

Administration for Children and Families, Office of Head Start, Office of Child Care, Office of Refugee Resettlement, Child Care Aware of America

Introduction: Good Morning everyone and Welcome. Thank you for joining us for this Webinar: Linking Early Childhood and Refugee Resettlement Networks. We are very excited that you took the time out of your busy day to learn more about the importance of connecting mainstream early childhood and refugee resettlement networks and how this collaboration can help increase refugee families access to early childhood resources. My name is Flor Philips and I am the Project Director of Child Care Aware, funded in part through a cooperative agreement with the Office of Child Care. I will be your host and moderator today. Before we start, let's take a few moments to ensure that everyone is ready and familiar with the Webinar Control Panel. First, you should have a control panel on the right side of your screen. You may minimize this panel by clicking on the double arrow button in the upper left corner. You may expand it by clicking it on the same button.

Second, you will have the ability to submit questions using the chat pane located near the button of the control panel. At the end of the presentation we will answer as many questions as possible. Lastly, this Webinar is being recorded. We will be posting it on the Office of Child Care website, on the Child Care Aware website, on the Office of Refugee Resettlement website, probably within the next week, to ensure that as many people can view it if they were not able to join us today. So with that, let's go through the agenda for today.

Okay, we will start with our Welcome from the Office of Child Care, the Office of Head Start, and the Office of Refugee Resettlement. We will briefly review how the three offices are structured and the way that the funding flows. We will provide an overview of the child care landscape. Then we will discuss what each of the offices offer and who they serve. We will provide resources on how to connect and we will talk about building partnerships between the refugee resettlement and early childhood communities as well as some recommendations for next steps.

At the end, as I mentioned earlier, we will have time for questions and answers.

Flor Philips: As I mentioned earlier, my name is Flor Phillips and I am the Project Director for Child Care Aware where we have a cooperative agreement with the Office of Child Care to deliver consumer education and referrals

to all families looking for child care. In addition, one of our targeted populations is refugee families. Hence, why we are really excited to be hosting this webinar. And with that, I welcome Shannon Rudisill and Eskinder Negash from the United States Department of Health and Human Services Administration for Children and Families.

Shannon Rudisill: Thanks Flor. This is Shannon Rudisill. I direct the Office of Child Care and I just gotta tell you, we are so excited by the tremendous response to this webinar and hopefully following up on the information memorandum that we put out jointly between the Office of Child Care and the Office of Refugee Resettlement this week. So, I just want to say a few words about how this work fits into our mission at the Office of Child Care and I really see this as the culmination of something that we have been working on for quite a few years and it exemplifies some of the important parts of our mission that we have been emphasizing.

We have been focused on, you know, the two generation impact that our program has: both helping families go to work and go to school and, you know, help them make their dreams for their families come true. At the same time that we work on helping their kids get ready for school and have high quality relationships with other caregivers when they can't be with their parents. And so when I think about the refugee families that we can serve and are serving, I think that this is more important for them than possibly any other group of families. We only serve, as some of you know, a portion of all the families who need child care in our country with OCC but one of the things that we have been thinking about is how we can target and serve the most vulnerable kids and families. And I really think the refugee population, given their arrival in this country and what they been through prior to their arrival, stand out as the community we should be prioritizing for our services. When we think about the quality ... Hopefully you can still hear me...

So, what I was saying is that we been really focused on the quality of care for young children and the importance of continuity of care and the continuity of relationship, and both of these things I think are critically important for the refugee children and families given the dislocations they been through. Continuity is probably one of the most important things that we can offer them during this period when they are getting resettled. So, to me this really exemplifies some of the work that we been doing.

We have many opportunities to work on it together. This was just the introduction. We are looking at our child care subsidy policies and how

we can help those be more responsive to refugee families. We will be looking at quality investments and things like trainings for child care providers on how to best work with children and families who might be refugees but also may be other kinds of immigrants. How they can be more culturally responsive, and how we can really help also them thrive. We can continue to work on consumer education and be sure that we are reaching out to families to help them find high quality and continuous care.

And the latest thing we are working on, that I was asked to mention, is the Early Head Start Child Care Partnership, which is an opportunity for us to bring together the strings of the Early Head Start program and the string of the child care program to use that as a vehicle to establish high quality comprehensive services for kids. I'm not going to linger on that. We've been having (I lost count) dozens of webinar training opportunities on the Early Head Start Child Care Partnership. I definitely think that some of these refugees serving agencies are potential applicants for this program. Their home-based model, which is something we been working on together, we want to have good home family child care home models as well as center based models. And if you go to the Office of Child Care or the Office of Head Start website you can link to many pages of more information about that. Like almost everything we do at the Office of Child Care, we rely on our state and local partners to make it happen. We try to talk you about what we are seeing nationally and the direction we like to see things going but we work through our states and local and so that's why it's critically important that we talk with you about how we can work together to make this happen.

We are so excited we have almost two hundred and fifty people on the line now, so for me, I am considering this the beginning of the conversation about how ORR and OCC can link together better and then support you better in improving services to refugees families and I'm really looking forward to the continuing conversation we'll have on this. So with that I'm gonna turn to my colleague and the prime mover behind this effort, our Director of Refugee Resettlement Eskinder Negash.

Eskinder Negash: Thank you very much Shannon, I wanted to also thank Flor and ORR for supporting this effort to put together this webinar and I think that nothing

will be done with ORR when it comes to outreach without having Mariestella Fischer pushing everybody to do something to help refugees so we are also very, very grateful for that. As Shannon mentioned, you know, our mission of serving the refugees and providing them the best possible services has been a great principle since I've been here and prior to my arrival also but for the past four years we have been very actively engaging outreach efforts to arrange all of our entities including our Administration for Children and Families.

We feel that refugees should be connected and be served like any other needy family within the structure that we have and to that we have very actively engaged within the Department of Agriculture for services with WIC program, SNAP program, with the Department of Housing. We wanted to make sure that there would be some affordable housing, Section 8 housing, and as with our federal entities, make sure that refugees are included in quality decision making and the service plan that we provide to services. ORR and I, we have been very fortunate that we have done a lot of the good work with our national network. We have almost 49 refugee coordinators. We have state wide refugee house coordinators. We have a number of whole entire agencies. We have about 322 resettlement sites around the country and we have done incredible work collectively and I'm very grateful that they are now willing to join us in this discussion also.

We have accepted over 3 million refugees since 1980, that's a number to keep in mind. So many countries which population is under 3 million and this tiny office of ORR within HHS has done incredible work and that work was done by the voluntary agencies around the country, the state refugee coordinators, local organizations. So as we continue to offer the best possible resources to refugees, we need to have partnerships at the federal level, at the local level, and a state-wide level. And to that end, we actually restructured ORR to actually reflect the ACF regional structure based on that idea that we have an original structure within ORR. In fact, we have two of our colleagues that are now deployed- one is in Region 8 and the other one is in Region 4. And hopefully within the next two to three weeks we'll have more regions covered including: San Francisco in Region 9, Region 5 in Chicago, Region 3 in Philadelphia and, I believe, Region 6 in Texas. So we will be having our own folks working there and we do currently have over 30 federal staff working to provide services for unaccompanied undocumented children that we have to provide also.

In 2014, we are actually expected to serve close to 183,000, that's a number that a lot of people don't understand. We are expected to serve about 70,000 refugees based on the decision the President made. We are expecting to serve 60,000 children, undocumented children that are coming into HHS service. And we expect that there will be probably 28,000 communications coming in and we probably get close to 24,000 at the very least. So, we have a lot of work to do but we can only do it when we get the support at the federal level, state level, and local level.

Again, I wanted to mention how much support that I have been getting and ORR has been getting from OCC and especially from Shannon. We were thinking of having an on base child care program and I think Shannon is probably the first person I talked to at that time and the Deputy Assistance Secretary at that time, I think June Lombardi. Shannon and June told me "We can do this!" and based on that idea we started micro-enterprise child care program currently we are developing a military program around the country. Debbie, from our office, is leading this important work and I think we will continue to do that. At the end of the day, what we want is refugee-serving communities and agencies connected with the entire network. Refugees cannot just be simply served by one entity alone. There needs are the same as any other deserving or underserved population. We want to make sure that we make that connection. We have done great work. The Office of Service Impact recently launched a refugee micro-enterprise child care program under Jolie. The Office of Financial Assistance is adding language to their announcements regarding refugees and we will continue to do that. I will stop here because I know my colleague Mariestella Fischer will actually provide you lots of information and I will be happy to answer any questions at the end of the webinar. Thank you very much again.

Flor Philips:

Great! Thank you so much Shannon and Eskinder for taking the time. We really hope everybody gets a lot of resources from here and really linking together all the great work that is happening at these offices. So with that, I am going to show you our presenters for today. We will have Paula Bendl Smith who is the Child Care Program Specialist for the Office of Child Care. We'll also have Mariestella Fischer, Special Assistance to the Director of Refugee Resettlement. We'll have Ericka Medalen who is the Program Director from the Idaho Department of Health and Welfare and she'll provide enough of her background and some of the work that is happening in Idaho. And we'll have Jacqueline Rose, Director of the Office of Refugee's Child Care Microenterprise Project as one of the

guarantees. So we wanted to give you an overview of how the ACF program funding flows for all these different offices to help us understand how the federal dollars for early childhood and refugee program flows.

This chart demonstrates the difference between all three offices. First, we have the Office of Refugee Resettlement that provides federal funds for services to 49 States plus the District of Columbia. Along with funds, the National Resettlement agencies and community-based organizations, including grant programs for specialized services. You will hear from one of the local guarantees level later in this webinar. Then we have the Office of Child Care that distributes funds to the States, Territories and Tribes based on the formula that takes into consideration the number of children in poverty and other demographics. Lead Child Care and Development Fund, or also referred as CCDF agencies, submit a two-year plan based on requirements in the federal law that include: licensing, health and safety, and goals set by the states, territories and tribes to raise the quality of early childhood education and professional pathways for ECE professionals. CCDF funds are used to fund subsidy management and some CCR&R agencies—which are also referred to as Child Care Resource and Referral Agencies. We will talk about the work of CCR&Rs later on.

Then we also have the Office of Head Start. Head Start's, beginning in 1965, funds have been allocated through a competitive process from federal to local. Public and private organizations such as non-profits, community action agencies, and school districts are types of organizations that provide Head Start services. Now let's talk about the child care landscape. Regulations differ in every state and sometimes by county. Items can include types of background checks required. For example, some states may require FBI background checks and some may require only state checks. Another example is the type of inspections and the frequency that inspections are on. Some states require inspections every year, while others it can be every 5 years.

Federal Regulations give CCDF Lead Agencies the broad authority to determine eligibility for child care subsidies. Their two year plan will address those regulations. However, every state is at a different stage of implementation. CCR&Rs are primarily funded through CCDF dollars and some of the work is providing technical assistance and other supports to child care providers. They also help families find child care and they deliver subsidy management –about 40% of them do subsidy management.

Now let's do a little poll! Let's see how much you know about child care.

You will see on your screen a poll... and here is the question: How many children under the age of 5 are in child care a week in the U.S? So let's take a second here, and answer the question.

The majority seems to have this right. It is 11 million! There are 11 million children in some form of child care a week in the United States. And here to explain the work that the Office of Child Care does—is Paula Bendl Smith.

Paula Bendl Smith: Thank you Flor and thanks to CCA for hosting this webinar, and to our ORR and OHS partners for demonstrating how our three programs, and other ECE partners work together, including pre K programs and how we can coordinate efforts to serve all low income families and especially refugee families on their journey to become new Americans. The Office of Child Care administers the Child Care and Development Fund. The law was enacted in 1990 as part of the social security act and supports our economic growth as well as children's development and school readiness. The OCC's vision is to help more children in low income working families' access high quality care. Let's talk about who benefits from the CCDF funds? Children, parents, and child care providers. OCC supports low-income working families through child care fee assistance or subsidies for children age birth through 13 and promotes children's learning by improving the quality of early care and education and afterschool programs. Through Child Care and Development fund (CCDF) block grants to states, territories and tribes, nearly 500,000 child care providers serve 1.5 million low-income children who received subsidies each month.

States have significant flexibility in making key policy decisions in administering the subsidy program, such as setting eligibility requirements and priorities, payment rate levels, and family co-payment amounts. Each State designates a CCDF Lead Agency. It may be, the Department of Social Services, Department of Early Learning will be different in different states. That is responsible for the subsidy program. The lead agency may administer the program directly or through other entities like local government, child care resource and referral agencies (CCR&Rs) etc. States, territories, and tribes also spend approximately \$1 billion of their CCDF allotments each year to improve child care quality through teacher training, grants for educational materials and equipment, and monitoring of child care quality.

CCDF Grantees (STT) must provide a match to draw down federal funding . Flexibility for states to set their own goals and policies is a key feature. That is why each state's, and in some cases each county, of town can have different policies and methods to implement them. This allows states to address the unique needs of local communities – including cultural and linguistic needs of refugee communities.

Coordination is a key feature to assure families are connected to the programs they are eligible for including Head Start, Pre-K and other programs. Many states partner with CCR&Rs, community colleges, and local agencies to implement quality improvement, technical assistance, and training on how to start and manage center and home-based child care businesses. High quality early childhood programs build trusting relationships with families, provide continuity of care for children, have better child outcomes and reliable care so parents can work and become economically self- sufficient.

Let's talk for a moment about how Child Care Services are funded through CCDF. Subsidized child care services are available to eligible families through certificates or vouchers or grants and/or perhaps contracts with providers. Parents may select a child care provider that satisfies any applicable state and local requirements including basic health and safety requirements. These requirements must address prevention and control of infectious diseases, including immunizations; building a playground safety; and minimum health and safety training. As for eligibility, States, Territories and Tribes set policy on how often to re-determine a family's subsidy eligibility and income level for eligibility. Most families, who receive child care assistance, are required to pay co-pay. States can waive co-pays for families below poverty.

Subsidized payment rates and parent fees must be established in a way that allows families equal access to all types of care. Now, for quality investments in quality activities, a minimum of four percent of CCDF funds must be used to improve the quality of child care and other additional services to parents, such as resource and referral counseling regarding the selection of child care providers. The fiscal year 2012 appropriation includes funding for targeted purposes. That included care for infants and toddlers and \$19 million to improve school-aged care and child care resource and referral services. To improve the health and safety of available child care, CCDF lead agencies provide training, grants and loans to providers; improved monitoring; compensation projects; and other

innovative programs. Many lead professional developing systems. So that is our quick “down and dirty” overview. I’m going to hand the microphone back over to Flor for another question poll

Flor Philips:

Thank you so much Paula for that Overview. We do have one more poll question, but I just wanted to remind everyone that if you have questions as it comes to the presentation to type them in the chat box. Okay, here is our next question, it’s coming up.

The question is: “How many refugee children were in the U.S. between ages of birth to 13 during Fiscal years 2010-2012?”

Looks like people are still voting. Don’t worry you will not be graded. Let’s close the poll.

Here are the results from what the majority thought. The majority did say the right answer which is 67,964 combined for Fiscal year 2010-2012 so with that I’m going to hand it over to Mariestella, and she will talk about the Office of Refugee Resettlement’s work.

Mariestella Fischer:

Thank you Flor and thank you everybody for joining us here today, we echoed the excitement regarding this early childhood and refugee resettlement partnership initiative and we look forward to other future opportunities. I will begin a quick over view of the Office or Refugees Resettlement known as ORR. I want to first start with a question: Who are refugees? For the Immigration and Nationality act, a refugee is define as a person who is outside his or her home country or country of residence and is unable or unwilling to return due to a well-founded fear of persecution and lack of protection. Fear of persecution may refer to persecution on account of race, religion, nationality, membership of a particular social group or political opinion.

Refugees are courageous, resilient, perseverant, and hard working. They are children, families, youth and adults of all ages. Refugees are in every community nationwide, including yours. They are entrepreneurs, farmers, medical professionals, artist, child care clients and providers. The list goes on.

ORR was established through the Refugee act of 1980, which created the current framework of refugee resettlement in the U.S. ORR serves as a bridge, helping resettled refugees and other vulnerable populations with

their initial transition into their new lives in the U.S. ORR provides certain benefits and services to eligible persons within their first five years of arrival and eligibility.

Please note, for the purpose of this presentation, the term “refugee” will often refer to all ORR-eligible populations listed as follows:

- Refugees,
- Asylees,
- Cuban/Haitian Entrants,
- Certain Amerasians (admitted as immigrants from Vietnam),
- Special Immigrant Visa (SIV) Holders from Iraq and Afghanistan, and Certified (foreign) Victims of Human Trafficking

Some quick little known facts:

- There are over 16 million refugees worldwide and less than 0.5% are resettled annually.
- Over 9 million are in refugee camps for more than 5 years.
- The U.S. takes the largest percentage of refugees worldwide.
- Over the past 30 years, the U.S. has resettles more than 3 million refugee.

Next we have a graph that’s shows ORR refugee program’s caseload projections for fiscal year 2014. The combined total of caseload projections is approximately 123,000. Overseas refugee arrivals equals about 40 percent of the overall service population. They are also the only part of the population that we know will arrive, when, and where. Next we have a chart where you can see the top four refugee arrival countries of origin. Starting with Iraq, followed by Burma, Bhutan, and Somalia. Refugee countries of origin have changed greatly from when ORR was first established and will continue to change according to social-political circumstances and events across the globe. For example, in its early years, ORR worked with one to two primary refugee populations but now we work with a much more diverse group, of over 60 refugee populations.

ORR’s Village. ORR works with various stakeholders nationwide including: 9 national voluntary agencies (also known as Vol Ags) with approximately 350 affiliates, community based organizations, faith or voluntary agencies who administer refugee resettlement programs. These entities make up the national resettlement network. Please note that for the

purposes of this presentation the term “resettlement network” means all entities receive funding from ORR just mentioned. Also to note, as Eskinder had noted in his introduction, that ORR is currently expanding its regional presence within the ACF Regional Office structure. As of now, there are 2 ORR Regional representatives within ACF Region 4 and Region 8 offices. These representatives will be working closely with the resettlement networks, ACF, and other key partners. It’s really less of a village, and more of a nation which is what makes U.S. refugee resettlement so strong and so unique. The U.S resettlement network is estimated to be approximately 1,100 strong. As U.S. Citizens in waiting, refugees qualify for mainstream federal public benefit programs such as: Temporary Assistance for Needy Families (known as TANF), Head Start, and CCDF Child Care Services which are designed to assist underserved and vulnerable populations. Refugees adjust their status to Lawful Permanent Resident within a year of arrival and are eligible for citizenship after 5 years.

Each state has a State Refugee Coordinator and often a State Refugee Health Coordinator that helps to oversee benefits and coordinate refugee services in a respective state. All states have a contact for health issues as well. Eligible clients are usually referred to State programs by Voluntary Agencies (or VOLAGs). Transitional cash assistance benefits are provided to refugees on the basis of family composition. For those categorically ineligible for TANF, Medicaid, SSI, and Nutritional Assistance programs, ORR provides Refugee Cash and Medical Assistance. Usually, these will be single adults and childless couples for up to eight months after arrival. They are expected to be employed by that time.

Next we have State-Administered Social Services. ORR awards grants to States for a wide range of social services. Refugees are eligible for social services for the first 5 years after arrival in the United States. Services are provided in a linguistically and culturally appropriate manner consistent with the refugee’s backgrounds and include employment services, English as a Second Language, orientation, transportation, interpretation and translation, and others.

In 2009, ORR published an interactive map on its website, to better show and share information about ORR funding and Providers for each state. Using the link, you may click on a state to see funding levels, updated for Fiscal Year 2013 and 2014, as well as archived data for previous years. The charts also contain contact information and hyperlinks for agencies

and State Refugee Coordinators. I believe right now they are trying to show you an example of how you can click on the map so you see how it works. There we go. So we are seeing an example of Idaho right now and some of the funded programs within that state. We recommend that everybody have a chance to view this map when you get to visit our website on your own later on.

ORR provides targeted support for refugee women and families by building upon their strengths and linking them with equal opportunities to training, employment, and other critical resources to facilitate resettlement and maximize their potential.

For example, ORR funds a microenterprise home-based child care grant program (known as HBCC) to help train primarily refugee women who have transferrable child care or child-rearing skills to become child care providers and successful business owners. HBCC providers can serve a wide range of clients, while also being able to offer culturally and linguistically-sensitive child care to other working refugee families. Since the launch of the program in 2011, HBCC has grown from 13 grantees to a current total of 30 grantees.

As Flor mentioned at the start of this segment, there were a total of 67,994 refugee children in the U.S. between the ages of birth to 13 during Fiscal Years 2010-2012. Since the Office of Child Care programs include children from birth up to age 13, it is important to highlight that ORR also funds the Refugee School Impact program, which focuses on assisting school-age refugee children between the ages of 5 up to 18.

The purpose of the Refugee School Impact program is to improve academic achievement through special curricular and extracurricular programs that facilitate refugee children's adjustment into the U.S. education system.

Activities within this program include:

- English as a second language instruction
- Tutoring
- School liaisons
- Parental involvement programs
- And after school and summer programs
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Thank you for listening to this very brief introductory overview of ORR's refugee programs and the populations we serve. I will now turn things over to our moderator, Flor.

Flor Philips:

Thank you so much Mariestella and for giving us that great overview about all the services and all the great activities that are happening at the Office of Refugee Resettlement. Now we are gonna get you on another little poll so let's get you all participating here. Next we are going to talk a little about on how the Office of Head Start works. So let's look, you should have a question now up on your screen.

Among Head Start child development staff, what percent were proficient in a language other than English?

- a)10%
- b) 30%
- c)70%

So take about 30 seconds. Okay, we will give it a few more seconds here. Okay we will now close the poll and let's see what everybody thought for some of the answers here.

And if you answered 30%, then you would be correct. It's about 30% of the child development staff in the Head Start program speak or were proficient in a language other than English. With that, I'm gonna turn it over back to Paula Bendl Smith, who will talk about the office of Head Start.

Paula Bendl Smith:

Thank you Flor and I am really happy to be able to take a few minutes to talk about one of our very important early childhood partners and that's the Office of Head Start.

In 1965 Head Start was started and was designed to help break the cycle of poverty, providing preschool children from low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs.

This still holds true today, 50 years later, with an intentional purpose of promoting school readiness of low-income children by enhancing their cognitive, social, emotional development supporting families in their role as primary educator of the child. In 1995, services to pregnant women and

infants and toddlers began and was called Early Head Start. We can go to the next slide.

Head Start is unique in that funding goes from the Federal Government directly to local communities and awards grants to public and private agencies on a competitive basis to provide these comprehensive services.

A key tenet of the program established that it would be culturally and linguistically responsive to the communities served and so the connection to the Office of Refugee Resettlement is an important connection that the Office of Head Start wants to continue to nurture. We are planning on holding a webinar with ORR in the near future that will outline the work that the Office of Head Start has been doing.

Even though Head Start is Federal to Local, there is a link to state systems. This link is through the State Head Start Collaboration Directors. The upcoming webinar will not only discuss in more detail how Head Start is serving low income children and their families, but will also focus on how ORR can connect through their partners in the State Head Start Collaboration Office.

In the meantime, the Office of Head Start has many resources developed in partnership with refugee programs that help Head Start programs and refugee programs talk the same language and work together. They are located on the Early Childhood and Knowledge Center (or ECLKC). You can see that website on your screen now and that long link too. But a good trick is if you just put ECLKC into your browser, it'll pop right up.

And you can see that there are more, very specific things, resources related to refugee resettlement, working with refugee families, as well as some very specific information about different populations that may be in your neighborhood. So, more about that later.

We'll go on to talk about the intersection of early childhood and refugee resettlement. And there you see a picture of a Provider that we actually got to visit last Friday. A wonderful program. Upon arrival to the U.S., refugee and other ORR eligible populations must immediately work to become economically self-sufficient. Refugee families are incredibly strong survivors whose tenacity led them through a long journey to the U.S., overcoming many obstacles, exposure to threatening situations, and navigating complicated bureaucracies. Along their journey, refugees and their families may often experience separation from their families and

displacement for extended periods in multiple locations or camps away from home.

Living in refugee camps often could mean waiting 5, 10, or even more than 20 years for a chance at resettlement. Stability of child care and access to early childhood resources is critical for the positive development of all children. Continuity of care is essential for refugee children and their families to gain the knowledge and establish trusting relationships needed to thrive in the U.S. Serving refugees requires a community wide engagement across this nation, particularly for CCDF and Head Start programs responding to the needs of low-income families. CCDF administrators for example can prioritize child care eligibility for refugee families in high quality early childhood settings. The children get the supports then need to succeed in school while their parents work and become economically self-sufficient.

The Administration for Children and Families released an Information Memorandum (or IM) this month in a joint effort between the Offices of Child Care and Refugee Resettlement. You may have received an email copy or you can find it on the OCC and ORR websites. The purpose of this memorandum is to create linkages between the CCDF Lead Agencies and ORR-Funded Programs (or refugee resettlement networks), and to achieve our common goal of fostering resilient, safe, healthy, and economically secure lives for all, including refugee families and their children.

CCDF lead agencies and the refugee resettlement network may consider policy recommendations in this IM as a starting point for coordination and partnerships. Some of the recommended policies supporting the continuity of care include: development of eligibility policies that are family-friendly, including establishing longer periods between eligibility redeterminations and prioritizing services for vulnerable populations such as refugee families. And, policies that allow for continued eligibility during changes in family circumstance such providing services during periods of job search and establishing tiered eligibility to allow for wage growth.

Coordination between agencies will increase stability of services, such as by aligning eligibility periods with other early education programs (like Head Start) or sharing information about other benefit programs that may help refugee families. Communities may want to review policies and strategies to jointly identify and target vulnerable refugee families for

placement in high quality child care and may want to imbed these and other, as appropriate, in quality rating and improvement systems.

So Flor, I think you are now ready to help us identify some key national resources and examples of how our networks can build partnerships.

Flor Philips:

Yes, thank you so much Paula absolutely. We'll talk about, now I am gonna go ahead and show you our tools as from the Child Care Aware program. I'll walk you through our website and highlight those tools specifically. So as I mentioned earlier, Child Care Aware our main focus is to ensure that families have access to consumer education and referral services when they are looking for child care. We run a toll free number in English and Spanish and any other language available, we do have access to a language line. In addition, we run a website with a whole vast of information and we will be highlighting some of those resources here.

As you see on the website we have the two different sections. One section is specifically for Parent and Families and the other one for Child Care Providers. So let's go through the "Parent and Families" section first. You will note that on the right hand side, we have a "Free Child Care Search" button. All you have to do is put in your zip code and your local Child Care Resource and Referral agency will come up. As I mentioned earlier, our local agencies provide families with not only a list of Child Care Providers but also with a vast of additional resources that may be available. The phone number will come up here and if there is an email or a website. And this would be the agency that serves the zip code that was entered in there. We also have on our homepage we have our State by State Map. So all you have to do it once you click on the "State by State Resources for Families" it will give you information, not only about finding Child Care but we know it's anything that has to do with the care of children. So, for example here we have some of the different categories. One would be "Child Care" which talks about:

- Child Care licensing information: who to contact and where to go
- Inspection reports: if that specific state has inspection reports available online you'll be able to find it here, and if not you can find the local office as to where you can find that.

We also have Child Care fact sheets, especially state by state. We also have what are some of the different regulations between a Child Care Center and Family Child Care regulation. In addition, what are the requirements for background checks in that particular state for Child Care

Centers and Family Child Care and if there a Quality Rating system available, it would be listed here. So that is all for Child Care. But, what if you are looking for other types of Health and Social Services information? For example:

- Child Protective Services: if you see that there is or suspect any abuse or maltreatment, here is who to call and the website.
- Child Support questions
- How about Medicaid? Who do you call?

All of that information can be found on under this map for the state. We also have another tool which is called the “Stay at Home or Return to Work?”. Although we provide a lot of information about looking for Child Care, maybe it is not feasible. Not only because of financial reasons but also, would you want to stay home? So we have tool that will help families kind of walk them through some of the questions that may come up whether and when deciding to return to work or stay at home. What are some things you need to consider? What are your thoughts so far? And then it will help you make that choice based on your questions. It’s a very interactive tool. In addition we have that budgeting calculator where it lists different items that you may not have considered, including: tax information, what is your total family income, what would be your grocery bill for the month and all of that and it calculates into what is your total cost.

In addition to that, we have several publications, again targeted for families who are looking for child care. One of them could be financial assistance; there will be questions to ask and what to look for. For example, have you thought about income tax credit? Have you thought about working with your local Child Care Resources and Referral agency and asking are there any scholarships available? What else can I quality for in addition to state assistance? And here is a list of some of our other publications. They are available in English and Spanish and you can download them here or you can request one.

Now we will go into the Provider section. I know that we have a lot of people on the line especially that are working from the micro-enterprise project working to get Providers up and becoming child care providers. So in this section you will find kind of what is the “Getting Started”: what do you need to do, what type of Child Care businesses would you want to do, do you want to open up a Child Care Center? What is the difference? Family Child Care home? There are different requirements again going

back to the state licensing that you need to look at. Some states exempt certain types of Child Care licensing depending on their guidance about the number of children that you can enroll and the type of program that you offer.

In addition to that, we have: Why do you want to start a Child Care business? Is it because of personal, do you want to stay at home with your child? You know, you want to look up what are some other family considerations? Is it the income from the child care business can help support your family? You can save on your own Child Care costs, you can be home again with care for your own child, you want to help parents, you want to help parents support their families by making more Child Care available especially in the refugee community. Parents need to know that their children are safe, health and learning environment: quality child care programs offer a peace of mind to parents so they can focus on their work.

What is the community need? Is there a Child Care program in your community? Or maybe there is not one specifically that serves refugee families. Is that why you want to do it? So these are different types of reasons of why you would, you know, walk through why you would want to start a business.

We also have a section on Business Plan.

- Preparing a budget: it's realistic, it shows you the income and what to expect
- Have you thought about the insurance? the policies that protect you and your business?
- How will you market your program? It helps your Child Care program stand apart from other programs, what's special about it.

We also have a section on a Management Plan

- We talk about the staffing: How many staff do we have? What is the maximum amount of children that you are allowed depending on your square footage of the Child Care home.
- What are some of the types of back ground screenings?
- And, you have to look at what will your policies and procedures be such as the operating hours, you'll need to have a parent handbook, and a staff handbook especially if you have staff

We also have a section on Training:

- What are the benefits on the training and the types of training available?: not only what is minimally required by licensing but what are some other trainings that you would like to offer, not only for yourself but also for your staff.
- And of course, also the Health and Safety training

We also have a section on Program Planning:

- What is indoor and outdoor environment?
- What will be the curriculum that you want to use?
- And will you have development appropriate practices?
- How about for nutrition? Do you know what you will serve? Will you serve snacks and lunch? Will they be handled in-home? Will they be catered?
- And family involvement: what will that look like?

And then, lastly we have a section for Resources:

- Such as different types of federal agencies available
- National organizations
- And again, links to local agencies and local Child Care Resource and Referral agencies

In addition to our website, we also have a resource list to help you, and hopefully this list will be up in the next couple of days. Not only on our website but also on the Office of Child Care and the Office of Refugee Resettlement's websites. And here I will walk you through. We have listed from our website all the key resources that we talked about.

Also, resources from the Department of Health and Human Services, such as:

- The Office of Child Care
- Health and Safety Licensing Topics: if you click on these it will take you to some of those resources
- The Office of Head Start: and their technical assistance centers available for Head Start programs. Let me also show you a Head Start locator. If you click on there and put in your zip code, the closest Head Start program will come up. It also has what Paula talked about, about ECLKC and specifically to cultural and linguistic responsiveness.

- Again, it will have Office of Refugee Resettlement: some of the links, and some of you, I know there was a question about including state and regional contacts and voluntary resettlement agencies. And this resources link, it will provide you with that link so you can reach out to them.
- And then Other Resources available, and Other National Resources as well.

So with that, I am now, I'm gonna hand it over to Erika and she will take about her experience as a Program Manager in the Idaho Department of Health and Welfare.

Ericka Medalen:

Good morning, thank you for having me. For our West Coast people still Good Morning but for everyone in the East Coast, Good Afternoon. When I was asked to kind of share a little bit about what we are doing here in Idaho, specifically in the Boise area, I thought I would just give a little history to give a context of how this began for us. So, in 2009 the city of Boise brought together a variety of different stakeholders really to look at developing a strategic plan on how to address, as a city, how do we better support our refugee community around issues around transportation, healthcare, employment, and education.

This was a partnership between the city and the Office of Refugee Resettlement agencies. In 2009, that was kind of created with a steering committee and various stakeholders at the very high level. And since then, different projects have been developed to move those initiatives forward. Currently, I sit on our Early Education Plan committee. So those, and from that so from our strategic plan in 2009 in the city of Boise, the our local non-profit organization through META (so the Micro-Enterprise Training and Assistance) wrote for as what was spoken to earlier and also was referenced in the information memorandum that came out yesterday which was the Micro-Enterprise Home-Based Child Care grant. And in Boise, that was awarded in 2011. They chose to name that program the “New Investment; New Opportunities Child Care Business Project.” So here in Boise, we refer to it as the NIÑO Project. And what that allowed for us to be able to do is as the NIÑO Project and the staff there were working directly one-on-one with refugee women and men to look at developing a business plan, one-on-one training, skill sets, and the norms of starting a Child Care business.

From our Child Care end of things, we were able to come alongside and work in partnership with the NIÑO Project to really focus on the

professional development of those Providers. One of the things in my, you'll notice in my slide I left two links today as resources. The first is to the META website, which is specifically to the NIÑO Project page. So, the New Investment; New Opportunities Child Care Business Project. And on that, they share some of the successes and the things that they have been working on as an organization. One of the nice things here in Boise is our META office. A non-profit organization, it's housed in the same organization as all of our refugee resettlement agencies. So it builds for a natural collaboration and partnership, because they are able to walk down the hall and, you know, talk to one another.

And so, in their success stories I found one of the quotes from a woman who came in 2011 as a refugee from Kenya and I thought what she shares in her story was very important as an administrator for child care to think about in one of the quotes she says: "There are important differences between running a business in Kenya and running one in the US" she points out that the amount of record keeping that is required "American's work differently, they record everything, it is different than in Africa. You're recording everything, so you know what you're doing. You have financial record keeping" which was an important topic covered in her training. She says there are so many requirements and in America you have to do so much paper work. And feel like that is probably really true, and understanding the differences and I appreciate the partnership within child care to be thoughtful about that as we come along on side and they are working on the business development side.

When we come along side, most of our child care resource and referral staff and our child care house consultant work in partnership with those team mates at META and The NIÑO Project to work at getting our scholarships started from the beginning with those providers, accessing them to training dollars, they wouldn't be able to attend essential trainings. And our health consultants do a lot of the health and safety as many things in the United States, understanding the social norms are really important. And as a childcare administrator that is something that I think, as staff we need to always to have a forefront in our mind with working with our resettlement agencies as partners and understanding what do our parents and our providers need so that they can best be able to understand what are those cultural norms as well as how we can best serve those refugee families.

Here in Boise, some of our child care consultant staff not only work with the NIÑO Project, but we also focus on those child care providers in our region who are serving refugee families who may not go to a refugee child care provider. And so how can they and their staff be better informed and able to connect with the refugee families and serve them in a way that will engage them in family strength and in opportunities, child development and in understanding what their child should be doing, and what are the social norms and expectations of a childcare center.

So those are some of the things that we are working with and then also we have our staff that go out and work specifically with the NIÑO Project on helping families and the providers understand what is expected for applying for child care assistance. The quotes about paper work, we all know there are all kinds of application and process and so helping the refugee families understand and facilitate that process through applying for child care assistance and helping them remove those barriers. Currently here in Boise we have 31 licensed child care providers from 7 different countries and we have 20 of them who are working towards their Child Development Associates degree, which is great. We are pushing CDA which are the child development associates degree, is really a lot here in Idaho and we are training to build up our professional development system.

So some of the work- I can't talk a lot to, but some of the things that are in the horizon here in Boise we have (In Idaho specifically) we have city licensing and well as State licensing. Often a city chooses to have more stringent licensing requirements for child care Providers than the state would. And Boise happens to be one of those cities. So our city licensing team is being working with our child care partners as well as resettlement agencies, to look at customizing the "less move" initiative. We are embedding a less move initiative into some of our city licensing and it's important for us to think about how we embed those criteria in a way that is going to be able to meet our refugee working population.

So those are some of the things we are working on and we may be able to speak more about this in the future. As child care staff we have one person who is responsible for doing all of our delivery of training in a culturally relevant and linguistically appropriate manner. She works alongside not only with our providers but our child care resource and referral staff who are out doing those trainings and so she helps them to prepare for those trainings in a way that if the audience is going to be diverse-how do we

meet those needs?- as well as some of the things we are thinking about is as we are developing stronger child care requirements or trainings or webinars, whether that be orientation or just essential training and how are we doing those in a way that is thoughtful for diverse needs and appropriate languages. So we recognized some of the things here in Boise we deal with are refugees who are coming in with low literacy rate in their first language and so English is definitely a challenge, therefore it is also challenge in their first language. In child care we are trying to be thoughtful about how to build our material so that we can .Whether that'd be through pictures, I know at head start they have a lot of that material developed through various job aids and so forth. So it is important, I think, for us to think those things through and to be intentional.

The take away to conclude, I would just say, the second link that I gave today in the presentation you can access it after the webinar is over is the office of refugees resettlement has a website and on the first page on the left hand side is a link to the community plan, which as I spoke to at the beginning about the city of Boise developing a strategic plan there is a link that goes right to where we currently stand with our sitting committee our leading body for which to make sure this continues to move forward in the city of Boise and then what is happening within each subcommittee. So there is a video as well as the latest project, reports and up-to-dates. So if communities or cities are interested in learning how to get one started or how to engage your State or your cities in this conversation this is a resource that you can access as well as the video that shows some of the work that is happening her in the treasure valley.

So with that, I'll turn it back over to Flor and I am open to questions if anyone has any.

Flor Philips: Okay thank you so much Ericka I appreciate it. As you can see on your screen, there is a link to the strategic community plan that Ericka as talking about with the executive summary, the plan, and a short video. Okay! With that I'm going to turn it over to Jacqueline Rose who is one of the guarantees for the Office of Refugee Resettlement programs for the micro-enterprise project, so Jacqueline.

Jacqueline: Hello! Good afternoon, as an officer of the refugee resettlement guarantee I'd like to bring everything that has been presented here as far as today, about the Offices of Child Care, Refugee Resettlement and Head Start and State agency leveled licensing and planning. Gather all that down to the local level perspective. All partnerships at the Federal, State and

community level are critical to accept change in the lives of refugee families living in our own community. What does it require to be successful in providing the pathways and resources needed for refugee women to become child care providers? Partnership! Critical to the success of our refugee micro-enterprise project in Maryland are the connections and relationships that have been established in order to implement this project. As an ORR guarantee, our key linkages are with refugee resettlement agency, Child Care Resource and Referral (CCR&R) agency and local Family Child Care (FCC) providers and building relationships between refugee women participating in our project had proven to be a very important factor that has supporter sustainability throughout the project.

I'm going to share with the key roles and responsibilities at each of these partnerships. Our project has been implemented in three phases.

In phase I: which is recruitment and selection. The resettlement agency, in our case the international rescue committee, thoughtfully selected potential candidates for the business of family child care. They bridged both our culture knowledge and trust with our clients. They provided in-depth understanding and support for the legal aspects of the project and the conditions and needs of refugee families.

In phase II: The training in English language acquisition phase, they continued to support us by connecting us to seasoned translators to accompany our project participants to community-based training, coordinated through the local CCR&R agency. The CCR&R has been responsible for providing the logistics of training coordination, ensuring cultural competency of trainers, navigating state and county licensing regulations and linking our refugees to local resources, including seasoned FCC providers as mentors.

In phase III, which is the business training and state child care licensing processes phase all partners are focusing on support and sustainability of our participants in the workforce. From the beginning of these two year project an intention was established through agreement with all partners from the beginning of the project that we would foster a cohort model that would build the relationship of the participants with each other. This has proven to strengthen all partnership relationships involved in implementing our refugee micro-enterprise childcare project, and has created a cross-cultural support system for the women themselves who, in our project, arrived here under duress with their children and families from

20 counties in Africa, Southeast Asia and the Middle East. I too, will be happy to answer any questions at the end of our webinar, toward the end and now back to Flor.

Flor Philips: Thanks so much, I appreciate it. I'd like to mention that Jacqueline with her work as a guarantee in Maryland she actually works at Child Care Aware of America who is the contract holder for that. Okay, now I will be turning it back to Paula Smith who will be talking about some of the other resources with ACF and encouragement for to help child care and refugee networks.

Paula Bendl Smith: Thank you Flor, and thanks so much to Ericka and Jacqueline, for illustrating how it takes both State support and local support to make this programs work their best together for families.

ACF encourages local and state child care and refugee networks to enter into formal agreements, such as Memoranda of Understanding (or MOUs), with local and state early childhood agencies, after-school programs, and child care resource and referral agencies (CCR&Rs) to:

- Help refugee families find and use high quality early learning and afterschool services.
- Help child care providers better serve refugee children and families with culturally and linguistically responsive services.

Specific actions may include:

- Establish a referral process between resettlement agencies and the child care subsidy program these assure all eligible refugee children, families, and the child care providers who serve them have access to child care fee assistance programs.
- You may share tools, best practices and resources about the importance of health, safety, consumer education, early childhood learning and brain development, and high-quality child care with refugee families, refugee child care service providers and refugee resettlement networks.
- You may also want to partner with State Refugee Coordinators and ORR Regional Representatives to develop strategies, share information and sponsor cross-training opportunities focused on the culture and language of refugee populations in your state and community. And also partnered with existing Early Head Start,

Head Start, child care, Pre-K, CCR&Rs, early childhood education providers and child care subsidy staff.

- Some additional specific actions may include, translating outreach, training and technical assistance materials, and partner with refugee resettlement agencies to determine culturally and linguistically appropriate child care information for refugee consumers and service providers within state and local child care licensing and quality improvement system.
- Finally you may want to consider partnering to explore opportunities for refugees to become child care providers, particularly in areas with large resettled communities.
- We ask you, try asking yourself

Ask yourself – Are All Early Childhood Education and Refugee Resettlement Partners Included?

To assure refugee families are considered in strategic planning efforts between state and local early childhood and school-aged care systems, Office of Refugee Resettlement State Coordinators, it's Regional Representatives and local grantee planners can invite partners from both refugee and early childhood systems to join their strategic planning efforts.

CCDF funded programs: Head Start, Early Head Start, CCR&R agencies, and shared services agencies can include refugee populations and stakeholders in initiatives, discussions, events, agendas, or meetings with partners. They may be included in strategic plans and other agency communications, in public engagement efforts, listservs, outreach efforts, on relevant boards, committees, events, and councils. There are many opportunities that you may ask yourself if there, if everyone is at the table that you would like to have there. And with that, I'd like to ask Flor to share the questions that you have been typing into your chat section along the hour and we look forward to answering any questions that you may have now. Thank you. Flor?

Flor Philips:

No problem and thank you everybody. At this time, I will try to read as many, like I mentioned earlier, as many questions as possible.

The first one is more specific: Is there a place where we can find information and who to contact at the state level on specific programs,

enrollment procedures, etc. pertinent to each of our locations? For example, how can we get more information on programs funded by the Office of Child Care and Head Start in our area?

Paula Bendl Smith: Flor, this is Paula. I might direct someone to start with the resources list that will be posted on our website and will also be sent out. It will be on the Office of Refugee Resettlement's website as well as the Office of Child Care website. Not only are there a lot of different resources collected on that one page but if you do simply go to the Office of Child Care website, you can click and find the state contacts and more information about state programs there. Maybe our colleagues from the Office of Refugee Resettlement would like to add something.

Mariestella Fischer: Sure, we also have a link with the partners that we work with that's provided in that resource list as well as the Provider map we mentioned earlier. And also, in the IM, towards the end of the Information Memorandum there is a section and also a contact where we list information for the ORR regional contacts which they would be a great resource as well.

Flor Philips: Great. Thank you. Another question is: Is the Child Care Aware website available in other languages? Right now the website is available in Spanish. So, it's in English and Spanish. But again, if they call our toll free hotline, not only do we have bilingual specialists but we do also have access to a language line for all other languages.

Here is another question. To Erika: I keep hearing great things about Boise resettlement, organizing services city-wide or county-wide is a challenge especially with limited resources, how were you able to get everyone on board to cooperate to serve collectively refugees?

Erika Medalen: Well, that's a big question for me, for one piece of the puzzle, to answer. And being fairly new to this position, really I would say Jan Reeves who is the Executive Director for the Office of Refugee Resettlement here in Boise and Boise is a fairly large resettlement city. We have all 3 resettlement agencies represented. And Jan has been in this position, as Executive Director, for gosh I am not sure how many years. But he does a phenomenal job at networking in the community and I would say he would be a great resource if you were going to that second link that I linked to today, which is to the Idaho Office of Refugee's website. His contact information is in there. Again, his name is Jan Reeves. And he really was the person behind, I'm sure it was many other cohorts that he

wrangled into this, but in getting the city on board and really connecting. The benefit of the small state is sometimes that you all have to play together. So, we do work very well with one another to connect families and resources due to the fact that we have such limited resources and/or we all know one another. But, to that sense, I think that credit that he has with working seamlessly in connecting those resources. He would be a good person to talk to about strategizing how to initially start that conversation.

Flor Philips: Okay, great. Thank you so much Erika. We have another question. In Washington State we are trying to build a more educated, professional field of child care providers. In contrast, many refugees establishing new child care businesses do not have degrees and they have literacy issues. How do we reconcile the professionalism of the field with the movement to encourage more refugees into the profession?

Paula Bendl Smith: Flor, this is Paula and I'll start. I'm sure other presenters on the phone would like to answer this as well. You know, we have to start where people are and we all know that everyone in the profession wants to continue on a professional path. And if we can identify linguistically and culturally tuned-in folks, to come into the child care profession and begin that path, begin that training. Starting with, sometimes it's GED work, and on through GED work to coursework for the CDA. It really is a foothold into a profession that can grow throughout the length of their career. And I think we really, we especially have to be attuned to finding those non-traditional teachers, those teachers that look like the communities they serve and the families they serve. And make sure that they have access to professional development, to scholarships, to compensations that they may not have now.

Flor Philips: Great and think that we also have an answer from Jacqueline.

Jacqueline Rose: Hi. This is a great question and I have given it a lot of thought and would like to share those thoughts with you based on my experiences working with this population for 2 years. First I want to concur with you Paula. I think that it's very important to start where people are. I think that the thing that has been so surprising to me is the range of where people are in the refugee society population that I've been privileged to work with. Some of these women have Masters Degrees, some of them have taught in elementary school in their own country for 20 years. They may not all need to work on a GED. Some do, but others don't. And I think one of the critical pieces is to really find out the background of the refugee or aslyee

woman that you are working with and to see where she is and to give her support. If she has college degrees, get her connected to a university so that she can have that degree analyzed and really look at what she needs to do to get that degree accepted in through our institutions. The other thing I would like to say is that in most of our states now, 26 I think, we have Quality Rating Systems. And I think that to look at those systems, look at our refugee women, whether they are just beginning. And, do you have to Get GEDS? You know, what do we have to do to support them into that entry level in our Quality Rating System? To get them connected to a system that will support them in their growth. So that's kind of a simplistic answer but I do think it's one that will work.

Flor Philips: Great, thank you so much Jacqueline. We have another question. What is the policy around access to CCDF granted subsidies for undocumented children or mixed status families? Does the practice vary across state?

Paula Bendl Smith: Thank you. This is the Office of Child Care and I'll turn it over to my colleague from the policy department who can good answers

Sheryl Vincent: Hi, this is Sheryl Vincent with the Office of Child Care. The policy for the CCDF program in regards to undocumented immigrants is a federal policy and it's similar across other federal programs including TANF and Medicaid. CCDF is what we call a federal public benefit program and therefore in order to be eligible in our program, the child has to be a citizen or a qualified legal alien. And I think it mentions in the IM as I was reading through that the refugee children would fall under this umbrella of qualified legal alien. They, you know, the IM mentions "U.S. Citizens in Waiting" and the fact that refugees are on their way towards, you know, the path towards citizenship. So refugee children are eligible for the CCDF program. They fall within those parameters in terms of citizenship. And like I said that's a policy that's a federal policy and something that should be consistent across the country.

Flor Philips: Thank you so much and we probably have time for one more question. It says, are resources available to help translate licensing materials into languages appropriate for refugee publications? For example, Arabic, Nepali?

Paula Bendl Smith: Well, that is an excellent question and as we heard earlier from our colleagues at the Office of Refugee Resettlement, there is such a diverse population that has recently come into the U.S. that is something that we

need to address better and I really appreciate the question and bringing that up to everyone's awareness.

Flor Philips:

Great. Alright well thank you so much for everyone for submitting your questions. I'm sorry we were not able to get to everyone's questions but I do want to let you know that we will be holding all your question in an FAQ format with the answers and it will be posted on our website at childcareaware.org in addition to at the Office of Child Care and at the Office of Refugee Resettlement. SO like I mentioned, it will probably be up in the next couple of days or definitely no more than a week.

Again, I want to thank all of our presenters and the Office of Child Care, Office of Refugee Resettlement, Office of Head Start for getting us together and having all this information that we knew it was critical for everybody to kind of understand how all the offices work together. So with that, one last thing is this webinar was recorded and it will be posted as well along with the slides to go to that. Again, thank you so much for your time. I appreciate it and I hope everybody has a great afternoon.