

Planning for a Successful Five Years

Steve Russell: It's a real privilege to – to join this outstanding team of presenters, who many of you know, I'm sure, from representing the Office of Head Start and several National Centers. We have Jennifer Amaya from the Office of Head Start. We have Jacquie Davis from the National Center on Program Management and Fiscal Operations. Jan Greenberg, who is representing the National Center on Early Childhood Development, Teaching, and Learning. We have Dr. Guylaine Richard from the National Center on Parent, Family, and Community Engagement, and her colleague, Brandi Black Thacker, from the National Center on Parent, Family, and Community Engagement, as well. And Nancy Topping Tailby from the National Center on Early Childhood Health and Wellness. So, welcome to all the presenters! And now I'm going to, at this point, turn it over to Jennifer from the Office of Head Start, who will get us started. Jennifer?

Jennifer Amaya: Thank you, Steve. Good afternoon everyone. Welcome to today's webinar. I am delighted to be here with all of you and our partners from the Office of Head Start Training and Technical Assistance Early Childhood National Centers. As of yesterday, we had over 900 participants registered for today's webinar. This is exciting. My name is Jennifer Amaya, I am at the Office of Head Start, and I am the content lead for Culture and Language, in the division of Comprehensive Services and Training and Technical Assistance at the Administration of Children and Families. In putting together today's webinar, I especially want to acknowledge OHS National Center for Program Management and Fiscal Operations, PMFO, and our partners for the National Centers, and the representatives in the Foundations for Excellence work group, and many others who have been involved in the planning of this presentation. We are grateful for the time and the commitment shown by all of our partners.

Today's presentation truly reflects the OHS cross National Centers efforts in putting the importance of program planning and continuous improvement. And as of 2018, the Office of Head Start launched the Foundations for Excellence: A Guide for Five-Year Planning and Continuous Improvement, Second Edition. This resource highlights the importance of planning as an essential part of program operation. Grantees can use this resource in various ways, for example, programs can evaluate their strategic planning process, also this guide can be used to support grantees to design and implement program-wide coordinated approaches to service delivery, which assists programs to cross correct, and continuously progress towards achieving established goals and objectives. We know that strategic planning provides grantees with the opportunity to align organizational and programmatic priorities in an effort to establish and set goals that are beneficial for all children and families, measurable and culturally responsive to the diverse populations being served in Head Start and Early Head Start programs.

During today's webinar, our colleagues will explore with you the electronic version of the Foundations for Excellence, Second Edition. This resource allows you to access hyperlinks embedded in the document. It has five PDF's for you to use in your programs, and allows you to stick to the topic with ease. This resource can also be found in the Early Childhood Learning Knowledge Center. I hope you are as excited as I am. Before I end my remarks, I also wanted to thank all of you who are participating in today's webinar for your ongoing efforts, your daily commitments, and your passion to provide high-quality services to all children. Once again, thank you to all of our partners for your hard work in putting together today's webinar. I would like now to transition to the main stage in PMFO, to set the context for us today. Jacquie?

Jacquie Davis: Thank you, Jennifer. Thank you very much for – for providing our federal message today. That really sets the stage for the development of this Second Edition of the Foundations for Excellence and all of the content and messages within. So, as we begin, one of the things about the FFE is the – Well, we of course, you know, with Head Start, we always find acronyms for everything, and I'm saying it

already, FFE, which is the Foundations for Excellence, Second Edition. One of the things about it is that it's one of those really unique Head Start resources that has been embraced by actually, the Head – the Head Start community, at a large portion of Head Start community. So yes, it has been a journey.

So, we thought we could share this journey through a historical perspective. So, as we look, and some of you may remember as you see this, in September 2014, we launched, and when I say we, I'm going to add on to what Jennifer mentioned in – in her statement, in – in her remarks that this was truly a collaborative effort in that the National Center on Program Management and Fiscal Operations, which is us; the National Center on Parent, Family, and Community Engagement, the National Center on, the – the development – Early Childhood Development, Teaching, and Learning; the National Center on Early Childhood – The National Center on Early Childhood Health and Wellness; as well as partnering with the Office of Head Start, has really been – has – have really been involved in this. So, this is really a collaborative partnership, and we're so grateful for it. And of course, it all started with this version, which we call the original version of the Foundations for Excellence, and it was a series, some of you may remember, of a series of papers designed as a resource to support programs in becoming more in-depth at developing goals and objectives, and then creating those action plans that would move programs forward in the five-year project period.

And then in 2016, the revised version of the Head Start's Performance Standards was launched. And the paradigm shift within the Head Start community really kind of indicated the need to update the resource. So, voila. In 2006 – In 2018. August. The Foundations for Excellence, A guide for Five-Year Planning and Continuous Improvement, Second Edition, was launched. And during this, we also thought that we would point out, for those curious minds out there, that some of the things that have changed – that there are some things that have changed that have remained the same. Because, you know, we kind of believe that, if it's – if it's working, why – why do anything about it? If it's – Don't fix it – What's that saying? If it's not broken, don't try to fix it. So, that – that – that – that was kind of our thinking about this. And also, just as you heard, in the federal message from Jennifer, strategic planning is one of those elements that is really being lifted up in this Second Edition.

So, and as we move forward, let's just kind of look at some of the other things that were – that were a part of the – the original version that continues to be in this Second Edition, and this is the Head Start Grant Application. It continues to support grantees in successfully submitting grant applications that meet federal requirements as the Office of Head Start has now completely moved from the indefinite grant period to the five-year grant period. Another example that's also much like the original version, the second edition continues to support programs in writing those bold goals and those smart objectives, as well as tracking the progress over the five-year project period. And then as we continue, the Second Edition, it continues to highlight the relationship between the program goals and the school readiness goals, and now it emphasizes a difference from the original version which is consistent with the 2016 Head Start Performance Standards, and now we see and we say that school readiness goals are a type of program goals.

And – and of course, we're going to say a little more about this as we move through this presentation. So, how can you access this resource? And before I do that, I want to – let's – let's just kind of tinker around with this – with – with the raising your hand. And I just want to ask people, how many of you have used the Foundations for Excellence as a resource already to support your planning? If you could raise your hand. Remember where Sarah said, oh, great! That was quick, I see a lot of hands being raised. This is really good! Ah, that's a lot of raised hands, that's like everyone raising their hands. And there are a lot of people on this call. As Jennifer mentioned, they're like 9 people – they're like 900 people on this webinar, so that's really good. So, let's look at how you can access this, and as many of you know, you know how to access it.

But – And – I just want to share these things. We have what's called the hard copy, and the hard copies were printed in limited edition, and so what's happened with that is they've been distributed amongst the National Centers as a part of this call today, and as we go out and – and provide trainings and different events, we provide the – the – the hard copies. And then, of course, we – we're going to look at this in a few minutes, it can be found – The electronic versions can be found in the Program Planning section of the ECLKC. And that's where the other two ways to access this guide, that's where they live. One of them, is what we call the PDF, and that – this is what you would see on the ECLKC – and the PDF is – is accessible and – and printable. And I just want to share this, because it's – it's one of those things that I just really like, and many of you probably already know this, but with the PDF version, one of the things I like is that you can search it. And you can search it by hitting "Control F." And you can put in whatever term you want to search. And I use it a lot with this, because – because, of course, I'm always digging in this, and looking through this, and referencing this for a lot of different things.

Like for example, you might type in "baseline application." And it will highlight all the instances in the Foundations for Excellence that use that term, "baseline application." And you can get the PT – PDF version – See right here, Download the Entire Guide, the PDF. So, that's – that's one, and then the other version that we're going to really dig into today, is what we call the electronic edition, and this is an example of what it looks like.

And this is what we're going to actually dig into in just a few minutes. So, we're ready now to move forward and to look at the electronic edition, and – and to do this, we're going to make a little transition here that you may notice on your screen. And so I'm going to have to take a minute to share my screen. But as I'm doing this, as we transition to the electronic edition, one of the things I want to say is that we just want to let you know that our goal today is to demonstrate for you the cool features of this electronic edition. And also to just kind of help you to see how the Foundations for Excellence can support your planning for – for – for a successful five years. So, as you can see on the screen now, this is – we all probably recognize this page. This is the – the – the homepage of the – the ECLKC, and we know where the topics are. So, I'm just going to share with you how to get there. We just talked – we just mentioned a second ago. So, you would go to the "Program Planning." And when you go to the "Program Planning," you would – you would see this page, and voila! On the very first, there is the Foundations for Excellence, Second Edition, and you will click on "Learn More." There.

And this will bring you to all of the different ways that we can look at the Foundations for Excellence. The PDF, which starts there with Topic One and moves down, as well as the version that we're going to really be looking at today, which is the Foundations for Excellence, Electronic Edition. And voila, we're here. This is the electronic edition. So, and if you noticed – we said that there's also – there's also the PDF of each of the topics that we just talked about. Now, here we are. Just as with the hard copy, as you see on the left, there's the Introduction, there are the Four Topics. Topic One, which is the Nuts and Bolts of Strategic Planning; there's a Five-Year Planning in Head Start; There's Topic Three, Achieving Program Goals that Support Child and Family Outcomes; and then, of course, we have the Topic Four which is Pulling it All Together. And then, we have the Appendices there.

Now, if you notice there's also this Training Resources piece. And this is a feature that is unique to the electronic edition, and if we go there, you will see the training resources right now, we just have a PDF of the – of the Foundations for Excellence. And – But in the future, we look forward to updating this section with other useful resources related to the Foundations for – Foundations for Excellence. For example, we hope to populate within the next three to four weeks the foundations – a copy of this webinar in this section. So, that's an example, and that's something for you to look forward to, and to come back to, and visit this, and see what – what – what updates we put there from time to time. So, we also want to say that with this electronic edition, it's designed to be user-friendly and responsive. For

example, I kind of like this, it's kind of like a shape-shifter, and I just did. I just made this – this – this move, and I'm going to share with you what I – what I mean by a shape-shifter.

When we – when we look at this, and we – and we look at this, we know that in this day and time, you know, people are accessing the Foundations for Excellence's all kinds of documents on laptops. They're accessing them on iPhones. They're accessing them on iPads, all different kinds of devices, and so, regardless of the device that you're using, in – with this electronic edition, it – it will shape-shift. It'll – It'll adapt to whatever device you're using. For example, as you watch this, you see this happening, you see this happening, you see this happening, and in a few minutes, I don't know if you noticed, but the – the left margin disappeared. And it disappeared because in this version, you're probably using an iPhone.

But guess what, what's on the left side, it hasn't – you haven't lost it. It's here, in what we – in what's called the Hamburger. So, you could go there, and you can see all of the – the information that – that used to be in the left-hand corner – in the left margin. So, I just wanted to share that with you as we move on, and now we're back to this. So, now let's go. So, in this introduction, we really wanted to pinpoint one of the key features of this, and this is the fact that we have it here, and I'm going to use a highlighter to kind of highlight it, that this – that the Foundations for Excellence really supports programs' successful completion of the grant application, and just wanted to take a minute and bring that to your attention because that's one of the, you know, one of the key features that this helps programs with.

And as we move on, we think about how the past informs the future, and we listened to you, as the Head Start community, about this resource. And so, the Foundations for Excellence was also designed with that in mind. And so, the electronic edition even takes it further and adds some other little features that continues that whole idea of using this as a training tool. For example, you see here, this is an example of something right here. We have the Tell Me More, and if you see this Tell Me More is designed to really give you additional information about a piece of content. And here is something that, as a matter of fact, part of this Foundations for Excellence is Appendix A, and it's a really interesting good piece on the Head Start and Data Informed Decision Making, and that's part of this document.

Some of the Tell Me Mores are not part of the document. They are – they may be on the ECLKC. Another feature is here – we're looking at it now – it's called the Terminology. And here are two in particular. and both of these terminologies have something to do with – with – with how this – of course, the Foundations for Excellence is set up and designed, and one of them, of course, you see here, where – where we bring to everyone's attention, that when we say Head Start, we're – we're – we're talking about Head Start and Early Head Start. And I want to bring your attention to this particular one down here, where we see Tell Me More. See the Appendix for Tools and Templates. And this is Appendix E. And I'm going to go there really fast, because this is a feature that I think is – it could be really useful. And we think about this in terms of you all as programs, and we have two different versions of action plans. And these action plans can be downloaded and they're fillable.

So that – we we got a couple of, not a couple but several people asking about that, and so we've – we've been able to do that. And so, that's another feature that's consistent or unique to this particular electronic edition. So, as we go back, we just want to take a minute and check with you all. And we're going to check with you, by giving you another opportunity to think about this and raise your hand. And as you see at the bottom, as we come this – to end of this page, you will see here in the Tell Me More, there is an Appendix B which really talks about, and gives you a lot of tips and tools for using the Foundations for Excellence. But on this very same page, I want to direct you here, to "Use this Guide to," and I'm going to make it just a little bit bigger because I'm going to ask you to look at that.

Let's see if this is too big. Yes, so Use this Guide to.

So, I want you to kind of look at these, take a minute, look at these, review them. And there are what? Six of them there? I just want you to think about have you – and this is another opportunity to raise your hand, you're going to do more than raise your hand in a few minutes – but just kind of think about, have you used any of the ideas here in terms of your planning process? So, take a minute. Oh, I see different people have already started raising their – their hands, in terms of yes they have. And because this is such an awesomely large crowd, we don't get a chance to really kind of go to the next level and just say how you've done it, but I'm – I'm really happy and impressed to see that so many of you have used some of these ideas in terms of your planning for your planning process.

So, thank you for doing that. So, now we're ready to keep going, and we're going to take a second and we're going to look at Topic One. And Topic One, we know is – is – I'm going to make this smaller again for just a second, so we can have all of this on the page. So, let's look at Topic One, The Nuts and Bolts of Strategic Planning. There's really something interesting about this topic and I'm bringing up now. If you can see here on the left margin, you see these seven questions, and what is it, I just want to ask you this, and I'm sure that if – that if we were face-to-face you all could respond quickly to this question I'm about to ask.

As you look at these seven questions, they all have things: program goals, objectives, outcomes and expected outcomes, progress, challenges, evidence and action plans. And my question is, where else have you seen these – these – these terms being used? Okay, I am reading your minds and I know what I'm hearing. Yes, it would be in your grant application, in your grant applications. and that's one of the good things about this, as well. We mentioned on a few seconds ago, but this section and in the Foundations for Excellence it really helps you really focus in on what's required for your grant application in terms of really looking at these, and – and digging deeper into what these terms mean, and how they support a strategic planning process. And the strategic planning process is really, some of these, I would just say some of these, all of these elements are really part of a strategic planning process. So, if this is all – if these are the terms or elements that you report on in your grant application, and they're also part of strategic planning processes, what does that say? That the grant application is a really good, it's structured to support planning and strategic planning processes. So, I just wanted to share that with you. That's something that I really like that and I'm really excited about it being – being set up in this electronic edition like this.

So, as we move on, let's keep going here. As we move on to Topic Two, we see that within Topic Two, we're focused on, it's called the Five-Year Planning in Head Start. And this is focused on three topics: planning that is precise and fluid; plans linked to a pro – program's strategic planning process; and tips and tools that support strategic planning. So, as we look at this, what I want to share with you is that there's a lot of good content in this section that supports you in your Head Start planning, and it also guides us as a – as a Early Head Start – as a Head Start Early Education Program – Program to think how the expectations and requirements for success are tied to the same kind of planning strategies that – that are expected of any – many, all Fortune 500 companies and other types of businesses, so – so we're really connected to that. So, before we move on, here we're gonna – I want to connect with you guys again, and I'm going to ask you a question here. If you see here, on this same page, there is a statement here at the end, and I'm going to highlight it, and I'm going to make it large – a little larger one more time, And if you see there it says, the – the values – the – the following describes the values driving Head Start's approach to five-year planning.

And so, essentially, that's what this topic is about. And what we want to do now is we want to check on you – on you guys again, and we want to ask you a question about that. And the question is going to be around what values drive your program planning? So.

Jennifer: So, Jacquie.

Jacquie: Yes? Yes.

Jennifer: This is Jennifer. Yeah, I just wanted to ask if you can help us a little bit more to understand, what do you mean by values? Can you help us out?

Jacquie: Oh, thank you. Thank you for asking that question. Yes, so values, you know, we think about that, in this case, we think about that in terms of standards, ideals, principles. Those kinds of things. So, we could ask the questions of what – what principles, what standards drive your programs' planning? And I see some people are already writing. Thank you, Jennifer, for that question.

Jennifer: Absolutely.

Jacquie: Okay. And so, we see people responding here. We see Mary Ellen, the health and well-being of our families is a value, of a standard driving your program planning process. We see – we see C. Oberlander, culturally and linguistically appropriate. Jennifer. Culturally and linguistically appropriate. We see Jane. Jane – I don't want to butcher her last name, Klieve or Kleve – with quality. Oh, these are some good answers coming in. Quality of services for children and families, Nicki is saying that. Susie is saying needs within your – our community. And I see that there are also people responding in the general chat, as well. Community needs. This is really good. So yes, so this is – Progress of our families. Children and staff. Families feel empowered and knowledgeable. Brandi, I know you haven't spoken yet but that's the PFCE, that's in [Inaudible] Dr. G, innovation, health and safety, Nancy.

Looking at the needs of children and families in providing high-quality services for lifelong accomplishments. This is really great, yes. And so, this is what this section is about. It really focuses on the values, the – the standards that drive Head Start's approach to five-year planning. So, the ideal here is that we know – we – because of this, we know what – what – what Head Start's approach to that five-year planning and then we lay on top of that, layer that with what your program's planning, what your standards are, and viola, you have your way of – of, you know, executing your program planning. Thank you very much for participating in that. That was really good and that was really helpful.

So, as we go back, we have another feature that we want to share. And it takes me a minute to kind of go back. Here's another feature, and this is also in the ECLK – I'm sorry, in the Foundations for Excellence, the hard copies, as well. And if you notice here, I'm – I'm referencing this exclamation point here, and these exclamation points emphasize that there's something in the content that we're restating and stressing. And here is one, effective strategies – effective strategic plans are manageable but fluid, precise, and adaptable. So, I want to – know we're not going to respond, but I just want you to think about that for a minute. Are your plans, your action plans, your strategic plans, are they manageable but fluid? Are they precise and are they adaptable? So, that's just something to think about. And also, and while we are here, I want to share one more thing with you as we're looking forward.

As you see, this is about a Harvard – a resource that is the Harvard Business Review, a Harvard Business Review article. And this is something that I think is really timely, and is unique to this electronic edition, and I also think that, because I know when I'm doing something, you know, we're all super busy getting stuff done and all of that, and we have those – those moments, sometimes stolen moments, where – where we get to enjoy a resource or that kind of a thing. And maybe, it's something in that resource that's making you want to do some more research or look at something more. Well, in this particular document, if we reference anything, we have a link and I'm going to actually take you there. We – we referenced the Harvard Business Review in – in this document and we cited it.

And so, in this electronic edition we actually have, you can come here, you can click on it. And guess what? It takes you right to the article. So, you can – you can really find out what Graham Kenny is saying,

and find out the details of that article. So, that's another feature that we just really kind of wanted to share with you because – because we really like it. And while we're here, here's another one. If you see, you see this question mark here, and you see that it's in a red box. So, this question mark says, and the red box just kind of says stop, I just read something and now it's time to reflect and they give – and here's a question for you to reflect on, or to have, or to discuss, or to, you know, have – think about, just any kind of way that you wanna use it. And this is how we are creating this in terms of a way that – that creates a training opportunity, a training tool. So, we're moving along here, and we have another piece that we want to talk about. We just looked at planning – planning that is precise and fluid. There's a piece here, plans linked to program strategic – to a program's strategic planning process, and then we have Tips and Tools that Support Strategic Planning.

And in this section, it's focused on – we considered that, you know, we've been kind of hearing stuff out there from different regions, about their experiences in – in reviewing grant applications. And so, we kind of landed on some tips that might address some of what we have been hearing, and for example, here we have this piece on – about challenges, and expected challenges, and just really helping Head Start programs and everyone to think about that beyond, you know, the whole idea of the lack of money. I'm going to highlight it here. You know, because sometimes we typically just think about lack of money, lack of staff, lack of time, and sometimes to some degree, those things could really be beyond our control, but we wanted to emphasize, you know, taking it a step further, looking a little deeper. And to do that, we included this – this analogy here from the Institute of Cultural Affairs.

And, for example, it says here that, imagine that you're watering plants in the garden, and when the water running from the hose suddenly stops, you don't just stare at the hose and shout, there's no water! No, instead you turn around and you see if maybe there's a kink in that hose, if someone stepped on it, or if someone turned off the water. And likewise, we're making this analogy with – in strategic planning. You want to move from the what's lacking, to thinking about it in terms of what's preventing you from moving forward. So, that's something that we just thought that we could share with you, and at the – you know, at the end of the day, you know, we could all sit down, do research.

We can find gobs of different ideals, techniques, strategies, thoughts about strategic planning, about all of this, so we're by no means saying, and I guess it's kind of like a disclaimer, that this is not the beginning or end of any conversation about strategic planning. We're just putting the thoughts on your mind and just really supporting you in thinking about these things and taking the step further as you want to. Now, we're just about ready to move on to Topic Three, and in order to do that, I'm going to turn it over to one of my true colleagues in all things Foundations for Excellence, Second Edition, and that's Jan Greenberg. Jan?

[Laughter]

Jan Greenberg: Thank you, Jacquie.

Jacquie: Okay.

Jan: Okay, so I have the pleasure of introducing Topic Three: Achieving Program Goals that Support Child and Family Outcomes, and I'll share a little bit of information about this topic, which actually now combines what used to be two separate topics in the original version of the FFE. Those two separate topics are now in one cohesive, connected topic that's here. And so, this topic gives you some great information about program goals, and in particular, school readiness goals, and parent, family, and community engagement goals, because remember, that the ongoing partnership between program staff and families is crucial in supporting children's school readiness. So, you'll see on the left-hand side that there are two topics under Topic Three.

And so Jacquie, let's go to Prioritizing Program Goals. Okay, and so this section focuses on two important aspects: prioritizing program goals and school readiness. And so, you'll see on the screen that there are some questions that are under that first paragraph there, and these are questions to consider when you're developing program goals and objectives, that will help you begin to answer the bigger question of how many program goals you should have. So, there's no set answer to how many, but when you plan strategically, you can establish the direction you want your program to go in and that, in turn, should make it easier to prioritize a manageable number of program goals and with that, you can be thinking about a clear message for achieving your expected outcomes. But ultimately, the decision on how many program goals you have, is guided by your program's data.

So, one set of goals that is established are school-readiness goals. And so, this part of prioritizing program goals gives you information about the performance standard requirements for establishing school-readiness goals. I suggest that programs will likely establish a goal for each of the ELOF five essential domains, so that's that first part under school-readiness goals. You'll also find three tables, and if you are familiar with the original version of – of FFE, these tables were in that version, as well. And so, the first one compares characteristics of program goals and school-readiness goals.

The second one compares the process for developing program goals and school-readiness goals, and the third one is actually two charts in one. It compares how each type of goal, program goals and school-readiness goals, is reviewed, revised, tracked, and analyzed. And we think it's still important to understand what the similarities and differences are between program goals and school-readiness goals because we think this is an important part of planning. And so, ultimately, program goals and school-readiness goals, along with measurable – measurable objectives, these all work together to strengthen the quality comprehensive services you provide to children and families. And so, we're actually going to take a moment here and ask you a question that you can respond to in the chat box and that question is, how does your program ensure that your program goals address school readiness?

So, if you could take a moment, think about that, and put that in your chat box. I see, ah, Rosario is asking what is the question. It is, how does your program ensure that your program goals address school readiness? And I see that multiple attendees are typing. Okay, let's see. Lots of data and lots of gathering community information. Molly talked about including touch-point training, aligning school-readiness goal plan and five-year goal plan, ensuring that it's in self-assessment goals, tying school-readiness goals to state early learning standards, curriculum ELOF and assessment tools, school-readiness goals are part of the program goals, they're a type of program goals. You're looking at children, families, and staff, assessment of class data. So, okay, so you all are thinking about and are already doing things that ensure that you have goals that are addressing school readiness.

And so, whether you've got program goals that support how children develop and learn, and you have the school-readiness goals which identify what you want children to know and be able to do at the end of their time in your program and as a result of the services that you provide to children and families. Okay, so great, lots of great responses from everybody. Thank you for participating in this and sharing this. And I want to actually now turn this over to my awesome colleague Brandi, who's going to talk to you about the other section of Topic Three, which is Family and Community Engagement Program Goals and Outcomes. So, Brandi, take it away.

Brandi Black Thacker: Thank you so much, Jan. Hey, everybody, it's amazing to be with you all today. And we're so excited that you're excited, and we're grateful for all the rich sharing that you're doing with us in the chat. I have to say, Jan, we're in agreement here. This is one of my favorite parts of Foundations for Excellence which will be surprising to no one, but as Jan eluded, we worked very hard to answer a call that you asked us in the field, the integration of family engagement in school readiness and program planning. So, as she mentioned, we worked together to create what used to be two separate

topics in the seminal version of Foundations for Excellence into one cohesive, consistent place for you in this part of Topic Three. And we're so excited that you have, and you'll see this as we continue our exploration of each of the topics, but that we have a place to really look and explore together, not only in the way of strategic planning and the five-year project's periods, but how all of these comprehensive services come together across our systems which, in my little humble opinion, I think is something that we've all been craving for a while to best [Inaudible] not only in the true form of what they look like in our program, but certainly as they relate to our documentations and the connectivity there. So, what I want to do is give you guys a little bit of a tour of this part of Topic Three, and I also want to point out those pop-outs as Ms. Jacquie has been doing, as she's given us the demonstration of the electronic edition, because there are so many hidden nuggets here for you to sort of lean into and build from.

And so, like right here, Jacquie, if you scroll down a little bit, I love the Tell Me More boxes because they actually, you can see at the very tip of your screen, there's a little shout-out to the new framework. Our second edition of the PFCE Framework, and you guys know if you've been with us, very often at PFCE, we often tease and say, you know what, you love it, you have it memorized. We made a few enhancements here recently and one of those that we're super proud of is not only the part where we really get to stand on the story of the framework is the theory of change, when those systems and services come together in service of growth for families and children, the arrows at the top.

You guys know that we don't do anything outside of the context of relationships, and those positive goal-oriented relationships but specifically we want to lift up the second part of that arrow around equity, inclusiveness, cultural and linguistic responsiveness, not only in service of how we are right beside our families, with each other, with communities, but certainly the total impact of how we think about strategic planning in the five-year project periods. One of the things that I want to call your attention to quickly as we have that on our minds is Dr. Richard has given us some information in the general chat as well. Susan asked a great question earlier about the coordinated approaches and the connections to those as it relates to the Foundations for Excellence and specifically using cultural language and responsivity, as an example. So, you guys can check out the answer that Dr. Richard offered there in blue. And as you do that, I'm also going to point out another function that I think you'll really love when you get into this electronic edition. One of the things that you can do with each of the icons, and I'm going to explain how these are connected in just a second, but this framework and the Management Systems Wheel, even the Early Learning Outcomes Framework, are all interactive, so Jacquie show 'em.

Show 'em off, let's see. Drum roll everybody, I feel like we need sound effects. So, Jacquie was literally in the electronic edition and all she did was, like, click onto the framework and it takes you over to the other places on the ECLKC where you can find more information. So, when I was a director, I really wish that I had had this level of sophistication as I was thinking with my team and plotting around what was really going to be relevant in our service areas, with our communities, and right alongside our families. It makes me excited that, duly noted, I'm a little bit of a geek this way, and it makes me really excited for all this cohesiveness and the consistent language because you guys were telling us that's something that would be really useful.

So, let's go back, Ms. Jacquie, and look at some of the pieces in terms of the coordination, or I call it the mash-up of these major icons that we all lean to within our programmatic practice. So, you guys see the PFCE Framework, you see the columns, and if you know our work you know that we really lean into a lot of the systems pieces and certainly the outcomes for both families and their children. So, what's been exciting to see is how we've been able to use the PFCE Framework as an area of change and bring in, as you can see, in the systems column, as we call it, the yellow column or program foundation, we have the management systems wheel. It makes sense. Right? And then if you look over to the bookend, or the

purple column, you can see that we have the Early Learning Outcomes Framework – And I can see Jacquie is going to do a little zoom-in there for us – which makes sense, because the Early Learning Outcomes Framework is what our education experts use to drive and guide and map out the educational experience of our infants and toddlers and our preschoolers, so these really make sense as they come together and as we think about the connectivity and really making those connections across program planning, the family engagement piece, and the school readiness part.

So, we hope that that's helpful for you guys as you really look at the ways that you want to support families, and each other toward, not only the goals that you set as a program, but certainly the outcomes for always driving to support for and beside families. So, let's see, Jacquie, what else do we have under here? Topic Four, oh man, this is one of my favorites too. Let's look, let's check it out, Ms. Jacquie. Well, this is another place that I'm a little bit jealous of those of you that get to access and sort of opportunity to peruse. Topic Four, in service of your individualized goal setting within your program and just taking a peek at some sample language.

So, Topic Four, as you can see, is the Pulling it All Together, or what we call the Bring it on Home!
[Laughter]

It gives you four different examples to look at, so that you can kind of see how some of the language fits. I mean one of the things I can remember is really toiling over the language. And like, is this all right? Is the language broad enough? Like, are my objectives smart enough? I wish I just had something to look at. Like, let me call my next door neighbor program and see what they did to see if I'm close. Mostly, it's about confirmation for us because we've done this for a long time and actually we're pretty good at it. But this part is exciting because, if we look at example one, which is where Ms. Jacquie is taking us now. This gives you one, as I said, of four examples that showcase, not only what you're asked to do in your grant application, but in an order that actually aligns with the things that you're creating in service of the baseline grant app and then your continuing one. I happen to like this one because this example really uplifts the transition to kindergarten conversation, which I know has always been an important one for us, but obviously we're thinking about this a lot more.

We're really exploring more meaningful collaborations or enhanced collaborations with our community around transition to kindergarten. We've always been deeply connected to our local education agencies and we're always looking for ways to continue to strengthen those. But check this out guys, look, you kind of have this organized in a way of our five-year planning process. It starts with a community assessment, has a little language there right underneath related to what we've found in our self-assessments, how it's connected to our planning process, and then you get to all of that data in consideration of, dun-dun-dun-na, the program goal! And I love this, this part is my favorite because I really like getting to see how others think of how goals can be represented in that big, broad way, that captures something that will carry you over that five-year project period. Here's the other thing I have to appreciate.

I mean, you guys know how we do. We're strength-based, so often we're really thinking about all of the resources, all of the things that we have not only within our program, but within our communities to support the trajectory toward progress, and toward achievement of these goals. I really love this, the grant application asks us to think about expected challenges, and we have that here for you in the example, so you can kind of take a look at what might bubble up. If we know, or even kind of "budget out", quote-unquote if you will, what challenges might occur, then of course, we also stand ready to get around those, through 'em, above 'em, below 'em. Whatever it is that we need to do to overcome them.

So, I really appreciate that these examples give us the opportunities to kind of start with the planning process, the community and self-assessments, how all of that data works together for the good of the

program goal, thinking about the real because we always have to be about the real. Right? The expected challenges. And then, Ms. Jacquie, this table below gives us the chance to actually see – I hope I'm not the only one that geeks out about this stuff. But look, we have objectives, expected outcomes, and then what do we need to know that we got there. What data, or tools, or methods do we need to have to showcase our success for, and Jacquie you tell me if you agree, like this is what I believe is the gift of the five-year project periods.

Jacquie: Yes. I agree with you.

Brandi: You guys get to determine. Yeah, I mean you guys get to determine if you're satisfied with your progress. If you are, you stay the course. If you're not, you course-correct. That's really the exciting part about this. The Performance Standards give you guys that local flexibility to really kind of make decisions about, "Okay, we tried something. Is it working? Yes or no?" If yes, yay. Let's stay there. and if not, what do we do to tinker or course-correct, if you will. All right, so tell me, guys, in general chat, what do you think about this? What do you think about the examples in Topic Four? Do you think you could use – I want to say steal them. But, you know, do you think think you can [Laughter] borrow these for something that you're thinking about in your program? Oh good, I see Amanda with an early yes. I like it Amanda. I like that energy.

Jacquie: Barb. Barbara is saying, "Finally," Brandi.

[Laughter]

She's like, "Yay!" Oh wow. Brandi: Yes, oh good Maria, absolutely. Oh good. Well, the other thing that we're, you know, we're not going to actually go through each of the examples for you guys, but I think you'll be, I'm so glad you're excited too. You guys, thank you. I'm really also tickled because a core of National Centers, we had the opportunity to go across each of the content areas that exist in your program. So, I hope that you see, and are as excited we are, about the integration of each of our content areas because this webinar and this document is actually the evidence of the busting down of the silos that is happening everywhere that we've all been, you know, really working to do for a good amount of time.

So, what you're going to see is the integration of, like this, very much transitions to kindergarten, we still like look in the home of our educational experts, right? But what you're going to see is the integration of family, of health, of the program management pieces, even there's a fiscal nod. Do we need to think about any fiscal implications here, which is so helpful because it nudges us mostly in the vain of confirmation, to make sure you have everything you hope to have to lift up your program story because that's what you're being asked to do. Right? But also, to make sure that you've covered any gaps that may exist, which I think is a great gift.

Jacquie: So, we're about to transition from this over – from the specs of this electronic edition, but also I want to add that we just chose some pieces. Right, Brandi, and Jan, and Glen, and Dr. G. We just – And Nancy, we just kind of chose some pieces to highlight, but there's so much more in this and we hope that – that just by sharing this much, that you guys will dig deeper and deeper into this document.

Brandi: Yeah, we hope that this is a bit of an inspiration, or maybe even a catapult, to go in and dig deeper. And I love the question Angela asked earlier. She wondered, you know, can you print this whole thing? The thing that I love about the way PMFO and our leaders at the Office of Head Start really inspired the way for you guys to get to this is you have all of those options. You can go and print out the full documents.

The topics are broken out for you, like, one-by-one. So, in case you don't want to get the whole thing because it's a lot of pages, then you can choose which ones are helpful for where you are in your

planning process, or based on the audience in terms of stakeholders that you're talking to in those spaces and time. Also, the E-version is really cool 'cause I know many of you now are using a lot more E opportunities like for your policy council and committee meetings, for your board meetings, even some of you are so spread out that you're holding staff meetings with things like webcams and going across FaceTimes, so the E-version, or what we're calling the electronic edition, is really helpful because you guys can not only access that from, Jacquie is laughing because they had to teach an old dog new tricks.

I was trying to call it all kinds of things. I got it right, the electronic edition. You guys can access it from your smartphones as Jacquie said, all those tablets that folks have, and the different ways that we're really working together in the new day of all this technology, hopefully, you find that the thing that works for you and it's available in, hopefully, each of the ways that you could find it useful. All right, you'll notice that our colleagues, yeah, we can transition, Ms. Jacquie.

You guys, please continue to ask questions. We really want to be responsive. We know that many of you have already been using the Foundations for Excellence documents in each of the topic papers. As Jacquie eluded earlier, if you get down into the appendices, the forms are fillable. That's really cool 'cause there's a sample action plan there for you to consider that includes all of the same language that you would find that's requested in your grant app. So, we hope that those are helpful too, but they're fillable right online so you don't have to recreate a chart. You don't have to start over even by looking at the template in front of you. You can physically use the charts there and you don't have to carry, cover, or redo anything. It's just ready for you. All right, well, Ms. Jacquie. are we ready for the Core Messages?

Jacquie: We're ready for the Core Messages.

Brandi: Time flies when you're having fun! Well, guys, this is really like the summary. I mean there are so many rich places I don't think we could ever do it the justice that it deserves. Every time I look at this document, I find something new and exciting to hold to, to lift up, to really kind of grapple with, if you will, based on what we all know about work in programs and how it can be useful in today's day and time with the performance standards, and the Head Start Act, and the grant applications, and how all of that comes together in service of a very cohesive way that we are building and developing our systems and services in service of the growth for both children and families.

So, let's look at these. There are five core messages, and these are the ones that we found to be the biggest ones as we wrote and as we worked together and as we kind of cross-compared our messages and our practices. So, here we go. This first one is really about the broad goal bit, and you guys see it here. Broad goals can have several objectives. You saw them listed up in Topic Four where you can go look at all of those examples, and while we know that you're implementing those action plans with your action steps, you get to highlight how you're going to use the data, in part that you have and in part that you're inspired to collect because we're finding a little bit of both. Right? To meet the objectives and really make progress toward those expected outcomes.

This is so exciting because it means that we can write goals broad enough to carry us over those five years, and then really show the real of that in those objectives. So, that's the big one, that's one. And the second one, I love this slide, pretty babies. The second one about school-readiness goals being a type of program goal. We saw a couple of you just set up this question in the chat as well, and Jan did a great job of taking us through Topic Three where you have those pieces laid out in a very specific way.

You can refer to your performance standards in 1302.102 to really see, learn, and unpack more about that, but this part is so exciting and just speaks to the cohesion of what we've been saying and the connectivity across our program areas and systems and services. Here is the program planning cycle, and you saw this illustrated in Topic Four in those examples. You'll notice that I said, oh, it starts with the community assessment, see the big red arrow there in the top left, and then that goes over to the

self-assessment, and you use all of that data to really inform, you know, those long term goals as program goals and those measurable objectives. So, it gives you this program planning cycle as a guide and we've always used that. But, really, my favorite part about this is the alignment to not only the five-year project period, but what you're being asked to do in that grant application. So, this part is something that we hold close as a point of pride because it's something that you told us across the field that you really would appreciate something that brings all of those pieces together in service of what you're doing everyday and the good work that you're evidencing in programs.

The fourth one is really about how this five-year process and the planning piece has to be strategic. And I have to say to you guys, I actually think we're pretty good at this. I think we're pretty good and we've gotten more and more sophisticated overtime at how we've been thinking about the strategic pieces and how those come together, the way they support each other, and even overlap, and that requires a thoughtful and intentional discussion with our stakeholders and how that really looks now that we have the gift of this five-year project period, and how those stand the test of time. And then certainly last but not least, we have the fifth core message.

And this also resonates deeply with me, the sound planning is certainly based on the data-informed decisions, and I love this word, it's the bed-rock. It's the core, it's the foundation of what we do in effective program operations and the thing that I believe sets us apart from all of everybody else, is that continuous program improvement piece, and how we're always in that vain and space of thinking about what's great that we can celebrate and then the places that we could really enhance together in service of what we do for children and families everyday. So, I'm going to pause here. Ms. Jacquie, I've seen so much activity in the chat box and you know I'm limited, I can't talk and type, so I've got to shift my attention. But what would you add here, Ms. Jacquie? What other goodies should we lift up?

Jacquie: Well, you know, I was – when you were talking about this, you know, when – when we go back to that piece about the broad goals, the very first one, in this – one of the things in the – in this current edition of the Foundations for Excellence, there is a piece that really – it's like a little chart and it really helps lay out broad – when it – when it's too broad because – because, you know, originally there were people were just, you know, the programmers may have just been thinking, "Okay. Broad. What is – What is too broad?" And some of the – in some of the regions, some of the – you know, we did hear that. And so, we built this little chart that really kind of says what's broad. What is broad? I'm trying to find it really fast, maybe I can share it. Yeah. It says, beware if your goals are too vague. The program will – like, for example, the program will continue to learn. If it's too narrow, for example, all managers will get their masters degrees. If it's too broad, it's something like, all families will become self-sufficient, and the all is kind of the key thing there.

And then generic, when they – when they simply just restate the Performance Standards. And Brandi, you know, I think that we have really as a – as a – as – as Head Start programs gotten away from, you know, restating the Performance Standards. But then, of course, if there are too many, you know, even with our new messaging around school-readiness goals and program goals, you can still have too many. Too many meaning that, you know, it's too many – you can't be effective, and so, all of that's kind of important with this and that came to mind when – when I saw the broad goals. I just thought I'd lift that up, as well. So, and then I see a question here. Mariella. From Mariella. Do programs typically develop one set of school-readiness goals for – for children 0 to 5, for those serving infants, toddlers and preschoolers? And then, she's asking for any suggestions around that. And so, you know, if you guys are thinking about that, then you guys can provide some suggestions to Mariella. So, that was something that I was thinking about. I know, Jan, you were speaking earlier. Is there anything else?

Jan: Yeah, I mean I'd – I think that how programs approach school-readiness goals is as unique as each program is. I think it's what makes sense for the program, I know that there are programs that they've

got birth to 5, like Migrant and Seasonal Head Start, or they have Early Head Start and Head Start under one rubric, they might do one set of school-readiness goals, or they might choose to break them up into goals for children, infants and toddlers, and related sets for preschool, but there's no one right way to do school-readiness goals as long as there are goals in the five central ELOF domain. So, it really goes back to, I think, what makes sense for the program, and what the program feels it can manage in terms of tracking progress and supporting progress and the other program goals that they're supporting and tracking progress for.

Jacque: Mm-hm. And you know, and then – Thanks. I – I want to just add this piece, you know, that when we think about this conversation about program goals, school-readiness goals and all of that, I think, you know, the key – one of the key messages from the – from the Office of Head Start is around just really start thinking about program goal-setting and keeping, like, the whole five-year – your – your whole five-year plan in mind, and, of course, being familiar with the Head Start Performance Standards and what the Act requirements are around – for the service provision of goals, school-readiness goals, and then the community needs and how that affects what you're determining or identifying as goals.

And then, this is – this – this to me is one of the major things, when you're setting your program goals, all program goals, including the school-readiness goals, be able to just really justify the reasons for the goals you're prioritizing, and for the goals you're setting. And I know we didn't talk much about it, and Core Message No. 5 is here on the screen, but you know, that – that signals to me, just really paying attention to your data and being really committed to paying attention to it from that perspective, using coordinated approaches in even determining and – and – and building out your plan, and – and – and talking to people within your agency. In other words, not just silo-ing or sitting there and just creating your goals, but being very intentional about a strategic process around that. And I think those kinds of things really help. So, that was an added piece because I saw some of this chat continuing about the program goals and I just wanted to add that part, too.

So. Are we ready to move on? And if we do, we have a – we have a final question. We're good with time here. We have a final question here. So, the now what? So, we've just spent this exciting time talking about the Foundations for Excellence, and – and some of the features in it, and how it's been updated. So, now what? What are we going to do with this? And this is the question of the day. How do you plan to use the Foundations for Excellence? Now, that we've talked about this, and we've had these conversations, and you've heard this, some of you may be hearing things that's new. And some of you may be hearing things and you're saying, "Atta boy, we're doing this. We were using some of these strategies."

So, just what are you planning to do next? And Margaret's already responding. Keep reading it. That's a good one. And we see multiple people writing, that are typing. Oh and then okay, I'm looking over here. Susie is saying articulation is key, goals should be written and designed with clarity for program staff, governing body, parents, and community. That's a good thought, Susie. And we see over here, too, Annie. I'm also curious about the comment from Cindy, what is caused some confusion for me is saying that school-readiness goals are program goals with no set number of program goals but having a set number of school-readiness goals. So, we just kind of spoke to that, but we can continue this conversation, in – in MyPeers. And as we're looking over here, I am seeing that Blueprint is saying to guide our planning in goal setting. Arlene is saying using it as a guide for the five-year grant, yes.

And Dana is saying, sharing with staff and management, while still learning it, definitely. PD, for staff, governance training, and monitoring progress around goals. You know that brings me, you know, early on, at the very beginning, if I – If I remember correctly, when – when we closed out the poll, I believe we ended with directors having – being the – the largest percentage. And so, that just always brings me back to just kind of really articulating it, and really making sure that we all know, and some of these are

saying the same thing that I'm about to say, that the planning is – you know, it's – it's not just for the – the director to do in terms of, you know, where the information is coming from. To some degree, it should be inclusive of everyone's thoughts and comments through data, through all those kinds of things, and I just wanted to – to highlight that here, as well. And – and then, Sandy is saying, use this as a guide for five-year grants by sharing with staff so they understand the importance of data collection and how it's used not only in their world, but throughout the agency. Mm-hm, that's a good one. And I see, as another reference to that, that's what E. Asendiaga is saying.

And then Barbara's saying as a resource guide. Christina is saying use it as a resource for our five-year grant. It is definitely a tool for using during our program planning process, for sure, definitely. Oh, Ametta, hi Ametta. How you doing? Continue to encourage grantees to use the document. Ametta is a Grantee Specialist, so that's a good response from her. Vurlane Mark is saying, share with our broad members as training tools. Mm-hm, makes sense. So. I see some more. And Rosario is saying – hi, Rosario – seeing it as a – as a reference tool. Patti Inagua – Ina – I know – I know you, Patti. I just – I just – when I see your name, I'm not doing a good job of pronouncing it. We used it during our – during a collaborative training a few weeks ago. In attendance were coordinators from all service delivery areas, good, and they all wanted to take it back to their programs to share with teachers, policy council, bus drivers. Right on, that's – that's right on the money. I know, right on sounds like I'm – like we're living in the 60s, 70s. Since people were saying, "Right on."

But still going into our first year, Mariella is saying, going into our first year of our five-year grant, so we will definitely be applying the – the steps and procedures in this reference tool. It has provided great guidance on how it all connects. Very good, thank you, Mariella. So, you know, it looks like it's we – we're – it's 3:12 and we're closing out. We were so, so very, not nervous or worried, but just kind of really wanting to make sure that we, that we stayed tight with the time but yet give you guys some some valuable pieces of information, and so we're coming around to the close. We want to thank you all for this, and I – before we close out, I know, you know, we, we all were supporting this. You could tell that Dr. G. and Nancy were doing a lot of the responding behind the scenes, as I'm sure you guys see, and so we all were having parts in this. And so, just wanna give everybody a chance to share anything that you wanted to say before we, kind of, go to the last part, which is the questions and comments, and close out!

Steve: So Jacquie, hi, this is Steve again. Wow, I've just been so engaged in looking at the chat and I know, as you mentioned, our presenters have been very, very busy attempting to respond to the questions. There's been a lot of good sharing information, sharing and some good questions. We did want to allow one last opportunity for questions if folks had a question or – or posed a question that we missed, please feel free to use the general chat. Jacquie, you did mention at one point that, and I know we talked about this in – in planning for this webinar, that perhaps there may be some – an opportunity to extend the dialogue beyond the webinar. And you did mention MyPeers as a possibility. Did you want to say more about that in terms of how that might happen?

Jacquie: Well, yeah, it was the My – the MyPeers the – the director chat, and I know that Brandi, you had – weren't you the person that mentioned something about that the other day? And I see Glen is saying something.

Brandi: Yeah, there – there are several communities on MyPeers, but the one that I felt like, even though I know there are many, many roles represented here, but I see things like this pop up in the directors chat a lot on MyPeers, in their community. And, of course, we try to cross-reference as much as possible when it comes into those spaces where, like, there's a family engagement plan, there's a PFCE Deepening Practice group. I think each of the National Centers have at least one MyPeers group where we try to cross reference these things, so those communities can come together in support of

each other with some of these questions. There's form sharing, there's policy sharing. It's really, really neat to see all of the ways that you guys are supporting each other across the country. But that's one; I'm sure there are others. So, if you guys have other ideas, in groups that you're a part of, or communities on MyPeers, feel free to put those in general chat because they're just so helpful.

Jacque: Yes. And then there's a question there about is this webinar going to be available to review at a later date? And of course, the answer is yes. Oh, and Sandy says there are many power outages in our area, so I'm sure some agencies may not have been able to – to participate today. And yes, we are going to make sure that – I don't – Remember when – when we were in the electronic edition, under the Training Resources, we're going to put the – the webinar there, and everybody – and everyone will be able to access it. And it's going to take about, I don't – it may not take three weeks to actually make sure that – that it goes through the whole ECKLC process, so that it lives there. So, that's the plan for that, thank you for the question, Sandy.

Steve: So, Jacque as the questions continue to come in, certainly, we'll give folks an opportunity, our presenters, to respond either in the chat box or if you want to join us verbally, presenters. I did want to move us along and share the evaluation link if we could here. First of all, I just want to say thank you to all our presenters. It's been a rich – I was thinking there's so much information that has been given out, and it's such a rich resource that you shared with us. We really hope that this resource will support all of you out there in the field in terms of your five-year journey. So, as we – as we come to the close of our webinar, we want you to provide us with some feedback. And you'll see a link here on this final slide. A tinyurl link, and if you – This is the survey. It's a very short, brief survey. We want to get your feedback about the webinar itself. So, to access the survey as it says here, you enter the link into your cell phone, or your browser, or your device, and, as I mentioned, it only takes a few minutes to finish. So, Jacque, or Brandi, or any of our presenters, did you want to respond to any of the questions or share any – any final thoughts?

Jacque: Well, you know, I – I don't know if it would be, you know, the appropriate, I would think that we could close out, Jennifer, as our federal person on this call and this is a national webinar. Your closing words would be cool.

Jennifer: Absolutely, thank you, Jacque. I just wanted to thank everybody who participated in today's webinar. As you guys can see, the chat has been very interactive, and we have an opportunity to spend some time and look at your feedback, and brainstorm, and think strategically about our next steps in answering to so many of the great questions that you have, so we are looking forward to continue the discussions. Thank you, everyone, who has been part of the webinar today.

Jacque: So, we're going to leave the feedback up, so they can access the tinyurl for a while longer. So, I'm going to say, Jacque Davis signing off! And what about the rest – everybody? How are you going to sign off?

Jan: Well, this is Jan Greenberg, signing off, too. It was great to be here with everyone and to see everybody's participation, and comments, and questions because that online discussion will make our continued work going forward with Foundations, Second Edition that much richer. So, thanks again.

Steve: Thank you, all, for joining us. Good bye. Take care. Be well.