



Measuring What Matters: Making the Most of SNAP E&T Outcomes

Speakers:

Loretta Robertson, Isabelle Mengesha, Liz Czarnecki,
Andi Grabemeyer

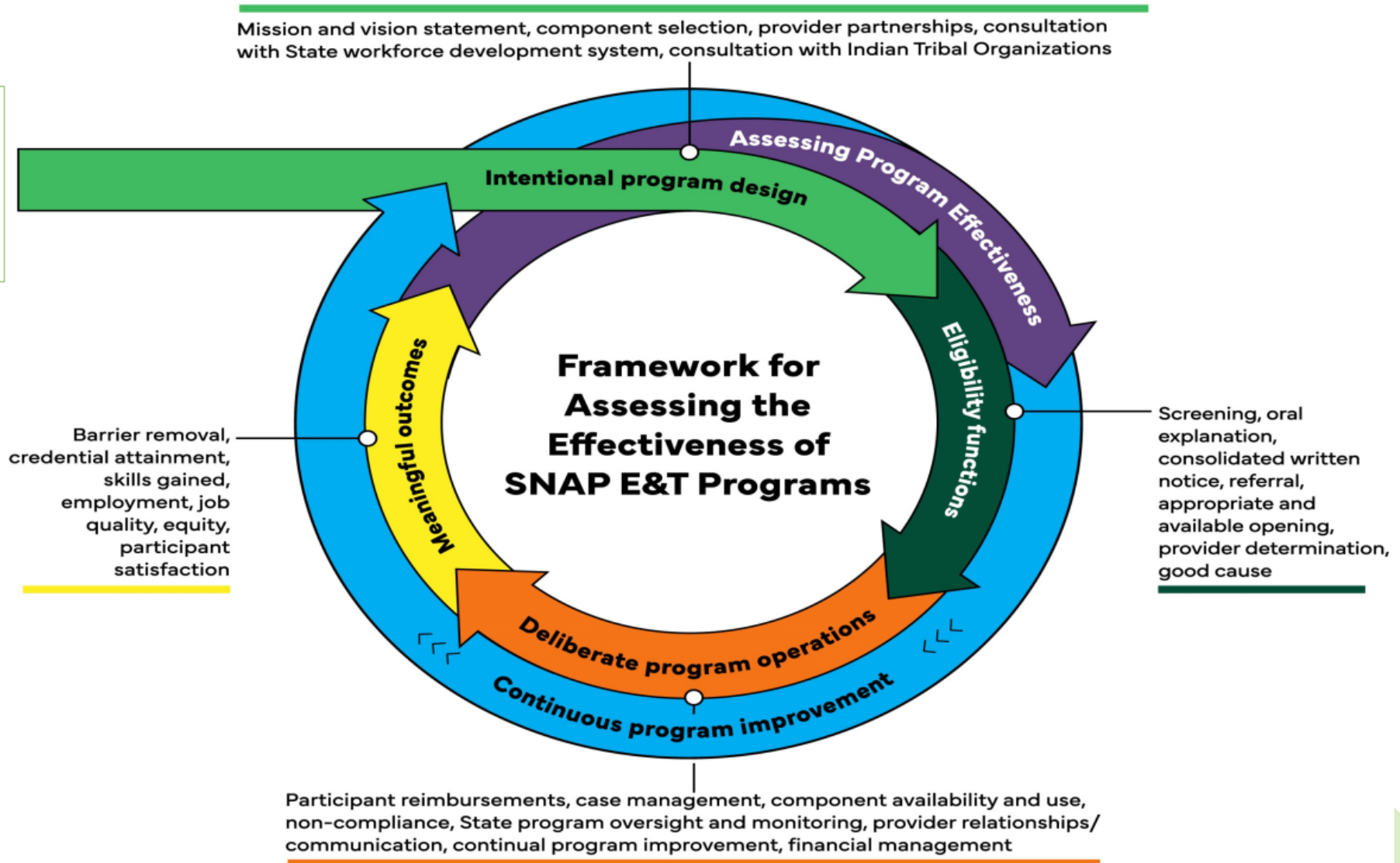
OCTOBER 29-30, 2024 | TYSONS CORNER, VA

Purpose of This Session

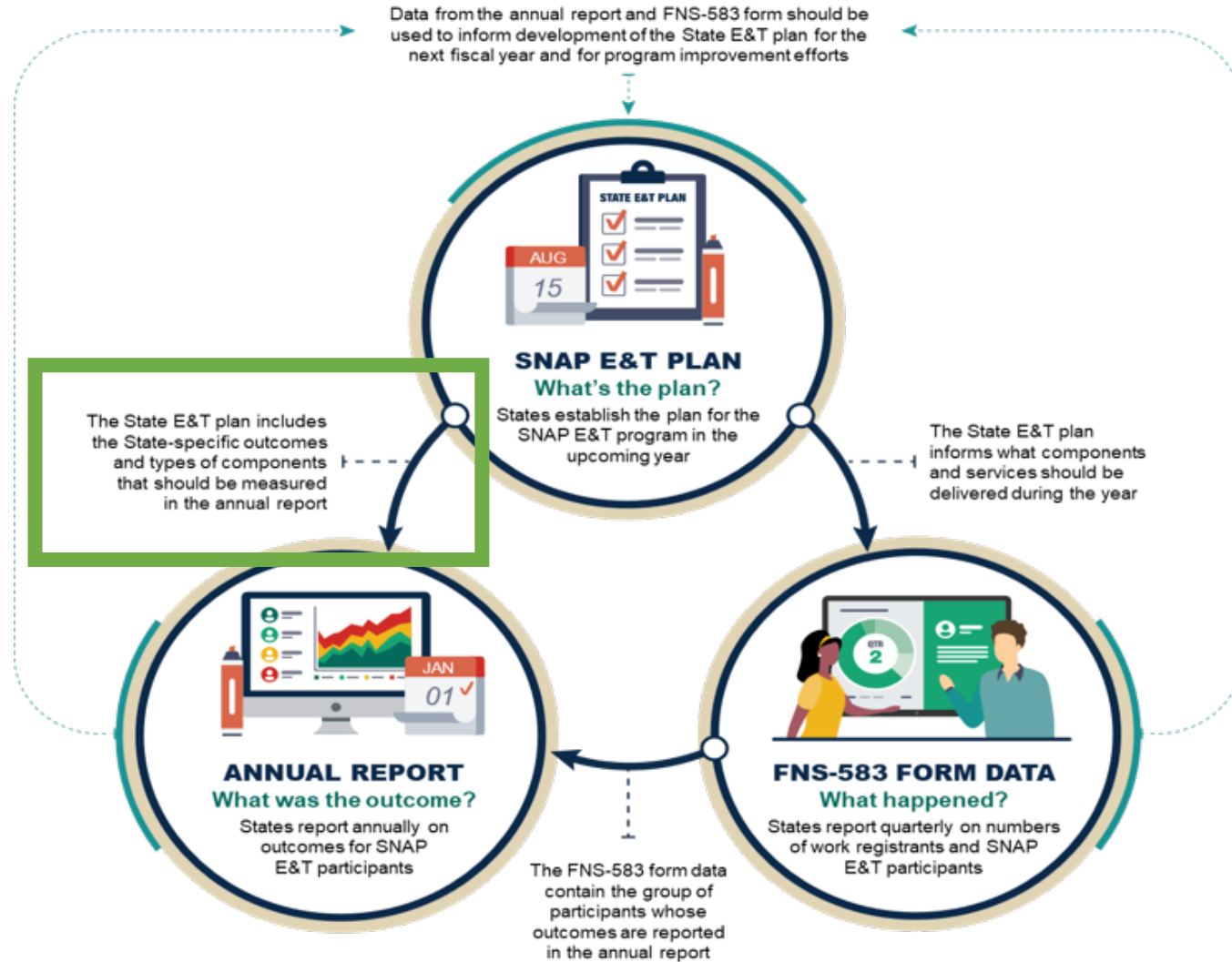
- Broaden the concept of an “outcome”
- Explore the flexibilities of the State Component Reporting Measures
- Hear a SNAP E&T Provider’s data collection best practices and experience using data to improve their training program
- Hear a SNAP State Agency redesign of their data collection, journey to measure what matters, and use of data to drive program improvement

Using Meaningful Outcomes for Continuous Improvement

Framework for Determining Effectiveness of E&T Programs



The Data Lifecycle



What Are State Component Reporting Measures?

- State agencies must identify reporting measures for each proposed component that is expected to serve at least 100 participants during the year.
- Opportunity for States to create flexible outcome measures and showcase their program
 - SNAP E&T Program = Case Management + Component(s)
 - Choosing good outcome measures for components can give an accurate picture of how the program is doing and if it is meeting the needs of clients
- Opportunity for States to define what success might look like for clients in a certain component

What to Think About When Developing a State Component Measure

- What is the purpose of the component?
 - Is it to gain a certificate, advance someone's education, learn skills, move someone promptly into employment, etc.?
- Who is in the cohort of people I am measuring?
 - Am I making sure to only measuring those in the component? Does the measure accurately reflect the accomplishments of those people?
- When is my timeframe?
 - Am I measuring close to the intervention of the component?
- Is the measure attainable?
 - Am I able to collect this data? Am I utilizing information from my providers? Am I measuring something that is readily available this year?

Common Pitfall Example

- If the measure is not aligned with goal of the component, it can give an inaccurate picture of the component's effectiveness
 - What measure would better fit EPEL?

| | | |
|--|--|---|
| English Language Acquisition (EPEL) | # and % of participants who are in unsubsidized employment after receipt of SNAP E&T in FFY 24 | 28 of the 91 total participants in this activity in FFY 24 received unsubsidized income for a total of 31% of the participants |
| On the Job Training (WBOJT) | # and % of participants who are in unsubsidized employment after receipt of SNAP E&T in FFY 24 | 194 of the 221 total participants in this activity in FFY 24 received unsubsidized income for a total of 88% of the participants |

How Can States Measure Components Better?

- Measure aligns with the specific SNAP E&T component
- Measure aligns with the expected outcomes and goal of the component
- Measure is a proximate, short-term goal
- Measure is an outcome measure, not an output
- Timeframe is closely aligned to component intervention
- Data needed for the measure is easily collected and readily available



JARC

JANE
ADDAMS
RESOURCE
CORPORATION



JARC promotes strong communities, businesses, and households to ensure that people who work do not live in poverty.

Careers in Manufacturing Programs

Provide job training and placement for unemployed adults, including dislocated workers and job seekers with barriers to employment

- CNC Machinist Program
- Welding
- Mechanical Assembly
- Manufacturing Bridge Program (supports individuals who need basic math and reading instruction)
- Future programs: Robotics/Automation

JARC

JAI
AD
RE
CO



Program Models and Best Practices

**Sector-based
Approach**

**Financial
Opportunities
Center**

**Financial coaching,
income supports,
employment
coaching**



**Simulated Work
Environment**

**Open Entry
/ Open Exit**

**Industry
Credentials**

**Retention
Strategies**

What do We Measure?

Basic Skills increase

Industry credentials of value

Training completion

Industry employment

Wage and benefits

Wage increases

Job Retention – 30, 90, 180, 365 and beyond

Career Advancement

Net worth

Credit score

Data Goals

Improve data collection & entry

Efficiency & accuracy of data entry- Air Table

Tracking (referrals, long term outcomes, etc.)

Use data to improve programs

Assess outcomes across demographics

Who are we serving?

Qualitative data-interviews, focus groups.

Data analysis & dissemination

Disaggregate data by race, gender, criminal record, etc.

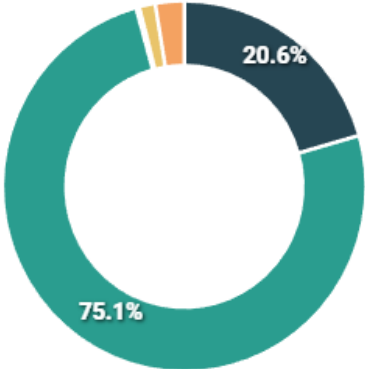
Develop UpMetrics dashboards

Tell powerful stories

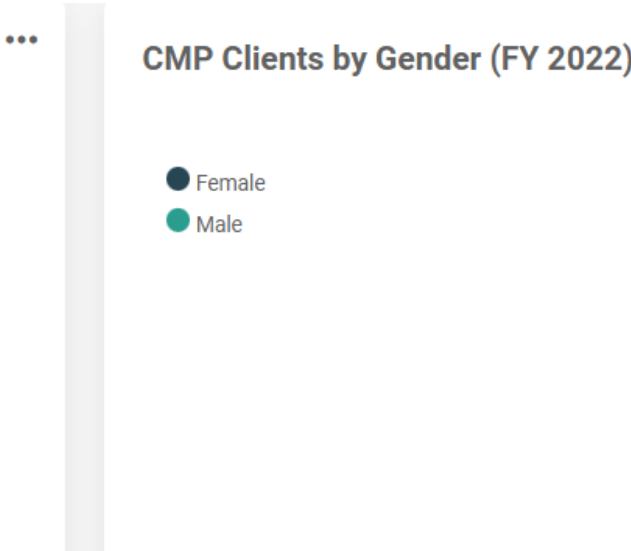
UpMetrics - Outcomes

Total CMP Clients by Gender

- Female
- Male
- Other
- Transgender
- Unknown



N = 350



N = 42

Analysis: Pie charts indicate that in FY22 we served about ½ as many women than what we have seen historically – why?

UpMetrics - Outcomes

Average Hourly Wage by Gender



Further Analysis Needed: What was average wage by gender identity if disaggregated by CNC or welding?

Are non-industry jobs included? How do wages within same company compare?

Questions?



"The best thing about JARC is that you're never on your own. It's a big team effort. The class is like a family. We bonded and worked together. We helped each other improve our technique." – JARC Graduate



Measuring What Matters

In Illinois SNAP E&T



Why did Illinois need a SNAP E&T Data System?



- Existing difficulties without a SNAP E&T data system:
 - incomplete or inaccurate coding for work registrant status,
 - incomplete documentation of activities,
 - incomplete documentation of supportive services and sanctions (when applicable).
 - incomplete referral and change information,
 - few case notes documenting any actions taken on the case,
 - inaccurate reporting to inform decision-making for operational improvement and policy change.
- Without a data system dedicated to the needs of the SNAP E&T program, it is difficult to track stakeholders' activities, progress, and outcomes.
- This made data-driven policy making impossible.

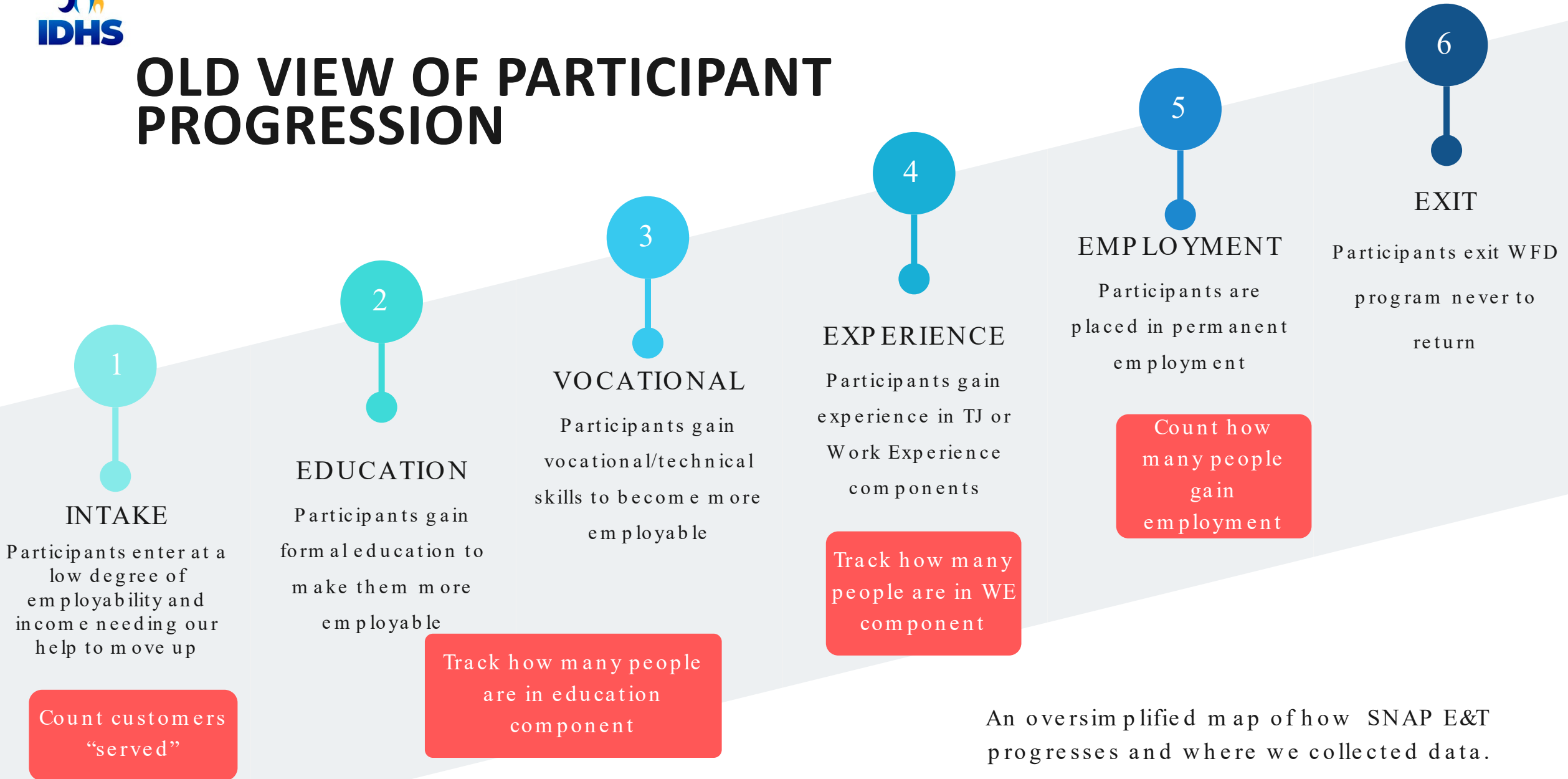
Lessons Learned from Implementing a New Data System

- Designing the system brought to light some areas where we hadn't been collecting data from our Providers and this opportunity allowed us to reconsider how to measure what matters.
- Clarifying policies related to data:
 - For example, giving a customer a simple status designation of "Active" begs the question, "What is the definition of 'Active'"?
 - As an agency, we decided that "Active" means engaged in a SNAP E&T Activity as defined by the State Plan with contact/participation at least once every week with a maximum of 2 weeks without contact. Anyone inactive for more than 2 weeks is marked as "Inactive" which is a temporary status not to exceed 30 days. After 30 days, it is expected that a Provider will exit the customer as non-responsive.
 - Another example of this is the Exit process. While IDHS hasn't prescribed the exact process for Providers to exit a customer, the system does require some information in order to close activities and change the customer's status.
- What data is required and what is optional? There is an administrative burden in entering in a lot of data for Providers.
- We also needed to reconsider what the definition of success is for our programs. Further policy discussions continue to be necessary and as policies change, changes in the system will continue.





OLD VIEW OF PARTICIPANT PROGRESSION



An oversimplified map of how SNAP E&T progresses and where we collected data.



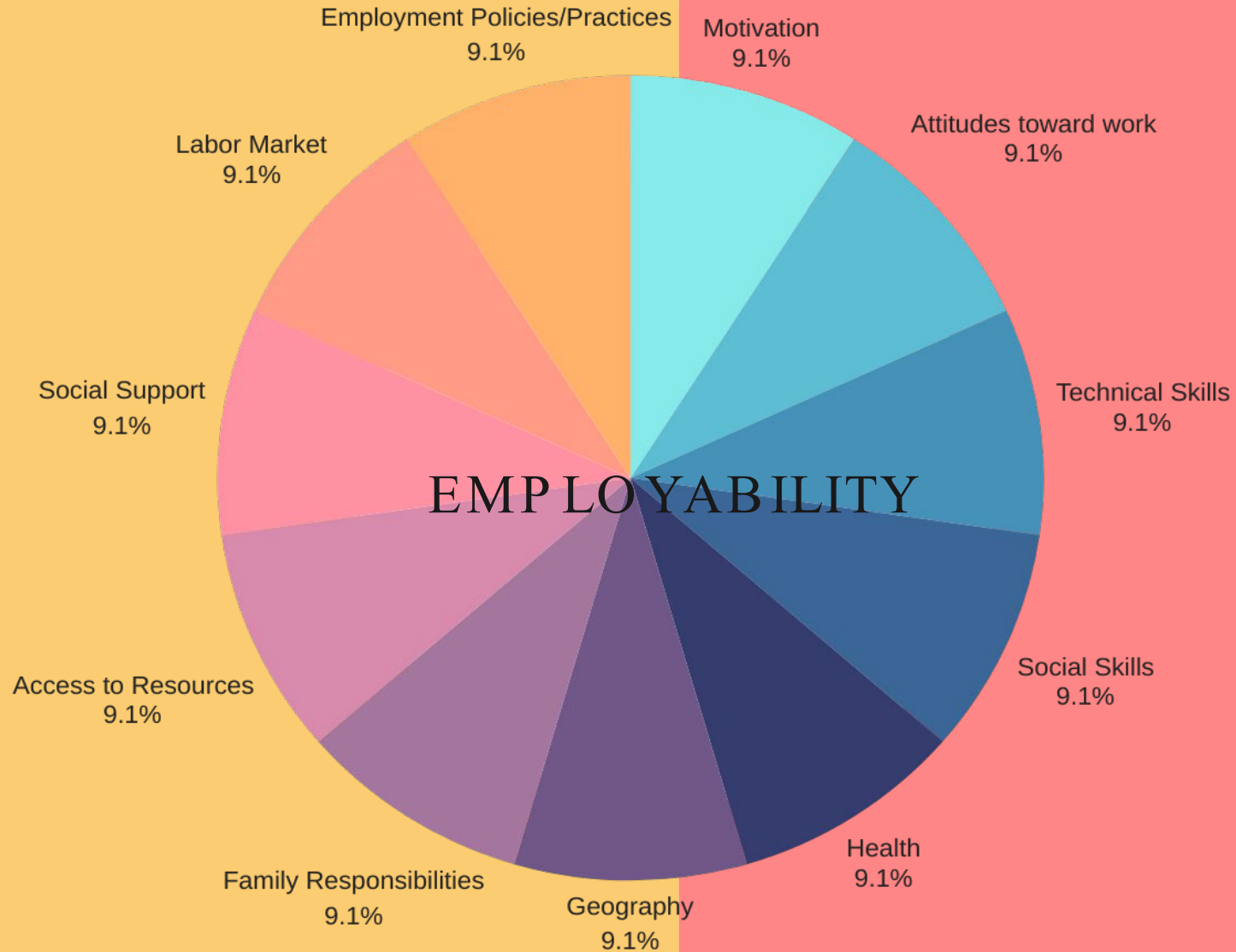
SOCIAL FACTORS

Social elements condition performance at work and include outside influences, situations, and environments that impact employability.



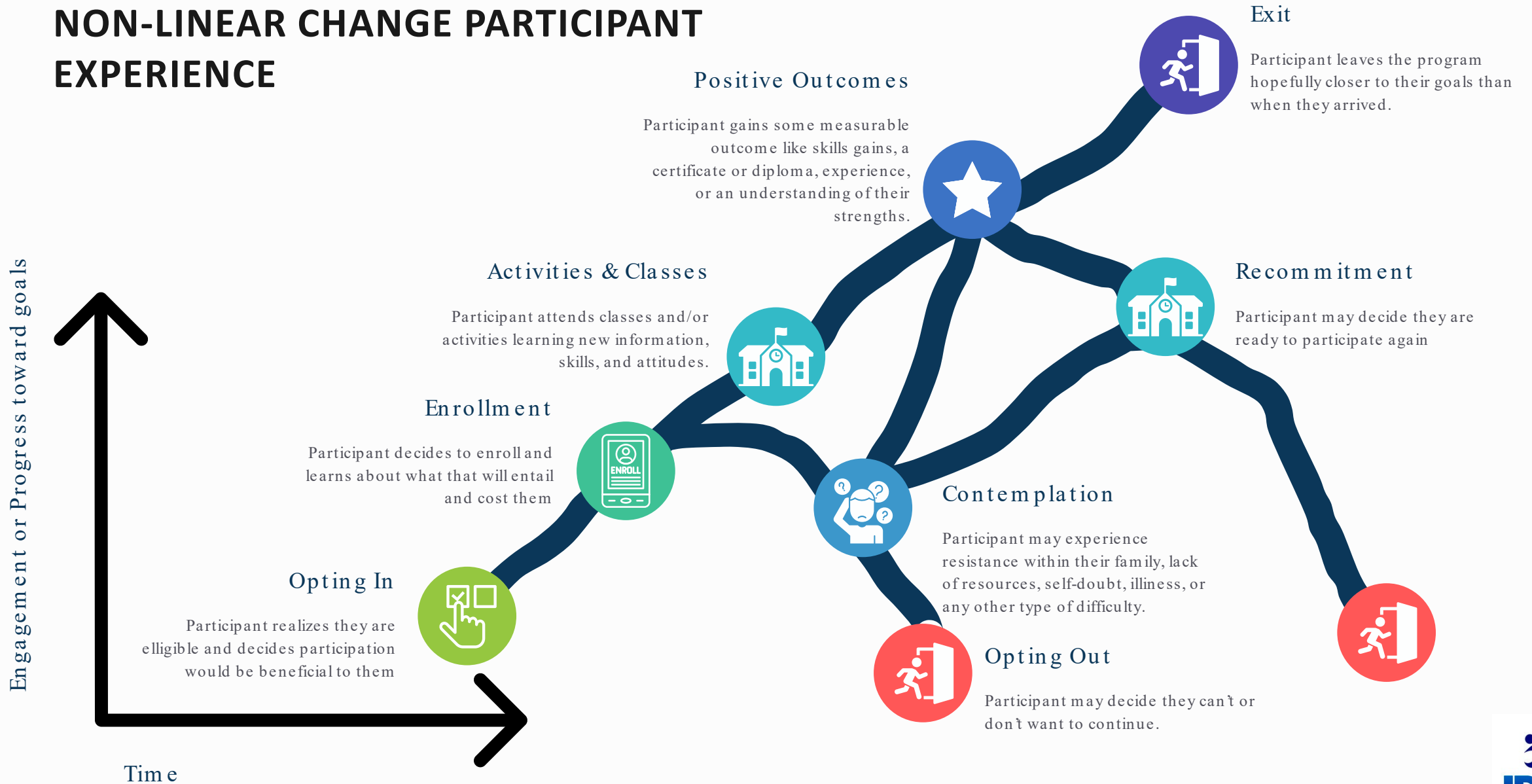
INDIVIDUAL FACTORS

Individual elements refer to the worker and include personal attributes and internal beliefs and behaviors that influence a person's employment.



*Percentages are not always equal, this is just a representation of what might be included.

NON-LINEAR CHANGE PARTICIPANT EXPERIENCE



What Do We Measure with ISETS?



01

Assessment

Collects data on skills, interests, computer literacy, barriers, needs schedule, willingness to travel, test scores, employment history.



02

Demographics

Disaggregated demographics and their relation to Providers and services



03

Partner Collaboration

Which SNAP and WIOA providers is a customer working with and allow collaboration through ISETS



04

SNAP Activity Participation

Hours in a particular activity, persistence in that activity and the outcomes of participation



05

Other Activity Participation

Activities which are not strictly SNAP E&T activities



10

Partner Performance

Performance against contract goals, spending against budgets, data accuracy, and policy compliance



09

Report Submission

Who submitted reports and on what date, who approved the report and on what date. Also track changes/ amendments



08

Job Retention

Time spent in retention, services rendered, contact and ultimate outcome



07

Outcomes

Goal attainment, skills gained, credentials gained, activity completion, employment (wage, industry, hours, satisfaction)



06

Supportive Services

Not just \$ spent by Provider but per person, per category, and their relation to activities

HOW CLOSE ARE WE TO OUR DATA GOALS?



INTAKE

Measure employability in terms of a constellation of factors.

*employability metric tool not identified



EDUCATION

Measure educational gains and progress toward a diploma/certification that can increase employability.

*incomplete data collection



VOCATIONAL

Measure attendance, persistence, sentiment/satisfaction, certifications and outcomes.

*sentiment not collected



EXPERIENCE

Update measure of employability at regular intervals during the participants' experience in the program.

*employability metric tool not identified



EMPLOYMENT

If participants gain employment (FT or PT), celebrate and document wages, industry, and sentiment about it. Help with retention.



EXIT

When participants exit, measure employability, progress toward goals, and sentiment to improve program.

*employability tool not identified, and sentiment not collected



Reframed as opportunities for us to collect data and document benchmarks as participants experience the program non-linearly/concurrently.

Data Correlation

Supports

How much are participants using in support services, what kinds and are people who complete the program using similar services or amounts?



Activities

What activities are participants engaged in who persist and have the most positive outcomes? How long are they engaged in those activities and is there a sequence that seems coincidental?



Satisfaction

Are participants satisfied with the program, do they feel they are better off, and do these people persist and have better outcomes? Are satisfied people coincidentally working with certain partners or in certain activities?



Spending

What is the correlation between provider spending and customer outcomes and/or satisfaction? Are there areas where we are underspent and why?



Lack of Data

What do we NOT have data on? What people do we NOT receive responses from or who DON'T engage in our services? Why?



How Will We Use All This Data?



Improve Performance



Inform Policy Changes



Improve Outcomes for Participants



Grow Geographically



Compelling Representative Storytelling



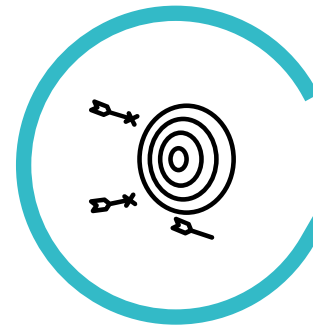
Improve ISETS

Program Improvement



Assess Performance

How close did we come to meeting goals and where did we fall short?
Hypothesize why we fell short.



Assess Leakage

Assess when and why people are leaving; is it personal, or program/policy related?

Identify What's Working

Identify potential correlations between activities, services, and outcomes. Identify service providers who are doing something right.

Identify What's NOT Working

Identify correlations between activities, service providers, policies and dissatisfaction or opting out.

Develop Mitigation Strategies

Develop strategies to magnify what's working and mitigate leakage.

Review Risk Management Plan

Regularly review and update the risk management plan to ensure its effectiveness.

Thank you!

Questions?

SAVE THE DATES!

2025 SNAP EMPLOYMENT & TRAINING STATE ACADEMY

JUNE 4 & 5, 2025 | ALEXANDRIA, VA

Learn how to succeed in the SNAP E&T financial lifecycle:

- » Plan
- » Budget
- » Spend
- » Track
- » Report

Call for State Applications coming December 2024!

We want to hear from you!

Provide feedback on this session by scanning the QR code and filling out the survey



QR: <https://www.surveymonkey.com/r/F6HFLHH>