

[“Since 1999, New Jersey’s court-ordered Abbott Preschool Program has provided publicly funded early education services in a mixed-delivery system of private child care centers, Head Start centers, and public schools. It has sought to place preschool teachers on an equal footing with K-12 teachers in terms of pay and qualifications, and its system of ‘wrap-around’ care has extended part-time preschool to a 10-hour-per-day, year-round program. Private child care and Head Start directors, along with public school administrators, have borne front-line responsibility for implementing this ambitious educational reform. Through 30-minute interviews with 98 private child care and Head Start directors in 16 of the state’s 31 Abbott school districts in February-May 2007, this study has compiled firsthand accounts of this experience and suggestions for improving the program.”]

Research Highlights: 2 p.

http://www.irle.berkeley.edu/cscce/pdf/partnering_preschool_highlights08.pdf

Executive Summary: 10 p.

http://www.irle.berkeley.edu/cscce/pdf/partnering_preschool_summary08.pdf

Full Report: 59 p.

http://www.iir.berkeley.edu/cscce/pdf/partnering_preschool_report08.pdf

Challenging Common Myths about Young English Language Learners. By Linda M. Espinosa. FCD Policy Brief, Advancing PK-3. No. 8. (Foundation for Child Development, New York, New York) January 2008. 12 p.

[“Educational outcomes for young English Language Learners (ELL) from ages three to eight can improve if we abandon outdated misconceptions and inform our practices with current scientific findings. Linda Espinosa, former Professor of Early Childhood Education at the University of Missouri-Columbia, challenges six commonly held beliefs about the development of young children who are learning English as their second language and presents research evidence drawing from a variety of disciplines that can better shape education policies for all children. Espinosa concludes: All young children are capable of learning two languages. Becoming bilingual has long-term cognitive, academic, social, cultural, and economic benefits. Dual language programs are an effective approach to improving academic achievement for ELL children while also providing benefits to native English speakers. Hispanic parents value high-quality early education, and will enroll their young children if programs are affordable and accessible.” Foundation for Child Development.]

Full text at: http://www.fcd-us.org/usr_doc/MythsOfTeachingELLEspinosa.pdf

Mathematics Education for Young Children: What it is and How to Promote It. By Herbert P. Ginsburg and others. IN: Social Policy Report, vol. 22, no. 1 (2008) 24 p.

[“Effective mathematics education for young children (approximately ages 3 to 5) seems to hold great promise for improving later achievement, particularly in low-SES students who are at risk of inferior education from preschool onwards. Yet there is limited understanding of what preschool and kindergarten mathematics education entails and what is required to implement it effectively. This paper attempts to provide insight into three topics central to understanding and improving early childhood mathematics education in the United States. First, we examine young children’s mathematical abilities. Cognitive research shows that young children develop an extensive everyday mathematics and are capable of learning more and deeper mathematics than usually assumed. The second topic is the content and components of early childhood mathematics education.... Components of early childhood mathematics education range from play to organized curriculum (several research based programs are now available) and intentional teaching. Third, we consider early childhood educators’ readiness to teach mathematics. Unfortunately, the typical situation is that they are poorly trained to teach the subject, are afraid of it, feel it is not important to teach, and typically teach it badly or not at all. Finally, we conclude with policy suggestions. The most urgent need is to improve and support both pre-service and in-service teacher training.”]

Full text at: http://srcd.org/documents/publications/spr/22-1_early_childhood_math.pdf

“Preventing Early Mathematics Difficulties: The Feasibility of a Rigorous Kindergarten Curriculum.” By David J. Chard and others. IN: Learning Disability Quarterly, vol. 31, no. 1 (Winter 2008) pp. 11-20.

[“A study by University of Oregon researcher David J. Chard and colleagues found that teaching the Early Learning in Mathematics curriculum in kindergarten shows promise. Classrooms in the study treatment group received the curriculum 30 minutes a day and teachers taught it for two years. Students receiving the curriculum in year 2 of the study out-performed students who did not in math skills. Teachers were more comfortable teaching the curriculum in Year 2 than Year 1.” NIEER Online Newsletter (February 29, 2008.)]

Full text at:

http://www.redorbit.com/news/education/1273141/preventing_early_mathematics_difficulties_the_feasibility_of_a_rigorous_kindergarten/

“Full-Day Kindergarten and Student Literacy Growth: Does a Lengthened School Day Make a Difference?” By Keith Zvoch and others. IN: Early Childhood Research Quarterly, vol. 23, no. 1 (1st Quarter 2008) pp. 94-107.

["Literacy data obtained on students were examined to assess relationships between kindergarten program model (full- vs. half-day) and student literacy outcomes. Application of multilevel modeling techniques to the time series data collected from kindergarteners in economically disadvantaged school contexts in a large southwestern school district revealed that students exposed to a full day of instruction had greater literacy growth than their peers in half-day classrooms. Further examination of the program model results revealed that the relative efficacy of full-day kindergarten tended to be greater in smaller class size environments. These results, if replicated, suggest that full-day kindergarten initiatives targeted toward students from disadvantaged backgrounds may be more successful when implemented in classrooms with relatively small student enrollments. Implications for instructional policy and practice are discussed."]

Full text at: <http://www.sciencedirect.com/science/journal/08852006> (8th article down.)

Early Childhood Educator Competencies: A Literature Review of Current Best Practices, and a Public Input Process on Next Steps for California. Edited by Dan Bellm. (Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California, Berkeley, California) 2008. 85 p.

["'Competencies' focus on what educators need to know and be able to do, to demonstrate that they are well rounded and well prepared to educate and care for young children. While no single set of early childhood educator (ECE) competencies has been adopted universally in the United States, broad agreement is emerging. Competencies are increasingly seen as a cornerstone of assuring professionalism and stability for the early care and education workforce." Early Education in the News (March 9, 2008.)]

Full text at: http://www.irlle.berkeley.edu/cscce/pdf/competencies_report08.pdf

The Teaching Penalty: Teacher Pay Losing Ground. By Sylvia A. Allegretto and others. (Economic Policy Institute, Washington, DC) 2008. 82 p.

["If you want to get a debate going, just bring up the subject of whether teachers are paid enough. A report... by the Washington, D.C.-based Economic Policy Institute suggests they aren't when compared with other professionals with similar education and experience. Teachers in U.S. public schools are paid about 15 percent less a week than people like accountants, registered nurses and computer programmers, according to the study.... The growing salary disparity is 'the elephant in the room' as discussion heats up over the wisdom of performance bonuses and other ways to recruit and retain the best teachers, said Lawrence Mishel, the institute's president." Cleveland Plain Dealer (March 7, 2008.)]

Full text at: http://www.epi.org/books/teaching_penalty/teaching-penalty-full-text.pdf

Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition. By Michael Gazzaniga and others. (Dana Press, New York, New York) 2008. 146 p.

[“Does art make you smart? New research from a consortium at seven universities reveals close correlations between training in the arts and improved math and reading skills. The findings add new scientific support to the observation that children who participate in the arts also do well academically and suggest that changes in attention networks in the brain may be one reason.” Brenda Patoine. (The Dana Foundation.)]

Full text at:

http://www.dana.org/uploadedFiles/News_and_Publications/Special_Publications/Learning,%20Arts%20and%20the%20Brain_ArtsAndCognition_Compl.pdf

Webcast of panel discussion of report:

<http://www.dana.org/events/detail.aspx?id=11516>

IMPROVED FAMILY FUNCTIONING

The Missing Piece of the Proficiency Puzzle: Recommendations for Involving Families and Community in Improving Student Achievement. By the Commissioner’s Parents Advisory Council. Final Report to the Kentucky Department of Education. (The Department, Frankfort, Kentucky) June 2007. 34 p.

[“The Commissioner’s Parents Advisory Council (CPAC) has submitted its report, ‘The Missing Piece of the Proficiency Puzzle,’ to the Kentucky education commissioner. The report sets state standards for parent involvement, issues recommendations for implementing them, and includes a rating tool to evaluate parent involvement.” Natural Resources (February 27, 2008.)]

Full text at:

<http://www.education.ky.gov/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf>

Ten Key Findings from Responsible Fatherhood Initiatives. By Karin Martinson and Demetra Nightingale. (The Urban Institute, Washington, DC) February 2008. 12 p.

[“Recent policies encourage the development of programs designed to improve the economic status of low-income nonresident fathers and the financial and emotional support provided to their children. This brief provides ten key lessons from several important early responsible fatherhood initiatives that were developed and implemented

during the 1990s and early 2000s. Formal evaluations of these earlier fatherhood efforts have been completed making this an opportune time to step back and assess what has been learned and how to build on the early programs' successes and challenges.”]

Full text at: http://www.urban.org/UploadedPDF/411623_fatherhood_initiatives.pdf

IMPROVED HEALTH

“Breastfeeding Helps Explain Racial and Socioeconomic Status Disparities in Adolescent Adiposity.” By Jessica G. Woo and others. IN: *Pediatrics*, vol. 121, no. 3 (March 2008) pp. e458-e465.

[“Lower rates of breastfeeding may help explain why minority and disadvantaged U.S. children are at greater risk of becoming overweight, a new study suggests. Researchers found that among 739 10- to 19-year-olds, those who had been breastfed for more than four months had a lower average body mass index (BMI), and lower odds of being overweight. This was true regardless of race or parents' education levels, the researchers report.... However, the study found, there were disparities when it came to rates of breastfeeding; 40 percent of white adolescents but only 11 percent of black children had been breastfed for at least four months. There was a similar difference when the researchers looked at parents' education levels, a marker of socioeconomic status. Forty percent of children with college-educated parents had been breastfed for at least four months, versus 18 percent of those with less-educated parents. ‘This really does suggest that if we could somehow increase the frequency and duration of breastfeeding in these groups, we could reduce disparities in (obesity),’ said researcher Dr. Jessica G. Woo of Cincinnati Children's Hospital.” Reuters Health (March 5, 2008.)]

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/121/3/e458>

“A Randomized Trial of the Effects of Reducing Television Viewing and Computer Use on Body Mass Index in Young Children.” By Leonard H. Epstein and others. IN: *Archives of Pediatrics and Adolescent Medicine*, vol. 162, no. 3 (March 2008) pp. 239-245.

[“A study in... ‘Archives of Pediatrics and Adolescent Medicine’ suggests that limiting screen time can help overweight children reduce their calorie intake and move toward a healthier weight status, HealthDay reports. To study the impact of controlling children's screen time, researchers from the University at Buffalo, the State University of New York, assigned 70 overweight children ages 4 to 7 who watched television or played computer games at least 14 hours a week to either an intervention group or a control group. For the intervention group, researchers installed a monitoring device on participants' televisions to gradually reduce weekly screen time by 10 percent each week until their screen time was reduced by 50 percent. Intervention subjects also received rewards, such as money and stickers, to encourage their participation in activities other

than TV or computer use. Researchers did not limit screen time for children in the control group, but did give their parents tips for reducing TV viewing and computer use. After two years, the researchers found that children in the intervention group had reduced their screen time by nearly 17.5 hours per week, while children in the control group had a reduction of only 5.2 hours per week. Although the researchers found no difference in physical activity levels between the two groups, children in the intervention group lost more weight than those in the control group. Specifically, 30 percent of the intervention group achieved a healthy BMI by the end of the two-year study, compared with 18 percent of the control group. The researchers speculate that cutting screen time reduces eating prompted by television ads, as well as mindless eating.” RWJF News Digest: Childhood Obesity (March 7, 2008.)]

Full text at: <http://archpedi.ama-assn.org/cgi/reprint/162/3/239>

“Effects of Continuity of Care in Infancy on Receipt of Lead, Anemia, and Tuberculosis Screening.” By Ana I. Flores and others. IN: Pediatrics, vol. 121, no. 3 (March 2008) pp. e399-e406.

[“Children examined by the same doctor during their first six months of life are more likely to receive appropriate preventive health screenings - for lead poisoning, anemia and tuberculosis - by age two. Pediatric researchers said being cared for repeatedly by the same physician, often referred to as continuity of care, was a very important factor in the children they studied. Researchers from The Children's Hospital of Philadelphia and The University of Pennsylvania reported on a study of 1,564 infants with Medicare insurance.... ‘Continuity of care may be of particular importance to vulnerable pediatric patients, such as those insured through the Medicaid program,’ said Evaline Alessandrini, M.D., M.S.C.E., a pediatrician at Children's Hospital and principal investigator of the study.... Children most at risk, such as those from urban, low-income families, often don't receive proper screening for lead toxicity, anemia and tuberculosis. Lead toxicity in early life can lead to lower intelligence later. Iron deficiency anemia can cause problems with movement and damage sight or hearing. Tuberculosis, while becoming less common, can have serious complications for children.” ScienceDaily (March 3, 2008.)]

Full text at:

<http://pediatrics.aappublications.org/cgi/reprint/121/3/e399?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=one+doctor&searchid=1&FIRSTINDEX=0&volume=121&issue=3&resourcetype=HWCIT>

The National Survey of Children with Special Health Care Needs Chartbook 2005–2006. (U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, Rockville, Maryland) 2007. 108 p.

[“The National Survey of Children with Special Health Care Needs Chartbook 2005-2006’ highlights major findings on the prevalence of special health care needs among children, both nationally and within each state, and on access to and satisfaction with health care among children with special health care needs (CSHCN) and their families. The survey, sponsored by the Maternal and Child Health Bureau and carried out by the National Center for Health Statistics, provides information about six core outcomes used to measure progress toward the Healthy People 2010 objectives to increase the proportion of states that have integrated service systems for CSHCN.” MCH Alert (March 7, 2008.)]

Full text at: <http://mchb.hrsa.gov/cshcn05/MI/NSCSHCN.pdf>

Interactive data: <http://www.cshcndata.org/Content/Default.aspx>

Chartbook website: <http://mchb.hrsa.gov/cshcn05/index.htm>

IMPROVED SYSTEMS OF CARE

Who’s Minding the Kids? Child Care Arrangements: Spring 2005. Survey of Income and Program Participation. By the United States Census Bureau. (The Bureau, Washington, DC) 2008. Various pagings.

[“Relatives regularly provide child care to almost half of the more than 19 million preschoolers, according to tabulations... by the U.S. Census Bureau. Fathers and grandparents were the primary relative child care providers. The series of tables... showed that among the 11.3 million children younger than 5 whose mothers were employed, 30 percent were cared for on a regular basis by a grandparent during their mother’s working hours. A slightly greater percentage spent time in an organized care facility, such as a day care center, nursery or preschool. Meanwhile, 25 percent received care from their fathers, 3 percent from siblings and 8 percent from other relatives when mothers went to work. The tables provide data on child care arrangements of preschoolers and grade-schoolers by various demographic characteristics of the employed mother. They also profile children who care for themselves on a regular basis and examine the size of weekly child care payments made by selected characteristics of the family.” U.S. Census Bureau News (February 28, 2008.)]

Tables at: <http://www.census.gov/population/www/socdemo/childcare.html>

Quality in Early Childhood Care and Education Settings: A Compendium of Measures. Prepared by Child Trends for the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. (Child Trends, Washington, DC) November 2007. 194 p.

[“Quality measures were originally developed for research aimed at describing the settings that children spend time in and identifying the characteristics of these environments that contribute to children’s development. They were also developed to guide improvements in practice. Increasingly, however, measures of quality are being used for further purposes. In particular, they are being used to guide components of state policies. For example, many states are developing Quality Initiatives and employing measures originally created for research or for guiding improvement in practice for the new purpose of assigning quality ratings to early care and education settings. States are also using these measures to monitor change in quality over time. The ‘Quality in Early Childhood Care and Education Settings...’ is being compiled by Child Trends... to provide a consistent framework with which to review the existing measures of the quality of early care and education settings. Our aim is to provide uniform information about quality measures. It is hoped that such information will be useful to researchers, practitioners, and in informing the measurement of quality for policy related purposes.”]

Full text at:

http://www.childtrends.org/Files//Child_Trends-2007_12_10_FR_CompleteCompendium.pdf

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

“Child Care Health Consultation Programs in California: Models, Services, and Facilitators.” By Abbey Alkon and others. **IN: Public Health Nursing, vol. 25, no. 2 (March-April 2008) pp. 126-39.**

[“Objective: To summarize findings from a descriptive evaluation study of 20 county-level child care health consultation programs, services provided, and factors that facilitated the development of the programs. Design: A 3-year intervention study of 20 county-level child care health consultation programs, selected through a competitive review process, was conducted in California.... Results: 4 child care health consultation models were established based on the type of administrative agency. Health consultants and advocates primarily provided on-site consultation and education and training on child health promotion issues. Consultation programs were facilitated by the linkages formed among agencies, community characteristics, personal relationships, lead agency support, and consultant training and knowledge. Conclusions: Child care health consultation programs can address the health and safety needs for ECE programs, but they need administrative support, trained staff, and sustainable relationships with local ECE programs.” NOTE: Child Care Health Consultation Programs... will be available for loan.]

“Creating a State Strategic Plan for Integrating Services for Children Using Multiple Qualitative Methods.” By Wendy Wayne and others. IN: Maternal and Child Health Journal, vol. 12, no. 1 (January 2008) pp. 15-23.

[“Objective. To develop a statewide strategic plan for California’s State Early Childhood Comprehensive Systems (SECCS) project using a multi-method qualitative study design. Methods A qualitative study was conducted over 14 months with participants throughout California, including administrators, policy makers, service providers, parents, and statewide administrators. Data collection procedures included interviews, focus groups, a computer-based Delphi study, and meetings of a steering committee.... The common themes which led to the formulation of California’s SECCS strategic plan were providing a single point of entry into the system, providing a statewide referral network, integrating funding sources to remove silos of funding, and locating comprehensive services with multidisciplinary teams together. Conclusions. California’s SECCS strategic plan addressed the needs of children from birth through 5 years of age in California and provided goals for how statewide systems can improve access to and quality of services for these children.” NOTE: Creating a State Strategic Plan... will be available for loan.]

CONFERENCES AND FUNDING OPPORTUNITIES

CAEYC 2008 Annual Conference & Expo. California Association for the Education of Young Children. April 3-5, 2008. Long Beach Convention Center, Long Beach, California.

[On Leadership Day, April 3, 2008 (Hyatt Long Beach) more than fifteen workshops will be offered and also a keynote speech by Chip Heath, author of “Made to Stick.” On April 4, 2008, a keynote speech will be given by Richard Louv, author of “Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder.” On April 4-5, 2008, over 300 workshops are available, with some workshops offered in Spanish and Mandarin/Cantonese. The Expo takes place April 4-5, 2008, with 200+ booths in the Exhibit Hall.]

Registration brochure:

http://www.caeyc.org/main/caeyc/pdfs/conference/08_RegBrochure.pdf

For more information: <http://caeyc.org/main/page/conference>

CDPI 2008 Spring Institute: The May Revision. By the Child Development Policy Institute. May 21-22, 2008. Sheraton Grand Hotel, Sacramento, California. May 21, 2008: 5:00 - 8:00 pm. May 22, 2008: 8:00 am - 5:00 pm.

[“Come hear representatives from the Administration, Legislature and illustrious speakers discuss what's in the May Revision as well as other issues impacting the early care and education field. Seating is limited so be sure to sign up soon.” CDPI (March 4, 2008.)]

For more information and to register:

<https://www.cdpi.net/cs/cdpi/print/htdocs/events.htm#spring>

Web Conference: Dads in the Mix: The Future of Responsible Fatherhood Initiatives. Sponsored by the Chapin Hall Center for Children, University of Chicago and the NGA Center for Best Practices, Washington, DC. March 19, 2008. 10:00 a.m. Pacific Time.

[“Almost 25 million children in the U.S. are growing up in families without a father present, a number roughly two-and-half times higher than four decades ago. A growing body of research documents ways children benefit when they have engaged fathers, including better school performance, reduced substance abuse, less crime and delinquency, fewer emotional and other behavioral problems, and less risk of abuse or neglect. Federal initiatives have helped states create a broad array of programs that actively engage fathers in the lives of their families. This web conference will analyze fatherhood research and programming as part of a broader movement to strengthen families. Panelists will also discuss promising strategies that some states are implementing to increase father involvement, and the potential for expanding and improving programs as new and continuing funding sources become available.”]

For more information and to register:

<http://www.about.chapinhall.org/conferences/governing/conference.html>