



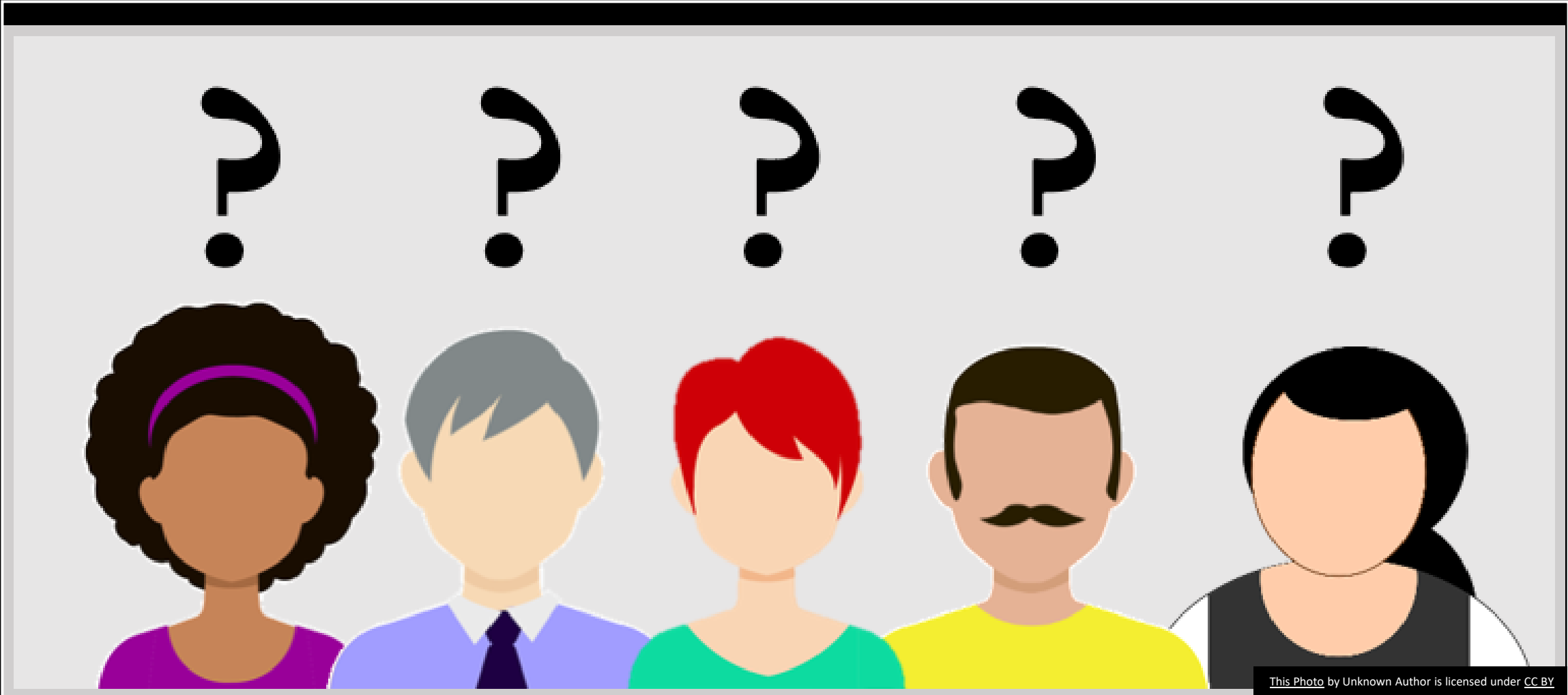
NATIONAL ASSOCIATION FOR STATE COMMUNITY SERVICES PROGRAMS

CSBG Annual Report Training Hawaii

August 31, 2023

Presenters

Muska Kamran
Research
Director



Who is with us?

The National Community Action Network Theory of Change

Community Action Goals

Goal 1: Individuals and families with low incomes are stable and achieve economic security.

Goal 2: Communities where people with low incomes live are healthy and offer economic opportunity.

Goal 3: People with low incomes are engaged and active in building opportunities in communities.



Laying the Foundation

Services and Strategies



Employment



Education & Cognitive Development

Income, Infrastructure & Asset Building



Housing

Health/Social Behavioral Development



Civic Engagement & Community Involvement

Core Principles

- Recognize the complexity of the issues of poverty
- Build local solutions specific to local needs
- Support family stability as a foundation for economic security
- Advocate for systemic change

Performance Management

How well does the network operate?

What difference does the network make?



• Local Organizational Standards

• Individual and Family National

MISSION STATEMENT



A photograph of a railway track with a text overlay. The track is made of steel rails on wooden ties, set on a bed of gravel. The track curves to the right in the distance. The surrounding area is filled with tall grass and trees. A dark grey rectangular box with white text is centered over the upper part of the image.

How do you know if your agency is on track?



Collecting
Data to Tell
the Story of
Our IMPACT



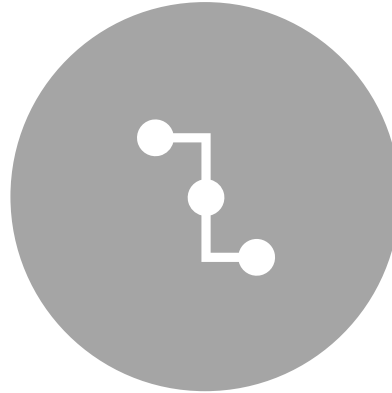
www.timoelliott.com

"When you two have finished arguing your opinions, I actually have data!"

Collectively, as a Network, we must...



UNDERSTAND OUR
MISSION



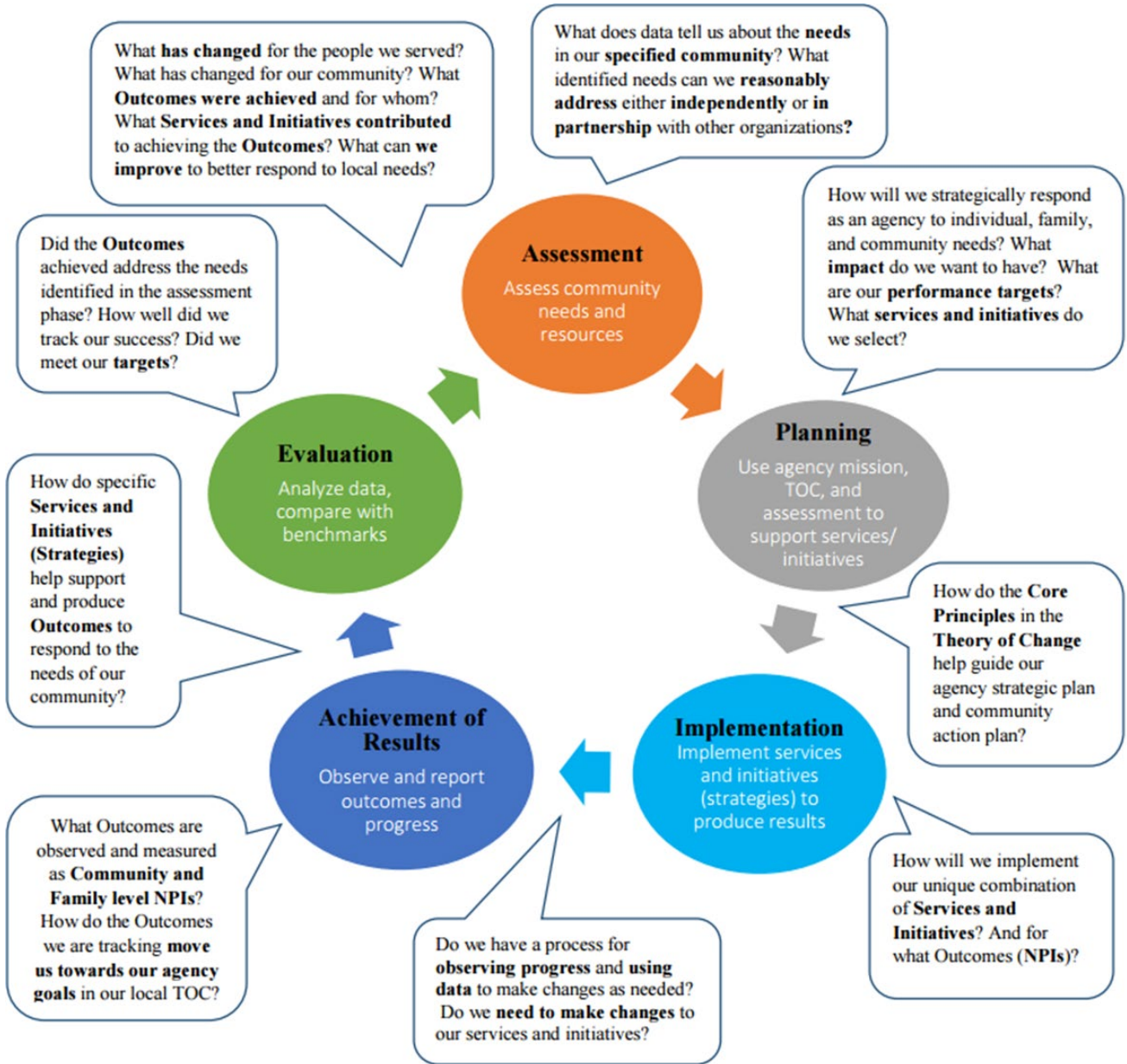
MEASURE THE
CHANGE WE CREATE



TELL OUR STORY

ROMA

Results-Oriented
Management and Accountability



Changing The Way We Think About Collecting Data



It is important to change the mindset

from

“we collect data for reporting purposes”

to

“we collect data to help manage and support the agency’s programs and services and determine if we make a difference in our client’s lives and in their communities.”

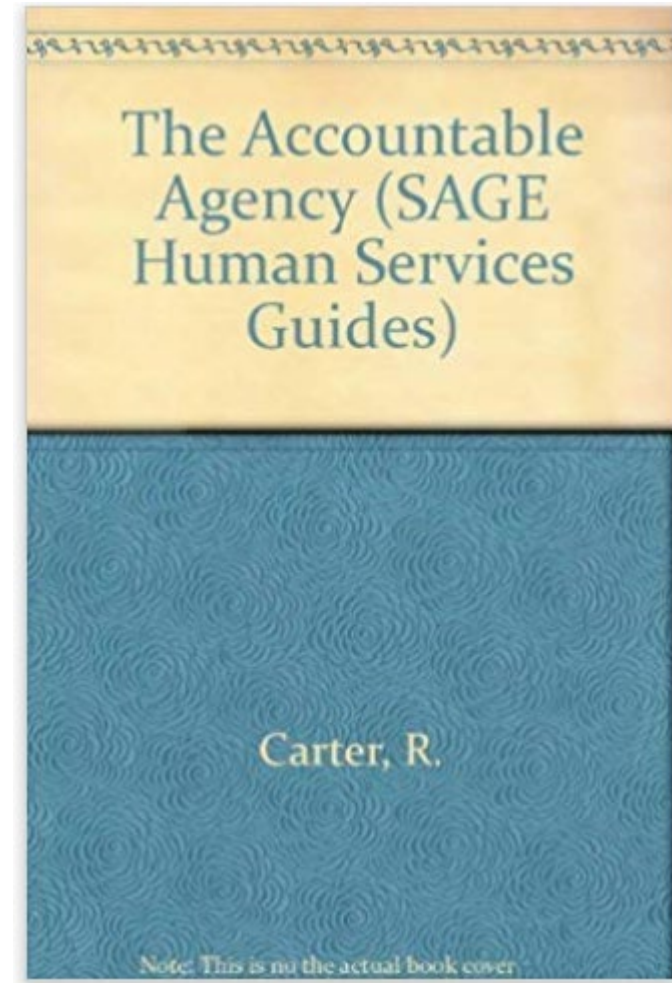


Preparing to Answer the Right Questions

- Did we do what we thought we would do?
- Did we serve the population we thought we would serve?
- Did we make an impact on the identified needs?
- Can we tell what services (or set of services) produced the best opportunity for results?
- Are some populations achieving outcomes at different rates than others?
- Did we recruit and enroll sufficient numbers to allow us to achieve our target outcomes?
- Do we need additional resources?
- Was there something unexpected that influenced the outcomes?

Do you know?

- How many are you serving?
- Who are they?
- What services do they get?
- What happens to them?
- What does it cost?



Adapted from The Accountable Agency, Reginald Carter, Sage Human Services Guide 34, 1983.

What is data? What is information?

Data are facts that are observed, measured, collected and aggregated.

Data only becomes information for decision making once it has been analyzed in some fashion.

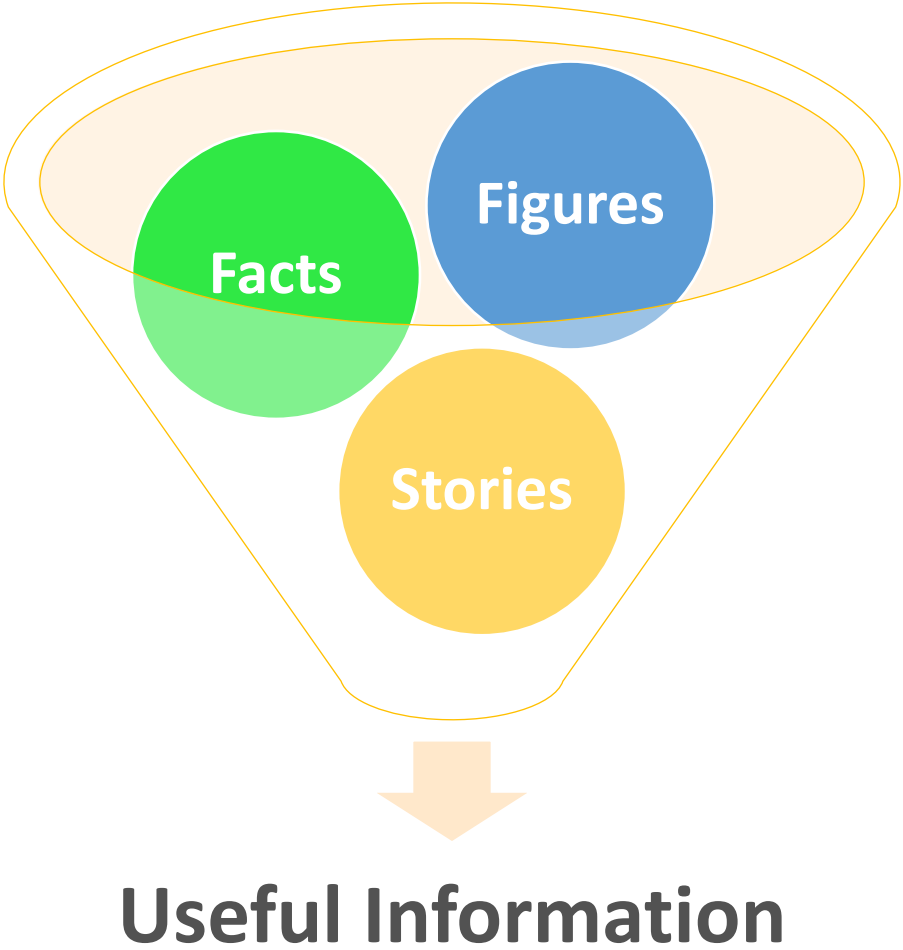
Knowledge is derived from the information and interaction with experience with a topic.



For Example

- Data: 29,029 feet, location, climate, terrain.
- Information: The combination of data elements to understand the conditions on the mountain.
- Knowledge: Understanding how the information is related to the task of climbing and survival of the climber.

Analysis of Raw Data



What is the value of data to a CAA?

Compliance – CSBG Annual Report, Org Standards

Provides answers to questions (but are we asking the right questions?)

Informs actions

Give us knowledge of the community/clients

Give us some ability to forecast future events

Achieve valuable outcomes for our community, the national network

Data Analysis

Data Analysis is the **process of exploring data and reports** in order to extract **meaningful insights**, to better understand and **improve agency performance**.

- **Tasks:** Analysis focuses on tasks including questioning, examining, interpreting, comparing, confirming, and testing with the goal of **discovering useful information, conclusions, and supporting decision making**.
- **Outputs (purpose is to provide insights):** ad hoc responses and analysis presentations (infographics, annual reports, strategic plans, CAP plans, community needs assessments)
- **Context:** Context is critical to good analysis. In order to tell a meaningful story with the data to drive specific actions, context becomes an essential component of the storyline. It emphasizes data points that are significant, unique, or special – and explain why they are important to the agency.

The goal of analysis is to answer questions by **interpreting the data at a deeper level, identifying findings, and providing actionable recommendations**.

Sources of Data in Your Organization



Annual Report
Data



Needs
Assessment Data



Customer
Satisfaction Data



Financial Data



HR Data



Program Data
(HUD, Head Start,
TANF, LIHEAP)



Organizational
Standards
Assessment

Compare

Program data from
year to year

- Quantity of service,
outcome, cost of program

Your program with
national trends

Target and actual

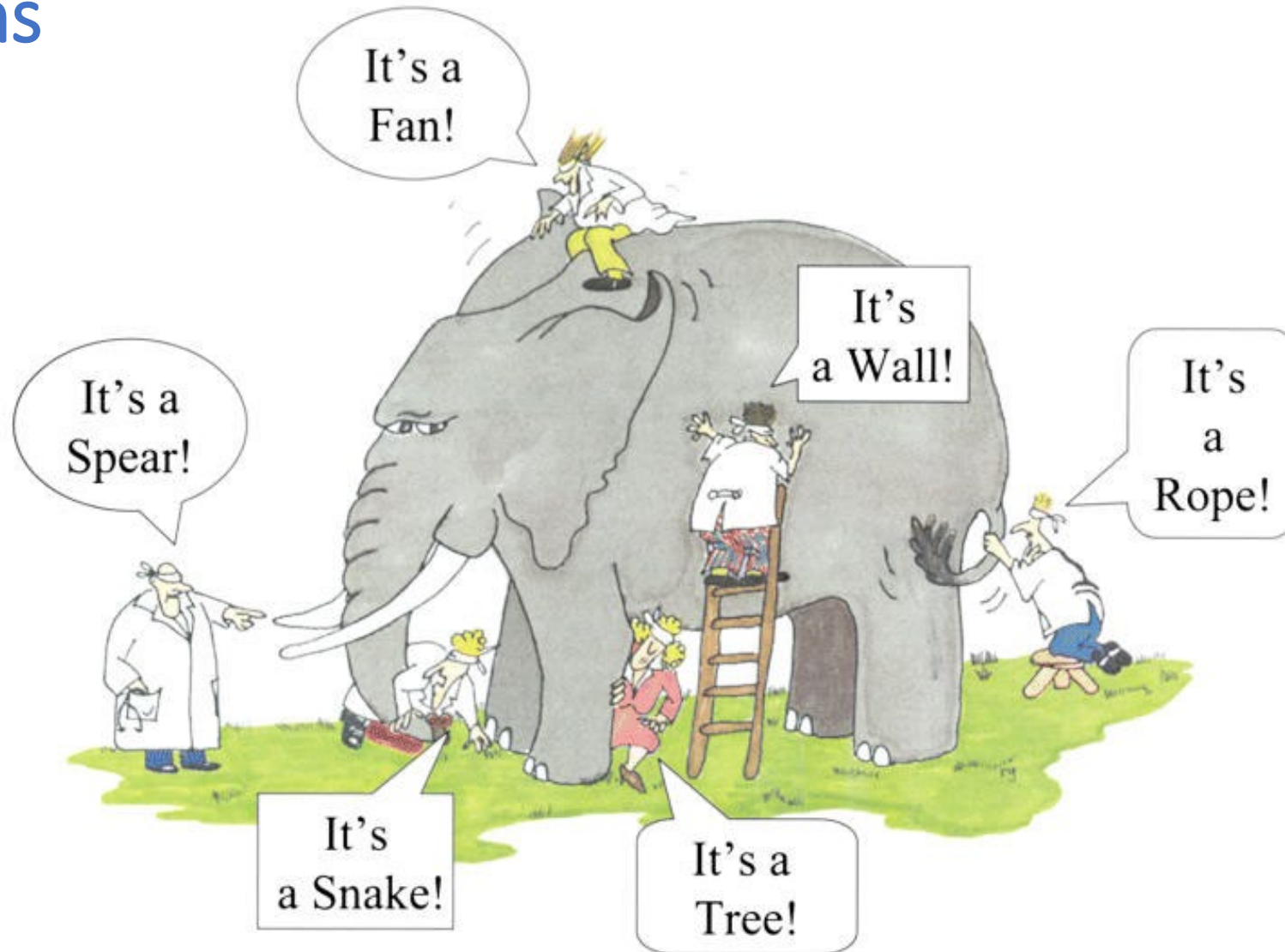
Compare with Needs
Assessment

Differences within
groups or between
groups

Comparing with other
providers

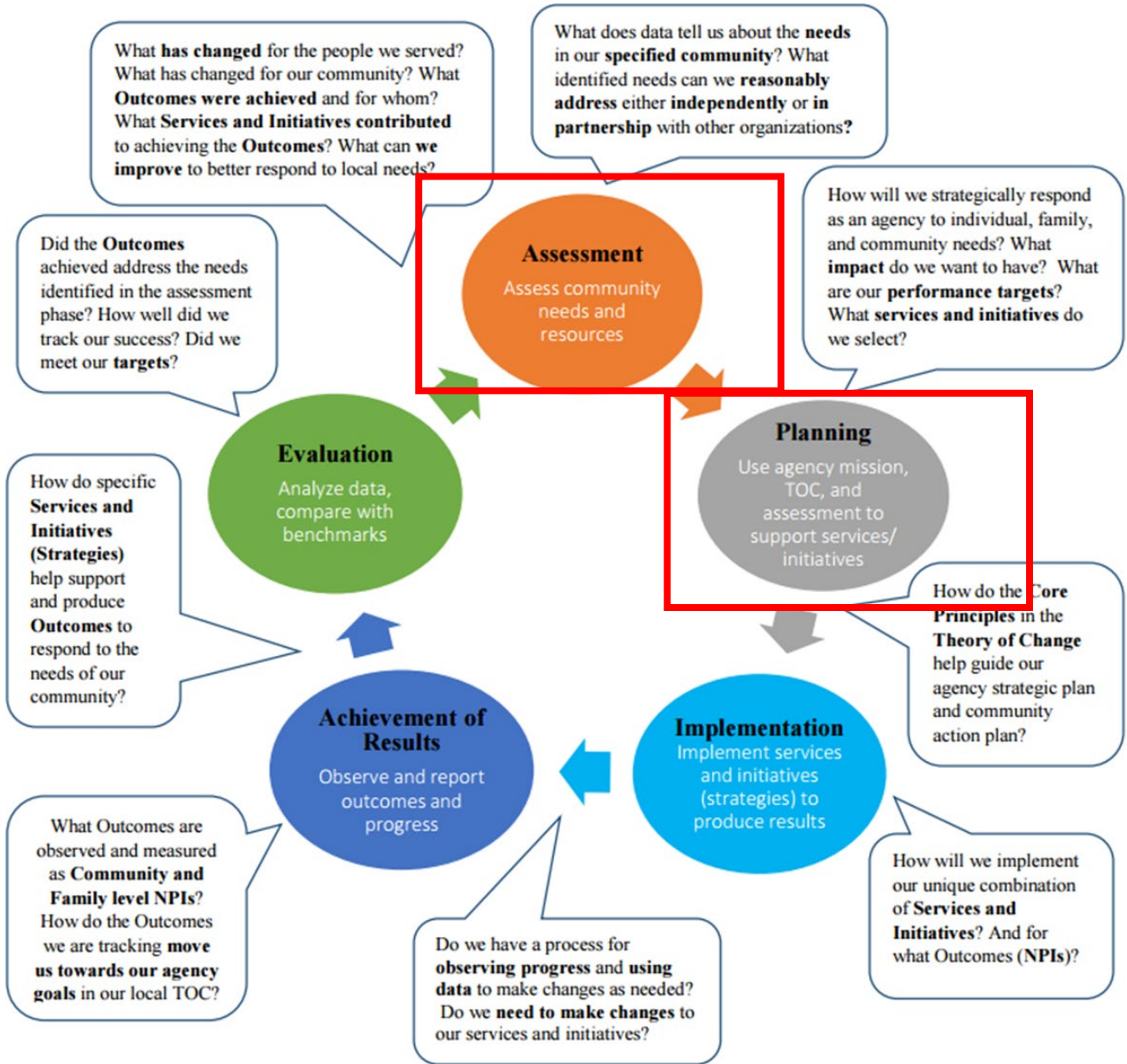
Comparing data from
another program

You Need a Complete Picture to Make Data-Informed Decisions



ROMA

Results-Oriented
Management and Accountability



Data Quality is Important

You need to have the right data and that data needs to be trusted otherwise it won't be used or considered.



Complete



Accurate



Timely



Reliable

Getting to Good Data...



Culture



Systems & Support



Planning for Data
Collection, Use, and
Analysis

Diving into the CSBG Annual Report



CSBG Annual Report

Module 1

- State Administration

Module 2

- CSBG Eligible Entity Expenditures, Capacity, and Resources

Module 3

- Community Level

Module 4

- Individual and Family Level

REMEMBER CARES AND DISASTER IS A
SUBSET!

- All CARES expenditures, funding, and services must be reported in the regular Annual Report as well.
- ✓ If any data point in the CARES report exceed its counterpart in the regular report, that suggests that the agency did not include their CARES numbers in the regular report.

Common Errors, Issues, Pitfalls to Avoid in the Annual Report

- Know your data
 - Community, Staff, Volunteers, Financial, Outcomes
- Review the report section by section and in context with other sections
 - IE, outcomes of seniors compared to number of seniors served; Head Start allocation with no Head Start outcomes; Health outcomes without any health services*
- Pay attention to the warnings and errors in your SmartForms
 - Ask yourself if the data is correct and why the data is the way it appears
 - Provide comments where needed
- Build in time for group review and analysis

Key Resources for a Successful CSBG Annual Report



CSBG ANNUAL REPORT LEXICON



Version I

Release Date: 01/10/19

https://nascsp.org/wp-content/uploads/2019/01/CSBG-AR-Lexicon_01019.pdf

Instruction Manuals



CSBG Annual Report Instruction Manuals

The CSBG Annual Report instruction manuals were created with significant input from the CSBG national partners (NASCSP, CAP, NCAF, and CAPLAW), the **DATA Taskforce**, OCS, and feedback from NASCSP trainings in over 35 states across the country. We thank all these groups for taking the time to provide feedback and edits on the manual to make it better and a more useful tool for the network.

- **Module 1- State Administration**
- **Module 2- CSBG Eligible Entity Expenditures, Capacity, and Resources- Version 2**
- **Module 3- Community Level**
 - **Module 3 Attachment: CNPI Examples**
 - **Instructions on Module 3 SmartForms**
- **Module 4- Individual and Family Level- Version 2**

Crosswalk: Changes to the Module 2 and 4 CSBG Annual Report Instruction Manual

<https://nascsp.org/csbg/csbg-data-collection-and-reporting/csbg-annual-report/instruction-manuals/>

Module 1 Overview

- Module 1 consists primarily of state administrative data:
 - CSBG Lead Agency Information; Statewide Goals and Accomplishments*; CSBG Eligible Entities; Organizational Standards*; State Use of Funds; State Training and Technical Assistance; State Linkages and Communication*; Monitoring, Corrective Action, and Fiscal Controls; ROMA



CSBG Eligible Entity Expenditures, Capacity, and Resources

Module 2

Module 2 – Section A

- Check the Reporting Period for each agency! **All agencies** within the state should have the **same reporting period**.

A.1 CSBG Eligible Entity Reporting Period:

A.1a. July 1-June 30	<input type="checkbox"/>
A.1b. October 1-September 30	<input checked="" type="checkbox"/>
A.1c. January 1-December 31	<input type="checkbox"/>

A.2 CSBG Expenditures:

CSBG Expenditures Domains	CSBG Funds
A.2a. Employment	
A.2b. Education and Cognitive Development	
A.2c. Income, Infrastructure, and Asset Building	
A.2d. Housing	
A.2e. Health and Social/Behavioral Development <i>(includes nutrition)</i>	
A.2f. Civic Engagement and Community Involvement	
A.2g. Services Supporting Multiple Domains	
A.2h. Linkages <i>(e.g. partnerships that support multiple domains)</i>	
A.2i. Agency Capacity Building <i>(detailed below in Table A.4)</i>	
A.2j. Other <i>(e.g. emergency management/disaster relief)</i>	
A.2k. Total CSBG Expenditures (auto calculated)	\$0

A.3 Of the CSBG funds reported above, report the total amount used for Administration*.

[*for more information on what qualifies as Administration, refer to IM37](#)

Frequently Asked Questions – Module 2

Question:

- Do we only report funds expended on direct program services?
- What about salaries and rental costs?
- What if I have an indirect cost rate?

A.2 CSBG Expenditures:	
CSBG Expenditures Domains	CSBG Funds
A.2a. Employment	
A.2b. Education and Cognitive Development	
A.2c. Income, Infrastructure, and Asset Building	
A.2d. Housing	
A.2e. Health and Social/Behavioral Development <i>(includes nutrition)</i>	
A.2f. Civic Engagement and Community Involvement	
A.2g. Services Supporting Multiple Domains	
A.2h. Linkages <i>(e.g. partnerships that support multiple domains)</i>	
A.2i. Agency Capacity Building <i>(detailed below in Table A.4)</i>	
A.2j. Other <i>(e.g. emergency management/disaster relief)</i>	
A.2k. Total CSBG Expenditures (auto calculated)	\$0
A.3 Of the CSBG funds reported above, report the total amount used for Administration*.	
*for more information on what qualifies as Administration, refer to IM37	

Module 2 Considerations

A.2 CSBG Expenditures:

CSBG Expenditures Domains	CSBG Funds
A.2a. Employment	\$ -
A.2b. Education and Cognitive Development	\$ -
A.2c. Income, Infrastructure, and Asset Building	\$ -
A.2d. Housing	\$ 176,974
A.2e. Health and Social/Behavioral Development (includes nutrition)	\$ 822
A.2f. Civic Engagement and Community Involvement	\$ -
A.2g. Services Supporting Multiple Domains	\$ 220,574
A.2h. Linkages (e.g. partnerships that support multiple domains)	\$ -
A.2i. Agency Capacity Building (detailed below in Table A.4)	\$ 2,348
A.2j. Other (e.g. emergency management/disaster relief)	\$ -
A.2k. Total CSBG Expenditures (auto calculated)	\$ 400,718

A.3 Of the CSBG funds reported above, report the total amount used for Administration*.	\$ -
--	------

[*for more information on what qualifies as Administration, refer to IM37](#)

A.4 Details on Agency Capacity Building Activities Funded by CSBG:

A.4.1. Please identify which activities were funded by CSBG under Agency Capacity

Section B. Please check all that apply.

ERROR: You must select at least 1 checkbox since you reported funds in A.2i

- Community Needs Assessment
 Data Management
 Other
 Strategic Planning
 Training and Technical Assistance

A.4.1.oth. Please specify Other Activities funded by CSBG under Agency Capacity:

Note: previous year's flag, that the majority of funding is in one domain, no admin, and funds in agency capacity, but no detail

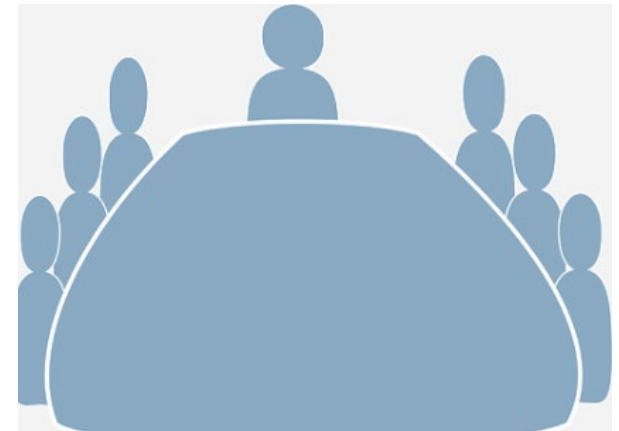
A.2i. Agency Capacity Building (detailed below in A.4.): Report all federal CSBG funds expended on agency capacity building, which is detailed in A.4. on this form. For example, if staff are involved in the Community Needs Assessment, Strategic Plan, or time spent in training, it should be reported here.

Agency capacity building is the training, technical assistance, or other activity that helps a Board member or staff person improve their skills, knowledge and understanding of CSBG or other programs with the explicit purpose of building the capacity of the CSBG Eligible Entity to achieve results. Activities can include staff development, strategic planning sessions, succession planning, ROMA Activities, Organizational Standards technical assistance, fiscal training, risk assessment, or Board retreats.

Agency Capacity Building

B.2 Hours of Agency Capacity Building (e.g. training, planning, assessment):	Hours
B.2a. Hours of Board Members in capacity building activities	
B.2b. Hours of Agency Staff in capacity building activities	

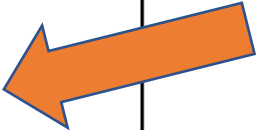
B.3. Volunteer Hours of Agency Capacity Building (e.g. program support, service delivery, fundraising):	Hours
B.3a. Total number of volunteer hours donated to the agency	
B.3a.1. Of the above, the total number of volunteer hours donated by individuals with low-incomes	



Module 2 - Review

B.2 Hours of Agency Capacity Building (e.g. training, planning, assessment):	Hours
B.2a. Hours of Board Members in capacity building activities	383.50
B.2b. Hours of Agency Staff in capacity building activities	814.50

B.3. Volunteer Hours of Agency Capacity Building (e.g. program support, service delivery, fundraising):	Hours
B.3a. Total number of volunteer hours donated to the agency	66747.00
B.3a.1. Of the above, the total number of volunteer hours donated by individuals with low-incomes	123696.00



B.2 Hours of Agency Capacity Building (e.g. training, planning, assessment):	Hours
a. Hours of Board Members in Trainings	12
b. Hours of Agency Staff in Trainings	12956

B.3. Volunteer Hours of Agency Capacity Building (e.g. program support, service delivery, fundraising):	Hours
B.3a. Number of Voluntee hours donated to the agency	13173
B.3a.1. Total number of volunteer hours donated by low-income individuals to community action	10730

B.4. The number of staff who hold certifications that increase agency capacity to achieve family and community outcomes, as measured by one or more of the following:	Number
B.4a. Number of Nationally Certified ROMA Trainers	
B.4b. Number of Nationally Certified ROMA Implementers	
B.4c. Number of Certified Community Action Professionals (CCAP)	
B.4d. Number of Staff with a child development certification	
B.4e. Number of Staff with a family development certification	
B.4f. Number of Pathways Reviewers	
B.4g. Number of Staff with Home Energy Professional Certifications	
B.4g.1. Number of Energy Auditors	
B.4g.2. Number of Retrofit Installer Technicians	
B.4g.3. Number of Crew Leaders	
B.4g.4. Number of Quality Control Inspectors (QCI)	
B.4h. Number of LEED Risk Certified assessors	
B.4i. Number of Building Performance Institute (BPI) certified professionals	
B.4j. Number of Classroom Assessment Scoring System (CLASS) certified professionals	
B.4k. Number of Certified Housing Quality Standards (HQS) Inspectors	
B.4l. Number of American Institute of Certified Planners (AICP)	
B.4m. Other (Please specify others below):	

B.5. Number of organizations, both public and private, that the CSBG Eligible Entity actively works with to expand resources and opportunities in order to achieve family and community outcomes:	Unduplicated Number of Organizations
B.5a. Non-Profit	
B.5b. Faith Based	
B.5c. Local Government	
B.5d. State Government	
B.5e. Federal Government	
B.5f. For-Profit Business or Corporation	
B.5g. Consortiums/Collaborations	
B.5h. School Districts	
B.5i. Institutions of Post-Secondary Education/Training	
B.5j. Financial/Banking Institutions	
B.5k. Health Service Organizations	
B.5l. Statewide Associations or Collaborations	

At a minimum, the state CSBG office and state Community Action Association should be partner organizations

Include the number of organizations that make up the types of partnerships mentioned above. Only report the number of organizations the CSBG Eligible Entity is engaged with and not the number of partnerships with each type of CSBG Eligible Entity. For example, a CAA may have a partnership with three different departments within the Department of Education, however the Department of Education is only one organization. As such, the number “one” should be reported to represent the Department of Education. If an organization qualifies within multiple categories, CSBG Eligible Entities should report the organization in only one category, its primary classification. For example, Catholic Charities is a non-profit, faith-based organization. However, their primary mission is faith-based and should be reported under faith-based

Module 2: Allocated Resources

Module 2, Section C: Allocated Resources per CSBG Eligible Entity

Section C: Allocated Resources per CSBG Eligible Entity data entry form provides data on resources allocated to, and administered through, the CSBG Eligible Entity. This report provides valuable information on how CSBG leverages funds from multiple federal, state, local, and private sources as required in the CSBG Act. Section C characterizes the work of the network and places it within a realistic context.

All reported dollars should be allocated dollars. **Allocated dollars** are the amount that is available to each CSBG Eligible Entity during a twelve-month period. If a contract covers a three-year period, only report the amount allocated for the most current year of the contract.



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C.2. Amount of FY 2018 CSBG allocated to reporting entity

C.2

C.3. Federal Resources Allocated (Other than CSBG)

C.3a. Weatherization (DOE) (include oil overcharge \$\$)

C.3a.

C.3b. Health and Human Services (HHS)

C.3b.1. LIHEAP - Fuel Assistance (include oil overcharge \$\$)

C.3b.1.

C.3b.2. LIHEAP - Weatherization (include oil overcharge \$\$)

C.3b.2.

C.3b.3. Head Start

C.3b.3.

C.3b.4. Early Head Start

C.3b.4.

C.3b.5. Older Americans Act

C.3b.5.

C.3b.6. Social Services Block Grant (SSBG)

C.3b.6.

C.3b.7. Medicare/Medicaid

C.3b.7.

C.3b.8. Assets for Independence (AFI)

C.3b.8.

C.3b.9. Temporary Assistance for Needy Families (TANF)

C.3b.9.

C.3b.10. Child Care Development Block Grant (CCDBG)

C.3b.10.

C.3b.11. Community Economic Development (CED)

C.3b.11.

C.3b.12. Other HHS Resource Description

C.3b.12.i.

CFDA #:

C.3b.12.i.

C.3b.12.ii.

CFDA #:

C.3b.12.ii.

C.3b.12.iii.

CFDA #:

C.3b.12.iii.

C.3b.12.iv.

CFDA #:

C.3b.12.iv.

Module 2 – Section C

- Please ensure to complete any entries written in as other resources. This means a complete description, CFDA number, and dollar amount.

C.3b.12.		Other HHS Resource Description			
C.3b.12.i		FVPSA	CFDA #		C.3b.12.i. \$19,256.00
C.3b.12.ii			CFDA #		C.3b.12.ii. \$0.00
C.3b.12.iii			CFDA #		C.3b.12.iii. \$0.00
C.3b.12.iv			CFDA #		C.3b.12.iv. \$0.00
C.3b.13. Total Other HHS Resources (autocalculated)					C.3b.13. \$19,256.00



Questions?

CARES Module 2



CARES MODULE 2 - CHECK A.2

- A.2 should report the total CARES allocation (not including discretionary).

A.2. Amount of FY 2021 CSBG CARES Supplemental allocated to reporting entity:	\$ 33,957
A.3 CSBG CARES Supplemental Expenditures Domains	CSBG CARES Funds
A.3a. Employment	
A.3b. Education and Cognitive Development	
A.3c. Income, Infrastructure, and Asset Building	
A.3d. Housing	\$ 20,000
A.3e. Health and Social/Behavioral Development (includes nutrition)	
A.3f. Civic Engagement and Community Involvement	
A.3g. Services Supporting Multiple Domains	\$ 13,957
A.3h. <i>Linkages (e.g. partnerships that support multiple domains for the specific purposes of disaster and/or emergency services)</i>	
A.3i. <i>Agency Capacity Building (detailed below in Table A.5)</i>	
A.3j. <i>Other (e.g. emergency management/disaster relief)</i>	
A.3k. Total CSBG Expenditures (auto calculated)	\$ 33,957

CARES MODULE 2 – COMPARE A.2 TO PREVIOUS YEAR

- A.2 should stay the same year to year (unless you're a small state that received a second allocation of CSBG CARES funding).
 - This is not carryover or expenditures.

A.2. Amount of FY 2022 CSBG CARES Supplemental allocated to reporting entity: \$ 283,000

A.2. Amount of FY 2021 CSBG CARES Supplemental allocated to reporting entity: \$ 311,196

A.2. Amount of FY 2022 CSBG CARES Supplemental allocated to reporting entity: \$ 400,000

A.2. Amount of FY 2021 CSBG CARES Supplemental allocated to reporting entity: \$ 35,000

CARES MODULE 2 – LOOK AT EXPENDITURES HOLISTICALLY

- With CARES, each agency has a static pot of money i.e. they're not getting more CARES money. Their CSBG CARES expenditures should reflect back on their CSBG CARES allocation.
 - You can't have more expenditures over time than your total allocation.

A.2. Amount of FY 2022 CSBG CARES Supplemental allocated to reporting entity: \$ 150,000

A.3 CSBG CARES Supplemental Expenditures Domains	CSBG CARES Funds
A.3a. Employment	
A.3b. Education and Cognitive Development	
A.3c. Income, Infrastructure, and Asset Building	
A.3d. Housing	\$ 4,099
A.3e. Health and Social/Behavioral Development (includes nutrition)	\$ 122,485
A.3f. Civic Engagement and Community Involvement	
A.3g. Services Supporting Multiple Domains	
A.3h. Linkages (e.g. partnerships that support multiple domains for the specific purposes of disaster and/or emergency services)	
A.3i. Agency Capacity Building (detailed below in Table A.5)	
A.3j. Other (e.g. emergency management/disaster relief)	
A.3k. Total CSBG Expenditures (auto calculated)	\$ 126,584

A.2. Amount of FY 2021 CSBG CARES Supplemental allocated to reporting entity: \$ 150,000

A.3 CSBG CARES Supplemental Expenditures Domains	CSBG CARES Funds
A.3a. Employment	
A.3b. Education and Cognitive Development	
A.3c. Income, Infrastructure, and Asset Building	
A.3d. Housing	\$ 8,135
A.3e. Health and Social/Behavioral Development (includes nutrition)	\$ 112,678
A.3f. Civic Engagement and Community Involvement	
A.3g. Services Supporting Multiple Domains	
A.3h. Linkages (e.g. partnerships that support multiple domains for the specific purposes of disaster and/or emergency services)	
A.3i. Agency Capacity Building (detailed below in Table A.5)	
A.3j. Other (e.g. emergency management/disaster relief)	
A.3k. Total CSBG Expenditures (auto calculated)	\$ 120,813

Note: Compare CARES Section A to Regular Section A. All CSBG CARES expenditures should be included in the regular Module 2 expenditures.

A.2 CSBG Expenditures:

CSBG Expenditures Domains	CSBG Funds
A.2a. Employment	
A.2b. Education and Cognitive Development	\$ 3,000
A.2c. Income, Infrastructure, and Asset Building	
A.2d. Housing	\$ 20,000
A.2e. Health and Social/Behavioral Development (includes nutrition)	
A.2f. Civic Engagement and Community Involvement	
A.2g. Services Supporting Multiple Domains	
A.2h. Linkages (e.g. partnerships that support multiple domains)	
A.2i. Agency Capacity Building (detailed below in Table A.4)	
A.2j. Other (e.g. emergency management/disaster relief)	
A.2k. Total CSBG Expenditures (auto calculated)	\$ 23,000

A.2. Amount of FY 2021 CSBG CARES Supplemental allocated to reporting entity: \$ 33,957

A.3 CSBG CARES Supplemental Expenditures Domains	CSBG CARES Funds
A.3a. Employment	
A.3b. Education and Cognitive Development	
A.3c. Income, Infrastructure, and Asset Building	
A.3d. Housing	\$ 20,000
A.3e. Health and Social/Behavioral Development (includes nutrition)	
A.3f. Civic Engagement and Community Involvement	
A.3g. Services Supporting Multiple Domains	\$ 13,957
A.3h. Linkages (e.g. partnerships that support multiple domains for the specific purposes of disaster and/or emergency services)	
A.3i. Agency Capacity Building (detailed below in Table A.5)	
A.3j. Other (e.g. emergency management/disaster relief)	
A.3k. Total CSBG Expenditures (auto calculated)	\$ 33,957

REMEMBER CARES AND DISASTER IS A
SUBSET!

- All CARES expenditures, funding, and services must be reported in the regular Annual Report as well.
- ✓ If any data point in the CARES report exceed its counterpart in the regular report, that suggests that the agency did not include their CARES numbers in the regular report.

CARES MODULE 2 – SECTION C

- Section C should report carryover plus any new discretionary or funding from CARES for FY22.
 - C.2 shouldn't stay the same if you had expenditures last year. This is not your total CARES allocation, just carryover and new funding (unlikely).

C.2. Amount of FY 2022 CSBG CARES funds allocated to reporting entity

\$ 311,196

C.2. Amount of FY 2021 CSBG CARES funds allocated to reporting entity:

\$ 311,196

CARES MODULE 2 – SECTION C

- Section C should report carryover plus any new discretionary or funding from CARES for FY22.
 - C.2 also shouldn't be getting bigger. Unless it was misreported previously.
 - And it shouldn't be less than what is expected based off of expenditures.
 - You might see warnings around significant changes. They are simply standard warnings built into the forms meant to draw attention and double check the numbers. If the data is correct, it is correct and you can just confirm the data is correct. We are expecting the numbers to be lower.

C.2. Amount of FY 2022 CSBG CARES funds allocated to reporting entity				C.3. Federal CARES Act Resources Allocated (Other than CSBG)			
		\$	2,000			\$	100,000
C.3. Federal CARES Act Resources Allocated (Other than CSBG)				C.3. Federal CARES Act Resources Allocated (Other than CSBG)			
C.3b.1.	LIHEAP - Fuel Assistance (include oil overcharge \$\$\$)	C.3b.1.	\$ 10,000	C.3b.1.	LIHEAP - Fuel Assistance (include oil overcharge \$\$\$)	C.3b.1.	\$ 207,028
C.3b.2.	LIHEAP - Weatherization (include oil overcharge \$\$\$)	C.3b.2.		C.3b.2.	LIHEAP - Weatherization (include oil overcharge \$\$\$)	C.3b.2.	
C.3b.3.	Head Start	C.3b.3.		C.3b.3.	Head Start	C.3b.3.	
C.3b.4.	Early Head Start	C.3b.4.		C.3b.4.	Early Head Start	C.3b.4.	
C.3b.5.	Older Americans Act	C.3b.5.		C.3b.5.	Older Americans Act	C.3b.5.	
C.3b.6.	Social Services Block Grant (SSBG)	C.3b.6.		C.3b.6.	Social Services Block Grant (SSBG)	C.3b.6.	
C.3b.7.	Medicare/Medicaid	C.3b.7.		C.3b.7.	Medicare/Medicaid	C.3b.7.	
C.3b.8.	Assets for Independence (AFI)	C.3b.8.		C.3b.8.	Assets for Independence (AFI)	C.3b.8.	
C.3b.9.	Temporary Assistance for Needy Families (TANF)	C.3b.9.		C.3b.9.	Temporary Assistance for Needy Families (TANF)	C.3b.9.	
C.3b.10.	Child Care Development Block Grant (CCDBG)	C.3b.10.		C.3b.10.	Child Care Development Block Grant (CCDBG)	C.3b.10.	
C.3b.11.	Community Economic Development (CED)	C.3b.11.		C.3b.11.	Community Economic Development (CED)	C.3b.11.	
C.3b.12.	Other HHS Resource Description	C.3b.12.		C.3b.12.	Other HHS Resource Description	C.3b.12.	

TIPS: LOOK AT CARES EXPENDITURES AND ALLOCATIONS TOGETHER

- Example (if you're not a small state):
 - The agency received \$100,000 in CSBG CARES allocation.
 - A.2 and C.2 in FY20 are \$100,000.
 - Agency expended \$40,000 in FY20.
 - Agency received \$10,000 in discretionary for FY21.
- In FY21, Agency should report:
 - \$100,000 in A.2 (anything more or less than that is incorrect)
 - \$70,000 in C.2 (anything more or less than that is incorrect)
 - \$60,000 carryover + \$10,000 discretionary
 - Agency can't have more total expenditures for FY21 than \$70,000 either.

TIPS: LOOK AT CARES EXPENDITURES AND ALLOCATIONS TOGETHER

- Continued Example:
 - Let's say the agency expended \$60,000 in FY21.
- In FY22, Agency should report:
 - \$100,000 in A.2 (anything more or less than that is incorrect)
 - \$10,000 in C.2 (anything more **or less** than that is incorrect)
 - \$10,000 carryover + \$0 discretionary
 - Agency can't have more total expenditures for FY22 than \$10,000 either.

TIPS: LOOK AT CARES EXPENDITURES AND ALLOCATIONS TOGETHER

	FY20	FY21	FY22
CARES A.2 (allocation not including discretionary)	\$100,000	\$100,000	\$100,000
CARES C.2	\$100,000	\$60,000 Carryover + \$10,000 Discretionary	\$10,000 Carryover + \$0 Discretionary
CARES A.3k (Total Expenditures)	\$40,000	\$60,000	\$10,000

TIPS: SIMPLE TABLE IF NO DISCRETIONARY FOR CSBG CARES

	FY20	FY21	FY22
CARES C.2	Allocation	Carryover	Carryover
CARES C.2	Allocation	Allocation minus FY20 A.3k	Allocation minus FY20 A.3k minus FY21 A.3k

TIPS: IF AGENCY GOT NEW FUNDING OR DISCRETIONARY FOR CSBG CARES

	FY20	FY21	FY22
CARES C.2	Allocation plus FY20 discretionary	Carryover plus FY21 Discretionary	Carryover plus FY22 Discretionary
CARES C.2	Allocation plus FY20 discretionary	(Allocation plus FY20 discretionary) minus FY20 A.3k plus FY21 Discretionary	(Allocation plus FY20 discretionary plus FY21 discretionary) minus FY20 A.3k minus FY21 A.3k plus FY22 discretionary

REMEMBER CARES IS A SUBSET

- Whatever the CARES Section C data points end up being after calculating the carryover and new funding only, add that to the regular Module 2 Section C data points.

Note: Compare CARES Section C to Regular Section C. All CSBG CARES allocations should be included in the regular Module 2 expenditures.

C.2. Amount of FY 2020 CSBG allocated to reporting entity	c.2	\$ 347,933
--	-----	------------

C.2. Amount of FY 2021 CSBG CARES funds allocated to reporting entity		\$ 289,334
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C.3. Federal Resources Allocated (Other than CSBG)

C.3. Federal CARES Act Resources Allocated (Other than CSBG)

C.3a. Weatherization (DOE) (include oil overcharge \$\$)	C.3a.	\$ 100,000
C.3b. Health and Human Services (HHS)		
C.3b.1. LIHEAP - Fuel Assistance (include oil overcharge \$\$)	C.3b.1.	\$ 600,785
C.3b.2. LIHEAP - Weatherization (include oil overcharge \$\$)	C.3b.2.	
C.3b.3. Head Start	C.3b.3.	\$ 433,074
C.3b.4. Early Head Start	C.3b.4.	
C.3b.5. Older Americans Act	C.3b.5.	
C.3b.6. Social Services Block Grant (SSBG)	C.3b.6.	
C.3b.7. Medicare/Medicaid	C.3b.7.	
C.3b.8. Assets for Independence (AFI)	C.3b.8.	
C.3b.9. Temporary Assistance for Needy Families (TANF)	C.3b.9.	
C.3b.10. Child Care Development Block Grant (CCDBG)	C.3b.10.	
C.3b.11. Community Economic Development (CED)	C.3b.11.	

C.3b.1. LIHEAP - Fuel Assistance (include oil overcharge \$\$)	C.3b.1.	\$ 150,000
C.3b.2. LIHEAP - Weatherization (include oil overcharge \$\$)	C.3b.2.	
C.3b.3. Head Start	C.3b.3.	\$ 40,000
C.3b.4. Early Head Start	C.3b.4.	\$ 350,000
C.3b.5. Older Americans Act	C.3b.5.	
C.3b.6. Social Services Block Grant (SSBG)	C.3b.6.	
C.3b.7. Medicare/Medicaid	C.3b.7.	
C.3b.8. Assets for Independence (AFI)	C.3b.8.	
C.3b.9. Temporary Assistance for Needy Families (TANF)	C.3b.9.	
C.3b.10. Child Care Development Block Grant (CCDBG)	C.3b.10.	
C.3b.11. Community Economic Development (CED)	C.3b.11.	

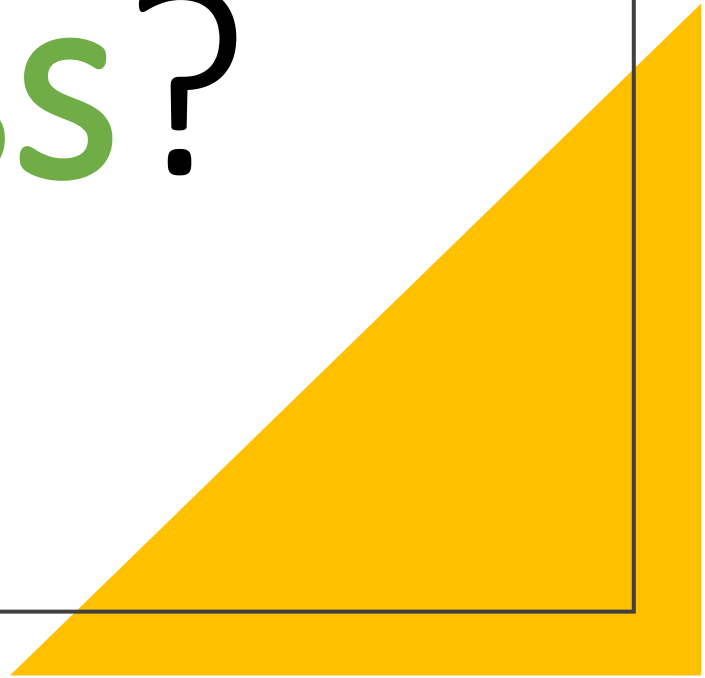
TIPS: SIMPLE TABLE

	FY20	FY21	FY22
Regular C.2	FY20 Regular CSBG Allocation + CARES C.2	FY21 Regular CSBG Allocation + CARES C.2	FY22 Regular CSBG Allocation + CARES C.2

A 3D rendering of a white puzzle with one red piece in the center. The puzzle pieces are interlocking and have a slight shadow, giving them a three-dimensional appearance. The red piece is the central focus, standing out against the white background.

Module 4

How do you
define success?



Now what happens when...

Need:

- People don't have jobs
- Lack of living wage jobs available in the community

Service:

- Providing job training

Outcome:

- 50/50 people attend the job training program

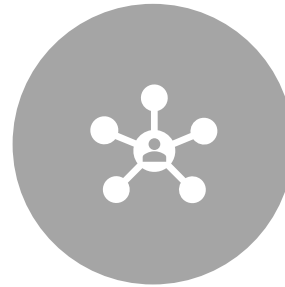


Outcomes = *Intentional* Change

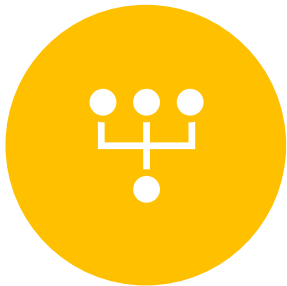
Services



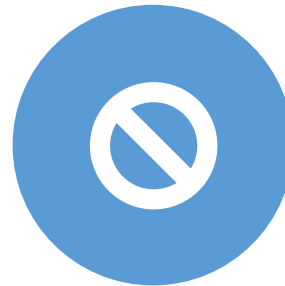
A service is what the agency does to achieve the outcome.



The agency must consider how their services will be connected to a specific indicator, so it can be clearly connected to identified needs and outcomes.

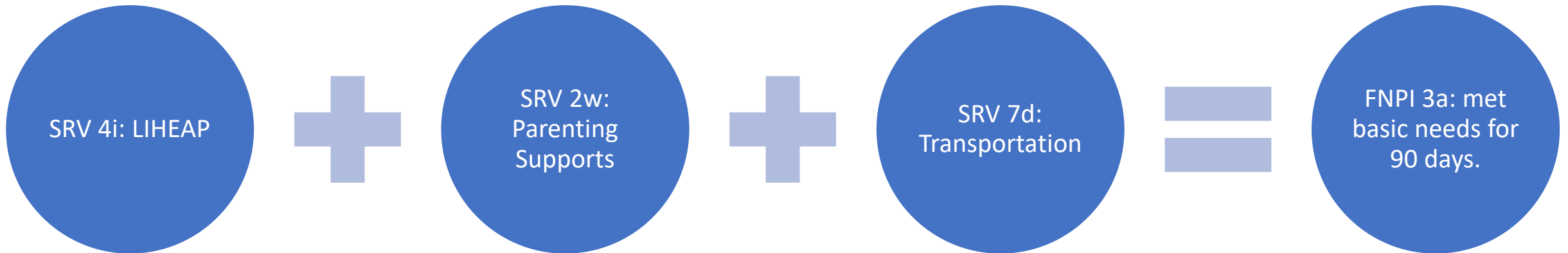


The identification of services are included in the planning process and are implemented by the agency.



Not all services will lead to an outcome.

Services and Outcomes



Performance Metrics

If a person is enrolled in a job training program

- Do they get a job? Do they maintain that job for a period of time?

If a person receives case management services,

- What happens to them? Do they maintain basic needs? Improve financial well-being?

If a student gets a job placement over the summer,

- What does this mean? Do they learn new skills?

If a person attends a civic engagement program,

- Do they increase trust in local institutions?
- Do they know how to become leaders?

Performance Metrics

If a person attends a civic engagement program,

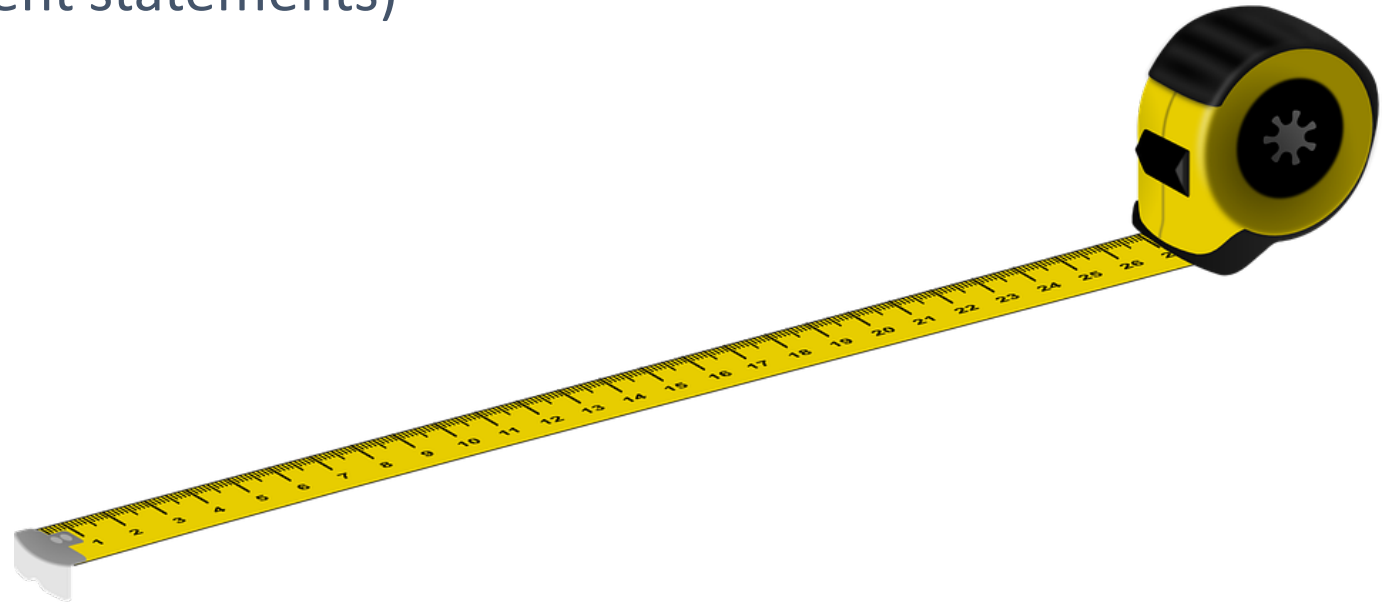
- Do they increase trust in local institutions?
- Do they know how to become leaders?

HOW DO YOU KNOW?

The key part about performance metrics is that it has to be **MEASURABLE.**

How will you know that something has changed?

- Measurement tools are the **documents** that will **prove** your outputs and outcomes.
 - Pre- and post-tests
 - Proof from documents (pay check stubs, bank accounts, report cards, etc.)
 - Personal Reports (client statements)
 - Questionnaire
 - Scales and matrices



Developing Agency Capacity for Data Policies and Procedures

- Data not collected and/or entered in a timely manner results in incomplete data and also does not support proper data analysis.
- Lack of follow-up data from customer interactions and missing referral data from other agencies will likely result in underreporting of service and outcome data.
- A policy and procedure manual for data collection and analysis should be developed and provided to all agency staff.



The background features five stylized human figures of varying colors: teal, orange, purple, dark purple, and green. Each figure has a circular head and a rectangular body with a slightly flared base. They are arranged in a row, with the purple figure in the center being the largest and most prominent. The text is overlaid on the central purple figure.

Individual and Family Level NPIs

Module 4

Goal 1: Individuals and Families with low incomes are stable and achieve economic security.

Employment Indicators

Name of CSBG Eligible Entity Reporting:

Employment (FNPI 1)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V) (% auto calculated)
FNPI 1a The number of unemployed youth who obtained employment to gain skills or income.				#DIV/0!	#DIV/0!
FNPI 1b The number of unemployed adults who obtained employment (up to a living wage) .				#DIV/0!	#DIV/0!
FNPI 1c The number of unemployed adults who obtained and maintained employment for at least 90 days (up to a living wage) .				#DIV/0!	#DIV/0!
FNPI 1d The number of unemployed adults who obtained and maintained employment for at least 180 days (up to a living wage) .				#DIV/0!	#DIV/0!
FNPI 1e The number of unemployed adults who obtained employment (with a living wage or higher) .				#DIV/0!	#DIV/0!
FNPI 1f The number of unemployed adults who obtained and maintained employment for at least 90 days (with a living wage or higher) .				#DIV/0!	#DIV/0!
FNPI 1g The number of unemployed adults who obtained and maintained employment for at least 180 days (with a living wage or higher) .				#DIV/0!	#DIV/0!

Planning for Outcomes: Targeting

- A target demonstrates the agency's expectation about your capacity to deliver results.
- The process for establishing targets also tests your ability to be realistic about what you expect to achieve.
- Realistic targets are based on benchmarks, sub goals, and interim indicators.



Goal 1: Individuals and Families with low incomes are stable and achieve economic security.

Employment Indicators

Name of CSBG Eligible Entity Reporting:

Employment (FNPI 1)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V) (% auto calculated)
FNPI 1a The number of unemployed youth who obtained employment to gain skills or income.				#DIV/0!	#DIV/0!
FNPI 1b The number of unemployed adults who obtained employment (up to a living wage) .				#DIV/0!	#DIV/0!
FNPI 1c The number of unemployed adults who obtained and maintained employment for at least 90 days (up to a living wage) .				#DIV/0!	#DIV/0!
FNPI 1d The number of unemployed adults who obtained and maintained employment for at least 180 days (up to a living wage) .				#DIV/0!	#DIV/0!
FNPI 1e The number of unemployed adults who obtained employment (with a living wage or higher) .				#DIV/0!	#DIV/0!
FNPI 1f The number of unemployed adults who obtained and maintained employment for at least 90 days (with a living wage or higher) .				#DIV/0!	#DIV/0!
FNPI 1g The number of unemployed adults who obtained and maintained employment for at least 180 days (with a living wage or higher) .				#DIV/0!	#DIV/0!

Module 4, Section A: Employment

Employment (FNPI 1)	Employment (FNPI 1)
FNPI 1a The number of unemployed youth who obtained employment to gain skills or income.	FNPI 1h The number of employed participants in a career-advancement related program who <u>entered or transitioned</u> into a position that provided increased income and/or benefits.
FNPI 1b The number of unemployed adults who obtained employment <u>(up to a living wage)</u> .	FNPI 1h.1 Of the above, the number of employed participants who increased income from employment through <u>wage or salary amount increase</u> .
FNPI 1c The number of unemployed adults who obtained and maintained employment for at least 90 days <u>(up to a living wage)</u> .	FNPI 1h.2 Of the above, the number of employed participants who increased income from employment through <u>hours worked increase</u> .
FNPI 1d The number of unemployed adults who obtained and maintained employment for at least 180 days <u>(up to a living wage)</u> .	FNPI 1h.3 Of the above, the number of employed participants who <u>increased benefits</u> related to employment.
FNPI 1e The number of unemployed adults who obtained employment <u>(with a living wage or higher)</u> .	
FNPI 1f The number of unemployed adults who obtained and maintained employment for at least 90 days <u>(with a living wage or higher)</u> .	
FNPI 1g The number of unemployed adults who obtained and maintained employment for at least 180 days <u>(with a living wage or higher)</u> .	

- FNPI 1h subsets

Education and Cognitive Development (FNPI 2)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V) (% auto)
FNPI 2a The number of children (0 to 5) who demonstrated improved emergent literacy skills.				#DIV/0!	#DIV/0!
FNPI 2b The number of children (0 to 5) who demonstrated skills for school readiness.				#DIV/0!	#DIV/0!
FNPI 2c The number of children and youth who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	0	0	0	#DIV/0!	#DIV/0!
FNPI 2c.1 Early Childhood Education (ages 0-5)				#DIV/0!	#DIV/0!
FNPI 2c.2 1st grade-8th grade				#DIV/0!	#DIV/0!
FNPI 2c.3 9th grade-12th grade				#DIV/0!	#DIV/0!
FNPI 2d The number of children and youth who are achieving at basic grade level (academic, social, and other school success skills). (auto total)	0	0	0	#DIV/0!	#DIV/0!
FNPI 2d.1 Early Childhood Education (ages 0-5)				#DIV/0!	#DIV/0!
FNPI 2d.2 1st grade-8th grade				#DIV/0!	#DIV/0!
FNPI 2d.3 9th grade-12th grade				#DIV/0!	#DIV/0!
FNPI 2e The number of parents/caregivers who improved their home environments.				#DIV/0!	#DIV/0!
FNPI 2f The number of adults who demonstrated improved basic education.				#DIV/0!	#DIV/0!
FNPI 2g The number of individuals who obtained a high school diploma and/or obtained an equivalency certificate or				#DIV/0!	#DIV/0!
FNPI 2h The number of individuals who obtained a recognized credential, certificate, or degree relating to the achievement of educational or vocational skills.				#DIV/0!	#DIV/0!
FNPI 2i The number of individuals who obtained an Associate's degree.				#DIV/0!	#DIV/0!
FNPI 2j The number of individuals who obtained a Bachelor's degree.				#DIV/0!	#DIV/0!

Module 4 Considerations

Note: some of these indicators are specific to children 0-5, compare the number served and obtaining outcome to the demographics.

Education and Cognitive Development (FNPI 2)	I.) Number of Individuals Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)
FNPI 2a The number of children (0 to 5) who demonstrated improved emergent literacy skills.	1000	450	678
FNPI 2b The number of children (0 to 5) who demonstrated skills for school readiness.	1000	450	680
FNPI 2c The number of children and youth who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	874	400	290
FNPI 2c.1 Early Childhood Education (ages 0-5)	874	400	290
FNPI 2c.2 1st grade-8th grade			
FNPI 2c.3 9th grade-12th grade			

2. Age	Number of Individuals
a. 0-5	597
b. 6-13	847
c. 14-17	625
d. 18-24	640
e. 25-44	1603
f. 45-54	824
g. 55-59	910
h. 60-64	446
i. 65-74	273
j. 75+	124
k. Unknown/not reported	0
l. TOTAL (auto calculated)	6889

Income and Asset Building (FNPI 3)	I.) Number of Individuals Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V) (% auto calculated)
FNPI 3a The number of individuals who achieved and maintained capacity to meet basic needs for 90 days .				#DIV/0!	#DIV/0!
FNPI 3b The number of individuals who achieved and maintained capacity to meet basic needs for 180 days .				#DIV/0!	#DIV/0!
FNPI 3c The number of individuals who opened a savings account or IDA .				#DIV/0!	#DIV/0!
FNPI 3d The number of individuals who increased their savings .				#DIV/0!	#DIV/0!
FNPI 3e The number of individuals who used their savings to purchase an asset .				#DIV/0!	#DIV/0!
FNPI 3f The number of individuals who purchased a home.					
FNPI 3g The number of individuals who improved their credit scores .				#DIV/0!	#DIV/0!
FNPI 3h The number of individuals who increased their net worth .				#DIV/0!	#DIV/0!
FNPI 3i The number of individuals engaged with the Community Action Agency who report improved financial well-being .				#DIV/0!	#DIV/0!

Housing (FNPI 4)	I.) Number of Individuals Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V) (% auto calculated)
FNPI 4a The number of individuals experiencing homelessness who obtained safe temporary shelter .				#DIV/0!	#DIV/0!
FNPI 4b The number of individuals who obtained safe and affordable housing .				#DIV/0!	#DIV/0!
FNPI 4c The number of individuals who maintained safe and affordable housing for 90 days .				#DIV/0!	#DIV/0!
FNPI 4d The number of individuals who maintained safe and affordable housing for 180 days .				#DIV/0!	#DIV/0!
FNPI 4e The number of individuals who avoided eviction .				#DIV/0!	#DIV/0!
FNPI 4f The number of individuals who avoided foreclosure .				#DIV/0!	#DIV/0!
FNPI 4g The number of individuals who experienced improved health and safety due to improvements within their home (e.g. reduction or elimination of lead, radon, carbon monoxide and/or fire hazards or electrical issues, etc).				#DIV/0!	#DIV/0!
FNPI 4h The number of individuals with improved energy efficiency and/or energy burden reduction in their homes.				#DIV/0!	#DIV/0!

Frequently Asked Questions – Module 4

Question:

Do we count all the individuals in a household or only the individual receiving the service or achieving the outcome?

Housing (FNPI 4)	I.) Number of Individuals Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [(III/ I = IV) (% auto calculated)]	V.) Performance Target Accuracy [(III/II = V] (% auto calculated)
FNPI 4a The number of individuals experiencing homelessness who obtained safe temporary shelter .				#DIV/0!	#DIV/0!
FNPI 4b The number of individuals who obtained safe and affordable housing .				#DIV/0!	#DIV/0!
FNPI 4c The number of individuals who maintained safe and affordable housing for 90 days .				#DIV/0!	#DIV/0!
FNPI 4d The number of individuals who maintained safe and affordable housing for 180 days .				#DIV/0!	#DIV/0!

Health and Social/Behavioral Development (FNPI 5)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V) (% auto)
FNPI 5a The number of individuals who demonstrated increased nutrition skills (e.g. cooking, shopping, and growing food).				#DIV/0!	#DIV/0!
FNPI 5b The number of individuals who demonstrated improved physical health and well-being.				#DIV/0!	#DIV/0!
FNPI 5c The number of individuals who demonstrated improved mental and behavioral health and well-being .				#DIV/0!	#DIV/0!
FNPI 5d The number of individuals who improved skills related to the adult role of parents/ caregivers.				#DIV/0!	#DIV/0!
FNPI 5e The number of parents/caregivers who demonstrated increased sensitivity and responsiveness in their interactions with their				#DIV/0!	#DIV/0!
FNPI 5f The number of seniors (65+) who maintained an independent living situation.				#DIV/0!	#DIV/0!
FNPI 5g The number of individuals with disabilities who maintained an independent living situation.				#DIV/0!	#DIV/0!
FNPI 5h The number of individuals with chronic illness who maintained an independent living situation.				#DIV/0!	#DIV/0!
FNPI 5i The number of individuals with no recidivating event for six months.	0	0	0	#DIV/0!	#DIV/0!
FNPI 5i.1 Youth (ages 14-17)				#DIV/0!	#DIV/0!
FNPI 5i.2 Adults (ages 18+)				#DIV/0!	#DIV/0!

Frequently Asked Questions – Module 4

Question

Is FNPI 5b a valid NPI for food distribution?

Health and Social/Behavioral Development (FNPI 5)	I.) Number of Individuals Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V) (% auto calculated)
FNPI 5a The number of individuals who demonstrated increased nutrition skills (e.g. cooking, shopping, and growing food).				#DIV/0!	#DIV/0!
FNPI 5b The number of individuals who demonstrated improved physical health and well-being.				#DIV/0!	#DIV/0!

Civic Engagement and Community Involvement Indicators (FNPI 6)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V] (% auto
FNPI 6a The number of Community Action program participants who increased skills, knowledge, and abilities to enable them to work with Community Action to improve conditions in the community.				#DIV/0!	#DIV/0!
FNPI 6a.1 Of the above, the number of Community Action program participants who <u>improved their leadership skills.</u>				#DIV/0!	#DIV/0!
FNPI 6a.2 Of the above, the number of Community Action program participants who <u>improved their social networks.</u>				#DIV/0!	#DIV/0!
FNPI 6a.3 Of the above, the number of Community Action program participants who gained other skills, knowledge and abilities to <u>enhance their ability to engage.</u>				#DIV/0!	#DIV/0!



Unduplicated Counts

Goal 1: Individuals and Families with low incomes are stable and achieve economic security.
Outcomes Across Multiple Domains

Name of CSBG Eligible Entity Reporting: _____

Outcomes Across Multiple Domains (FNPI 7)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (%) auto calculated)	V.) Performance Target Accuracy (III/II = V] (%) auto calculated)
FNPI 7a The number of individuals who achieved one or more outcomes as identified by the National Performance Indicators in various domains.				#DIV/0!	#DIV/0!

Other Outcome Indicator (FNPI 7z)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (%) auto calculated)	V.) Performance Target Accuracy (III/II = V] (%) auto calculated)
FNPI 7z.1 The number of individuals or households _____.				#DIV/0!	#DIV/0!

Note: The unduplicated count of individuals should at least be as high as the highest number reported for an NPI.

Education and Cognitive Development (FNPI 2)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (%) auto calculated)	V.) Performance Target Accuracy (III/II = V] (%) auto calculated)	NPI Entry Status
FNPI 2a The number of children (0 to 5) who demonstrated improved emergent literacy skills.	972	518	972	100%	188%	
FNPI 2b The number of children (0 to 5) who demonstrated skills for school readiness.	1375	1025	1229	89%	120%	
FNPI 2c The number of children and youth who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	972	518	972	100%	188%	
FNPI 2c.1 Early Childhood Education (ages 0-5)	972	518	972	100%	188%	

Outcomes Across Multiple Domains (FNPI 7)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (%) auto calculated)	V.) Performance Target Accuracy (III/II = V] (%) auto calculated)	NPI Entry Status
FNPI 7a The number of individuals who achieved one or more outcomes as identified by the National Performance Indicators in various domains.	345	90	342	99%	380%	

A colorful illustration of a diverse group of people of various ages and ethnicities. In the background, there is a two-story house on the left and a multi-story apartment building on the right. The people in the foreground include a woman with a cane, a man with sunglasses, a woman with glasses, a man in a suit, a woman holding a baby, a woman in a wheelchair, and a man with a cane. The text 'Individual and Family Level Services' is overlaid in the center in a white, sans-serif font.

Individual and Family Level Services

Goal 1: Individuals and Families with low-incomes are stable and achieve economic security.

Employment Services

Name of CSBG Eligible Entity Reporting: _____

Employment Services (SRV 1)	Unduplicated Number of Individuals Served
Skills Training and Opportunities for Experience (SRV 1a-f)	
SRV 1a Vocational Training	
SRV 1b On-the-Job and other Work Experience	
SRV 1c Youth Summer Work Placements	
SRV 1d Apprenticeship/Internship	
SRV 1e Self-Employment Skills Training	
SRV 1f Job Readiness Training	
Career Counseling (SRV 1g-h)	
SRV 1g Workshops	
SRV 1h Coaching	
Job Search (SRV 1i-n)	
SRV 1i Coaching	
SRV 1j Resume Development	
SRV 1k Interview Skills Training	
SRV 1l Job Referrals	
SRV 1m Job Placements	
SRV 1n Pre-employment physicals, background checks, etc.	
Post Employment Supports (SRV 1o-p)	
SRV 1o Coaching	
SRV 1p Interactions with employers	
Employment Supplies (SRV 1q)	
SRV 1q Employment Supplies	



Module 4- All Characteristics Report

DEMOGRAPHICS AND CHARACTERISTICS

- Goal is to be able to tell how many individual people are served
 - Unduplicated counts are expected
- All Characteristics Report
 - Added new categories



Module 4, Section C: All Characteristics Report - Data Entry Form

Goal 1: Individuals and Families with low-incomes are stable and achieve economic security.

Name of CSBG Eligible Entity Reporting:			
State:	0	DUNS:	

A. Total unduplicated number of all INDIVIDUALS about whom one or more characteristics were obtained:

B. Total unduplicated number of all HOUSEHOLDS about whom one or more characteristics were obtained:

C. INDIVIDUAL LEVEL CHARACTERISTICS

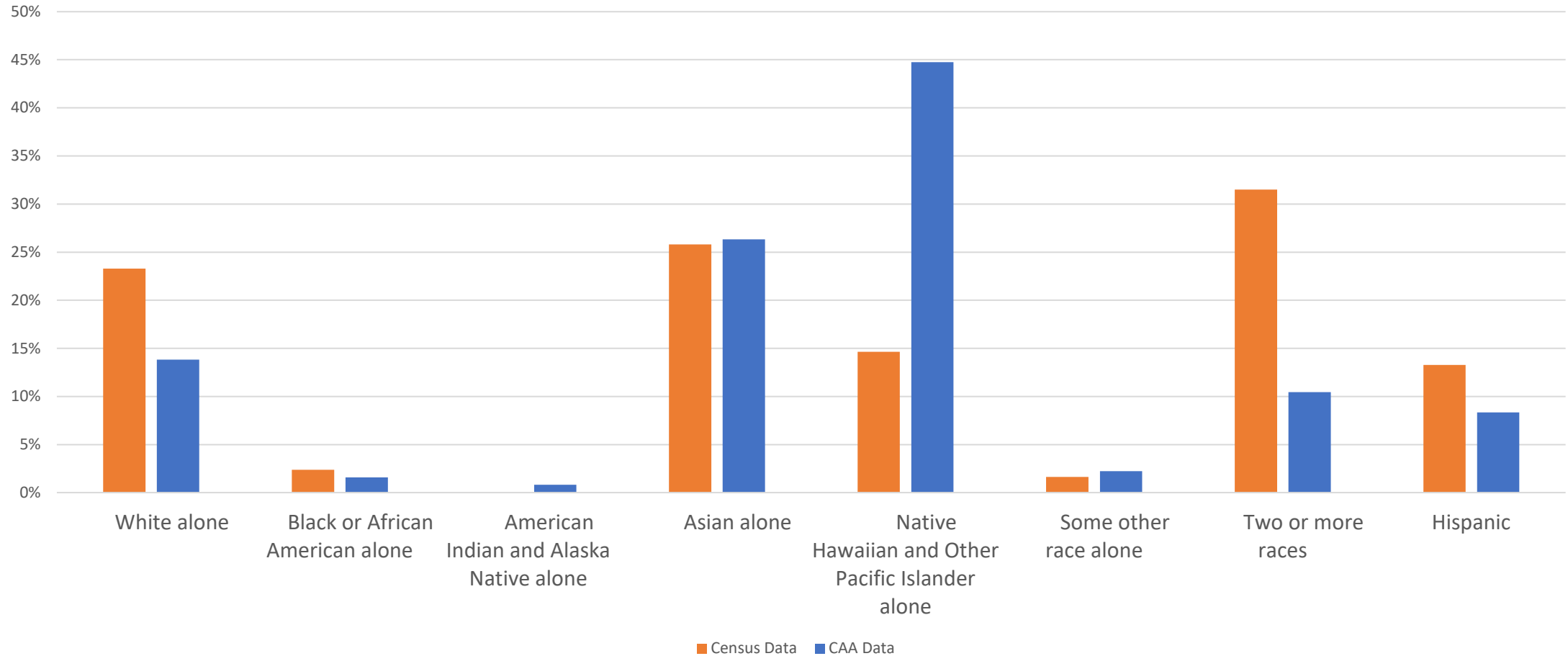
1. Gender	Number of Individuals
a. Male	<input style="width: 100%; height: 25px;" type="text"/>
b. Female	<input style="width: 100%; height: 25px;" type="text"/>
c. Other	<input style="width: 100%; height: 25px;" type="text"/>
d. Unknown/not reported	<input style="width: 100%; height: 25px;" type="text"/>
e. TOTAL (auto calculated)	<input style="width: 100%; height: 25px; text-align: right; value: 0;" type="text"/>

6. Ethnicity/Race	Number of Individuals
<i>a. Ethnicity</i>	
a.1. Hispanic, Latino or Spanish Origins	<input style="width: 100%; height: 25px;" type="text"/>
a.2. Not Hispanic, Latino or Spanish Origins	<input style="width: 100%; height: 25px;" type="text"/>
a.3. Unknown/not reported	<input style="width: 100%; height: 25px;" type="text"/>
a.4. TOTAL (auto calculated)	<input style="width: 100%; height: 25px; text-align: right; value: 0;" type="text"/>

Section C.1 Status

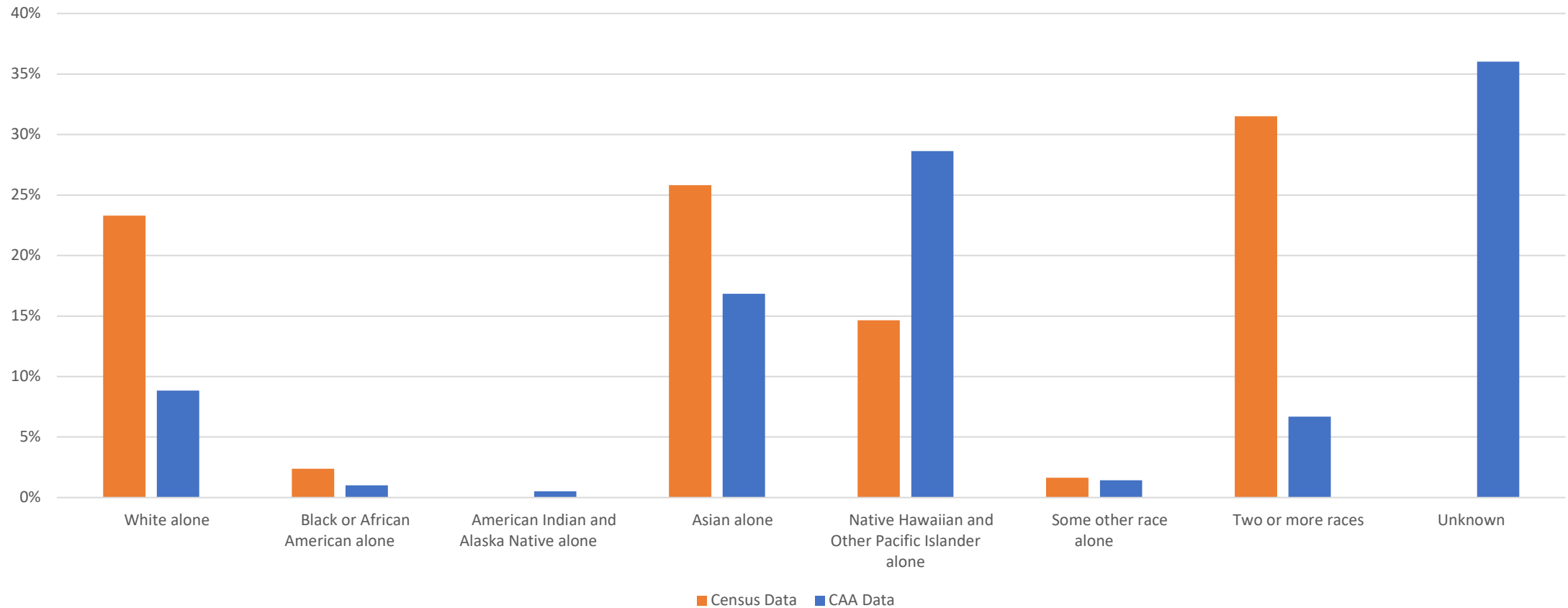
Section C.6a Status

Agency Data vs Census Data



Agency Data vs Census Data – Another Look

Hawaii Demographic Data - Another Look



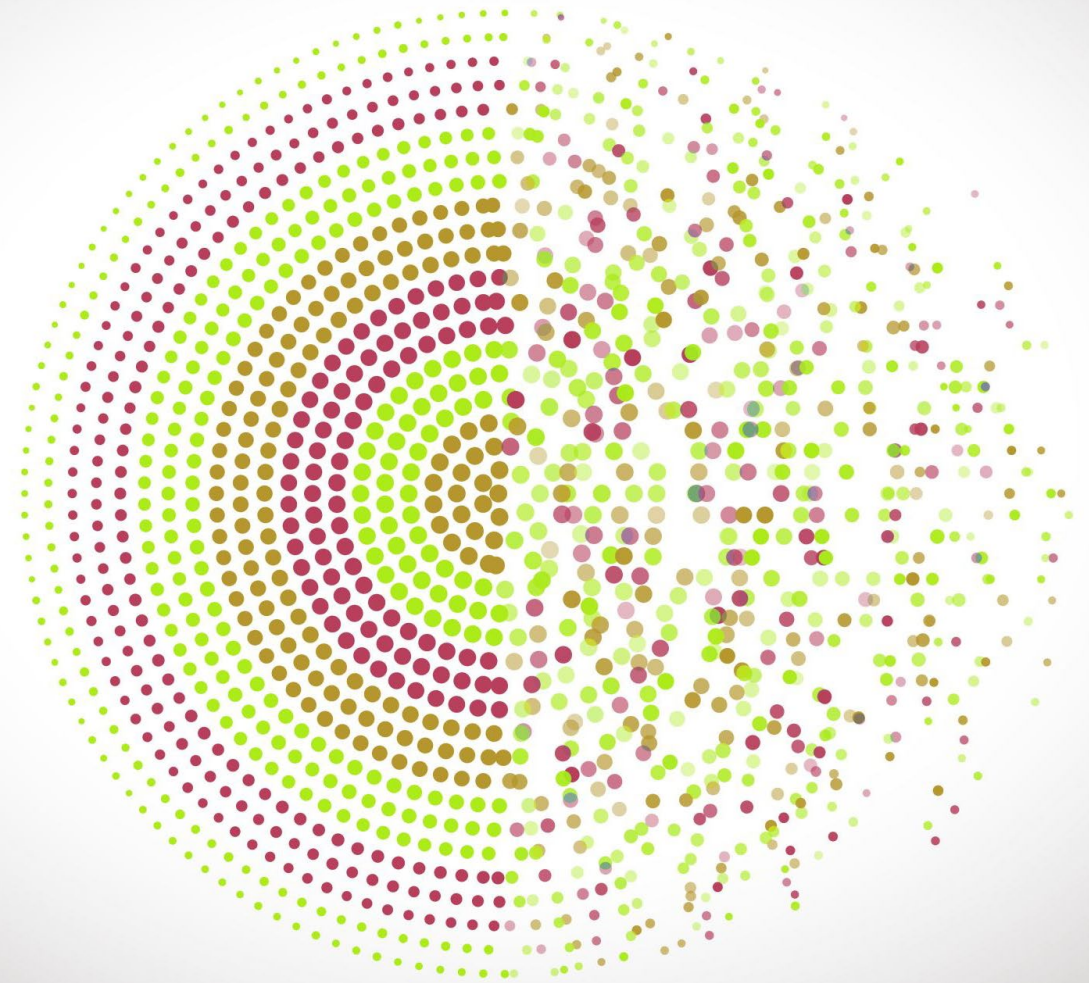
When you can't integrate your data...

E. Number of Individuals Who May or May Not be Included in the Totals Above *(due to data collection system integration barriers)*

a. Please list the unduplicated number of INDIVIDUALS served in each program*:

Program Name	Number of Individuals

CARES Module 4



Module 4 Considerations

Note:

- The Services reported in CARES should not exceed the regular report.

Nutrition and Food/Meals (SRV 5ff-jj) REGULAR	
SRV 5ff Skills Classes (Gardening, Cooking, Nutrition)	
SRV 5gg Community Gardening Activities	45
SRV 5hh Incentives (e.g. gift card for food preparation, rewards for participation, etc.)	
SRV 5ii Prepared Meals	100987
SRV 5jj Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)	

Nutrition and Food/Meals (SRV 5ff-jj) CARES	
SRV 5ff Skills Classes (Gardening, Cooking, Nutrition)	
SRV 5gg Community Gardening Activities	32
SRV 5hh Incentives (e.g. gift card for food preparation, rewards for participation, etc.)	
SRV 5ii Prepared Meals	65009
SRV 5jj Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)	4559

Module 4 Considerations

Module 4, Section C: All Characteristics Report - Data Entry Form

Goal 1: Individuals and Families with low-incomes are stable and achieve economic security.

Name of CSBG Eligible Entity Reporting:			
State:		DUNS:	

A. Total unduplicated number of all INDIVIDUALS about whom one or more characteristics were obtained:	30,988
B. Total unduplicated number of all HOUSEHOLDS about whom one or more characteristics were obtained:	2,904

Note:

- The Services reported in CARES should also not exceed the total people served in the regular report.

SRV 5hh Incentives (e.g. gift card for food preparation, rewards for participation, etc.)	
SRV 5ii Prepared Meals	100987
SRV 5jj Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)	

Nutrition and Food/Meals (SRV 5ff-jj) CARES	
SRV 5ff Skills Classes (Gardening, Cooking, Nutrition)	
SRV 5gg Community Gardening Activities	32
SRV 5hh Incentives (e.g. gift card for food preparation, rewards for participation, etc.)	
SRV 5ii Prepared Meals	65009
SRV 5jj Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)	4559

Data Analysis

Data Analysis is the **process of exploring data and reports** in order to extract **meaningful insights**, to better understand and **improve agency performance**.

- **Tasks:** Analysis focuses on tasks including questioning, examining, interpreting, comparing, confirming, and testing with the goal of **discovering useful information, conclusions, and supporting decision making**.
- **Outputs (purpose is to provide insights):** ad hoc responses and analysis presentations (infographics, annual reports, strategic plans, CAP plans, community needs assessments)
- **Context:** Context is critical to good analysis. In order to tell a meaningful story with the data to drive specific actions, context becomes an essential component of the storyline. It emphasizes data points that are significant, unique, or special – and explain why they are important to the agency.

The goal of analysis is to answer questions by **interpreting the data at a deeper level, identifying findings, and providing actionable recommendations**.



Trend Analysis

Analyzing longer term trends and identifying patterns

Trend Analysis

Collecting information and attempting to spot a pattern, or *trend*, in the information:

- Although trend analysis is often used to predict or forecast future events, it is also used to explain and understand events in the past.
- Trend analysis provides evidence to inform your decision making.
- Trend analysis together with annual or point in time data provides both a short and long term perspective.

Factor Analysis

What is behind the causes and conditions?



Disaggregating Data

A lot of times this entails disaggregating your data and doing a deep dive into your programs in order to assess factors that are affecting your performance and to figure out if those factors help you address the needs or not – and whether they will be in play as you plan for the future.

Identify what is causing the trend

Internal

- Staff skills
- Volunteer time
- Partnerships

External

- Demographics
- Barriers to access
- Emerging socioeconomic needs



Make Connections Across Modules

- Example:
 - There is a significant increase in the unduplicated number of people achieving an outcome.
 - There is an increase in volunteer hours donated to the agency.
 - There is an increase in number of staff certifications.
 - There is an increase in organizations you're partnering with.



Let's try some exercises

Example1 – Targeting Trends

Agency A notices that they're consistently at 100% meeting targets over the past 3 years in their rental assistance program.

Agency B notices that they're consistently exceeding targets over the past 3 years in their employment program.

Agency C notices that they're consistently under their targets over the past 3 years in their GED program.

Agency D notices that they were generally in line with their targets but noticed a big dip this past year only in their employment program.

Agency E notices that they're seeing an increase in NPIs with no targets set beforehand.

Targeting Trends

Think about:

- What factors could explain this?
- What decisions could this impact?
- What changes would you make at your agency as a result of this?



Example 2 – Disaggregating Performance Data

- You notice 100 clients obtained a job.
- What might you want to know?
 - Break it down by program.
 - Which program seems to be accomplishing the most success with clients here?
 - What factors contribute to that program's success?
 - Break it down by location.
 - Where do clients seem to be more successful in securing jobs?
 - What does that tell you about potential resources moving forward? Could there be a new partnership to form a pipeline between your program and jobs? Or could it mean you might need to look into providing a new service like transportation support?
 - Who seems to fare better at achieving the outcome?
 - Each of the things below gives you a little bit more information to inform your program and service model moving forward.
 - Break it down by gender
 - Break it down by age
 - Break it down by race
 - Break it down by location
 - Break it down by educational background

Community Action Plan/Implementation



- Changes to programs
 - Strengthen/abandon
 - Strategies
- Changes to performance targeting
- Changes to fund allocation
- Who operates programs?
 - Staff credentials, expertise
- Partnerships

Resource Planning

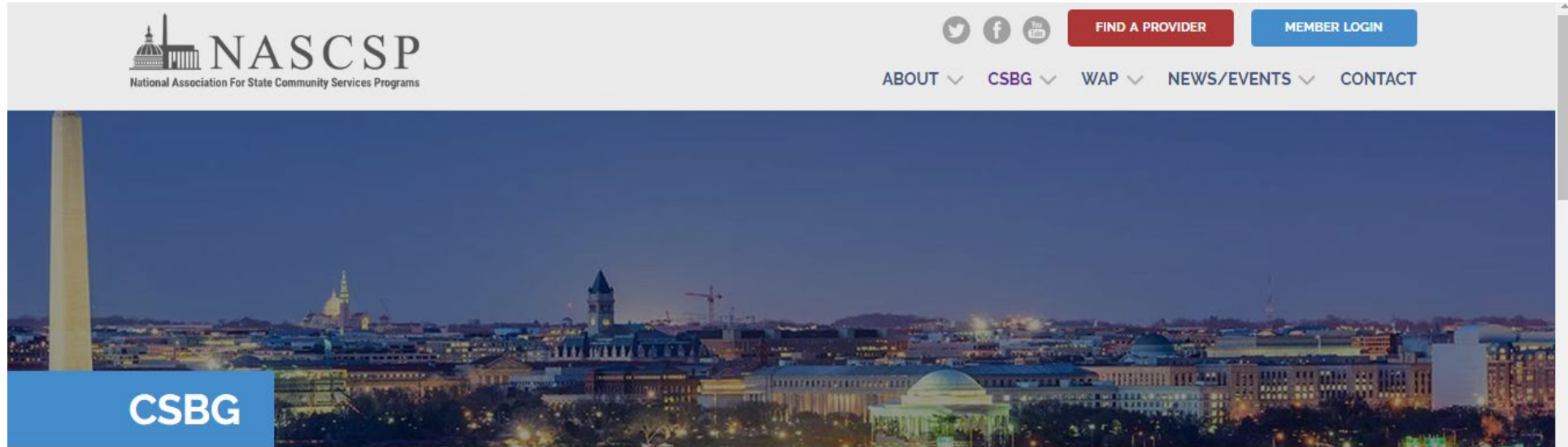
- Based on prior performance, do we have the right resources to reach program or strategic goals?
 - Human Resources
 - Funding Resources
- Do existing resources need to be realigned?
 - Move resources from underperforming programs or those with less strategic value to the organization to those that maximize investment





Tools and Resources

www.nascsp.org



The Community Services Block Grant (CSBG), administered by the states, provides core funding to local agencies to reduce poverty, revitalize low-income communities, and to empower low-income families to



Data Collection and Reporting



CSBG Annual Report



DATA Task Force



- CSBG
- Services and Technical Assistance
- CSBG Resources
 - > **Data Collection and Reporting**
 - Annual Report
 - DATA Task Force
 - CSBG IS Survey
 - National Report and State Fact Sheets
- Advocacy

NASCS P Data keeps its

The background features a vibrant yellow gradient with several stylized hands of various colors and patterns raised in the air. The hands are depicted in shades of white, grey, blue, green, red, and brown, some with stripes or polka dots. The overall composition is dynamic and celebratory, symbolizing a community or a group of people participating in a discussion or training session.

Questions?