



## Studies in the News for



## Children and Families Commission

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

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

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

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

**Trends in Childcare and Preschool Enrollment among Latino Children in California.** By Belinda Reyes and Elias S. Lopez. Research Report. (Wealth Research Organization.) 2009. 49 p.

[“Preschool enrollment rates increased between 2000 and 2006, particularly for the children of low-income and low educated parents. But enrollment rates for Latinos are still low and 50% of four year olds attend preschool. To achieve a 70% enrollment rate, 65,000 more four-year olds would need to enroll, the majority of them Latinos. Simplifying the 20-page application process, increasing the income eligibility for state and federal funded programs, prioritizing enrollment for four-year olds, reaching out to the Latino community, and focusing on family-focused programs, could get us to the 70% target.”]

Policy Research Brief: 13 p.

[http://www.wealthresearch.org/Reports/WRO\\_2009\\_Preschool%20Research%20Brief.pdf](http://www.wealthresearch.org/Reports/WRO_2009_Preschool%20Research%20Brief.pdf)

Research Report: <http://www.wealthresearch.org/DisplayReport.aspx?IDResources=16>

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**With our Future in Mind: Implementing Early Learning in Ontario. By Charles Pascal. (Government of Ontario, Toronto, Canada) 2009. 68 p.**

[“Ontario is moving one step closer to full-day kindergarten after a much-anticipated report recommended sweeping multibillion-dollar changes to day care and early education in the province. Under the proposed framework, parents of four- and five-year-olds would have the option of enrolling their children in full-day programs that blend learning and day care. ‘Advocates have long recognized that ‘good child care educates’ and ‘good education cares.’ It’s time to erase the divide,” said the report, authored by Charles Pascal, an expert in early childhood learning and a former deputy minister of education.... The plan calls for full-day learning to begin in 2010-11, with full implementation within three years.” The Ottawa Citizen (June 15, 2009.)]

Full text at:

[http://www.ontario.ca/ontprodconsume/groups/content/@gosp/@initiative/documents/document/ont06\\_018899.pdf](http://www.ontario.ca/ontprodconsume/groups/content/@gosp/@initiative/documents/document/ont06_018899.pdf)

Summary: 2 p.

[http://www.ontario.ca/ontprodconsume/groups/content/@gosp/@initiative/documents/document/ont06\\_018896.pdf](http://www.ontario.ca/ontprodconsume/groups/content/@gosp/@initiative/documents/document/ont06_018896.pdf)

Summary of Evidence: 82 p.

[http://www.ontario.ca/ontprodconsume/groups/content/@gosp/documents/document/ont06\\_018937.pdf](http://www.ontario.ca/ontprodconsume/groups/content/@gosp/documents/document/ont06_018937.pdf)

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**Doors to Discovery™. By What Works Clearinghouse. WWC Intervention Report. (The Clearinghouse, Institute of Education Sciences, U.S. Department of Education, Princeton, New Jersey) June 2009. 5 p.**

[“Doors to Discovery™, an early childhood curriculum, focuses on the development of children’s vocabulary and expressive and receptive language through a learning process called ‘shared literacy,’ where adults and children work together to develop literacy-related skills. Literacy activities, organized into thematic units, encourage children’s development in a number of areas identified by research as the foundation for early literacy success: oral language, phonological awareness, concepts of print, alphabet knowledge, writing, and comprehension. Each unit is available as a kit that includes various teacher resources.”]

Full text at: [http://ies.ed.gov/ncee/wwc/pdf/wwc\\_doorsdiscovery\\_060909.pdf](http://ies.ed.gov/ncee/wwc/pdf/wwc_doorsdiscovery_060909.pdf)

Technical Appendices: 19 p.

[http://ies.ed.gov/ncee/wwc/pdf/wwc\\_doorsdiscovery\\_app\\_060909.pdf](http://ies.ed.gov/ncee/wwc/pdf/wwc_doorsdiscovery_app_060909.pdf)

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**Bright Beginnings. By What Works Clearinghouse. WWC Intervention Report. (The Clearinghouse, Institute of Education Sciences, U.S. Department of Education, Princeton, New Jersey) June 2009. 5 p.**

[“‘Bright Beginnings’ is an early childhood curriculum, based in part on ‘High/Scope<sup>®</sup>’ and ‘Creative Curriculum<sup>®</sup>’, with an additional emphasis on literacy skills. The curriculum consists of nine thematic units designed to enhance children’s cognitive, social, emotional, and physical development, and each unit includes concept maps, literacy lessons, center activities, and home activities. Special emphasis is placed on the development of early language and literacy skills, and parent involvement is a key component of the program.”]

Full text at: [http://ies.ed.gov/ncee/wwc/pdf/wwc\\_brightbegs\\_060909.pdf](http://ies.ed.gov/ncee/wwc/pdf/wwc_brightbegs_060909.pdf)

Technical Appendices: 19 p.

[http://ies.ed.gov/ncee/wwc/pdf/wwc\\_brightbegs\\_app\\_060909.pdf](http://ies.ed.gov/ncee/wwc/pdf/wwc_brightbegs_app_060909.pdf)

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**Providing Preschool Education for All 4-Year-Olds: Lessons from Six State Journeys. By Debra J. Ackerman, NIEER, and others. Preschool Policy Brief. No. 18. (National Institute for Early Education Research, New Brunswick, New Jersey) March 2009. 29 p.**

Full text at: <http://nieer.org/resources/policybriefs/19.pdf>

[“State-funded voluntary prekindergarten programs have grown steadily over the past decade and now enroll more than one million children. While the overall trend has been one of increasing participation in publicly funded preschool education, access in most states is limited to select groups of disadvantaged or otherwise-at-risk 4-year-olds. However, Florida, Georgia and Oklahoma offer ‘preschool for all.’ This means all 4-year-olds living in the state are eligible for state pre-K, and most actually attend. Other states, such as Illinois, New York and West Virginia, have committed to extending availability to all 4-year-olds over the next five years. To illuminate the options, opportunities, and challenges in moving toward preschool education for all, this report examines the individual journeys of these six states.”]

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**Game Changer: Investing in Digital Play to Advance Children’s Learning and Health. By Ann My Thai and others. (The Joan Ganz Cooney Center at Sesame Workshop, New York, New York) June 2009. 64 p.**

Full text at: <http://www.rwjf.org/files/research/gamechanger200906232.pdf>

[“Children as young as four are immersed in a new gaming culture, but many parents, educators and health professionals, concerned over violence, sexual content and reports of addiction, do not consider games to be a positive force in children's lives. Based on a synthesis of market and scientific research and interviews with industry and academic leaders, the report addresses this critique. It offers a new framework to use games to help children learn healthy behaviors, traditional skills like reading and math, and 21st century strengths such as critical thinking, global learning and programming design. The report focuses especially on the vital connections that games and digital media can make in promoting children’s potential. Among the promising games reviewed are ‘Sesame Street’s Color Me Hungry,’ featuring the Muppet Cookie Monster and ‘Dance Dance Revolution,’ a mass-market game used in hundreds of schools nationwide. These efforts are helping young children learn about nutrition, healthy habits and exercise.” Robert Wood Johnson Foundation, News Release (June 23, 2009.)]

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**“Top-Scoring Nations Share Strategies on Teachers.” By Sean Cavanagh. IN: Education Week, vol. 28, no. 36 (June 30, 2009 online) 2 p.**

Full text at:

<http://www.edweek.org/ew/articles/2009/06/30/36global.h28.html?tkn=NTSFzwrkfcvCSz26E7vgX2QBv%2FQbGaP4b03T>

[“American education officials trying to learn from the policies and practices of top-performing nations seem to have two exemplary models in Singapore and Finland. Yet in some respects, those two nations have risen to the top in very different ways. That was one of the lessons that emerged yesterday at what was billed as the Global Education Competitiveness Summit, which brought state officials and business leaders together here to discuss lessons from high-achieving countries that could be applied to U.S. school systems - an omnipresent theme in American education circles these days.... Attendees seemed especially keen on learning how the two countries recruit and train teachers, and the speakers gave them two distinct perspectives.”]

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**Children at Risk in the Child Welfare System: Collaborations to Promote School Readiness: Final Report. By Helen Ward, Catherine E. Cutler Institute for Child and Family Policy, and others. (The Institute, University of Southern Maine, Portland, Maine) April 2009. 139 p.**

Full text at:

<http://muskie.usm.maine.edu/schoolreadiness/CAR%20Final%20Report,%20for%20web%20site.pdf>

[“This study examines the degree to which key players in the child welfare, early intervention/preschool special education (EI/Preschool SPED) and early care and education (ECE) systems (e.g. Head Start, preschool, child care centers, family child care homes) collaborate to meet the developmental needs of children ages 0 to 5 who are involved in the child welfare system. This research includes an analysis of data from the National Survey of Child and Adolescent Wellbeing (NSCAW) as well as a case study in Colorado involving interviews with key stakeholders and statewide surveys of caseworkers and foster parents.”]

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## IMPROVED FAMILY FUNCTIONING

**“Welcome to Holland: Helping Families Develop Resiliency.” By Thomas Knestrict. IN: Exceptional Parent (EP) Magazine, vol. 39, no. 4 (April 2009) pp. 36-39.**

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=37591815&site=ehost-live> (NOTE: State employee access link.)

[“There is a famous piece of writing by Emily Pearl Kingsley in which she attempts to describe what it feels like to raise a child with special needs. She explains that it’s like preparing for a trip to Italy. Learning the language. Buying the travel books. You find yourself on the plane traveling to Italy, and suddenly, the trip is diverted to Holland. The pilot explains that you will not be going to Italy. You are going to Holland, and there you must stay. At the end of the piece Kingsley states that Holland is a very nice place - much different from Italy. The change will require you to learn a new language, meet new people, and learn to appreciate the wonderful things Holland has to offer.... Kingsley’s writing has, over the years, evoked a wide range of responses from parents raising children with special needs. My colleague, Dr. Deborah Kuchey, and I used the Kingsley article as a tool in a study we conducted over a period of one year that looked at the resiliency of families raising children with special needs.”]

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**Promoting Healthy Parenting Practices across Cultural Groups: A CDC Research Brief. By Keri M. Lubell and others. (Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Atlanta, Georgia) 2008. 20 p.**

Full text at: [http://www.cdc.gov/ncipc/images/DVP/Healthy\\_Parenting\\_RIB\\_a.pdf](http://www.cdc.gov/ncipc/images/DVP/Healthy_Parenting_RIB_a.pdf)

[“This research brief from CDC’s Injury Center discusses a study examining cultural issues related to parenting practices in five cultural groups. Parents from these cultural groups participated in focus groups where they shared their views of child behavior and their views of desirable and undesirable parenting practices. While the views of good child behavior and desirable disciplinary strategies were similar across cultural groups, there were differences in the comfort levels for some disciplinary tactics. The study results can help guide future healthy parenting efforts by emphasizing views of parenting practices common to different cultural groups while reframing the messages with a sensitivity to cultural differences.” NACHRI Child Advocacy Bulletin (May 2009.)]

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**Hard Choices: Caring for the Children of Mentally Ill Parents [Issue theme.] By Ann Farmer and others. Child Welfare Watch, Vol. 17 (Winter 2009) 28 p.**

Full text at: <http://www.newschool.edu/Milano/nycaffairs/documents/CWW-vol17.pdf>

[“Mothers with mental illness have received little attention from scholars or policy makers. Only a handful of researchers have focused on their care and treatment. Policy makers tend to focus either on the needs of children, or on the needs of the mentally ill. With this issue of ‘Child Welfare Watch,’ we hope to focus attention on the needs of both - parents with mental illness and their children - and to show that meaningful solutions are inextricably intertwined across the sectors and generations.”]

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## IMPROVED HEALTH

**Keeping Children Healthy in California’s Child Care Environments: Recommendations to Improve Nutrition and Increase Physical Activity. Executive Summary. By the Strategic Assessment of the Child Care Nutrition Environment Advisory Group. (California Department of Education, Sacramento, California) 2009. 17 p.**

Full text at: <http://www.cde.ca.gov/ls/nu/he/documents/keepchildhealexecsumm.pdf>

[“Child care settings are ideal environments for promoting healthy eating habits and physical activity. Until recently, many actions aimed at improving children’s health and fitness have focused largely on schools. However, 33 percent of California’s low-income children enter school already overweight or obese. Therefore, interventions to curb this epidemic should begin before children enter school and before they develop poor health habits that lead to overweight and obesity.... Joining forces, Superintendent O’Connell and the Secretary of the California Health and Human Services Agency (CHHS), Kim Belshé, convened a stakeholder group of child care experts from state and local child care and development agencies and advocacy groups. Superintendent O’Connell and Secretary Belshé charged the Strategic Assessment of the Child Care Nutrition Environment

Advisory Group... with (1) conducting a strategic assessment of factors associated with poor nutrition, inactivity, and overweight among young children; and (2) providing recommendations on how best to improve nutrition and increase physical activity in child care settings. The following is a summary of the advisory group’s findings.”]

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**Mental Health Needs of Low Income Children with Special Health Care Needs. By Karen VanLandeghem and Cindy Brach. CHIRI™ Issue Brief. No. 9. (Agency for Healthcare Research and Quality, Rockville, Maryland) April 2009. 6 p.**

Full text at: <http://www.ahrq.gov/chiri/chiribrf9/chiribrf9.pdf>

[“Children with special health care needs (CSHCN) comprise 13.9 percent of all children in the United States. Nearly 22 percent of households with children include at least one child with a special health care need. Low income and minority CSHCN have higher rates of mental health problems yet are less likely than their counterparts to receive mental health services. Early intervention has been shown to minimize the impact of mental health problems in children and significantly reduce the need for more costly interventions. Early identification of mental health needs in children, particularly CSHCN, is critical to obtaining mental health services. Families play a crucial role in obtaining and coordinating care for CSHCN, including mental health screening, diagnosis, and treatment. This Issue Brief summarizes a Child Health Insurance Research Initiative (CHIRI™) study that compared the prevalence of mental health problems among CSHCN to family perceptions of mental health needs.”]

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**“Families with Mixed Eligibility for Public Coverage: Navigating Medicaid, CHIP, and Uninsurance.” By Julie L. Hudson, Agency for Healthcare Research and Quality. IN: Health Affairs, vol. 28, no. 4 (June 2009) pp. w697-w709.**

Full text at: <http://content.healthaffairs.org/cgi/reprint/hlthaff.28.4.w697v1>

[“In the midst of health care reform, eligible but uninsured children remain a cause for concern. Children in the same family often have differing eligibility status for public coverage. Mixed eligibility is associated with higher uninsurance rates, even when all children in a family are eligible. Medicaid policies play an important role in creating mixed eligibility families via age-related eligibility thresholds and limited benefits for immigrants; states running separate Children’s Health Insurance Program (CHIP) programs have higher uninsurance rates among eligible children. Recent policies to simplify enrollment have not lowered uninsurance among these children. States may improve take-up rates by focusing on eligible children in mixed-eligibility families.”]

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**Ending Childhood Hunger by 2015: The Essential Strategies for Achieving the President's Goal. By the Food Research and Action Center. (The Center, Washington, DC) July 1, 2009. 8 p.**

Full text at: [http://frac.org/pdf/endingchildhunger\\_2015paper.pdf](http://frac.org/pdf/endingchildhunger_2015paper.pdf)

[“By 2015, the United States should be a place where all children have the adequate and nutritious food they need to build healthy bodies and strong minds. Achieving that goal will require the nation to strengthen policies so that families and schools and other service providers that care for children are better able to provide food reliably and efficiently. Parents or other caregivers must be able to purchase and prepare adequate, healthy meals for the family. Schools, child care centers and homes, and afterschool and summer sites - the places where children are learning, playing, developing and being cared for - must meet children's nutritional needs when they are in those settings. And children should be treated with respect when help is given, and in ways that do not identify a child's socio-economic status or carry any stigma. This will require both increasing nutrition and income support program participation under existing rules, and considerably strengthening the framework of programs. FRAC has identified seven essential strategies for ending childhood hunger by 2015....”]

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## **IMPROVED SYSTEMS OF CARE**

**Parents and the High Price of Child Care: 2009 Update. By the National Association of Child Care Resource and Referral Agencies. (NACCRRRA, Arlington, Virginia) [June 2009.] 43 p.**

[“Report: Child Care Costs Continue to Rise Despite Economic Downturn.... According to a report released by the National Association of Child Care Resource and Referral Agencies... monthly child care costs exceed monthly food costs and the average cost of other household expenses. The report, which provides typical prices of child care for infants, 4-year-olds, and school-age children in centers and family child care homes nationwide, reveals that in every region, average monthly child care fees for an infant were higher than the amount that families spent on food each month. In every state, monthly child care fees for two children at any age exceeded the median rent cost, and were nearly as high, or even higher than, the average monthly mortgage payment. Not only are monthly child care costs exceeding monthly household expenses, but child care costs are also exceeding the average rate of inflation. Over the course of a year, the average price of full-time center care for one infant and one 4-year-old child increased an average of 4.8 percent and 6.2 percent, respectively, far higher than the 3.8 percent cost of living increase estimated by the Bureau of Labor Statistics.” NACCRRRA Press Release (June 22, 2009.)]

Brief Summary: <http://www.naccrra.org/docs/publications/supporting-docs/parents-and-the-high-price-of-child-care-2009-update/one-pager.pdf>

Executive Summary and Recommendations: 5 p.

<http://www.naccrra.org/docs/publications/supporting-docs/parents-and-the-high-price-of-child-care-2009-update/executive-summary.pdf>

Full text at: <http://issuu.com/naccrra/docs/parents-and-the-high-price-of-child-care-2009?mode=embed&layout=white>

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**What Do We Know About the Impact of Publicly Funded Preschool Education on the Supply and Quality of Infant/Toddler Care? By Debra J. Ackerman and W. Steven Barnett, NIEER. NIEER Working Paper. (National Institute for Early Education, New Brunswick, New Jersey) January 17, 2009 Draft. 21 p.**

Full text at: <http://nieer.org/resources/research/ImpactOfPreschoolExpansion042309.pdf>

[“As public support for the education and care of 3- and 4-year-olds has increased, questions have arisen about the impact of those efforts on programs for infants and toddlers. This report reviews what is known about the impact of publicly funded preschool education on the supply of infant and toddler care, including:

- The availability and use of infant/toddler care
- Influences on the supply of infant/toddler care and how today's supply compares to historic trends; and
- Potential links between preschool education policies and the supply and quality of infant/toddler care.

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**Child Care Decision-Making: A Key Topic Resource List. By Child Care and Early Education Research Connections and Child Trends. (Child Care and Early Education Research Connections, New York) April 2009. 15 p.**

Full text at: <http://www.childcareresearch.org/SendPdf?resourceId=15714>

[“A compilation of selected Research Connections resources focused on the child care choices of parents with young children, including a summary of issues addressed in the literature, and a list of resources in the areas of choices associated with: parental characteristics, child characteristics, parental employment status, type of child care, perceptions of quality, market characteristics, financial assistance, and consumer education.”]

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## STUDIES TO COME

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

### IMPROVED CHILD DEVELOPMENT

**“TV as Storyteller: How Exposure to Television Narratives Impacts At-Risk Preschoolers’ Story Knowledge and Narrative Skills.”** By Deborah L. Linebarger and Jessica Taylor Piotrowski, Annenberg School for Communication, University of Pennsylvania. IN: *British Journal of Developmental Psychology*, vol. 27 (2009) pp. 47-69.

[“Educational media serve as informal educators within the home by supplementing young children’s development. Substantial evidence documents the contributions of educational television to preschoolers’ acquisition of a variety of skills; however, television’s natural capacity as storyteller and the role it plays in preschoolers’ early literacy development has been largely overlooked. This study examined the effects of viewing different TV program types on 311 at-risk preschoolers’ story knowledge and narrative skills. Children were assigned to one of 4 viewing conditions (i.e. watching up to 40 episodes of a particular program type): no viewing; expository; embedded narrative; or traditional narrative. Story knowledge scores were higher for those viewing either narrative type. In contrast, viewing specific narrative types differentially affected the component skills of narrative competence. Story retelling and identification of explicit story events were higher after repeat viewing of embedded narratives while generating implicit story content was higher after repeat viewing of traditional narratives.” NOTE: TV as Storyteller... will be available for loan.]

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**“Teaching by Listening: The Importance of Adult-Child Conversations to Language Development.”** By Frederick J. Zimmerman, UCLA, and others. IN: *Pediatrics*, vol. 124, no. 1 (July 2009) pp. 342-349.

[“Adult-child conversations have a more significant impact on language development than exposing children to language through one-on-one reading alone, according to a new study.... ‘Pediatricians and others have encouraged parents to provide language input through reading, storytelling and simple narration of daily events,’ explains study’s lead author, Dr. Frederick J. Zimmerman.... ‘Although sound advice, this form of input may not place enough emphasis on children’s role in language-based exchanges and the importance of getting children to speak as much as possible.’ The study of 275 families of children ages 0-4 was designed to test factors that contribute to language development of infants and toddlers. Participants’ exposure to adult speech, child speech and television was measured using a small digital language recorder or processor known as the LENA System. This innovative technology allowed researchers to hear what was truly going on

in a child's language environment, facilitating access to valuable new insights. The study found that back-and-forth conversation was strongly associated with future improvements in the child's language score. Conversely, adult monologueing, such as monologic reading, was more weakly associated with language development. TV viewing had no effect on language development, positive or negative. Zimmerman adds, 'What's new here is the finding that the effect of adult-child conversations was roughly six times as potent at fostering good language development as adult speech input alone.'... Parents should be encouraged not only to provide language input to their children through reading or storytelling but also to engage their children in two-sided conversations, the study concludes.... 'It is not enough to speak to children,' Zimmerman adds. 'Parents should also engage them in conversation. Kids love to hear you speak, but they thrive on trying speech out for themselves. Give them a chance to say what's on their minds, even if it's 'goo goo gah.''' UCLA School of Public Health, Press Release (June 29, 2009.)  
NOTE: Teaching by Listening... will be available for loan.]

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## **IMPROVED HEALTH**

**“Preventive Dental Care for Young, Medicaid-Insured Children in Washington State.” By Charlotte Lewis and others. IN: Pediatrics, vol. 124, no. 1 (July 2009) pp. e120-e127.**

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/124/1/e120>

[“This study describes a program that has successfully increased access to dental care for Medicaid insured children.... Background: Children from low-income families face barriers to preventive dental care (PDC) and are disproportionately affected by dental caries. The Access to the Baby and Childhood Dentistry (ABCD) program of Washington State is targeted to Medicaid-insured children < 6 years of age to improve their access to PDC. Objectives: To test the hypothesis that residing in an ABCD county improves the likelihood of receiving PDC and, to compare PDC use among young, Medicaid-insured children in Washington to national statistics.... Conclusions: We confirmed our hypothesis that residing in an ABCD county was associated with a higher likelihood of having  $\geq 1$  PDV in 2003. We also found that significantly more children in established ABCD counties received PDC compared with privately insured US children. These findings provide additional evidence that the ABCD program reduces disparities in dental care access among young, Medicaid-insured children in Washington and point to the importance of expanding the ABCD program to other states.” NOTE: Preventive Dental Care... will be available for loan.]

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**“State and Regional Variation in Regulations Related to Feeding Infants in Child Care.” By Sara E. Benjamin, Harvard Medical School, and others. IN: Pediatrics, vol. 124, no. 1 (July 2009) pp. e104-e111.**

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/124/1/e104>

[“Five previous studies examined state policies for child care facilities and found substantial variation among states. None of these studies examined regulations for feeding infants. What this study adds: We compared state and regional variations in infant feeding regulations for child care facilities according to type and compared these regulations to national standards. We found that many states lacked regulations related to feeding infants in child care.” NOTE: State and Regional Variation... will be available for loan.]

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## CONFERENCES AND FUNDING OPPORTUNITIES

**Leadership in Early Childhood Education Preschool and the Early Grades Summer Series in July. Sponsored by the National Institute for Early Education Research (NIEER.) Rutgers, New Brunswick, New Jersey.**

For more information and to register: <http://nieer.org/pd/registration.pdf>

[“The National Institute for Early Education Research is offering a series of Summer Sessions for Administrators and other early childhood leaders and professionals. All sessions focus on evidence-based practices and collaborative learning. Additionally, NIEER offers on-site professional development designed and targeted to address your specific coaching and staff instructional needs....

Math and Science- July 13th -14th (Monday, Tuesday)

Language and Literacy- July 15th - 16th (Wednesday, Thursday)

Bilingual Learners- July 20th - 21st (Monday, Tuesday)

Leadership- July 22nd - 23rd (Wednesday, Thursday.)”]

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**State Advisory Councils Grant. By the Administration for Children and Families, U.S. Department of Health and Human Services.**

For more information:

[http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/sac/state\\_advisory\\_councils.html](http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/sac/state_advisory_councils.html)

[“The American Recovery and Reinvestment Act of 2009 (ARRA) (P.L. 111–5) made funding available to improve coordination and collaboration among early childhood education and care programs and services. The Administration for Children and Families (ACF) announces the availability of \$100,000,000 total funds made available by ARRA to be awarded to eligible States, Commonwealths and Territories to enable States to develop and implement a plan established by their State Advisory Council on Early

Childhood Education and Care for children from birth to school entry (referred to as the State Advisory Council). In the Improving Head Start for School Readiness Act of 2007 (Head Start Act, 42 USC 9801 et seq.), Congress authorizes the Governor of each State to designate or establish such a Council.... The overall responsibility of the State Advisory Council will be to facilitate the development or enhancement of high-quality systems of early childhood education and care designed to improve school readiness. The State Advisory Council will work to strengthen state-level coordination and collaboration among the various sectors and settings of early childhood programs in the State.... The funding appropriated by ARRA to support the work of the State Advisory Council are for one-time startup grants to develop and implement the plans of the State Advisory Council. These funds can be used over a three-year period. Applications may be submitted through August 1, 2010.”]

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