

How to Help Our Kids “Grow Up Great”

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KATHRYN YORK (PRODUCER): Welcome to the Big and Little Podcast from Boston Children's Museum. Hi, my name is Kathryn York, Digital Content Manager and Podcast Producer for the Big and Little Podcast. Here at Boston Children's Museum, we know firsthand how important early learning experiences are for fostering school readiness and long term achievement. Reaching children in their earliest years not only helps them to develop the cognitive, social, emotional, and physical skills they need to succeed but can also inspire a lifelong enthusiasm for learning.

On today's podcast, Boston Children's Museum President and CEO Carole Charnow sits down with Dr. Jeanette Betancourt from Sesame Workshop and Sally McCrady from PNC Bank to learn more about their partnership, Grow Up Great, an initiative to help prepare children from birth to age 5 for success in school and life.

Dr. Betancourt is the Senior Vice President for the US Social Impact at Sesame Workshop, the nonprofit organization behind Sesame Street. She directs the development and implementation of social impact initiatives, making a difference in the lives of marginalized children and their families.

Sally McCrady is President and Chair of the PNC Foundation and Executive Vice President and Director of Community Affairs for PNC Bank. Sally directs the company's philanthropic programs, including PNC Grow Up Great, a \$500 million multi-year bilingual initiative that began in 2004 to support high quality early childhood education. So now a new question for our listeners comes to the forefront. Why in the world would a bank invest in early childhood education? Let's find out.

CAROLE CHARNOW: Good morning, Jeanette. Good morning, Sally. It's so nice to have you both here today!

JEANETTE BETANCOURT: Such a pleasure to be here.

SALLY MCCRADY: Good morning, Carole. I'm thrilled to be here. Thank you.

CAROLE: Thank you, well, we have you both here together today because of your deep partnership, but first, individually you both have a long and distinguished career in the field of early childhood and development. So I wonder if I could ask you first, Jeanette, can you tell us how you became involved in early childhood education and this type of work that you're doing?

JEANETTE: I think it started, actually, in my own early childhood, as I tortured my sister, who was younger than me, and I constantly put her in front of a blackboard and decided I needed to teach her. Obviously, as she grew older, she adversely said, let's stop this. [LAUGHS] But there was-- [LAUGHS]

there was always heart in my wanting to teach, and it led me on a path of becoming a speech and language pathologist and then going into special education and early childhood.

And so that idea of being able to teach and drive knowledge around developmental milestones and the way children's curiosity evolves has always been to my heart, and through Sesame Workshop it now truly allows me to bring this to the forefront in every piece of work we do together-- and especially in this collaboration with PNC.

CAROLE: How long have you worked at Sesame Workshop?

JEANETTE: Oh my goodness. Believe it or not, now I'm going on close to 29 years and three children later. [LAUGHS]

CAROLE: Wow, wow. And they must be great fans of Sesame Street, I would imagine.

JEANETTE: Oh my goodness, they are. They are. In fact, my youngest daughter, who's now 19-- the only pajamas that she knows are Sesame Street pajamas to this day. [LAUGHS]

CAROLE: I love that. And I want you to know, I have a younger sister too, and she also was a victim of my playing school with her [LAUGHS] and teacher and so forth. So Sally, over to you, how did you become involved in early childhood? Because you also have a long career in this field.

SALLY: So I have to confess I'm not really an early childhood expert and certainly-- no expertise like yours or Jeanette's, but I have had the pleasure of working on our PNC Grow Up Great program for the last 18 years, through which I've had an opportunity to meet wonderful early childhood experts, really understand as a funder, through their advice, really the most impactful places to put our resources to help support high quality early childhood education.

So I certainly feel like I've picked up a lot of knowledge along the way. But in truth, I'm actually a banker but just excited to have the opportunity to have learned as much as I have had over the last 18 years or so about early childhood education.

CAROLE: Well, you certainly are a banker with a big, big heart, that's for sure, to be able to do this work all these years, and we're grateful for that. Jeanette, I want to come over to you. Sesame Street is known around the world for the beloved characters that we all grew up with-- Big Bird, Elmo, Ernie and Bert. But many of our listeners may not know about its outstanding educational mission that has reached millions and millions of children around the world. So I wonder if you could tell us a little bit about Sesame Street's Sesame Workshop-- because this is the umbrella organization that has the Sesame Street as part of it but also does so many other things. So could you tell us a little bit about Sesame Workshop?

JEANETTE: Yes, Carole. The idea is that-- you're right, it's-- Sesame Workshop is the umbrella organization that-- of which Sesame Street is part of. Sesame Workshop is a non-profit organization whose mission is to help all children grow smarter, stronger, and kinder. We're also a global organization. We're in over 150 countries, and our work is to use the power of media as a way to introduce and educate and build children's curiosity, but also we have a very, very strong effort on what we call social impact and social impact.

All of our work is philanthropically supported, and it's global. And its focus is, how do we reach the most marginalized children and families and really form a circle of care around them and the support that they need? Again, similar to our mission, to help them in terms of being ready for life in school, helping them in their physical and emotional development, and also in very, very tough topics.

CAROLE: Hmm, I love that mission-- smarter, stronger, and kinder, and we certainly need that kindness now. In the wake of the pandemic, Jeanette, we've seen a tremendous disruption, not only in early learning for children, but also in their social life, in their social-emotional life. I know that Sesame Workshop has been doing a lot of research about the impact of COVID on early education. Can you talk a little bit about what you're seeing in your research and what you're seeing as an educator?

JEANETTE: What we're seeing in our research is-- it's very significant. And one of the things that we should look at is that we may be attributing some loss or a need for academic recovery, especially in young children, because of the pandemic. But we also know that it's actually-- the pandemic has exacerbated what was happening even before the pandemic.

We had the opportunity, as we always do, in our partnership with PNC, to engage in ongoing research around how children learn and how do we create resources to maximize that learning. And we have done now two rounds of research during the period of the pandemic, and what we have found is a couple of things-- one, that there is particularly social-emotional concerns in the way children are adapting from now transitioning back into their former environments and routines.

The other area is that routines and connections were somewhat disrupted, and that means that the connections that I had, let's say, with my grandparents or the consistent connection with friends in school or an outdoor play, now it's almost like starting over and rebuilding them. And then, also, the areas that we think are so essential, such as nurturing children's vocabulary development, their fine and gross motor skills-- those things that are needed to get their bodies moving but also those skills are more for, let's say, writing and preparing to color.

All of those are picking up some slight delays and the need to, again, re-nurture those skills. I think the idea is also that when we're coming in now, especially starting the new school year, it is the idea not to come in with the idea that this is loss and we have to start over again.

But rather, how do we introduce learning, curiosity, that eagerness that children always bring in, and look at it from a strength-based perspective, not from a loss perspective? Because in that way, we're really introducing things back naturally in school routines and also, most importantly, the home school connection, which is critical.

CAROLE: We've talked quite a bit about the work through the television programs, through digital media, and so forth. Can you talk a bit about your work actually on-the-ground, in-person?

JEANETTE: So thank you, Carole, you're right. We have the incredible power of our wonderful Muppets and our programming through Sesame Street, which in fact is the foundation of readiness for school, right? Our programming really highlights the ABCs, 123s, but also much more-- math, curiosity, all of those things.

But you're right. One of the things that we also have at Sesame Workshop is our social impact work. And this is the collaboration that we have with PNC. And it's really the on-the-ground work. And we define on-the-ground in different ways-- yes, that face-to-face, but we have several means of reaching what we call parents, caregivers, early childhood educators, and other influencers in children-- and young children's development. And we often call that the circle of care.

And to do that, we create unique resources-- they're digital. They are print. We also create information for parents and caregivers and do training, whether it's courses or webinars. We do activities, and sometimes we have direct events in communities. Sometimes we do face-to-face trainings using our resources, and all of this is on our site, on SesameStreetInCommunities.org-- or SSIC.org-- as well as on PNC Grow Up Great.

And lastly, we also use the power of media and we not only rely, let's say, on an online site, but the idea of how do we use the way we reach parents and caregivers and little ones nowadays? And that's also through social media. So we're always following the routines and trends of parents, caregivers, and educators.

CAROLE: Yeah, I noticed that, in partnership with Sesame Street to celebrate the 15th anniversary of Grow Up Great, you created a number of videos and resources for families. So I can imagine, during the pandemic, those came really in handy for parents who were in need of support at home, would you say?

JEANETTE: Absolutely. What's remarkable about our partnership is that it's now beyond 15 years, [LAUGHS] and it is, from the very beginning when we started, it is really-- through Sally's leadership and the model of PNC Grow Up Great-- is to partner. So from the very beginning, we created resources that nourish children's vocabulary, introduce math and the joy of math-- and sometimes for adults, the stigma of math. [LAUGHS]

And then, also, how do we produce all of these resources so that they fit into everyday moments plus create professional development that links educators and parents and givers-- caregivers in that home school environment? All of these resources were almost ahead of the pandemic.

And so during this period of the pandemic, we added even more additional resources so that we are integrating the idea of language development, the joy of math, building on curiosity, from the point of view of everyday moments-- and now, particularly more at home during the height of the pandemic or with the loss of routines.

CAROLE: Before we go over to Sally, can you talk a little bit about the role of play in this work that you're doing in early childhood and all of this social impact and also in learning? At the Children's Museum, that's something that we try to do-- and have been fairly effective at-- over 100 years is learning through play. So I just was wondering what your thoughts are on play.

JEANETTE: Oh, play is the heart of-- not only Sesame Street-- it is the heart of our wonderful Muppets. And you mentioned, as a Children's Museum, that foundation of play. We often say that play is children's work, in a sense. It's how they learn, how they investigate, how they build their curiosity. So our belief is, how do we do these resources from the point of view of young children engaging in play and vocabulary but then use everyday routines, from an adult point of view, to be able to integrate that sense of play, that sense of joy, and that sense of curiosity while doing math, vocabulary, conversations-- all essential and foundational skills and practices needed for being ready for school? So that's our secret sauce.

CAROLE: [LAUGHS] Wonderful. So Sally, a lot has been said about Grow Up Great and this amazing work that you've been doing for such a long time, which is unique, I think, for PNC to be focused on early childhood-- I think very much ahead of its time. Can you tell us a little bit about Grow Up Great, its mission, and what your aims and objectives are.

SALLY: Sure, I'd be happy to. So I think you're right, Carole, because I find that even though we're 18 years into the PNC Grow Up Great program, people still scratch their heads and wonder a little bit about why a bank would be so focused on early childhood education. But for us, it makes perfect sense. So way back, probably 20 years ago now, really the impetus for the program was we wanted to have a better focused philanthropy and really understand the impact of what we were doing across all of our markets. And we looked for a topic to focus on, and the first thing we did was ask our employees and said, if we were going to have one focus, not taking away from what we already did in the communities, what would you want it to be? And they came back and said, something in the area with children and education. So those are pretty broad topics. And so we did a ton of research. And the more we learned about early childhood education and the amazing, positive impact it has on a child's lifetime trajectory, the more we became convinced that, that was the place to focus. And at that time, the really early research was coming out talking about the economic benefits of early childhood education, talking about return on investment of \$13 for every \$1 invested in high quality early childhood education.

And if you want to get a group of bankers excited, nothing better than a 13 to 1 to catch their attention. So we decided that was the place for us to focus, and we launched Grow Up Great in 2004. It was a very

trending issue. People were just starting to understand the importance of high quality early education and the importance of children showing up prepared for their first day of kindergarten.

But what's been so wonderful to watch is the understanding of that deepen and grow over the last 18 years. So through Grow Up Great, we wanted it to be a very broad program where we could really utilize all of the resources of PNC. So we have a grant component. We have a volunteerism component. We all receive up to 40 hours of paid time off every year to volunteer in the space of early childhood education. We have an advocacy program because we think it's really important to use our voice to talk about the importance of increased investments in high quality early education. And then finally, we also, building on what Jeanette said around the power of media, have a huge awareness component where we're talking about the program, the issue of early childhood education, and how to access resources that we have and our partners have so that parents and caregivers can help prepare children for their first day of kindergarten.

CAROLE: Ooh, wow, that's remarkable. Sally, you've talked about the mission of your program, Grow Up Great. But let me ask you this, why Sesame Street?

SALLY: So the interesting point, I think, is-- or a fun story. When we were thinking about launching the program and testing the name, we did a whole host of focus groups, and people said, why in the world would I want to get early childhood education information from a bank? So from that moment, we knew we were going to need really strong partners, partners that parents view as gold standard, trusted partners for education for their kids.

So who better than Sesame Workshop? And as Jeanette alluded to, it has been an amazing partnership that has only grown and deepened, and we've learned so much from Sesame Workshop, from our partners. It's been a real pleasure to work with them over the last 18 years.

CAROLE: Can you tell me one of your favorite partnership projects that you've worked on together?

SALLY: I think one of my favorites is a partnership we did around financial education for young children because it's something, as a bank, obviously, we're very passionate about. But we never really thought that the concepts around financial education were something that would be applicable to children in the age range that we serve through Grow Up Great, which is birth to 5.

But true to their nature, Sesame Workshop, Jeanette in particular, really explained to us that some of the concepts like delayed gratification were perfect concepts for early childhood education, wonderful concepts for parents to introduce to their children, because also concepts as parents that we all need to remind ourselves of in our own-- keeping our own finances. So one of my favorite initiatives was For Me, For You, For Later, which was a wonderful set of resources still available on both our websites around teaching children the importance of spending, sharing, and saving.

CAROLE: Jeanette, can you tell us a little bit about who was participating in that? Was that Ernie and Bert or Cookie Monster? I mean, how did you use the Sesame Street characters to actually promote financial literacy?

JEANETTE: We often have a term that we take adult terms, and we Sesamatize them. And--

[LAUGHTER]

--and in this case, it is the concept of Spend, Save, and Share. And we use, particularly Elmo, to highlight ways that-- you can even use three jars to define those concepts, again putting this from a child's point of view. But one other way that we used-- especially in this initiative-- was to combine our Muppets with actual children [LAUGHS] and families so that you see what we call documentaries.

You see a combination of actually on-set, in our wonderful studio, and Sesame Street 1-2-3 steps, but you also see this interaction of actual families and children using these concepts. And then we reinforced that with additional materials that are articles or other ways to reinforce that for parents and givers-- caregivers as well as educators.

We actually created almost a booklet that allows these concepts to also be integrated-- because they involve not only social-emotional skills but this concept of math as well. And so we highlighted it, again, from a readiness perspective as well as a financial education perspective.

CAROLE: Mm, so you have a very broad way that you look at children. So it's not a siloed approach. You're looking at all of the needs and all the skills that they're developing at the same time, right?

JEANETTE: Absolutely. And in fact, it's reflected even through our mission. When we say "smarter, stronger and kinder," in early childhood education jargon sometimes, we use the term "the whole child," and it means that we're developing their physical skills, their ability-- their cognitive development, their social-emotional components, and also that idea of putting that all together.

And so our mission is driven to always address the whole child, and we really focus our resources and everything that we do on research. It's very strong that we hear the adult perspective, particularly parents and caregivers, as well as what we call the circle of care, which is educators and other influences, child care providers, social workers-- whomever is related to the specific topic, and also all of our research that we've done on child development.

All that combined allows us to take every single initiative to be, not only research-based, but really assure that we're connecting which is, again, what we do with our programming and what we do with everything we do-- adults and children together, but always from the child's point of view.

CAROLE: So it's so clear from all these things that you've told us that the television program that we know and love is really just the tip of the iceberg, and there's so much deep work that you're doing at Sesame Workshop. Let me go back to Sally for a minute. So Sally, it's very clear why you singled out Sesame for this incredible, important work you're doing.

But can you talk about some of the other partnerships you have? I know you're doing work across the country. Some of my colleagues in other children's museums have benefited from your programs. I wonder if you could just talk a little bit about how you fulfill your mission through a number of different pipelines, essentially.

SALLY: Sure. I'd be happy to talk a little bit about that. We do have terrific partners. In addition to Sesame Workshop, we have a few other national partners-- the Fred Rogers Productions, Donors Choose, and the National Head Start Association. And we work with them on a whole host of different topics-- certainly the National Head Start Association helps connect us with local Head Start programs where we can volunteer and provide funding.

Through Fred Rogers, we've done a whole host of things. One of my favorites is Be My Neighbor Days, which comes to life across all of our markets, where we partner with local PBS television stations and bring Daniel Tiger and a whole host of resources to a community day that's all focused on being kind to your neighbors. And we had to do that virtually for the last couple of years, so to see them come to life again in-person has been really terrific.

One of the things we love about our partnership with Donors Choose is the ability to support teachers, and I think one of my favorite things that we've done is we've provided, through our funding to Donors Choose, we've provided gift codes to every one of our employees so that they could-- they get a gift code

through their email, and then they can go on to DonorsChoose.com-- or I'm sorry, DonorsChoose.org-- and they can choose a project in the pre-K space, perhaps in their markets.

So maybe they're sitting in Dallas and want to support a local pre-K teacher in Dallas, or maybe they grew up in Chicago and want to support a pre-K teacher at their own elementary school in Chicago. So that's been a great way to support teachers. And then to your point, we do have partnerships in every one of our local markets around supporting early childhood education.

And our funding strategy at PNC-- we are a Main Street bank-- and our funding decisions are very locally-driven. So all of our markets receive a philanthropic budget, and then they're really the ones making the choices around nonprofit partners to fund. Because we know-- I'm sitting here in Pittsburgh, but I couldn't possibly understand the needs in Miami.

We have our employees-- understand, live, and work in the communities, and they're best able to make those decisions. So they're funding early childhood providers providing high quality early childhood education-- to your point, children's museums-- really, the whole ecosystem that comes together to provide high quality early childhood education.

CAROLE: Hmm, that's just such great work. I have a question on my mind for both of you. We talked a lot about the impact on children of your important work. But let's talk for a moment about parents and caregivers. Jeanette, first to you, what do you see as the role of parents and caregivers in the development of a child?

JEANETTE: They are-- parents and caregivers are the foundation of learning, of all experiences, in setting that initial relationship of sense of safety and comfort from the moment of birth. We also need to acknowledge that for parents and caregivers, when we say we need to nurture children's well-being, it's also with the help of those around them.

That's why the role of early childhood educators is so critical. But in order to have that occur, it means that we have to really establish a strong relationship that's equitable, meaning that, as educators, we're looking as parents as equally in contributing to the knowledge, the information, and the foundations that we want for children's learning and that parents and caregivers are being accepted and welcomed by educators as part of that partnership.

CAROLE: Hmm, I love that strength-based perspective. So Sally, your work and philanthropy and through the Grow Up Great-- do you see that the role of parents and caregivers is really key to the success of the programs and the mission that you're trying to fulfill?

SALLY: Absolutely, and certainly Sesame Workshop helps us understand that. And also, what are the best resources that we can create to support parents and caregivers? Jeanette talked earlier on about everyday moments. And when I think of all of the resources that we've created together, I think one of the things that's so wonderful about them is they're all things that you can do, not-- sometimes when you say-- I can remember with my own sons, and you think, oh, I need to read to them 20 minutes before bedtime, and we're exhausted, and no one can keep their eyes open.

And while on our best night, we can do that, sometimes having these things that you can do while you're setting the table or getting dinner ready, and hey, we're going to set the table and fork, knife, spoon is a pattern, or we're folding laundry, and we put the socks together, and that's a pair, and kind of understanding and helping parents by creating resources and tools that reminds them of all the things that they can do in their everyday moments, not one more thing they need to do.

But really, it's around the importance of talking with your children. We have another terrific partner, Dr. Dana Suskind from the University of Chicago, who has a whole host of resources that we also support around the three T's-- tune in, talk more, and take turns. So again, just building on things we've learned from Sesame and the importance of these everyday moments to help parents and caregivers in their very, very busy days, so it's not one more thing to do-- and feel overwhelming.

CAROLE: Yes. Jeanette, you mentioned the term "equitable." We haven't really talked about this, but I want to touch on it for a moment. The issues around access and equity for children who may not have access to resources that can really help them grow and thrive-- I know this is something that Sesame thinks a lot about. I've seen your work. Can you talk a little bit about how your work is focused on children most in need of this kind of support?

JEANETTE: It is. We focus very, very much on the idea that we respond in two ways. One, we look at issues that are happening globally in a way that are continuous, and I say-- and impacting those that are most marginalized. For example, why we're here-- talking about how do we prepare every child in an equitable way to be ready for school and for life.

Then there's also, how do we respond for really very, very big crises that may occur? I mentioned crisis and conflict here in the US. We've also dealt with parental addiction or parental incarceration, these very, very deep topics where often they're viewed as very adult. And the child's perspective, or the impact of that issue, is not addressed from the young child's point of view.

So once again, we go through the same process we just described. We do extensive research. We find out what are the greatest needs. How do we deliver those resources? Globally, many times, it may be face-to-face. It may be print. It may be a video that's in a community event or in some other way.

CAROLE: And Sally, I'm sure that you think a lot about access and equity in your work, in your philanthropic work.

SALLY: Absolutely. I mean, one of the things that we focus on exclusively through our grants is funding projects that reach the vast majority of low and moderate income children. We think a lot about equity and access and think of the materials we have, but how can we distribute them very broadly? We do things like we have mobile educational tours that are finally back on the road.

CAROLE: Wonderful.

SALLY: We have a mobile learning adventure that goes to a whole host of community events that really focuses on, again, those moments between parents and caregivers and getting everybody excited about learning. But we do think very broadly about the set of resources that we have and how are we best able to get those resources into the hands of parents and caregivers and educators that need them most.

CAROLE: Well, this has been so wonderful. I just want to say one thing to our listeners, that behind Jeanette is a shelf with Muppets on it. And Jeanette, I wonder if you could just turn around and tell us who is accompanying you on your interview today. I think that people would really enjoy that. They're looking over us.

JEANETTE: They are. They are. I have the pleasure of being-- again, the delight of remote work. So with me are-- not in any particular order. So we have Bert. We have Oscar. We have Rosita. We have Cookie Monster, Big Bird, Julia. We have Elmo, Abby, Grover, and Bert-- [LAUGHS] and Ernie-- sorry-- Ernie. [LAUGHS]

CAROLE: That is so wonderful. I just had to cue our listeners into this wonderful vista that I've had the pleasure of seeing. Before we go, I just wanted to ask one more question of each of you. You both talked

a lot about children and learning, safety and comfort, challenges of the pandemic. Are we worried about our kids, or do we feel that they are resilient and will bounce back? I would love to hear that-- maybe first from you, Sally, and then final words from you, Jeanette.

SALLY: I think we are very worried about the impacts of the last two years and not having the opportunity to be around friends and family and socialize and really hearing from teachers, too, that children haven't had that opportunity to be in a classroom and aren't as ready as they typically were when they walk in for kindergarten.

But I have to say, especially talking with Jeanette and all of our friends at Sesame Workshop, they always end with the fact that children are very resilient and that, with the right help and supports, we will look towards a better day. But I think what's really wonderful about our partnership is that we can play a really important role in helping to get the right help and supports to children and families. So my perspective is optimistic, mostly because of our wonderful optimistic friends and partners at Sesame Workshop.

JEANETTE: I believe that there's opportunities now, with concerns. And I say this from the point of view that, on one hand, obviously what was happening before the pandemic was-- there was loss. There was a crisis, in particularly marginalized children, being ready for school, for their first day of kindergarten. And now the pandemic has exacerbated that concern.

That said, it's also brought to light several things. There is a child care crisis in general. We've lost an incredible amount of childcare slots, but more importantly, educators. Because it's been so difficult. On the other hand, we're understanding even more the need for early childhood education that's quality. We're combining that with equity and the sense of access.

And then two, I think it's the opportunity to always look at the strength of, not only children in terms of resilience, but families, in an entire context. And on the other hand, that we can't put the burden entirely-- and should we at all-- on families themselves. That now for all children-- and that's not just marginalized children because everyone has been impacted-- for all children to move forward, to succeed in school and in life, we need to look at families, but also their communities, and how do we support the community and create-- I go back to our term of circle of care.

CAROLE: Hmm, Jeanette, if people want to learn more about the great work you're doing at Sesame Workshop, how will they do that?

JEANETTE: There's two areas. One is [SesameStreetInCommunities.org](https://www.sesamestreetincommunities.org) or-- much simpler-- [SSIC.org](https://www.sesamestreetincommunities.org). Plus we have our resources also connected with PNC Grow Up Great. And Sally, we have a wonderful connection there in terms of that. [LAUGHS]

SALLY: So we have all of our resources from Sesame Workshop as well as many, many other of our partners, including a whole lesson center for early childhood educators, that have been developed over years and years of PNC Grow Up Great by many of our partners, science centers, arts and cultural organizations, and those resources are also on our Lesson Center, which all are housed on [PNCGrowUpGreat.com](https://www.pncgrowupgreat.com).

CAROLE: Wonderful. That is a great asset for our listeners, and I know that we will post these connections on the website. Well, I feel we could talk on and on and on because it's so fascinating what you're doing and what you're doing together. And I just want to thank you both for the tremendous support that you're giving to children and families that we care so much about, and thank you so much for being with us today.

JEANETTE: Thank you, Carole.

SALLY: Thanks, Carole. It was a real pleasure.

[MUSIC PLAYING]

KATHRYN (PRODUCER): That's all for today's episode. Thanks for listening, and stay tuned for more coming soon. Thank you to PNC Bank for sponsoring the Big and Little Podcast.