



Early Childhood Development

Office of the Deputy Assistant Secretary for Early Childhood Development
Mary E. Switzer Building, 330 C Street, S.W. • Washington, DC 20201

Latest From The Family Room Blog



Early Head Start – Child Care Partnership Brings Care to Homeless Infants and Toddlers

Sarah's Hope in Baltimore now provides trauma-informed care to an additional 24 homeless infants and toddlers through PACT: Helping Children with Special Needs.



What Can You Do to Prevent Exposure to Zika?

Knowing how Zika is transmitted can help you protect your family.



Addressing Rural Poverty One Community at a Time

We are creating opportunities for families through TANF and other programs.



An Exciting Day for Head Start

The new year brings excitement for the new Head Start Program Performance Standards.

A Message From Linda K. Smith



A New Vision for Child Care

On September 23, the Administration for Children and Families (ACF) published the final Child Care and Development Fund (CCDF) Rule. This rule was more than 18 years in the making, and it is gratifying to see it come out as one of the last official documents of this Administration's early childhood agenda. For us at ACF it is the last and most complicated piece of the puzzle to solve. Child care has been what we fondly call a "patchwork of programs" that were, for the most part, disconnected from each other. It consists of for-profit and nonprofit centers, school-age and faith-based programs, and family child care homes. With no minimal health, safety, or teacher requirements in place, the quality of care has varied greatly and sometimes has even been dangerous.

We have known now for several decades that the earliest years matter the most, but as a Nation, we have failed to act on our own science. There are more than 11 million children younger than age 5 in some kind of nonparental child care each week. That's *most* of the children in this age group. Most children enter child care before their first birthday (58%), and they spend an average of 39 hours per week in these settings. We all know the neuroscience, and suffice it to say, those 39 hours are critical to our Nation's youngest children with regard to their brain development; learning; wellness; and later, academic achievement. The quality of child care does matter, and it matters most to children from our lowest income families. We also know that the most important indicator of high quality is the quality of adult-child interactions, which are heavily influenced by the quality of the training and professional development and the pay of the teachers—yes *teachers*—who work in the child care field.

The new CCDF regulations will finally put a foundation under child care and will begin the difficult task of building an early care and education (ECE) system. Without a foundation, we cannot reasonably expect to have a *real* system. Although minimal, the new requirements for training, health and safety, regular monitoring, and background clearances will establish that floor on which we can build.

The Child Care and Development Block Grant (CCDBG) law, which was reauthorized in 2014, recognizes the need for a new vision of child care in the United States. In the new vision all children have access to high-quality child care, and parents face fewer barriers in seeking help to find and pay for child care. This law puts the country on the path to true child care reform. We are grateful to Senators Mikulski and Burr for their leadership on the CCDBG reauthorization, as the changes brought to CCDBG and this regulation will benefit all children and families who rely on child care, not just the 1.4 million children who are part of the CCDF program.

Continued on page 2



Have you been to our Web site recently?

Learn more about the Office of Early Childhood Development:
<http://www.acf.hhs.gov/programs/ecd>.



Continued from page 1

Last month, ACF issued the new Head Start Program Performance Standards. We were fortunate to have both the child care and Head Start regulations being drafted at the same time. This process has allowed us to align the two regulations whenever permitted by legislation. It also creates a pathway for the improvement of child care from the newly established foundation toward a level of quality more consistent with Head Start. This effort in turn will lead to all children in America having access to higher levels of safe, healthy, and developmentally appropriate care. No matter what door a child walks in through—whether child care, Head Start, or prekindergarten—their experience

should be high-quality, their social-emotional development fostered, and their learning stimulated.

Office of Child Care (OCC) policy staff members deserve big congratulations for their impressive work on this groundbreaking regulation. The regulatory changes reflect the best research about the importance of quality ECE, build on State innovations, and improve the health and safety for children in child care.

Over the next few months you will learn more about implementing the new rule. OCC will provide information; our Regional Offices will work with States; and our new Technical Assistance

Centers will help States and communities. The changes in this law and regulation will benefit all children and families who rely on child care, not only the 1.4 million children who receive a CCDF program subsidy each month. Criminal background checks for child care staff, accessible consumer information and education for parents and caregivers, and increased investment in improving child care quality are key components of the law and regulation that are positive for all children and families.

As we were preparing a briefing on the impact of the new child care rule for Tribal grantees, I was thinking about my start in child care on the Northern Cheyenne Reservation. I was reminded of the “Circle of Life” that I learned about while living there. In many ways this rule completes a circle of my professional life that began when I opened that brand new day care center in a trailer in Lame Deer, Montana. We have learned a lot since then, and we are finally on the path to helping child care take its rightful and substantial place in the early education landscape. After all, child care is the biggest early learning program in the country.

Linda K. Smith
Deputy Assistant Secretary for
Early Childhood Development, ACF



Recently posted on the OPRE site

Using Administrative Data in Social Policy Research

What are the challenges and benefits to using administrative data in social policy research? Explore multiple aspects of this topic, including promises and challenges, balancing access to data with maintaining confidentiality, innovative applications, working with administrative data, and Federal efforts and future directions.

Recently Released Reports

Assessing the Evidence Base: Strategies That Support Employment for Low-Income Adults

Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy

Best Practices in Creating and Adapting Quality Rating and Improvement System (QRIS) Rating Scales – Brief & Report





Research Connections

Research Connections regularly reviews its latest acquisitions and identifies reports and journal articles of high policy relevance.

Research Findings

How does work-related stress impact the personal well-being of child care providers?

What is the correlation between primary early care and education arrangements and achievement at kindergarten entry?

How are children's language and mathematics skills influenced by their duration in Head Start?

Do specific early number skills mediate the association between executive functioning skills and mathematics achievement?

Policy Resources

What are the findings from Wisconsin's Early Child Care Study on the validity of YoungStar QRIS for children's school readiness?

What are the policies and practices that Preschool Development Grant (PDG) states are exploring and implementing to mitigate suspension and expulsion?

What are the latest school-level strategies for messaging, engaging parents, and responding to absences in DC public schools?

What was the role of the Child Care and Development Fund (CCDF) in supporting access to high-quality child care in states, tribes, and territories during fiscal years 2014 and 2015?

CCDF Final Rule Released!



Every child is unique, but they all need and deserve the same level of health and safety when they spend time in child care. All parents rely on those caring for their children to be able to keep flu germs from spreading, administer first aid, and know how to react in an emergency, and the 1 million teachers and caregivers who are employed in child care centers and family child care homes should have access to pathways to higher professional development and resources. In today's world, child care is not a luxury; it is a foundational support for parents, children, and communities.

That is why I am so pleased to announce on behalf of the Office of Child Care (OCC) that final regulations for the Child Care and Development Fund (CCDF) program have been released today. As you know, in 2014 Congress reauthorized the Child Care and Development Block Grant and made sweeping changes to the law, and this rule is necessary to address those changes. The rule is the product of much time, research, and careful consideration of the comments received on the Notice of Proposed Rulemaking released in December 2015.

The CCDF program is the primary Federal funding source devoted to providing low-income families who are working or participating in education and training with help paying for child care. Each month 1.4 million children and 850,000 families receive CCDF child care assistance. That support can help parents to get back on the path to economic stability and their children to experience nurturing and safe early learning environments. In addition, the CCDF program investments in quality benefit millions more children by building the skills and qualifications of the teacher workforce, supporting child care programs to achieve higher standards, and providing consumer education to help parents select child care that meets their families' needs.

When fully implemented, the provisions in the rule will:

- Protect the health and safety of children in child care
- Help parents make informed consumer choices and access information to support child development
- Support equal access to stable, high-quality child care for low-income children
- Enhance the quality of child care and the early childhood workforce.

Of course, the path to full implementation will require continued effort, and OCC remains committed to supporting our State, Territory, and Tribal partners on that journey. Although this regulation will take effect 60 days from publication, the Administration for Children and Families' goal is to support successful implementation by September 30, 2018, for States and Territories, and by September 30, 2019, for Tribes.



I'd like to extend my heartfelt thanks to all of you who have dedicated so much of your time and energy to realizing the purposes of the CCDF program, including expanding access to quality child care for low-income children and families. Every day, you make the hours children spend in child care a little better.

You can find the new regulations by visiting our CCDF reauthorization Web page at <http://www.acf.hhs.gov/occ/ccdf-reauthorization>. We'll be adding additional resources to our Web site as they become available so check back in the coming days and weeks for more information.

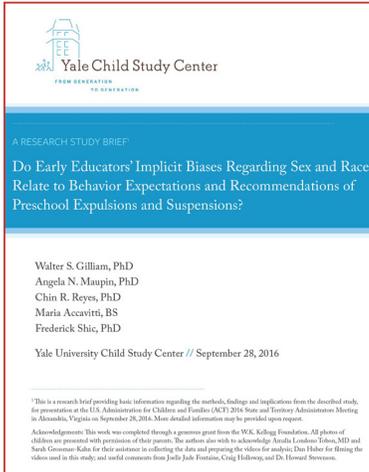
Thank you for all you do each day for children and families.

Rachel Schumacher
Director, OCC

Ready... Set... Go!

STAM 2016

State and Territory CCDF Administrators Meeting
September 27–29, 2016 ■ The Westin Alexandria ■ Alexandria, Virginia



The 2016 State and Territory CCDF Administrators Meeting (STAM 2016) hosted more than 400 attendees filled with excitement and interest in talking and learning about the new Child Care and Development Fund (CCDF) regulations.

To kick off the 1st day, Dr. Walter Gilliam presented *new research* on *The Role of Implicit Bias in Explaining Disparities in Early Childhood Expulsions and Suspensions*. The study suggests that implicit bias—negative or positive

feelings that people are unaware they hold—could be behind the disparity in higher numbers of black children being suspended from preschool. Other panelists described possible approaches to help teachers identify personal biases and overcome them.

Plenary session panel members were:

- Walter Gilliam, Yale University
- Lisa Gordon, Bank Street College of Education
- Deborah Perry, Georgetown University
- Rosemarie Allen, University of Colorado, Denver
- Kent McIntosh, University of Oregon
- Shantel Meek, Administration for Children and Families (ACF).



Rachel Schumacher led a plenary session on *Family Child Care 2.0: Strengthening Family Child Care for the Future*. The session started with what we know about family child care (FCC) providers from the *National Survey of Early Care and Education*. The findings

highlighted the diversity of FCC providers and the importance of individualizing supports based on their unique needs, and the data offered an opportunity to start with FCC provider strengths.

Presenters for this plenary session were:

- Rachel Schumacher, Director, Office of Child Care
- Kathryn Tout, Child Trends
- Ellaine Miller, Alabama Early Head Start – Child Care Partnerships Hub, Auburn University
- Jeanetta Green, Alabama Department of Human Resources
- Liz Kelley, Maryland State Department of Education
- Pilar Torres, Fathum – Learning Solutions.



The third plenary session, *Rethinking Monitoring*, focused on aligning monitoring across early care and education programs to promote more efficiencies, cost-effectiveness, coordination, and collaboration and to shift the focus of monitoring from “compliance-only” to continuous quality improvement. The U.S. Departments of Health and Human Services (HHS) and Agriculture (USDA) issued a *joint policy statement on Coordinated Efficiencies in Monitoring and Oversight of Early Care and Education programs*.

The panel members were:

- Linda K. Smith, Deputy Assistant Secretary for Early Childhood, ACF
- Sarah Smith-Holmes, Food and Nutrition Service, USDA
- Adia Brown, Office of Head Start, ACF
- Kristie Lewis, Bright from the Start: Georgia Department of Early Care and Learning.

The plenary session allowed speakers to talk about the history of monitoring challenges, current monitoring within programs, opportunities for cross-sector collaboration, and recent reforms to monitoring implemented in Georgia.

The joint policy statement includes 10 recommendations derived from feedback that HHS and USDA heard through listening sessions with stakeholders across the country. The reauthorization of the Child Care and Development Block Grant, new Head Start Program Performance Standards, and final CCDF regulations offer an opportunity to review current monitoring systems to better align standards and promote greater efficiencies in a more effective, uniform, and cost-effective approach to monitoring. More information can be found on a *new Web page* with tools and resources to spur discussion, ideas, and innovation to promote more effective monitoring strategies that better support monitors, providers, and the children who will benefit.

STAM 2016 also featured multiple workshops and Open Space Meetings within four topical tracks: Access & Subsidy, Standards & Monitoring, Continuous Quality Improvement, and Strong Workforce.





Early Head Start – Child Care Partnerships Highlight

Westchester Community Opportunity Program Provides Comprehensive Services

The Westchester Community Opportunity Program (WestCOP), a current Early Head Start and Head Start grantee, in partnership with the Child Care Council of Westchester, Inc., and other community-based service providers have implemented the Babies Step Forward (BSF) program to improve the quality of child care services for low-income children, families, and child care providers in Westchester, Putnam, and Dutchess Counties, New York.

WestCOP shared a powerful story that was submitted by a Nursing Coordinator about her work with a young toddler and his family.

The nurse was called to assess Joseph, a BSF-enrolled child. The teacher stated that he was not feeling well and noticed he had a very bad cough. The nurse assessed the child, who initially seemed tired. He continued to have a bad cough, and the nurse told the teacher to keep her updated on his progress. The nurse called the mother immediately and left messages to try to reach her. Joseph began to have extreme difficulty breathing, and the nurse told the Director to call an ambulance immediately. Because the mother was not yet available, the nurse rode in the ambulance with Joseph, and they were on the stretcher together. He was very scared going into the ambulance. The nurse said, “I was holding Joseph and reassuring him that everything would



be okay. He did calm down. Joseph’s mother finally showed up but was instructed by [the] EMT to meet us at the hospital.”

“When we arrived at the hospital, they took us in together on the stretcher. Joseph clung to me as I continued to reassure him that I wouldn’t leave him and that it was going to be okay. The doctor and nurses began to assess him, and respiratory was called in to begin his treatment. Joseph’s mother then entered the room. Joseph was happy to see his mother, and I handed him to his mom. I spoke to [his] mom and explained [] what was happening, trying to reassure her as well. Within 10 minutes Joseph’s father appeared with the maternal grandmother. I felt it was appropriate for me to leave at this time.”

Joseph was hospitalized and needed urgent care, but he was going to be fine because he got the help when he needed it.

The nurse was able to return to the hospital and visit Joseph, who was very excited to see her again. The nurse shared, “Recounting [] this experience, I am very happy with the outcome. For a toddler to go through this experience is always extremely unpleasant. I am thankful that the Babies Step Forward program allowed Joseph and I to build a relationship prior to this incident. At least during this frightening time I was able to provide Joseph with a sense of security and comfort.”



Intergenerational Patterns of Child Maltreatment: What the Evidence Shows

The majority of children who experience maltreatment do not become adults who abuse or neglect their own children. Our review of nearly 3 decades of research on the topic reveals that intergenerational patterns of child abuse and neglect are far more complex and nuanced than originally understood. Although this research is limited, it is important for practitioners, administrators, and others who work with children, youth, and families to have an accurate understanding of the issue. Research conclusions about the evidence, severity, and causes of intergenerational maltreatment (IGM) could lead to reflective screening tools, harmful social policies, worker bias, and poor outcomes for children and families.

Over time, a stronger research base will continue to increase our understanding of the factors that contribute to patterns of maltreatment within families. This will enable child welfare, family support, and other organizations to more effectively identify protective factors and address risk factors in ways that can benefit all families.

This issue brief explores what is currently known about intergenerational patterns of maltreatment, the limits of our current knowledge, implications of what we know and what we do not know (including promising prevention strategies), and areas for further research.

ISSUE BRIEF
August 2016

WHAT'S INSIDE

Themes to explore IGM

What the research shows

Practitioner implications

Areas for further research

Conclusion

Appendix A: Research findings

Appendix B: Reading the research

References



Child Welfare Information Gateway
Children's Bureau of the Department of Health and Human Services

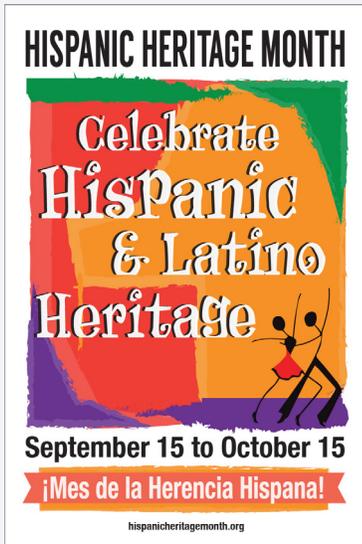


Children's Bureau
U.S. Department of Health and Human Services

New Issue Brief on Intergenerational Patterns of Child Maltreatment

A review of three decades of research has confirmed that the majority of parents who experienced childhood maltreatment *will not* abuse or neglect their own children. Intergenerational parenting patterns are far more complex and nuanced than originally understood. The new issue brief, *Intergenerational Patterns of Child Maltreatment: What the Evidence Shows*, explores theories about intergenerational patterns of maltreatment, research findings, promising prevention strategies, and areas for further research.

An accurate understanding of this issue is critical for practitioners, administrators, and others who work with children, youths, and families. Incorrect assumptions about intergenerational maltreatment could lead to screening tools and social policies that are ineffective at best and are potentially harmful. Read the issue brief at <https://www.childwelfare.gov/pubs/issue-briefs/intergenerational/>.



Hispanic Heritage Month occurs from September 15 to October 15. It is a time to celebrate the diverse Hispanic culture, traditions, and history and to highlight the great contributions made by Hispanics. The Administration for Children and Families-funded *National Research Center on Hispanic Children and Families* is generating research across three priority areas: (1) poverty reduction and self-sufficiency, (2) healthy marriage and responsible fatherhood, and (3) early care and education. The Center is also developing materials regarding cultural competence and resources and tools to strengthen our programs' and grantees' capacity.

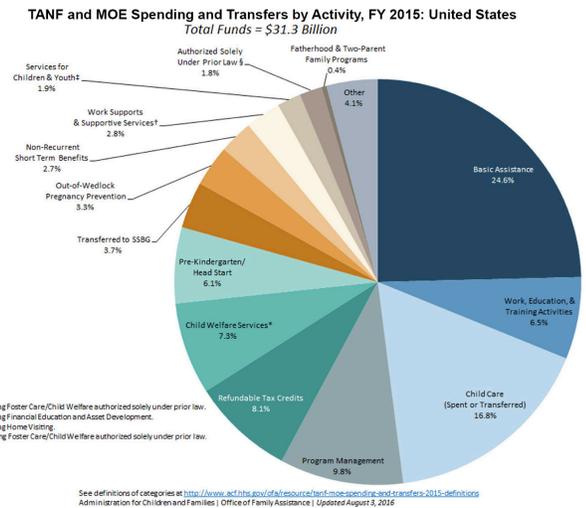
FY 2015 TANF Financial Data: How States Spent Their Funds

The Administration for Children and Families' Office of Family Assistance (OFA) released the *fiscal year (FY) 2015 Temporary Assistance for Needy Families (TANF) financial data*. This year's financial data reflects the addition of new expenditure categories and changes to the accounting method, offering more insight into how States actually spend their funds.

- In FY 2015 combined Federal TANF and State maintenance-of-effort (MOE) expenditures and transfers totaled \$31.3 billion. Across the United States in FY 2015:
 - 24.6% of TANF and MOE funds was spent on basic assistance
 - 6.5% was spent on work, education, and training activities
 - 16.8% was used for child care (including funds transferred to the Child Care and Development Fund).
- A total of 26 States spent fewer than half of their TANF and MOE funds on the combination of basic assistance; work, education, and training activities; and child care. *OFA's interactive map* shows the distribution of this spending by State.

See the full blog by Susan Golonka, Acting Director, OFA, at *The Family Room Blog*.

If you are interested in knowing how each of the 50 States and the District of Columbia spent their TANF and MOE funds, OFA has posted individual *State pie charts* reflecting the 2015 data.



Joint Policy Statement—SACs on Early Childhood Education and Care



The U.S. Departments of Health and Human Services (HHS) and Education (ED) released a *joint policy statement* providing guidance on how to sustain the State Advisory Councils' (SAC) critical work undertaken and progress made on early childhood education and care

issues. The *State Advisory Councils on Early Childhood Education and Care* have been a major focus of President Obama's early learning agenda. First authorized in the "Improving Head Start for School Readiness Act of 2007," State Governors were required to establish an SAC to ensure broad statewide collaboration and coordination among the wide range of early childhood programs and services in a State, including child care, Head Start, early intervention, and preschool programs. Two years later, the Administration for Children and Families (ACF) provided \$100 million in American Recovery and Reinvestment Act (ARRA) funding for 3-year grants to States and Territories to support SAC activities. The ARRA funding was a strategic investment in early childhood

infrastructure and leveraged more than \$333 million in State funds. Since then, every major piece of legislation introduced in Congress has shown support for SACs. They played a vital role in the Child Care and Development Block Grant Act of 2014, were required in the Early Learning Challenge and Preschool Development Grants competitions, and are included in the newly passed Every Student Succeeds Act of 2015. Continue reading and see the full joint policy statement by Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development, ACF, HHS, and Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning, Office of Elementary and Secondary Education, ED: *Joint Policy Statement Release on State Advisory Councils on Early Childhood Education and Care*.



From the Office of Head Start

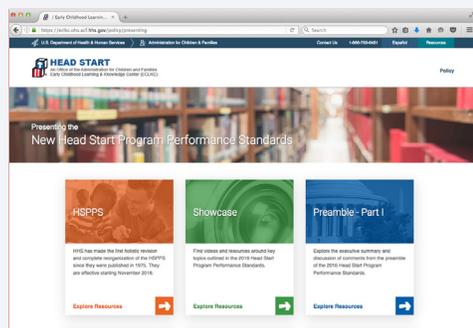
See updates to the “Presenting the Standards” page in the About Head Start portal.

Presenting the Standards page:
<https://eclkc.ohs.acf.hhs.gov/hslc/hs/new-policy>

Compliance Table PDF:
<https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/compliance-table-508.pdf>

Redesignation Table PDF:
<https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/redesignation-table-508.pdf>

Preamble – Part 1 PDF:
<https://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/preamble-part1.pdf>



Newly posted resources include the Spanish-language version of “Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs” in the DLL Toolkit in the Cultural and Linguistic Responsiveness portal.

DLL Toolkit page:
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/toolkit>

Spanish-language PDF:
<https://eclkc.ohs.acf.hhs.gov/hslc/Espanol/aprendizaje/ncclr-esp/docs/spanish-policy-statement.pdf>

Updates to the Spanish-language version of “What Is Quality Data for Programs Serving Infants and Toddlers?” in the Early Head Start section of the Español portal are provided via this Web site:
<https://eclkc.ohs.acf.hhs.gov/hslc/Espanol/esp-ehs/comp/what-is-quality-data.html>

Early Childhood Workforce High Schools: A Staff Pipeline for ECE

Sharon Sullivan, Higher Education Project Manager, T.E.A.C.H. Early Childhood® National Center; Brandee Lengel, Co-Executive Director, Nebraska Association for the Education of Young Children; and Julie Miller, ECED Program Chair for Southeast Community College recently emphasized career pathways beginning in high schools as part of the *Articulation Project*.



The Career Academy (TCA), a joint venture between Lincoln Public Schools and Southeast Community College, was highlighted. The goal of TCA is to provide academic and real-world experiences to high school juniors and seniors through high school and dual-credit courses in 16 different career pathways. TCA’s mission is “to provide quality, career-focused programs that prepare students for continued education and employment that contribute to the economic growth of themselves and their community.” The TCA partnership allows high school students in multiple fields, early childhood included, to bring as many as 33 quarter hours of credit to an associate degree program. Learn more at www.southeast.edu/EarlyChildhoodEd.

A core value of T.E.A.C.H. is that the workforce has access to course work with currency and that all college credits articulate between and among all higher education institutions within a State.¹ High school partnerships bring a new world of discussions about dual enrollment, credit payment, and college acceptances.

Is this something in which your State is interested? Learn more by viewing this *webinar*, reviewing this *document*, and visiting this *Web page*.

Additional resources include *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* and ACF’s *Policy Statement on Early Childhood Career Pathways*.

¹ <http://teachecnationalcenter.org/center-initiatives-and-resources/center-initiatives/articulation/>

Brief Series on the Early Childhood Workforce Released

A 2015 report from the Institute of Medicine and National Research Council, *Transforming the Workforce for Children Birth Through Age 8*, offers recommendations for building a high-quality early childhood (EC) workforce with the knowledge, competencies, education, and support to promote children’s development and learning. This series of briefs summarizes the findings in the report to inform EC programs, States, higher education entities, and other interested stakeholders to strengthen the support they offer the EC workforce.

You can find these briefs at <http://www.acf.hhs.gov/eod/early-childhood-career-pathways>.



Workforce

Identifying and Closing the Early Childhood Leadership Gap

The McCormick Center for Early Childhood Leadership at National Louis University, New York Early Childhood Professional Development Institute, and T.E.A.C.H. Early Childhood® National Center are embarking on a new project focused on leadership. The commitment of the L.E.A.D. Early Childhood Collaborative is a 3-year project designed to identify and close the early childhood (EC) leadership gap by recommending key leadership competencies needed by administrators to ensure developmentally appropriate outcomes for children, sustain efficient program operations, and support working families' needs for access to affordable high-quality EC programs. The intent is to use a scalable-systems approach that will increase and financially support opportunities for current and aspiring site leaders to take appropriate credit-bearing course work that reflects these identified leadership competencies.

Soon to be launched will be a new, interactive national clearinghouse in 2017—the L.E.A.D. Early Childhood™ Clearinghouse, which has a goal to collect and distribute information on the status of the EC leadership workforce; national and State professional standards for leaders; and programs that educate, support, and enhance the competency of individuals who lead programs serving children from birth through age 8.

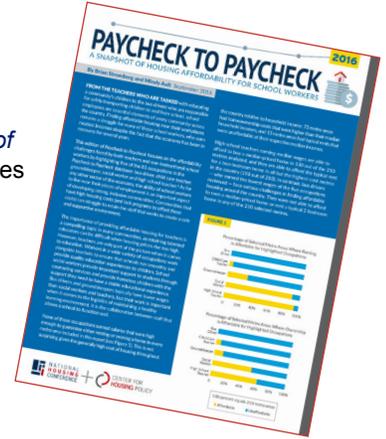
This Clearinghouse project of the L.E.A.D. Early Childhood Collaborative is a critical component in creating a “unifying foundation” across States to address the EC leadership gap and to offer an actionable response to the 2015 Institute of Medicine Report, *Transforming the Workforce for Children Birth Through Age 8*.

The L.E.A.D. Early Childhood Collaborative and Clearinghouse project are part of a Clinton Global Initiative America commitment made by the McCormick Center for Early Childhood Leadership in collaboration with the New York Early Childhood Professional Development Institute and T.E.A.C.H. Early Childhood National Center. Stay tuned for more information in 2017.

Paycheck to Paycheck 2016

By: Brian Stromberg and Mindy Ault, September 2016

The National Housing Conference’s annual release of *Paycheck to Paycheck: A Snapshot of Housing Affordability for School Workers* provides insights into the ability of working households to afford typical housing in metropolitan areas across the country. The published report highlights the housing affordability challenges of workers in several occupations across 210 metropolitan areas.



From the teachers who are tasked with educating a community’s children to the bus drivers who are responsible for safely transporting children to and from school, employees are essential in every community across the country.

The 2016 edition of *Paycheck to Paycheck: A Snapshot of Housing Affordability for School Workers* focuses on the affordability challenges faced by teachers and noninstructional school workers by highlighting 5 of the 81 occupations in the Paycheck to Paycheck database: bus driver, child care teacher, groundskeeper, high school teacher, and social worker.



Families and Medical Homes Are Partners in Children’s Health Screening

As each new program year begins, directors and staff members learn about the children and families they serve. Screening is a key part of this process and is the best way to

get to know a child and to ensure the program provides services to promote his or her health and development.

As staff members start screening, they engage families in the process. The conversations that staff members have with families are important. They’re about sharing information and making sure that everyone is on the same page. *Birth to 5: Watch Me Thrive! An Early Care and Education Provider’s Guide for Developmental and Behavioral Screening* offers staff the “why” and “how” to engage families.

Explore the topics below to discover what each child’s family needs to know. The Office of Head Start and Office of Child Care have put together a list of resources to help.

What Is Screening?

Find out what screening is and what to expect. Resources are provided to help staff members connect with parents.

Learn More about Your Child’s Development: Developmental Monitoring and Screening is a two-page handout for families in English and Spanish; it’s also available in *Arabic* (فِي بَرَعَل), *Korean* (한국어/조선말), and *Portuguese* (português).

Continued on page 9

Continued from page 8



It's Better to Know tells the story of a family learning about screening. It is also available in *Spanish (español)*.

Bright Futures™: Resources for Families is a list of tip sheets that show parents what to expect at each well-child visit. It includes many other resources that are helpful for families.

Recommended Immunizations for Children from Birth through 6 Years Old: By Age helps families know what immunizations their children need.

Fact Sheets for Families: Vaccine Safety helps families learn more about immunizations and the reasons they are so important to children's health and safety.

Building Partnerships: Guide to Developing Relationships with Families offers staff tips for connecting with families.

Learn the Signs. Act Early. Developmental Milestones provides families with a basic checklist of expected skills and abilities for children at different ages.

Helping Families Make Decisions About Their Children's Health

Learn how staff members maintain families' privacy and help them make decisions that promote children's health. Staff members use strategies that respond to families' culture and language.

Caring for Our Children (CFOC) Standard 2.1.1.4: Monitoring Children's Development/Obtaining Consent for Screening defines the family's role in screening.

CFOC Standard 9.4.1.3: Written Policy on Confidentiality of Records describes what program policies should look like.

Consent for Exchange of Information and *Consent for Release of Information and Referral* are two forms that staff members can use to get a family's consent for the exchange of information between specified entities. Staff members also can use the second form to refer a child for additional followup or treatment.

Reaching Milestones and Possible Delays

When results show that children are reaching milestones or are having possible delays, these resources can help.

Tips for Talking with Parents offers ideas on sharing results with families.

Talking to Families of Infants and Toddlers about Developmental Delays focuses on how to share concerns about an infant or toddler with his or her parents in a sensitive way.

Birth to 5: Watch Me Thrive! Developmental Screening Passport is a tool that families can use to track their children's screening results.

When families participate in screening and receive supports as needed, they can help their children reach their full potential. Staff members who work closely with parents can help encourage them through the screening process.

Medical Home

Another important partner is the medical home, which comprises the family's primary care doctor and his or her team. Part of screening is finding out whether a child is up to date on well-child health visits and vaccines. Health providers should have good relationships with families and share key health information. The medical home also will likely conduct sensory

and developmental screenings. If they have done so, accessing the results can help staff members plan services at the program. If the program conducts the screening, staff members can partner with families to share results with the medical home. Together, everyone can use this information to make decisions about next steps.

The following resources help program staff members connect with each family's medical home to partner on screening.

The Well-Visit Planner for Families is a tool that programs can share with families to prepare for doctor appointments. Families can use it to make sure they share what they know about their children and get their questions answered.

The Medical Home and Head Start Working Together and *Strong Connections, Strong Families: Increasing Collaboration Between Head Start and the Medical Home* both provide ways that programs and health providers can partner.

The National Center for Medical Home Implementation offers a *For Families and Caregivers* page with tools and information to help a family prepare to successfully partner with a child's medical home and tips and tools to help programs track health information.

Birth to 5: Watch Me Thrive! A Primary Care Provider's Guide for Developmental and Behavioral Screening can be shared with medical home partners to help them use the same strategies as the program.

Teaming up with the family and medical home is key throughout the screening process. They can make the job easier during and after screening, particularly if a child needs followup services.



New Head Start Program Performance Standards

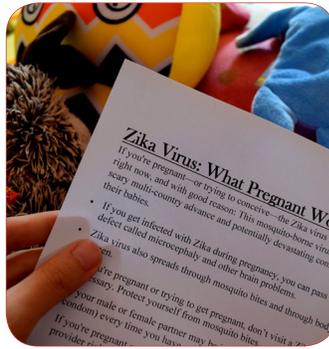
Available on the ECLKC

The U.S. Department of Health and Human Services announced new Head Start Program Performance Standards (HSPPS) that will further improve and strengthen the Head Start program. The regulation is the first comprehensive revision of the Head Start Program Performance Standards since they were originally published in 1975. The updated standards reflect current research, science, and best practices; describe high-quality service delivery so that Head Start is better able to focus on outcomes for children and families; reduce administrative and regulatory burdens; and improve clarity and transparency.

The new HSPPS and the following related resources are available on the Early Childhood Learning and Knowledge Center (ECLKC) site:

- [Head Start Program Performance Standards](#) (110 pages)
- [Federal Register: Head Start Performance Standards](#) (621 pages)
- [Head Start Policy and Regulations](#)
- [Head Start Program Performance Standards \(HSPPS\) Final Rule—ACF-PI-HS-16-04](#)
- [General Fact Sheet](#) from the Office of Head Start (OHS)
- [Questions and Answers](#) about the release of the new HSPPS
- The [on-demand webinar](#) that introduced the new regulations.

A webinar, [Introducing the New Head Start Program Performance Standards](#), is available to watch on demand.



Zika Virus Infection: Latest Information and Prevention Tips

With more than 1,300 pregnant women having some laboratory evidence of Zika virus infection in the United States, it's understandable that many families are concerned about loved ones becoming infected. However, it's important to know as much as you can about transmission so that you can protect yourself.

Zika virus infection is primarily spread by infected *Aedes aegypti* mosquitoes, which are the same mosquitoes that spread similar viral diseases—chikungunya and dengue. These mosquitoes are aggressive biters during the daytime, but they also bite at night. Mosquitoes become infected when they bite a person who is already infected with Zika virus. Infected mosquitoes can then give the virus to other humans through their bites. Zika virus can also be transmitted from a pregnant mother to her fetus during pregnancy or around the time of birth, through sex between a person who has Zika virus and his or her partners, and by blood transfusion.

About 80% of adults and children who are infected with Zika virus infection do not experience symptoms. Even for those who have symptoms, they are usually mild. The most common symptoms of Zika virus are fever, rash, joint pain, and red eyes; other [symptoms](#) include muscle pain and headache. There is currently no evidence that Zika virus during early childhood is linked to developmental delays or impaired growth. If someone develops symptoms, a health care provider can order blood or urine tests to look for Zika virus or other similar viral diseases.

No vaccine currently exists to prevent Zika virus infection. If you have recently traveled to areas with local Zika virus transmission, it's important to tell your health care provider.

What Can You Do To Prevent Exposure to Zika in Children?

- Make sure that there is no standing water near your home or play areas. It's important to check inside tire swings, gutters, and anywhere water can collect. Other places to look include buckets, trash cans, planters, tires, tall grasses, and nearby playground equipment. Mosquitoes lay eggs near water because young mosquitoes need water to survive.
- Dress children in clothes that cover arms and legs when they're going outside.
- Stay in places with air conditioning.
- Use window and door screens to keep mosquitoes outside.
- Use EPA-registered insect repellents.
 - Follow the label instructions.
 - Reapply the repellents as directed.
- If you are using sunscreen, apply that first and then put on the insect repellent. Do not use insect repellent on babies younger than 2 months.
- Spray insect repellent on your hands and then put it on a child's face.
- Do not put insect repellent onto a child's hands, into the eyes or mouth, or on cuts or irritated skin.

For the latest information on Zika virus infection, please visit <http://www.cdc.gov/zika/index.html>. Also see this information: [HHS awards \\$350,000 to American Academy of Pediatrics to help children affected by the Zika Virus](#).

OCC Releases Profiles Highlighting Early Head Start – Child Care Partnership State Grantees

The Office of Child Care (OCC) has released a series of profiles on the Early Head Start – Child Care (EHS-CC) Partnership State grantees. The profiles highlight how each State is leveraging policy changes and resources to expand access to high-quality infant and toddler child care and to drive changes in State early childhood systems as they implement their Partnership vision.

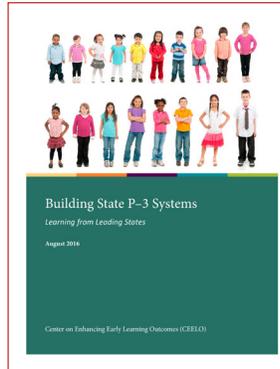
There are currently 275 EHS-CC Partnership grantees, which will serve approximately 32,000 infants and toddlers. Among them are seven Partnership State and Territory grantees, which together will serve roughly 1,600 children from birth through age 3. The models and strategies that EHS-CC Partnership State grantees are implementing offer a valuable perspective on intersections among State policies, systems, and the success of the Partnerships.

In particular, the 2014 reauthorization of the Child Care and Development Block Grant represents an opportunity for States to enact new policies that align EHS and OCC and to support the Partnerships' goals of improving capacity and quality across programs that serve low-income toddlers and their families to enhance child well-being and school readiness outcomes. Many Partnership State grantees also strategically layer funding sources and effectively demonstrate how State leadership can shape policies and partnerships that support EHS-CC Partnerships as an integral component of comprehensive early childhood system development. OCC is now gathering helpful insights about how Partnership State grantees are engaged in the following critical activities:

- Designing effective partnership State grantee models
- Facilitating partnerships through State subsidy policies
- Layering funding to support partnerships
- Aligning partnerships with State systems.

To read these EHS-CC Partnership State grantee profiles, visit [this Web site](#).

Key resources on Partnership development and implementation include *Top Ten Ways CCDF Can Support Early Head Start – Child Care Partnerships*, the *Early Head Start – Child Care Partnerships: Year One Report*, and *A Fiscal Management Checklist for Partnerships*.



Building State P–3 Systems: Learning from Leading States¹

Three Race to the Top – Early Learning Challenge States—Oregon, Pennsylvania, and Massachusetts—are highlighted in *Building State P–3 Systems: Learning from Leading States*. The three case studies address a central question: How can States support P–3 systems-building at the

State and local levels? Read the report at [this Web site](#).

PreK Cost Calculator Now Available

The *Cost of Preschool Quality Tool* (CPQ) created by the Center on Enhancing Early Learning Outcomes is an Excel-based model that can be used at the State or district level to estimate the cost of expanding high-quality preschool programs. The *Cost of Preschool Quality Tool – User Guide* is intended to assist you in fully using the tool and includes an overview of how to get started, step-by-step instructions for calculating costs, and case studies of two ways to answer policy questions related to the cost of high-quality preschool. A *Cost of Preschool Quality Tool: User Guide Glossary/Codebook* accompanies the User Guide, describes each of the input assumptions of the CPQ in greater detail, and contains information about the source of the default value for each input assumption and the subsequent modeling calculations that are directly affected by the input assumption. Additional notes are provided to help the user understand other key aspects and issues.

¹ Jacobson, D. (August 2016.). *Building State P–3 Systems: Learning from Leading States*. (Policy Report.) New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.



On *Thursday, October 27, 2016*, children and adults will gather to learn, laugh, and read this year's campaign book, *The Bear Ate Your Sandwich*, by Julia Sarcone-Roach, as part of the world's largest shared reading experience. *Read for the Record* inspires adults to read with children, spurs policymakers and organizations to take action toward transformative change in early education, and puts books in the hands of more children across the country.

Early Childhood Native Language Immersion

The Federal Reserve Bank of Minneapolis focuses on early childhood (EC) development and Native language development. The *Center for Indian Country Development*, the Minneapolis Fed's New Center of Expertise designed to help self-governing American Indian communities attain their economic development goals, sponsored the *Early Childhood Development in Indian Country Conference* on October 5 and 6. Prior to the conference, Rob Grunewald, an Economist with the Community Development Department, wrote an article published in *Community Dividend*, "*Early childhood Native language immersion develops minds, revitalizes cultures.*" The text of this article is discussed below.

Learning their indigenous languages from a very young age can prepare Native American children for success in school and life, with benefits spilling over to their families and communities.

"Aaniin, ezhi-ayaayan?" (Hello, how are you?)

Children and teachers sing these words to a 3-year-old child in the Ojibwe classroom of the Wicoie Nandagikendan language immersion program. The child stands up from his chair and places a sticker under one of several Ojibwe words for happy, sad, and angry, among other choices.

After all the children and adults have taken turns placing their stickers, a teacher leads the children through counting, "*bezhig, niizh, niswi*"; colors, "*miskwa, ozaawaa, ozhaawashkwaa*"; and animals, "*makwa, waawaashkeshiinh, ajidamoo*," all while pointing to corresponding pictures with a colorful wand to help everyone listen and speak in Ojibwe.

For 3 hours each weekday during the school year, as many as 10 children as young as age 16 months and as old as 5 years are immersed in either the Ojibwe or Dakota language within the Four Directions Family Center's nationally accredited child care center. The program borders the Little Earth community in Minneapolis, a housing development whose residents are mostly of Ojibwe or Dakota descent.



A child attending the Thunder Valley Community Development Corporation's (TVCDC) Lakota Immersion Childcare program on the Pine Ridge Indian Reservation in South Dakota learns the letters of the alphabet and corresponding Lakota words (photo courtesy of TVCDC).

The Wicoie Nandagikendan program is part of a growing number of EC Native American language immersion programs in the Ninth Federal Reserve District and throughout the United States. These programs have the promise of addressing two major challenges that Native American children and communities face.

First, the number of first-language speakers—that is, people who speak a Native American language as their first language or one of their first languages—is rapidly declining. EC language immersion programs are a strategy to reinvigorate language and cultural practices.

Second, Native communities face many socioeconomic circumstances that can be detrimental to healthy brain development in children. Language immersion programs can help counter these detrimental effects by offering experiences consistent with what young children need to thrive. Many children who learn their Native language and culture also have success with their overall education and well-being.

EC language immersion is not a simple solution for Native communities, however, as immersion programs present some challenges. A language immersion program requires communities to develop curricula in the Native language and to recruit teachers who are proficient speakers and have undergone training in child development and classroom management. After children complete a language immersion program, they need

ongoing support, such as opportunities to speak the language at community gatherings or to attend a language immersion program during the elementary grades. Finally, although some funding streams are available for language immersion programs, combining funds from different sources to achieve long-term sustainability can be challenging.

For Native communities that meet these challenges as they design and conduct immersion programs, there are indications that the programs are increasing Native language fluency and are developing young minds in a way that prepares children for success in school and life, with potential benefits spilling over to their families and communities.

Read [the full article](#) by Rob Grunewald in *Community Dividend*.



Speaking in Lakota, an instructor leads children through a drawing exercise at TVCDC's Lakota Immersion Childcare program (photo courtesy of TVCDC).

Early Childhood Homelessness



The U.S. Department of Housing and Urban Development's (HUD) Office of Policy Development and Research supports the Department's efforts to help create cohesive, economically healthy communities.

Research has suggested that early childhood education can help mitigate the developmental delays and decreased

academic achievement often observed in children experiencing homelessness. Yet, very few of these children are enrolled in preschool, and the reasons why have not been fully explored. In a recent HUD study, *A Qualitative Assessment of Parental Preschool Choices and Challenges Among Families Experiencing Homelessness: Policy and Practice Implications*, researchers interviewed families who had recently experienced homelessness to determine the factors that influence preschool participation. Based on their findings, the researchers make policy and community practice recommendations to facilitate preschool enrollment for children experiencing homelessness.

On a single night in 2013—as measured by the point-in-time count conducted by homeless services providers under the auspices of HUD—more than 70,000 families and 130,000

children were experiencing homelessness across the United States. Of these families, 80 percent were headed by single mothers, and 40 percent had at least one child younger than age 1 (HUD, 2013).

Update: Early Childhood Profiles, National Center for Children in Poverty

The National Center for Children in Poverty (NCCP) has just updated its *Early Childhood Profiles* for all 50 States and the District of Columbia.

The profiles provide a two-generation view of current policies affecting children from birth to age 8, nationally and State-by-State, in the areas of early care and education, health, and parenting/family economic supports. This update includes three new policies that identify States offering a minimum of 28 weeks of unemployment insurance benefits; Medicaid-covered maternal depression screening under the child's Medicaid benefit; and an online, dual-benefit application for Medicaid and the Supplemental Nutrition Assistance Program that helps families gain access to these benefits. Visit NCCP's Web site to view these profiles and other NCCP resources that can inform efforts to help America's most vulnerable children.



Additional Resources

Child Care Deserts: Developing Solutions to Child Care Supply and Demand

Introduction
The Changing Landscape of Child Care
Over the past few decades, the needs of families living in the United States have changed dramatically. Having a picture of the current state of child care research helps us to identify the challenges that families face in finding quality, affordable, and accessible child care. This report provides a comprehensive overview of the current state of child care in the United States, but also offers a vision for the future. It identifies the challenges that families face in finding quality, affordable, and accessible child care, and offers a vision for the future. It identifies the challenges that families face in finding quality, affordable, and accessible child care, and offers a vision for the future.

September 2016
Chelsea Coleman, PhD
Cristina Torres, PhD
Richard McKinstry, MPH
Alicia Liu

Table of Contents

- 1 Introduction & Report Overview
- 2 Child Care Deserts
- 3 Demand and Supply of High-Quality Child Care
- 4 Parental Perceptions of Child Care Deserts
- 5 Parental Perceptions of Child Care Deserts
- 6 Parental Perceptions of Child Care Deserts
- 7 Field Research
- 8 Policy and Practice Recommendations
- 9 Summary
- 10 Policy Recommendations

Child Care Deserts, Child Care Aware® of America, Copyright September, 2016 | 1

Child Care Deserts Report Released
Child Care Aware® of America presented the *Child Care Deserts: Developing Solutions to Child Care Supply and Demand* white paper. The new report introduces the concept of child care deserts broadly, focusing on both parent perceptions of their child care journeys and the ways in which communities across seven States have begun to examine supply-and-demand issues.

2016 Citizen-Readiness Index
Ready Nation released the *2016 Citizen-Readiness Index*, a report and infographic that measures a common challenge underlying every significant sector of American society—the

declining number of young adults who can contribute to our Nation. The *2016 Citizen-Readiness Index* ranks States on whether they're poised to produce citizens who are "citizen-ready"—workforce-ready, crime-free, and eligible to join the military—and proposes evidence-based, bipartisan solutions for how legislators and the next Administration can ensure that today's young Americans become citizen-ready. Visit StrongNation.org/CitizenReady to read the report and view the infographic.

What Happens to Adolescents Who Experience Family Homelessness? New Research Brief Sheds Light

For adolescents who experience family homelessness or housing instability, the lack of stable, permanent housing can create lasting consequences. A new research brief from Abt Associates, *Adolescent Well-Being After Experiencing Family Homelessness*, examines these challenges among adolescent youths experiencing homelessness, the impact on their well-being, and things that might be done to address the gaps. The brief is one of a series commissioned by the U.S. Department of Health and Human Services (HHS) that draw on the Family Options Study to inform HHS and its grantees about strategies for

HOPELESS FAMILIES RESEARCH BRIEF
OPEL Report No. 010162
June 2016

Adolescent Well-Being after Experiencing Family Homelessness
Jessica Thornton Walker, Scott R. Brown, and Margoth Shinn

OPRE Abt

preventing and ending homelessness among families, children, and youths. [Read the Research Brief.](#)

Income and Poverty in the United States: 2015

The new Census Bureau annual report on poverty, income, and health coverage shows major economic improvement on several indicators, including a drop in poverty from 14.8 percent of Americans in 2014 to 13.5 percent in 2015. The Center for Law and Social Policy has also released an *infographic sheet* highlighting key data.

Income and Poverty in the United States: 2015 is available for downloading at this Web site: <https://www.census.gov/library/publications/2016/demo/p60-256.html>.

Continued on page 14

Additional Resources (Continued)

Continued from page 13



New Report From OECD: Education at a Glance 2016

Education at a Glance 2016 provides comparable national statistics measuring the state of education worldwide. The report analyzes the education systems of the 35 Organization for Economic Cooperation and Development (OECD) member countries as well as Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Lithuania, Russian Federation, Saudi Arabia, and South Africa.

Looking for Podcasts on Business and Early Childhood?

The Committee for Economic Development has posted a *series of early education podcasts* on its Web site featuring leaders in business, the nonprofit world, and philanthropy.

Patricia Kuhl, Co-Director of the University of Washington Institute for Learning and Brain Sciences, tells the story of watching her niece, who is deaf, and thinking about the idea that language has to “get into the head.”

It was the first time that Dr. Kuhl grew curious about how minds, the brain, and curiosity work. This event was the beginning of her passion for language. A mentor inspired her to look at children and their brain development.

“The whole architecture of the brain is being built, and it’s strongly influenced by experience,” Kuhl says of childhood. If children are neglected or abused, their brain development is adversely affected. Listen to the podcast—*Unraveling the Science of Early Brain Development*.

To listen to the early education podcast series, [click here](#).

The Child Opportunity Index: Measuring and Mapping Neighborhood-Based Opportunities for U.S. Children

This *new report* highlights the importance of neighborhood-based opportunity for healthy child development and the consequent need to understand whether all children have access to neighborhood opportunity. The report not only finds vast racial/ethnic inequities in children’s access to neighborhood opportunity across all metropolitan areas but also variations in the extent of inequities in the concentration of racial/ethnic minority children in very-low-opportunity neighborhoods (relative to white children).

The Child Opportunity Index, developed by [diversitydatakids.org](#) and the *Kirwan Institute for the Study of Race and Ethnicity*, illustrates the geography of opportunity for children in each of the 100 largest metropolitan areas.



Supplemental Nutrition Assistance Program

The U.S. Department of Agriculture’s (USDA) Food and Nutrition Service awarded \$5 million in grants to State agencies and community-based organizations to improve the *Supplemental Nutrition Assistance Program* (SNAP) and to implement modernization initiatives. Organizations from seven States were selected for these competitive grants: Delaware, California, Florida, Maryland, Missouri, Nebraska, and Washington.

USDA sought grant proposals for projects designed to improve the quality and efficiency of SNAP operations and processes, with a focus on initiatives that use new technologies or examine office procedures to improve application processing timeliness for initial or recertification applications.

For more information about these projects, please visit <http://www.fns.usda.gov/snap/snap-process-and-technology-improvement-grants>.

NEW PERFORMANCE STANDARDS

#HEADSTART

- IMPROVE IMPACT ON CHILDREN'S LEARNING AND DEVELOPMENT
- EXTEND CLASSROOM INSTRUCTION TO A FULL SCHOOL DAY AND A FULL SCHOOL YEAR
- BUILD TEACHER SKILLS
- FOCUS ON OUTCOMES RATHER THAN OVERLY PRESCRIPTIVE RULES
- PRODUCE HIGHER RETURNS ON TAXPAYER INVESTMENT



#HEADSTARTSTRONG



NATIONAL HEAD START ASSOCIATION

Studies recently released by the Brookings Institution's Hamilton Project, *The Long-Term Impact of the Head Start Program*; the Georgetown University Center for Research on Children in the United States, *The Effects of Tulsa's CAP Head Start Program on Middle-School Academic Outcomes and Progress*; and the Institute for Research on Labor and Employment at the University of California, Berkeley, *Revisiting the Impact of Head Start*, underscore the effectiveness of the Head Start advantage. The Hamilton Project study analyzed data from the National Longitudinal Survey of Youth and found increasing evidence of the long-term effects of Head Start on education outcomes. Tulsa's Community Action Project (CAP) Head Start program is a case study in how local design and flexibility allows communities to tailor programs and to maximize long-term effects. The Berkeley policy brief pulls together the findings from multiple papers using data from the Head Start Impact Study. These new studies add to a *robust body of research* affirming the Head Start advantage and the significant and meaningful long-term effects of Head Start.

National Head Start Association, Yasmina Vinci, Executive Director



ADMINISTRATION FOR
CHILDREN & FAMILIES

To sign up to receive this newsletter, please e-mail marsha.basloe@acf.hhs.gov and include the subject line "Early Childhood Development Newsletter."

If you have questions or comments regarding the newsletter, please contact marsha.basloe@acf.hhs.gov.

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

The Early Childhood Development newsletter contains links to other Web sites 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 on Web pages do not necessarily reflect the positions or policies of the U.S. Department of Health and Human Services and Administration for Children and Families (ACF). The inclusion of resources should not be construed or interpreted as an endorsement of any private organization or business listed herein.



<http://www.youtube.com/usgovacf>



<http://www.acf.hhs.gov/rss>



<https://twitter.com/ACFHHS>