



## 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; [csinfo@library.ca.gov](mailto: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**

**The California Preschool Curriculum Framework, Volume 1. By the Child Development Division, California Department of Education. (The Department, Sacramento, California) 2010. 326 p.**

Full text at: <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>

[“This curriculum framework focuses on four learning domains: social-emotional development, language and literacy, English-language development, and mathematics. Topics include guiding principles, in particular, the vital role of the family in early learning and development; the diversity of young children in California; and the ongoing cycle of observing, documenting, assessing, planning, and implementing curriculum. The preschool curriculum framework takes an integrated approach to early learning and describes how curriculum planning considers the connections between different domains as children engage in teacher-guided learning activities.”]

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**California’s Early Learning and Development System: A Review of Funding Streams and Programs. By Kate Miller and Giannina S. Perez. (Children Now, Oakland, California) June 2010. 27 p.**

Full text at:

[http://www.childrennow.org/uploads/documents/early\\_learning\\_guide\\_2010.pdf](http://www.childrennow.org/uploads/documents/early_learning_guide_2010.pdf)

[“The well-being of California’s youngest children depends on increased access to more quality early learning opportunities and the development of a coordinated, comprehensive system of services that can assist young children and their families. Thanks to new federal funding, the state has the opportunity to move its system in that direction. An important first step is to map out existing programs and services that support young children, from birth to age five. This guide aims to serve that role.” Children Now (July 13, 2010.)]

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**Kids’ Share 2010: Report on Federal Expenditures on Children through 2009. By Julia Isaacs, the Brookings Institution and others. (The Institution, Washington, DC and the Urban Institute, Washington, DC) July 2010. 36 p.**

Full text at: <http://www.firstfocus.net/sites/default/files/Kids%20Share%202010%20-%20Final.pdf>

[“‘Kids’ Share 2010’ is the fourth annual examination of the federal spending trends and tax policies that support and affect children and families. This year’s Kids’ Share report finds that less than one-tenth of the federal budget was spent on children in 2009 - \$334 billion out of a total of \$3.5 trillion in outlays.” First Focus (July 14, 2010.)]

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**Children’s Budget 2010. By First Focus. (First Focus, Washington, DC) 2010. 139 p.**

Full text at: <http://www.firstfocus.net/sites/default/files/ChildrensBudget2010.pdf>

[This report reveals “that boosts in federal spending on children during 2009 and 2010 were largely due to the stimulus legislation known as the American Recovery and Reinvestment Act (ARRA), and that without that additional one-time spending, the share of spending on children’s programs would have actually declined over the past five years.... ‘Children’s Budget 2010,’ goes on to explain that programs benefiting from these significant additional resources will face a difficult budget situation as stimulus funding ends. ‘While the short-term picture for children in the budget indicates improvements and an important hiatus from the previous years of decreased spending on children, it is critical to note that projections for long-term spending on kids look quite poor,’ said Bruce Lesley, president of First Focus, the bipartisan children’s advocacy group that published the report. ‘Unless Congress makes children a higher priority, these programs will be forced to scale back to pre-2009 levels.’” First Focus, Press Release (July 14, 2010.)]

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**Effective Early Childhood Education Programs: A Systematic Review. By Bette Chambers, Johns Hopkins University and others. Best Evidence Encyclopedia. (Johns Hopkins University, Baltimore, Maryland) April 2010. 60 p.**

Full text at: [http://www.bestevidence.org/word/early\\_child\\_ed\\_Apr\\_15\\_2010.pdf](http://www.bestevidence.org/word/early_child_ed_Apr_15_2010.pdf)

[“This report systematically reviews research on the outcomes of programs that teach young children in a group setting before they begin kindergarten. Study inclusion criteria included the use of randomized or matched control groups, evidence of initial equality, and study duration of at least 12 weeks. Studies included valid measures of language, literacy, phonological awareness, mathematical, and/or cognitive outcomes that were independent of the experimental treatments. A total of 40 studies evaluating 28 different programs met these criteria for outcomes assessed at the end of preschool and/or kindergarten. The review concludes that on academic outcomes at the end of preschool and/or kindergarten, six early childhood programs showed strong evidence of effectiveness and five had moderate evidence of effectiveness. A few longitudinal studies have followed their subjects into secondary school, and even adulthood. These studies show that comprehensive programs focused broadly on cognitive development rather than solely academic skills had better long-term effects on social adjustment outcomes such as reductions in delinquency, welfare dependency, and teenage pregnancy, and increases in educational and employment levels.”]

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**The Harlem Children’s Zone, Promise Neighborhoods, and the Broader, Bolder Approach to Education. By Grover J. Whitehurst and Michelle Croft. (Brown Center on Education Policy, Brookings Institution, Washington, DC) July 20, 2010. 11 p.**

Full text at:

[http://www.brookings.edu/~media/Files/rc/reports/2010/0720\\_hcz\\_whitehurst/0720\\_hcz\\_whitehurst.pdf](http://www.brookings.edu/~media/Files/rc/reports/2010/0720_hcz_whitehurst/0720_hcz_whitehurst.pdf)

[This report “concludes that high-quality charter schools - not community, social and family services - are responsible for the success of Harlem Children's Zone (HCZ) in improving student achievement. And, based on this finding, the report argues for skepticism about the potential of Broader, Bolder type efforts to improve student achievement through social and community services, as well as President Obama's Promise Neighborhoods program to replicate HCZ-like initiatives elsewhere.” Sara Mead's Policy Notebook Blog, Education Week (July 21, 2010.)]

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**Status and Trends in the Education of Racial and Ethnic Groups. By Susan Aud, National Center for Education Statistics and others. (The Center, U.S. Department of Education, Washington, DC) July 2010. 161 p.**

Full text at: <http://nces.ed.gov/pubs2010/2010015.pdf>

[“This report uses statistics to examine, by racial/ethnic group, current conditions and changes over time in education activities and outcomes in the United States. Some traditionally disadvantaged racial/ethnic groups have made strides in educational achievement over the past few decades, but gaps persist.... The report begins with demographic information (chapter 1) and then is organized roughly according to the chronology of an individual's education, starting with indicators on preprimary, elementary, and secondary education participation (chapter 2) and continuing with student achievement (chapter 3) and persistence in education (chapter 4), behaviors that can affect educational experience (chapter 5), participation in postsecondary education (chapter 6), and outcomes of education (chapter 7).”]

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**Quality Rating and Improvement Systems (QRIS): Inclusion of Infant/Toddler Quality Indicators. By the National Infant and Toddler Child Care Initiative. (The Initiative, U.S. Department of Health and Human Services, Washington, DC) July 2010. 2 p.**

Full text at: [http://nitcci.nccic.acf.hhs.gov/resources/qriscfactsheet\\_final\\_version.pdf](http://nitcci.nccic.acf.hhs.gov/resources/qriscfactsheet_final_version.pdf)

[“Quality Rating and Improvement Systems (QRIS) define standards for incremental levels of quality across a range of categories, and establish systems for rating and improving quality child care for all children. The National Infant & Toddler Child Care Initiative reviewed 20 QRIS to identify States that explicitly include infant/toddler (I/T) quality indicators.... Most QRIS support quality for young children birth through age 5 years, but there is a need for policymakers to be more intentional about including

indicators that are specific to I/T care and education. QRIS that include specific standards for I/T ensure that families, communities and policymakers have the necessary information to assess the quality of care in local programs. This fact sheet is intended to highlight QRIS that include specific I/T indicators to promote discussions as States, Territories and Tribes begin to develop, revise, and implement QRIS for quality I/T care.”]

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**“One: Provide a Program of Voluntary Preschool Education, Universally Available to Children from Low-Income Families.” By John Michael Lee, Jr. and Anita Rawls, The College Board. pp. 15-25. IN: The College Completion Agenda: 2010 Progress Report. (The College Board, New York, New York) 2010.**

[“The commission believes that a program of voluntary preschool education should be universally available to all students to ensure that all children develop the skills needed to be successful later in school. While the children of better-educated and higher-income families are more likely to take advantage of preschool programs, children from low-income families are not afforded the same opportunities.... Preschool programs offer children the opportunity to develop vocabulary skills and prepare them for success in reading and comprehension in later grades.”]

Full text at:

[http://completionagenda.collegeboard.org/sites/default/files/reports\\_pdf/Progress\\_Report\\_One.pdf](http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Progress_Report_One.pdf)

2010 Progress Report at: 215 p. <http://completionagenda.collegeboard.org/reports>

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**“Recommendation One: Early Childhood.” By Jennifer M. Stedron, NCSL and Tejal Shah, The College Board. 18 p. IN: The College Completion Agenda: State Policy Guide. (The College Board, New York, New York) 2010.**

[“There is evidence that more than half the achievement gap found in later school years is already present when children enter kindergarten and this disproportionately affects children living in poverty. When starting kindergarten, the cognitive scores of children from families with high socioeconomic status (SES) average 60 percent higher than those of poor children. Children from low-income, disadvantaged environments have smaller vocabularies and are behind higher income peers in reading and math skills. There is little doubt that many children will be challenged to succeed in school and beyond, based on their lack of readiness when they walk into the kindergarten classroom. School readiness is malleable, however. Numerous programs have documented success in increasing school readiness at kindergarten and sustaining progress in later years. States can increase college readiness and success by intervening in the earliest years. No single

early childhood approach is the best answer. State investments in these early years must be strategic and coordinated.”]

Full text of Recommendation One at:

[http://completionagenda.collegeboard.org/sites/default/files/reports\\_pdf/Policy\\_Rec\\_One.pdf](http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Policy_Rec_One.pdf)

State Policy Guide at: 160 p. <http://completionagenda.collegeboard.org/reports>

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## IMPROVED FAMILY FUNCTIONING

**“Effects of Parenting Education with Expectant and New Parents: A Meta-Analysis.” By Martin Pinquart and Daniela Teubert, Philipps University. IN: Journal of Family Psychology, vol. 24, no. 3 (June 2010) pp. 316-327.**

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=fam-24-3-316&site=ehost-live> (NOTE: State employee access link.)

[“The birth of a child marks a major transition in parents’ lives. It may be associated with positive experiences, such as watching children grow. However, for many couples, and for mothers in particular, parenthood also causes negative experiences, such as decline in the quality of the couple relationship, physical exhaustion, increase in psychological distress, and difficulties with developing effective parenting behaviors.... Interventions have been developed to educate expectant and new parents in parenting skills, coping with stressors, promoting positive interactions between the partners, and stimulating child development. We focus on interventions that start during pregnancy or in the first 6 months after birth because (a) prevention should ideally start before problems develop, (b) there are many new challenges in the transition to parenthood... , (c) there is a high risk of postnatal depression in the first months after giving birth to a child... , and (d) the first months of the child’s life are crucial in terms of attachment development...”]

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**“Improving Parenting in Families Referred for Child Maltreatment: A Randomized Controlled Trial Examining Effects of Project Support.” By Ernest N. Jouriles, Southern Methodist University and others. IN: Journal of Family Psychology, vol. 24, no. 3 (June 2010) pp. 328-338.**

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=fam-24-3-328&site=ehost-live> (NOTE: State employee access link.)

[“Project Support is an intervention designed to decrease coercive patterns of aggressive discipline and increase positive parenting. This research evaluates Project Support in a sample of families reported to Children’s Protective Services (CPS) for allegations of

physical abuse or neglect; 35 families with a child between 3- and 8-years-old participated. In all families, CPS allowed the children to remain in the family home while the family received services. Families were randomly assigned to receive either Project Support or services as usual, which were provided by CPS or CPS-contracted service providers. To evaluate intervention effects, a multimethod, multi-informant assessment strategy was used that included data from mothers' reports, direct observation of parents' behavior, and review of CPS records for re-referrals for child maltreatment. Families who received Project Support services showed greater decreases than families who received services as usual in the following areas: mothers' perceived inability to manage childrearing responsibilities, mothers' reports of harsh parenting, and observations of ineffective parenting practices. Only 5.9% of families in the Project Support condition had a subsequent referral to CPS for child maltreatment, compared with 27.7% of families in the comparison condition. The results suggest that Project Support may be a promising intervention for reducing child maltreatment among families in which it has occurred.”]

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**“Supporting Parents and Children Where They Live: Improving Federal and State Policy for Home Visiting.” By Elizabeth Dilauro, Zero to Three. IN: Zero to Three, vol. 30, no. 6 (July 2010) pp. 10-15.**

[“As part of a comprehensive system of support for families with young children, home visiting programs help to ensure that families facing obstacles - such as those caused by stress, language barriers, geographic and social isolation, and poverty - receive the support they need to nurture a child’s healthy development. Efforts to support home visiting programs continue to grow in states and communities, and a significant opportunity exists at the federal level to significantly expand home visiting programs. This opportunity presents a complex policy challenge, and professionals in the infant-family field have a critical role to play in helping policymakers understand the needs of infants, toddlers, and their families as they work to expand home visiting programs.”  
NOTE: Supporting Parents and Children... is available for loan.]

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**Strengthening Families through Stronger Fathers Initiative: Process Evaluation Report. By Tess G. Tannehill and others. (The Urban Institute, Washington, DC) 2009. 118 p.**

Full text at: <http://www.urban.org/UploadedPDF/1001412-stronger-fathers-initiative.pdf>

[“New York conducted a three-year pilot project (2006-2009) in five locations to help unemployed parents without custody of their children find work called the Strengthening Families Through Stronger Fathers Initiative. This report describes the implementation of this initiative and discusses challenges encountered and lessons learned. While all programs used a case management model to deliver employment and supportive services,

the intensity of those services, the linkages to the child support program, the recruitment strategies, and the organizational structure of the programs varied. Despite these variations, programs successfully recruited and served a large number of participants, avoiding some of the challenges experienced by earlier fatherhood programs.” The Urban Institute (Posted to web July 19, 2010.)]

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## IMPROVED HEALTH

**Healthy Families in Hard Times: Solutions for Multiple Family Hardships. By Elizabeth March and others. (Children’s HealthWatch Center, Boston, Massachusetts) June 2010. 6 p.**

Full text at:

[http://www.childrenshealthwatch.org/upload/resource/multiplehardships\\_report\\_jun10.pdf](http://www.childrenshealthwatch.org/upload/resource/multiplehardships_report_jun10.pdf)

[“Research by Children’s HealthWatch finds that the cumulative effects of multiple hardships on young children, including a lack of nutritious food, unstable housing and inadequate home heating and cooling, decrease the chances of normal growth and development in very young children. The research shows that the greater the level of hardship experienced, the less likely a child was to be classified as ‘well’ on a composite indicator of well-being and the more likely their parents were to be concerned about their development. These current findings raise serious concerns about the future well-being of America’s youngest children. Deprivations in early life can change the lifetime trajectory of children’s health and development. Enhanced coordination across safety net programs, strong child nutrition programs, and an adequate supply of affordable housing could help offset the impacts of hardship on our nation’s youngest and most vulnerable children.” Children’s HealthWatch Center (July 6, 2010.)]

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**Healthy Communities Matter: The Importance of Place to the Health of Boys of Color. By Joe Brooks, PolicyLink and others. (PolicyLink, Oakland, California) June 2010. 31 p.**

[This report “sheds a sobering light on how many Black and Latino boys grow up in communities that are, in a number of ways, dangerous to their health.... The researchers found that boys and young men overall experience worse health outcomes than girls, that these health disparities are even more profound for Black and Latino boys, and that many of these disparities can be connected to community patterns. As they explain: ‘Negative health outcomes for African-American and Latino boys and young men are a result of growing up in neighborhoods of concentrated disadvantage, places that are more likely to put boys and young men directly in harm’s way and reinforce harmful behavior. In other words, if you grow up in a neighborhood with a good school, where it’s safe, where you

can walk and play outside, where you have a regular doctor and where you have access to good food, you are more likely to live a long and healthy life. On the other hand, if you grow up in a neighborhood where you're not safe, where your school is failing you and where you do not have a place to go when you are sick or a basic grocery store, then you are far more likely to live a shorter life, to earn less money, to be party to or victim of violence and to be far less healthy emotionally and physically. If you are African American or Latino, you are likely to face not just one of those challenges, but many or all of them at once.' They found disparities for Black and Latino boys and young men in a number of areas, including infant mortality, childhood asthma hospitalizations, childhood obesity, post-traumatic stress disorder, rates of HIV and AIDS, and lack of health insurance and access to health care. They also found safety disparities, including higher rates of exposure to domestic and community violence, child abuse and neglect, lifetime likelihood of going to prison, and gun violence and homicide death rates.'" Marian Wright Edelman's Child Watch<sup>®</sup> Column (July 16, 2010.)]

Overview: 2 p. <http://www.policylink.org/atf/cf/%7B97c6d565-bb43-406d-a6d5-eca3bbf35af0%7D/THE%20CALIFORNIA%20ENDOWMENT%20-%20HEALTHY%20COMMUNITIES%20MATTER%20-%20OVERVIEW.PDF>

Full text: <http://www.policylink.org/atf/cf/%7B97c6d565-bb43-406d-a6d5-eca3bbf35af0%7D/THE%20CALIFORNIA%20ENDOWMENT%20-%20HEALTHY%20COMMUNITIES%20MATTER%20-%20REPORT.PDF>

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**Preventing Childhood Obesity in Early Care and Education Programs: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. By the American Academy of Pediatrics and others. (National Resource Center for Health and Safety in Child Care and Early Education, Aurora, Colorado) 2010. 73 p.**

Full text at: [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

[“Preventing Childhood Obesity in Early Care and Education Programs’ is a targeted pre-release of a set of standards from ‘Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition (CFOC).’ CFOC, the definitive source of published standards based on scientific evidence and expert consensus, supports key national campaigns for early development of healthy lifestyle habits such as Let’s Move (1) and Healthy Weight Initiative (2), and is an unparalleled resource for creating model policies. Teachers and caregivers are in a special position and are uniquely qualified to help children cultivate healthy eating and positive exercise habits that prevent childhood obesity. CFOC standards can assist early care and education programs, families, and community resources and agencies to develop and adopt safe and healthy practices, policies, and procedures that form a foundation of fitness for children that will last a lifetime. ‘Preventing Childhood Obesity in Early Care

and Education Programs’ contains practical intervention strategies to prevent excessive weight gain in young children.”]

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**What Are the Implications of Losing Healthy Kids? By Ian Hill and Sarah Benatar. Prepared for First 5 LA. (The Urban Institute, Washington, DC) October 2009. 9 p.**

Full text at: <http://www.urban.org/UploadedPDF/412164-losing-healthy-kids.pdf>

[“This report examines the state of the L.A. Healthy Kids program in light of recent economic and political challenges. In particular, this paper explores what may be lost if Healthy Kids' must close due to insufficient funds for children 6-18 premiums. Implications of closing the program identified include the loss of health insurance coverage for roughly 80,000 children across California, a weakened health care safety net, decreased health care access for adults and parents, loss of an outreach funding source in Los Angeles county, far-reaching effects on children's attendance and school performance, and loss of momentum towards universal children's coverage.” The Urban Institute (Posted to web July 22, 2010.)]

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**Dental Care in the Los Angeles Healthy Kids Program: Successes and Challenges. By Sara Hogan and others. Prepared for First 5 LA. (The Urban Institute, Washington, DC) July 2009. 19 p.**

Full text at: <http://www.urban.org/UploadedPDF/412171-dental-care-LA.pdf>

[“Overall, the Los Angeles Healthy Kids program has greatly improved coverage and access to dental care services for children enrolled in the program. However, as with many public insurance programs, the Los Angeles Healthy Kids program has been confronted with numerous challenges in meeting the dental care needs of program enrollees, such as initially assigning different dentists to some enrollees than they had selected, confusion over charges for dental services and underreporting of encounter data.” The Urban Institute (Posted to web July 27, 2010.)]

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**Hunger Doesn’t Take a Vacation: Summer Nutrition Status Report 2010. By the Food Research and Action Center. (The Center, Washington, DC) June 2010. 18 p.**

Full text at: [http://www.frac.org/pdf/summer\\_report\\_2010.pdf](http://www.frac.org/pdf/summer_report_2010.pdf)

[“The Summer Nutrition Programs, which provide nutritious meals and snacks to low-income children during the summer months, are in trouble and are falling far short of

meeting the needs of low-income children. Only one in six of the low-income students who depended on the National School Lunch Program during the regular 2008-2009 school year had access to summer meals in 2009. The limited reach of the Summer Nutrition Programs meant that for the majority of those children, the end of the school year was the end of the healthy, filling meals they counted on, and meant as well a summer of struggling to avoid going hungry.”]

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**Improving Access to Perinatal Oral Health Care: Strategies and Considerations for Health Plans. Issue Brief. (Children’s Dental Health Project, Washington, DC and NIHCM Foundation, Washington, DC) July 2010. 15 p.**

Full text at: <http://www.nihcm.org/pdf/NIHCM-OralHealth-Final.pdf>

[“Most women do not access oral health care during pregnancy despite evidence that poor oral health can have an adverse impact on the health of a pregnant woman and her child. In this issue brief we explore how oral health practices and utilization of dental care among pregnant women may affect a woman’s overall health, her birth outcome, and the oral health of her children. We also review guidelines and statements developed by professional organizations and states that instruct health professionals on providing appropriate dental care to pregnant women in order to prevent dental caries and periodontal disease, deliver appropriate dental treatment, and mitigate the costs of untreated dental disease. We explain how many patient, physician, workforce and financial barriers are limiting utilization of perinatal dental care and conclude with opportunities for health plans to play an important role in removing these barriers to ensure that all pregnant women have access to needed dental care.”]

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**“The Impact of Parental Job Loss on Children’s Health Insurance Coverage.” By Gerry L. Fairbrother, University of Cincinnati, Ohio and others. IN: Health Affairs, vol. 29, no. 7 (July 2010) pp. 1343-1349.**

[“Children with private health insurance are more than six and a half times as likely to lose coverage in the three months after one or both of their parents loses a job, compared to children whose parents remain employed. In the current economic environment, this finding is especially troubling. We estimate that for every 1,000 jobs lost, 311 privately insured children lose coverage and more than 45 percent of the poorest and most vulnerable of privately insured children became uninsured. Much more effort is needed to quickly enroll children in public health insurance programs when their parents suffer a job loss.” NOTE: The Impact of Parental Job Loss... is available for loan.]

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**State Case Studies of Infant and Early Childhood Mental Health Systems: Strategies for Change.** By D. Russell Lyman and others, DMA Health Strategies. (The Commonwealth Fund, New York, New York) July 2010. 28 p.

Full text at:

[http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2010/Jul/1427\\_Lyman\\_state\\_case\\_studies\\_child\\_mental\\_hlt.pdf](http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2010/Jul/1427_Lyman_state_case_studies_child_mental_hlt.pdf)

[“This report examines the efforts made in Colorado, Indiana, Massachusetts, and Rhode Island to develop mental health systems of early identification and intervention for children from birth to age 5. While each state is in a different stage of development, together they provide a picture of progress and opportunities for national change in this evolving area of health care. The study focuses on the process of change and identifies common strategies for achieving innovation. State profiles, examples of major initiatives, and descriptions of exemplary practices illustrate ways that states can improve services and policies. Conclusions underscore the value of articulating a national vision of comprehensive infant and early childhood developmental and mental health systems of care, in which child and family well-being are promoted and needs are identified and treated as early as possible in life.”]

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## **IMPROVED SYSTEMS OF CARE**

**Supporting Family, Friend and Neighbor Child Care: A Strategic Plan for Maine.** By the Early Childhood Division, Maine Department of Health and Human Services. (The Department, Augusta, Maine) 2009. 40 p.

Full text at: <http://www.maine.gov/dhhs/ocfs/ec/occhs/ffn-report.pdf>

[“Family, friend and neighbor (FFN) caregivers provide care to a significant portion of children from low-income families in Maine. While Maine has been a leader in advancing quality in child care, they had not previously organized planning around this segment of early care and education. In 2007, they launched a strategic planning process to better understand FFN care in Maine, and to develop a plan to effectively support and include FFN caregivers in their early care and education system. The plan was released in July, 2009, and pilot projects will be funded and evaluated. The planning strategy and initial outcomes described are significant. The process is one that could be replicated in other states, and Maine’s efforts provide an opportunity to build an evidence base for how the quality of FFN care might be enhanced, FFN caregivers supported, and outcomes for children improved.” The Baby Monitor (July 26, 2010.)]

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**Understanding Caregiving Patterns, Motivations, and Resource Needs of Subsidized Family, Friend, and Neighbor Child Care Providers.** By Meirong Liu and Steven G.

**Anderson, University of Illinois at Urbana-Champaign. IN: Child Welfare, vol. 89, no. 3 (May/June 2010) pp. 99-119.**

Full text at:

<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=52223306&site=ehost-live> (NOTE: State employee access link.)

[“Family, friend, and neighbor (FFN) caregivers play important roles in delivering subsidized noncustodial child care. Yet, little is known about these noncustodial caregivers. This article profiles the caregiving experiences, motivations, and resource needs of these providers, based on a survey of 301 randomly selected FFN providers in one state. Recommendations are offered for strengthening public supports to enhance the quality of this form of caregiving.”]

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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**

**Growing Up Hispanic: Health and Development of Children of Immigrants. Edited by Nancy S. Landale and others. (Urban Institute Press, Washington, DC) 2010. 368 p.**

[“Hispanics in the United States increasingly fuel the nation's economic engine, especially as their labor-force participation grows and baby boomers retire. Yet, educational, political, residential, and cultural challenges facing Hispanic children are likely to hamper their future achievements, say contributors to ‘Growing Up Hispanic: Health and Development of Children of Immigrants.’ The volume examines how neighborhood, family, school, and community affect these children's development and well-being.” NOTE: Growing Up Hispanic... will be available for loan.]

For more information: <http://www.urban.org/books/growinguphispanic/index.cfm>

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### **CONFERENCES AND OPPORTUNITIES**

**Webinar: Men in the Child Care Field: Why We Need Them and How to Get Them. By the CAPPA Children’s Foundation. Thursday, August 19, 2010, 1:30 - 2:30 p.m. PDT.**

For more information and registration:

<https://www1.gotomeeting.com/register/521235617>

[“Why is there a lack of men in child care? There are many speculations that pertain to why men do not offer child care services. Some say that ‘men don’t want to work for that low of money,’ or parents voice concern thinking that a male may not be qualified. This webinar is here to help debunk all these myths and open our eyes to having a positive male figure in the classroom. We will cover the: - Importance of having men as providers; - Gender and cultural differences; - Baby steps of bringing in a male into your child care setting.”]

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**The Forum for Professional Development. By the California Association for the Education of Young Children. September 24-25, 2010. Marriott Hotel, San Jose, California.**

For more information and registration: <http://caeyc.org/>

[“Join us for a two-day educational experience with the leading experts on Leadership and Play. Featuring two wonderful and inspiring keynote speakers, you will leave The Forum reinvigorated and ready to put practical and sound strategies to use in your daily work with administrators, teachers, families and children.”]

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**LEAD: Learn, Educate, Advocate, Do! An Early Childhood Leadership Conference. Sponsored by the Gesell Institute of Human Development. October 14-15, 2010. Omni Hotel at Yale, New Haven, Connecticut.**

For more information and registration: <http://www.gesellinstitute.org/events/>

[“Gesell Institute of Human Development, an independent non-profit organization located on the Yale campus, has advanced the understanding of how children grow and learn for more than half a century. In conjunction with the Institute’s 60th Anniversary, an exciting one-day conference is being planned, involving world-renowned figures in child development and leaders in education reform. The conference will reintroduce and highlight the important role of child development in education, learning, and long-term school success.... Gesell Institute’s conference, to be held in New Haven, Connecticut on October 15, 2010, will be a standalone event expected to attract educators, psychologists, researchers, policy makers, and other important community stakeholders from around the country. The Institute’s Advisory Council will meet the day before, on October 14, 2010. The Council includes world-renowned early childhood experts, educators, doctors, and academicians; this closed meeting will be followed by an evening event open to conference attendees and speakers. The dinner and program will be held in honor of Arnold Gesell, PhD, MD, and in celebration of Gesell Institute’s 60th

anniversary. A special guest has been invited from Washington, DC to join us as a keynote speaker - details will be announced as they unfold. The conference is expected to draw 200-500 participants from around the country, and will include prominent keynote speakers and sessions featuring top-level panelists focusing on Practice, Play, Research, and Policy.”]

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