



# Promising Pathways Webinar

## Data Collection Methods

September 5, 2012



# Agenda

1. Defining Data Collection
2. Primary versus Secondary Data
3. Qualitative versus Quantitative
4. Data Collection Methods
5. Sources of Data
6. Considerations for Determining a Method
7. When to Collect Data
8. Tips for Designing and Administering Data Collection Instruments
9. Free Online Data Collection Tools
10. Tanana Chiefs Conference Experience

# Defining Data Collection

- Data are facts and information that are collected about a program, its services, or its participants.
- Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.



Office of Research Integrity, U.S. Department of Health and Human Services. *Data Management Resources, Data Management by Northern Illinois University*. (2005). Retrieved August 28, 2012 from: [http://ori.hhs.gov/education/products/n\\_illinois\\_u/index.html](http://ori.hhs.gov/education/products/n_illinois_u/index.html)

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation (OPRE), Self-Sufficiency Research Clearinghouse. (2012). *Glossary*. Retrieved August 28, 2012 from: <https://www.opresrc.org/content/glossary-resource-self-sufficiency-research-clearinghouse>

# Primary Versus Secondary Data

- Primary data collection
  - Direct, firsthand data collection.
- Secondary data collection
  - U.S. Census Bureau data sets.
  - U.S. Department of Labor, Bureau of Labor Statistics data sets.
  - Unemployment Insurance data sets.

# Primary Data Strengths and Limitations

Strengths	Limitations
Questions are tailored.	Can be expensive to collect and analyze.
Can build relationships with participants and get their opinions.	May require statistical expertise.



# Secondary Data Strengths and Limitations

Strengths	Limitations
Unobtrusive.	Should probably not be used in isolation.
Data collection is, in general, relatively easy.	Data may need to be “teased out” or “mined” to get the relevant data you need.
Can be readily available and inexpensive to obtain.	Data may not be complete or reliable.
Can be examined over a long period of time.	



# Poll: Data Collection

- Does your organization collect both primary and secondary data?
  - Yes
  - No
- What primary data collection methods does your organization utilize?
  - Observation
  - Interviews
  - Focus groups
  - Surveys
  - Mixed methods
  - Other methods

# Q&A

- Where do you most often look for secondary data when collecting data on your program?

# Quantitative Versus Qualitative Data Collection?

Qualitative	Quantitative
You want information on attitudes, perceptions, and motivations.	You want to measure actions or knowledge.
You want to understand the context of your program and processes that took place.	To determine how many? How much? How Often?
To explain why or how a change occurred.	What you are measuring can be defined and categorized.
Explain confusing or contradictory data.	You have basic knowledge of statistics or access to those who do.
	You are interested in statistical significance .



# Activity: Data Questions

## *Quantitative or Qualitative?*

- How many participants attained credentials as a result of my program?
- How many participants of my program remain employed for at least two years?
- How have participants improved self-confidence and self-esteem as a result of my program?
- What aspects of my program led to increased self-sufficiency?

**Arkansas Career Pathways Initiative**

**Inputs:**

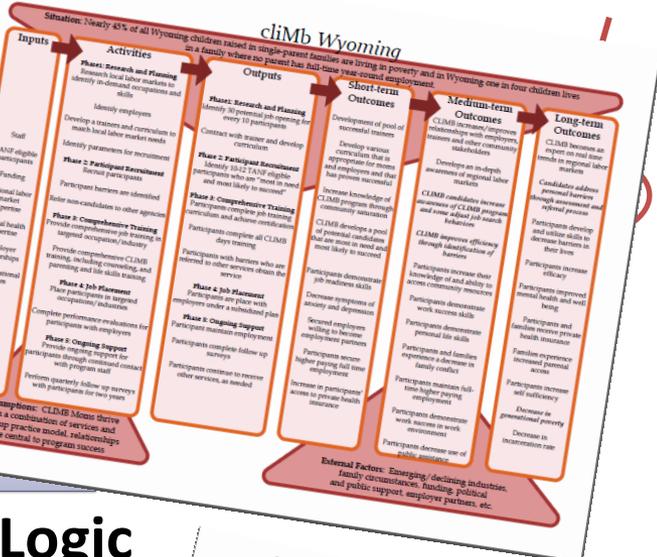
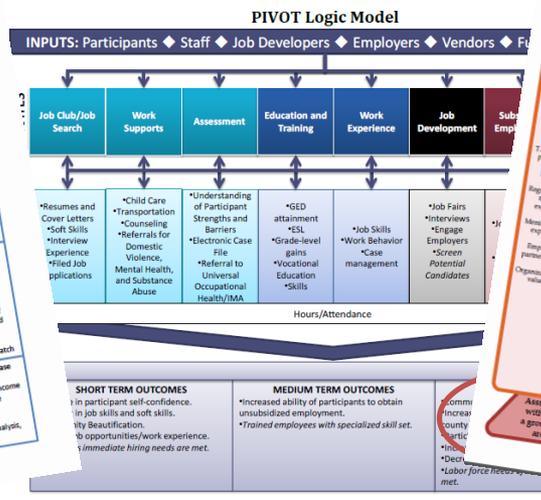
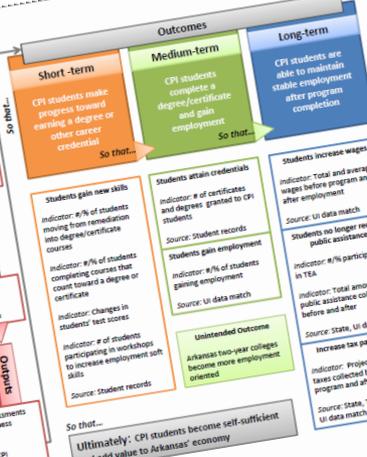
- CPI invests resources from TANF, Arkansas two-year colleges, ADHE, DWS, WDB, Career Education, and other career DHS
- \$13,000,000 ANUAL TANF grant
- In-kind contributions from 16 two-year colleges
- Education, and DHS
- CPI staff/case management resources
- Data systems

**Activities:**

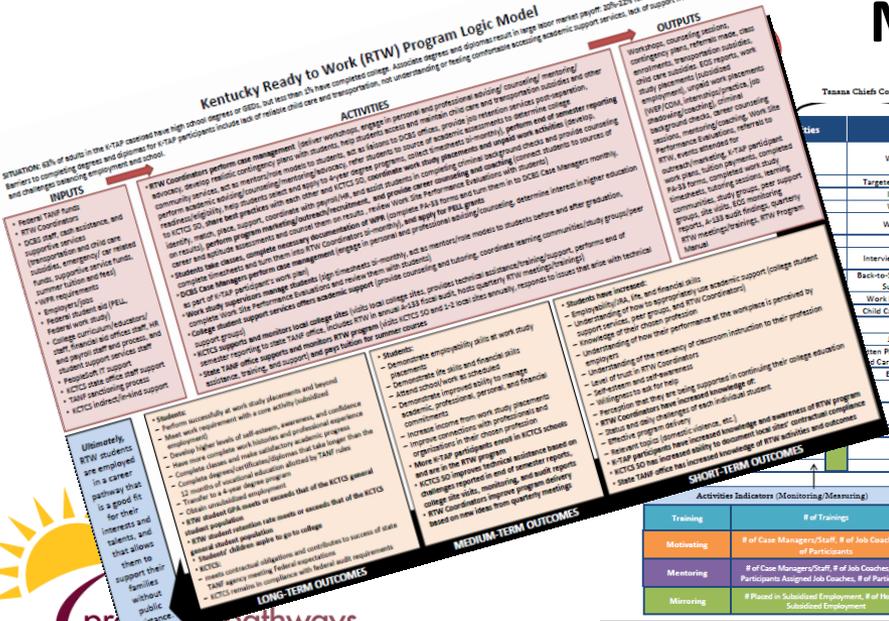
- CPI can assist Arkansas parents living at or below 200% of the federal poverty level access work-related education and training opportunities at local two-year colleges
- Case management/counseling
- Program delivery by 25 sites
- Student support services
- Student testing/assessment and remediation

**Outputs:**

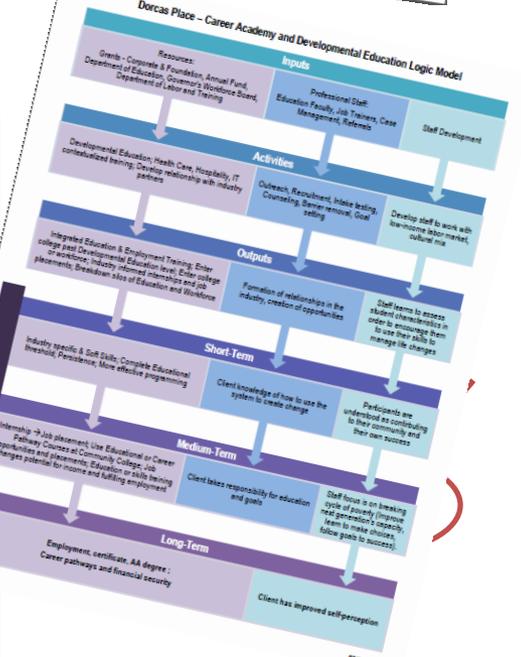
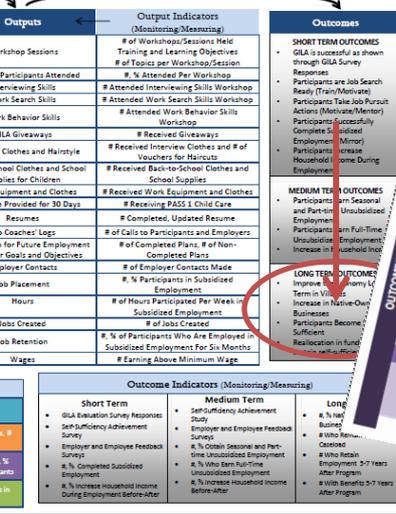
- CPI participants can take courses and enroll in career or certificate program
- Enrollments of CPI students taking assessments
- # of CPI students earning Career Readiness Certificates
- # of CPI students in degree programs
- # of continuing colleges with active CPI programs on campus
- # of workshops, classes, tests offered



# Promising Pathways Logic Models



Texas Chiefs Conference Subsidized Employment Program Logic Model



# Data Collection Methods



## Qualitative

- Observations
- Interviews
- Focus groups
- Surveys with open-ended questions

## Quantitative

- Documents/records review
- Surveys with closed-ended questions

# Data Collection Methods: Observations

- What they are:
  - Involve detecting how people behave and interact in the social setting chosen for the study.
- When to use:
  - When you need to see observable behaviors as they happen in real life, instead of how people report.
- Example:
  - *Implementation of 'Within My Reach:' Providing a Relationship Awareness and Communications Skills Program to TANF Recipients in Oklahoma:*  
[http://npc.umich.edu/publications/u/working\\_paper08-11.pdf](http://npc.umich.edu/publications/u/working_paper08-11.pdf)



Margaret Sanger Center International. (2009). *STEPS Toolkit Module 6: Collecting Data*. Retrieved August 29, 2012 from: [http://www.stepstoolkit.org/index.php?option=com\\_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139](http://www.stepstoolkit.org/index.php?option=com_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139)

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# Observations: Strengths and Limitations

Strengths	Limitations
Can discover behaviors.	Can potentially be obtrusive to participants.
Might be more reliable than data gathered by asking people.	Requires staff time to observe and record behaviors.
Can work well when there are observable products and outcomes.	Cannot ask questions of participants during observation.
	Might need follow-up interviews to verify observations.



# Data Collection Methods:

## Interviews

- What they are:
  - Methods of obtaining information directly from people (“respondents”) who participate in a study.
  - Can be structured or unstructured.
  - Can be conducted face-to-face or over the phone.
- When to use:
  - To get detailed information not conducive to group interviews.
  - When you want to understand unfamiliar topics using open-ended questions.
  - To understand variation and commonalities in experiences.



Margaret Sanger Center International. (2009). *STEPS Toolkit Module 6: Collecting Data*. Retrieved August 29, 2012 from: [http://www.stepstoolkit.org/index.php?option=com\\_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139](http://www.stepstoolkit.org/index.php?option=com_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139)

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# Interviews:

## Strengths and Limitations

Strengths	Limitations
Good for gathering in-depth attitudes, beliefs, and anecdotal information from individuals.	Requires intensive staff time to conduct interviews.
Personal contact with participants.	Might require special equipment to record and transcribe interviews.
Can probe and explore questions.	Lack of anonymity.
Participants do not need to read and write.	Potential interviewer bias.
Higher response rates.	



# Data Collection Methods: Documents/Records Review

- What they are:
  - Method to unobtrusively get an impression of how a program operates.
- When to use:
  - To gather an understanding of the setting or group studied.



# Documents/Records Review: Strengths and Limitations

Strengths	Limitations
Objective.	Access to data may be challenging.
Unobtrusive and nonreactive.	Data may be difficult to interpret.
Little expertise is needed.	It may require a lot of time.
	Data may be incomplete or dated.



# Data Collection Methods:

## Surveys

- What they are:
  - Used to collect information from a sample of individuals that represent a population.
  - Individuals are asked questions as a way to gain information about their background, opinions, attitudes, knowledge, behaviors, or other topics.
- When to use:
  - When you want to measure change.
  - To collect qualitative or quantitative data.
  - When you want to collect responses from larger numbers of people.
- Example:
  - *Families in Focus: Moving Beyond Anecdotes, Lessons from a 2010 Survey of Maine TANF Families:*  
[http://www.mejp.org/PDF/tanf\\_report.pdf](http://www.mejp.org/PDF/tanf_report.pdf)



Margaret Sanger Center International. (2009). *STEPS Toolkit Module 6: Collecting Data*. Retrieved August 29, 2012 from: [http://www.stepstoolkit.org/index.php?option=com\\_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139](http://www.stepstoolkit.org/index.php?option=com_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139)

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# Surveys: Strengths and Limitations

Strengths	Limitations
Can gather brief written responses.	Responses limited solely to questions on the survey.
Can include both closed-ended and open-ended questions.	Participants need to be able to read and write.
Can be administered in multiple ways.	Requires time for pre-testing.
Reductions in potential bias.	Relies on participants' perceptions which can be different than reality.
Greater anonymity (self-administered).	Questions can be misunderstood or may have to be limited to a range of responses.
Can be used to measure change.	Lower response rates (self-administered).



# Data Collection Methods:

## Focus Groups

- What they are:
  - Forms of interviewing in which individuals who participate are brought together in a group to offer opinions, provide reactions, suggest ideas, or recommend actions to be taken.
- When to use:
  - To gather data from multiple people with similar characteristics.
  - To gather feedback on perceptions on a product or service from a particular group.
  - To test concepts you think are relevant to certain groups.
- Example:
  - *Findings from Focus Groups Conducted with Colorado Works Applicants and Participants, September 2007:*  
<http://www.lewin.com/content/publications/3887.pdf>



Margaret Sanger Center International. (2009). *STEPS Toolkit Module 6: Collecting Data*. Retrieved August 29, 2012 from: [http://www.stepstoolkit.org/index.php?option=com\\_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139](http://www.stepstoolkit.org/index.php?option=com_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139)

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# Focus Groups: Strengths and Limitations

Strengths	Limitations
Can gather in-depth attitudes, beliefs, and anecdotal data from a large group of people.	Requires a great amount of staff time.
Group dynamics might generate more ideas.	Requires a strong facilitator.
Can be used to focus on specific ideas learned through surveys or other data collection methods.	Sometimes requires special equipment to record and transcribe the discussion.
Not necessary for participants to read or write.	Differences between groups can be difficult to analyze due to qualitative nature of the data.
	Participants may be less candid in front of others.



# Data Collection Methods:

## Mixed Methods

- When possible, use a mix of data collection methods to enhance your results, which is called “triangulation.”
- This can help validate and cross-check your results.
- Examples:
  - *WorkFirst Subcabinet, Resetting Washington’s WorkFirst for the 21st Century, January 2011:*  
<http://www.workfirst.wa.gov/reexam/reexamdocs/WF%20Re-exam%20Report%20Feb%2003%202011.pdf>
  - *Voices for Change: Perspectives on Strengthening Welfare to Work From DC TANF Recipients, 2008:* <http://dcfpi.org/wp-content/uploads/2009/11/11-12-09TANFreport.pdf>



Margaret Sanger Center International. (2009). *STEPS Toolkit Module 6: Collecting Data*. Retrieved August 29, 2012 from: [http://www.stepstoolkit.org/index.php?option=com\\_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139](http://www.stepstoolkit.org/index.php?option=com_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139)

Powell, E.T. & Steele, S. (1996). *Collecting Evaluation Data: An Overview of Sources and Methods*. Retrieved August 29, 2012 from the University of Wisconsin Extension Web site: <http://learningstore.uwex.edu/Assets/pdfs/G3658-04.pdf>

# Sources of Data

- Existing data
  - Administrative data from records/case files.
  - People.
  - Pictorial records.
- New data collection
  - Purposeful, tailored strategies.



# Tanana Chiefs Conference

## Taking Existing Data:

### Federal TANF Quarterly: The Data

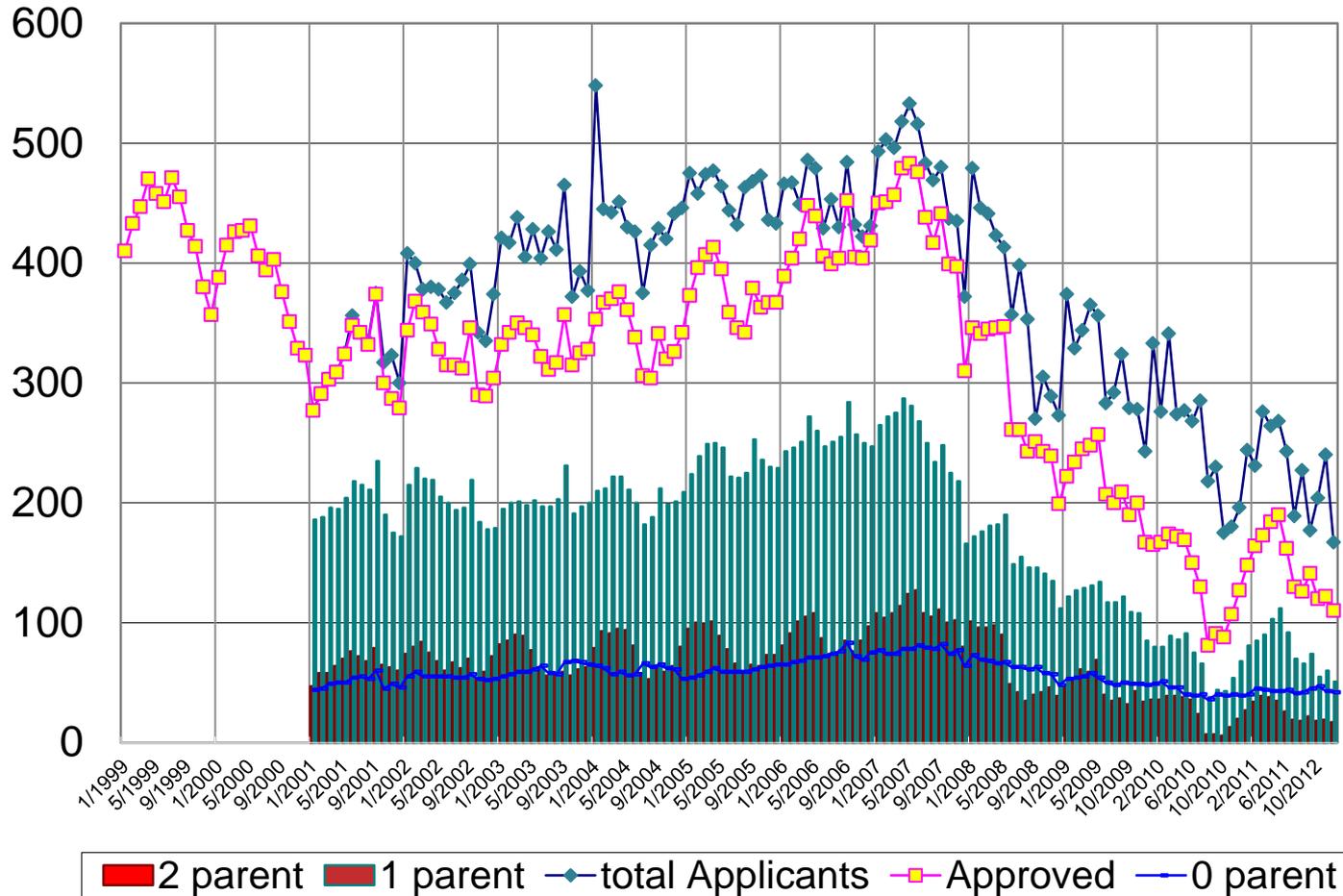
How is our TANF Caseload responding over time and to internal/external stimulus?

```
HEADER20114G 80??????? N  
T6201140000020400000240000001670000012000000122000  
0011000000084000001180000005700000008160600000007  
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TRAILER 1
```



# Federal TANF Quarterly: The Useful Information Monitor

How is our TANF Caseload responding over time and to internal/external stimulus?



# Activity: Data Questions

## *Sources of Data?*

- How many participants attained credentials as a result of my program?
- How many participants of my program remain employed for at least two years?
- How have participants improved self-confidence and self-esteem as a result of my program?
- What aspects of my program led to increased self-sufficiency?

# Considerations for Determining a Data Collection Method

- Indicators. *What kinds of questions do you want the data to answer?*
- The purpose, users, and participants.
- What resources do you have available?
- What makes sense to the organizational context?
- Need for training or expert assistance.
- Clearance or approvals needed.
- Informed consent.
- Think ahead!



Margaret Sanger Center International. (2009). *STEPS Toolkit Module 6: Collecting Data*. Retrieved August 29, 2012 from: [http://www.stepstoolkit.org/index.php?option=com\\_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139](http://www.stepstoolkit.org/index.php?option=com_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139)

The Ohio State University, Ohio Online. *Extension Bulletin 868-98*. Retrieved June 7, 2012 from: <http://ohioline.osu.edu/b868/pdf/b868.pdf>

# When to Collect Data?

- Cross-sectional
  - Pre-test and post-test
- Prospective
- Retrospective
- Longitudinal



# Activity: Data Questions

## *When to Collect Data?*

- How many participants attained credentials as a result of my program?
- How many participants of my program remain employed for at least two years?
- How have participants improved self-confidence and self-esteem as a result of my program?
- What aspects of my program led to increased self-sufficiency?

# A Few Tips for Designing Data Collection Instruments

- Refer back to your indicators.
- Use understandable and clear language.
- Present questions in a neutral fashion.
- Consider translation into other languages.
- Use cultural appropriateness.
- No need to re-invent the wheel.
- Meet with stakeholders to review your instruments prior to administration.
- Conduct pilot testing.



# A Few Tips for Administering a Data Collection Instrument

- Be objective.
- Separate yourself from negative feedback about the program.
- Decide on clear rules for follow-up to obtain the needed data.
- Keep track of refusal rates and absentee issues.



# Free Online Data Collection Tools

- Survey Monkey  
(<http://www.surveymonkey.com/>)
- Poll Everywhere  
(<http://www.polleverywhere.com/>)

# Poll: Free Online Data Collection Tools

- Does your organization use any free online data collection tools?
  - Yes
  - No

# Q&A

- If yes, which free online data collection tools would you recommend?

# References

- Margaret Sanger Center International. (2009). STEPS Toolkit Module 6: Collecting Data. Retrieved August 29, 2012 from: [http://www.stepstoolkit.org/index.php?option=com\\_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139](http://www.stepstoolkit.org/index.php?option=com_courses&task=ShowModule&type=T&Module=7&CatId=50&Itemid=139)
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- Unite for Sight, Inc. Research Methodology Online Course. Module 2: Sampling Decisions. Retrieved August 29, 2012 from: <http://www.uniteforsight.org/research-methodology/>
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# **Tanana Chiefs Conference Experience: Employee Feedback Surveys**

**ASAP Subsidized Employment  
Tanana Chiefs Conference**

**Employee Feedback Survey**

For year of 2010

*As part of your participation in the subsidized employment program this past summer, we would like your help in providing us feedback on how to make the Subsidized Employment Program stronger in the years ahead. I would like to talk to you for about 10-15 minutes about your experience in the program.*

Name of Employee: \_\_\_\_\_

TANF Case ID:   35475  

Initial Contact Number:   90791111  

Employer Name:   Allakaket Council  

Call Log Sheet:

	Phone No	Date	Time	Result	Call Back Time	Notes
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Our records show the following about your participation. Could you confirm

I. You had a job during the summer of (2010) thru ASAP **Yes No**

II. IS IT TRUE that you are currently living in a household that is **NOT** receiving TCC ASAP benefits? **Yes No**

CaseID:   35475  

Date Done: \_\_\_\_\_

Interviewer Init: \_\_\_\_\_

Were you invited to attend 2010 **GILA**?

Yes No

**(DID YOU)** Did you attend GILA?

Yes No

Based on your attendance at the GILA, how helpful were the following things you learned at GILA in you gaining employment?

Things Learned at GILA	Very helpful (5)	(4)	(3)	(2)	Not Very Helpful (1)
Resume Writing					
Interviewing					
Job Search					
Information about Supportive Services like childcare, housing, transportation, etc.					

**(YOU DID HAVE)** Were you assigned a **job coach or a mentor**?

Yes No

Did you stay in touch with the your mentor (job coach) during your employment?

Yes No

Talk about your experience with your mentor.

- Did they work with you on creating/updating your resume?
- Did they work with you on developing an employment plan for future employment?
- Did they work with you on providing intensive/daily Job Coaching services?
- Did they provide you with the support you needed around your job?

Yes No

Yes No

Yes No

Yes No

How did you find your job last summer?  
(Circle One)

- 1.Worked for Employer Previously
- 2.Mentor Helped Me Find this Job
- 3.TCC Helped Me Find a Position
- 4.Friends
- 5.I went directly to employer and told them about the program
- 6.Other

CaseID:   35475  

Date Done: \_\_\_\_\_

Interviewer Init: \_\_\_\_\_



What dates were you employed last summer (to/from)?   /  /   -   /  /  

What was the name of your employer? \_\_\_\_\_

What Village or location did you work in? \_\_\_\_\_

What was your position/job title? \_\_\_\_\_

**During this subsidized employment, were there any barriers stopping you from keeping the job or doing your job better?** (DON'T READ, WAIT FOR RESPONSES). Please select as many apply from the options below

<b>1</b> Access to childcare and back-up plans	<b>2</b> Transportation	<b>3</b> Stress associated with program, job or home
<b>4</b> job specific equipment, clothes, supplies, etc.	<b>5</b> Communication with my employer	<b>6</b> The work was not engaging or there was not enough work
<b>7</b> Education/Training/GED	<b>8</b> Help for me or a family member who had health issues	<b>9</b> Help getting motivated to go to work
<b>10</b> Other:		

CHARACTERISTICS ("X" in the appropriate box.)	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)	Not Applicable (N/A)
Overall, how would you rate your employment experience with this employer?						

Have you received a letter of recommendation from this employer? **Yes No**  
 Were there any circumstances which ended your employment earlier than expected? **Yes No**

If yes, please explain: \_\_\_\_\_

CaseID:   35475   Date Done: \_\_\_\_\_ Interviewer Init: \_\_\_\_\_

Are you **currently** employed by the same or any other employer after the TCC 2010 summer employment program ended (Circle one)?

**Same Other None**

If Same or Other,

(Circle one) Was this Full time or Part time?

If Part time, how many hours per week? \_\_\_\_\_

- What is your hourly wage?    \$\_\_\_\_\_.
- Are any benefits included?                   **Yes No**
  - Healthcare                                   **Yes No**
  - Retirement funds/401K                   **Yes No**
  - Vacation/sick/personal leave time   **Yes No**

What would you say was the major reason you have been able to remain off the ASAP program until today?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you for your time, the survey is concluded, do you have for any final comments on the TCC program that would make it better for other tribal members.**

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ for Administrative Use \_\_\_\_\_

Date Completed	Date entered	Person Entered	Entered Ref. ID	Reviewed initials	
			35475		

CaseID:   35475   Date Done: \_\_\_\_\_ Interviewer Init: \_\_\_\_\_

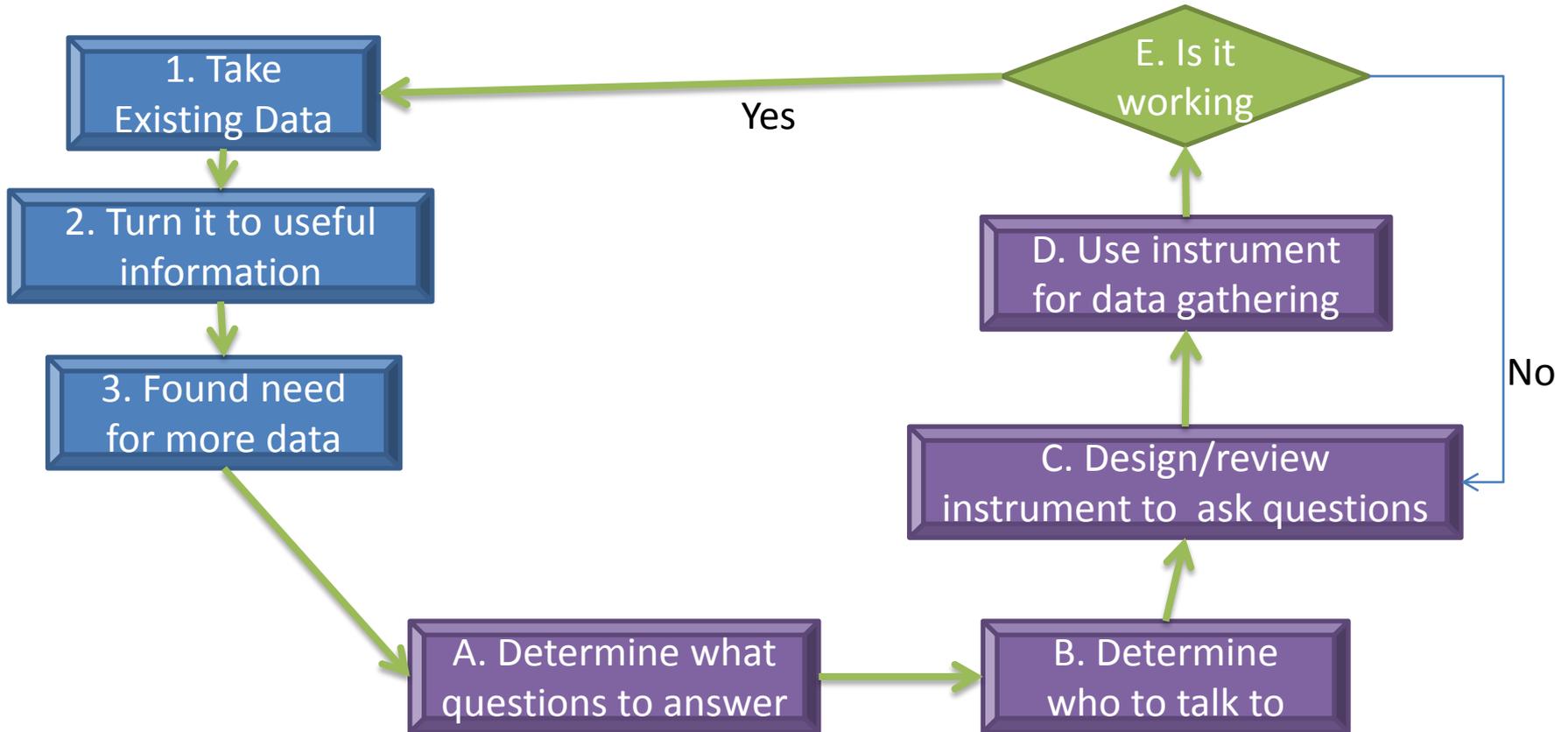


# Tanana Chiefs Conference

- Moving data to Information for internal and external Monitoring and Measuring.

An Iterative Cycle

# TCC Data → information iterations



# Taking Existing Data: Federal TANF Quarterly: The Data

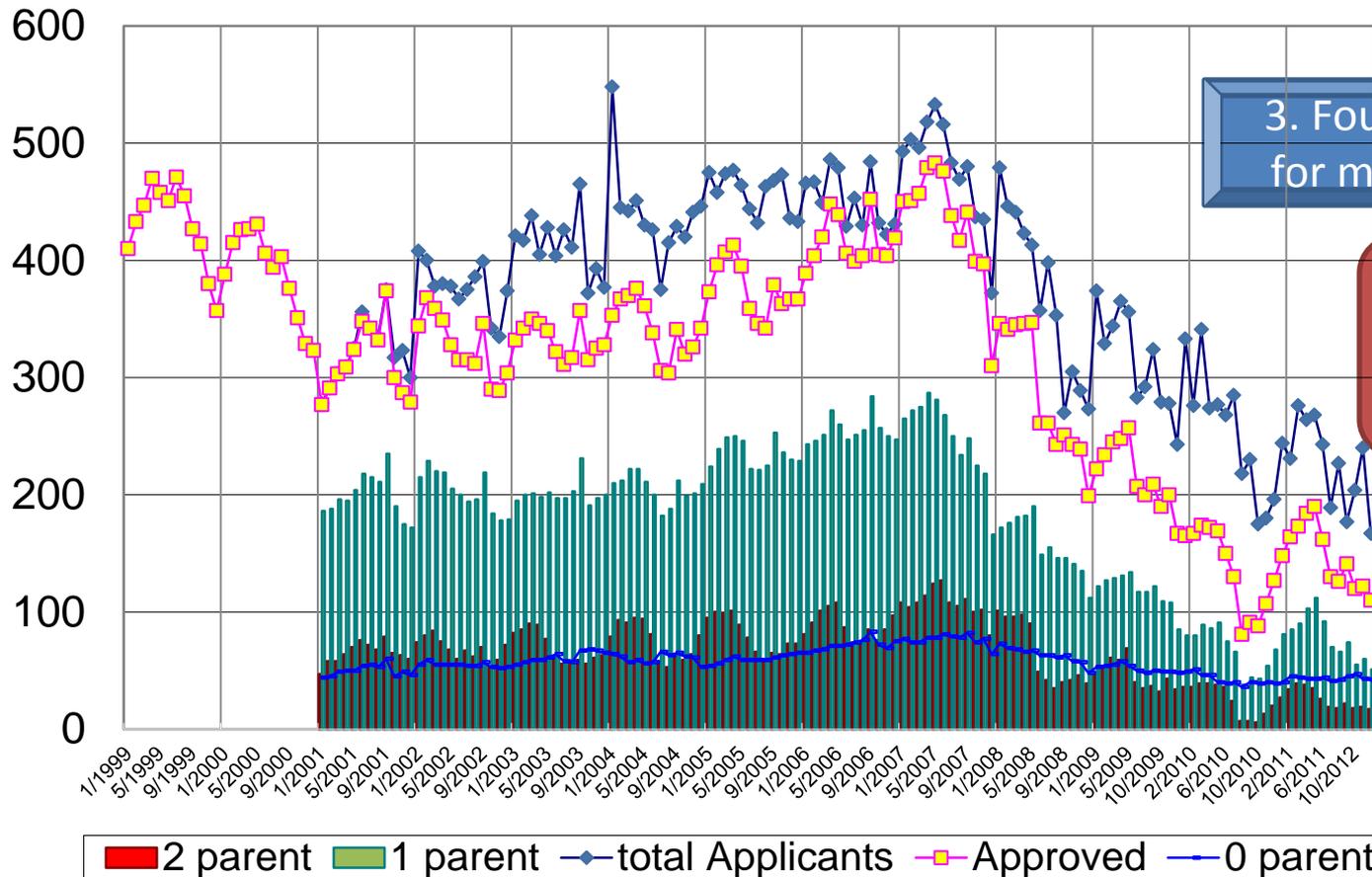
How is our TANF Caseload responding over time and to internal/external stimulus?

```
HEADER20114G 80??????? N  
T6201140000020400000240000001670000012000000122000  
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7649000000079082000001200000012200000110000000180  
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0000430000004200000280000002880000025500000079000  
0008200000070000002010000020600000185000000000000  
000000000000000000000000000000000000000000000000  
000000000000000000150000000200000012  
TRAILER 1
```

2. Turn it to useful information

# Federal TANF Quarterly: The Useful Information Monitor

How is our TANF Caseload responding over time and to internal/external stimulus?



3. Found need for more data

Where are these people now?

# Pre-thinking of survey

- What questions need to be asked

A. Determine what questions to answer

Where are you now?

How did the program help you?

How can we improve the program?

B. Determine who to talk to

- Who are we to talk to (sample frame)

All participants who are still not back on TANF roles.

C. Design/review instrument to ask questions

Help from Promising Pathways for preliminary and then modified to meet needs

D. Use instrument for data gathering

Used tribal members with contact to our participants.

E. Is it working

Critical component. After doing 2011 survey, codes were modified based on respondent feedback.

1 ___ Access to childcare and back-up plans	2 _____ Transportation	3 _____ Directions on Work
4 _____ Help on getting to work on time	5 _____ Communication with my employer	6 _____ The work was not engaging or there was not enough work
7 _____ The skills required for this job did not match my skills or interest	8 _____ I/family member had health issues	9 _____ Not motivated to go to work
10 _____ Other: <span style="color: blue; font-size: 1.2em;">25</span> <u>Nothing Else could have helped</u>		

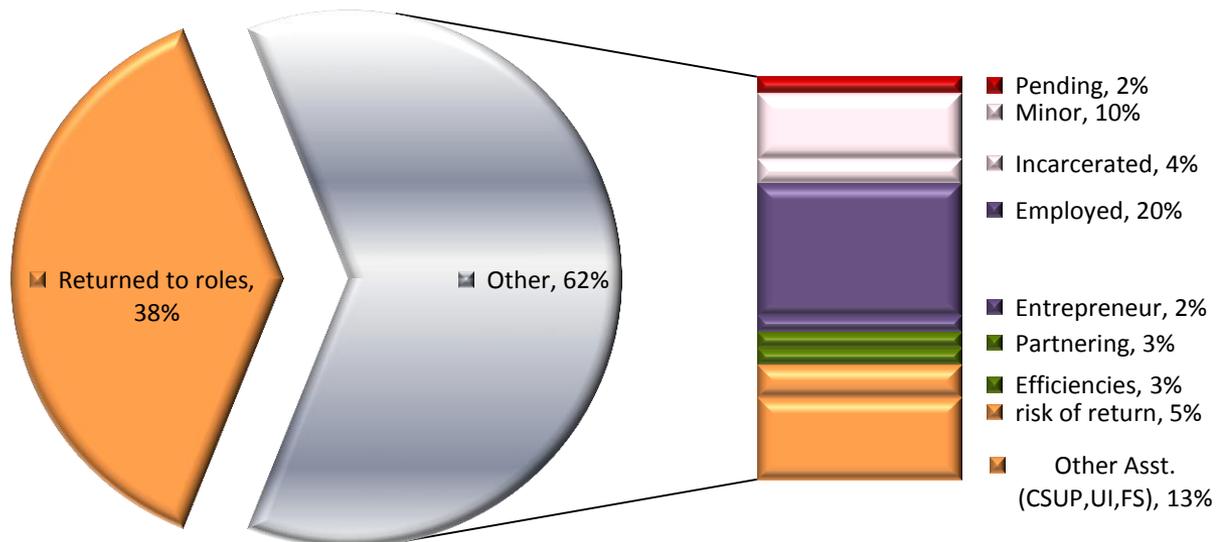
1 Access to childcare and back-up plans	2 Transportation	3 <span style="color: red;">Stress associated with program, job or home</span>
4 <span style="color: red;">job specific equipment, clothes, supplies, etc.</span>	5 Communication with my employer	6 The work was not engaging or there was not enough work
7 <span style="color: red;">Education/Training/GED</span>	8 Help for me or a family member who had health issues	9 Help getting motivated to go to work
10 Other:		



# Subsidized Employment Success: The Useful Information Measure

How is our Subsidized Employment program doing toward reaching Self-sufficiency?

## Mirroring Breakdown



2. Turn it to useful information

# Subsidized Employment Local Impact: The Data

How is our Subsidized Employment program impacting local Village Economies?

FAMILYID	successid	pmtmo	caseid	LASTNAME	FIRSTNAME	MIDDLE	Finempnam	add1	city	stat	zip	nohrs	hrsntper	hrsntdt	pmtamt	chkreq	chkreqsub
31154	67	10	31154	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	535 2nd Ave., S	Fairbanks	Alaska	99701	59.00	veronica.coyle	10/5/2011 2:59:44 PM	-1971.375	<input checked="" type="checkbox"/>	10/6/2011 11:14:26
30553	9	6	30553	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 22059	Arctic Village	Alaska	99722	0.00			9967.272	<input checked="" type="checkbox"/>	8/3/2011 8:10:24
30553	9	7	30553	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 22059	Arctic Village	Alaska	99722	0.00	veronica.coyle	8/10/2011 2:49:50 PM	0	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
30553	9	8	30553	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 22059	Arctic Village	Alaska	99722	0.00	veronica.coyle	9/13/2011 11:23:50 AM	0	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
30553	9	9	30553	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 22059	Arctic Village	Alaska	99722	144.00	veronica.coyle	9/30/2011 10:49:31 AM	-2271.02	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
30553	9	10	30553	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 22059	Arctic Village	Alaska	99722	192.00	veronica.coyle	10/5/2011 3:51:37 PM	-4668.2128458	<input checked="" type="checkbox"/>	10/6/2011 11:14:26
33330	33	7	33330	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100 Cushman S	Fairbanks	Alaska	99701	0.00			8200.92	<input checked="" type="checkbox"/>	8/3/2011 8:10:24
33330	33	8	33330	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100 Cushman S	Fairbanks	Alaska	99701	96.00	veronica.coyle	8/25/2011 9:58:41 AM	-1514.02	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
33330	33	9	33330	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100 Cushman S	Fairbanks	Alaska	99701	160.00	veronica.coyle	9/27/2011 8:38:45 AM	-2523.36	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
33330	33	10	33330	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100 Cushman S	Fairbanks	Alaska	99701	200.00	veronica.coyle	11/28/2011 10:13:33 AM	-1009.344	<input checked="" type="checkbox"/>	11/28/2011 10:19:35
33330	40	7	33344	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100 Cushman S	Fairbanks	Alaska	99701	0.00			8200.92	<input checked="" type="checkbox"/>	8/3/2011 8:10:24
33330	40	8	33344	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100 Cushman S	Fairbanks	Alaska	99701	96.00	veronica.coyle	8/25/2011 9:58:38 AM	-1514.02	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
33330	40	9	33344	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100 Cushman S	Fairbanks	Alaska	99701	160.00	veronica.coyle	9/27/2011 8:38:41 AM	-2523.36	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
33330	40	10	33344	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	100 Cushman S	Fairbanks	Alaska	99701	200.00	veronica.coyle	11/28/2011 10:13:27 AM	-1009.344	<input checked="" type="checkbox"/>	11/28/2011 10:19:35
37198	24	6	37198	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 76009	Tanacross	Alaska	99776	0.00			9336.432	<input checked="" type="checkbox"/>	8/3/2011 8:10:24
37198	24	7	37198	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 76009	Tanacross	Alaska	99776	80.00	veronica.coyle	8/18/2011 3:24:37 PM	-1261.68	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
37198	24	8	37198	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 76009	Tanacross	Alaska	99776	155.00	veronica.coyle	8/25/2011 9:25:48 AM	-2444.5	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
37198	24	9	37198	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 76009	Tanacross	Alaska	99776	158.00	veronica.coyle	9/28/2011 9:43:33 AM	-2491.82	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
37198	24	10	37198	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 76009	Tanacross	Alaska	99776	166.50	veronica.coyle	10/5/2011 9:23:14 AM	-512.55750000	<input checked="" type="checkbox"/>	10/6/2011 11:14:26
31603	4	6	31603	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 797	Tok	Alaska	99780	0.00			9967.272	<input checked="" type="checkbox"/>	8/3/2011 8:10:24
31603	4	7	31603	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 797	Tok	Alaska	99780	112.00	veronica.coyle	8/10/2011 4:44:27 PM	-1766.35	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
31603	4	8	31603	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 797	Tok	Alaska	99780	143.00	veronica.coyle	8/25/2011 9:43:11 AM	-2255.25	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
31603	4	9	31603	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 797	Tok	Alaska	99780	128.00	anita.taylor	9/14/2011 7:50:15 AM	-2018.69	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
31603	4	10	31603	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 797	Tok	Alaska	99780	136.00	veronica.coyle	10/5/2011 2:28:19 PM	-1782.123	<input checked="" type="checkbox"/>	10/6/2011 11:14:26
32756	12	6	32757	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	0.00			9967.272	<input checked="" type="checkbox"/>	8/3/2011 8:10:24
32756	12	7	32757	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	84.00	veronica.coyle	8/10/2011 3:54:33 PM	-1324.76	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
32756	12	8	32757	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	66.00	veronica.coyle	9/8/2011 9:26:04 AM	-1040.89	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
32756	12	9	32757	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	73.00	veronica.coyle	9/30/2011 11:48:48 AM	-1151.28	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
32756	12	10	32757	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	0.00	veronica.coyle	10/5/2011 9:39:04 AM	-6450.3374229	<input checked="" type="checkbox"/>	10/6/2011 11:14:26
32756	15	6	32756	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	0.00			9967.272	<input checked="" type="checkbox"/>	8/3/2011 8:10:24
32756	15	7	32756	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	112.00	veronica.coyle	8/10/2011 3:54:21 PM	-1766.35	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
32756	15	8	32756	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	70.00	veronica.coyle	9/8/2011 9:25:54 AM	-1103.97	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
32756	15	9	32756	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	116.00	veronica.coyle	9/30/2011 11:46:10 AM	-1829.44	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
32756	15	10	32756	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	200.00	veronica.coyle	10/5/2011 9:38:52 AM	-2113.314	<input checked="" type="checkbox"/>	10/6/2011 11:14:26
33969	74	8	33969	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	0.00			4415.88	<input checked="" type="checkbox"/>	10/3/2011 10:55:22
33969	74	9	33969	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	PO Box 49	Grayling	Alaska	99590	0.00	veronica.coyle	9/30/2011 11:49:02 AM	0	<input checked="" type="checkbox"/>	10/3/2011 10:55:22

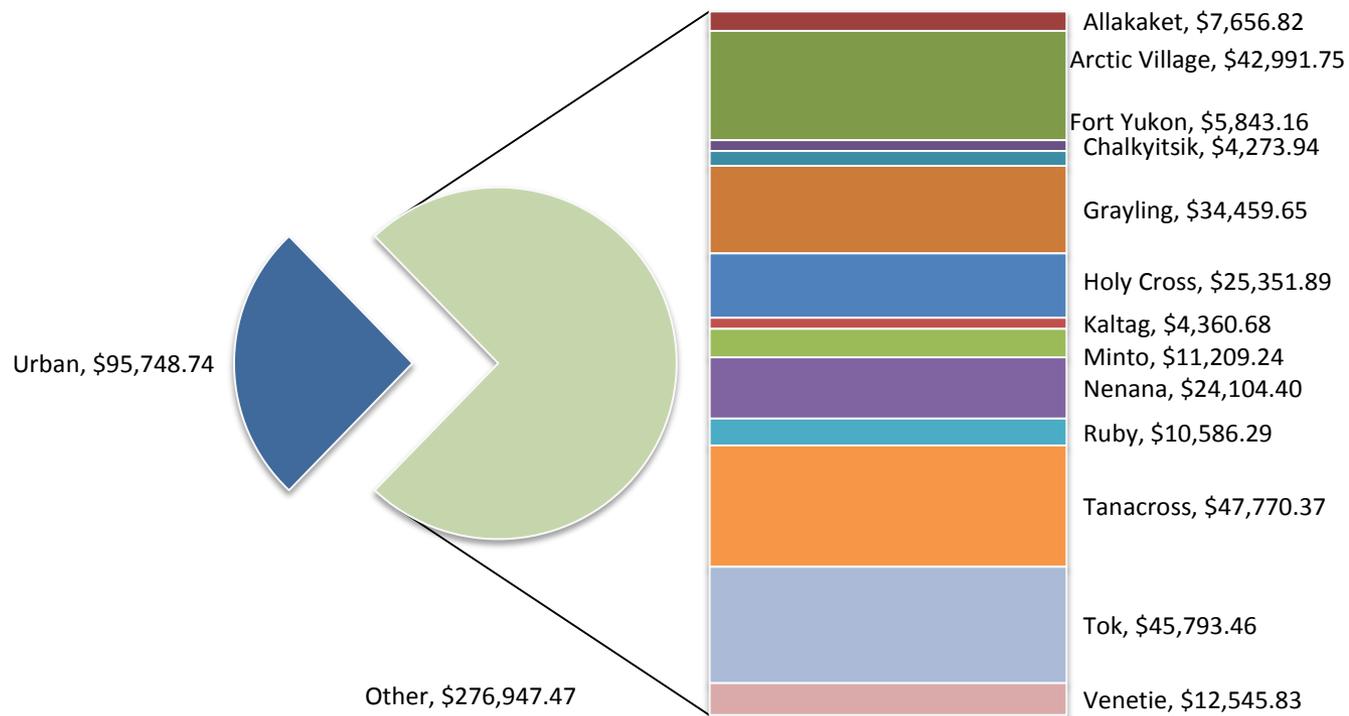


# Subsidized Employment Local Impact: The Useful Information Measure

How is our Subsidized Employment program impacting local Village Economies?

## Geographic Economic Stimulus

Fiscal Year 2011



# Requirements for success

- Recognition that quality data gathering is a requirement.
- Decision maker insight to define the questions before beginning to gather data so you have a chance to get the answers.
- Making available the resources (time, funds, and infrastructure) to house and analyze the data.
- Acknowledgement that data gathering is just the first step in the system development process. Useful information reporting is the only successful outcome.

# Questions?