

## ACF Early Childhood Training and Technical Assistance System Transformation

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Tricia, Moderator: Hi everybody, we're here at the Administration for Children and Families. Thank you so much for joining the webinar. There are lots and lots of you on the line which we are very excited about. So, we are going to give about thirty more seconds to let folks join in and then we are going to get started. Hello, again everyone and welcome to our training and technical assistance info webinar.

We're very thrilled to have you all on the line. Just a few quick logistical announcements and then we'll get started. As you've probably noticed you are muted. It's not so that we don't want to hear your questions. It's so we don't get any background noise. But please do feel free to chat your questions in throughout the webinar. We'll probably will only be able to take a few of them; but it's helpful to have a record of what your questions are and they will inform our work.

Also, you are all likely wondering if the PowerPoint is available and it is. If you go to webinar resources you can go ahead and click through and download that to follow along. Without further ado, I will pass it along to deputy assistant secretary, Linda Smith.

Linda Smith: Thank you, Tricia and thank you everyone for joining us. We're very excited to see this day finally come here at the Administration for Children and Families. In the room with me, I have several of my colleagues who are going to be talking throughout this session. Shannon Rudisill who is the deputy here at the Office of Early Childhood. Rachel Schumacher who is the director of the Office of Childcare and Ann Linehan who is the deputy director for the Office of Head Start and was so much a part of the beginnings of all of this.

First, I want to thank everyone who joined us for this webinar. We have literally almost every community we think on the call -- state administrators, state collab directors, regional staff, state advisory committees, Head Start and child care program directors, and probably many others. And it's with a great deal of I guess pride that we are doing this webinar to announce the training and technical assistance system.

So, if you go to the next slide, just going to briefly talk about the goals here at the administration for children and families, and as we move through the briefing, you'll see how some of these things link to what we're trying to do with the T and TA system. But if you look at it, the developing system is a big piece of what we're trying to do here. and not just individual, but across the different components of early care and education in this country.

If you look at the next one Promoting High Quality -- that should not be a big surprise to anyone. All the work we've done on the early childhood workforce and the recently released National Academy of Sciences study. We'll talk briefly about how that has been woven into some of this.

How we do support family engagement and the importance of that in children's development and health and safety. As you all know, with the publication of the Caring for Our Children Basics -- and some other work on that; so we've done quite a bit on this. And I just wanted to start with that overview on what we're trying to do.

So if we go on to the next slide, I'm going to ask Ann, first to start off here and give an overview of the Head Start program and where we are today -- some of the background on that. And then we'll going to have Rachel talk about the childcare program. So, Ann you want to take the first one?

Ann Linehan: Sure, Welcome everyone. As you know Head Start has been celebrating its 50th birthday, for several months now, and we will continue to do so, right through the end of the calendar year. But I think in that time we have grown substantially. We now have over 1600 grantees through the country and the territories. And we have about 155 tribes that we serve and about 26 migrant programs, seasonal migrant programs throughout the country. As I think about the numbers that we serve, a million children every year. What I think about is the diversity of this program. We have programs that are as small as 20 children; we have a wonderful program at the bottom of the Grand Canyon which I think we have 20 children. And yet, and you look at a big school system like Layco -- I think we serve about 26,000 children.

And when you think about the diversity and you think about we have this body of standards that all these programs are held accountable to certain standards and yet we have to develop a TA system that meets the unique needs of all of these programs -- that's a challenge. I think if you go to the next slide, we have learned a lot over the past five years. This is what our TA looked like really over the past five years. And it was just about five years ago, that we first funded our first national T and TA centers.

We learned a lot -- particularly in the first two years of national centers -- how best to use them and I think what you have now and what you see particularly Head Start folks will be looking at this and saying, "gee, I wonder what the new system is going to bring in changes." What we want to assure you all the centers you have here -- later on in the presentation you'll see what the new formation looks like. But you're not going to lose any of the support or the expertise that you have benefitted from, particularly from the national centers, as well as from the regional and local TA network.

I think we always often talk about -- and Linda would says this -- sometimes Head Start is seen as a little bit: We want to be in the sand box all by ourselves and I think as we look forward to the new T and TA system, we're taking our sandbox, what we have and we're going to be inviting more people into the sandbox and adding more toys that are going to benefit all of us. and with that I want to turn it over to Rachel.

Rachel Schumacher: Thank you, Ann and hello everybody. So glad to talk to you today. I'm going to turn to talking about the work we're doing in childcare across this country. But, I don't think you can talk about that without talking about the rest of the system and especially about talking about Head Start and the incredible technical assistance that's been going on for Head Start and is now going to be a-- both and for the child care world.

As everyone on the call is probably very much aware, child care is a system that actually touches at least 1.5 million children, because this is in an average month and we're actually, we know that children actually go through the system, so we're touching an incredible reach of children around the country, and we know that as Linda started off: Our vision is that there is no wrong door for children coming into early childhood programs in this country, that they have access to the level of quality and types of services -- comprehensive services -- that they may need no matter what it says over the door. And this technical assistance system is going to be a way to realize that vision. And we hope that you all find it helpful.

In particular I want to mention that for our CCDF administrators who are on the call, this is a wonderful opportunity, given our reauthorized legislation, which as everyone is aware really expanding the reach and the scope of what is required for our childcare program and as administrators are realizing and I've been saying around the country, not something we can really do alone and this will be a way for us to access in the childcare system the incredible resources around family engagement that are mentioned as a new purpose in the law -- things around, we have a new infant toddler set aside. We're going to have a lot of resources and opportunities to think about that through this new technical assistance system and as well as thinking about professional development and what it really means to change practice for our folks working with children around the country. We have a lot of opportunities here.

So as we go to the next slide, I also wanted to share the list of the kinds of things that the technical assistance system has funded in the past for childcare and also say we're not losing good capacity; we are having a plus and type of situation here where actually the subsidy center, specifically, the subsidy center and the data and technology center and the tribal center and the research connection pieces are going to continue on for the next year and have a different track but we're going talking about here, though is opportunities to really expand and improve on the kind of quality improvement activities were able to do and support. And we'll -- Shannon will talk more about that. And I'm really excited about our child care state system specialist network which is going to be expanded; we're still going to have state system specialist network; we're also going to have infant/toddler and some other pieces that Shannon is going to talk about.

So, all of the administrators and others out there who are on this call should be getting excited about our ability to build capacity as we move forward. And then, lastly but not least, let's just talk about this jointly funded TA history we've had. Talk about playing in the sandbox, Childcare has always been willing to play in the sandbox partially because we recognize there's a lot of resources out there and comprehensive services are needed by our children in childcare settings even though we're not necessarily funded to provide them.

So, we worked for a long time on social-emotional development, way back, with the Office of Head Start. We've worked on professional development. And we've been working on Healthy Childcare America with our colleagues at MCHC. So, this is really something that we see as a necessary for our folks in child care and culminating in our national center on Early Head Start childcare partnerships and our early educator central initiative most recently which has been really exciting and helpful to build forward and we just see this as a natural extension. So, I'll just turn it over I think back to Linda and take it away.

Linda: Now you know that we've had quite a history of T and TA both in Head Start and at Childcare, and some more recent experience in creating the joint approaches to this with Early Head Start/Childcare partnerships and other things that we've been doing. So this really is the crown on the whole thing, as we move forward to create the new Training and Technical Assistance system. And I said to myself when I was getting ready for this, you know I hate really to read slides; I'm never comfortable in reading to audiences, because I think they can read themselves. But I think this slide for me is worth reading to people, because I think it's so important to the work we're trying to do. And so I wanted to take a few minutes and look at this.

So, the first one: Better use of resources to address the common needs of children and families. This is very important to us. Congress is very interested in how we align programs here. We've had many requests from the general accounting office from Congress itself to talk about how we better use our resources. So, we think this is one big step forward in that commitment that we're made to do that. How we can simplify and clarify guidance using one voice. And this is again is an important thing and I mentioned earlier, the caring for children basics -- we're trying to help people understand: That a child is a child. And that no matter what door they come through, as was said earlier, their needs are not different. It just that they happen to come through a different part of our system; so the guidance where we can make sure programs are aligned we really need to do that and speak with one voice.

The next one is enhancing the dissemination of existing and new resources to reach a broader audience. And this is where I want to make a foot note on this one -- that in the Childcare block grant program, while the funding itself for children is limited to children with certain income eligibility requirements, the quality money which funds most of the technical assistance and training is not a targeted fund. It is to help all childcare programs really to improve the quality of their care.

So, expanding this and reaching a broader audience is really in line with the goals of CCBBG -- the new goals, the old ones and just taking this to the next level. Strengthening coordination between Head Start and Childcare and other early childhood services. We do a lot of work here with the tribal home visiting programs, with the state home visiting programs, the state advisory councils. This is really again an important and top priority for us is this coordination. And I hope that this is recognized out in the communities, how far we've come in terms of getting to the point that we're at right now with this TA system.

Weaving a continuum of services based on the same science to meet the developmental needs of children throughout all TA entities. And, again, this is so important. We know what the science says. It isn't different for different children. So, our efforts here are to use what we know and help all children. There's a footnote I made to myself on this one that I think it is important to say in terms of why we created this new system. It's that we recognize that over the years we have created lots and lots of materials. And we don't really know how they get down to the very lowest level.

So, through the process, the goal of this redesign, has been to try and target and get our resources to the lowest level possible. And what does that mean? It means in the hands of program directors, teachers who are directly impacting children's lives. And so while the goals are the same for Head Start and Childcare -- how we get there is going to be different. Because we have a federal to local program with Head Start and a federal to state program with Childcare. So we know we're going to have challenges on this. But it doesn't negate the fact that we really need to get these materials-- no matter who develops them-- to those people working with children. and how do we do that efficiently and we'll talk some more about that. So I just wanted to make sure that everybody got what were trying to do here and move on to the next slide and say:

How did we get here? And that really -- those of you, hopefully a lot of you were on the calls that we had over a year ago when we started talking about this. It was more than a year ago, actually, when we had a series of calls. We held six listening sessions with a whole variety of people, to try and figure out how do we do this, what would people like to see happen, etcetera, etcetera. and those were very important to us as is this webinar and the questions that we will take here today.

So that said, we created a cross office team here at ACF and I would be failing if I did not acknowledge the people who led that effort here at ACF and that's Katy Beckman, who is sitting across the table from me, Sharon Yandian and Ginny Gip were the three leaders on that one. And they basically worked very hard over the last year to put this together; so my hats off to them to a whole host of people here at ACF who stand shoulder to shoulder with them in making this happen.

So, as we move forward we're committed to keeping you in the loop-- that's why we're doing this webinar. But answering your questions, taking your questions, figuring out how we can do it better, what your needs are, how we tailor these things. So, with that in mind, I'm going to turn it over to Shannon Rudisill, who's going now go into a more in depth discussion of what the new system is going to look like -- and Shannon?

Shannon Rudisill: Thanks. So, first I want to talk a little bit about our vision. And I think that really Linda stated it best, which is that we are interested in supporting the children and the families and the programs that work with them no matter which of our doors they walk into in terms of an early childhood program. So, this is a more succinct statement of our vision that we've started out with for our whole early learning team back at the beginning of the webinar. And I would say this is our latest step and we think its a big step.

So, next well show you the diagram. Hopefully for many of you this is not your first time seeing this. This is a diagram that we put out in a webinar that we did when we released the funding opportunity announcements. And we think it really sums up the structure -- we'll talk a little bit about what's going to happen -- but sums up the structure, in that we have national centers, most of which are jointly funded, some of which are primarily funded still by the Office of Head Start or the Office of Childcare, based on unique needs here and you'll see one of those needs is that in the Office of Childcare Services really extend up through school-aged children.

But primarily the role of the national centers is to continue to provide high quality evidence-based resources and training, to look at as Linda mentioned at things that have produced over the years, and see where we can do updates or things to keep those current and continue to use those. And then, this sort of second level is where we're really trying to reach our programs and that'll be a little bit different, as Linda mentioned between Head Start and Childcare when we get to this regional level. But our regions play a really critical role -- our HHS regions -- both in terms of the federal staff in the region and the regional partners that are on grants and contracts with us.

So, the new national centers bear a resemblance to the centers that you're familiar with from earlier, but they're expanded and enhanced in a number of ways. I can't say everything that they will do -- these are very large grants with many partners. But I'll just briefly tell you who is involved in each one and what the top line responsibility is that we see. So, the National Center on Early Childhood Health and Wellness is one of the most exciting ones, because it not only includes the Office of Head Start and the Office of Childcare, but it is one of the ones that has very significant contribution from our Maternal and Child Health Bureau, at the HHS Health Services administration; we're going to cover topics such as medical and dental home access, ensuring that kids are covered with insurance, health promotion and disease prevention.

Also, the new emphasis on health and safety in the Child Care and Development Block Grant Act. And ensuring that states and others who are implementing that have training that they need on the topics related to health and safety that are now part of the law. This builds on a long history of working with NCHB on childcare health mental consultation and a number of other important projects or initiatives. The Center on Development, Teaching and Learning is about healthy development and school readiness for infants, toddlers and preschool children.

And one thing that you'll notice is that this title resembles the title of the National Center on Teaching and Learning that Head Start has now had for five years. But the insertion of that word "development" is really there to emphasize the fact that this is now going to have infants and toddlers as a focus, along with preschoolers. The National Center on Parent, Family, and Community Engagement is a Head Start/Childcare partnership as well, with Head Start in the lead. It's really going to talk about family well-being and effective family and community engagement.

And one of the things I would just highlight here is the head start framework for family and community engagement and what a tremendous asset that is to the early childhood field. We saw in our Race to the Top early learning challenge grants that a few of the grantees proposed to take the Head Start parent, Family, and Community Engagement framework statewide. And that's the kind of thinking that sparked us to even move in this direction with the TA centers.

It was seeing some of the great work that was happening out there in locals and states as well. So, Early Childhood Quality Assurance Center is a bit of an expansion of the childcare quality center that's existed. It also includes Head Start, Childcare and importantly, Maternal and Child Health Bureau. It will be focused a lot on standard-based improvements such as licensing and QRIS, best practices and monitoring. If you've been following the work -- especially that Linda's been really instrumental in providing leadership--around monitoring and how we monitor more efficiently, how we do more targeted monitoring. And we think we can work cross sector to build everyone's capacity in that regard.

And I would just highlight the work of NCHB here is really critical to us, because they have been our partners on caring for our children for many years and they've also supported the National Health and Safety Resource Center in Colorado and some of that work is folded in here. We included the National Center on Afterschool and Summer Enrichment and in a minute you're going to hear me talk about how this is a birth to five system primarily.

But we have -- it's been about 400,000 children receiving CCDF who are school aged, many more who attend school-aged programs broadly, and we recognize that they're special supports and special challenges. We're considering this center part of our overall network because when it comes to something like family engagement we think there's certainly learning that can happen between that center and this center. In addition, when we think about something like Summer Learning Loft, we're going to be trying to tackle that from preschool on up through the later grades. That center is primarily funded by the Office of Childcare but we do see that we're be able to do some work across the whole spectrum of ages.

And this National Center on Program Management and Fiscal Operations is a Head Start-funded center. It exists and has existed to talk about strong management, internal controls and the fiduciary responsibilities of Head Start grantees. We do expect it, again as part of our broader network, because we can work together on program financing. We have a lot of financial and management needs across the whole system, so we'll continue to build on that.

So, when we think about the key features of the system-- I'm not going to read this to you, but I do want to say a little bit about what the reasons were we went this way. And I expect that we'll have some questions about why we went birth to five and how we'll continue to insure that infants and toddlers get attention in the birth-to-five frame and also we've now integrated children with disabilities, [Pause]and cultural and linguistic responsiveness into these centers as opposed to being separate. And there really -- there was a lot of thought put to this and a lot of internal discussion; these were not decisions made quickly about doing this.

So, in terms of services for children birth to five with the full continuum going from expectant families in Early Head Start, up through school-age, which I talked about. This is a movement that's been going on here and in the field for a while. We have the birth to five grants that have been rolling out in Head Start. We have the growth of Early Head Start and work of the Early Head Start Childcare Partnerships. And in general, cued us that we should talk more about the National Academy of Sciences Study and when she said that I was thinking about we want all of our professionals to understand the role of development from prenatal in what they do, and so by having the centers be birth to five, I think it's really acknowledging the child development science that was in the National Academy Study, and integrating the way we think about it. And, after all, especially in the childcare arena, somebody could be a preschool teacher one day and an infant teacher the next. And we want even our -- I even want my kids' middle school teachers to understand child development. So, we really want it all grounded in the full science of child development and that's why we're integrating it all together.

In terms of the cultural and linguistic responsiveness, this was another one we talked about a lot--about integrating it. And we consulted with experts and I'll say that it was instrumental to have Sharon at the table in the leadership role who had led the cultural leadership center. And we really decided that it was important to integrate it, because it is an issue that crosses everything we do now. We felt like we'll give real attention to it. We don't intend to just pay lip service to it.

Linda and I both have been out visiting elementary schools who have preschool and Head Start grants for the past -- and we're both struck by the fact that you know, the world is coming to us. Our schools now are global. We have kids from all over. And that's true certainly in the Washington area. But I tell you when I go back to my hometown in Charlotte, North Carolina, it looks entirely different from when I grew up there in the 70s and 80s.

And so it's not an issue that we can put off to the side. It's something that has to be in everything we do. We recently did a joint policy statement with the Department of Education about the inclusion of children with disabilities. It's a high priority for us and for Department of Education. And for that reason we also want to insure that that is integrated in everything that we do and not off in a separate program. We will work and continue to work with the Office of Special Ed Programs on our TA.

So, next I'm going to describe a little bit about the next level. And we thought about passing this back to Rachel and Ann, but decided that just for the sake of expedience and getting to your questions I'll try to describe really briefly this regional TA. I think the important thing for the grantees that are on the phone, We know that these people are critical life lines to you-- Both in the Head Start side, your regional T/TA specialist and on the child care side your state system specialist.

And as such, they are largely staying the same or being enhanced. And we know that's really important. Because you make a big change like this -- again, we put a lot of discussion into it -- it's important that it's working very, very well, and what's really working for people and when you're doing change, it helps to have some stability -- especially in sort of this high-touch area of these specialists.

So, I think folks on the Head Start side would certainly know this. We probably have folks who've worked more in a state frame on the phone; I'll just say early childhood education specialists work with grantees and with the regional offices, the federal regional offices around school readiness, around career and professional development for grantee staff, parent and family engagement. Grantee specialists typically work with grantees on the Head Start side that have some specific concerns, maybe something that that's turned up in their data reports to the Office of Head Start or on monitoring. But we added a couple of things; one is we added, health specialist, recognizing that the Head Start health managers are such a tremendous value to the children and family in their programs. And their work is so critical and this represents a real focused effort to continue to build their capacity. And I'll just say I've worked on some vaccination projects back during the measles outbreak, and one of the things I will say, because it's a credit to the Head Start health managers:

The rates of immunizations in Head Start far outstrip the national average, which means we achieved our goal of having low income kids not just being on par with other kids; the kids in Head Start are doing better than other kids in this regard. And you can look at dental care and a lot of things, and so we're really recognizing the key role of those health managers.

The system specialist is a new role. We have a few ideas about how they'll contribute, including working with our Early Head Start chapter partnership grantees, helping Head Start grantees think about how they use the resources that they get in their grants for TA and how they buy from the rest of the system things that will meet their needs. This would be one where if you have thoughts about the most useful ways that this new position can help us think cross-sector, this is a good area to give us your thoughts.

On childcare side, again, it's sort of the things that are staying the same I know will be important to you which is the state system specialist will still be there. But we've really enhanced this with an infant/toddler specialist network that we're very excited about. And I will say -- I won't go into all of this -- but we also have a frame here where we have an intensive capacity-building network. And the idea there, is that we'll do more intensive TA with a subset of states -- we're thinking about maybe 10 -- to help them carry an idea or a policy all the way through to implementation-- which is something that we've thought a lot about, how we take this TA that happens at the very abstract state level and get it all the way through to implementation, and we're excited about that potential.

So, this next slide is a work in progress, but the reason it's here is because we need your help. We need your help to really realize the goal that Linda set out at the beginning, which is to figure out how the resources that we produce actually impact the family, the child, the teacher and the director, especially in the area that's not Head Start, in the childcare and the broader early childhood world. And so this slide is our first attempt to talk about the way we will need our partners in state childcare agencies, state licensing agencies, membership associations, QRIS networks, coaches and Head Start collaborator directors -- in fact we have a lot of you on the phone, I think. We're going to be talking to you a lot about your role in helping us reach programs. Because what we feel like has happened in the past sometimes is we talk to a few people, state staff; we email them many documents and they use them; they do and they try.

But really we want to recognize what's happening in the field, because we have licensing consultants; we have QRIS coaches; we have higher ed faculty. How can we have them utilizing directly the products of the national centers working with our state partners. So that's what this is really designed to show. And we look forward to a lot more conversation with you about partnerships that we can draw here. The Head Start looks a little more direct and simpler -- because it is. But it does emphasize the way the regional T/TA specialist will help get the work of the national centers to the grantees. And this arrow that is on both sides really shows the critical role of our HHS regions who we know are your primary contacts. Now, I'm going to turn it back to Linda and she's going to talk about something that's really important for us which is how we know this is working.

Linda: Yes, and this is new for us and this is a very important piece of what we have been trying to think through. So as a part of this system, if you go and if you look at the chart that lays out the national centers, you'll see going down the side of that chart a band that says Early Childhood Training and Technical Assistance Cross-System Evaluation Project and you probably scratch your head and go that's a lot of words and what does that really mean.

Well, what it means to us is what you see on this slide and that is our way of holding ourselves, as well as our grantees, accountable for the technical assistance that gets put out. So what we will be using this is to look at and help us decide what's working, what's not working within the system, in helping us define our measurable outcomes, how will we get those defined for each of the grants and the centers. And then, to review them to promote continuous program improvement.

So as we get feedback from this particular project it will help us know what we need to change, what we need to focus on, how we can do things better. So it's building into our system this continuous quality improvement process. And you know it's one of those things here I've said it's always easy if you ask the grantee to evaluate themselves; it's a whole nother thing if you ask somebody else to evaluate them and their success.

And we want that objective outside evaluation of how successful we are. So that is the piece you see there and we are working hard in terms of how we will be defining that over the next few months.

So the next slide is: Ok now what? And I want to talk just a little bit -- before I do, there were a couple of notes I made to myself, as we go along, before we wrap it up and do the now what? One of the things I want people to understand is that there are restrictions on funding and that some of this is going to be complicated and we are going to have to do cost allocation because we do have two different, very different funding streams going into this; so the extent that we do, we look at that and we work on cost allocation-- that is a challenge for us, and we're going to be working with you all as we move forward on that. The second thing and Shannon touched on it, but it is so important, that we work with states, especially, state childcare administrator in how we get this information down to the ground.

Because our fear is that state administrators are very overwhelmed right now with DCDBG and everything that's going on to implement that law. And what we don't want to do is have everything go to one desk and sit in a pile. So we're going to have to figure out with the states, what are the delivery systems within the states and how do we use them and get information to them. I think the final -- well, one other thought I wanted to bring up is that one of the things that we've stressed in every one of the funding opportunity announcements is that the materials designed and developed through this project will remain in the public domain.

And what that means to you all is that once they're out there anyone can use them and I think that's very important to me personally, but I think to this project, that we not develop a lot of things that people just cannot access because they don't have the funds. And so we've been looking at that very carefully and working on that.

I think a final comment on it, before we go in terms of what's next is, I think I forgot to say in the beginning -- and this is an important piece, this whole effort was not taken on lightly nor was it easy and I think you probably all have figured that out by now. Even getting this done, we did have to work with Congress to even get the authority to use the funding the way we're using it. So, it was a long haul; we worked with Congress to get the words in so we could do what we have done here. So, it's been a very challenging experience and I know that we have a lot to consider going forward.

So, now what happens? How will people access the T/TA? And I think you see on here that in many ways you'll do the same thing as you've always been doing it. Depending on whether you're Head Start or Childcare, how you enter the system probably won't look very different, at least in the first year or so. As we learn, we may learn something that may need to change, so we'll want to be looking at that. So you'll enter the system as you did.

But, that said, there will be enhancements on both sides of the house. As you see, the Head Start regional health specialists and other specialists being added to the Head Start side of the house as well as people being added in terms of the Childcare side, to help us work this through. So the infant/toddler specialists and how we use the resources that we have in a more organized fashion. So you can look forward to some of those enhancements; they're coming.

The last thing I want to say about "now what?" is that we have a lot of work to do in the next six months or so in terms of full implementation of this; but we're committed to doing it and make it as smooth as possible. So keeping that chart in mind of how you access it -- go through the normal process to get the TA that you need, as we work through how we get all these things fully implemented over the next few months.

So I think for now, on the final slide we have how you contact your regional program managers or how you enter the system and that information is up there and then we have some other questions that are coming in. And I just wanted to take the ones that we can. I think we answered the first question that came in and that was the slide did show what was funded in 2016 -- that's the basic slide you saw with the graphics on it. The next one is will Early Head Start/ Childcare Partnership Grantees have access to the national centers for TA. And I think the question is that if you are a grantee you have access. So you are a grantee.

That said, that triggered something for me that I wanted to basically comment on. And that is that we have learned so much from the Early Childcare Partnership about how to approach some of these things. And that is informing the work almost on a daily basis here. And so the Early Head Start childcare partnership support is a critical piece of our learning process here, and will be I think will be for the foreseeable future. So let's see what other kinds of questions do we have. So Shannon do you want to take this one.

Shannon: Sure. So, we have a question about what will happen to the current content available through the T/TA site such as the ECLKC and the childcare TA site. And I mean you can hear that the theme here is integration of our resources. However there's no intention to suddenly pull everything down and go dark. You heard Linda talk about the fact that a lot of what we charge with the new centers with doing is not producing a ton of new stuff, but evaluating the great stuff that we have, figuring out has it been implemented to the fullest extent, figuring out that some of it that was made primarily for preschoolers could include infant/toddlers, for example, and be enhanced in some way. So, that's really a task they'll be doing.

That's one of the first charges for the new national centers. So, in the meantime, we certainly value all the of the great resources we put out there -- that's sort of our premise going in. So they will stay there. And then over time we do intend to try to integrate some of this.

Because we feel like having the two sites means that Head Start people sometimes have no idea what Childcare has got available and Childcare people sometimes have no idea what Head Start got available -- that's our premise. So, over time we're going to try to integrate and build on what we have. But we don't intend to take away things that people like right now in the service of saying everything's new.

Rachel: Right. This is Rachel again. I just wanted to jump in and say: We think that we're doing -- we know we're doing the right thing, when I go out on a site visit recently to see some Head Start Early Childcare partnerships and one of the things people are saying on the Childcare side is: Wow, now I now am seeing all the access and I've been going on the ECLKC and wow, I didn't know all these resources were out there. And it was really just a matter of the branding -- that it said "Head Start." And so that's a barrier that we can fix; we can fix that pretty easily and it's one of the things we really care about -- is that everyone should -- working with children and families have similar goals and priorities and things they need to do for that child and those families. And we're going to make sure that the resources that we already have feel right to anyone. They should be accessible for the Childcare folks out there-- family, childcare, center-based. They should see themselves in the resources they have and available that we're putting out there and we're hoping that this will help us go there. I couldn't help but add that.

Linda: No I think, Rachel, that's a really good comment and I've had that question come up as well. And to the extent that materials should be -- reflect everyone; they should. If you see materials -- and I've been saying to people especially, if you're a Childcare person -- to go on ECLKC and look and see what's there and help us prioritize what might need to be in any way modified or to make it more applicable to Childcare, for example and visa-versa.

So I think this is where we're going to be asking you for help, in terms of what are the priorities -- because we can't fix and do everything immediately. But, if there's things that need to be done first, then, that's certainly something we want to hear about. We had another question here about what kind of information will health specialists provide and how will I contact them. Well I think the contact information, as I said, is the same as it's always been, through the region, through the people, to go ahead and ask to make your contact there. It's going to take us awhile and the information isn't going to be available immediately, so what we're asking people to do here is to keep in mind that we just announced these grants and that we have a ways to go before you will begin to see things changing and access increasing. So, but we didn't want there to be out there in sort of not knowing what was going on either. So, there was a question from a Head Start grantee about are they going to get additional funding for implementation of the new position. No, those specialists will be at the regional level and will be accessible to both the state systems and the grantees. So I think that answers one.

Will we see information from both Head Start and Childcare or only from one. I'm not sure exactly what information you're talking about, but I would assume the answer to be both. That's the goal here is that there isn't an either or here -- there is a both.

Shannon: And you know we had a retreat yesterday with many staff from across both Childcare, Head Start and Maternal and Child Health Bureau, for a whole day to talk about this and one of the things that came to me a little bit while we were in our retreat is There'll be some places that are really obvious; like the teacher is the job of a teacher, like Rachel as alluded to, and as people should be able to use. But then we started to scratch the surface on other things: What about higher ed faculty? Higher ed faculty are preparing all of our teachers, no matter where they're going to go work.

And so there'll be audiences we can reach with common information. And I started to think a little bit about the role of the Head Start manager and the role of a Childcare health consultant. They've both been working for a long time. How can we bring them together in their common role? And so I think that's -- it's great food for thought. And I think for people who are on the phone -- whether you be a collaboration director or a SAC, state advisory council person or a Head Start director of a very large grantee, you might think about the way some of these roles that we have out there in the early childhood world could build capacity by thinking in parallel.

Ann: Well the other think I thought about, you know when people see health specialists they get excited, because we haven't had health specialists in our TA system for a long time. But, I also think we want to remember while we're going to have a really robust state and regional presence of TA providers that will be supporting both Childcare and Head Start grantees. we're really looking for those regional and local networks to rely on the national centers to get the right information. I think the consistency is something that -- we've worked very hard -- if a question is asked in Oklahoma to a health specialist and the same question is asked in Maine, we want it to be the same information. And that's really a role that our national centers play is really providing the most accurate, most recent research-based best practice information to disseminate from the national centers through the network to our local programs. And I think we just need -- and I think it's really an important, I think tenet that we built this system on.

Linda: We have another comment and I don't know who made this comment that someone out there has ideas about how to look at data at each level. And we would be certainly open to hearing your thoughts on that. We are going to be, as part of the accountability for all of this, interested in the measurements and the data and interoperability stuff. So I think you have thoughts on it, be sure to go through your chain, but let us know what that is.

Shannon: And I actually, something came up in our retreat yesterday, so this is an opportunity for us to plant a seed, because, that's a great question -- we were talking about grantees needs assessment, and grantees here -- I mean I'm using all of our grantees.

So if we had Head Start programs -- we have a lot of information, the regional office we have a lot of information from their data systems and their on-site visits and Childcare -- we have QPR. But we started to ask really provocative questions that you guys can think about like: What if we could look at licensing data about the most frequently occurring licensing issues are in a given state, where there might need more TA and crosswalk that with things are showing up in the monitoring of the Head Start.

What if we could look at data coming in the QRIS about where programs are struggling -- a lot of it might be instruction where we have a lot going on in the Head Start site. So I'm really -- I just want to build on what Linda said with an ask back to you-- which is to make that real, we may be needing to work out data agreements and talk with you about data sources that you have available. I think that's a shared responsibility if we chose to partner on it.

Linda: Ok, we have a question here: What primary resources are most helpful to staff development as it pertains to Early Head Start. And I'm not real sure what that might mean, excepting that we see these things again, you know, with Early Head Start and a lot of what we've learned through the Early Head Start Childcare Partnerships on how we really move that work more forward I would refer people back also to the NASW on this and I think that the study is particularly strong on what we ought to be doing with our earliest teachers and so I think we're giving that a lot of consideration in terms of where we go with the Early Head Start staff issue and I think the states are as well on this; so we are thinking about that. I can't honestly say we have any more to offer at this point.

Ann: Linda, the only other thing I would offer is clearly on ECLKC under infant/toddler/Early Head Start, there are several materials already that support staff development and again, I think our big challenge is now looking at staff development, birth to five. But I do think there are some materials already there.

Shannon: Just to remind folks that the National Center on Development, Teaching and Learning will be a birth to five center. So, there will still be an incredible resource there thinking about what you do to inform practice with children and it will be birth to five. Infants and toddlers will definitely not be lost.

Ann: No I think these could be newer grantees or state administrators and I don't want to forget that for eight years we had an Early Head Start National Center that disseminated lots of helpful information, high quality information; so there is information for folks now.

Linda: Ok we had another question and this will be the last one and then we will -- they're still coming in-- but we're going to need to wrap it up. Will collaboration between Head Start, T/TA and state funded early childhood programs be encouraged over and above childcare partnerships; will Head Start TA be encouraged to collaborate with state quality improvement. And I think that is a resounding absolute yes. That's the goal here; that's exactly what we're trying to do.

So the more the we can open that up, the better we are and again sharing and working together on these things. Before we close, I just to kind of go back and talk about a story and one of the things that I think set me off, at least, on this journey. When I first got here, I think I had only been here about four months and a colleague and friend from Florida called me and wanted to just talk about the fact that there was a Head Start training going on in Florida for people using the CLASS and they had some childcare directors who wanted to go and were told they couldn't go. And I remember working with the Head Start staff and it was probably you Ann that I worked with on this to figure out how we could get those people into that training on a space-available basis.

But it absolutely makes no sense, if we're offering training and we have space and childcare people couldn't go and I think that question was instrumental in making us stop and think about this and where are we really going with this; Because, even though some of reasons that some of this has been the way it is -- have been Congressionally directed and influenced -- Congress is not very patient with us anymore with these things not being accessible and their not being, you know, more coordination of our efforts.

So while we still have things to sort out with Congress and we fully intend to try to do that; this is a step in the right direction. And we want to see people have access to everything that we have. And so, one way or another I think we're all sitting here at this table trying to figure out how we're going to get to that end goal.

So, I'm going to cut it off now. We have several really good questions that we've haven't been able to get into. But before we do close, I know that Lee Bolick is on the line. And for those of you who don't know who Lee is -- she's the state administrator in South Carolina. And we do want to give a shout out and special thoughts to those people in South Carolina who are struggling down there with the floods. We're thinking about you Lee and everybody down there; so let us know if there's anything we can do to help or anyone else on this call; I know people would love to support.

So with that, I think we're going to call -- The final comment that we see on the board says it all: the comment is "Yay! No More Silos" and that's exactly what we're trying to do, so we're glad that you picked up on that and we're all going to keep pushing forward. So I think the team here again in Washington who spent -- I can't tell you how many hours working on this. And as we've said, we've got a ways to go, but we think we're headed in the right direction and we're thrilled that so many of you got on this call. And keep throwing those questions at us, it only helps us do our jobs better here. So, thanks again to the team and everybody have a great day.