

# Data-Driven Success Webinar Transcript

Foster Youth to Independence Webinar Series  
November 16, 2021

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-Jie: Good afternoon, everyone. My name is Jie Dong, and I'm from BCT Partners. I'd like to welcome you to today's webinar. This is part four of the "Foster Youth to Independence" webinar series. For those of you who are new to the series, we welcome you. And those who are returning from attending the first three sessions, thank you for coming back and staying engaged. Today, we'll be covering the topic of data. As you can see, the title of the webinar is "Data-driven Success." Before we begin, we'd like to acknowledge the ongoing support from HUD's Office of Public and Indian Housing that made this series possible. Next, I'd like to go over some housekeeping items. During today's session, we will ask you to use the chat box at the bottom right corner of the screen to input your questions, comments, feedback throughout the presentation, and during the Q&A at the end. Please direct your questions and comments to all panelists. If you experience any technical difficulties, please send me a direct message so that I can help you troubleshoot the issue. We will also be taking several live polls during the presentation. Please follow the instructions on the screen to access Mentimeter on your mobile device or your computer to participate in the polls. Now I'd like to introduce you to our panelists. First, my colleague from BCT Partners, Ms. Abby Alfred. Abby is our In-house Child Welfare Specialist, who has years of experience working directly with county, state level child welfare agencies, as well as the Children's Bureau. Joining our TA Team recently is Ms. Annette Rodriguez, an experienced case manager who has expertise working with seniors, families, children, and specifically at risk teens in affordable housing and healthcare, as well as homeless shelter settings. The other panelist we have is Ms. Suzan Nambi, our consultant with lived experience. Suzan is a current FYI Voucher Holder whose insights and lived expertise helped guide the development of this webinar series. Last but not least, we also have Ms. Michelle Daniels and Ms. Celia Carpentier from HUD Office of PIH with us today. Before we go over the agenda for today's webinar, here's a schedule of the entire webinar series. This information is also available on the HUD FYI webpage. Due to time constraints, we will not be able to answer all of your questions during today's sessions. We respectfully ask that you hold off on asking questions that are not related to the topic of data. Content information for seeking clarification on matters related to program guidelines and voucher administration will be provided at the end of the session. As you can see, voucher program administration will be our final webinar, which will take place on January 25th, 2022. Any questions that we do not answer live today will also be forwarded to the appropriate panelist or HUD staff at the conclusion of this webinar. Now let's move on to the agenda. In today's webinar, we will share some guiding principles and discuss the major components of how to leverage data, including determining need, data collection, defining success, as well as quality improvement. Here are the goals we set out to achieve. We're going to help you define success for your FYI voucher program and come up with some metrics to help you track progress. And finally, we're going to explore some ways to leverage data to inform your path towards success. I know some folks that added some questions. I see in the chat it's already coming in, so thank you for using the chat function. We're going to jump right into the first section, which is guiding principles. Before we do that, just to warm up the audience, we're going to take a poll question. Now, please take out your mobile device or go

to your browser of your choice and type in [www.menti.com](http://www.menti.com), and use the code 7151 2256. I'll give everybody a minute to set up and participate in the live poll. Very good. You should be seeing the poll results coming in. Thank you guys. Wow, some of you guys showed up today for this webinar, even though you express the feeling of hating the use of data. Thank you for joining us. Hopefully we get to transform your thinking and shift your opinion at the end of this session. We will leave this poll open and active. You can take your time to complete putting in your response. And we're going to switch back to our slide deck to continue with the delivery of the webinar content. Next, we're going to turn it to my colleague, Annette Rodriguez, to talk to you about the value of data. Annette?

- Annette: Thank you, Jie. So in talking about data, why is it important? Data's important because it helps us understand what's going on, both at the beginning as a baseline, and ongoing. By collecting and analyzing data, we can know if what we're doing is helpful, or is helping people or not. It is one of the most powerful tools to inform, engage, and create opportunities for organizations to perform better. Data helps us make connections, connections that lead to insights and improvement. Not only does it help make better decisions, but also helps to solve problems, understand performance, and improve processes. In this example, you can see the transformation of data into knowledge. Data does not have much meaning without context. However, with interpretation, and by combining other data sources, it can be measured, and in turn, provide insight that aligns or does not align with specified goals. Now I'll turn it to Abby, who will be walking you through an example of a logic model.

- Abby: Thank you. So we know data can feel intimidating to many. Although, based on the survey results, it seems like we also have many data enthusiasts on this call. But the purpose of today's webinars to really guide you all to think about how you can use data through different points of the FYI program to help lead your program to success. A particularly helpful tool to do this, and that we'll use as a framework for the rest of this webinar is a logic model. Many of you have probably seen or possibly used logic models, and there are a wide range of templates and preferred layouts. We are going to use a relatively simple model to help you think about leveraging data in your programs. So a logic model is a roadmap of how your program is intended to work. It depicts the relationship between your program's activities and its intended affects. We start from the left, with the problem we're trying to address. And then we move right to look at the inputs, or what you're investing into the program to address the problem. From there, you keep moving right to the outputs, where you have your activities or what you do, and your participation, who you reach. Next, we move further right to outcomes, which we break down into short-term and long-term, where short-term outcomes are the changes you expect to see after the activities, and long-term outcomes are the changes you expect to see down the road. Ultimately, as you move along this map, you land at the impact, or what it looks like to have solved the problem at a more macro level. So now, we'll look at a sample logic model for FYI, which serves as a basic template for communities to apply to your own programs. We've begun mapping out this logic model, and we'll use this to walk you through how you can use data at each step of the way. So in FYI, the problem we're trying to address is youth exiting foster care becoming at risk of becoming-- Or foster care-- Youth exiting foster care being at risk of becoming homeless. You then move to inputs which include time, staff, money, partnerships, and housing stock in your community. From there, you go to the activities, which include administering the voucher, finding youth housing, and providing supportive services. And

participation, so think of that as youth opting for the voucher, youth finding housing, and youth engaging in supportive services. The sample short-term outcomes that we've defined for FYI are stable housing after 36 months. And long-term, seeing increased self-sufficiency and improved wellbeing for youth who've exited foster care. Ultimately, the impact of this program we envision is more vibrant, integrative, and equitable communities. So I will just repeat that this is a sample, and it would be valuable for communities to develop your logic models based on what you're doing and what you all define to be your goals and vision. And we'll talk about that more as we go through each step of this logic model in more depth. So we'll start with talking about how you determine the need in your community. So determining the need is really about understanding the problem in your community. If we know that the purpose of FYI is to prevent youth from exiting... Prevent youth that are exiting foster care from becoming homeless, each community must first start with understanding, what does this problem actually look like in your community, for how many people is this a problem, and for whom is this a problem? But before we move further into that, we first want to hear from you with another poll question. So Jie is going to pull up the Mentimeter again. So if you could each answer the question, "how do you or your organization determine the need for the FYI program?"

- Jie: We have some folks inquiring about receiving a copy of the PowerPoint presentation. Yes, this will be sent out to you all after we conclude the session today. And someone is asking for the code to Mentimeter, which I will place in the chat now, and read it out loud. The code is 7151 2256. Again, questions that are not related to the topic of data will get archived and forwarded to HUD staff or the appropriate panelist, and we will follow up with you privately after the conclusion of this webinar. We also have some folks placing their response directly in the chat. Identifying youth through CoC and PCWA. Thank you. And waitlists from FUP youth. It's also very good and insightful. Thank you. We're going to leave this poll open, and we're going to jump back into our live delivery of the webinar content as I stop sharing.

- Abby: Yeah, so thank you all for sharing that. It sounds like folks have a variety of ways that you determine the need. And it also sounds like folks are using data to determine your need, and partnerships. So in order to determine the need in your community, PHAs and child welfare agencies, as well as other stakeholders, working with this population, must work together to determine the need for FYI vouchers. The key information communities should know include the number of FYI eligible youth in the community who are working with the child welfare agency, the number of FYI eligible youth in the community who are no longer working with the child welfare agency, and the existing housing capacity and expected allocations and turnover of housing resources. So now I'm going to turn it over to Suzan, who's going to talk about additional data elements to consider.

- Suzan: Thank you, Abby, for that. Those initial numbers of simply who is eligible. They are very important to start from, but they don't give you a full picture. For example, those numbers might be extremely high, and it may be unrealistic that you'll be able to administer FYI vouchers to each of those individuals identified. And of course, the FYI voucher might not be appropriate or necessary for each of those youth. So there is additional data elements that you have to consider. Some of the examples of the additional data to look at may include household income sources for eligible youth and where a young person currently resides. If they're in a stable housing, For example, they shouldn't be included as youth come in the need. The length of time

in the child welfare system may also be a factor to look at, as well as their placement history and involvement in the different programs and systems. That may indicate an increased need, a likelihood to need an FYI voucher. And then we will go to reviewing the case files. As you are reviewing case files for additional data to determine need, you should use a standardized tool or spreadsheet to identify critical information about potential FYI eligibility. Some factors to consider include housing stability history. Have they been able, as a youth, been able to stay in one place for a long time or short time? And the duration and the stability of their housing history is very important. Their current status, housing status, or stability. Are they homeless? Are they heading towards homeless? Are they moving or are they uncertain about their current housing situation? Also, the current housing leave-ability, the safety where they are. Some youth maybe, yes, they have a stable housing that looks stable, but then it's not safe. The months placed out of home. That is, if it's a group home or if it's a foster care home. So the time it's been since have been out is very, very important because it can help you determine what resources they might need. Then, are they parenting, or are they pregnant? Are they transitioning from foster care, or are they exiting? And which date are they exiting? So these are all important factors to consider. Do they have family connections? Some youth may have family connections, but then those family connections are not safe. Yeah? So that's also important to consider, which kind of family connections do they have. Are they going to be durable, or are they unstable? Then the other thing is also involvement or history related to justice system, domestic violence, chronic health, behavior, or behavioral conditions. So those are all important, because they'll give you, all that data will be important to give you a standard walk on that you need to know and help get the resources that you need for the youth. Also an important note about reviewing case files for data, data should capture numbers and be objective. It's important to be mindful of the language that makes assumptions of the youth rather than inaccurate or representation of a youth. So here, we should be very mindful about the language that we use in this data, as we want an echoic representation of the situation of a youth and also their personality, and what they really need. So we don't want to give assumptions from other people who've been using this data or assumptions towards the youth about who they are. So we are very mindful of the language that we use in this case, such that it can give a direct representation. It is potentially important as you're reviewing information about involvement or history related to justice system, domestic violence, chronic health behavior, or health condition, even if this wouldn't disqualify a youth from participation, we know it can be impactful in their perceptions about housing programs or housing placements. So it's important to be mindful of the biases in the language that you're going to use, as it may be an influence for the youth to accept some of these resources or to reject them, and how they interpret them, how it affects their self-esteem. And as a young person, can help them retain this housing or use it for the right purposes or the wrong purposes. And also, the two really important things to note is if a young person is pregnant or parenting, they're still eligible, and they can still meet the eligibility criteria. So pregnancy or parenting is not a matter that can affect eligibility. And also, the other thing that we really have to consider is PHAs are prohibited from denying admission solely based on arrest records. So you can find more detail about this in the housing choice voucher book, that we have to note that the arrest records, or criminal history, or justice system, involvement in the justice system does not in any way deny admission or affect eligibility for the youth.

- Jie: Thank you, Suzan. I'm going to now walk you all through the valuable data sources in terms of understanding the need. There are many resources you can use to find data that will help

you understand and determine your need for FYI in your community. There are resources in your own community you should look at, like your PHA waiting list, local survey data, education system, homeless count, and child welfare case files, like Suzan just covered. There are also national databases and resources you can use to look at national, state, and local level data about youth exiting foster care that will help you figure out where you need to look deeper. So here, we have compiled a list of resources that you can take a look at following the conclusion of this webinar. And... On the next slide here, we show you a quick example how you can use some of these data sources to start understanding the need within your community. These are a couple of snapshots from the NCANDS Child Welfare Outcomes Report. Look at the numbers of emancipated youth from foster care. So one helpful way to look at these national data sources, on the left here, you see the national data train. It's a helpful way to look at this national data sources by looking at the numbers across states and getting a sense of where your state falls in relation to others. You can also look at your state data across time to see trends. So you can see on here with the different years that depicts the data across time to see trends. And then you can also look a bit more closer at your state data at the bottom right to see the trends of children exiting foster care across time. From here, you will then want to look more at your local agency data. Now, next, I'm going to talk a little bit about the data sharing. Some challenges we heard consistently when we spoke to PHAs were about sharing data across agencies. Some of the specific challenges were PHAs not having a clear understanding of the need for FYI, because they didn't have access to child welfare data. And two would be challenges getting data from supportive services agencies. So we'll touch briefly on some tips for data sharing. First, it's crucial to understand what information requires a data sharing agreement, and what can be shared without one. For example, you do not need a data sharing agreement for data you are sharing in aggregate, which is particularly relevant during the phase of determining need. So any roll-up data, it will not require a data sharing agreement. Once you've started FYI in your community, for those who are already administering the FYI, it's important to develop a data sharing agreement to allow stakeholders to share information about eligible participants. You can document provisions for sharing data in your MOU, which we covered in the second webinar on partnership maintenance, or tailor a specific data sharing agreement, which should include both what data you would share, as well as how you were sharing it, to ensure data is exchanged in a secure and responsible manner. The ACF Data Sharing Toolkit outlines the types of information that can be shared, and we're going to share a copy of that toolkit following the conclusion of the webinar as well. Here, we have a sample sharing agreement from the ACF Toolkit. While this is a data sharing between courts and child welfare, it can serve as a template for PHAs and PCWAs, to be sure you include the necessary information and relevant parties involved. Again, we're going to share a copy of this later on today. Next, we're going to talk a little bit about the assessing capacity within the logic model. Once you've determined the need in your community, you need to then determine your community's capacity to administer the FYI initiative, and determining the inputs, or somebody called it investments, you're able and willing to put into this program. Such inputs may include assessing time each partner agency is willing to put forth in the program. Staffing, the numbers of resources, as well as making sure you have the right roles. Money and direct funding being invested. And partnerships, which includes community partnerships, partnerships with third party service providers, with PCWA, with PHA, with youth organization, and so forth and so on. And last but not least, the housing stock in the community that may be available for this population. And we'll be talking about the housing stock. This is particularly crucial to make sure that you can provide housing for those who qualify for the FYI voucher. Some potential

data sources that you can look at include the CoC Housing Inventory Count Reports, which is a point in time inventory provider programs within a continuum care that provide beds and units dedicated to serve people experiencing homelessness, and for permanent housing projects, those who are homeless upon entry. This report is available at the national, state, and the CoC level. And the second point is self-explanatory, which is your regularly generated PHA reports on voucher application turnover and utilization rates. Next, I'm going to turn it over to my colleague, Annette, to lead everybody through the section on measuring outputs. Annette?

- Annette: Thank you. We'll next move on to talking about measuring outputs, which is the first part in the process when you're really relying on collecting data about your program and your participants. So here, you see some examples of... Wait, I'm sorry, can you go back to the slide? Outputs are the activities done by the organization. These are numerical counts of a program's actions or products that were created or delivered. The number of people served, for example, or the activities or services provided. Outputs are measurable and readily determined. So examples of outputs are the following. You can see date of referral, voucher, issuance, date housed, days homeless or unstable housing, housing inspections, rent payments, lease violations, and transitions, evictions, time in program until the voucher expires, which is the 36 months, demographic data, referral sources, as well as service engagement for frequency or intensity of services, such as case management, mental health, substance use, parenting assistance, and youth development, et cetera. You want to make sure that you're gathering the right information, as this information will be valuable when measuring outcomes. So it's tempting to stop with outputs because they're easy to produce. You just count. How many people did you serve? How many meals did you provide? But your organization should try to get to the next level of outcomes and impact to determine success. These additional tracking considerations should be considered as well for the FYI participants in efforts of determining what can be hindering the success of the program. Again, it is important to note that a young person who meets the eligibility requirements and is pregnant and/or parenting can also be eligible. And I will turn it over to Abby.

- Abby: So we're going to show a couple of quick, basic examples of how some communities are tracking data for their FYI initiatives and participants. This first example is a spreadsheet from one PHA tracking FYI voucher applicants and recipients. You'll see at the top the variables they're tracking help to easily capture outputs for FYI. So you've got similar things to what Annette was just talking about. You've got your date of referrals, the various dates, tracking the timeline, your expiration dates, move-in dates and whatnot. So all of this information should help you track outputs. Next, we will look at an example that comes from a child welfare agency tracking youth. So as you look at the variables here that they're tracking, these aren't all related specifically to outputs in FYI, but they are helpful information to understand a fuller picture of what is going on with a young person. So looking at education status, looking at substance use, looking at whether they're engaging in therapy, other services and resources they may be receiving, transportation. So these are all helpful data points to have to be looking at need and tracking what is leading to success. So now, I will turn it over to Jie.

- Jie: The next session of the webinar is on defining success. But before we do so, we're going to go ahead and take another poll question, folks. Again, the code is 7151 2256. And the question is, "how do you/your organization define success of the FYI program, how do you define success

of your FYI program?" I see some very concrete definitions here, so thank you for that. Very good. And some of you are already tying into the long-term outcome of self-sufficiency. So that's very good to see as well. We'll get to 10 responses, and we'll jump back into the live delivery of the webinar content. Give folks a couple more minutes. Again, I'll leave this open. So if you need to take extra time to finish these, you can. And again, the response that you provide today will help guide us in the peer-to-peer discussion tomorrow at 2:00 to 3:00, Eastern Standard Time. We will send out an invitation to you later on today, so that you can join the discussion tomorrow, which is here. In the interest of time, I will hop back in our webinar content. So, given FYI is a collaborative program, success should be defined collaboratively with all the key stakeholders as your community, is defining what success of this program means. Be sure to understand and include how young people in your community think of success with this voucher program. You also should define success according to goals that are shared across stakeholders. And part of the importance of working together to come up with these definition of success is to make sure all partners have the same understanding of what success is within the initiative. So be sure to ask these questions on this slide here, as you're determining your own definition of success. I'm going to turn it over quickly to my colleague, Annette here, to talk to you about outcomes and impact. Go ahead, Annette.

-Annette: So when you're developing your program, you want to be thinking about what it is that you're trying to achieve. Defining what you're trying to achieve through the FYI helps you understand what it needs to be successful, or at least to recognize when you attain success. In our template, we use the equitable community as an example of an impact of the FYI, but each community should be thinking about what impact they envision FYI can have. Also, as a reminder, outputs are the starting point. These are the activities done that will lead to the desired outcomes or results. So outcomes quantify performance and assess the success of the process. Outcomes are on the individual level. However, impact ultimately is the success of the program. So it is a longer term effect of an outcome. So you have collected the data. Now what? To measure success, you must identify key performance indicators, or KPIs. KPIs are specific, observable, and measurable characteristics, actions, or conditions that show whether the desired change has happened. Indicators reveal progress during the program. If the indicators are positive, then you can continue with that activity. If the indicators are negative, then it's time to change course or introduce programmatic changes. So the following are indicators of the success for the FYI program. For example, to determine if the youth has been successful in gaining housing stability, you will use a time in housing as an indicator. If the youth has several lease violations or pays rent late often, you can conclude that they're not yet stable, and might need additional supportive services to become stable. The same goes for youth wellbeing and increased self-sufficiency. So if the youth has been successful in these areas, it can be determined that the goal of the program has been met.

- Jie: Thank you, Annette. Now we're going to take another poll question. And again, the poll question is, "how do you or your organization know if your program is a success?" Going to give folks some time to... Input their answers and responses. The question is, "how do you/your organization know if your program is a success?" We're going to give folks a couple more minutes to finish typing their answers. Thank you for that. In the interest of time, we're going to hop back in to the webinar content. Bear with me. Next section, we're going to talk about continuous quality improvement, which is the last section of this webinar. This is about how to

make ongoing, incremental improvements to your processes and program. Before we go into it, we're going to take another poll. "How do you use the data you collect?" So how do you currently use the data you collect? Or perhaps you're not collecting data yet, like we have suggested, so think about how you want to use the data that you hope to collect. Very good. Redirect our focus to areas of program implementation that are not trending well. This is what we hope to talk about in this last section on continuous improvement. So very good. So let's hop back on to our webinar content here. I'm going to turn it over to Suzan to lead us through this, using your data slide. Suzan?

- Suzan: Yeah, so it's not enough just to collect data. As you're collecting data, you should be using it to help improve your program. FYI partners should meet and review data regularly, looking at how individuals are doing. They are always trends in the program, outputs and strides towards the outcomes that you want to see in the program. As you are reviewing the data, you should identify common goals and indicators that can be used to understand the impact services have on the youth. As we discussed in the last section about defining success, indicators of success. You remember those? Yeah, so you have to understand here the impact those services have on the youth, in reaching their outcomes of the FYI program. That is so important because it helps understand what's going on in a more objective way, and help partners begin to develop a shared understanding of what the problem is. However, it's also important to be mindful of biases we each apply to understanding of the data. Remember, when we look at numbers, we are seeing what is happening, but we're not usually seeing why this is happening. So we have to dig in farther to understand the root cause. We can dangerously apply our own assumptions a problem and the solutions to address that problem, if we don't go in deeper, further than the numbers. So when you have quantitative data, it's best to do a deeper dive and gather more qualitative data to understand why things are happening, the actual human experience. It's more than numbers, so you have to consider that. And also, we can also understand why things are happening if we engage the youth. And when we engage the youth, it helps us understand what really works best for them. And if they're involved in the whole process, if you inform them that you're collecting data, you inform them why you're collecting that data, and how are you collecting that data, to make sure that you get the best data that can be used in defining success, desired and realistic outcomes. Remember the youth are very crucial in the whole process of because these are the people that will get better from, so involving them and making them understand how important this data is going to improve their program, how it's going to impact them, that can help us boost their engagement. So once you have data, youth can help understand what is not working by bringing in their layers of actually going through the program. And once they've helped you in just telling what the issues are, youth can be integral partners, involving ideas to improve outcomes. Like I told you, they're very, very crucial at this point. So we have to always engage them, and get their lens, and get their perspective, and get of where can we improve? Where can we do this better? And as we get the data, we have to also get the data that comes from their own opinion, in this case, to help us define success and realistic outcomes. I'll get it back to Abby.

- Abby: So we're now on our last slide of the presentation, which is a list of suggested questions for you to ask as you review your data. So first, "how do we understand the discrepancies between the need," so the numbers of eligible FYI in your community, eligible FYI youth in your community, and who you've determined could really use this program, the discrepancies between those and the output, so the numbers who are actually accessing the voucher and

services. "How do we understand discrepancies between the outputs and the outcomes? Are there gaps in your program that lead young people to leave the FYI program," or to lead young people to not achieve the milestones that you're hoping for? "Are you seeing trends in who's reaching the desired outcomes, or are you seeing trends in who's not reaching the desired outcomes?" "What needs to change to improve your outcomes?" "Are there external factors?" So for example, policies, laws, disasters, pandemics, "that are affecting experiences and outcomes for young people?" "And based on your outcomes, do you need to increase or adjust some of your inputs or investments in the FYI program? So this is certainly not an exhaustive list of questions that you can be asking, but these kinds of questions will help you leverage your data to really examine your program and think critically about what has to change, what can be improved, and also what you're doing well. So now, I will turn it over to Jie for Q&A.

- Jie: Thanks, folks. Thank you, Abby. We got about nine minutes left in this session here, and would like to hear from you all, if you have any questions about what we just covered on the topic of data. Feel free to use the chat function to input your question. We actually have some questions not pertaining to the topic of data, so we're going to route that to the appropriate HUD staff to address those questions later on, thanks. Any questions pertaining to data, folks? Yeah, it doesn't seem like there are folks... With data related questions. Still monitoring the chat for some comments coming in. Some compliments as well for our panelists. Thank you guys. Again, we will send out the slide deck to everyone attending today, following the conclusion of the webinar. No questions yet. I'm going to give one more minute. Anything from our panelists, anything else you guys want to add before we conclude the session a little early today and give back folks about five minutes?

- Michelle: Hi, Jai-- Jie, I'm sorry. I am putting in a link in the chat feature that can lead others to an FYI FAQs for questions that are outside the webinar topic.

- Jie: Sounds good. Thank you, Michelle.

- Michelle: You're welcome.

- Jie: Okay, it doesn't seem like folks have any questions related to the data. So we're going to go ahead and close out this session here. I'd like to thank you again for participating in today's webinar. For the attendees who are interested in learning more about data and/or exchanging ideas and best practices with others, I encourage you to participate in the peer-to-peer discussion tomorrow at 2:00 PM Eastern Standard Time. We'll send out a follow-up email shortly that will include a link for you to join tomorrow's conversation. We encourage you to reply to that email message if you can join tomorrow, but need further clarification on what was covered today, and/or have additional comments and questions. This entire webinar series is being recorded. And the recordings, along with a copy of each presentation, will be made available on HUD Exchange. If you have any questions pertaining to the FYI program guidelines and voucher administration, please direct them to [fyi@hud.gov](mailto:fyi@hud.gov), if you can see the information on this slide here. And for additional information and resources, including sample MOUs and FAQs, please visit the URL listed on this page. And I believe Michelle just dropped that URL in the chat box as well. So thank you again, and this will conclude today's session. We look forward to seeing you all at the next and final session on July 25th, 2022, where we will cover the topic of voucher

program administration. Have a great rest of your day, and early happy holidays to everybody. Thank you all, goodbye now.

- Abby: It will be January 25th, not July.

- Jie: Yes, yes. January, I'm sorry. Thank you. Thank you for that correction, Abby. We'll see everyone after the New Year. Thank you. Bye-bye.