Measuring What Matters:
Using Data to Support Your PFCE Work

Lorette McWilliams: Welcome everyone to the second webinar in our series, Measuring What Matters: Using Data to Support Your PFCE Work. On behalf of the National Center on Parent, Family, and Community Engagement, we thank you for joining us. We're going to be focusing on the second half of the data activities today: Aggregating, Analyzing, Using and Sharing PFCE Data. We have a packed agenda, so without any further ado I'd like to introduce Kiersten Beigel, Program Specialist for the Office of Head Start. Kiersten?

Kiersten Beigel: Hello everybody. Welcome. And welcome back to those of you who were with us on Tuesday. My name is Kiersten Beigel. And I work for the Office of Head Start on things related to families and family engagement; I'm the lead here.

Let's see. I'm going to move us forward. We designed this webinar series and this content to help you think about data in practical ways. You know, for so many years we've done really amazing work in partnering with our families. We've both learned from them; they've learned from us; and we've seen some really wonderfully positive experiences and life-changing opportunities that families have taken advantage of from their own testimonies and from what we've learned over the years. But I think from a data standpoint, we've haven't always known the whole story about our work with families. And we have probably missed a lot of stories along the way. So I think getting better at using PFCE data can really help illuminate our successes and challenges in a different light and also unmet needs in our programs. And we know this is really critical for both families and children's learning and development overall.

So this is why we have put together a series on data driven PFCE – also because you have asked us many different questions over the last year and subsequent years about how to think about data, how to measure progress, how to think about goals, and work with the Framework. And so we're using these four data activities as a way to kind of ground the discussion and kind of bring some order to it – order to what can sometimes feel a little overwhelming and complicated to people. So we're hoping we can make it more simple. Tuesday we talked about Prepare and Collect. And today we're focusing in on the third and fourth set of data activities, namely Aggregate and Analyze and Use and Share.

Our learning objectives today will continue to help you use the Measuring What Matters Data Exercise Series. We do have, I think, some references in the handouts and resources to the Measuring What Matters Series. And we'll probably be referencing some of the exercises today in this webinar. We'll focus on the activities I just mentioned. And we'll be trying to make those connections – those important connections for you in thinking about your five-year planning, your five-year family-related goals and objectives and generally just the kinds of PFCE data you have and ways you can use it. So at this point, I think I would like to hand it on over to Carolina. She will get us going on Aggregate and Analyze. Carolina?

Carolina Buitrago: Yes. Thank you Kiersten and thank you everyone for joining us today. My name is Carolina Buitrago. And over the next 15 minutes or so, I'm going to be talking about the third data activity which is about Aggregating and Analyzing data. And if you were with us in the webinar on Tuesday, this is an area that most of you were concerned about.

As I talk about data analysis today, I will be walking you through some fairly technical information. But as the quote on this slide reminds us, the data and numbers that we deal with on a regular basis actually represent real people, their needs, and their lives. So with that in mind, let's get started. Let me introduce you to Sylvia Wong. We meet her in Exercise Three. She is the Program Director of the Hopeful Beginnings Program (or HBP), which is a fairly large program that serves 450 families across seven Head Start sites. Sylvia and her PFCE planning team were working on improving families' connections to peers and the community. As you can see in this slide, they wanted to know a couple of things. First, they wanted to know whether families in her program were participating in community activities. And second, they wanted to know the extent to which families in their program were networking with other families and spending time with family and friends.

In order to answer these questions, they developed the following survey. This was their Family Connections to Peers and Community Survey. In this survey they asked things like how often families spend time with extended family or how often they take their children to the library or museums or community events. The scores were from 1 to 5, with 1 representing "never" and 5 representing "once a day." They actually integrated this survey into their Family Partnership Assessment.

After a lot of hard work, they ended up collecting a total of 317 surveys. While that was very exciting, Sylvia was wondering how to get started. This is a very common feeling when you have data in front of you. First, they worked on entering the data. Sylvia's data manager created a master Excel spreadsheet that included the Family ID – the Site ID – and survey responses from all sites of the program. Sylvia and her PFCE team would use this Excel spreadsheet to conduct their analysis. With this data organized and entered, they were ready to get to work on the analysis. So they considered three different strategies to analyze their data: aggregation, disaggregation, and analyzing data across time. Let's start with aggregation.

Aggregating data means summarizing or combining similar data. For instance, an Early Head Start program could aggregate data on the total number of home visits that the family services workers conduct in a year. Aggregating data can give a good general indication of how a program is doing in a given aspect, overall. One of the most common ways to aggregate data is by calculating program-wide averages. Let's see how Sylvia and her team did it.

First, they created a sum score for each family. They did this by adding the numbers in each row together. So let's look at an example in this spreadsheet. Let's look at the numbers for Family 092. For Question 1, they said that only a few times a month they spend time with extended family. So for that question they got a score of 3. For Question 2, they also said that only a few times a month they spend time with friends. So they got a score of 3 as well. Jumping ahead to Question 7, they said that they never take the children to the museum or zoo, so their score for this question was 1. After adding all scores for each question, Family 092 has a sum score of 20.

So Sylvia and her team did this for all rows. Then they added up all the total scores for all families. In this case the total sum of scores for all families is 5,706. Then they divided the sum of all total scores of families by the number of families who completed the survey. In this case 317 parents answered the survey. So the total average Family Connections to Peers and Community Score for HBP was 18.
But what does this score really mean? Learning the average program-wide Family Connections to Peers and Community Score was informative for Sylvia and her team. Ideally, the average program-wide score would have been 40 – the maximum score possible. However, HBP's score was less than half of the ideal score. Data clearly showed that families were struggling to connect with peers and the

community. However, this average program-wide score did not give them any detailed information. For example, they couldn't tell which community program was least used – either the libraries or the museums – or they didn't know how often families were talking with other parents about parenting. They also couldn't tell if families from some sites were more connected than families from other sites. They needed to analyze their data further.

Sylvia and her team needed to disaggregate the data. Disaggregating data means breaking data into smaller parts. The smaller parts of data are often called subgroups. Subgroups are usually made up of people or things that share similar characteristics.

There are lots of different ways to disaggregate data. One simple way to do it is by program site. That is what Sylvia and her team did first. They did that to be able compare the average Connection to Peers and Community Scores across all seven program sites. To disaggregate by site, they sorted the data in the spreadsheet by program site using the Site ID. Then they calculated mini averages for each site. When Sylvia did this, this is what she found. As you can see on this graph, some of the program sites have stronger connections to peers and communities than others. Site 6, for example, has the highest score of all sites.

You can also see that Sites 2 and 7 had the lowest scores. Although Hopeful Beginnings had an overall Connections to Peers and Community Score of 18, Site 7 only got half of that score. It was clear that Sites 2 and 7 needed some extra help. The team noted that many of the families served by those two sites lived in housing complexes far from the center of town. They wondered if there were fewer opportunities for families to expand their networks.

There are a lot of other ways to disaggregate data to help you understand if your program is meeting the needs of all your families. Exercise Three gives you a table just like the one shown here. For example, you can disaggregate data to learn how families of dual language learners or single-parent families are connecting to peers and the community. There is a rule of thumb, however. The rule of the thumb to determine whether it is worth disaggregating by a given subgroup of families is to have at least 25 percent of your total number of families belong to that particular group. For example, Sylvia and her team did not disaggregate by families with grandparents as head of households because only five percent of the program families were in that subgroup.

So, after learning that the program overall needed to support families in connecting to the community and to each other, and that Sites 2 and 7 were the ones in greatest need, Sylvia and her team came up with some ideas of what to do. For example, they decided to distribute library card applications at parent-teacher conferences. They arranged monthly field trips to the museum, library, zoo, and other community organizations. They also organized a family potluck picnic and soccer tournament for families to get to know each other better and interact on a more regular basis.

After a full year of implementing these and other strategies, Sylvia was wondering if they were making any progress. So they needed to analyze their data across time. In order to track progress across time, you need to collect data with the same instruments at different time periods – weeks, months, or years. Looking at data across time helps you understand whether things are getting better or worse. It also helps you track progress toward a set goal.

So Sylvia and her team collected additional data with the same survey in the spring of the same school year, and then once again in the fall of the following year to assess whether they had made any progress. She entered the Connections to Peers and Community Program-Wide Average Scores for each of the time periods in a spreadsheet like the one shown on the slide.

As you can see in this graph, in the fall, the program score was 18. By the spring of the same year, the score increased to 22. And by the fall of the following year, their overall score had almost doubled. They were making a great overall progress.

They also wanted to know if they were having any impact on the sites that needed it the most. As you can see on this graph, they did. Sites 2 and 7 – the sites that had the lowest scores at the beginning – made significant improvement, particularly Site 7 which had made an 18 point increase within a year. Sylvia and her team were very pleased and encouraged by seeing these results.

My time with you is almost up, but I also wanted to note that sometimes you won't work with numbers. Sometimes you will use focus groups or interviews, rather than surveys. And the data you collect will be in words, rather than numbers. That is called qualitative data. To analyze qualitative data, you need to look for themes and group different excerpts from your interviews or focus groups under those themes. If you would like to learn more about this topic, Exercise Four goes into this in more detail.

Now let's turn to our poll. Let's spend a couple of minutes answering the question.

[Pause]

Okay, we'll stop the poll right now. We can definitely see some variation in the responses. But most of you are reporting that you are doing an okay job, but still need some improvement. I'm going to leave it here and past it over to Maggie who is going to take you to the next step.

Maggie Caspe: Thanks Carolina and hi everyone. I'm Margaret Caspe and over the next ten minutes or so I'm going to walk you through the fourth data exercise, which is all about using and sharing data.

There it is. In the simplest of terms, using and sharing data means letting others know what you've learned from collecting and analyzing information. And it's also all about using what you've learned to make program improvements. Carolina just shared a terrific example of this from Exercise Three when she described how Sylvia Wong's program started distributing library cards and taking families on field trips based on data showing that families struggled to connect to peers in their community. And this is really what using and sharing data are all about.

So in Exercise Four, we meet Andy. And if you take a look at him, he is pretty excited because he's just finished collecting 83 surveys from kindergarten children who graduated from his Head Start program. Just to give you a little background, Andy is in the second year of his five-year project period. His program is working on the broad goal of ensuring that children and families are prepared for a smooth transition to kindergarten. To do this, over the course of the first program year, Andy arranged a variety of transition activities. For example, he held a workshop on how to complete kindergarten registration forms. He held a visit to kindergarten and he organized a kindergarten community fun day. So the survey Andy is holding was developed by him and his team to help his program better understand if children and families who participated in these activities during Head Start actually had smoother transitions to kindergarten. Similar to what Carolina just described, Andy has analyzed his data. He disaggregated his data and he's even analyzed his open-ended survey responses and pulled out some important themes. Now Andy is about to bring his very promising and positive data analysis plan results – which you can see on the screen in front of you – to a meeting of parents and staff in the program.

Well, you can guess what happened. Unfortunately, his meeting did not go very well. Everyone who sees his data is super confused. All joking aside, this is precisely the point of Exercise Four, which is that you can spend a lot of time preparing, collecting, and analyzing data, but if you don't share it well, it just can't be used. So to accurately share and use data, a few things have to happen. And in this final exercise we share five things you need to think about to make your sharing and using data effective.

What I'd really like to do in the next few minutes or so is to go through each one of these.

Tip number one to effectively share data: you have to think about what your data mean and what your data story is. To do this it's helpful to ask yourself questions and work in teams to discuss what data seems to say. In Exercise Four, as you can see on the screen, we offer some guiding questions to help you think this through. For example, you might ask yourself or you might ask a team, "I believe the data suggest... because... "

Second, when data are shared effectively, they are accurate, meaning they're correct.

We touched a little bit on what this looks like in Tuesday's webinar. When data are shared effectively, they are appealing. Meaning to the greatest extent possible, you should try to present findings with pictures, tables, and graphs, instead of a lot of words and numbers. And when you share data effectively, the data are accessible, which means that they are easily understood with key results really front and center. And finally, effective data sharing involves keeping your audience in mind. You know, how you present data to families might be different than how you present it to policy makers or your Head Start Program Officer.

So, here's an example. Instead of going to a meeting with this – try this.

Unlike the previous slide, in this slide, you see immediately which of Andy's transition activities was the most attended-orientation, it's up there at the top – and which was the least – his workshop on choosing the right kindergarten. You know, and here's another example. Instead of this – why not try this. From this bar graph you quickly know that families who attend five or more transition events had better actual transition experiences in kindergarten than those who attended fewer events.

So once you know your data story and you've shared it in accessible and appealing ways, the way Andy just did, you then need to think about who you share your data with. This is the third tip in effective data sharing: you need to tailor your message and mode of messaging to meet your audience needs. For example, you want to share data with families in your program. And when you do so you want to make sure that you share it so that it gets to them easily. This might mean talking about data on home visits, holding data meetings, posting information on a website, or texting information – whatever you know works for your program and families. And you also want to make sure that data are easily understood and don't have a lot of jargon.

Finally, you always want to think about the action steps parents might take based on the findings you share. For example, Andy in his work found that participating in transition events in Head Start makes transition to kindergarten smoother. So parents need to hear that message. They need to know that information. They also need to know how to sign up for events in the future. Andy also needs to think about conveying these messages to other types of families who might be interested. For example, families in Early Head Start programs might be interested, and people who run Early Head Start Programs might also want to hear this information and apply it to their work on the Early Head Start to Head Start transition.

You'll also want to share data with staff and use these data as a way to build confidence and relationships among them. And likewise, you need to share data with your board and your parent policy council, which we're all familiar with. There are a variety of other stakeholders you need to consider too: your regional office, as well as community members who might want to hear your message, or even funders. Data are also great for recruitment. Letting families in the community know about the great work you do goes a long way in getting people to sign up and want to be part of your program.

This brings us to our fourth tip: once you've used and shared data, you also want to think about the 4R Approach. For those of you who were in the webinar on Tuesday, Brandi talked so eloquently with us about the importance of using data responsibly, in respectful ways, making data relevant, and using it to promote relationships. And this means that thinking about PFCE data is not just about collecting data on family progress or on family programming. It also means making sure that families are an active part of the entire data process. You know, families need to be involved in preparing, collecting, and analyzing data, and all types of information need to be shared with them.

And conversely, families are a great conduit to share the information that you are collecting. Families need information on a whole host of sources. They need information about their individual child's development. They also need information about their children's classroom, their center, and the larger grantee agency. In this way, parents have the knowledge and tools to use that data and be leaders for their children's learning and all families and all children in a community.

This brings us to our final, and perhaps most important point, which is tip number five. We need to think about data and how to use your data so that you can continuously improve what it is that you do to support children and families. The PFCE Framework you see on the screen highlights in the Program Foundations that using data for continuous improvement is one of the most important aspects of creating a system that supports children and families. All of us are very familiar with the PFCE Framework. And if you look at this Framework, you can see that when Continuous Program Improvement lies at your Program Foundations, it makes a difference in your Program Impact Areas, which then influences the Family Engagement Outcomes that we're all striving to reach – that's the blue shaded column in the Framework. And we know that in turn children's learning, children's development, their social-emotional, cognitive development just flourishes.

So when we think about using data for continuous improvement, there are a lot of ways that you can do this. In Exercise Four, we spend a lot of time talking about how Andy ultimately uses his data to make adjustments to his work around transition programming by hiring a new staff person and building stronger links to elementary schools.

We only have a few moments left, but before we open it up to questions I want to take a few seconds to summarize a little bit of what of we've heard over the past two webinars and talk a little bit more broadly about what it takes to set up a data-driven culture. Just because Exercise Four is the final exercise, it doesn't mean that your work with data is over.

As I mentioned before, using data is a continuous process. And we know that programs that do this successfully set up a positive, intentional, organizational culture that values data use for decision making and engaging families. And in each of the exercises in this series, you'll see different ways that this is done. I also want to underscore in today's webinar some of the best data practices we've seen implemented in programs across the country through our work with the National Center. One really effective practice is setting up weekly data discussion groups across and among classroom and support staff. This is such a great way to get people talking about data not just randomly, but in ongoing, systemic ways.

I touched on this briefly before, but bringing data to family meetings is also important. You might share with families data about their child, or about their individual family goals in a one-on-one meeting. Or you might bring aggregated child or family-level data to classroom meetings, group discussions, and our training.

Finally – and I alluded to this before – using data means constantly forming new questions and reentering the data loop. Humans are curious by nature, right? And once you have data, you now automatically have new questions, new programming you want to try out, new data you want to collect. That's why using data is a cycle that is ongoing through your work.

Our hope is really that these webinars have been helpful to you wherever you are in your work with data. You're able to use the exercises we posted for your own thinking, either individually or in group professional learning opportunities, so that you can really take the next steps forward to creating a really rich and meaningful data-driven culture around parent, family, and community engagement.

With that I'm going to pass it back to Lorette, who's going to open up the floor to questions and conversation.

Lorette: Thank you Maggie, that was great. This brings us to the Q & A portion of our event. If you have questions for our presenters, please send them to us using the Q & A box on your screen. We're happy to take questions about aggregating and analyzing data, using and sharing data, or preparing and collecting data. We've been pooling questions from the chat box sent in by audience members and we've had some great questions come in. We encourage you to keep them coming. I'm going to pull the first question which we got today, similar to a question that we received on Tuesday, for Maggie or Carolina. The question is twofold. One is, how much data is enough? And the follow-up to that is, how often should programs be collecting data?

Maggie: You know, that's a really good question. And I think yesterday – well Tuesday rather – Elena explained how in Exercise One, or the first data activity, when you're preparing data, you're essentially setting out a framework for what data you will be collecting and why. The amount of data you collect and how frequently you collect it is really going to be driven by your goals. It's going to be driven by what kinds of questions you're asking. It's going to be driven by what kinds of outcomes you're expecting. There's no real right answer to that question. It's what you and your program, as a team have – based on data like community needs assessment data, self-assessment data-it's what you and your program have deemed important to measure. And how often your program deems it is important to measure that thing.
Carolina: I wanted to add that a good rule to keep in mind – when trying to decide how often and how much data to collect – is to be mindful of the amount of data and the plan that you have to analyze

volumes of data. It's important to keep in mind to collect enough data that you have a handle on it, but not too much that you actually get lost in it. That's kind of an important rule to keep in mind.

Lorette: Okay, great. Thanks. I'm going to ask Carolina this next question. If aggregating data usually give only general information, how is it useful?

Carolina: It is true that aggregating data gives you a more general type of information. However, when you have an aggregate of whatever outcome you are measuring, it gives you a great reference point for comparison. I'm going to give you a concrete example to let you know what I mean. We know a program that during parent conferences they actually post the aggregates of some data on child outcomes in the classroom. So when the parent is given the actual progress report on their own child, they can actually compare how that child is doing – their own individual progress-in comparison to the aggregate of the entire class. So, yes – aggregates are general types of information that provide overall pictures of what's going on in a group or in a program. But it also allows you to make important and telling comparisons.

Lorette: Okay. Maggie, this next question is for you. You mentioned that it is important to involve parents throughout the entire data cycle. Can you give us some ideas about how to go about doing this?

Margaret: Sure. In each of the four Data Activities that we have, we have an entire section that's dedicated to specific tips on doing this – involving families in each of the data activities. Just a reminder, if you haven't downloaded them already, the handouts – Exercises One, Two, Three, and Four, along with the Resource Guide – are available in the handout section on your screen that you can download, look at, and enjoy.

In the prepare section we talk a lot about when you're preparing data, building family awareness and comfort about data, and really doing this by encouraging family participation in all of your data meetings. Data shouldn't be one person at a computer behind a locked door. It's a community initiative that families should definitely be a part of. Families should be front and center when you're thinking about your measures of effort and your measures of effect and the questions that you want to ask. Ask families what questions they would like to ask to improve or strengthen things that are going on in your program. Or ask families to describe the types of changes they'd like to see among families as a group or in their community. In Exercise Two – Collect – we give a lot of tips for giving families opportunities to be part of the data collection process. This can range anywhere from training families to be observers of classroom quality to neat little ideas, like having families be scrap-bookers or taking videos on their phones to show different areas of children's development. It runs the gamut.

In Analyze, we talked a little – Carolina talked about including families in parts of the discussions about what data mean. I also touched on this when I talked about Exercise Four, but making sure that data are accessible for families – understandable and actionable for families. Meaning that there are ways for families to get hold of the information they need, to understand that information, and really do something with it.

Lorette: Thank you, Maggie. Carolina, we just got a question I think would be great for you. Can you speak to the downside of parents seeing staff collecting data, but not seeing any related action or follow up?

Carolina: Yes, that's actually a very important question and I think speaks to the point that we have been making about developing a culture that is comfortable with data. Part of the problem of not translating data into something meaningful for the entire community is that the program loses momentum on whatever data efforts they are involved in. The data and the findings that the data are revealing lose meaning. So the entire commitment to a culture of data and of information that data can provide for continuous improvement is broken when the data findings and the story the data are telling you are not translated into something concrete that everyone in the community can see.

Lorette: Okay, here's a question. Can you explain a bit more about what you mean by having to collect data with the same instrument in different moments in time to be able to track progress toward the goal?

Carolina: Yes. This is really an important one as well because measurement is actually a little funny – it's funny in the sense that it is very sensitive. Minor changes in the instruments that we use to collect data at different points in time really may mean that we don't end up measuring the same thing across different time periods. I think the best example that I can give is the advice that you get when you need to follow up on your own weight. You are advised to consistently use the same scale so that you can actually compare different measures of your weight across different weeks. It is exactly the same with the kinds of instrument that we use. We need to think of our instruments as precise and accurate as we can. In order to keep them like that, we need to keep them consistent over time.

Lorette: Okay. Maggie, here's a question. If, by my third year of my funding cycle, the data findings lead me to think of different goals, can I revise my goals and my plans?

Maggie: Yeah, that's a terrific question. And absolutely! We actually provide an example of a little bit of what this looks like in Exercise Four. The broad goal of Andy's program was to ensure that children and families were ready and prepared for a smooth transition to kindergarten. And in reviewing his plan, Andy finds that they've only set up measures of effort, not measures of effect. So he goes back and he and a team work to revise their plans so that there's room for them to measure these measures of effect. We also provide an example of this in Exercise Two, where the program – if you remember from Tuesday's webinar – and Amelia Posada, she needs to end up adding new objectives to better meet the expected outcomes they hope to meet. They realize that with some of the programming, services, and objectives they set for themselves, they need to collect better baseline information before they can better understand how to move their work forward. That was a long answer to say that throughout the data process, you're revising your goals, your objectives, and your services as needed. At the same time you also want to remember that goals are these broad visions you have. So you're not likely to meet them immediately. You're likely to be working toward them. The Foundations for Program Excellence: Planning in Head Start document gives a lot of guidance in thinking about how you're using your data findings in a continuous manner. Brandi, do you want to add in on anything on that? You always talk about this so eloquently.

Brandi Black Thacker: Gosh, Maggie. You know I get tickled about this topic and I've really been behaving myself and staying quiet. But this is actually a perfect chance for me to jump in. Thank you so much. This is so important; you guys have asked such wonderful questions. And the thing that I'm reminded about in this – can we revise our goals about three years in. I think it's excellent when you're thinking about what we're always tasked to do, which is continuous improvement. But Maggie you said something so important. The five-year project period gives us this incredible gift. It is a BROAD goal.

Now I have to be honest with you guys. You've been a little grouchy with us about this shift. We had a little paradigm shift – we're thinking BROAD goals, SMART objectives. You know, we talked a little bit about it on Tuesday, but we've always thought about goals being SMART. So we've had to give voice to the shift. As Maggie mentioned, in the Foundations for Excellence document we have a glossary that all six National Centers worked on together. OHS really led us around to true consistency with the five-year project period that's really helped guide what we've been thinking about on the whole measuring family progress piece. To that end, Maggie gave you such an important tidbit. If you think about BROAD goals and you set them in a way that is really, really overarching, then when you do your work and your revisions, it's really at the objective level. It's just at the SMART part where you can really think thoroughly-for instance, if you set a goal about being able to support all families' knowledge and skills as it relates to child development. That's just off the top of my head. Then your objective could be something different about the ways that you're going to do that, whether it relates to literacy, whether it relates to any kind of gross or fine motor [skills]. A lot of us have been really interested, for instance, in lap time and what that does, especially for infants and toddlers, with language development, toddler parent-child relationships, and what we know about the research and how that just intensifies not only the bond between the parent and child, but how it really sets us on a great trajectory for school readiness later on. So you can change it at the objective level as that goes on.

The other thing I wanted to offer to you guys, that we've learned from you across the country – OHS and Kiersten usually can kick me under the table if I take this in the wrong direction – and now she can just come off mute. But the thing that I've been so grateful about in this whole journey has been – give yourself permission to take a step back and set yourself up for success, just like we would do beside our families. You have the flexibility to start small. Think about a subgroup of your families. You know your data, you know your families, and you know your communities. It goes against our grain to think first about what might be an issue or a challenge. But when you're thinking about your data, what rises to the level of something you know you need to partner with your families around? When I lose direction, if I had to go back and do this again-the thing that comes to my mind is we had really high lead levels in both of the counties where I served. If I had to go back, that's where I'd start.

The gift in that was, it was a smaller number of families. So many the great tips and tricks that Maggie and her team gave us today, you could apply in a way that didn't feel overwhelming. You could track over time. You could follow in an intensive way. And it wouldn't feel like you were too resource-stretched to do that. The other thing is, it touches at least one – if not more – outcomes in the blue column of the Framework – Family Well-being for sure, because we define that as a safe, healthy, and financially secure. So you can make connections to what you're doing in your program. There's nothing that you could give us that we couldn't help you make a connection to that Family Engagement Outcome column. You're doing an incredible work already. What we've done in this dialogue – and what Maggie and the team have done – is just to give you a few more tools and ideas about how to make those connections. And here is the truth. This is where I get so incredibly excited. With the skill set that we've always had, we know about aggregate, we know about disaggregate. We are pretty fancy when it comes to all of these data ideas because we've always had them integrated into our continuous improvement process. But we've been doing it more on the micro level right beside our children and the child outcomes piece. We're just applying these skills and competencies in a bit of a different way and wrapping them up in the five-year project period. So we got this! Alright, Maggie. Thank you so much.

Lorette: Thank you. So we are just about out of time for the Q&A. I just want to bring to your attention that there have been multiple questions about slides and resources. They are available in the handouts and resource pod for download. But there have been so many good questions and informative answers. Thank you, audience, and thank you, presenters. This brings our Q&A to a close. I'm going to turn this back over to Brandi.

Brandi: Oh goodness, that's always dangerous. Well, I have the esteemed honor to tell you guys – if you haven't register yet – about the third and final webinar in this installment of our Measuring What Matters work that will be happening this coming Tuesday, the 23rd of June at this same exact time – 2:00 Eastern. And what I'm so tickled about is that we're going to be able to bring you – and some of this is still actually so exciting, fresh hot off the press. We have one state – two grantees within one state – who have come together to tackle this, as sort of a locked arm partnership. So I have that to bring to you. You're going to hear from some of the TA colleagues in that region who are going to bring you the work and the examples that they've been thinking about. We have a couple of programs also from a different region who are going to be coming to you and sharing the things that have worked for them, the places where they've had the stutter steps, so that you can learn from those and not repeat all of that and not reinvent wheel – just have a dialogue with your colleagues who are doing it right now with you and sharing some really valid and exciting tricks in what they've discovered along the way.

Lorette: Okay, great. Thank you, Brandi. We're going to conclude this webinar today with a ten-minute chat. You'll see a few different chat screens on your screen. You will also have a chance to download the slide from today's presentation in the handouts and resources box.

Happy chatting!

[End video]