

Program Level Data Collection & Analysis

Organizational Standards Center of Excellence *Peer to Peer Webinar Series*



July 31, 2018

Featuring Garrett County Community Action Committee



Program Level Data Collection and Analysis

*Garrett County Community Action Committee
Oakland, Maryland*

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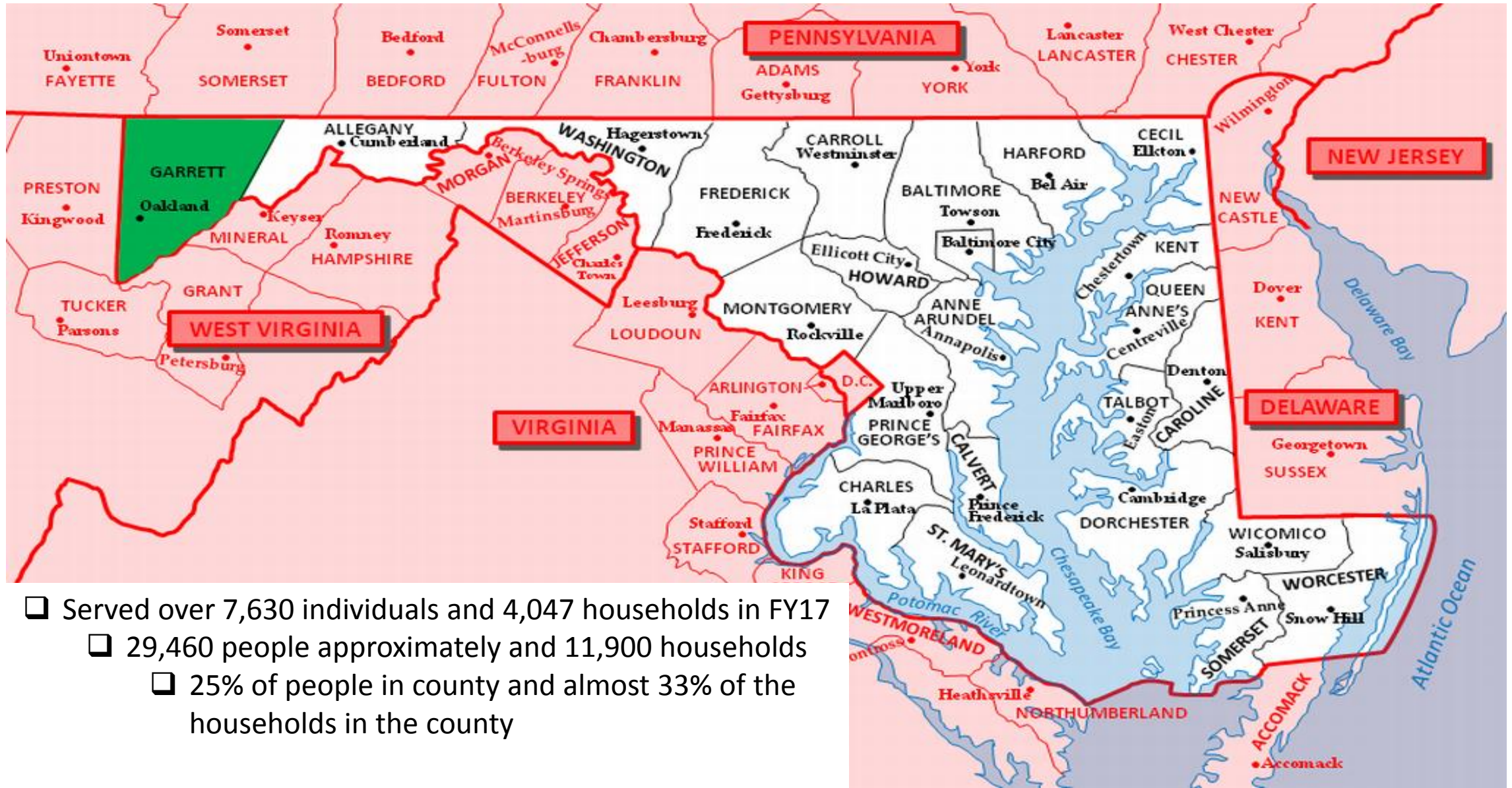
www.garrettcac.org



What I'll Cover....

- Background of the Agency
- How we operate
- How we collect data, track data, and use data
- Lessons learned

Where Are We?



- ❑ Served over 7,630 individuals and 4,047 households in FY17
- ❑ 29,460 people approximately and 11,900 households
- ❑ 25% of people in county and almost 33% of the households in the county



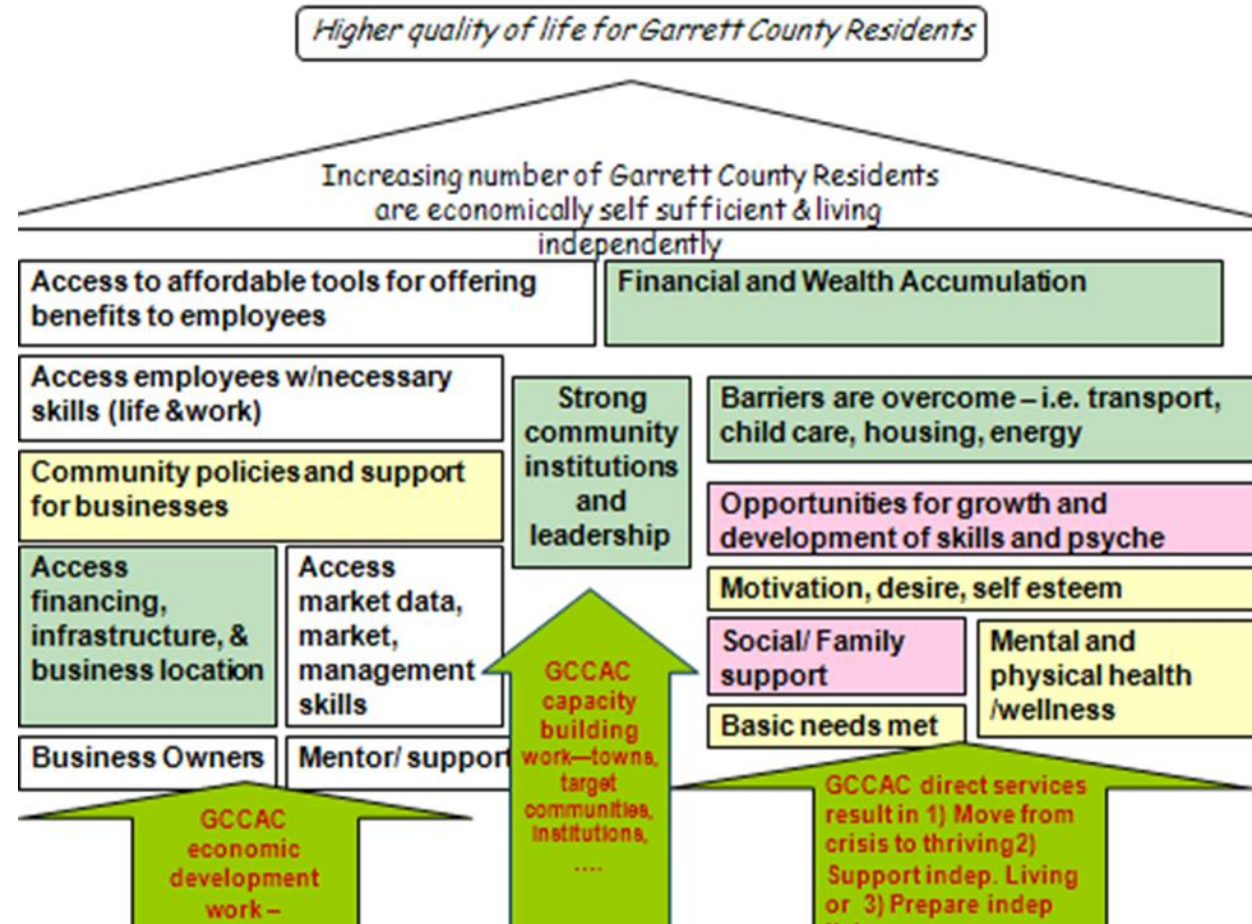
Pre-2011 Service Delivery Model

Two-Gen: It's How We Do Business

- It is an approach not a program or initiative.
- It is not asking a system or program to do it all.
- It is putting the burden of alignment and coordination off of parents and onto programs, systems, and policies.

GCCAC Theory of Change

- Stabilizing families and individuals
 - Bundling
 - Crises Intervention
 - Pathway plans
- Building assets
 - Financial Literacy, coaching
 - Mentoring/Social Capital
 - Acquiring assets – savings, homeownership, energy
- Creating opportunity and removing barriers
 - Housing and economic development
 - Workforce Development
 - Community Capacity
 - Policy



Tools Being Used to Achieve Our Mission

Stabilization Tools

GCCAC

- Homeless programs
- LIEAP
- Rental assistance
- Affordable rental units
- Emergency assistance
- Transportation

Partners

- TANF
- SNAP
- TANF

Vulnerable Tools

GCCAC

- Home care
- Medicaid
- Senior nutrition
- Senior centers
- Transportation

Partners

- Mental health
- SSI

Asset Building Tools

GCCAC

- Home buyer and repair
- Weatherization
- VITA
- Financial counseling
- IDAs
- Wheels to Work
- SNAP E&T

Partners

- TANF
- WIOA
- College
- Workforce development

Education Tools

GCCAC

- Head Start
- Early Head Start
- Judy Hoyer grants
- After School
- Child Care block grants

Partners

- Home Visiting
- PreK

Building Opp Tools

GCCAC

- LIHTC
- HOME
- CDBG
- ARC
- USDA Rural Development
- FHLB
- Commercial banks, State programs

Partners

- CDBG
- EDA
- ARC
- State programs



Is it Really Different?

- High Quality Services
- Intentional Linkages
- Intensive Seamless Services
- Tracking Correlated Outcomes

Parent centered:

- Occupational training
- Post-secondary education
- Adult Basic Education / GED
- English as a Second Language
- Financial coaching
- Parenting skills
- Home visiting
- Health & Well-Being



Child centered:

- Early Head Start / Head Start
- High-quality child care
- Home visiting
- Health & Well-Being

Intentionally Linked Services

Braiding and Blending Funds to Support 2G

Operations

23 Coordinators

- *Intake, assessment, pathway plan, enrollment, services*
- HUD (COC, Sec 8,
- HHS (HS/EHS, LIEAP,
- State (housing counseling, SLH, RAP)

5 Data quality and contract Mangers

- *Data quality, contract reports, 2G tracking, program rules*
- HUD, DOE, State, Foundations, HHS,
- CSBG

Content Specialists

- *Specialized knowledge and training supporting 2G*
- Usually paid by specific programs

Data system

- *One central system accessible to all sites, tracks outcomes and outputs*
- Paid by program allocations and earned income

Administration

- Indirect, CSBG, Local Govt. Foundations

Benefits

Community partners

- College tuition and occupational training
- Health and well being
- Career coach
- Stabilization services
- Home visiting
- Early Child

GCCAC

- Early child and parenting skills
- Stabilization services
- Asset Building services
- Gap filling
- Coaching and coordination

One intake and presumptive eligibility

General intake data

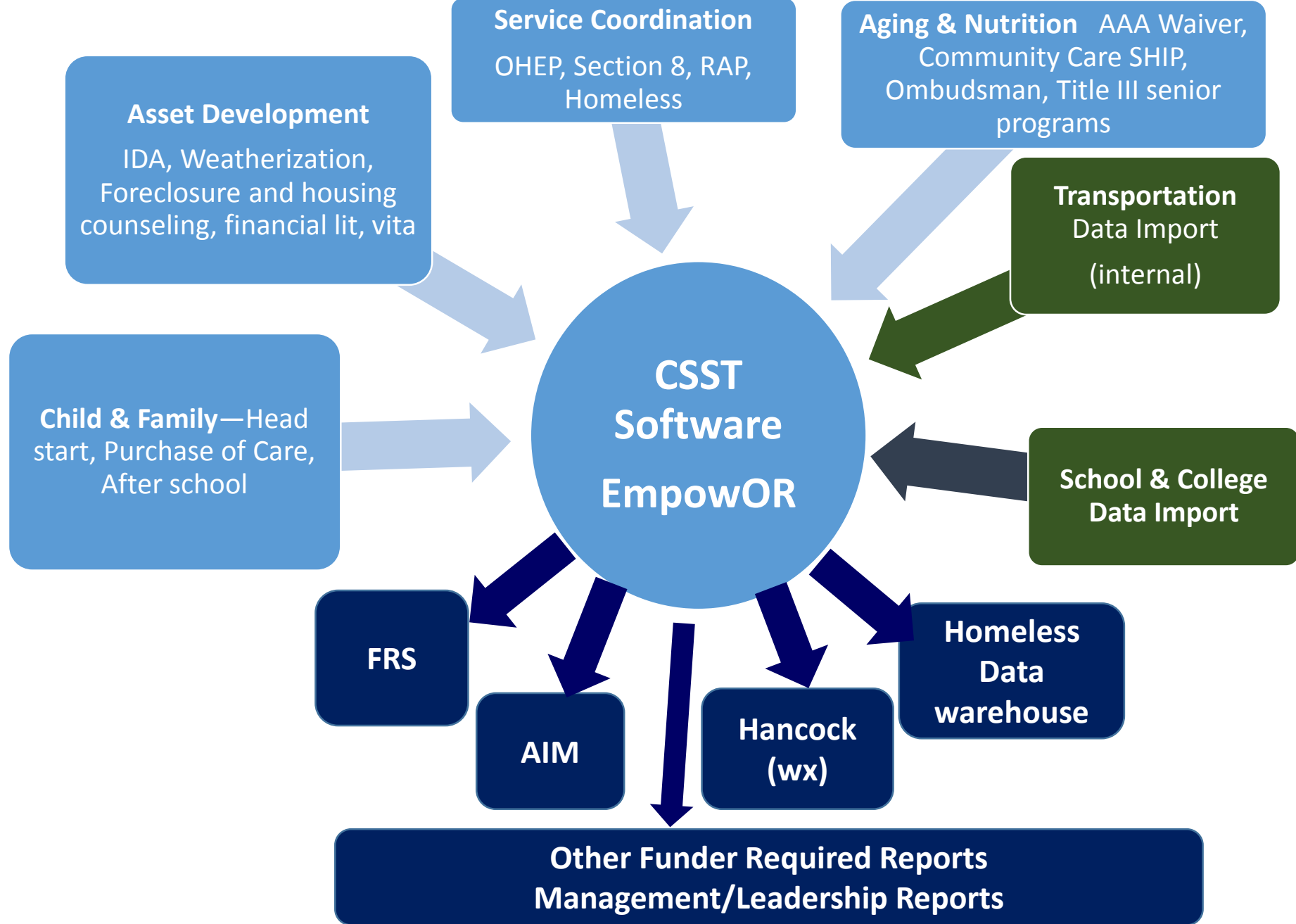
- Demographics
- Education
- Housing/utilities
- Employment
- External services
- Crises to Thrive assessment

Data Collected

Data

If you want to shift to a more 'results-oriented' approach, then people at multiple levels of the agency have to understand results and ask about results.

- Department data meetings—data quality and what does this mean
- Data and Contract Manager Position
- Funder reports
- Outcomes meetings



- Basic Information
- Dashboard
- Select Work Template
 - Primary Workflow
- Communications Preferences
- Assets and Liabilities
- Assignments
- Benefits
- Budget
- Credit Score
- Document Management
- Education
- Emergency Contact & Relationships
- Employment
- Estimated Income
- Healthcare
- House Information
- Income
- Insurance
- Utilities

Basic Information

Household Information

Family Type: Multi-generational Household
Housing Status: Renter

Address: 1234 Mosser Road, McHenry 21541
Phone: M (301) 334-5555

#Adults: 2
#Adults > 60 years: 0
#Children: 2

Household Members

Select the edit icon to the right of the person to see and edit their basic information

Name	Primary	DOB	SSN	Relationship	Date Added			
Eugene Test		7/26/1982	XXX-XX-5555	< Choose >	04/18/2016		% in HH	
Valerie Test		10/12/1983	XXX-XX-2222	< Choose >	01/25/2017		% in HH	
Connor E Test		10/14/2012	XXX-XX-0018	Child-Son	07/06/2016		% in HH	
Ethan Test		8/15/2013	not entered	Child-Son	08/23/2016		% in HH	

Save

Check Eligibility Participant Intake Report

Basic Household Information

Data Quality Begins at Intake

- Measured by Intake worker

■ Has data
✘ Data missing

Name	SSN	DOB	Status	SSN	Family Type	Address	City	State	Zip	County	Birth Date	Marital Status	Sex	Family Position	Race	Ethnicity	Disabled	Insured	Language	English Skill	Education Level	Housing Status	Housing Payment	Income	Family Need	US Residency	School or Job	
Gaither, Trudy; Staff; ID:[S 33]																												
As	, Aa	7/17/2007	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
As	, Au	1/14/2011	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
As	, Ga	11/19/2010	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
As	, Ga	11/4/1972	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
As	, Jo	4/21/2004	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
As	, Ni	7/27/1984	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Co	, Al	4/10/2013	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Co	, Ha	4/30/2010	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	✘
Co	, Ju	4/5/2014	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	✘
De	, Le	5/13/2011	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Fri	, Ja	5/4/1985	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
He	, Ry	8/3/2006	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Le	, Br	4/15/2011	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Le	, Na	4/15/2011	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Le	, Sa	12/31/1987	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Mc	, Ca	2/28/1981	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Mc	, Mi	11/14/1974	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Count for Gaither, Trudy; Staff; ID:[S 33] 2 missing data. Gaither, Trudy; Staff; ID:[S 33] Total Client Count: 17

Crisis to Thrive Scale

Crisis to Thriving Scale: Short Form

Revised 8/14/14

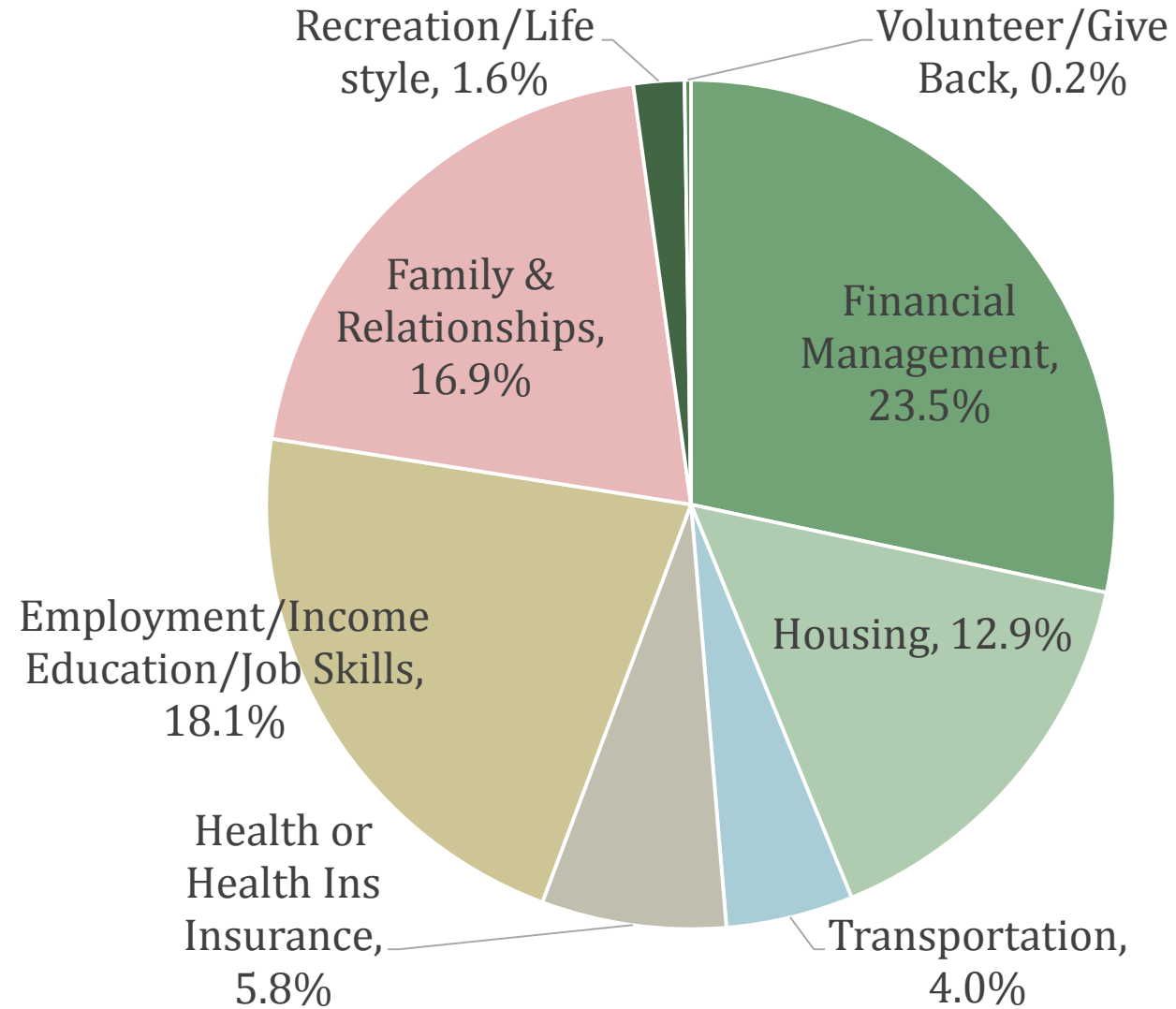
5 Primary Domains

CRISIS	VULNERABLE	SAFE	STABLE	THRIVING
Food & Nutrition				
1. Has less than a day of food and limited ability/means to prepare or cook food	3. Consistently unable to meet basic food needs; often didn't have enough food to eat in the past 3 months	5. Eligible for partial food stamps or subsidies but not receiving them	7. Receives occasional food assistance (brown bag, commodities); not eligible for food stamps	9. Can choose to shop at store of choice, never reduces meal size or skips meals b/c of money, and sometimes has money to eat out.
2. Has less than a day of food available and no money to purchase more	4. Without food stamps or other food subsidies, would often not have enough food to eat	6. Receives partial food stamps or subsidies to meet basic food needs	8. Can meet all basic food needs (does not skip or reduce meals b/c of lack of money) without assistance; but no extras and very little/no eating out	10. Can shop at store of choice and purchase any food items desired
Housing				
1. Literally homeless	3. Legal threat of eviction (5-day notice, writ) or immediate foreclosure	5. Receiving temporary rent/mortgage subsidy (or has received within the last 3 months)	7. In stable housing (rent or own) that is not affordable (> 40% on housing costs)	9. Household is in safe, affordable, unsubsidized rental housing of choice
2. In an emergency shelter or hotel	4. Transitional housing OR staying with others OR foreclosure notice	6. In stable subsidized housing	8. Household is in safe, affordable, unsubsidized housing	10. Household is in safe, affordable, home they own
Childcare (all children in household--if childcare not available for one child or not affordable for even one of the children then answer accordingly)				
1. Childcare not available for all children in the household	3. Childcare available in unlicensed facility	5. Subsidized, safe childcare is available but not satisfied with it	7. Safe, affordable, unsubsidized childcare available but not satisfied with it	9. Safe, reliable care from family or friends and satisfied with it
2. Childcare available but can not afford it	4. Childcare is unreliable (unreliable family or friends)	6. Subsidized, safe childcare (not including quality early childhood education like head start) available and satisfied	8. Safe, affordable, unsubsidized childcare available & satisfied with it	10. Safe quality care that includes early childhood education from licensed facility is available and affordable (including HeadStart, Early Headstart, Center based)
Transportation (answer from perspective of household)				
1. No means of transportation and public transport not available when needed	3. Relies exclusively on transportation from friends or family	5. Has a single unreliable vehicle or vehicle(s) that needs minor repairs to run	7. Vehicle is reliable but older or unaffordable and there is no alternative	9. Has at least one reliable and affordable vehicle and back up transportation
2. Own an inoperable vehicle and no funds to fix it	4. Has a vehicle but no insurance and/or no license	6. Has two (or more vehicles) but all vehicles are unreliable	8. No alternative transportation if primary source is unavailable.	10. Has sufficient number of reliable and affordable vehicles for family
Financial \$ Management				
1. Not able to pay bills or past due debts	3. Paying all current bills, not paying past due debts	5. Paying current bills; paying minimum on debt	7. Paying all current bills, paying off debts most months and not saving regularly	9. Always paying all current bills and debts, NOT saving regularly
2. Paying some bills but late/not paying others		6. Paying all current bills, following plan to pay off debts	8. Paying all current bills, paying off debts most months, saving regularly	10. Always paying all current bills and debts, and saving regularly

Family Self-assessment Dimensions

- Food/nutrition
- Housing
- Childcare
- Transportation
- Financial management
- Credit
- Child Dev.
- Education/job skills
- Employment
- Health
- Energy
- Assets
- Community involvement
- Social capital
- Family

Program Innovations for Addressing Rural Child Poverty A Two Generation Approach – Family goal areas



Plan Name: Housing Plan

[Add/Edit Goals or Action Steps](#)

Participants on Plan: Holly Aburn

Plan Type: General

Enrollments: Energy Assistance General-Main Location- (11/15/15-06/30/16), Homeless Programs-Fleeing Domestic Violence-Main Location- (04/01/16-04/30/16)

Plan Start Date: 1/1/2016

Supporters: My sister, Valerie

Plan End Date:

Staff: Paige Support

Review Plan & Goal & Action Item Updates

Review Date: *

Plan Progress Rating: *

Reviewed By: *

Review Notes:

Move into affordable apartment

flee husband and find new safe house

Goal Progress Rating:

Completed:

Action Item/Training Items	Due Date	Education	Resource	Completed	Completion Date
Get newspaper to find apartments	5/1/2016	<input type="checkbox"/>	test resource	<input checked="" type="checkbox"/>	5/3/2016

Save money for christmas

I'd like to have one nice gift for each child

Goal Progress Rating:

Completed:

Action Item/Training Items	Due Date	Education	Resource	Completed	Completion Date
Open a savings account	5/7/2016	<input type="checkbox"/>		<input checked="" type="checkbox"/>	6/1/2016
Sign up foDirect deposit \$10 / paycheck to savings	6/15/2016	<input type="checkbox"/>	Jennifer Rexrode	<input type="checkbox"/>	

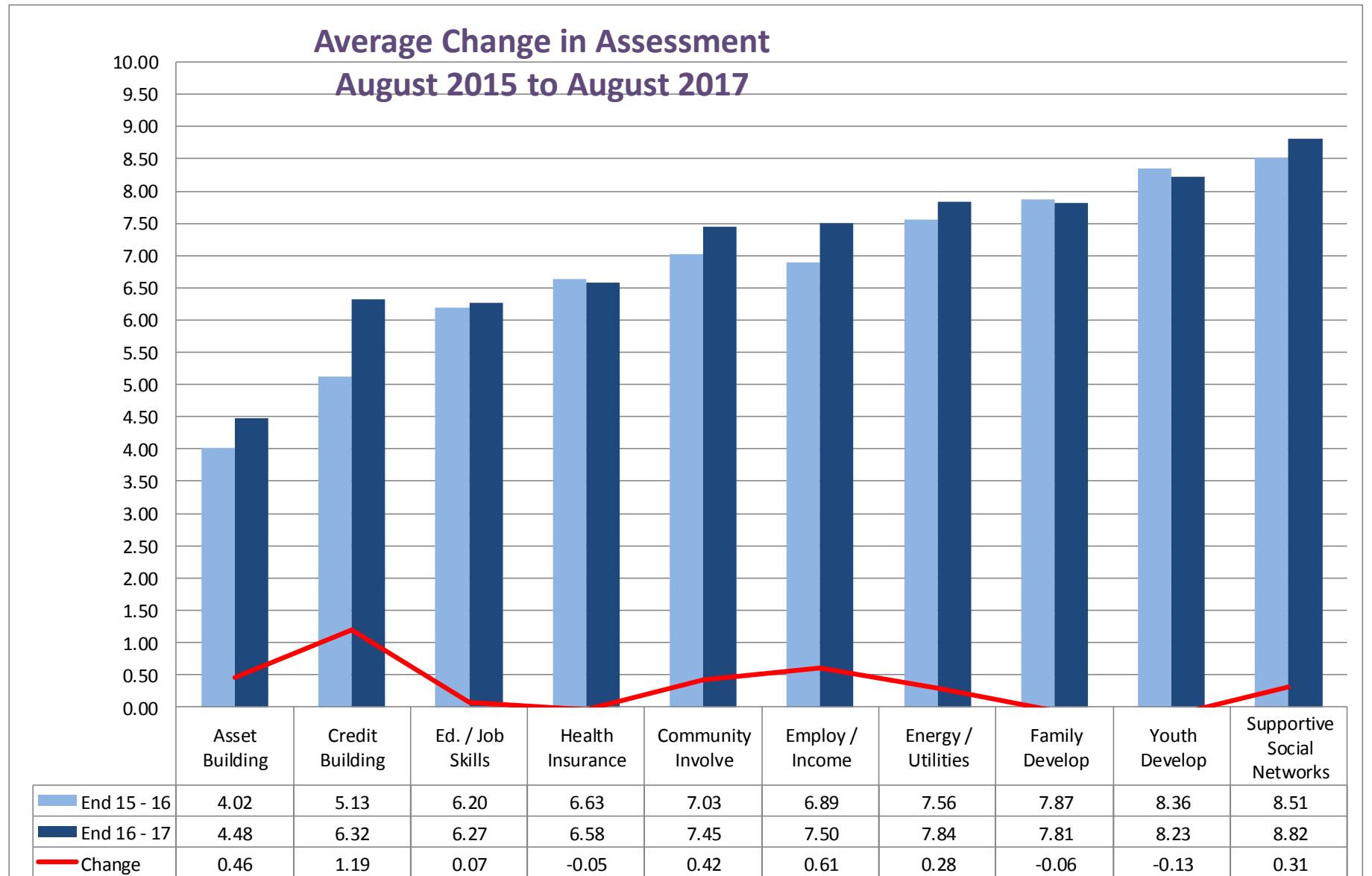
**Pathway Plan
Formalizes
Goals
Determined
by the Family**

Information Systems

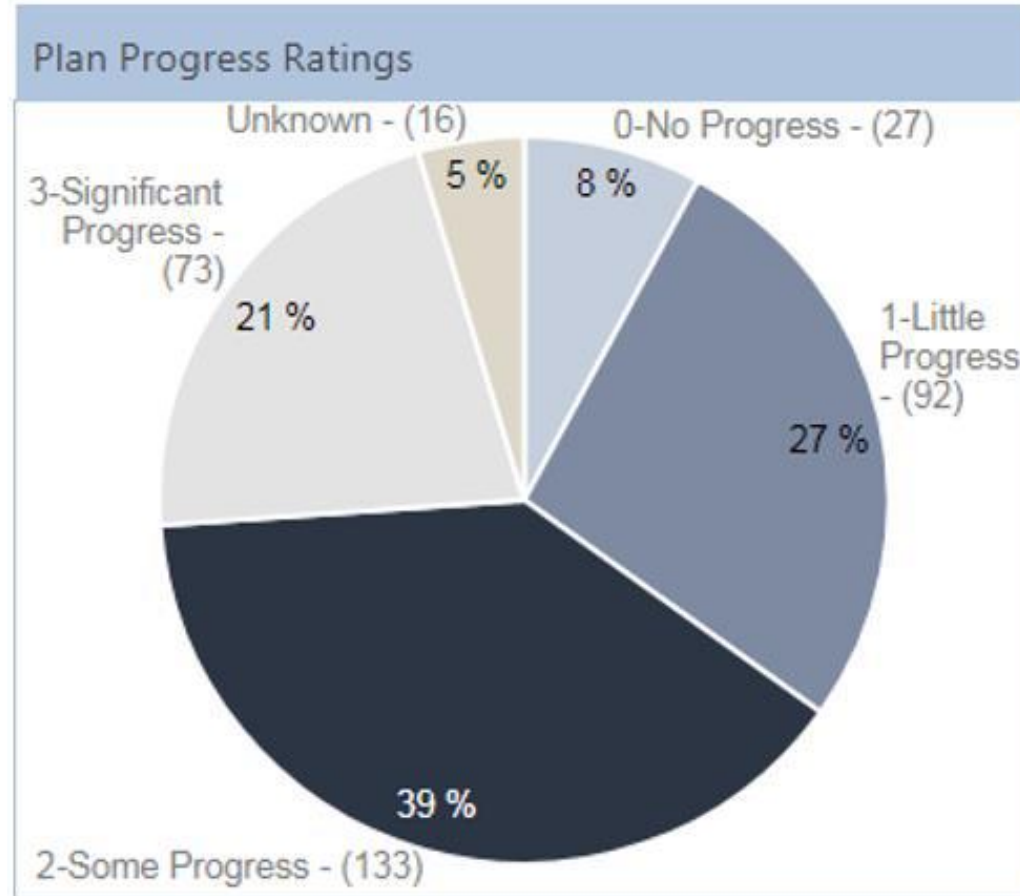
Information systems to support 2G work

- Create a single electronic point on entry for all or any combination of services from any GCCAC location.
- Create and use an agency wide input and output data base for identifying support provided and results achieved
- Measure and assess degree of economic security and independent living – Crises to Thriving Scale
- Creating systems to monitor family's economic stability throughout the life course – linking information on children gathered by schools to information from Head Start, Early Head and Early Care Home Visiting providing an ongoing longitudinal measure using the Crisis to Thriving Scale
- Meet Needs of individual Funders

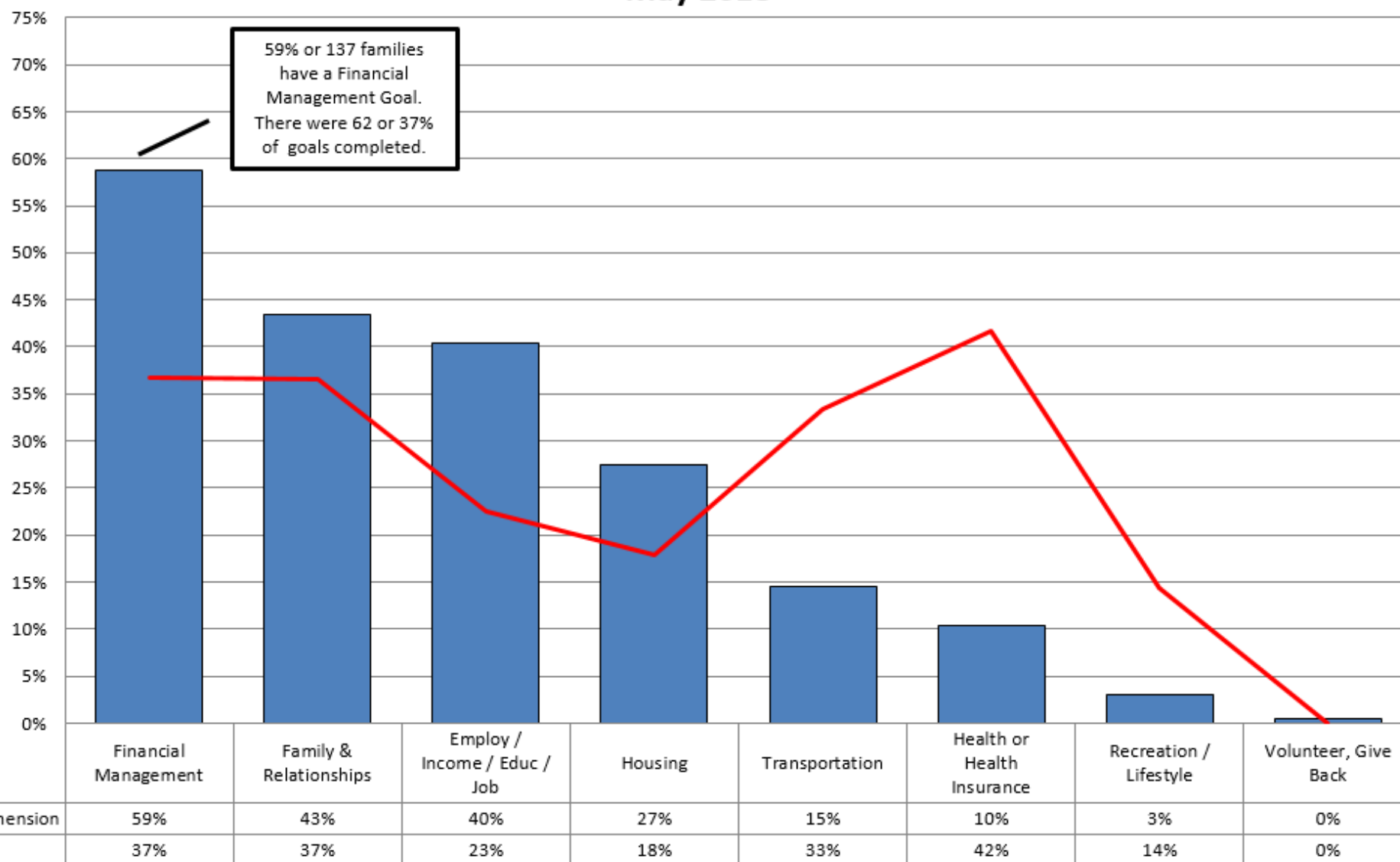
Trends in Family Wellness Assessments for 2-G Families



Pathway Plan Progress



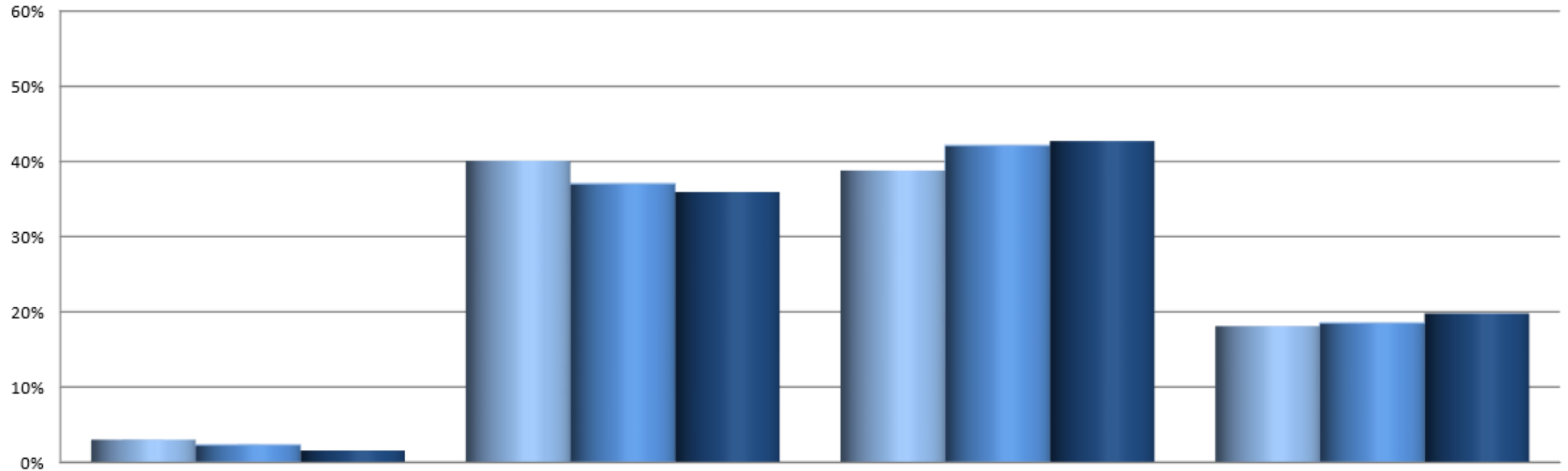
Pathway Plan Dimensions and Goal Progress - 233 Families May 2018



Crisis to Thrive Measurement - Family Well Being - May 2018

15 Questions with 150 Possible Points

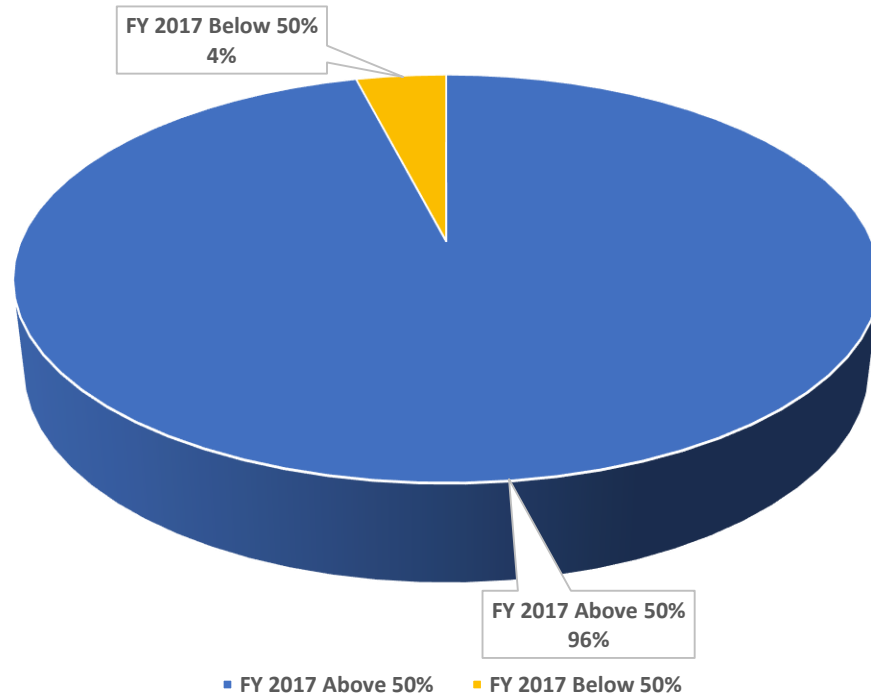
C2T 1 = Fall; C2T 2 = Winter; C2T 3 = Spring; C2T 4 = Summer (12 mos. prog. only)



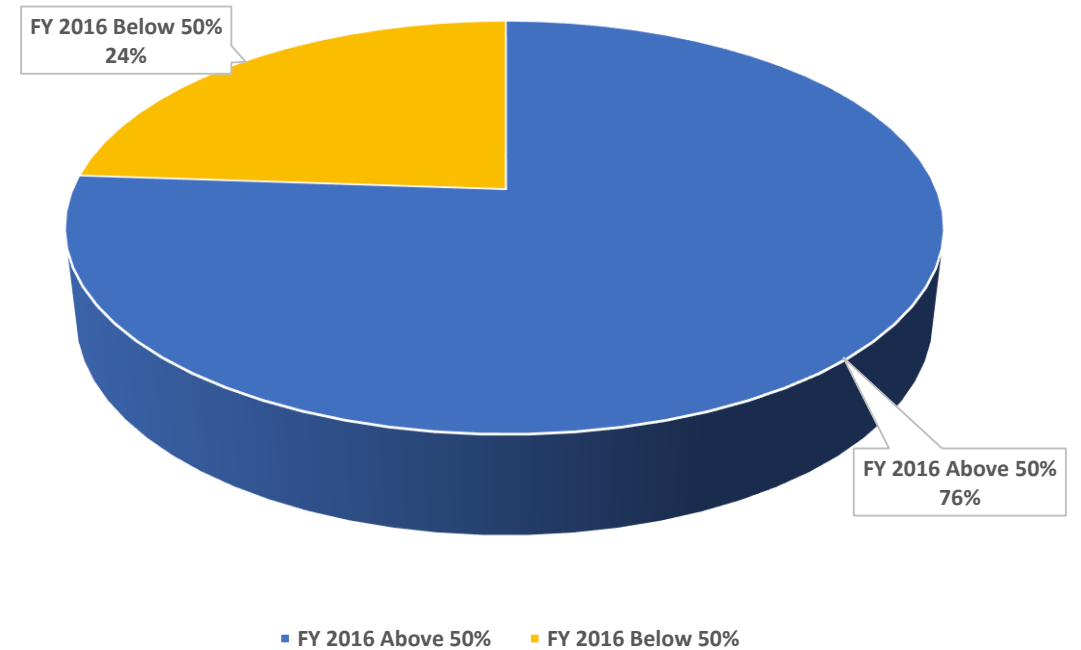
	0-75	76-100	101-125	126-150
C2T # 1 N=231	3%	40%	39%	18%
C2T # 2 N=216	2%	37%	42%	19%
C2T # 3 N= 190	2%	36%	43%	20%

Comparing 2017 and 2016 2G family wellness scores

Family Wellness Scores FY 2017



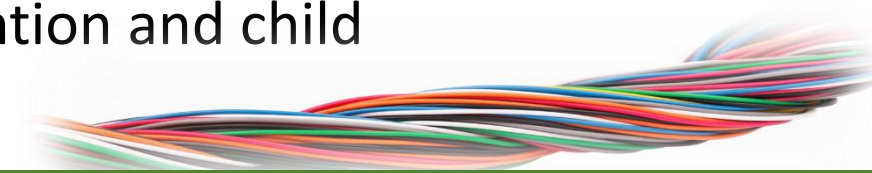
Family Wellness Scores FY 2016



Bundling - GCCAC 2-G Families with Support

	2015		2016
Utilized 1 Dept.	66%		42%
Utilized 2 Depts.	26%		37%
Utilized 3 Depts.	7%		18%
Utilized 4 Depts.	1%		3%
Utilized 5 Depts.			1%
Average #	1.7		3.2

Involved use of 25 separate programs with largest increase in Energy Assistance, VITA, financial education, homeless prevention and child care.



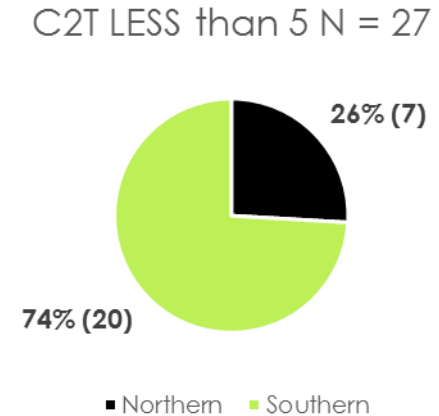
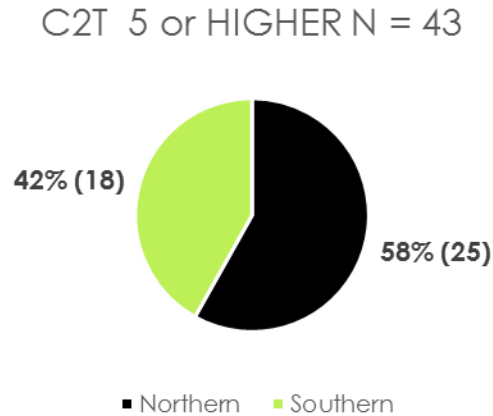
Garrett County Community Action 2G perspective

➤ From perspective of families

- How do families learn about
 - Any door/program/service
 - Presumptive eligibility
 - Bundling services that support family with their pathway plan
- From Intake to assessment to pathway plan
 - All families/individuals make an assessment of where they are using a crises to thrive scale
 - All are invited to complete an electronic pathway plan (condition of 2G) to identify goals, action steps and timelines.
- How do we coordinate contact with families
 - Based on assessment and pathway plan, families are automatically linked to supporting services via appointments or interviews
 - Any time any coordinator makes contact with a family, progress on the assessment and pathway plan in the data base is updated and reviewed by the family

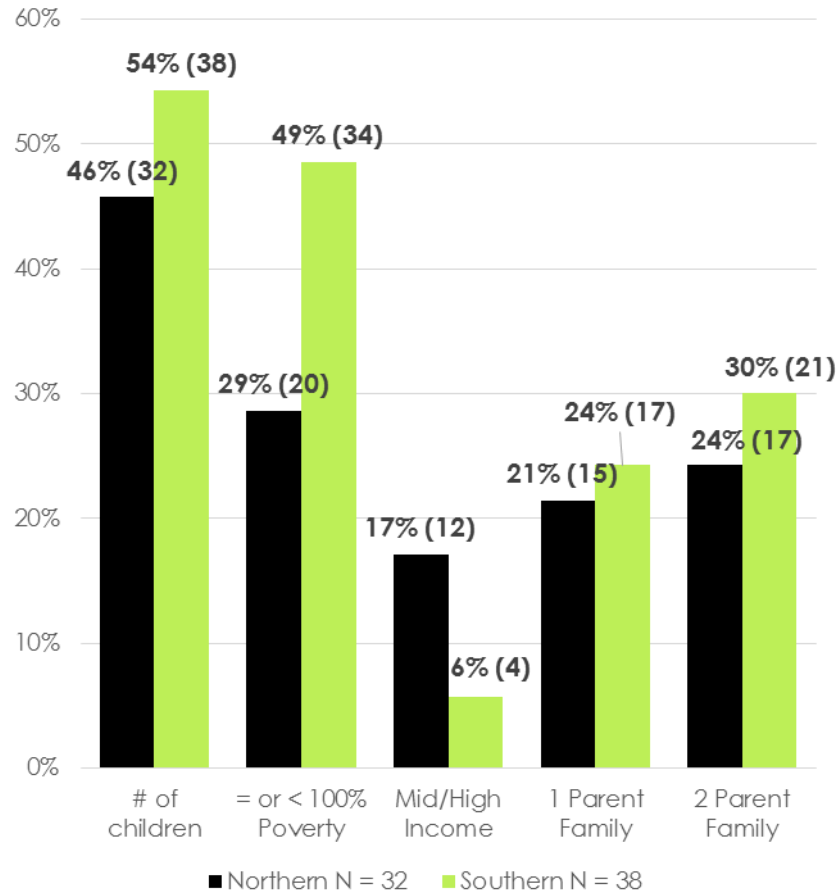
Correlating Data

What do we know about the children and families we served?



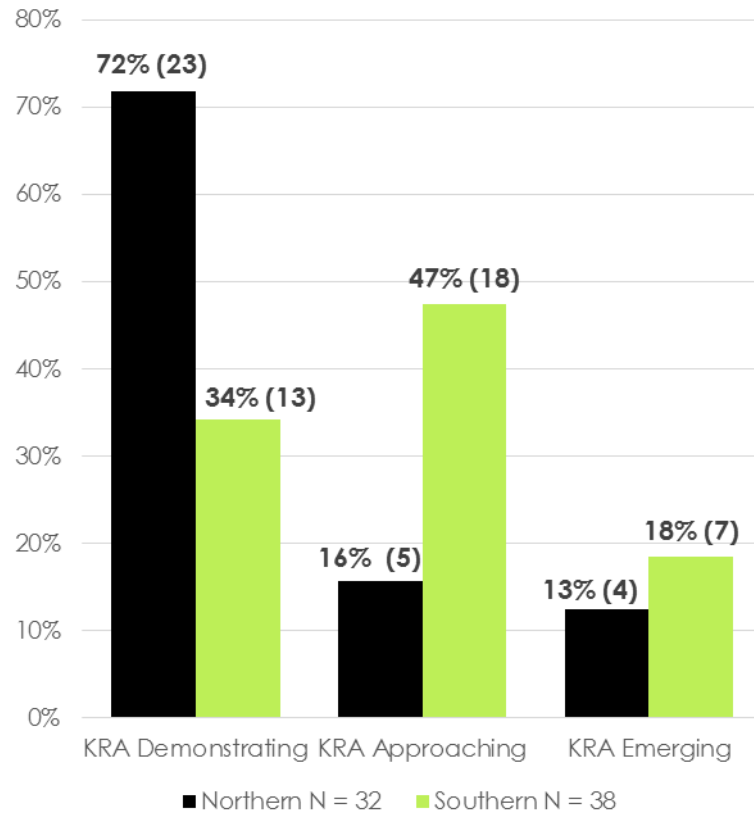
We see that we have more economically secure families receiving HS prior care in the Northern end of the county and nearly an equal split between the categories for families in the Southern end.

The Northern vs. Southern Demographics



- HS prior experience has an almost 50/50 split geographically
- The Southern children with HS prior experience live in poverty and single parent households at a higher % than children on the Northern end of the county

The Northern vs. Southern Readiness Data



- Similar to the trend shown in overall county data, children with HS prior experience on the Northern end demonstrated readiness on the KRA at a higher % than children on the southern end

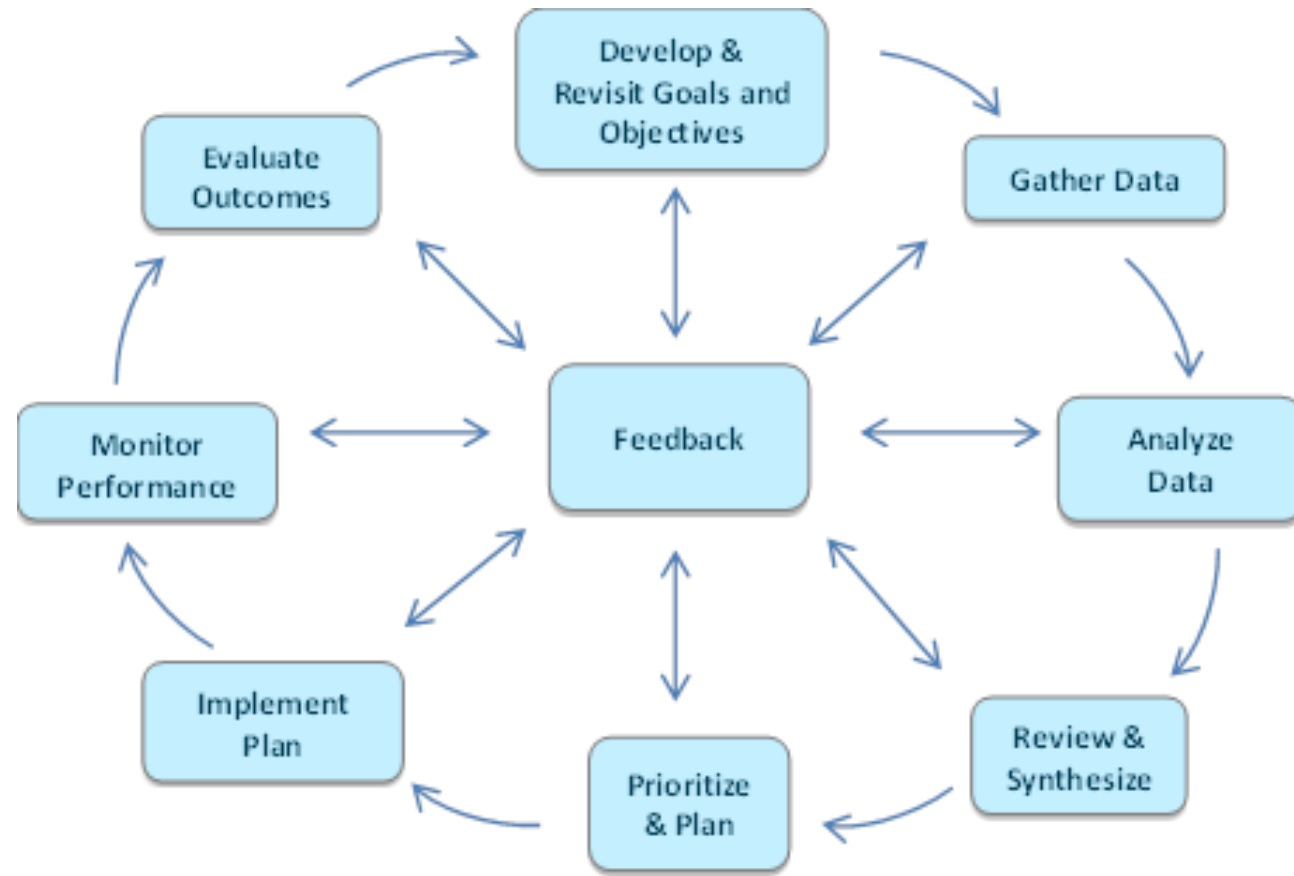
Fall 2016 KRA Data Points of Interest

- Garrett County children overall from the northern 4 schools demonstrated readiness at a higher rate than children from the southern 4 schools regardless of prior care circumstances. Higher percentages of family economic security exist on the northern end of the county when looking at children entering K from a HS prior year experience.
- A correlation exists among 2G children entering K between school readiness and economically secure families and 2-parent families as assessed with the C2T scale.
- Coordinators and Academic Support on the Southern end of the county have much higher case loads than Northern staff (almost 3:1).

In Response

- Met with School board, superintendent, Director of early education.
- Put all 4 year old children in one classroom in Southern centers with a strong teacher to promote a higher level of learning (other 3 classrooms predominantly 3 year olds)
- Support teacher in the Kitzmiller Head Start classroom and the 4 year old classroom at Dennett Road Early Education Center at least once weekly
- Encourage parent support of behavior plans in the home – Service Coordination
- Increase support for coordinators working with families affected by substance abuse
- JC Focus of Math and Language and Literacy – Continue to support Social and Emotional Development – SEFEL (Social and Emotional Foundations of Early Learning) implementation first year review and continued training
- Fall teacher collaboration focus on low dimensions of KRA
- Planning of Trauma Informed Care training for teaching, family service and management staff.
- Better understanding of family wellness data between geographies

Continuous Data Use Cycle



GCCAC Outcomes

- Correlation between family interests and assessment
- Consistent pattern of improvement in all dimensions of family wellness assessment scale 2016
- Increased utilization of economic supports
- Reduction in number of repeat crises
- Net increase in number of households with incomes over 200% of poverty
- Correlation between family wellness and school readiness

Outcomes Reporting

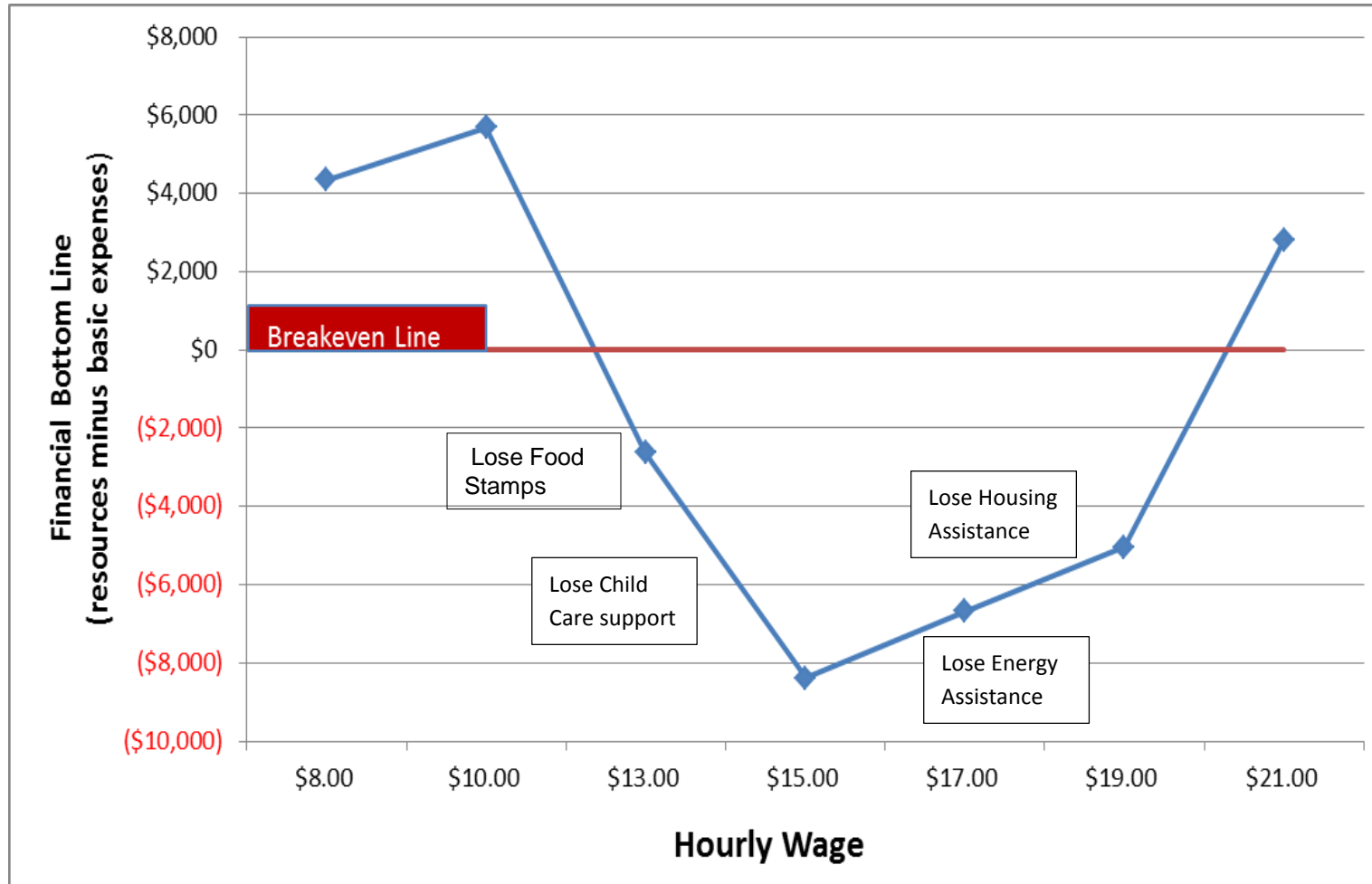
Goal 1: Economic Self Sufficiency and Independence: GCCAC will increase the number of families and individuals who are economically self-sufficient and able to live independently in the county, using all of its talents and resources

!Strategy	Strategy 1B: Gccac creates a clearly defined and linked set of offerings that help residents increase (and retain) their assets and wealth and uses influence to have low income residents receive new employment experiences; coaching, home improvement, VITA and asset building.
Haden Cramer	# Households served by Asset Building Programs including Weatherization, IDA, Homebuyer workshops or counseling, Home repair, Foreclosure counseling, or VITA
N P I	Haden Cramer # people who increased net worth by purchasing home
N P I A ?	Haden Cramer # people deposited to savings, have emergency savings, opened savings account or purchased savings bond (savings outcome, vita outcome)

- Comprehensive in nature
- 5 Goals total w/ 23 strategies totaling 121 different indicators
- Compiled (rolling year and quarters basis) and reported to Board of Directors quarterly
- Individual goals/strategy/indicators reported month to month to Board of Directors

What is the “Cliff Effect”?

Single Parent Family with two children in Allegany County or Garrett County, MD



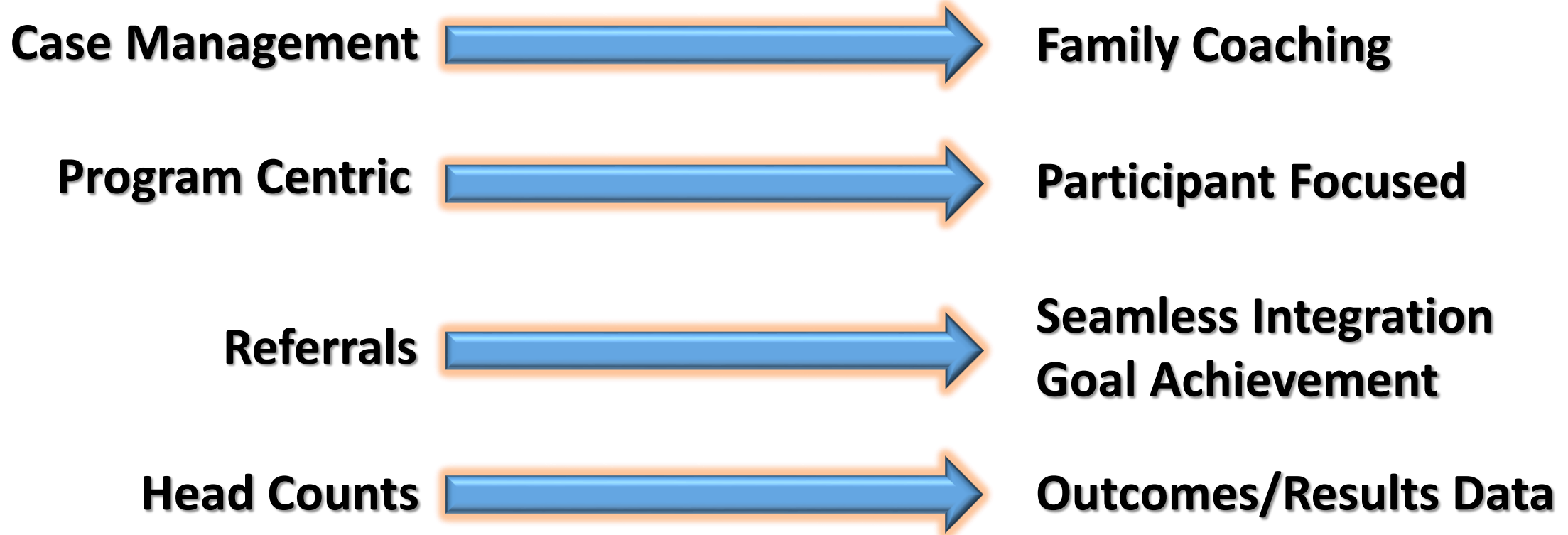
Lessons in Data

- Regularly have discussions about where you want to go and how you will know when you have gotten there
- You have to have data to use data
 - Meet baseline need for programs to report data to agency and funders, and then build on this
- Use what you collect! And make sure people know you are using and how
- Be clear about the “primary source” for the data and information
- Staff have to have resources—computers, internet, servers, network to do their work
- Be ready with network security provisions

Advice

1. It is about changing the way you do business—try not to think of it as a program.
2. Comprehensive data is hard but worth it
3. Set clear expectations about exactly what you want frontline staff to do with families and provide them tools, training and support to do it
4. Listen, Listen, Listen
5. Communicate over and over again with staff

How Have We Changed?





Silos have come down...

Questions?

Contacts for the Organizational Standards Center of Excellence

- Jarle Crocker – Director of Training & Technical Assistance (T/TA)
– jcrocker@communityactionpartnership.com
- Courtney Kohler – Senior Associate, T/TA
– ckohler@communityactionpartnership.com
- Liza Poris – Program Associate, T/TA
– lporis@communityactionpartnership.com

