



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

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

How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Resources & Government Publications at (916-654-0081; 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

Leadership Matters: Governors' Pre-K Proposals Fiscal Year 2010. By Jennifer V. Doctors, Pre-K Now. (Pre-K Now, Pew Center on the States, Washington, DC) May 2009. 28 p.

[“Even as they confront the fiscal crisis and whittle spending to core priorities, the majority of the nation’s governors are increasing or protecting their state’s investments in pre-kindergarten programs in the coming fiscal year. Five times as many governors are proposing to protect or increase pre-k, as are those who are calling for cuts to early education. Three governors are even introducing new initiatives in states that currently offer no publicly funded pre-k, according to a national analysis released today by Pre-K Now, a campaign of the Pew Center on the States. ‘Leaders of both parties recognize that pre-k is precisely the kind of fiscally responsible investment we need to achieve both economic and educational progress,’ said Susan K. Urahn, managing director of the Pew Center on the States. ‘Given the evidence showing the proven benefits for children and

the return on investment to taxpayers, it is wise for states to increase, or at least protect, pre-k even in a recession.” Pre-K Now Press Release (May 5, 2009.)]

Full text at: http://www.preknow.org/documents/LeadershipReport_May2009.pdf

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Connecting Neurons, Concepts, and People: Brain Development and its Implications. By Ross A. Thompson. Preschool Policy Brief. No. 17. (National Institute of Early Education Research (NIEER), New Brunswick, New Jersey) December 2008. 12 p.

[“Over the last decade, news reports, policy statements, and commercial marketing have all contributed to the public's understanding of early brain growth. While the most significant advances in brain architecture occur prenatally, brain development is life long. This NIEER policy brief summarizes what is known about early neurobiological development.”]

Fact sheet: 2 p. <http://nieer.org/resources/factsheets/21.pdf>

Policy Brief: <http://nieer.org/resources/policybriefs/17.pdf>

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Federal Expenditures on Infants and Toddlers in 2007. By Jennifer Macomber, the Urban Institute, and others. (The Urban Institute, Washington, DC and the Brookings Institution, Washington, DC) April 2009. 34 p.

Full text at:

http://www.brookings.edu/~media/Files/rc/papers/2009/04_infants_toddlers_isaacs/04_infants_toddlers_isaacs.pdf

[“Research suggests that investing in young children can help build a strong future workforce, improve children’s educational success and health, and potentially reduce some of the social ills that drain the nation’s resources and will. To have an informed conversation about future investments, it is important to start from an understanding of the baseline: What investments does this nation currently make in young children? Which programs and purposes are currently supported by federal investments, and which are not?”]

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Linking Ready Kids to Ready Schools: A Report on Policy Insights from the Governors' Forum Series. By the Communications Consortium Media Center. Prepared for W.K. Kellogg Foundation and the Education Commission of the

States. (The Foundation, Battle Creek, Michigan and the Commission, Denver, Colorado) 2009. 31 p.

Full text at: http://www.ecs.org/docs/4208_COMC_report_forweb.pdf

[“This comprehensive report from the Governors' Forum series focuses on the transition and alignment policies necessary to help young children and their parents move easily from the early care system to K-12 education.”]

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Promoting Effective Preschool Programs. By Lynn Karoly and others. Policy Brief. (RAND Corporation, Santa Monica, California) 2009. 3 p.

Full text at: http://www.rand.org/pubs/research_briefs/2009/RAND_RB9427.pdf

[“This is one in a series of policy briefs on key education issues prepared by the RAND Corporation for the Obama administration. Preschool education plays an important role in increasing school readiness and closing achievement gaps for children at risk. However, access to high-quality preschool programs varies greatly. Therefore, policymakers could use federal funds to support state efforts to improve preschool quality and access for the most disadvantaged children.” RAND Corporation.]

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The Chicago Program Evaluation Project: A Picture of Early Childhood Programs, Teachers, and Preschool-Age Children in Chicago. Final External Report. By Christine Ross and others. (Mathematica Policy Research, Inc., Princeton, New Jersey) December 2008. 64 p.

Full text at: <http://www.mathematica-mpr.com/publications/PDFs/Early%20Childhood/chicagoearlychildhood08.pdf>

[“This report describes children representing the roughly 30,000 4-year-old children who attended Chicago’s early childhood education programs in the 2006-2007 school year. They are from diverse family backgrounds in terms of ethnicity, parental education and employment, but nearly all have demographic risk factors associated with adverse outcomes. The report describes the teachers and classrooms, providing a detailed picture of the education and experience of teachers, the curriculum and educational activities, and the quality of the classroom environment in terms of instructional and emotional support. Finally, we describe the developmental progress children make over a period of 5 to 6 months during the preschool year, and examine how that progress relates to variations in children’s background characteristics and characteristics of the preschool classroom environment.”]

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California Preschool Learning Foundations. Volume 1. Translations of the Forward, Introduction and Appendix. (California Department of Education, Sacramento, CA) 2008. Various pagings.

Forward, Introduction and Appendix translations:

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

[“On January 22, 2008, State Superintendent of Public Instruction Jack O’Connell formally released the ‘California Preschool Learning Foundations, Volume 1.’ Superintendent O’Connell stated that these foundations offer our early childhood educators a clear understanding of what our youngest learners should know before entering kindergarten. In an effort to partner with parents in the education of their preschool children, key sections of the publication are available and have been translated to support parents’ understanding of the preschool learning foundations, their purpose, and what they describe as the knowledge and skills that children typically attain at 48 and 60 months of age. The translations include traditional Chinese, simplified Chinese, Hmong, Korean, Pilipino (Tagalog), Spanish, and Vietnamese, and are based on the prevalent non-English languages spoken by parents of preschool children in California.”]

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History of U.S. Children’s Policy, 1900-Present. By Andrew L. Yarrow, Public Agenda. (First Focus, Washington, DC) April 2009. 30 p.

Full text at: http://www.firstfocus.net/Download/HistoryUSChildPolicy_Yarrow.pdf

[“A century ago, President Theodore Roosevelt called for and held a White House Conference on Children. One hundred years later, public policy to improve the well-being of children has progressed significantly. However, continued steps are needed to ensure all of our nation’s children are prepared to live up to their full potential.... [This] publication... surveys federal legislative, executive, branch, and judicial actions impacting America’s children, from Teddy Roosevelt and the Progressive Era to the first month of the Obama Administration. The Publication touches on issues of child welfare, education, child and family health, children’s rights, and others.”]

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The New Developmentally Appropriate Practice Video Program. By Peter Pizzolongo and others. (National Association for the Education of Young Children (NAEYC), Washington, DC) [2009.] Presentations available as videos or podcasts.

Videos/ podcasts at: <http://www.naeyc.org/dap/videocast/choose.asp>

[“Listen to six videocasts, conversations between Carol Copple, Sue Bredekamp, and Peter Pizzolongo on five questions about DAP [developmentally appropriate practice] submitted by viewers.... 1. What isn’t developmentally appropriate practice? ... 2. What

is a developmentally appropriate curriculum? ... 3. How do we bridge the gap between preschool and K-3? ... 4. Why is attention to learning sequences important? ... 5. What can we do to reduce the achievement gap?"]

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IMPROVED FAMILY FUNCTIONING

State of the World's Mothers: Investing in the Early Years. By Tracy Geoghegan. (Save the Children, Westport, Connecticut) May 2009. 62 p.

["How do the more developed countries measure up on early childhood development? We looked at ten minimum child care standards in 25 countries to evaluate how well governments are ensuring children's earliest experiences are in the best interest of both the children and their nations' future.... Sweden is the only country to achieve a perfect 10 out of 10 on this Report Card. Iceland follows closely behind, meeting 9 of the 10 child care benchmarks. Denmark, Finland, France and Norway each meet 8 of 10 minimum standards. Canada and Ireland are tied for last place, each having achieved only 1 of the 10 child care benchmarks. Australia is second from the bottom, meeting only 2 of 10 benchmarks. The United States is in a tie for the third lowest ranking with Mexico, Spain and Switzerland (each country meets 3 out of 10 minimum child care standards). Austria, Belgium, Germany, Hungary, Italy, Japan, Korea, Netherlands, New Zealand, Portugal, Slovenia and the United Kingdom all score higher than the United States."]

Executive Summary: 13 p. <http://www.savethechildren.org/publications/state-of-the-worlds-mothers-report/state-worlds-mothers-summary-2009.pdf>

Full Report: <http://www.savethechildren.org/publications/state-of-the-worlds-mothers-report/state-worlds-mothers-report-2009.pdf>

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"The CUIDAR Early Intervention Parent Training Program for Preschoolers at Risk for Behavioral Disorders." By Kimberley Lakes and others. IN: Journal of Early Intervention, vol. 31 no. 2 (March 2009) pp. 167-178.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=37167422&site=ehost-live> (NOTE: State employee access link.)

["Researchers report mental health disparities that indicate that children and families with the highest need for services often are less likely to use them. Only a few investigators have focused on service delivery models to address underuse of services. This study examines the Children's Hospital of Orange County (CHOC)/University of California, Irvine (UC Irvine) Initiative for the Development of Attention and Readiness (CUIDAR)

model of service delivery in reducing disparities in access to and use of services and in decreasing child behavior problems in a community-based study with 169 self-referred, low-income, and predominantly minority families. The findings indicate that among minority families, CUIDAR is both more accessible and more equitably used than local, publicly funded mental health services. Among Latinos, attendance rates are higher when services are provided in Spanish. Parents report significant improvements in overall child difficulty and conduct problems. In addition, parents report high levels of satisfaction with the program.”]

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Children Living with Substance-Dependent or Substance-Abusing Parents: 2002 to 2007. The NSDUH Report. By the Office of Applied Studies, SAMHSA, and RTI International. (Substance Abuse and Mental Health Services Administration, Rockville, Maryland) April 16, 2009. 4 p.

Full text at: <http://oas.samhsa.gov/2k9/SAParents/SAParents.pdf>

[“Over 8.3 million children under 18 years of age (11.9 percent) lived with at least one parent who was dependent on or abused alcohol or an illicit drug during the past year. Of these, almost 7.3 million (10.3 percent) lived with a parent who was dependent on or abused alcohol, and about 2.1 million (3.0 percent) lived with a parent who was dependent on or abused an illicit drug. Past year substance dependence or abuse by parents involved almost 14 percent of children aged 5 or younger compared with 12.0 percent of children aged 6 to 11 and 9.9 percent of youths aged 12 to 17.... These data highlight the potential breadth of needs for the whole family - from substance abuse treatment for the affected adults to prevention and supportive services for the children.”]

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Ten Reasons to Still Keep the Focus on Teen Childbearing. By Emily Holcombe and others. Research Brief. No. 2009-10. (Child Trends, Washington, DC) March 2009. 6 p.

Full text at:

http://www.childtrends.org/Files/Child_Trends-2009_04_01_RB_KeepingFocus.pdf

[“Being a parent is not an easy job, but when the parent is a teenager, the job is tougher still. When teens become parents, they face formidable obstacles on the road to a better life for themselves and their children. Moreover, teen parenthood imposes huge financial and other burdens on society as a whole. Thus, it remains important to keep the focus on teen childbearing and seek to reduce the number of unintended teen pregnancies and births in the nation. This Research Brief updates Child Trends’ 2002 report to make the case for why teenage childbearing deserves continued attention.”]

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IMPROVED HEALTH

A Framework for Child Health Services: Supporting the Healthy Development and School Readiness of Connecticut's Children. Prepared for the Child Health and Development Institute of Connecticut. By Paul Dworkin and others. (The Institute, Farmington, Connecticut) March 2009. 35 p.

Full text at: <http://www.chdi.org/admin/uploads/12826687249bfcfbfec838.pdf>

[This state framework for child health services “offers a strategic vision and a series of specific recommendations for strengthening and integrating children's health services into a comprehensive system of early childhood services.” The Commonwealth Fund (April 21, 2009.)]

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Improving Care Coordination, Case Management, and Linkages to Service for Young Children: Opportunities for States. By Kay Johnson and Jill Rosenthal. (National Academy for State Health Policy, Portland, Maine) April 2009. 48 p.

Full text at:

http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2009/April/NASHP_Care_Coordination_April_2009.pdf

[“This report from the National Academy for State Health Policy and The Commonwealth Fund highlights strategies states can use to improve care coordination and case management in the delivery of health services for young children, as well as strengthen linkages between primary care providers and other child and family service providers.” The Commonwealth Fund Connection (April 22, 2009.)]

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California Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health. Revised edition. By the California Infant-Family and Early Childhood Mental Health Training Guidelines Workgroup. (University of Southern California, University Center for Excellence in Developmental Disabilities, Childrens Hospital Los Angeles, Los Angeles, California) February 12, 2009. 66 p.

Full text at: <http://www.wested.org/cpei/training-guidelines.pdf>

[“During the last decade, professionals in California and throughout the country have worked to clarify the knowledge, skills and competencies needed to provide effective infant-family and early childhood mental health services.... This manual represents the next generation of thinking and guidance in the development of professional

competencies and will provide a basis for infant-family and early childhood mental health in-service and preservice training programs. These guidelines provide a framework for programs and individuals interested in obtaining specialized training in infant-family and early childhood mental health. The manual presents the refined set of training guidelines and recommended competencies for core providers, infant-family and early childhood mental health specialists and reflective practice facilitators.”]

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“The Serious Need for Play.” By Melinda Wenner. IN: Scientific American Mind, vol. 120, no. 1 (February 2009) pp. 22-29.

Full text at: <http://www.scientificamerican.com/article.cfm?id=the-serious-need-for-play>

[“After learning about the abusive childhoods experienced by many criminals, a psychiatrist at Baylor College of Medicine in Houston interviewed more than 6,000 offenders about their childhoods and concluded that ‘a lack of opportunities for unstructured, imaginative play can keep children from growing into happy, well-adjusted adults.’ A psychologist at the University of Minnesota added that unstructured play in groups is crucial to healthy social development and communication skills that are continually needed throughout adolescence and adulthood. These interactions require children to learn, to take turns, and use sophisticated and descriptive language.” Pre-K Picks (May 4, 2009.)]

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Express Lane Eligibility and Beyond: How Automated Enrollment Can Help Eligible Children Receive Medicaid and CHIP: A Catalog of State Policy Options. By Stan Dorn, the Urban Institute. (National Academy for State Health Policy, Portland, Maine) April 2009. 48 p.

Full text at: http://www.nashp.org/files/Auto_Enrollment_April_2009.pdf

[This report “explains how the Children’s Health Insurance Program Reauthorization Act of 2009 gives states new flexibility to qualify children for Medicaid and CHIP based on data from government agencies rather than traditional application forms for health coverage.” Urban Institute’s Health Policy Newsletter (May 6, 2009.)]

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WIC and the Battle against Childhood Overweight. By Michele Ver Ploeg. Economic Brief. No. EB-13. (U.S. Department of Agriculture, Economic Research Service, Washington, DC) April 2009. 4 p.

Full text at: <http://www.ers.usda.gov/Publications/EB13/EB13.pdf>

[“One of the most worrisome aspects of the growing tide of obesity in the United States is the high rate of overweight among children. Over one in five young children, ages 2 to 5, are at risk of being overweight. The number of children at risk of being overweight has grown in the past two decades, as has the number of young children whose families participate in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Are these increases connected? The answer appears to be ‘No.’ However, being from a low-income family, especially a low-income, Mexican-American family, does raise the probability of a child’s being at risk for overweight. This brief examines trends in the relationship between WIC participation and weight status by updating the results of Food and Nutrition Assistance Programs and Obesity: 1976-2002 (ERR-48) to include data from the 2003-2006 National Health and Nutrition Examination Survey (NHANES).”]

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IMPROVED SYSTEMS OF CARE

Child Care and Development Fund: A Policy Analysis. By Colleen K. Vesely and Elaine A. Anderson, University of Maryland, Department of Family Science. IN: **Journal of Sociology and Social Welfare**, vol. 36, no. 1 (March 2009) pp. 39-59.

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=36664751&site=ehost-live> (NOTE: State employee access link.)

[“Legislated as part of welfare reform, the Child Care and Development Fund (CCDF) is the main source of child care government funding earmarked for low-income families. As a block grant, with broad federal guidelines, states have significant freedom in implementing this legislation to meet the needs of their citizens. This diverse implementation has challenged legislators and scholars trying to assess the success of CCDF across the United States. In considering the evaluation research of CCDF, as well as the original goals of this legislation, several major themes related to the diverse state implementation emerged, including access, equity, and stability. This paper provides an overview of CCDF, explains these themes, and uses the 2002 third wave of National Survey of American Families (NSAF) data to demonstrate how policy analysts and researchers might use these themes to structure comprehensive evaluations of CCDF at both state and federal levels.”]

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Child Care and the Economy. By Eric Karolak. IN: **Exchange**, no. 186 (March/April 2009) pp. 70-72.

Full text at: http://ececonsortium.org/ECEC_Child_Care_and_the_Economy.pdf

[“The Early Care and Education Consortium, an alliance of America’s leading national, regional, and independent providers of quality early childhood programs... has been

compiling stories from across the country to help educate our leaders in Washington and in state capitols. Each day it seems we hear more and more reports of the tough choices parents are forced to make and the further impact the downturn is having on children and families. Parents are cutting back on the hours children spend in child care, or worse, removing them all together. Centers that once had waiting lists of months are now struggling to fill classrooms. Many directors worry that cash-strapped parents are removing their children from high-quality centers to cheaper but less stimulating arrangements that might jeopardize the safety of their children.”]

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CONFERENCES AND FUNDING OPPORTUNITIES

NAEYC's 18th National Institute for Early Childhood Professional Development - Play: Where Learning Begins. By the National Association for the Education of Young Children. June 14-17, 2009. Charlotte Convention Center, Charlotte, North Carolina.

For more information and to register: <http://www.naeyc.org/conferences/institute.asp>

[“NAEYC's National Institute for Early Childhood Professional Development is designed for teacher educators, program administrators, and others who provide professional preparation and ongoing professional development experience for the early childhood workforce.... The goal of the Institute is to deepen participants’ understanding of the expanding early childhood knowledge base, develop skills that improve professional preparation and practice, and sharpen their ability to use effective active learning approaches for adults.”]

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"Immigrant Families, English Language Learners, and the Future of Education Reform." Thursday’s Child Forum. The Urban Institute, Washington, DC. May 21, 2009. 5:45 a.m. Pacific Time. Program length: 1.5 hours. Live audio webcast.

For more information and to register:

<http://www.visualwebcaster.com/event.asp?id=58924>

[“One fifth of school children have at least one foreign-born parent. Soon, more than 30 percent of all students will come from homes where English is not the primary language.... Children, families, and communities with international roots bring important strengths to schools, but they may be isolated from resources and networks that other Americans take for granted. Whether these families settle disproportionately in neighborhoods with other poor families or in new immigrant communities, already overwhelmed, under resourced, or ill-prepared schools may be unable to respond....

- join us for a panel discussion of

- what we know about the neighborhoods where immigrant families live and how these

neighborhoods affect children's opportunities, including schooling;
- how NCLB has shifted school policies and practices for these children and their academic progress;
- how education reforms and the experiences of students learning English intersect, and what this means for the children's policy arena;
- whether large urban school districts and new immigrant destinations need different policy prescriptions; and
- what federal, state, and local policies might increase school success for immigrant and English language students.”]

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