

## **Early Head Start – Child Care Partnerships: Getting Started—March 14, 2014**

**Introduction:** First of all, you likely realize that all of our lines are muted. They will stay that way throughout the course of this webinar.

If you have questions, you're welcome to enter them in the chat box or the question box, but I do need to let you know we will not be able to address questions on this webinar. We will hand any questions over to our policy team so that they have them for reference to know what questions are going on out in the field.

You should also know that we did hit our maximum capacity on this webinar, which is to say that there a thousand of you out there. And as happy as we are to have you all on, there were a number of folks who could not get on. So if you have any friends or colleagues who were not able to join the webinar today, please do let them know that we plan to post the audio, the transcript, and the slides for the webinar within a week. We'll be talking to you later about where you will be able to find those resources.

Additionally, we always, always, always get the question about whether or not the slides are available. Those will also be available within a week, and our presenters will give you a heads-up on where to find them later on in the webinar.

So with that I will turn it over to Sharon Yandian, Director of Technical Assistance for the Office of Head Start.

**Sharon Yandian:** Thank you. Well, welcome to this first in a series of webinars that have been organized to give background and context for all the stakeholders who may be interested in applying for the upcoming Early Head Start – Child Care Partnerships grant.

As Tricia said, I'm Sharon Yandian, and I'm here with Ginny Gipp; we're both Directors of Technical Assistance at the Office of Head Start and the Office of Child Care.

Before I introduce the presenters you should see on the screen, I wanted to take the opportunity to talk briefly about the partnership. As you know, this is a new \$500 million competitive grant opportunity to support partnerships between newer existing Early Head Start programs and child care providers.

You know, we at the Office of Head Start and the Office of Child Care are excited about the President's initiative for expanding high-quality comprehensive early learning opportunities and services for young infants and toddlers living in poverty and their families. It also is giving us an

amazing opportunity to collaborate across the Federal Offices of Head Start and Child Care, and that's a very good thing.

You will be hearing today from Angie Godfrey and Rae Anderson. Angie is one of our leaders at the Office of Head Start on Early Head Start comprehensive services, and Rae Anderson is a seasoned child care State Systems Specialist with a long history with child care and Head Start.

Very briefly, the objectives. What we hope to accomplish in this very short period of time—I think 60 minutes—we really want to provide information that will help potential applicants even prior to decisions you make about whether you will partner or not. We hope to identify resources for planning, implementing, evaluating, and sustaining partnerships. And lastly, the building of agency capacity for accessing and utilizing partnership resources.

So what you're going to be hearing from both Angie and Rae is some excellent content that will be supported by many resources that are going to be referenced at the end of this webinar. Many of the resources were developed as part of a partnership that I'm sure many remember, Quality in Linking Together: Early Education Partnerships—the QUILT project—that was jointly funded by the Office of Head Start and the Office of Child Care many years ago.

With no further ado, I'd like Rae to begin.

Rae Anderson: Thank you very much, Sharon, for that introduction and for inviting me today to join Angie for the presentation.

We're going to start this afternoon with a conversation about the collaboration pyramid. And I think this pyramid really helps illustrate the fluid nature of partnerships and the continuum and increasing intensity of collaboration. So while you might start out simply networking and cooperating, your ultimate goal could be a more fully and committed partnership.

And these concepts that were captured here in this graphic really I think were brought to life through all of the good work that is going on in local communities and even at the State and Regional levels in early childhood care and education partnerships.

So when we look at sort of the bottom level of the pyramid, we're sort of focused on cooperation. And this is sort of the beginning of building those relationships, and we're sort of just sharing resources, getting to know one another. It's sort of a lower level of intensity in terms of time and commitment, but it's really an important phase of the partnership or the

stage because you're really setting the stage for a deeper and longer term relationship.

And when we move to coordination, this really involves taking those relationships to a more intense level. And it really often involves partners implementing projects together, activities together, and requires more formal communication channels between the organizations that are partnering together.

When we get to the more intense—the most intense—level of partnerships, we're really talking about collaboration. And collaboration is really defined by more formal relationships that require comprehensive planning, really well-defined communication channels that are operating at all levels of the partnership. It involves shared or collaborative leadership with a really well-developed vision and mission and a commitment to that shared purpose.

So we mentioned earlier that partnerships are really dynamic. So it's not that you sort of stay in one place. As partners come and go, the needs of the community change, or there are different resources; it may be that you have to go back to the beginning of your process and work through the various stages again.

But one thing you notice about this graphic is that communication cuts across all the phases of the continuum. Communication is probably one of the most critical components of the partnership process. We know that it is the foundation for all of the relationships that we have. So it's really essential when you start thinking about partnering that you also develop a plan for communication.

So no matter what level of partnering you're doing, you need to really think about a formal plan for communication in order to ensure success. So communication is a great place to start when you are considering partnerships. It's really all about communication.

So let's think about—when you're thinking about your approach to partnerships and you begin planning for your success, really take time. Take time to identify potential partners, engage with your key stakeholders, and really involve them in important conversations from the very, very beginning. Don't start without them.

You know, Angie, let's start; let's think about some of the other really important things that potential applicants need to be thinking about as they develop their Early Head Start and child care partnerships.

Angie Godfrey: Thank you, Rae. And yes, let's. This is such an exciting time. I'm so grateful to be doing this with Rae, who has so much experience around

partnerships. And we're going to take you through a few steps today that will help you. We know this is going to be a wonderful opportunity but also difficult work ahead of you, and hopefully, we can help you with that.

And the first consideration for partnership is the community assessment. First of all, there may be some existing community assessments in your community if you work—if there are United Way agencies; maybe some of you have START programs in your community, have community assessments that they can share. We know that that's a requirement for all Head Start grantees.

So it's a very large and comprehensive look and view at what is going on in your community. And you may have to build from what already exists. And look first to see if it exists.

And you're looking for three things. You really are going to focus in on three things. What are the current needs in the community for serving infants and toddlers? What is the existing capacity, and what does it look like? In your community, are there different service areas; are there potential service areas that aren't currently receiving services? And then finally, are there currently EHS and child care programs serving eligible children in the service area? That is just the natural place for partnerships.

And then the next thing that we want you to think about as you're preparing for this is identifying and selecting a partner. You will learn who your potential partners are through your community assessment, and then you can begin a process of identifying. You may have done work in early care and education across your community for years, and you may already know who the agencies and the people are that you want to partner with.

But there are some questions you should ask, whether you know folks already you can identify or you're looking for folks. And again, are they located in the area of need? And that really means in the areas where the families most in need are. If there are families in areas not currently receiving services or who could benefit from the collaborative services of Early Head Start and Child Care, then start there.

Look at the structures that are in place to support existing community partners. This may look different in every community. We're not going to tell you today what it looks like, but we are going to encourage you to look for those existing structures in place to support this partnership. And then again when we talk of need, again we're talking about families. Are the needs center-based, or are families looking for family child care providers? And how do you support partnering across the different options that programs and families have in need?

And then again, another important consideration is that the providers in the service area represent the demographics in that area. Not just knowing the population and where it exists but also understanding outreach and communication with the families that are there. So I think that that is certainly; those two things are a foundation for consideration.

And the next thing, Rae, I'm going to turn it back to you to talk about preplanning for the partnership.

Rae Anderson: Thank you. So as Angie said, sort of considering early these different aspects, and then the preplanning phase of the partnership is something that you really want to take time. You really want to think about and engage; we mentioned engaging stakeholders from the very beginning and really taking time to develop those relationships.

You want to get to know each other's philosophies and become really familiar with potential partners, the services that they provide. You want to really understand the goals and values that are involved in the services that they deliver. You want to work toward that shared vision and mission.

Part of relationship is being able to build trust and taking time to really cultivate the relationship. It's important to really—to not only be inclusive but to just be open-minded and be respectful when you come to the table with your partners. And if you're really willing to listen and learn from one another, it helps open the door for exploring new ways of working together and new ways of delivering services together. And through this kind of an approach, you can really foster new innovations and growth not only in your program but in other programs and in the community.

So it's really important to be flexible. You know, I think you have to identify sort of what your nonnegotiables are, things that you really can't give up. But be reasonable and come to the table with a really positive attitude, drawing on the strength of your partners. Sharing your own strength but really recognizing the strengths of others and helping everyone in the partnership see the possibilities can really help create opportunities and confidence.

So I think it—all these things sort of lead toward that shared mission and vision that provides that solid foundation for building your partnership. And then it also gives you something to return to when there are challenges in your partnership. And part of the process is examining your readiness as an organization to really provide leadership and to support a collaborative planning process with your partners and stakeholders.

Building an effective partnership really takes time and resources. It might mean that you are convening meetings and trying to solicit additional

resources. So your capacity to actively engage partners and create positive working relationships will really help you move toward a systems-based partnership.

So given the intensity that's required when you're working as a collaborative group, your partners need to know that their investment is really worth the effort. So it changes the way you work together, and you're moving from sort of competing to building consensus, working alone to working together across sort of diverse organizations. You're sort of thinking more about results and strategies as opposed to just activities. So you're really focused on accomplishments and long-term results.

So in order for your group members to fully participate, it's sometimes important to engage a neutral consultant, someone who can help the collaborative members really focus on the work. And then the neutral facilitator can help bring people together, can sort of help shape the partnership, build the trust, and then help them sort of develop their vision and determine what their desired results are.

So really, a systems-focused approach helps you plan thoroughly, helps you develop those systems for oversight and self-assessment, and really it becomes sort of the backbone of your partnership and helps you sort of achieve the success. It really is one of those sorts of basic and sound principles for building partnerships, which we're going to talk a little bit more in our next slide.

You know, we've all learned sort of from a variety of partnerships—from those of you who have been doing partnerships—about the different models or structures. And they come in all shapes and sizes, and there's really no limit to the nature of early care and education partnerships. But what we have found is that in almost every successful partnership they have used data to help them select achievable and sustainable goals to ensure that there's a certain level of ownership and buy-in from all of their partners and that they can engage families as equal partners from the very beginning.

Successful partnerships include partners from very diverse perspectives. They reach out and include experts from different fields, from diverse cultures, and really look for additional resources from the very beginning to help sustain their partnerships. They actively engage with one another in the work from the very beginning.

And whenever possible, I think most successful partnerships use existing governance structures to help them develop their contracts and their working agreements. When necessary, they create those new structures to support their collaboration, but they really try to build on what is working well. And from a position of strength, knowing what is going well and what needs to

be better is often times the first step when planning for continuous quality improvement.

Successful partnerships almost always plan for sustainability from the very beginning, which means they take steps to anticipate the need for resources to support the partnership from the beginning and throughout the life of the partnership.

In the next slide we're going to highlight some of the important elements of developing common understanding, which is another key ingredient for successful partnerships.

In order to really ensure that infants and toddlers and their families receive what they need from the partnership, partnerships must come to the table with a sincere interest in working together. So program leaders have to clearly articulate what they bring to the partnership, as well as being able to listen and learn and understand what their partners have to offer.

So it's important that we recognize that every partnership is unique and every partnership has to be structured to meet the needs of the community and those involved. We all have partnership experiences, and we all know of interesting and successful early care and education partnerships maybe in our own communities or in our States. But the partnership that you might be designing, it need not—and probably should not—be the same as maybe some of those others. You need to use your community assessment and your family data and the strengths of your partners to create the foundation for your partnership and move forward.

So take a look at your program practices and standards and use the partnership process as an opportunity to really address the needs of your community and where you might make improvements. Really challenge yourself to look at the way you currently do things and determine if it is truly the best practice or the practice that needs to be adopted by your partnership, or if there's some room for change.

Really think about what you bring, what your partners bring, and allow time for both partners to bring those things to the table as you negotiate your agreements and explore those particular contracts that you really need to solidify as you move forward.

And we're going to talk really briefly about the importance of written contracts or agreements because all partnership agreements really should be in writing. Developing a comprehensive agreement early in the process that clearly addresses each partner's role and responsibility really lays the foundation for a strong and sustainable collaboration.

The written agreement should contain enough detail to guide the partnership and serve as a mechanism for each of the partners to really determine whether or not they are fulfilling their commitments. A partnership agreement should be reviewed on a regular basis. They really should, as appropriate, be revised to really reflect the unique needs of the children and the families that they're serving and the changes in the partnership.

And the partnership agreement or the contract can then be used to help develop the partnership work plan. And the partnership work plan really—which is often developed through a strategic planning process and may be described more in terms of a short- or long-range plan or an operational plan for the partnership—is a very important tool and one that the collaborative partners need to take sufficient time.

Angie, what are some of the important components of the work plan that we need to really focus on in order to make the collaborative planning process successful?

Angie Godfrey: Thanks, Rae. And one of the things that Rae kept saying that's so important is that the planning time and developing the partnership is intense. Several times you said "intense," Rae, and I think that's so true. And it's intense because it involves both an internal reflection and a self-assessment as well as external reflection and self-assessment. And that's exactly what partners are doing.

You may have a sense of who you want to partner with, as I said earlier, but what you really have to do is understand what the work is. Found that work in communication, if you think back to when Rae talked about the pyramid at the beginning. And then put everything in writing so that you can then move to implementation. Because without all of the preplanning, without really understanding each other, you may be surprised by who your partner is. It may be someone that you didn't expect. But through the planning and the work, you have the ability of understanding each other.

And I think that I'm going to talk a little bit more, just another minute, on the vision. I think that there's intrinsically a vision all of us who work in early care and education have, and particularly those of us in Child Care and Early Head Start. And that vision is that we know we work with the most vulnerable children in the community, and how can we begin to deliver services that are seamless for the children and the families in that community?

And how do we begin to understand the regulations and the standards at the local, State, and national levels and then make them work for us? That's the key, understanding that it's complex but also understanding that it creates possibilities for families that working together we can provide.

And one of the most important elements in implementing this vision of course is strategic planning. And it assists partners in developing this common mission, vision, and action plan for the partnership, including planning the framework for the partnership. This is your opportunity to develop concrete action for all of the things that you have identified.

And so it's important again to keep moving up that pyramid that we talked about in the beginning, and communicating so that we don't just have a framework for the partnership but it's filled out with indicators and performance measures and a monitoring and accountability system. And we know that there's a lot of intimidation and fear out there about some of the issues like monitoring and accountability, but the work we do together is going to help us see that that's going to support our work.

And in moving from the strategic plan to the next slide, which is the management plan, we will understand that one of the foundations of it is how we monitor the partnership's progress. And I just want to remind you that there are many, many resources. At the end you're going to hear more; we're going to be putting up resources.

One of the reasons I'm so excited to be presenting with Rae today is in doing partnership work with Child Care in the past, the QUILT materials formed a foundation, and they still form a foundation for the work that you're going to do. So it's important that you write out the roles and responsibilities, that you have the memorandum of agreements that Rae talked about earlier, and that you have processes and tools for monitoring the partnership.

And then I'm going to talk a little bit more about fiscal accountability in a little bit. But we also are going to be presenting one entire webinar late in the month that will support you with understanding that because it's going to be challenging. But again, there's support to help implementation across systems. And we know that that has to be done not just with vision and planning but with strong fiscal accountability. And so we will get into that.

The next slide that I'm going to talk about is a little more complicated, and I'm not going to read it. I know it looks very dense to you, but I think keep it as a reference. These are going to be posted, and it's so important because this helps us as we at the national level are trying to provide you, again, with an opportunity and support for that opportunity, it helps us to understand our differences, and rather than run away from those differences, to figure out how we build together.

We know that there are recruitment and application priority waiting lists for both Head Start and for child care, and it's important to understand those

and to understand how they work, that they are separate. But in many communities across the country—and I'm sure many of you on this call are engaged in partnerships where you have addressed some of these issues and I am hoping that the knowledge you have will also be shared.

The other thing that's different with Head Start and child care is eligibility requirements and then the parent copayments in child care. And I know that those are issues that are being worked on, the eligibility for child care. We know that Early Head Start eligibility is 3 years; it's birth to 3. And those are the things we're looking at as to how to do. There are never any fees charged in Early Head Start, but of course, there are fees charged through the CCDF program. Again, how do we work with that? And how does that happen in your community and in your State? Because there are States that waive those fees.

So the things that you will need to learn in your particular community and State look very different than what I may have to learn in the community or State. So we're trying to present to you all the issues but also support your ability within the local, State, and Federal levels to work through these things.

Again, parent participation. We have lots of questions about that. It's different within because the requirements are different for parents who are in worker training for child care than for Early Head Start. But there are requirements that parents participate in educational opportunities both within the program and within the community.

And then the number of hours participated. And we know this is a huge one. Head Start programs are full-day/full-year, but most places have set hours in center-based, and family child care is a little more flexible. But in neither one of those options is it the same as parents' work schedules that is supported as well as the child and child care. So those are the things that we're looking at.

I mentioned monitoring before. There is Federal-level monitoring every 3 years with performance standards. And that's one of the things as a former Head Start Director I'm going to tell you that can be embraced. It really can be embraced. And I know that it's not as often with child care, but we're going to help you again with resources. And you are also going to learn a lot in your local community and at your State level.

The next slide is the implementing fiscal management plans. And again, as I said, we're going to be doing a separate webinar on that. But I do think that as you move your way up the pyramid, as you're moving from cooperation and coordination to collaboration, you're going to have to share a lot of information with each other about what your current structure is, what your

current fiscal system is, and how you join them together. And that's why it's so important to have fiscal management plans.

And Rae talked earlier about building trust in relationships, and I think that this is an area where it's so important because it's hard to share your fiscal plans and to show them to another agency. But this is where you have to learn to put it out there so that you know what your resources are as partners, what each of us brings to this partnership.

And how can you utilize and maximize your resources in both public and Federal resources? Because it will be important to look at this partnership certainly with the focus being the vulnerable children and families in your community but with the lens being how you bring funds into that program from two different systems and blend them to support families. And you may have to generate or create new revenue or allocate funds in different ways.

Also, we've been hearing from partners who have expanded their private-sector finance. I was on a collaboration call this past week with one of the States that was talking about some private-sector financing and partnerships. And I'm sure many of you are aware and that's certainly an area where you can go.

And then again, building new partnerships without being afraid of sharing. And I really like—I am going to—the last one, create more flexibility in existing funding streams. We understand we're asking for that for the people who are applying for these funds, but we also understand that this is a responsibility we have at the Federal level. And we're really trying to see what works best to support families through our two systems.

So we'll be talking more about this. It's a very important part of implementation.

But now I'm going to pass it back to Rae who's going to talk about decision making and negotiation.

Rae Anderson: I think the most important thing that we want to emphasize here is, as Angie mentioned earlier, that the very nature of collaboration requires partners to wrestle with complex issues. Sometimes there is a need to resolve conflicting priorities or competing values. You're making significant decisions that impact the lives of children and families and decisions that really create change for your programs, for your staff, and even in the broader community.

So we all know; I mean, we've all learned that conflict is almost always inevitable. So if you are playful and intentional, if you create in advance a

plan for the decisionmaking process, and if your partners and members of your collaborative group know what their role will be or what their responsibilities will be in terms of the decisionmaking process, they can then help the group determine sort of what is the most appropriate approach for you as a group to use when you're confronted with those difficult decisions.

And doing so can really help divert conflict and sometimes even sort of minimize or resolve it in terms of managing the conflict within the group. So it's important to come up with strategies to really communicate effectively about making decisions, which really leads to our next conversation about your communication plan.

And we've all heard communication that works well is communication that is planned well. So really talk to your partners about what information is important to them and how they want to receive it. Be intentional, be strategic, and be responsive to the different kinds of agencies and people that you are working with. And having that plan and that communication in writing helps keep your partners really focused. It helps keep them involved and really helps everyone stay accountable for the collaboration.

And it really also leads to sort of that ongoing engagement of and sustainability of your partnership over time. And so we're going to next really talk about the continuous engagement of partners in terms of implementation.

We talked about that early, but it's really important for you to have a plan for sustaining that interest over time. So not only are you engaging early in the process but also trying to bring new partners; those who are proponents or even opponents of your initiative are important to consider when you're creating, implementing, or sustaining your partnership.

So how can your partnership really engage all the different perspectives, people with multiple experiences, and really try to increase support and resources over time? This will help I think then.

You really examine your partnership and look at how you promote your partnership as a model in your community for others to really focus on full-day/full-year comprehensive services for infants and toddlers, and how the partnership can even serve as a support for getting children ready for school, not only in your community but maybe in the State. So engaging those key stakeholders across systems, across sectors, and across the early care and education system will be not only important early in your partnership but throughout your partnership.

So there are lots of strategies for sustaining interest and involvement. So we're going to talk—I think Angie's going to talk about a few additional strategies.

Angie Godfrey: Thank you, Rae. Yeah. I'm going to talk a little bit about sustaining partnerships. And again, as we said earlier, there's so much intense work at the beginning of the partnership and then there's ongoing work that has to be done to sustain the partnership.

People may change over time. And what you want to make sure you have in place is the structure, the written agreement, and the service delivery that's well understood by everyone. And so that's why it's so important to invest the time in the beginning; I like what Rae said about turf issues and conflict. You have to have to address those. They create tension. And sometimes it's good; it helps you to think. But sometimes they can continue to boil up.

And so you really have to begin to share the same language and to begin to communicate your visions across the issues that may arise. And we know that there are issues that will arise, whether they're Early Head Start partners or Child Care, because as we've just talked about, there's a huge system in place here for each of them, with very different funding structures.

And I keep saying we're providing you an opportunity to build from that, but I'm sure some of you are thinking that it's an incredible challenge to build from that. And I acknowledge that too. But it can be done. And so I think investing in the relationship is important.

The other thing about stakeholders is sometimes people will form a partnership, they bring all the stakeholders together, they have a big meeting, and everyone feels really good about the work that's going to happen. And then stakeholders, 6, 7, 8 months later, go what ever happened with that partnership? Or what exactly are they doing?

And so that's the part of communication that's also important to sustain the relationship, the ability to have ongoing communication systems internally within the partnership but also externally within the community, because you're also going to be continuing to build community partners as you go through this.

And then we already talked about—and it's so important—the contractual agreement should be written. It should be very clear who's going to do what, when. And it really should formalize the relationships. It will support those wonderful, warm, nurturing relationships that we want with families if we know exactly what each of us is doing, and we're not spending our time trying to work that out as we're serving children and families.

And again, address contextual issues. They're there. They're going to continue to be there. And it is budget constraints, and it is policy changes. And I think bringing—early on we talked also about bringing in someone who can be neutral, who's a community builder but not necessarily a Head Start or a child care person, who can talk about some of the issues and some of the constraints and can work their way to fact.

There are a lot of myths out there about what Child Care does and what Early Head Start does and what the benefits are. And those of you in the field can make those myths a reality, and it's one of the things that we certainly are looking for.

And then the next slide that I'm just going to talk briefly about, evaluation as a guide. It's a strategy that you all should employ. Rae talked earlier about how important data was to making your plans, really understanding the information that's out there in your community and how to use it to build a partnership and to continually improve and sustain it.

So it's important to really identify, monitor, and track progress and communicate what you're finding and then to ensure that your evaluation approach matches your purpose and your goal, and that everything is working together to support the focal point, which are the services that we're going to be improving together for children. And then setting realistic expectations for what can be accomplished.

You know, you may start small or you may start large. What matters is what's going on in your community and that you have plans that fit the need of your community, no matter; they could be simple, or they could be complex, but do they meet the needs of your community?

And we've mentioned challenges, Rae, and I guess now you're going to talk to us a little bit about some.

Rae Anderson: Right. Right. And Angie, I think she talked earlier about this funding announcement as an opportunity. And so we really want you to think about this and think about the challenges as an opportunity.

How can we think about monitoring and accountability processes in a different way? How can we create systems that really address those administrative challenges and really help us maintain and create these partnerships? And how can we align standards across the Federal, State, and local systems to really support and promote these partnerships?

What can we do to reduce the challenges when we think about sort of blending these various funding streams and when we think about cost-allocation plans? What can we do to streamline this so that we can improve

the quality and really the accessibility of services for infants and toddlers? And what can we do differently, better, to establish these collaborative relationships so that we can really engage staff and build relationships with all the stakeholders to develop and maintain partnerships?

I think we really want partners to focus on our strengths and not on our differences. We want partners to think about solutions instead of barriers. And we really believe that the partnerships will benefit child care, they'll benefit Early Head Start, but most importantly, they will benefit infants and toddlers and their families.

And Angie's going to talk lastly about those benefits.

Angie Godfrey: And I'll talk briefly. Again, there are both challenges and benefits, and they are all great. And I do believe in the end we will see those benefits in the work we do through full-day/full-year high-quality care and early education for low-income infants and toddlers through comprehensive services—this is one of my favorites; through an aligned system of professional development that will ensure a stronger infant and toddler workforce; and through integrating Head Start performance standards with State and local regulations and braiding Early Head Start funds with child care subsidy and quality funds to support a more dependable source of program income.

All these benefits are possible. We know that they can happen. And I hope over the next—you know, as we're working together over the next month, we will all do work that will help us to realize these benefits.

And with that I'm going to turn it back to Sharon and Ginny because we're almost at the end of the hour.

Ginny Gipp: Thanks, Angie. This is Ginny. And we are almost at the end of the hour, so I'm going to go pretty quickly through these slides because they're pretty self-explanatory.

On this slide here, you'll see this is a link where you can go for additional resources. And this site is also going to have a transcript and a recording of this webinar as well as this PowerPoint within a week. Okay.

The next slide. These are some really great resources that Sharon mentioned earlier. The QUILT project had pulled together previously years ago a lot of really great partnership resources. And our contractors, along with Head Start and Child Care Federal staff, have looked through them and figured out which ones actually needed very few changes and were almost up to date and which ones needed a little bit of reconfiguring. That has been done.

And so if you go to the site you'll find a lot of resources, including these. But these are under the headings, the larger headings, and this goes right along with the whole theme of the conversation here today about getting started. So you'll see these are under headings—larger headings—of “establishing partnerships,” “facilitating ongoing communication,” “leading and managing partnerships,” and then finally “developing sustainability and evaluation plans.”

Okay. So now you've heard a lot today. We were doing this prefunding announcement because we want you to decide, am I ready? So if you think you are going to apply and if you are the applicant organization only, not a partner organization. If you are the applicant that's going to be signing that Federal form, then you must register with grants.gov. And this tells you how to do that in this slide here.

So finally, if you have any questions lingering after this call, we would like you to send them to this e-mail address.

And finally, we want to remind you all that the second in our webinar series for the partnership grants is going to be next Wednesday, March 19, at 1:00 p.m. Eastern Time. And it's going to be on Early Head Start – Child Care Partnership examples. What would work in your community? And we hope you will sign up for that now or soon, like later today.

We thank you all so much, and we look forward to being with you on the next webinar next week.

Sharon Yandian: And just so everyone knows, we will follow up with an e-mail to all registrants with this e-mail address, the Web site where these resources can be found, and the Web site where they are currently being housed. So watch for that in the coming days.

Ginny Gipp: Okay. Thanks, everyone. Bye-bye.