

Having trouble viewing this email?

<https://www.acf.hhs.gov/programs/ecd>



## Working Together for a Better Beginning

**“Research shows that one of the best investments we can make in a child’s life is high-quality early education.”**

President Barack Obama in his State of the Union address, January 28, 2014

## Early Childhood Development

Office of the Deputy Assistant Secretary for Early Childhood Development  
370 L'Enfant Promenade, S.W.  
Washington, D.C. 20447

May 23, 2014

VOLUME 2, NUMBER 5

### Have you been to our website recently?

Learn more about the Office of Early Childhood Development and click [here](#).

### Check out these ACF blogs

The ACF blog — The Family Room — talks about new initiatives at the agency, success stories and policy announcements.

#### [Building Blocks Toward Permanent Families](#)

May is National Foster Care Month. Currently, there are 400,000 children and youth in the U.S. foster care system.

#### [The Value of Our Early Education Workforce: On Worthy Wage Day 2014](#)

Office of Child Care Director Shannon Rudisill reflects on how the President’s Early Learning Agenda would raise wages for the

As we continue to work towards a more seamless system of early care and learning in the United States, we will soon say goodbye to one of our strongest advocates, Kathleen Sebelius, Secretary of Health and Human Services. Secretary Sebelius will leave her mark on this Department and especially our programs. While we all recognize how important her leadership has been to health care, we at the Administration for Children and Families have come to rely on her absolute commitment to early childhood. She has been steadfast in her commitment to high quality, safe, and healthy early learning programs. During my tenure here at HHS I have come to rely on her wisdom and her ability to zero in on the most critical questions about proposed policy. As a former Governor, she understands the significant issues surrounding child care, early learning and how important the right start is to a child. She always put the needs of our poorest and youngest citizens first. She never failed to ask the hard questions and always wanted to know the impact of decisions and how we have involved the public in our decision-making. Her tireless support for early learning and her willingness to take on the hard issues will be missed by all of us. We are all also looking forward to working with Sylvia Mathews Burwell as she transitions to become Secretary of Health and Human Services.



Within the very near future, we will release the Funding Opportunity Announcement (FOA) for the Early Head Start-Child Care Partnership grants. I want to thank the thousands of you who have provided input into the development of this initiative. Public involvement is critical to our success. As with all new initiatives, the final product represents the views and ideas of the public as well as the compromises needed in any bureaucracy in order to move forward. The FOA is the first step in a process that will continue over the coming years.

In 1989, I recall standing in front of military child development personnel attending a national convention. We had just received word that the Military Child Care Act of 1989 had passed Congress. I remember thinking that it was the beginning of a challenging

two million-person early childhood education.

#### [Do You Live in a Food Desert?](#)

Food deserts often overlap with low-income and racial/ethnic minority neighborhoods, putting this segment of the population at higher risk for adverse health outcomes.

#### [Infórmate](#)

Infórmate is the Administration for Children and Families' update for and about the Latino community.

#### [Enhancing Cultural Competence and Improving Our Understanding of the Diverse Populations We Serve](#)

New brief highlights particular strategies for enhancing cultural responsiveness with Hispanic communities.

#### [Departments of Education, Labor, and Health and Human Services Want Ideas on How to Better Prepare Our Workforce](#)

Joint analysis of information to help improve quality of career pathways systems.

#### ["I Want to be a Dinosaur"](#)

Bill Emerson National Hunger Fellow writes about the great work being done in Baltimore to help the homeless.

#### [40 Years of CAPTA Featured in New Online Publication](#)

The publication combines historical source materials with contemporary reflections on the impact of the legislation.

#### [INQUIRE Data Toolkit: A Roadmap for Collecting Data to Improve Early Care and Education Systems](#)

New toolkit supports state and local efforts to build strong data infrastructure for initiatives designed to measure, monitor and

process that would radically change the military system, and indeed, it did. I believe we are at a similar juncture now with the Early Head Start-Child Care Partnerships. A commitment of \$500 million is revolutionizing the early care landscape. Everywhere I turn, people and programs are rethinking "business as usual" and really learning and sharing how to best meet the needs of our youngest children.

As we move forward and learn from our experiences, we will be seeking your input about what we did right and what we can improve. The partnerships are an evolving concept, the success of which is highly dependent on the collective thinking and wisdom of the entire early childhood field. Early learning has captured the interest of the country and the attention of Congress and our political leadership. How we use this opportunity is up to all of us. In ten years, I look forward to being able to say that in 2014, we were indeed standing at a crossroads and that we collectively took the road that resulted in real and lasting change for America's children.

*Linda*

## Developmental Screening and Insure Kids Now

Katherine Beckmann, PhD, MPH, Senior Policy Advisor

As the parent of a 13-month-old, my son is already the embodiment of what I hope for most; William is happiness and light personified. I am constantly amazed at how quickly he changes in appearance and ability. I know his father and I will support him as he endeavors to reach milestones throughout his young life and into adulthood. And I know we will celebrate these moments within the unique context that is William.

The Departments of Health and Human Services and Education have partnered to launch *Birth to 5: Watch Me Thrive!*, a coordinated effort to encourage developmental and behavioral screening and support for children, families, and the providers who care for them. *Birth to 5: Watch Me Thrive!* seeks to:

- **Celebrate milestones.**
- **Promote universal screening.**
- **Identify possible delays and concerns early.**
- **Enhance developmental supports.**



*Birth to 5: Watch Me Thrive!* supports the implementation of these core missions by releasing:

1. **A compendium of research-based screening tools for multiple early childhood sectors**
2. **"User's Guides" for multiple audiences**
3. **An electronic package of resources for follow-up and support**

More than 50 million children are currently enrolled in public health insurance programs that support families in paying for these kinds of services and more. Under the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) benefit, [Medicaid](#) requires states to provide comprehensive health and developmental history and physical

promote high-quality early care and education.

#### [Lessons Learned from the State Advisory Councils' Needs Assessments](#)

States conducted a statewide review on the quality and availability of child care in their communities.

#### [Hunger Doesn't Take a Summer Vacation](#)

Children at risk for food insecurity can get a free meal during the summer.

#### [My Brother's Keeper: One Motivation, Two Perspectives](#)

President Obama signed a Presidential Memorandum establishing My Brother's Keeper Task Force to unlock the full the potential of boys and men of color.

#### [Health Promotion and Disease Prevention Must Start Early](#)

Quality early care and education programs can positively affect later health outcomes.

#### [Investing in Tribal Economies](#)

ANA Commissioner Sparks Robinson shares opportunities available through the Administration for Children and Families to assist in job creation and business expansion for Native American communities.

See more blogs and visit [The Family Room Blog](#).

## Featured Reports



Recently posted on the [OPRE Site](#) is a report titled, [Family Voices](#):

President Barack Obama lets a little boy listen to his heartbeat with a stethoscope during a classroom visit at Powell Elementary School in Washington, D.C., March 4, 2014. (Official White House Photo by Pete Souza)

examinations of children at regular intervals, based on state-specific periodicity schedules. The [Children's Health Insurance Program \(CHIP\)](#) also covers screening services, including developmental and behavioral screening. States have different income eligibility requirements, but in most states, uninsured children 18 years old and younger whose annual family incomes are up to \$45,000 (for a family of four) can qualify for either Medicaid or CHIP. In many States, family income can be even higher and children can still qualify. [Medicaid and CHIP enrollment continues year round](#). To find information about programs in your state, go to [Programs in Your State](#) or call **1-877-KIDS-NOW (1-877-543-7669)**.

Visit [www.hhs.gov/WatchMeThrive](http://www.hhs.gov/WatchMeThrive) and [www.insurekidsnow.gov](http://www.insurekidsnow.gov) for more information and a complete set of resources.

## Early Head Start – Child Care (EHS-CC) Partnerships: Why Do We Need Them?



By Amanda Bryans, Education and Comprehensive Services Division Director, Office of Head Start

**The youngest children in America are also the poorest.** Twenty-five percent of infants and toddlers nationwide live in families below the official poverty line. One in eight babies live with families in deep poverty, with household incomes at half or less of the poverty line. (Federal poverty for a family of 4 is \$23,850.) As many as one in four children are at risk for a social delay or

developmental disability, but only 61 percent of infants and toddlers receive a developmental screening.

Many children from low-income families are enrolled in child care. **Only one in 10 eligible families with an infant or toddler receive a child care subsidy.** With or without a subsidy, parents must piece together care that provides a safe environment for their child while they work. Children may attend child care centers, family child care homes, or receive care from relatives or neighbors. Frequently, parents rely on a combination of these arrangements. Families often need care for nine to 10 hours per day and may work irregular hours. Many child care providers work long hours to meet these needs.

Currently, the need for child care is met through a host of formal and informal services. **About four percent of income eligible children and their families are enrolled in Early Head Start (EHS).** EHS meets children's comprehensive needs, including education, health, mental health, oral health, social, emotional, nutrition, and parent engagement services as well as services to children with disabilities. All enrolled children receive hearing, vision and developmental screening, and ongoing assessment. Programs must use evidence based curricula and meet teacher-child ratio and group size requirements. EHS staff work to engage parents as the first and most influential teachers of their children. About half the infants and toddlers in EHS attend centers that operate at least six hours per day, year round. Likewise, a small percentage of EHS children receive services in family child care homes. The others mostly receive home-based services.

[Piloting a New Qualitative Measure of Family Engagement for Head Start and Early Head Start Staff and Families](#). This is part of the [Head Start Family Voices Pilot Study](#).

OPRE also posted a report titled [Implications of QRIS Design for the Distribution of Program Ratings and Linkages between Ratings and Observed Quality](#) on the [OPRE site](#). This is part of the [Child Care and Early Education Policy and Research Analysis \(CCEPRA\)](#) project.

## Additional Resources



NWLC recently released two issues briefs:

[Nearly One in Five Working Mothers of Very Young Children Work in Low-Wage Jobs](#) includes state by state data on the share of workers who are in low-wage occupations and the share that are mothers of very young children.

[Collateral Damage: Scheduling Challenges for Workers in Low-Wage Jobs and Their Consequences](#) provides critical information about the scheduling challenges faced by workers in low-wage jobs and explains their prevalence and detrimental impact on workers and their families.



With support from the BUILD initiative, CLASP has created two

**It's clear that many, many infants and toddlers living with low-income families need both full-day, full-year care and comprehensive services.** It is for this reason that the **EHS-CC Partnerships opportunity**, which combines the strengths of EHS services with the continuity, flexibility and reach of child care, is so significant.

Alone, EHS does not have the resources to provide full-day, full-year care that meets the needs of many income eligible working families. Similarly, child care does not have the resources to provide the comprehensive services that are prerequisites of better outcomes for the most vulnerable children. **Integrating comprehensive services into the array of traditional child care settings creates new worlds of opportunity for infants, toddlers, and families.**

Do you think that an EHS-CC partnership is needed in your community? Explore **the EHS-CC Partnership Toolkit** for to learn about the requirements and how to apply.

## Choctaw Nation Celebrates Day of the Young Child

Chief Gregory Pyle of the [Choctaw Nation of Oklahoma](#) recently declared April 8, 2014, as the Choctaw Nation's *Day of the Young Child*, which also coincided with the National Week of the Child.



-Coordinator for the day's activities was Angela Dancer, Senior Director of Better Beginnings Home Visitation and Disabilities Services. The event was funded in part by funds awarded to Choctaw Nation through ACF ECD's [Tribal Early Learning Initiative \(TELI\)](#). The program included a traditional blessing of the young children and children's dances presented by Head Start students. Chief Pyle, Assistant Chief Gary Batton, and other members of the Tribal Council also read books to groups of children. Participating children received backpacks, which were filled with age appropriate books, a t-shirt, pencils, and other items.

-The TELI is a collaboration between the Choctaw Nation's [Tribal MIECHV](#) program (known as Chahta Inchukka and Chahta Vlla Apela), and the Tribe's Head Start and Child Care and Development Fund programs. The three programs are working together to create a system of early childhood services for the Choctaw Nation beginning with pregnant mothers, fathers, and children birth to age 5-years.

## Health & Safety Training for Tribal CCDF grantees

On April 14-15 in San Francisco, the Office of Child Care provided the first of three regionally-based trainings to Tribal CCDF grantees on quality and health & safety best practices as an initiative to encourage programs to not only meet minimum standards but to take the next step towards achieving the best practices to safeguard the children in their care. Participants reported that the training was very useful and applicable to their work. Subsequent trainings were planned for Norman, Oklahoma (4/29-5/1) and Kansas City (5/13-15).

## Race to the Top-Early Learning Challenge (RTT-ELC)





resources for state leaders thinking about how to support Early Head Start-Child Care (EHS-CC) partnerships.

[\*\*State Child Care Subsidy Policies That Support Early Head Start-Child Care Partnerships: A Tool for States\*\*](#)

provides a menu of state child care assistance policies that states could consider to improve continuity and stability.

[\*\*What State Leaders Should Know About Early Head Start\*\*](#)

provides a guide for state leaders less familiar with the program. It explains 11 key areas of EHS and suggests ways for state policymakers to align key areas of child care and early education with the program.



[\*\*Why the U.S. Doesn't Deliver on the Promise of High-Quality Early-Childhood Education\*\*](#)



The [\*\*Early Learning Challenge Technical Assistance \(ELC TA\)\*\*](#) Program has multiple resources.

See an [\*\*overview\*\*](#) of the *Birth to 5: Watch Me Thrive!* Initiative on the [\*\*ELC TA website\*\*](#). You will find Power Point slides and other materials.



The [\*\*2013 State Preschool Yearbook\*\*](#) is the newest edition profiling state-funded prekindergarten programs in the United States.

I attended the Race to the Top – Early Learning Challenge (RTT-ELC) Grantee Meeting at the end of April. You will see more about this meeting below. It was wonderful to talk with people throughout the country who are working on these issues and making great progress.

We've had strong allies and supporters in HHS and ED leadership who understand the importance of the early learning efforts. RTT-ELC grantees had the chance to hear from both Secretary Duncan (via video as it was during the budget hearing) and Secretary Sebelius in person.

It was also an opportunity to thank Secretary Sebelius for her early childhood efforts throughout this Administration. The room was filled with grateful appreciation as it stood to thank her. Pictures were taken with the



states, a favorite of the yearly grantee meeting. Shannon and I liked it too! *Linda*

## RTT-ELC Highlight

The third annual Race to the Top - Early Learning Challenge grantee meeting brought together over 200 early childhood leaders in 20 states last month on April 29-30. This year's theme was Innovations in Early Learning. The meeting gave grantees the opportunity to share information and learn from one another regarding successes and challenges in strengthening their early learning and development systems. The meeting also provided an opportunity for grantees, federal staff, and technical assistance providers to discuss emerging grantee issues and potential solutions.

The first day of the meeting kicked off with a keynote presentation by [\*\*Hirokazu Yoshikawa\*\*](#) from New York University's Steinhardt School of Culture, Education and Human Development highlighting recent research findings from domestic and international early childhood evidence-based studies that support investing in high quality early childhood education. Roberto Rodriguez of the White House Domestic Policy Council participated in the meeting, providing information on early learning opportunities in the President's FY 2015 budget proposal, [\*\*My Brother's Keeper\*\*](#) initiative, and the [\*\*30 Million Words\*\*](#) initiative.

On the second day, Secretary Sebelius welcomed the grantees, recognized important progress made by the States, and posed for photos with each State delegation. A plenary presentation was given by Bill Millett of [\*\*Scope View Strategic Advantage\*\*](#) on strategic communications for the early childhood field. A philanthropic panel consisting of Jackie Bezos from [\*\*Vroom\*\*](#) and Ann O'Leary from [\*\*Too Small to Fail\*\*](#) shared new innovations supported by philanthropy designed to close the word gap and promote language development.

In addition to the large group plenary sessions, the meeting offered grantees a variety of facilitated breakout sessions led by peers and expert presenters, as well as networking opportunities to meet with colleagues.

All materials from the grantee meeting are available at:

<https://elc.grads360.org/?p=ELC#program/annual-grantee-meeting>

Find additional information on the Race to the Top – Early Learning Challenge [here](#) and [here](#).

## Preschool Development Grant Competition

The FY14 Appropriations law provided \$250 million to support States to build, develop and expand voluntary, high-quality preschool programs in targeted communities that would serve as models for expanding preschool to 4-year-old children from low- and moderate-income families. The report language accompanying the bill suggested that these funds be allocated for two types of grants—those for low-capacity States with small or no State-funded preschool programs – which we are calling Development Grants-- and those for high-capacity States that have a larger State-funded preschool program– which we are calling Expansion Grants. These grants will lay the groundwork to ensure that more States are ready to participate in the Preschool for All formula grant initiative proposed by this Administration.

All states, DC and PR are eligible to apply for either the Development Grants competition or the Expansion Grants competition. The amount of funding that a State would receive is based on their population of four-year olds from families at 200% of the Federal Poverty Level and below.

For Development Grants, approximately \$80 million of the \$250 million will be allocated. To be eligible for a development grant the state would have to currently be serving less than 10% of its four-year olds in state-funded preschool and not have received a RTT-ELC grant. Fifteen states and Puerto Rico are eligible to apply for this grant. Based on the amount of funding provided and the size of the grants, the Departments estimate awarding 4-6 of these grants.

For the Expansion Grants, approximately, \$160 million of the \$250 million will be allocated. To be eligible for an expansion grant the state would have to be serving 10% or more of its four-year olds in state-funded preschool or have received a RTT-ELC grant. For these grants, there are two groups of States—those that have received a RTT-ELC grant and those that do not. The Secretaries reserve the right to distribute grant awards between the two groups. Thirty-five states and the District of Columbia are eligible to apply for these expansion grants.

The development of all the Preschool Development Grant documents has been a collaborative process between multiple government agencies and the public—the Departments of Education (ED) and Health and Human Services (HHS), the White House Domestic Policy Council (DPC), and the Office of Management and Budget (OMB). In February ED/HHS posted the appropriations language and a number of specific policy questions about which we asked for public comment. In May, public comment on proposed executive summaries for both competitions was again sought. Based on these comments, as well as internal conversations between ED/HHS/DPC/OMB, we are considering all input as we develop the Notice Inviting Applications (NIA), the applications for the two competitions, and an accompanying Frequently Asked Questions document.

Late summer is targeted for posting of these final documents. There will then be about two months for a state to write its application and submit it by early Fall. We are working to allow the maximum time for application development, but we are hopeful that states and communities will seize the present moment to begin thinking of forming their partnerships

and drafting their applications based on the vision set forth in the Executive Summaries specific to their situation. After ED and HHS publish the Notice Inviting Applications, there will be two webinars for potential State applicants: one for Development grants and one for Expansion Grants.

For information on the Preschool Development Grant Competition go to:  
<http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html>

## **The Science of Children - Birth to Age 8: Third Public Session**

The Department of Health and Human Services, Department of Education and key players in the philanthropic community including the Bill and Melinda Gates Foundation, the Kellogg Foundation, the David and Lucille Packard Foundation, and the McCormick Foundation are sponsoring a study titled "[The Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success.](#)"

The committee planned local public information-gathering sessions in three cities in spring 2014. Each session includes an invited panel who will engage in a moderated discussion, followed by a facilitated discussion period with the community of stakeholders who attend.

Space is limited. To register to attend this public session, please contact Wendy Keenan at [wkeenan@nas.edu](mailto:wkeenan@nas.edu).

**Local Public Session #3: Seattle, WA**, Thursday, May 29, 2014

Time, location, and agenda to be announced soon. – Information can be accessed [here](#).

## **Long Beach, NY Head Start: Rebuilding After Super Storm Sandy**

The Long Beach Head Start Program has operated in Long Beach, New York for the past 34 years. Throughout this time period, the program has served over 2,300 children and families in the Long Beach community.

When Super Storm Sandy hit the shores of Long Beach, the program was providing Head Start services to 60 children, three to five years of age, with a large number of eligible children on a prioritized waiting list.

The children were served in a one-story facility owned by the program since 1979. The center had four small classrooms. There was limited office space, no room for parents to meet with staff, and children had to walk to a nearby community playground.

Long Beach was one of the worst-hit communities where 20% of its homes are unfit to live in today, as a result of Super Storm Sandy. The waters of Super Storm Sandy totally flooded the program's Head Start center rendering it uninhabitable. It has been condemned by the city.

Based on ACF's April 2013 Program Instruction providing Hurricane Sandy Emergency Relief funds for the construction of facilities, Long Beach Head Start went to work. They hired an architect and developed plans to build a new center on the same land where the old center currently resides.



The new facility is projected to cost \$7 million. The elevated three-story masonry site meets all state, local, and FEMA regulations. There will be parking on the ground level, four larger classrooms (1,200 square feet each), staff offices, parent space, a commercial kitchen, and a rooftop playground.

The Office of Head Start in Region II has approved funding for the project. The program is moving forward to hire contractors for the demolition of the old building and the construction of the new facility.

## A Discussion with Walter S. Gilliam on his Pre-School Expulsion Research

Last month, ACF staff had the opportunity to spend time with [Walter Gilliam](#) and learn about his work on pre-school expulsion. Dr. Gilliam is the Director of The Edward Zigler Center in Child Development and Social Policy and Associate Professor of Child Psychiatry and Psychology at the Child Study Center, Yale School of Medicine. His [research](#) involves early childhood education and intervention policy analysis, ways to improve the quality of early learning services, the impact of early childhood education programs on children's school readiness, and effective methods for reducing classroom behavior problems and reducing the incidence of preschool expulsion.

Dr. Gilliam discussed his initial research and the impact of expulsion on children. Varying across states, preschool expulsion rates are often three times higher than expulsion rates in the K-12 system. Dr. Gilliam recommends never expelling a child from pre-school. Instead, he argues that early care and education programs should provide the support a child needs to succeed or refer the child to a program that can provide support. He also found that when early care and education teachers could consult with a mental health consultant about ways to address a child's behavior problems and work closely with parents, expulsion rates were much lower. Research has shown that the early years—when the human brain is building connections—represent a critically important window of opportunity to develop a child's full potential and shape key academic, social, and cognitive skills that determine a child's success in school and in life. It's the reason that it is so important that early childhood programs and teachers have the support they need to help a child during these early years.

We will continue to look at this research and policies that provide supports for the early childhood workforce to ensure that the early learning years will start children on their educational careers for success. Please share your thoughts with us.



## ***Coming Soon: Partnering to Address Homelessness***

### **Supporting Early Childhood**

#### **Infant and Toddler Online Associate Degree Curriculum Overview**

##### **Supporting Infant and Toddler Workforce Professional Development**

Early Head Start, Migrant and Seasonal Head Start, Head Start Collaboration Offices, and other infant and toddler advocates can work with institutions of higher education to:

- Communicate the professional development needs of infant and toddler staff
- Encourage them to include college-level early childhood courses with an emphasis on infants and toddlers
- Inform them of the free associate degree-level infant and toddler courses developed through the Office of Head Start (OHS)

##### **About the Courses**

OHS funded an Innovation and Improvement Grant with the University of Cincinnati and its partners to develop infant and toddler associate degree distance learning courses. They offer a way to increase professional development options and qualifications for staff working with infants and toddlers.

The courses are:

- Free for educational institutions that grant associate or higher academic degrees
- Designed to be easily incorporated into an existing college course or kept together to comprise an infant/toddler major within an associate degree program
- Packaged into 15 modules available in both English and Spanish

Each module:

- Focuses completely on infant and toddler care and development
- Contains videos of effective practice, interviews with child development experts, reflection exercises, and relevant readings
- Includes an Instructor's Guide of Effective Practices that relates to the Head Start Program Performance Standards and National Association for the Education of Young Children (NAEYC) Program Quality Standards
- Incorporates the latest research and expertise in online learning, but also can be used in traditional college classroom settings

For more information, go to <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/itech>

If you have an Innovation in Early Childhood that is available for public use, let us know.



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



[Sign up](#) to receive the Early Childhood Development Newsletter. If you have questions or comments regarding the newsletter please contact:  
[marsha.basloe@acf.hhs.gov](mailto:marsha.basloe@acf.hhs.gov)

YouTube logo linked to <http://www.youtube.com/usgovacf>  
RSS feed logo linked to <http://www.acf.hhs.gov/rss>  
Twitter logo linked to <https://twitter.com/ACFHHS>

---

For more information on the Early Childhood Development Office at ACF, visit the website <http://www.acf.hhs.gov/programs/ecd>.

*The Early Childhood Development newsletter contains links to other websites and news articles. These links represent just a few examples of the numerous reference materials currently available to the public. The opinions expressed in any articles or web pages do not necessarily reflect the positions or policies of the U.S. Department of Health and Human Services and the Administration for Children and Families. The inclusion of resources should not be construed or interpreted as an endorsement of any private organization or business listed herein.*