



The Child Care Planning Council compiled these resources from a variety of electronic newsletters. We have now compiled them by subject. We hope it is helpful!

Family and Work: Parenting Tools, Research & Resources

- **A FIELD GUIDE TO PARENTS:** Famed for its vast appetite for information and ability to protect its offspring, the parent genus has nonetheless eluded scientific study. Until now. Click below to learn about such parent species as: (1) Parentis Hardtofindis, the elusive parent; (2) Parentis Aggresivis, the angry parent; (3) Parentis Enthusiasticus, the eager parent; (4) Parentis Officina, the busy parent; and (5) Parentis Diffralingua, the English-learning parent. In this year's MetLife Survey, new teachers said parent communication is tougher than classroom discipline! According to Mary Ellen Flannery, making parents full partners in their children's education is a challenge -- and it can be particularly difficult for new teachers. http://www.nea.org/nea_today/0510/parenting.html.

- **2005 NATIONAL INDICATORS OF CHILD WELL-BEING:** The Federal Interagency Forum on Child and Family Statistics released America's Children: Key National Indicators of Well-Being, its annual report that details the status of children and families in the U.S. The report presents the latest available data on 25 indicators related to economic security, health, behavior and social environment, and education, as well as 9 background measures related to population and family characteristics. The report is available at <http://www.childstats.gov/>.

- **Free Video Resources for Parents (Narrated by Oprah Winfrey and Maya Angelou):** Voices for Illinois Children is phasing out a very successful statewide public awareness campaign entitled "Start Early: Learning Begins at Birth." This campaign focused on the crucial brain development that occurs in the first few days, months and years of life and provided information for parents, community leaders and policy makers. The materials for parents included videos and an educational tool entitled "Kid Basics". Materials are free, but you cover shipping and handling. Resources include:
 - "Begin with Love. The First Three Months: Connecting with Your Children" (narrated by Oprah Winfrey/English, Christina Saralegui/Spanish - 50 per case - app. \$15-\$20/case S&H.
 - "It Feels Good to Help Your Baby Learn" (targeted to first time mothers between the ages of 14-24) - 50 per case - app. \$15-\$20 per case S&H.
 - Grandparenting: Enriching Lives" (narrated by Maya Angelou/English, Don Francisco/Spanish). Available in packaged box described below only.

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- "Kid Basics - Tips, Tricks and Answers to Help You Care for Your Young Child" (at-a-glance child development information). Available in packaged box described below only.
- Packaged box includes: 1.Begin with Love/English video, 1. Grandparenting/English video, 1.Kid Basics tool - \$5 S&H
- Contact Brenda Baker at Voices for Illinois Children 312-516-5554, BBaker@voices4kids.org, for more information.
- **The Role of State Public Health in Perinatal Depression:** This fact sheet, produced by the Association of State and Territorial Health Officials, discusses the role of state public health agencies in partnering with national and statewide programs to ensure access to mental health information and services for pregnant women and new mothers. The fact sheet begins with an overview of perinatal depression and information on its prevalence and its impact on women and their families. Other topics include the role of state public health agencies in partnering with federal and state agencies to increase awareness and support, and specific state initiatives (Virginia, Texas, and Pennsylvania) to address issues related to perinatal depression. This fact sheet is intended for use by state public health agencies and their national and state partners in efforts to expand depression screening and referral to improve the overall health of women, children, and families. The fact sheet is available at <http://www.astho.org/pubs/PerinatalDepressionFS.pdf>.
- **Building culturally & linguistically competent services to support young children, their families and school readiness:** Toolkit is the accurate word that author Kathy Hepburn uses to describe this 2004 publication. It was developed to provide guidance, tools and resources to assist communities in building culturally and linguistically competent services, supports, programs and practices related to young children and their families. Each section includes an overview of a key content area (e.g., Learning about Family and Community: Family Culture and Information Gathering); critical questions for communities; key strategies for families, providers and administrators; guides, tip sheets and checklists; promising practices and annotated resources. It's an extensive collection of current and useful information and tools. For example, don't miss "Tips for Bringing Family Strengths into the Early Care and Classroom Setting in Support of Multicultural Learning" on page 68. Download at <http://www.aecf.org/publications/data/cctoolkit.pdf>
- **FAMILY PERSPECTIVES ON PARENT-CHILD CONNECTEDNESS:** Parent-Child Connectedness: Voices of African-American and Latino Parents and Teens, produced by ETR Associates with support from the Annie E. Casey Foundation, summarizes findings from a focus group study with African-American and Latino parents and adolescents living in low-income neighborhoods in four states, including California. The report discusses participants' views on Parent-Child Connectedness (PCC) and presents important themes that emerged in

response to questions about relationship-building, adolescents, parents, and families. The

report also provides responses about how programs or interventions should be designed to

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help families who are struggling with PCC, and which community stakeholders and organizations would be most effective at implementing these interventions. It is available at <http://www.etr.org/recapp/research/PCCFocusGroupReport.pdf>.

- **What Do Parents Value in Education? An Empirical Investigation of Parents' Revealed Preferences for Teachers:** This paper from the National Bureau of Economic Research examines what parents ask for when they request specific elementary school teachers. Parents preferred teachers who principals said increased student satisfaction rather than test scores. The result was the opposite in high poverty schools. (<http://papers.nber.org/papers/W11494>).
- **Teachers Resisting Unhealthy Children's Entertainment (TRUCE)'s "Toy Action Guide"**. The Toy Action Guide is an important resource for parents, teachers, or anyone concerned about the commercialization of children's play, particularly at this time of year. It contains information on how to select toys that promote positive play and reduce the influence of harmful toys on children. There is a list of TRUCE's 2005-2006 recommendations for "Toys for Healthy & Creative Play." You will also find a list of "Toys and Toy Trends to Avoid," many of which are related to electronic technology this year. In addition, TRUCE offers suggestions for "Shoe Box Gifts," an alternative gift idea that promotes play around themes with common objects often found around the house. Download the guide here: http://www.truceteachers.org/Toy_Action_Guide_05.pdf.
- **NEA Offers School Readiness Guide:** Kirsten Haugen notes that the National Education Association has prepared a school readiness guide for parents, including simple pointers for academic readiness, social readiness, independence, and communication skills. The tips are not rocket science, but they are ready to use online or in a colorful brochure you can freely download, print, and distribute to prospective or enrolled families (<http://www.nea.org/parents/preparechild.html>). The NEA's brochure encourages parents to read, sing, and play with their children. It offers simple ways to explore writing, language, and problem-solving. And it gives parents tips for encouraging empathy, and positive ways to express feelings. Ideas for encouraging independence include providing clothes and shoes that are easy to fasten, and giving children time to dress and undress themselves. Parents are also reminded to communicate often with their kids, including writing notes and letting young children dictate notes to family and friends. The brochure concludes with additional parenting resources for encouraging young children in reading, science, and math.
- **Helping America's Working Parents: Lessons from Europe and Canada:** The United States lags far behind other nations on paid family leave, working time regulations, and affordable child care, according to a report by New America Foundation's Work and Family Program. The report provides data about child care, paid leave policies, and working time regulations in Europe and Canada and presents several policy proposals to address the growing pressures on working parents in the U.S. The report is available at: http://www.newamerica.net/Download_Docs/pdfs/Doc_File_2059_1.pdf
- **Shortage of Child Care Reported:** A report of the Institute for Women's Policy Research found an enormous gap between the early care and education needs of working www.acgov.org/childcare



mothers and the availability of such care. From a low of 53 percent in California to a high of 75 percent in South Dakota, women with children under six are now working, depending on others to look after their young children. This widespread need for affordable high quality early care and education is not being met according to the report, *The Status of Early Care and Education in the United States: A State by State Overview*. The report found that "early care and education programs...are unevenly funded and administered, and vary in quality and accessibility." The report concludes that quality care and education are widely available in many industrialized countries, but a system "to allow parents to keep working and better prepare children for school and life is not yet available to parents around the United States." To download this complete report, go to <http://www.iwpr.org/>

- **MASSIVE SHORTFALL OF EARLY CARE & EARLY EDUCATION FOR WORKING FAMILIES** A comprehensive new study reveals an enormous gap between the early care and education needs. The report found that "early care and education programs . . . are unevenly funded and administered, and vary in quality and accessibility." Quality child care and early education are widely available in many industrial countries, but a system "to allow parents to keep working and better prepare children for school and life is not yet available to parents around the United States," according to the report. It paints a dismal picture of quality standards in American child care and early education. Only 15 percent of center-based child care programs and 10 percent of home-based programs are rated as good or better, based on observations by a study team. The report calls on federal and state policymakers to work toward a universal, voluntary early care and education system that will provide all families with access to a dependable, safe, and nurturing system of care for preschool-aged children. It recommends federal funding to help states expand their early care programs without sacrificing their efforts to raise quality standards, and calls for more Head Start funding to allow more low-income children to become eligible. <http://www.iwpr.org/pdf/PressReleaseEarlyCare10-21-04.pdf>
- **Welfare and Work Status Under TANF: Effect of Barriers to Employment and Implications for Program Planning** This report from the Public Health Institute (PHI) shows that the two principal barriers for a single parent trying to work full-time are child care and lack of transportation. The study found that Temporary Assistance to Needy Families (TANF) recipients are three to four times more likely to have full-time work when the family has secure child care arrangements. Additional barriers such as physical health problems and activity limitations, limited language ability, and few work skills also prevent some recipients from getting or keeping work. The research brief and an accompanying policy brief can be found with materials from the Alameda County CalWORKs Needs Assessment and Outcomes Study at: <http://www.phi.org/library.html>
- **Child Care Programs Help Parents Find and Keep Jobs: Funding Shortfalls Leave Many Families Without Assistance:** Child care subsidies help low-income families work and leave welfare, but funding shortfalls are forcing states to enact restrictive policies that are hurting poor families and efforts to promote their employment and earnings. The

Administration's recently proposed FY 2005 budget would make this situation even worse. This paper includes excerpts from recent press coverage about child care restrictions and cutbacks in 15 states.

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http://www.clasp.org/DMS/Documents/1076435918.03/CC_shortfall.pdf (#3-#6 from CT listserve)

- **Effects of Electronic Media on Children Ages Zero to Six:** Recent studies indicate that even the youngest children in the United States are using a wide variety of screen media. "The Effects of Electronic Media on Children Ages Zero to Six: A History of Research" provides a comprehensive overview of the major research that has been conducted over the decades on various aspects of young children's media use, and also highlights the issues that have not been researched to date. The issue brief was prepared for the Kaiser Family Foundation by the Center on Media and Child Health, Children's Hospital Boston. The issue brief is available at: <http://www.kff.org/entmedia/7239.cfm>
- **Talking with Kids about War: Pointers for Parents.** In this article, authors Alvin Poussaint, M.D. and Susan Linn, Ed.D. offer a frame work for talking with children about war. They conclude, "Whatever we feel about what's happening in Iraq, we want to encourage children to continue to be curious about the world, to value peaceful resolutions to problems, and to feel free to come to us with questions and concerns." <http://www.familyeducation.com/article/0,1120,1-4412,00.html>
- **Supporting Young Children During War and Conflict** is a resource from NAEYC that offers strategies for helping adults give children emotional support and show them that they are safe and secure. http://www.naeyc.org/resources/news/Supporting_Children.htm
- **Mr. Roger's Neighborhood** offers resources for parents and educators on a variety of issues, including learning, angry feelings, bedtime, child care, rules and discipline, sharing, and this article on fears. "Fears are a normal part of growing up and children need your caring help until they get over their fear," write the authors. We will miss you, Mr. Rogers. http://www.misterrogers.org/families/fears_main.asp
- **"The Way We Work: How Children and Their Families Fare in a 21st Century Workplace"** by Shelley Waters Boots. New America Foundation (December 2004)
 - This New America Foundation report finds that America's children are paying an increasingly heavy price for their parents' work schedules and conditions. Drawing on a growing body of research, this report highlights how work characteristics- such as the number of hours, schedules, the availability of and the demands of work- affect children. For example, compared to parents 30 years ago, today's parents spend an additional month of full-time work each year, and one-fifth of all employed people in the United States work most of their hours either in evenings, during nights, on weekends, or on a rotating and highly variable schedule. These changes in parental work conditions are leading to increased child behavior problems, and drops in reading and math scores. This report can be found at http://www.newamerica.net/Download_Docs/pdfs/Doc_File_2146_1.pdf.
- **How to Get Your City to Adopt a Platform for Strengthening Families:** The National League of Cities' City Platform for Strengthening Families, developed by municipal www.acgov.org/childcare



officials from cities of all sizes and regions of the country, outlines four essential tasks that are necessary for sustained progress to be made on behalf of children, youth, and families. The platform also offers a menu of action steps in seven areas to provide city officials with ideas for getting started. More than 40 cities in 23 states have now formally adopted the platform and are using it as a framework to guide and assess local action and a way to highlight their commitment to helping young people and their families succeed. Cities can formally adopt the platform through a city council resolution, mayoral proclamation, or other public announcement. <http://www.nlc.org/iyef/a%5Fcity%5Fplatform/>.

- **New resource for parents and caregivers of infants and toddlers:** (Angie's note: As you know, I really am impressed by the resources that come out of Connecticut. Here is another one!) Please visit this site to preview the materials: www.thekeys.uconn.edu You will need to click on the different colored dots to preview each of the 8 pamphlets. This series of pamphlets can be ordered by telephoning the number listed on the site. Multiple sets of these pamphlets are available to parents, caregivers and organizations. We are also working on getting this series of 8 pamphlets printed in Spanish. We are interested in your feedback! Please request our (self-addressed, prepaid) postcard(s) when you request these materials.

- **New American Academy of Pediatrics Report Underscores Importance of Play:** The American Academy of Pediatrics has released a new report highlighting the importance of free and unstructured play in the healthy development of children's social, emotional and cognitive abilities. "The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds" notes that that a loss of free time and a hurried lifestyle can cause stress, anxiety and depression in children. <http://www.aap.org/pressroom/playFINAL.pdf>

- **Conceptualizing a "Strong Start": Antecedents of Positive Child Outcomes at Birth and Into Early Childhood:** What Maternal Factors Help Form a "Strong Start" in Life? A variety of elements of a mother's circumstances before and during pregnancy are associated with a child having a strong start in life. Child Trends' latest research brief examines factors associated with positive outcomes for children. http://www.childtrends.org/Files//Child_Trends-2007_02_12_RB_StrongStart.pdf.

- **PREDICTORS OF CHILD CARE SUBSIDY USE:** This December 2005 paper from the National Center for Children in Poverty by Sharmila Lawrence and J. Lee Kreder, states that what we know is: 1) Families with children ages birth through 5 are more likely to use subsidies than families with children ages 6 and over; 2) Families who currently receive or are transitioning from cash

assistance are more likely to use child care subsidies than those with no recent history of cash assistance: 3) Single-parent families are more likely than two-parent families to use subsidies; 4) African-American mothers appear more likely to apply for and use child care subsidies than mothers from other racial/ethnic backgrounds: 5) Families using center-based care appear more likely to use child care subsidies than families using other forms of care; 6) Parents with higher tolerance for the hassles that families may

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encounter in applying for and maintaining child care subsidies appear more likely to use subsidies. <http://nccp.org/media/CCSresbrief.pdf>

- **Basic Facts About Low-Income Children:** The National Center for Children in Poverty has released a new series of fact sheets, Basic Facts About Low-Income Children. The fact sheets track children in the United States who live in low-income families by age: birth to age 18; birth to age 6; and birth to age 3; and highlights information about family structure and resources available to families. http://www.nccp.org/pub_ecp06.html

- **ZERO TO THREE Releases Community Profiles and Cross-Community Scan:** Last spring, 32 communities responded to ZERO TO THREE's Request for Information about local collaborative efforts to build a coordinated system of services for young children (prenatal through age five) and their families. Profiles of these communities are now posted on our website. In addition, a cross-community scan summarizes characteristics of these early childhood system building initiatives in communities. Community leaders will be featured at a national policy summit entitled "In Our Own Backyards: Local Initiatives that Change Young Children's Lives." Co-hosted by ZERO TO THREE and Cuyahoga County, Ohio's Invest in Children, the summit will be held on June 6 - 8, 2007 in Cleveland. http://www.zerotothree.org/site/DocServer/BM_communityscan_5_14_07.pdf?docID=3261
 - Profiles: http://www.zerotothree.org/site/PageServer?pagename=ter_pub_communityprofiles

- **AFTER SCHOOL HOURS A WORRY FOR WORKING PARENTS:** As many as 2.5 million parents are overly stressed by Parental Concern about After-School Time (PCAST), and are likely to bring their concerns to the office, according to a new study by the Women's Studies Research Center at Brandeis University and Catalyst. The study, After-School Worries: Tough on Parents, Bad for Business, also finds that PCAST concerns are intensified for parents who have more responsibility for childcare in the household, work longer hours and whose children are older (in grades six through 12) or spend more time unsupervised. The study finds that PCAST makes mothers and fathers less productive at work and contributes to employee stress which can cost businesses \$50 billion to \$300 billion annually in lost productivity, according to the American Institute of Stress. The study also found that both men and women are vulnerable to the negative consequences of PCAST, which potentially affects one-third of the U.S. workforce. The study was based on a survey of 1,755 employed parents who work at one of three Fortune 100 companies across the country. Citigroup, Fannie Mae and Pfizer corporations sponsored the research. To view the full report, visit <http://www.catalyst.org/files/full/PCAST%20report.pdf>. For a fact sheet, visit: http://www.catalyst.org/pressroom/press_releases/pcastReport_FactSheet.pdf.

- **New Autism Web Site for Spanish-Speaking Families:** A new Web site, created by families for families, provides information in Spanish about Autism Spectrum Disorders (ASD). A chat room and forum area are under development. These will be moderated by

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parents of children with autism. Two doctors and an advocate will help to answer questions. <http://www.manitasporautismo.com>.

- **New National Autism Registry:** The Kennedy Krieger Institute recently launched the first national online autism registry. The Interactive Autism Network (IAN) is designed to promote autism research by linking researchers and families. Visit the website to stay informed about autism research, provide feedback, share information and become part of an important national research effort. For more information go to <http://www.ianproject.org/>.
- **New Diversity Data Website:** The DiversityData project is a project of the Harvard School of Public Health. The website identifies metropolitan area indicators of diversity, opportunity, quality of life and health for various racial and ethnic population groups. This Website is now available to a wide variety of potential users interested in describing, profiling and ranking U.S. metros in terms of quality of life. The indicators provide a scorecard on diversity and opportunity, and allow researchers, policymakers and community advocates to compare metro areas and to help them advocate for policy action and social change. The choice of indicators was grounded in recent work on urban inequality and health inequality, which points to the significance of racial/ethnic disparities in health, educational, employment and housing opportunities across metro areas. <http://diversitydata.sph.harvard.edu/>. For example, here is a profile on the Oakland area: <http://diversitydata.sph.harvard.edu/profiles.jsp?ma=5775>.
- **Complementary Learning: The Harvard Family Research Project's Model for Child and Family Success:** Using family involvement storybooks is just one way to put into action Harvard Family Research Project's "complementary learning" approach to closing the achievement gap. Complementary learning is a comprehensive model that fosters partnerships between families, schools, and other non-school supports. You can learn more about complementary learning at <http://www.gse.harvard.edu/hfrp/projects/complementary-learning.html>
- **Building Connections with Families by Using Family Involvement Storybooks:** Read about ideas for using family involvement storybooks in this article from *Young Children*, a journal of the National Association for the Education of Young Children (NAEYC). The authors describe five ways for teachers to use family involvement storybooks in their classrooms. The article also includes a vignette about the impact of sharing a family involvement storybook in one third grade class. You can access the article at <http://www.gse.harvard.edu/hfrp/projects/fine/resources/storybook/reference.html>. For more resources on using storybooks to promote family involvement, visit <http://www.gse.harvard.edu/hfrp/projects/fine/resources/storybook/index.html>.
- **New Census Report on How Children Spend Their Time: A Child's Day: 2003:** Selected Indicators of Child Well-Being: This report presents data collected by the US Census Bureau on child well-being, including measures such as presence in nonrelative care; eating meals with parents; reading habits; and television viewing. The report finds that children "living in families below the poverty level, children whose parents have lower levels of educational attainment, and children in families with single parents tend to have less daily interaction with their parents, such as talking, being read to, or sharing daily meals, than

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their counterparts in other situations. <http://www.census.gov/prod/2007pubs/p70-109.pdf>.

- **California Releases Infant/Toddler Learning and Development Program Guidelines:** State Superintendent of Public Instruction Jack O'Connell today announced the availability of a new California Department of Education publication developed with the nonprofit research agency WestEd entitled Infant/Toddler Learning and Development Program Guidelines. Guidelines is designed for center-based and family child care programs to help enhance the well-being of children enrolled in early care and education programs. The publication presents a comprehensive set of research-based information that is essential to create and maintain quality group care and education during the first three years of children's lives. The recommendations begin with a focus on developing programs with rather than for families and consider children's individual strengths, needs, and abilities. The new publication builds on this research and offers guidelines to develop a relationship-based program. Guidelines includes a discussion about meeting the needs of children with disabilities or other special needs, as well as children from different cultural backgrounds. There is also a section on operating programs and on supporting early learning and development. This system also includes high-quality DVDs and publications in English and Spanish for professional development; availability of free on-site training for center-based programs and small groups of family child care and license-exempt providers; demonstration sites at several community colleges in the state; and an observation assessment instrument called the Desired Results Developmental Profile. Future materials will include Infant/Toddler Learning and Development Foundations and a corresponding curriculum framework. To purchase a hard copy of Infant/Toddler Learning and Development Program Guidelines for \$19.95, please call 1-800-995-4099. Or you may download a free copy at <http://www.cde.ca.gov/re/pn/fd/documents/itldproguidelines.pdf>.
- **California Child Care Work Group Report Released:** We are pleased to release the Report of the Child Care Work Group that met in December 2006. Over 90 people including parents, child care teachers and family providers, administrators, legislative staff and other stakeholders participated in discussion and in reviewing the recommendations. The report includes a collective vision of the system we want to build, 2007 budget and legislative priorities and priorities for selected substantive areas. <http://www.childcarelaw.org/docs/workgroup1.07.pdf>. CCLC thanks everyone who participated. We are also releasing the Recommendation that CCLC presented at the Working Families Summit in Sacramento today, as you can see they draw from the Work Group consensus as well as our work with our many partners throughout the state. Both documents can also be found on our website: www.childcarelaw.org.
- **Corporate America Is Fertile Ground for Pre-K Support, Says New Survey:** Concerns about the supply of skilled workers and the United States' global competitiveness are driving support for pre-k among American business executives, according to a survey conducted for the Committee for Economic Development and released with The Pew Charitable Trusts and PNC Financial Services Group in January. The survey shows that pre-k programs command wide support from management personnel at U.S. companies, with 81% saying that public funding of voluntary pre-kindergarten for all children would improve America's workforce. The survey results suggest that many executives, particularly those

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involved in recruitment and hiring, are aware of the benefits of high-quality pre-k and believe that those benefits will favorably affect their businesses.

http://www.ced.org/docs/poll_earlyed2006zogby.pdf.

- **Opening Doors: Lesbian and Gay Parents and Schools:** discusses how lesbian and gay parents can help their children in school, how educators can help children in lesbian and gay families, and what these children need for a supportive learning environment. Online at http://www.familypride.org/atf/cf/{2A2C5E24-92CC-41DF-B4AA-448C71B7ED7D}/opening_doors.pdf
- **Developing Safety and Quality Ratings for Child Care: Issues and Options:** Although the state licenses about 58,000 child care facilities serving up to 1.2 million children, there is little information readily available to parents about the safety and quality of this care. This report from the Legislative Analyst's Office describes options to improve the availability of such information. We recommend that the availability of existing information be improved and that ratings be established based on a provider's safety history. (28 pp.) HTML: <http://www.lao.ca.gov/2007/childcare/childcare.htm> Adobe Acrobat: <http://www.lao.ca.gov/2007/childcare/childcare.pdf>.
- **Assessing Parent Education Programs for Families Involved With Child Welfare Services: Evidence and Implications:** Parents who are at risk for child maltreatment may benefit from parent education and training programs targeted for the age of the children, the type of abuse or neglect that has placed the families at risk, or certain parental or family characteristics. A recent report that reviewed 150 studies of parenting programs for at-risk parents found, for instance, that home visiting programs held the most promise for parents of young children. Other programs were more effective with parents of older children, with ethnic minority families in low-income communities, with substance-abusing parents, or with parents at risk of neglecting their children. The abundance of parent training programs and the lack of replicable outcomes in many cases may place an agency or practitioner in the difficult position of trying to identify the right program for a particular family. This report offers some guidance by discussing specific promising programs and providing program descriptions, outcomes, estimated costs, and contact information for each. Recommendations are also provided for contracting with parenting programs. In addition, the report places its findings in context by describing what is understood to be effective parenting, as well as parenting issues for families at risk for maltreatment. http://cssr.berkeley.edu/bassc/public/EvidenceForPractice5_Parenting_fullReport.pdf.
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- **Safeguarding the Rights and Well-Being of Birthparents in the Adoption Process:** The study reports on the rights and status of birth parents by exploring the context of infant adoption in today's society, examining how laws and practices affect birth parents' rights, and reviewing research on the impact of relinquishment. Domestic infant adoption shows a number of changes from previous generations. For instance:
 - The majority of parents placing their infants for adoption are not teenagers but women in their 20s.

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- Most adoption agencies and independent practitioners offer open adoptions.
- Most birth mothers help to choose the adoptive parents for their child.

The report concludes with a series of recommendations to bolster the rights and well-being of birth parents. These include some recommended changes to State laws, such as those governing the timing of relinquishment and revocation, as well as suggested changes in practice, such as more aggressive protection of fathers' rights. The report suggests that it is in the interest of society at large to create a supportive community of practice and an adequate framework to meet the needs and guarantee the rights of all involved. The report is available on the Adoption Institute website:

www.adoptioninstitute.org/research/2006_11_birthparent_wellbeing.php.

- **Three New Publications on the Power of Social Networks to Strengthen Families:** The Annie E. Casey Foundation has released the first three of five publications in its series on the importance of social networks. The series explores the lessons learned from the foundation's Making Connections initiative.
 - ***Tapping the Power of Social Networks: Understanding the Role of Social Networks in Strengthening Families and Transforming Communities*** lays the foundation for the series by presenting an overview of the benefits of strong social networks for families, as well as relevant definitions and key findings from research literature. http://www.aecf.org/publications/data/sp_tapping.pdf
 - ***Ties That Bind: The Practice of Social Networks*** presents findings from site visits about the efforts of families, communities, and organizations to promote social networks. http://www.aecf.org/publications/data/sp_ties.pdf
 - ***Relationships Matter: How Agencies Can Support Family and Social Network Development*** reports on lessons learned about social networks through visits with families. http://www.aecf.org/publications/data/sp_elena.pdf
- **The NICHD Study of Early Child Care and Youth Development: Findings for Children up to Age 4 ½ Years:** This newly published 62-page booklet describes the findings from the NICHD Study of Early Child Care and Youth Development (SECCYD). Among the findings: family characteristics have more influence on child development than

does experience in child care. One of their major findings: Children who were cared for exclusively by their mothers did not develop differently than those who were also cared for by others. To read the booklet, visit:

http://www.nichd.nih.gov/publications/pubs/upload/seccyd_051206.pdf

- **Landmark Report Released on Public Costs of Teen Pregnancy Released:** The National Campaign to Prevent Teen Pregnancy recently released a new study, *By The Numbers: The Public Costs of Teen Childbearing*, which presents the first analysis since 1996 of the cost to taxpayers of teen childbearing. The analysis, by Saul Hoffman of the

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University of Delaware, provides the first-ever estimates of the cost of teen childbearing in each state and Washington, DC. Of particular interest to the child welfare system, the new report documents public sector costs associated with the children of teen mothers by cost category, including child welfare costs. Significantly, the study finds most of the public sector costs of teen childbearing are associated with negative consequences for the children of teen mothers. In 2004, teen childbearing was found to have resulted in a \$2.3 billion increase in child welfare costs. Overall, the report found that, in 2004 alone, the total cost of teen childbearing in the United States to federal, state, and local taxpayers was \$9.1 billion. Policy recommendations in the report included helping provide parents with information about the critical role they play in helping their children make good decisions, supporting proven teen pregnancy interventions, and increased support for youth programs more broadly. CWLA notes the special considerations that need to be given to youth in foster care in strategies to prevent teen pregnancy. <http://www.teenpregnancy.org/costs/>. California one pager: http://www.teenpregnancy.org/costs/pdf/summary/CA_onepager.pdf.

- **Early Head Start and Teen Parent Families: Partnerships for Success:** This issue brief focuses on the special needs of teenage parents and their children ("teen parent families") and on how the unique set of services available through Early Head Start (EHS) programs can support them. Teen parent families face multiple risks, risks that may be substantially different from those faced by families with older parents and that may be further complicated by issues involving disability, abuse, or neglect. These issues are interrelated and must be integrated and addressed as programs design services to meet the needs of this population. http://clasp.org/publications/ehs_teens.pdf.
- **Family Assessment in Child Welfare Services: Instrument Comparisons:** A recent study evaluated 85 family assessment instruments to identify those that are comprehensive, valid and reliable, and practical for use in child welfare settings. To evaluate the instruments for comprehensiveness, researchers compared them against the five family assessment domains: Patterns of social interaction, Parenting practices, Background characteristics of parents, Problems in access to basic necessities, Other behaviors, including domestic violence, mental illness, and substance abuse. Researchers identified seven instruments as most comprehensive and appropriate for use in a child welfare setting. Others showed promise as specialized instruments for assessing specific family assessment domains. As part of a comprehensive family assessment process, results from family assessment instruments can be used to make decisions about referrals to services and to monitor client progress.

To read the full study on family assessment instruments, go here:

http://cssr.berkeley.edu/bassc/public/BASSC_FamilyAssessment_FULL_REPORT091406.pdf.

- **Healthy Child Care America E-News for Health Professionals:** Healthy Child Care America's electronic newsletter offers tips for health and safety in child care settings for parents and caregivers. To learn more, please go to: <http://www.healthychildcare.org/Enews.cfm>.
- **Latest NICHD Study Shows Early Child Care Linked to Increases in Vocabulary:** The most recent analysis of a long-term NIH-funded study found that children who received

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higher quality child care before entering kindergarten had better vocabulary scores in the fifth grade than did children who received lower quality care. The study authors also found that the more time children spent in center-based care before kindergarten, the more likely their sixth grade teachers were to report such problem behaviors as "gets in many fights," "disobedient at school," and "argues a lot." However, the researchers cautioned that the increase in vocabulary and problem behaviors was small, and that parenting quality was a much more important predictor of child development than was type, quantity, or quality, of child care. The study appears in the March/April 2007, issue of *Child Development*. Talking to *Slate* magazine's Emily Bazelon, co-author Maria Burchinal, University of North Carolina, put the finding in context. "I'm not sure we communicated this, but the kids who had one to two years of daycare by age 4½—which was typical for our sample—had exactly the level of problem behavior you'd expect for kids of their age. Most people use center care for one or two years, and for those kids we're not seeing anything problematic." To read more about the report visit

http://www.nichd.nih.gov/news/releases/child_care_linked_to_vocabulary_032607.cfm

- **New American Academy of Pediatrics Report Underscores Importance of Play:** The American Academy of Pediatrics has released a new report highlighting the importance of free and unstructured play in the healthy development of children's social, emotional and cognitive abilities. "The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds" notes that a loss of free time and a hurried lifestyle can cause stress, anxiety and depression in children. <http://www.aap.org/pressroom/playFINAL.pdf>
- **Providing Web-Based Support for Families with Young Children with Disabilities:** This article, which appears in the most recent issue of *Infants and Young Children*, discusses using the Internet to provide advice for parents who have a serious and ongoing need to know how best to help their children. In the course of exploring issues like quality of information, accuracy, trustworthiness and information overload, the authors provide useful guidance for any professional organization planning to make better use of the Internet to communicate. http://depts.washington.edu/isei/iyc/20.1_zait.pdf.
- **Hmong Early Childhood Education Needs Assessment:** by Zha Blong Xiong, Ph.D. and Jesse Kao Lee for Ready 4 K. This first look at early care and education in the growing Hmong population within in the Minneapolis-St. Paul metropolitan area indicates that a language barrier and limited parental education are two leading challenges for many Hmong parents and their children. This study explores other issues related to early childhood education in the Hmong community, such as perceptions of school readiness, challenges parents face, and what Hmong parents can do for their children to prepare them for kindergarten. <http://www.ready4k.org/vertical/Sites/{C2E38BFF-E19D-4F31-8282-94D11BD421A4}/uploads/{49BDBD39-998A-411C-9D76-5C72A21805BF}.PDF>



- **Parenting Support Information Available in New CWLA Guides:** The Child Welfare League of America recently posted a series of "design guides" to its website that contain readily accessible information about parent supports. Developed under CWLA's Creating Parenting-Rich Communities Initiative, the design guides connect users with current online research information for educating decision makers about topics related to parent support, and for helping program developers draft informed grant proposals or policy statements. The design guide parent support information is organized under eight key areas: child care and afterschool activities, education, employment, family structure and support, financial security, health, housing, safe neighborhoods and environments. Subtopics under each area help visitors find information quickly and contain information and links to collections of evaluated programs and policies, research resources, and specific programs, practices, and policies. <http://www.cwla.org/parenting/cprcdesignguide.htm#>.
- **Family-Strengthening Interventions: Learning from Evidence-Based Practice:** A new brief from the Harvard Family Research Project, entitled Lessons From Family Strengthening Interventions: Learning from Evidence-Based Practice, examines how effective family-strengthening interventions can positively impact families and children. The brief is based on a review of interventions that have been rigorously evaluated through experimental studies. It provides recommendations for creating successful programs and evaluations to educators, service providers, and evaluators. It is available online at <http://www.gse.harvard.edu/hfrp/content/projects/fine/resources/research/lessons.pdf>.
- **Report on Child Friendly Transportation:** This Canadian report arises from work conducted during 2003 in the Halton and Peel regions, just west of Toronto. That project, supported by the Ontario Trillium Foundation and entitled Kids on the Move in Halton and Peel, examined children's travel in those two suburban regions through examination of available data and through consultations with almost 300 educators, health professionals, municipal staff and politicians, parents, children, safety officials, and many others. The impetus for the work done during 2003 was concern that modern transport practices, particularly automobile dependence, are compromising children's development, through air and noise pollution, physical inactivity, and loss of the intimate contact with surroundings that comes from travel by automobile rather than by foot or by bicycle. For the 22 page report, go here: http://cst.uwinnipeg.ca/documents/Child_friendly.pdf.
- **Analysis Finds One in Eight U.S. Households with Infants is "Food Insecure":** One in eight U.S. households with infants (12.5 percent) reports being "food insecure," according to a Child Trends. "Food insecure" is defined by the U.S. Department of Agriculture to be "limited or uncertain availability of nutritionally adequate and safe foods." Additionally: Among households with low-birthweight infants-children born weighing less than 5.5 pounds-about one in seven (14.4 percent) is food insecure. Among poor households with infants, nearly three in 10 (28.9 percent) report food insecurity. Child Trends' findings are presented in a new research brief, [Food Insecurity and Overweight among Infants and Toddlers: New Insights into a Troubling Linkage](#). The brief also links food insecurity with maternal depression, poor parenting, and-paradoxically-overweight toddlers.



- **Making Pre-kindergarten Work for Low-income Working Families:** As of 2006, 38 states and the District of Columbia had pre-kindergarten programs, which vary considerable in their design. While low-income children stand to gain the most from early care and education initiatives, working families may not be able to access programs that are not responsive to their needs. This paper discusses research supporting the need to review initiatives to ensure maximum access for children in working families, especially low-income children; highlights key strategies to address the needs of low-income working families; and examines the extent to which state pre-kindergarten policies currently do so. This paper is based on research conducted for the CLASP report *All Together Now: State Experiences in Using Community-based Child Care to Provide Pre-Kindergarten*.
http://clasp.org/publications/making_pre-k_work.pdf
- **Building, Engaging, and Supporting Family and Parental Involvement in Out-of-School Time Programs:** This brief describes family involvement and why it matters for out-of-school time programs. It also examines some of the issues that program staff face when attempting to engage parents, and offers suggestions for how to encourage family and parental involvement. http://www.childtrends.org/Files//Child_Trends-2007_06_19_RB_ParentEngage.pdf
- **National Early Intervention Longitudinal Study Releases 10-Year Results:** Earlier this year, the National Early Intervention Longitudinal Study (NEILS) released the final report from a 10-year study that looked at policy issues related to infants and toddlers with disabilities and their families. The first national study of its kind, the [NEILS report](#) presents the findings on a national sample of children and their families, as well as discusses the implications for policy and practice.
http://www.sri.com/neils/pdfs/NEILS_Report_02_07_Final2.pdf
- **Men's Pregnancy Intentions and Prenatal Behaviors: What They Mean for Fathers' Involvement With Their Children:** Overview of the 7 page brief: A growing body of research suggests that men's pregnancy intentions (i.e., how men feel about a pregnancy) and prenatal behaviors (i.e., how men act during the pregnancy) may have

implications for fathers' later involvement with their children. For example, men who exhibit positive feelings about the pregnancies of their partners and who become involved—such as attending childbirth classes and being present at the child's birth—are more likely to show positive postbirth fathering behaviors. These findings are consistent with prior research demonstrating that having an unintended pregnancy and being uninvolved prior to a child's birth may signal lower quality and quantity of father involvement in the child's later life. An understanding of this issue for fathers of infants is important because the transition to fatherhood represents an ideal opportunity to draw men more actively into parenting.
http://www.childtrends.org/Files//Child_Trends-2007_06_11_RB_Prenatal.pdf.