



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 Services at (916-654-0261; 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

Faculty Teaching Modules. By Research Connections. (Child Care and Early Education “Research Connections,” National Center for Children in Poverty, New York, New York) Various pagings.

Modules at:

<http://www.childcareresearch.org/Discover?displayPage=modules%5Chyson%5Cindex.jsp>

[“Research Connections’ teaching modules for faculty in early childhood teacher education programs help students understand, find, and use research. The modules can easily be adapted to various early childhood courses at the associate and baccalaureate levels.” NCCP Update (September 8, 2009.)]

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“Head Start and State Pre-K: Competing, Collaborating and Evolving.” By Christina Satkowski. IN: Early Ed Watch Blog (September 8, 2009) 2 p.

Full text at: <http://www.newamerica.net/blog/early-ed-watch/2009/head-start-and-state-pre-k-competing-collaborating-and-evolving-14411>

[“Head Start, the largest federally funded program for children under 5, has been offering free preschool and health services to poor children and their families for nearly 45 years. It has seen growth and stagnation, controversy and quiet. Today, with the Obama Administration signaling its intent to increase federal funding to support young children, one might think that Head Start was poised to enter one of its most expansive periods ever. But there are several huge unanswered questions about Head Start's future. In recent years, parents and politicians have found themselves drawn instead to state-funded pre-K programs. Indeed, by 2008, more children at ages 3 and 4 were enrolled in state-funded pre-K programs than in Head Start. State programs enroll about 1.1 million preschoolers, while Head Start serves about 920,000 in that age range. As Georgetown University researcher William Gormley wrote last year, ‘A silent revolution in early childhood has occurred.’”]

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“Building Preschool Children’s Language and Literacy One Storybook at a Time.” By Katherine A. Beauchat, and others. IN: The Reading Teacher, vol. 63, no. 1 (September 2009) pp. 26-39.

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=44054584&site=ehost-live> (NOTE: State employee access link.)

[“Preschool educators often come to their classrooms without formal training.... Preschool classrooms are dynamic and challenging places facilitated by a group of teachers and teaching assistants who are different in many ways from their elementary school peers. The call for efforts in prevention and early intervention in preschool must be answered with the needs of that workforce in mind. In this article, we share a practical tool to help teachers maximize the language and literacy benefits of shared storybook reading through planning and reflection. We begin by describing the audience we are targeting. Next we define shared storybook reading. We share our strategy for designing the tool. And finally we share the tool itself, along with some of the research that guided us, and how to use the tool for planning and reflecting on instruction.”]

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The Poverty of Preschool Promises: Saving Children and Money with the Early Education Tax Credit. By Adam B. Schaeffer, Cato Institute. Cato Institute Policy Analysis. No. 641. (The Institute, Washington, DC) August 3, 2009. 48 p.

Full text at: <http://www.cato.org/pubs/pas/pa641.pdf>

[“The political momentum behind state-level preschool programs is tremendous, but existing proposals are often flawed and expensive. Preschool can provide small but statistically significant short-term gains for low-income children; however, these gains usually fade quickly in later grades. There is little evidence to support the belief that large-scale government preschool programs are effective, by themselves, in improving long-term student outcomes. Reform of the existing K–12 system should therefore remain the primary focus of those interested in sustainable improvement in student outcomes. Given that many states have already instituted pre-K programs, or are committed to doing so, this paper proposes model early education legislation aimed at maximizing their chances for long term success. The Early Education Tax Credit aims to sustain any potential preschool benefits and establish a solid academic foundation for later success.”]

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IMPROVED FAMILY FUNCTIONING

The Truth about Play. By Rebecca Parlakian and Claire Lerner, Zero to Three. IN: Zero to Three, vol. 29, no. 7 (September 2009) pp. 56-57.

Full text at:

http://www.zerotothree.org/site/DocServer/The_Truth_About_Play.pdf?docID=9381

[“Play, not flash cards, is vital for early learning - this Zero to Three ‘cheat sheet’ offers parents a quick explanation of how children learn through play and how to make the most of playtime.” CFK Update (September 9, 2009.)]

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Low-Income Women’s Experiences with Food Programs, Food Spending, and Food-Related Hardships: Evidence from Qualitative Data. By Kristin S. Seefeldt and Tedi Castelli, University of Michigan. (Economic Research Service, United States Department of Agriculture, Washington, DC) August 2009. 52 p.

Full text at: <http://www.ers.usda.gov/Publications/CCR57/CCR57.pdf>

[“This study examines the economic coping strategies of low-income families, using data collected through qualitative interviews conducted in 2006-08 with 35 low-income women residing in the Detroit metropolitan area. Three rounds of interviews found that the majority of the sample were employed at least some of the time, and most had children living with them. Despite careful shopping practices, rising food prices forced cutbacks in purchase of certain foods, including milk, cereal, fruits, and meat. Just under half reported running out of food at some point during the year. As for government assistance, the then named Food Stamp Program, and now called the Supplemental

Nutrition Assistance Program (SNAP), was their mainstay. Even when eligible for benefits, many of the families did not receive cash assistance, unemployment benefits, or workers' compensation due to perceived access barriers.”]

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Teaching Self-Sufficiency through Home Visitation and Life Skills Education. By Alicia Meckstroth and others. Issue Brief. No. 3. (Mathematica Policy Research, Inc., Princeton, New Jersey) July 2009. 4 p.

Full text at: http://www.mathematica-mpr.com/PDFs/family_support/bnf_issbrief3.pdf

[“This issue brief reviews key findings from Mathematica’s study of the Building Nebraska Families (BNF) program, an intensive home visitation and life skills education program to prepare high-risk Temporary Assistance for Needy Families (TANF) clients in rural Nebraska to succeed in the world of work and improve their families’ well-being.”]

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How Will Uninsured Children be affected by Health Reform? By Lisa Dubay, Johns Hopkins Bloomberg School of Public Health, and others. (The Urban Institute, Washington, DC) August 2009. 12 p.

Full text at: http://www.urban.org/uploadedpdf/411950_uninsured_children.pdf

[“Children make up just 18 percent of the uninsured in the US and would be affected by health care reform in different ways than their parents and other adults. Of the 7.8 million uninsured children in the United States, the majority are already eligible for Medicaid or the Children’s Health Insurance Program (CHIP). In this analysis, a health reform scenario is modeled that would expand Medicaid to individuals with incomes up to 133 percent of the federal poverty line (FPL), provide subsidies for individuals with incomes between 133 and 399 percent of the FPL, and require individuals to obtain coverage through an individual mandate. Under this reform, 44 percent of uninsured children would remain eligible for public health insurance coverage under the Medicaid program and an additional 38 percent of uninsured children would retain their Medicaid or CHIP eligibility and/or receive subsidies to purchase coverage in an exchange. Altogether, this reform strategy would extend subsidized coverage to an additional 1.4 million uninsured children. Of the remaining uninsured children, 9 percent would be ineligible for Medicaid or subsidies due to their family income and another 9 percent would be ineligible because they are unauthorized immigrants. Ultimately, the impact of health reform on children’s coverage will depend on how effective the mandate and enrollment system changes are at insuring more of the uninsured children who are already eligible for public coverage and on how affordable the subsidies make coverage in the exchange.”]

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The State of Health Insurance in California: Findings from the 2007 California Health Interview Survey. By E. Richard Brown, UCLA Center for Health Policy Research and others. (The Center, Los Angeles, California) August 2009. 102 p.

Full text at: http://healthpolicy.ucla.edu/pubs/files/SHIC_RT_82009.pdf

[“This comprehensive, biennial report provides an overview of insurance trends throughout the state and looks specifically at coverage of California's working adults, elderly as well as children's coverage. It also examines the consequences of lacking insurance and provides policy recommendations. Based on data from the California Health Interview Survey (CHIS) that was collected during a period of economic growth - 2007 - the report provides a clear picture of the adequacy of health insurance arrangements at a time of seemingly high capacity.” NOTE: See Chapter 3 for “Children’s Health Insurance Coverage.”]

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Promoting Social-Emotional Wellbeing in Early Intervention Services: A Fifty-state View. By Janice L. Cooper and Jessica Vick. (National Center for Children in Poverty, New York, New York) September 2009. 37 p.

Full text at: http://www.nccp.org/publications/pdf/text_885.pdf

[“In 2007 approximately 322,000 young children received services through the Individuals with Disabilities Act (IDEA) Part C, the Early Intervention Program for Infant and Toddlers with Disabilities. Yet research shows that only a fraction of children eligible for the program received services. Against the backdrop of this gap between need for services and service use, special concerns for young children with or at risk for social-emotional developmental delays stand in relief. Even fewer of these children received services to address their social-emotional developmental needs through Part C. In part, this state of affairs reflects the significant flexibility states have in the eligibility criteria used to identify children who will receive services under Part C.... The aim of the study reported in this brief was to determine how states leveraged different policy choices to support integration of social-emotional developmental strategies into early intervention services.... The study reveals several policy challenges which impede states’ abilities to support young children who have, or are at risk of developing, social-emotional developmental delays.”]

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Education Matters for Health. By S. Edgerter and others. Issue Brief. No. 6. (Robert Wood Johnson Foundation Commission to Build a Healthier America, Princeton, New Jersey) September 2009. 15 p.

Full text at: <http://www.rwjf.org/files/research/commission2009eduhealth.pdf>

[“Education can influence health in many ways. This issue brief, prepared by the Robert Wood Johnson Foundation Commission to Build a Healthier America, examines three major interrelated pathways through which educational attainment is linked with health - health knowledge and behaviors; employment and income; and social and psychological factors, including sense of control, social standing and social support. In addition, this brief explores how educational attainment affects health across generations, examining the links between parents’ education - and the social and economic advantages it represents - and their children’s health and social advantages, including opportunities for educational attainment.”]

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Implementation Choices for the Children’s Health Insurance Program Reauthorization Act of 2009. By Lisa Simpson, Child Policy Research Center at Cincinnati Children’s Hospital Medical Center, and others. (The Commonwealth Fund, New York, New York) September 2009. 43 p.

Full text at:

http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2009/Sept/1315_Simpson_implementation_choices_for_CHIPRA.pdf

[“The Children’s Health Insurance Program Reauthorization Act (CHIPRA) of 2009 has the potential to transform children’s health care in the United States. The authors of this report analyze selected provisions of the legislation that involve outreach and enrollment, as well as child health quality and measurement. Using input from interviews with a range of stakeholders and a panel of experts, the report provides a set of recommendations for the federal government officials charged with implementing CHIPRA. Recommendations include: giving funding priority to states that will adopt or maintain key simplifications, providing clarity on the relationship between express-lane procedures (which allow states to use relevant findings from other public programs when determining children’s enrollment eligibility) and error measurement, ensuring quality measures focus on priority health needs for children, and building quality measurement and improvement capabilities into electronic health information systems, among others.”]

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“Therapy in Preschools: Can It Have Lasting Benefits?” By Sue Shellenbarger. IN: Wall Street Journal (September 8, 2009) 3 p.

Full text at:

<http://online.wsj.com/article/SB10001424052970204348804574400612690410766.html>

[“The idea of assigning mental-health workers to child-care centers and preschools is jarring; I was skeptical when I first heard the idea. Children so small shouldn't need mental-health help, it seems, and having therapists or counselors working in classrooms seems to risk stigmatizing them with labels, or simply interfering with the innocence of childhood. However, a growing body of research shows that the programs are benefiting entire classrooms of children by reducing behavior problems and supporting overburdened teachers. The specialists' purpose isn't to diagnose or treat mental illness in individual children. Instead, they provide targeted, expert help to teachers, and sometimes to parents, on ways to interact with children and reorganize classrooms that improve behavior and the emotional climate. In the process, many researchers believe, the specialists may be helping prevent bigger social problems in kids in the future....”]

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Technical Report for State and Local Public Health Officials and Child Care and Early Childhood Providers on CDC Guidance on Helping Child Care and Early Childhood Programs Respond to Influenza during the 2009–2010 Influenza Season. By the Centers for Disease Control and Prevention. (CDC, Atlanta, Georgia) [2009.] 5 p.

Full text at: <http://flu.gov/professional/school/childtechreport.html>

[“CDC is releasing new guidance to help decrease the spread of influenza (flu) among children in early childhood programs and early childhood providers during the 2009-2010 influenza season. The new guidance expands upon earlier guidance documents by providing a menu of tools that health officials and early childhood providers can choose from based on conditions in their area. The new guidance recommends actions to take now, during the 2009-2010 flu season; suggests additional strategies to consider if CDC determines that flu is becoming more severe; and provides a checklist for decision-making at the local level. Based on the severity of 2009 H1N1 flu-related illness thus far, this guidance recommends that children and early childhood providers with influenza-like illness remain home until 24 hours after resolution of fever without the use of fever-reducing medications. For the purpose of this document, ‘early childhood’ will refer to both center-based and home-based early childhood programs, Head Start programs, and other early childhood programs providing care for children in group settings. The guidance applies to all early childhood programs, even if they provide services for older children.”]

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IMPROVED SYSTEMS OF CARE

Kinship Care When Parents Are Incarcerated: What We Know, What We Can Do. By Creasie Finney Hairston, University of Illinois at Chicago. (The Annie E. Casey Foundation, Baltimore, Maryland) May 2009. 40 p.

Full text at:

http://www.aecf.org/~media/Pubs/Topics/Child%20Welfare%20Permanence/Foster%20Care/KinshipCareWhenParentsAreIncarceratedWhatWeKn/10147801_Kinship_Paper06a%203.pdf

[“This paper explores the role of kinship care for children of parents currently incarcerated. It examines the involvement of the child welfare system in children’s care during this time, as well as describes what the current research tells us about what can be done to develop more compassionate social policies and programs geared toward this population of children.”]

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Appendix 4: A Guide to Understanding State Child Care Subsidy Programs through Analysis of Public and Non-Public Use Datasets. By Wladimir Zanoni, Chapin Hall Center for Children at the University of Chicago, and others. (Child Care and Early Education “Research Connections,” National Center for Children in Poverty, New York, New York) August 2009. 98 p.

Full text at: <http://www.researchconnections.org/SendPdf?resourceId=16590>

[“This guide has been developed to assist researchers in using public and non-public use U.S. Census Bureau data as well as public and non-public use state administrative data - both separately and in combinations - to analyze state-specific child care subsidy take-up and employment of child care subsidy recipients.... Through analysis of survey data gathered by the Census Bureau and administrative data generated by state child care subsidy and other programs, researchers can help states answer two fundamental questions about their subsidy programs. 1. Who does and does not take up the child care subsidy? 2. What is the effect of child care subsidy program participation on parental employment? This guidebook outlines example analyses that states can tailor for their use in addressing these questions.”]

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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.]

Local Government Actions to Prevent Childhood Obesity. By the Institute of Medicine of the National Academies. (National Academies Press, Washington, DC) 2009. 120 p.

[“Local governments can play a crucial role in creating environments that make it easier for children to eat healthy diets and move more. The Institute of Medicine’s Committee on Childhood Obesity Prevention Actions for Local Governments was convened to identify promising actions that local governments can take to curb obesity among children. The committee sought action steps that are within the jurisdiction of local governments; likely to directly affect children; based on the experience of local governments or sources that work with local governments; take place outside of the school day; and have the potential to promote healthy eating and adequate physical activity. The 2009 report ‘Local Government Actions to Prevent Childhood Obesity’ presents the committee’s menu of recommended action steps for local government officials to consider in their efforts to prevent childhood obesity in their community.”

NOTE: Local Government Actions to Prevent... will be available for loan.]

Report Brief: 8 p.

<http://www.iom.edu/Object.File/Master/72/800/local%20govts%20obesity%20report%20brief%20FINAL%20for%20web.pdf>

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Doing Better for Children. By the Organisation for Economic Co-operation and Development. (OECD, Washington, DC) September 2009. 191 p.

[“America has some of the industrial world's worst rates of infant mortality, teenage pregnancy and child poverty, even though it spends more per child than better-performing countries such as Switzerland, Japan and the Netherlands, a new survey indicates. The OECD, a Paris-based watchdog of industrialized nations, urged the United States to shift more of its public spending to its youngest children, under the age of six, to improve their health and educational performance. The report ... marks the first time the Organization for Economic Cooperation and Development has reported on child well-being within its 30 member countries. The U.S. spends an average of \$140,000 per child, well over the OECD average of \$125,000. But this spending is skewed heavily toward older children between 12 and 17, the OECD survey showed. U.S. spending on children under six, a period the OECD says is key to children's future well-being, lags far behind other countries, amounting to only \$20,000 per child on average compared to the OECD average of \$30,000, the survey showed.” Yahoo! News/AP (September 1, 2009.)

NOTE: Doing Better for Children... will be available for loan.]

Newspaper article at:

http://news.yahoo.com/s/ap/20090901/ap_on_re_eu/eu_oecd_child_development

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CONFERENCES AND FUNDING OPPORTUNITIES

**National Head Start Association Leadership Institute. September 21-25, 2009.
Doubletree Hotel Crystal City, Arlington, Virginia.**

For more information and registration:

http://www.nhsa.org/?e=events.detail&event_id=38

[“The Leadership Institute is designed for all members of the Head Start community who serve in leadership roles. With a focus on skill building, attendees learn the latest on federal legislative issues, discuss national policy developments and new techniques for improving their own leadership development back home. The event's intimate setting is perfect for small group discussions and personalized conversations between Head Start leaders.”]

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Web Conference: Evidence-Based Systems of Home Visitation: Opportunities for Replication and State Innovation. By the National Governor’s Association Center for Best Practices and Chapin Hall at the University of Chicago. September 29, 2009. 10:00 a.m. Pacific Time. Program Length: 1 hour.

For more information and registration:

<http://www.chapinhall.org/events/governing/evidence-based-systems-home-visitation-opportunities-replication-and-state-innovati>

[“Legislation currently before Congress would expand federal funding for early childhood interventions - specifically voluntary home visitation programs that support pregnant women and families with newborns and preschool-aged children. Already a strong body of evidence exists that demonstrates the effectiveness of several program models, all of which aim to help families keep their young children safe and guide their healthy development. With an emphasis on evidence-based programs, infrastructure development, and ongoing evaluation, states have created an implementation culture that calls for high quality and continuous improvement. What challenges and opportunities arise as states and local municipalities replicate successful home visitation programs and systems, document their progress, and innovate within their specific contexts? Please join us as a panel of experts discusses how a home visitation policy can link research and practice to strengthen programming and improve outcomes for children.”]

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Creating Connections: The Successful Transition from Pre-Kindergarten to Kindergarten. Sponsored by the Rutgers Graduate School of Education, New Jersey Department of Education and the Center for Effective School Practices. October 1, 2009. Busch Campus Center, Piscataway, New Jersey.

For more information and registration: <http://cesp.rutgers.edu/ATL/PreK.htm>

[“The Rutgers Graduate School of Education, New Jersey Department of Education and the Center for Effective School Practices has teamed up for its 1st Annual Conference for Prekindergarten and Kindergarten educators, supervisors and administrators.... The Conference is filled with both research based and practical sessions designed to provide attendees with valuable information. Be a part of a panel discussion with representatives covering topics such as professional development, research, policy, and state standards.”]

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25th Annual DEC International Conference on Young Children with Special Needs and Their Families. “Quality Inclusive Practices in a Diverse Society.” Sponsored by the Division for Early Childhood, Council for Exceptional Children. October 15-18, 2009. Albuquerque Convention Center, Albuquerque, New Mexico.

For more information and registration: <http://www.dec-sped.org/Conference>

[“The Division for Early Childhood is pleased to offer our 25th Annual International Conference on Young Children with Special Needs and their Families. This conference is your chance to discover how the latest research translates into practice, mingle with the experts, see demonstrations of evidence-based intervention strategies, and develop the skills you need in your work for young children and their families.”]

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