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# Understanding and Using Program Data for Different Audiences

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# Communications Plan

# HPOG Communications Plan: Using Evaluation Results to Improve Services

- **HPOG's Goal:** Develop and disseminate effective innovative approaches that facilitate individuals' entry into healthcare careers with high-demand jobs
- **Evaluation Results:** Provide data about clients served, effective approaches, and outcomes or results
- **Communications:** Key strategy for spreading and sustaining effective approaches

You've done great work, now make it known!

# What Should Your Communications Plan Do?

- Use results to expand the reach and outcomes of your services
- Address the following questions:
  - What are the **goals** for communicating results?
  - Who are the target **audiences**?
  - **What information** will be communicated to each audience?
  - **Who** will communicate the results?
  - In **what format** will the information be communicated?

# What Are Your Communications Goals?

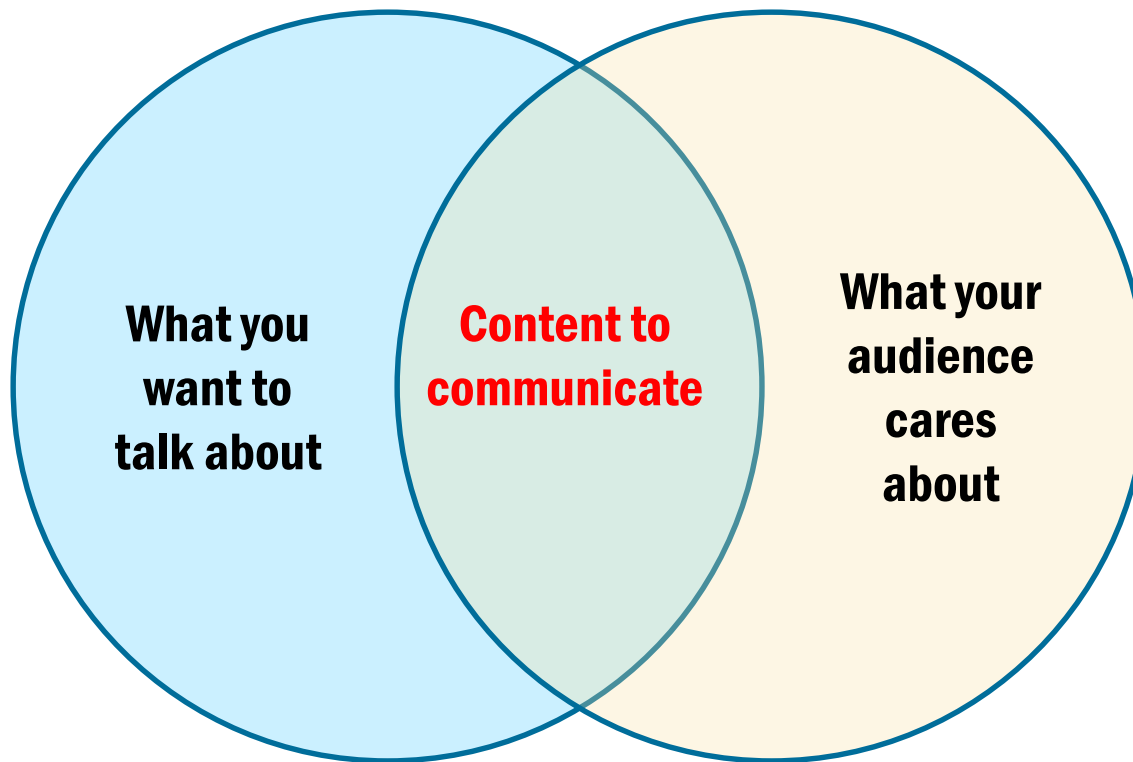
- Increase awareness of the program and its accomplishments
- Generate support for the program and increase opportunities to leverage that support
- Build key partnerships with employers and other local organizations or agencies who share similar goals
- Attract new clients/participants
- Others?

# Who are Your Audiences?

Consider audiences within and outside of your organization. Examples of **Audiences**:

- Employers/industry
- Current and potential supporters
- Potential partner organizations
- Administrators/faculty/staff
- Current and prospective clients
- General public
- Policymakers (such as college leadership)
- Media (if so, to reach whom?)

# What Content Should Your Communications Address?



# What Does Your Audience Care About?

What do each of these audiences want to know?

- Prospective partner organizations or agencies
- Industry/employers
- Policymakers or local leadership

What is common and distinct about each?



# What Data Can Speak to Your Audiences' Interests?

## PAGES Data:

- Characteristics of participants
- Training participation rates and sectors
- Training completion rates
- Supportive services and other activities
- Number and percent employed in healthcare
- Wages of employed participants

Combine with other information to most effectively reach the audience:

- Program descriptions
- Individual success stories

# Recommendations for Using Data

Make sure that your characterizations match the data

- **Danger:** Going beyond what the data support.
  - **Example:** Saying that PAGES data demonstrate a program's "impacts"
- **Solution:** Use language that directly describes the measure used.
  - **Example:** Counts of credentials received show "How many credentials participants have earned through our program," rather than "The effect our program has had on participants' credential receipt."



80

**credentials** were  
earned by participants  
in our program

# Recommendations for Using Data

Show the data in ways that it can most powerfully communicate the message

- **Danger:** People often have a hard time understanding numbers.
- **Solution:** Present data via charts and other visuals, using best practices for data visualization.
  - **Example:** Showing, rather than just saying that “Most of our participants complete training.”



**80%**  
of our participants  
**earned credentials**



# Who Will Communicate the Results?

Select a key spokesperson who will lead the development of the communication plan and can:

- Work with members of the program team to establish the plan's goals and objectives
- Determine what communications are necessary for each member of the team
- Continually revisit and revise communications strategies
- Be in communication with (or is same as) the person who understands PAGES data and data visualization

Involve each member of the program team in the communications process

# How Will Information Be Communicated?

Understand what is required to communicate using different media

- What capacity/access do you have? How might you build that capacity?

Do you know how your audience prefers to receive information?

- **Format:** Written, video, audio, in-person
- **Length:** Report, executive summary, brief, infographic, tweet

Think about what is most likely to be shared

# How Will Information Be Communicated?

Communicate with audiences in a timely manner and with the appropriate form of communication. Examples:

- **Supporters:** executive summary, full report, video
- **Member of the press:** interview, infographic
- **Administration, faculty, staff:** PowerPoint presentation
- **Industry/employers:** Twitter, blog, brief
- **Potential clients:** Facebook video, two-page overview

# PROGRAM PROFILE

## Valley Initiative for Development and Advancement (VIDA)



Lower Rio Grande Valley, Texas

### EVALUATION RESULTS

#### Participation Findings

24 months following study entry:

- 98% participated in any education or training
- 55% obtained a credential or degree
- 42% were still attending training at the end of the follow-up period

**Key Impacts\*** – Over a 24-month follow-up period, compared to a randomly assigned control group that could not access the program, VIDA participants:

- Enrolled in college full-time at a greater rate and for more months
- Earned more college credits
- Earned more college credentials

\* All significant at the one percent level.

**What Worked** – Participants reported benefiting from the counseling: *“When we have our weeklies, they teach us different things. They teach us how to take tests, how to study, how to do a resume... what resources we have available. It’s just different topics. Then when you met one-on-one, it’s to see how good you’re doing and... to keep you focused.”*

**More Information** – [www.vidacareers.org](http://www.vidacareers.org)



#### PROGRAM GOALS & OVERVIEW

VIDA, a community-based organization, aims to simultaneously address employers' needs for skilled workers and the area's unemployed and underemployed skills gaps and training needs. VIDA's primary goal is for participants to graduate with an associate's degree or industry-recognized certificate in a high demand occupation and achieve living-wage employment.



#### TARGET POPULATION

- Residents of a four-county region in the Lower Rio Grande Valley
- Adults (18 years or older)
- Have income below federal poverty guideline or be under- or unemployed with family responsibilities



#### PARTNERS

Funders (economic development corporations; cities and counties); service providers (community and four-year colleges in the four-county area, American Job Centers).

Average program length: 2 ½ years



#### SERVICES DELIVERED

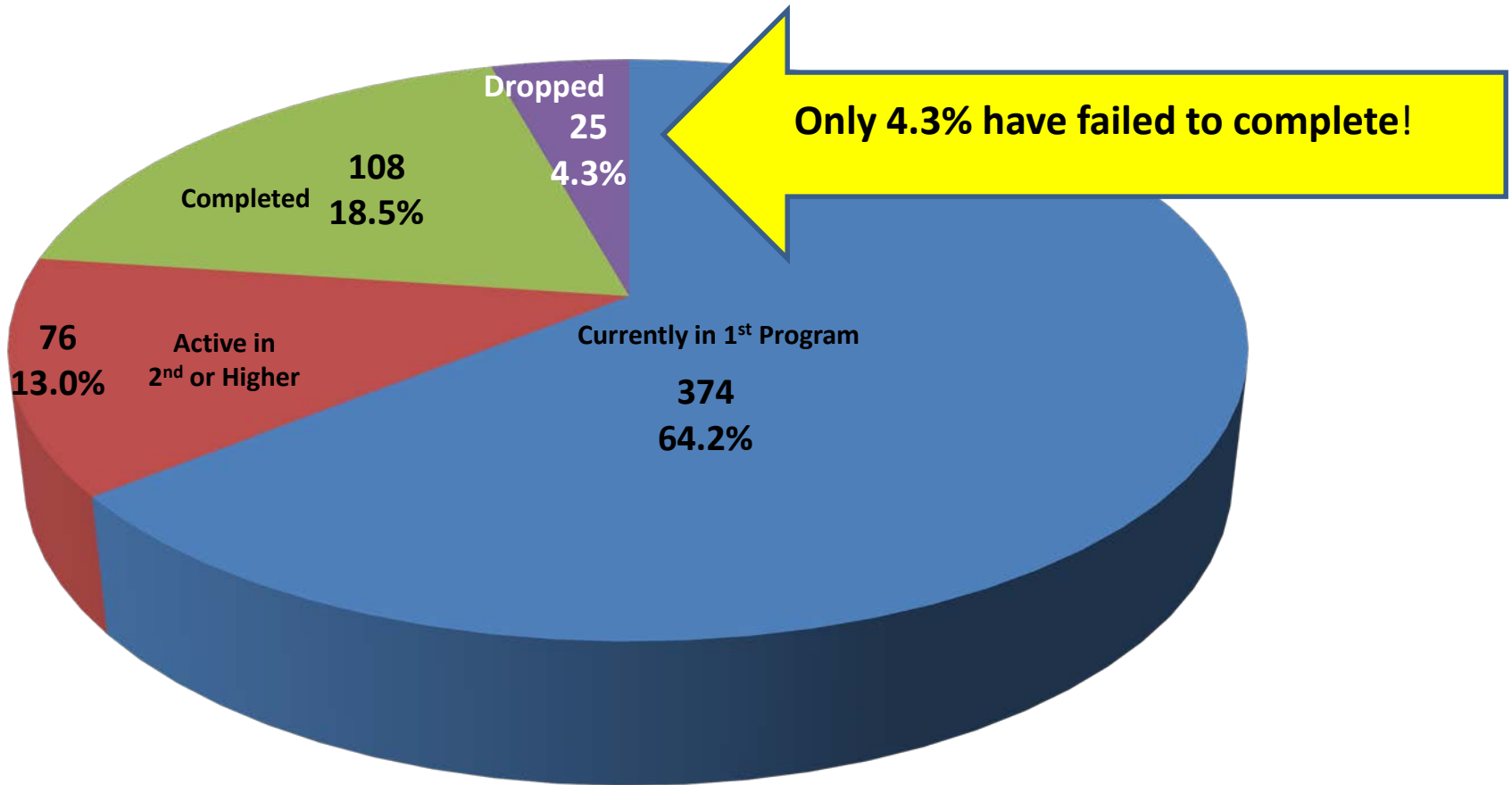
- Initial assessment of service and financial needs
- Weekly mandatory group or individual case management and counseling
- Financial assistance with tuition, education-related expenses, childcare, transportation, and emergency assistance
- Support to enroll full-time in associate's degree or one-year certificate program in occupations with high local employer demand, such as nursing and allied health
- Accelerated College Prep Academy for those not college ready
- Job search and resume assistance



#### CAREER PATHWAY LADDER

Edmonds Community College  
Healthcare Training Cumulative Results

583 Healthcare Training Enrollments





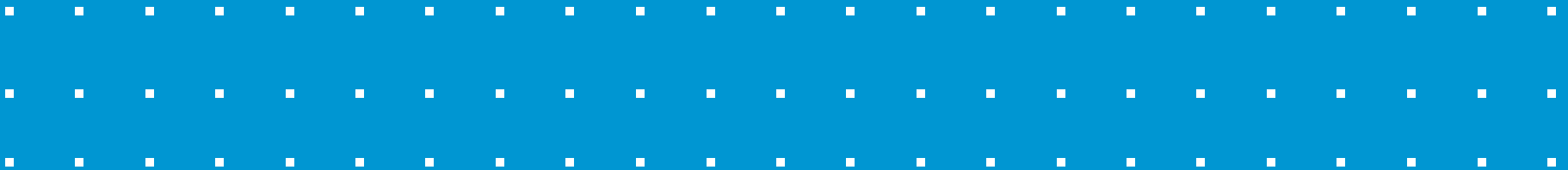
# Exercise: Create the Basics of a Plan

Complete the table:

- A. What audience(s) are you addressing?
- B. What is your goal(s) in communicating with them?
- C. What messages will help you achieve that goal?
- D. What PAGES data and other information would you use to communicate those messages?

<b>A. Target Audience</b>	<b>B. Goal(s) for Communicating Data</b>	<b>C. Key Message(s)</b>	<b>D. PAGES Data (&amp; other info)</b>

# Data Session



# Learn how to use your PAGES data to answer questions

- Answer an example question
- Create data visualizations
- Discuss how stories can strengthen the data
- Work on other examples of data visualizations using your data
- Review PAGES limitations

After the slide presentation, devise your own questions and discuss how to use data to answer them.

# What kinds of questions can we answer?

Let's take a sample question that could be relevant to an outside audience and think about how we would use PAGES data to answer it.

The question is:

“How many participants were unemployed at intake, and later completed at least one healthcare training and gained employment in healthcare?”

# What data set would you use to answer this question?

- Question is about **Participants** who gained **Employment** (after Enrollment in HPOG)
- We want to know how many of those participants **completed** at least one **Healthcare Training**

## We have three data sets to choose from:

Report Number	“Look For” Category	Report Title under “Use Saved View”
1	Cases	HPOG RoundTable – Unemployed at Intake, Later Employed in HC
2	Employment History	HPOG RoundTable – Employments in Healthcare
3	Service Details	HPOG RoundTable – Health Occupation Training Data

# The Answer:

We would use the extract titled “*HPOG RoundTable – Unemployed at Intake, Later Employed in HC.*”

Look for:  Use Saved View:

Select

▼ [Employment History \(Case\)](#)

▼ [Status](#) [Equals](#) [Active](#)

▼ [Employment in Healthcare ...](#) [Equals](#) [Yes](#)

Select

▼ [Baseline Intake](#)

▼ [Intake - Employed](#) [Equals](#) [No](#)

This report is a query of **participants** who gained **healthcare employment** and it has a column with the number of **healthcare trainings** that they **completed**.

A query of “Service Details” gives us a count of *training activities* completed – an individual could appear more than once if completed more than one training. This list would need to be *unduplicated* to get participants.

# How can you visualize this data?

You can use two major types of visualizations: **tables and charts**.

- **Tables:** Aggregations of the data into overall numbers, displayed by categories. These can be used to simplify a large amount of information and show aggregate total quantities across various rows and columns.

- **Charts:** Typically bar charts, pie charts, and line graphs. These can show your audience obvious trends and demonstrate progress or differences across two groups.



# We have the following columns to work with:

Participant Id	Grantee Site	Enrollment Date	Individual - TANF (Baseline Intake)	Healthcare Trainings Enrolled	Healthcare Trainings Completed	Employments after Intake	Employments in Healthcare
52221	Able Health Care	5/2/2016	No	1	1	1	1

# Create a table shell that will present the data you want to show:

## Participants who gained Healthcare Employment after Intake, by Healthcare Training Completion

	Number	Percent
Participants who Gained Healthcare after Intake		100%
No Healthcare Training Completed		
Completed Healthcare Training		

These categories can be filled in with the data that you have on hand. The top row is the entire extract, the following two rows separate the data into two groups.

# Work with your Excel data to fill in table

Use the “COUNTIF” function, with the syntax: =COUNTIF(CELL RANGE, “LOGIC”), where “cell range” includes the data you want to check and logic is the condition you want to check for.

For example:

```
=COUNTIF(H2:H1197, “>0”)
```

This will give you the number of cells in the range H2 to H1197 where the value is greater than the number 0.

## To fill the table:

### Participants who gained Healthcare Employment after Intake, by Healthcare Training Completion

	Number	Percent
Participants who Gained Healthcare Employment after Intake		100%
No Healthcare Training Completed		
Completed Healthcare Training		

- **No Health Occupation Training Completed:** count column “Healthcare Trainings Completed” where Value = 0.
- **Completed Health Occupation Training:** count column “Healthcare Trainings Completed” where Value > 0.
- **Total:** count all participants in extract.

## Filling out the table, I got the following for an all-HPOG data extract:

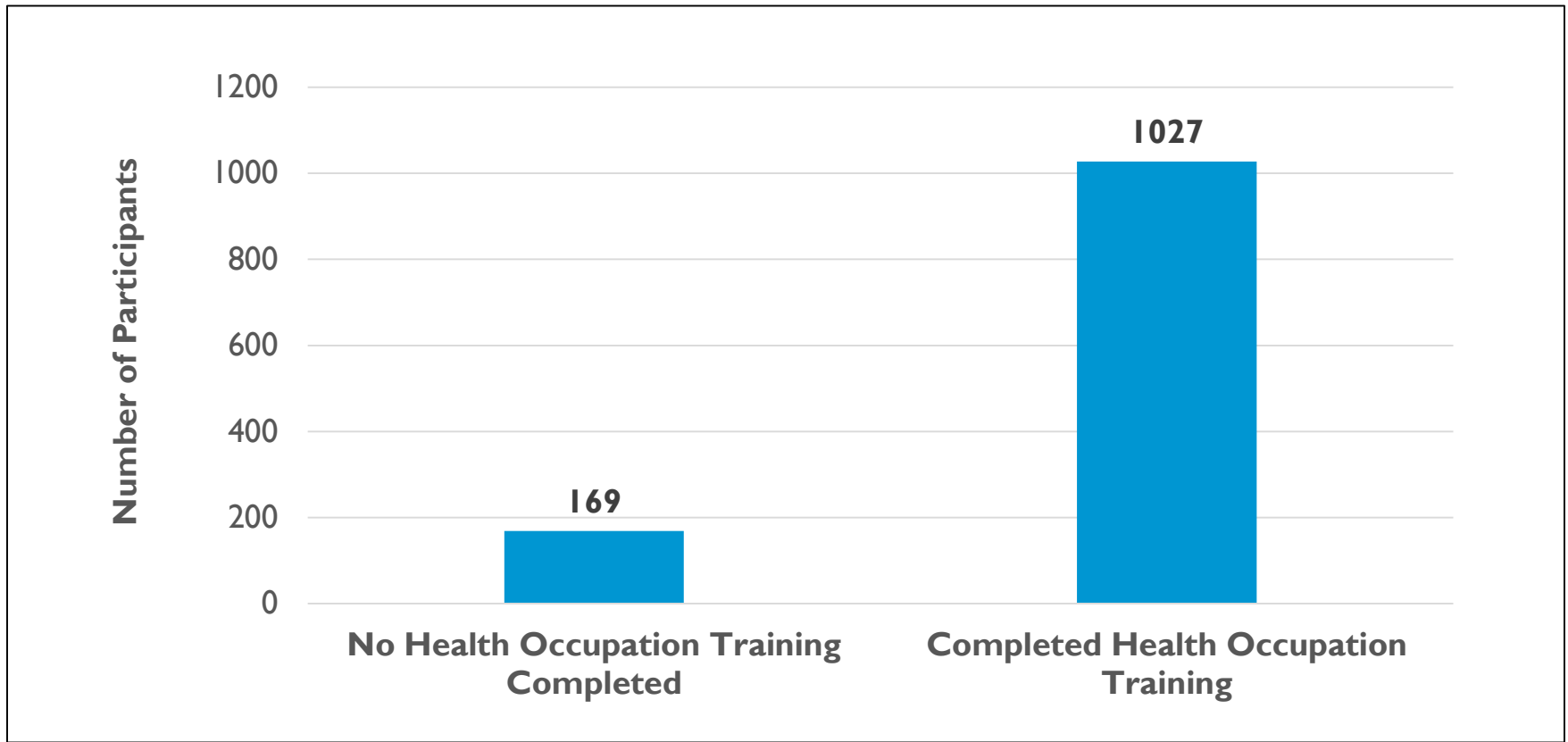
### Participants who gained Healthcare Employment after Intake, by Healthcare Training Completion

	Number	Percent
Participants who Gained Healthcare Employment after Intake	1,196	100%
No Healthcare Training Completed	169	14%
Completed Healthcare Training	1,027	86%

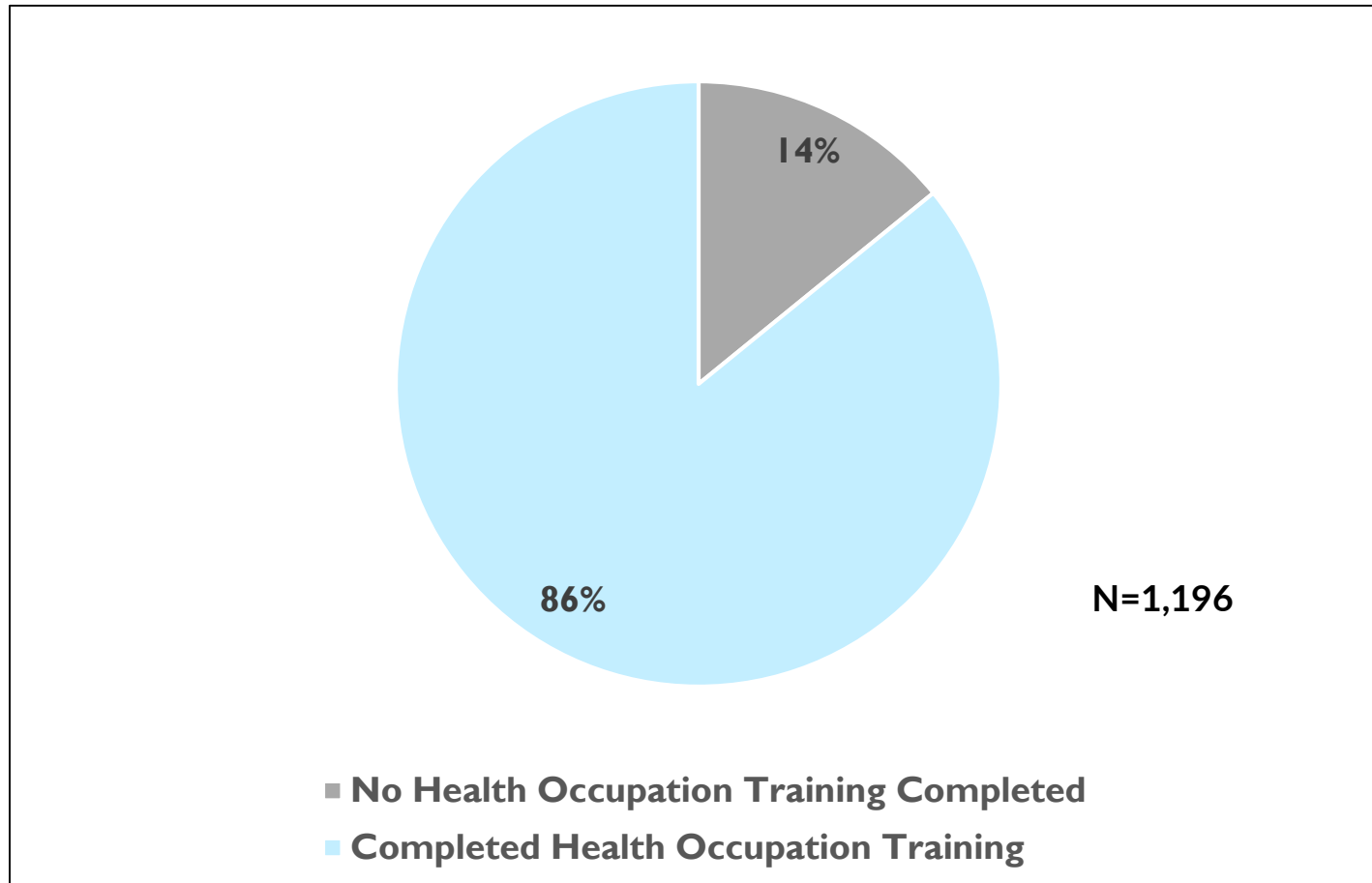
Of those who gained HC employment, 86 percent also completed a health occupation training course.

# We can turn this into various kinds of charts, using Excel:

**Participants who gained Healthcare Employment after Intake, by Healthcare Training Completion**



## Participants who gained Healthcare Employment after Intake, by Healthcare Training Completion Percentage



## We can also manipulate our counts and add new ones, to get at more complex breakdowns of the data:

### Participants who gained Healthcare Employment after Intake, by Healthcare Training Completion

	Number	Percent
Participants who Gained Healthcare Employment after Intake	1,196	100%
No Healthcare Training Began	169	9%
Healthcare Training Began, Not Completed	64	5%
Completed Healthcare Training	1,027	86%

We can see that 9 percent of those who gained healthcare employment did not take a healthcare training.



## How can stories strengthen the data?

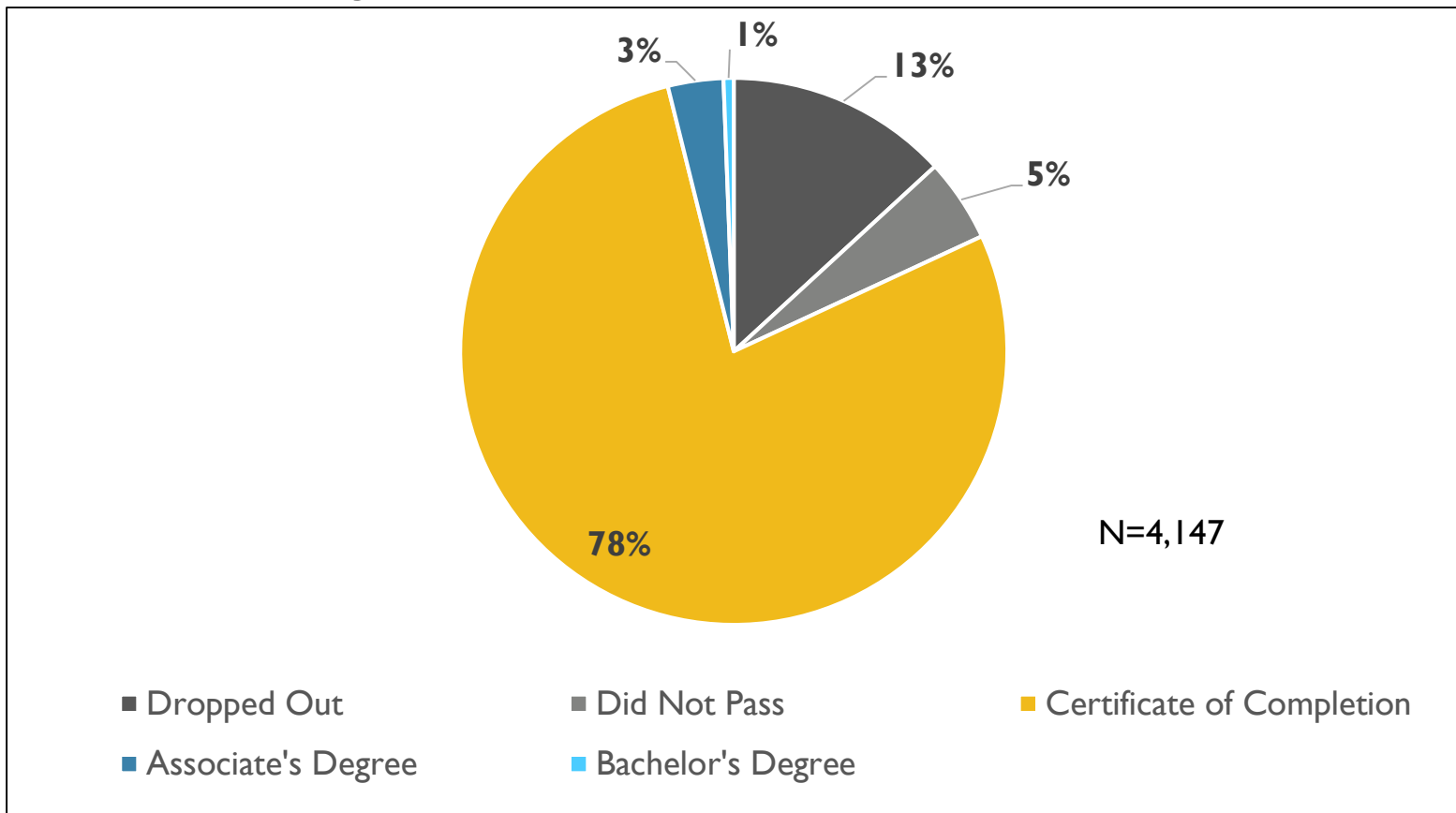
Data is most powerful when part of a story that will resonate with your audience, such as an individual participant's experiences.

For example:

"Mary joined HPOG with the dream of becoming a nurse. She started in a training for licensed vocational nursing and with the help of HPOG staff found a job at a local nursing home. She plans to continue her studies to become a Registered Nurse."

# Different ways to use HPOG data:

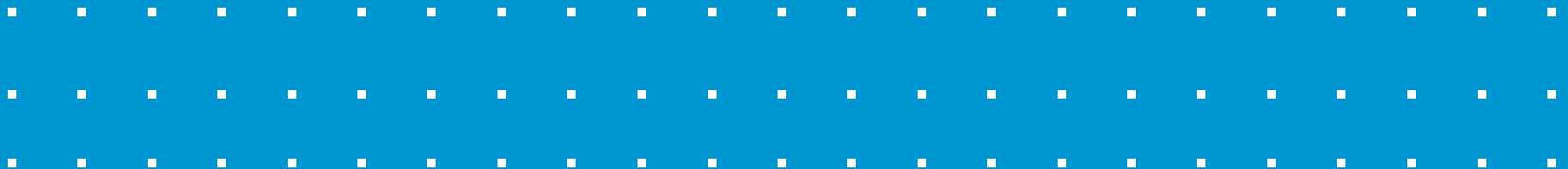
Using "Service Details:" Degrees or results of all completed HPOG healthcare trainings



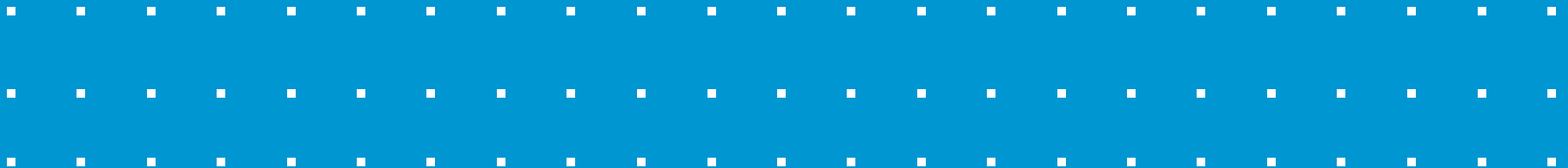
## Limitations of PAGES data:

- Dealing with unduplication of participants (in training or employment data) can be hard in Excel.
- Merging datasets together is also very difficult.
- PAGES queries can't always contain all the information:
  - If you are querying participants, you won't have details about their trainings.
  - If you are querying trainings, you can have information about participants.

# Excel Demonstration



# Discussion and Workshop



## Sample Questions:

- Breakdown of training completion statuses – by specific Occupational Code, such as nursing assistant.
- Average hours worked and wage of participants who are employed in healthcare.
- Average number of trainings enrolled and completed, and employments, by TANF status at intake, for participants who showed employment progress (table and bar graph).

## Complete the table – fill in the spaces with the following:

- A. What PAGES data set of the three that you have on hand would you use to answer this question?
- B. What kind of Chart or Table would be best for displaying this information? You can choose one or more of Data Table, Bar/Column Chart, Pie Chart, or Line Chart.
- C. Who would your desired audience be? What kind of message would this data help you support?

Question	A. Data Set	B. Chart or Table type	C. Desired Audience
Breakdown of training completion statuses – by specific Occupational Code, such as nursing assistant			
Average hours worked and wage of participants who are employed in healthcare			
Average number of trainings enrolled and completed, and employments, by TANF status at intake, for participants who showed employment progress			

**Fill in the following empty table shell – follow the instructions on your handout**

<b>_____ Training Completion Status</b>	<b>Number</b>	<b>Percent</b>
<b>Total Trainings</b>		
<b>Dropped Out</b>		
<b>Did Not Pass</b>		
<b>Certificate of Completion</b>		
<b>Associate's Degree</b>		
<b>Bachelor's Degree or above</b>		