

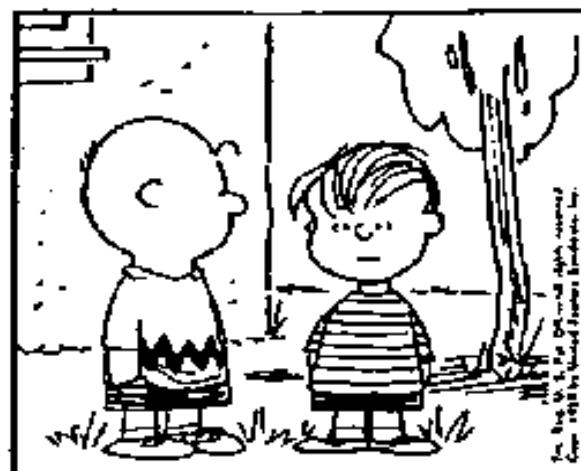
Presented by:
Frank Ridzi
VP Community
Investment,
Central New
York Community
Foundation

FROM MISSION TO METRICS: BUILDING A STRONGER CASE FOR IMPACT



CENTRAL NEW YORK
COMMUNITY FOUNDATION

PEANUTS



Drawing by Charles Schulz; © 1959
United Features Syndicate, Inc.

SESSION OVERVIEW

- Why metrics matter
- Connecting mission to measurement
- Identifying key performance indicators (KPIs)
- Impact storytelling
- Aligning data with strategic goals
- Practical tools for immediate use



CENTRAL NEW YORK
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THE CHALLENGE NONPROFITS DO IMPORTANT WORK, BUT ARE WE CLEARLY SHOWING OUR IMPACT?



Many activities, unclear outcomes



Inconsistent data collection



Stories without evidence



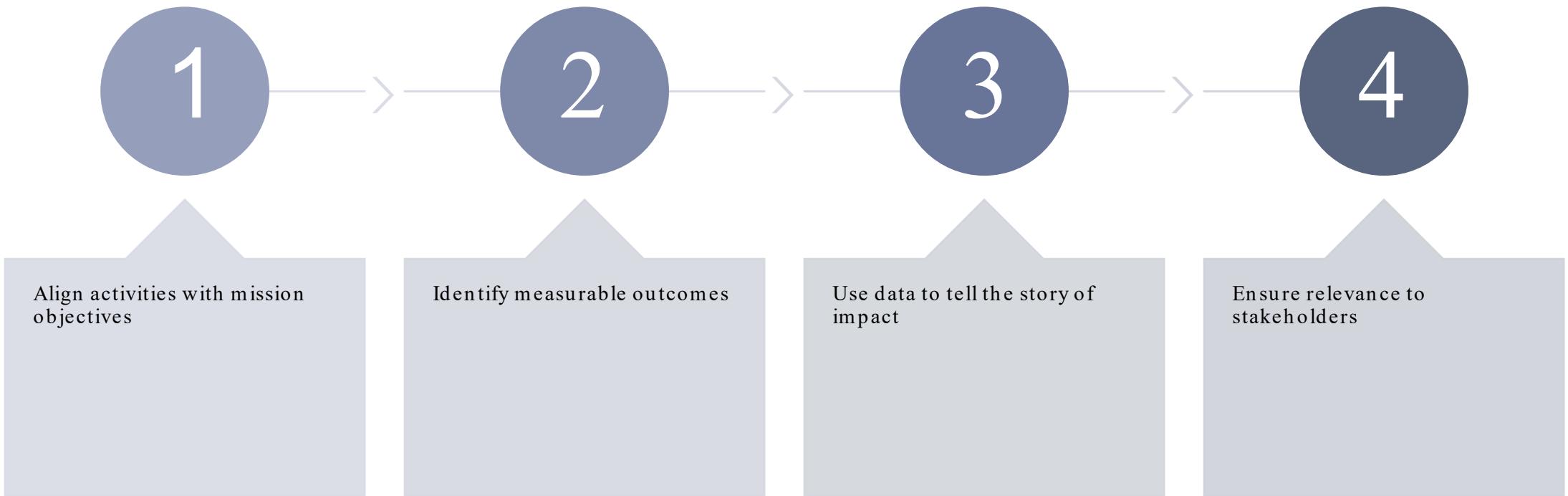
Metrics disconnected from mission

WHY METRICS MATTER

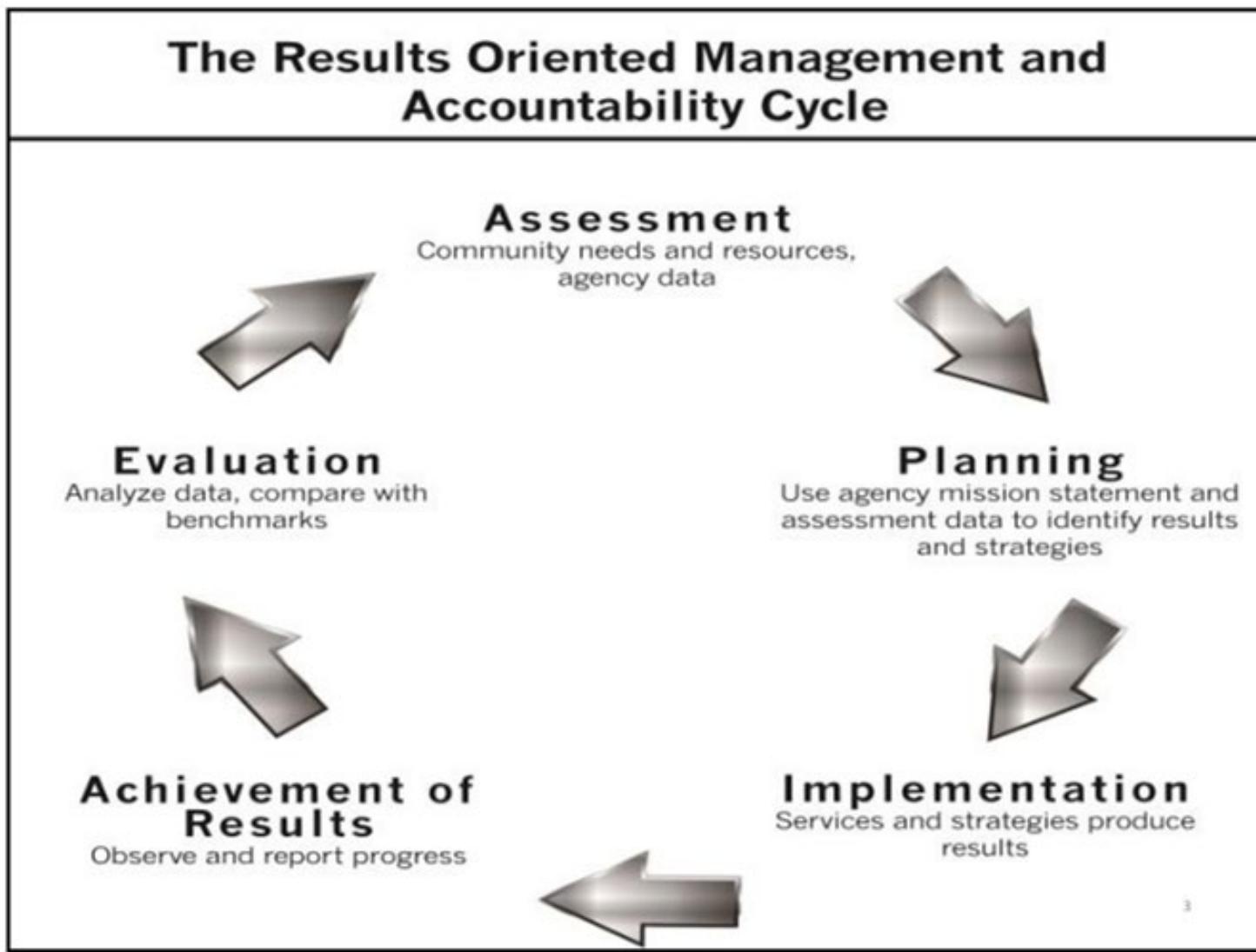
- Strengthen fundraising
- Improve programs
- Build trust with the community
- Demonstrate accountability
- Guide strategic decisions



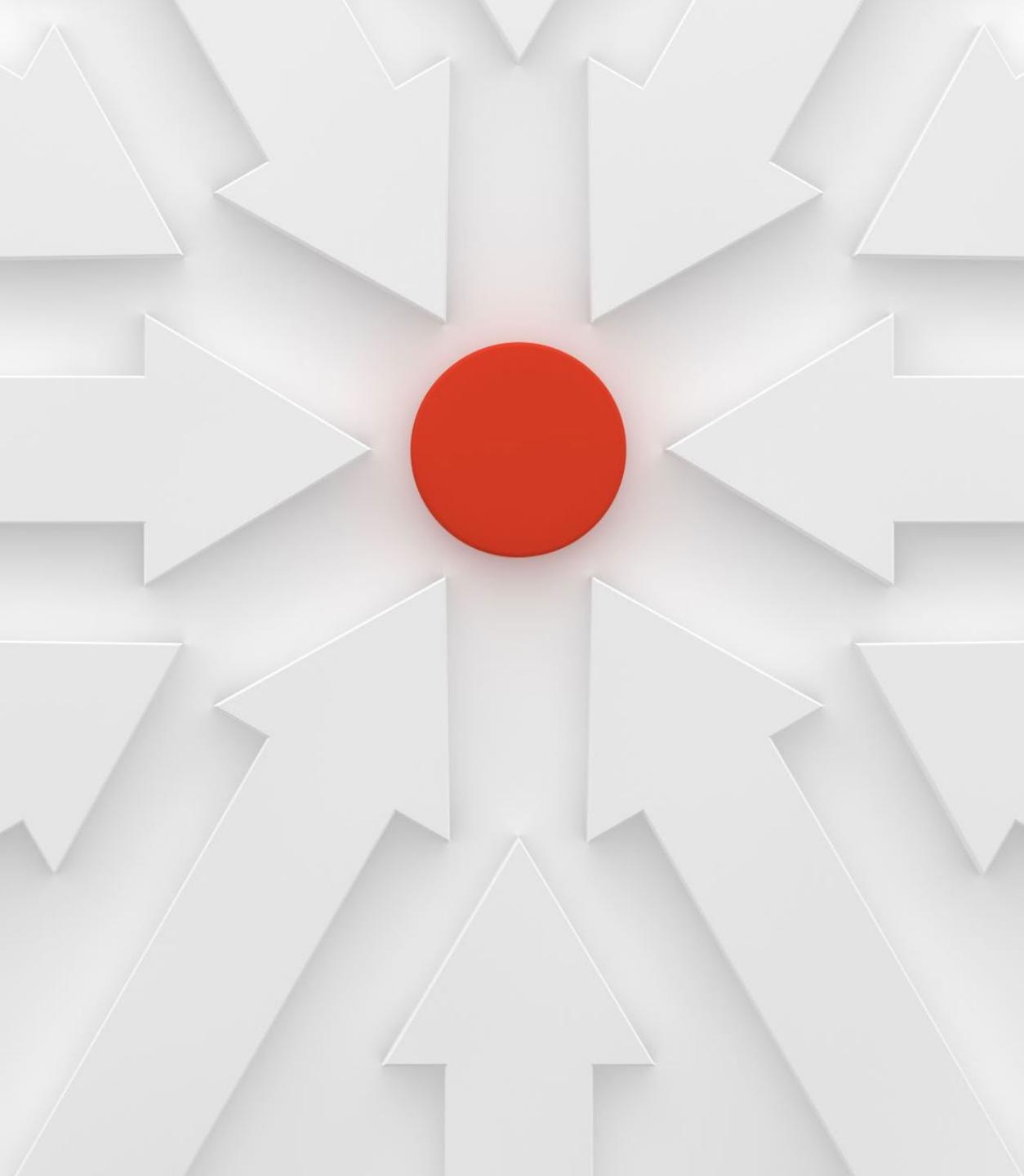
CONNECTING MISSION & MEASUREMENT



The Results Oriented Management and Accountability Cycle



3

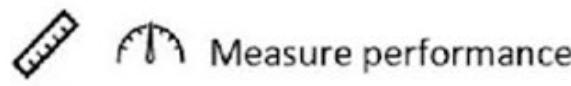


IDENTIFYING KPIS

- Focus on outcomes, not just outputs
- Choose measurable, meaningful metrics
- Align KPIs with strategic goals
- Prioritize what matters most for stakeholders

KPIs

Use



Measure performance



Align strategy with actions



Facilitate decision



Motivate employees



Identify des opportunities

Risks



Inappropriate indicators = Misunderstanding



Too many indicators = Distraction



Manipulation = Misalignment



Pressure by KPIs= Stress / Dissatisfaction

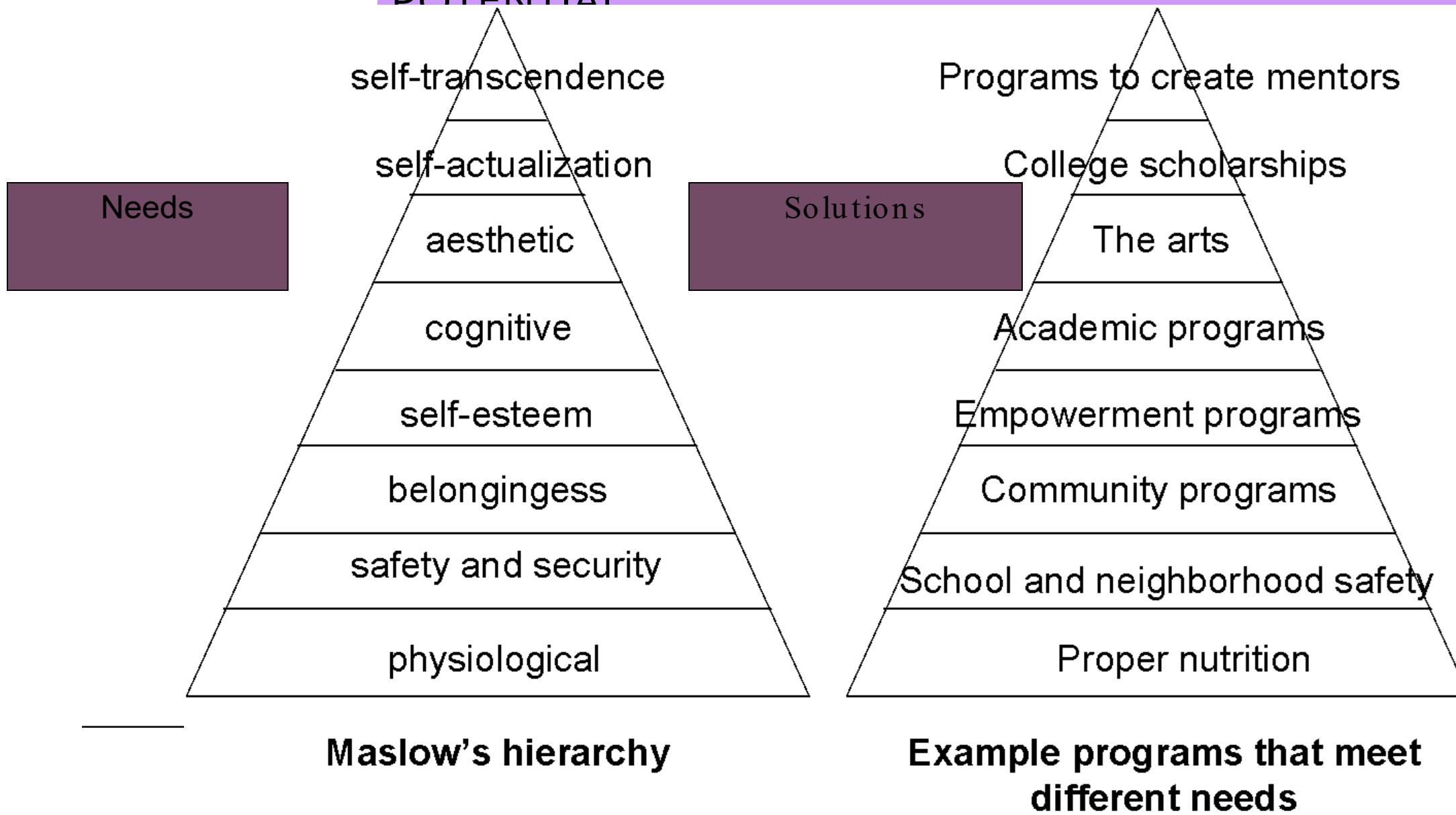


Only figures = Lack of the non-measurable

What is a **SMART** goal?



FIGURE 2.4 MASLOW'S HIERARCHY OF NEEDS, AND EXAMPLES OF SOCIAL ENTREPRENEURSHIP POTENTIAL



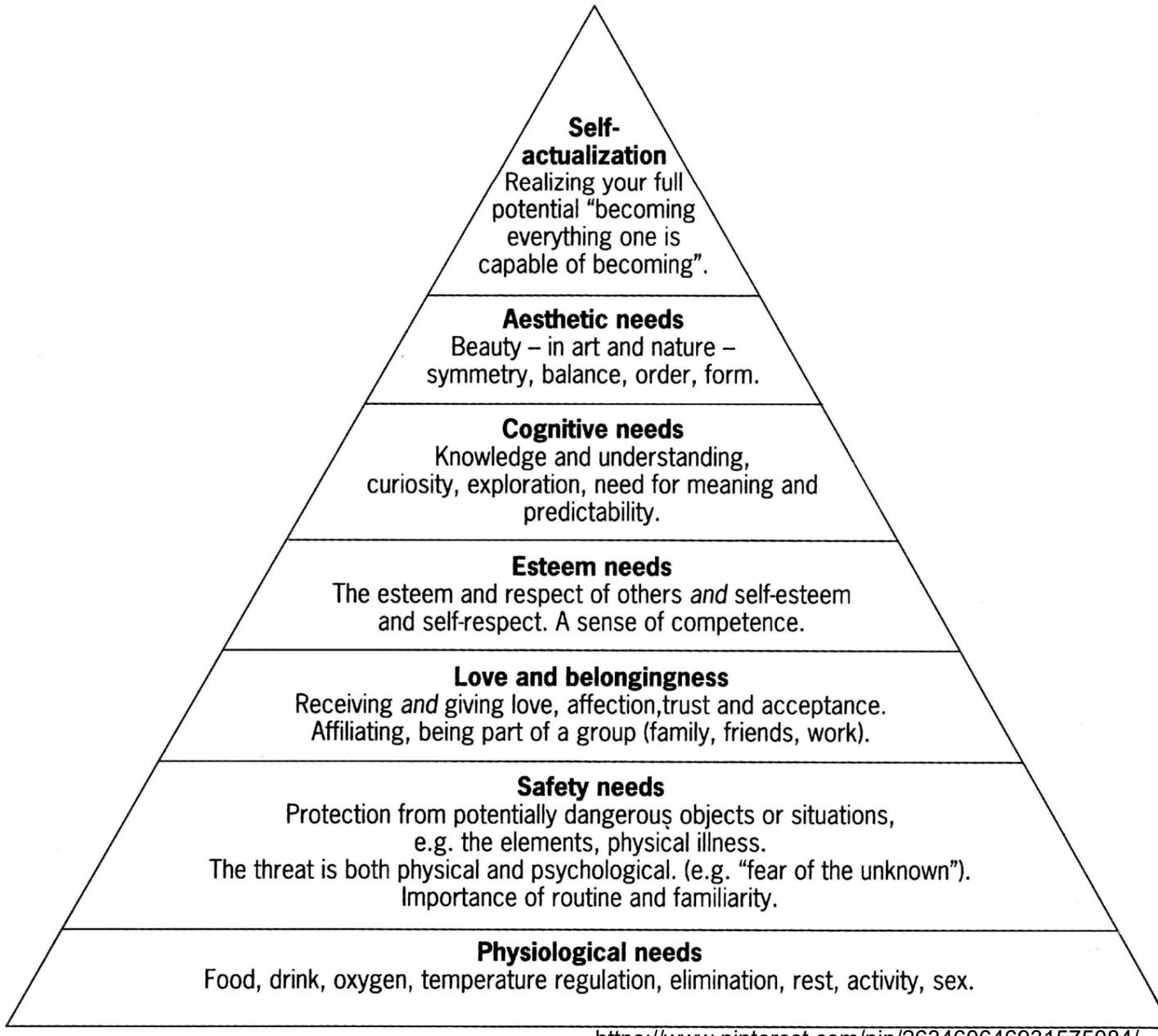


Exhibit 2: Continuum of Capacity-building Evaluation

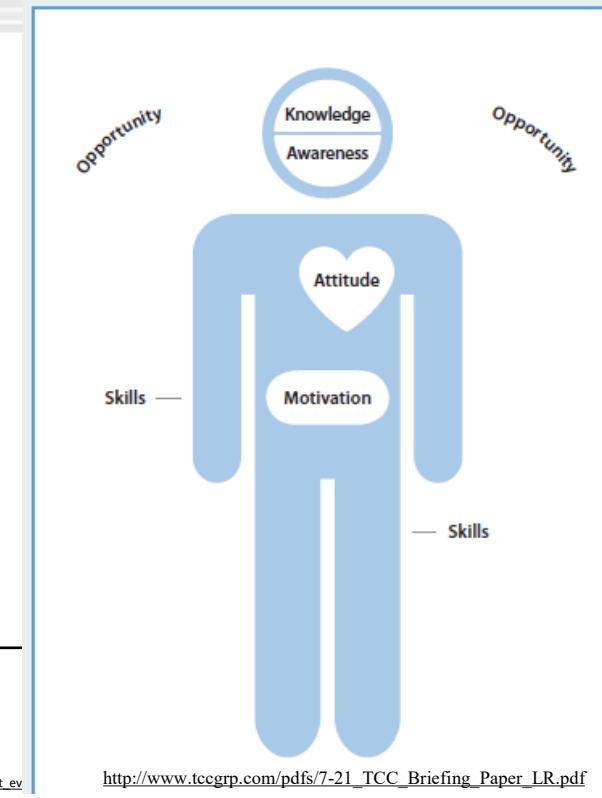
Less meaningful Easier to measure Shorter term	Evaluation Level	Evaluation Questions Addressed	Evaluation Methods
ACTIVITY/ENGAGEMENTS (the capacity-building process, such as training or consulting)			
	Attendance/Usage/ Participation <ul style="list-style-type: none"> ■ Number of participants and organizations served; and engagement duration 	<ul style="list-style-type: none"> ■ How many and what types of people and organizations used the services, which services did they use, and what was the extent of their usage? 	<ul style="list-style-type: none"> ■ Counting, documenting, and describing participants' characteristics and usage rates.
	Quality of Service <ul style="list-style-type: none"> ■ Degree of program excellence 	<ul style="list-style-type: none"> ■ To what extent do the services reflect best practices and current knowledge? ■ How relevant were the services? ■ How satisfied were participants with the services? What did they like and dislike about them? 	<ul style="list-style-type: none"> ■ Identification of best practices and determination if programs incorporate them. ■ Direct observation of service. ■ Customer satisfaction surveys. ■ Exit interviews with participants after engagements.
SHORT-TERM OUTCOMES (the direct result of capacity-building engagements on individual participants)			
	Cognitive Change <ul style="list-style-type: none"> ■ Learning or knowledge acquisition 	<ul style="list-style-type: none"> ■ What did the participants learn as a result of the capacity-building activities, and how did they do so? 	<ul style="list-style-type: none"> ■ Observation of training and consulting process. ■ Interviews and surveys of participants about self-reported learning (including pre- and post-test and/or comparison group studies).
	Affective Change <ul style="list-style-type: none"> ■ Shift in attitude or emotion 	<ul style="list-style-type: none"> ■ To what extent and how have the attitudes and beliefs of participants, staff members, or community members' changed regarding the problem or issue being addressed? 	<ul style="list-style-type: none"> ■ Self-perception surveys (including pre- and post-test and/or comparison group studies). ■ Focus groups, interviews, and participant observation.
	Behavioral Change <ul style="list-style-type: none"> ■ Altered behavior 	<ul style="list-style-type: none"> ■ To what extent and how did the participants, organization, or communities apply what was presented during training sessions and advised during consulting engagements? What have they done differently? 	<ul style="list-style-type: none"> ■ Interviews, surveys (including pre- and post-test and/or comparison group studies), and focus groups with participants and their colleagues. ■ Observations of participants.
LONG-TERM OUTCOMES (the longer-term outcomes related to the organization, the organization's clients, and the community)			
	Organizational management and governance	<ul style="list-style-type: none"> ■ How did overall organizational management capacities (i.e., governance, leadership, management, fundraising, human resource development, financial management, communication, community outreach, etc.) improve as a result of the capacity-building engagement? 	<ul style="list-style-type: none"> ■ Interviews and focus groups with Board, staff, community partners, and collaborators. ■ Review of financial and operational data. ■ Monitoring of progress on strategic plan implementation. ■ Administration of organizational assessments (including longitudinal or pre- and post-test organizational assessments).
	Programmatic (organizational level)	<ul style="list-style-type: none"> ■ In what ways (directly and/or indirectly) was the quality of programs and services improved? ■ In what ways was program capacity increased (scale, reach, or extent of impact on target population)? 	<ul style="list-style-type: none"> ■ Interviews with staff who deliver programs, especially focusing on their perceptions about the "critical" organizational resources that they needed and did or did not have to support their work. ■ Surveys and focus groups with clients, to gather in-depth information about what it was about the engagement and organization that led them to feel satisfied or not. ■ Performance information about program operations.
	Programmatic (organization's clients level)	<ul style="list-style-type: none"> ■ What cognitive, affective, and/or behavioral changes have constituents shown as a result of receiving programs and services? ■ How have the organization's constituents' lives improved? 	<ul style="list-style-type: none"> ■ Surveys of and focus groups and interviews with constituents, focusing on outcomes. ■ Observation of constituents. ■ Interviews or focus groups with those in the community that have changed constituents.

SHORT-TERM OUTCOMES (the direct result of capacity-building engagements on individual participants)

Cognitive Change ■ Learning or knowledge acquisition	■ What did the participants learn as a result of the capacity-building activities, and how did they do so?	■ Observation of training and consulting process. ■ Interviews and surveys of participants about self-reported learning (including pre- and post-test and/or comparison group studies).
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Behavioral Change ■ Altered behavior	■ To what extent and how did the participants, organization, or communities apply what was presented during training sessions and advised during consulting engagements? What have they done differently?	■ Interviews, surveys (including pre- and post-test and/or comparison group studies), and focus groups with participants and their colleagues. ■ Observations of participants.

- Peter York (2011:6) on typical nonprofit goals such as “no longer homeless” or “eliminating a disease”:

• “Such goals are inspirational, but they are almost always beyond the direct reach of a single intervention or program. It is more realistic, for example, to measure whether clients in a program to help the homeless actually follow through with a job referral or a doctor’s appointment. Such goals may sound less inspiring but actually represent a significant achievement. More importantly, they are within reach — and they are the building blocks for achieving broader societal change, one person at a time.”



SHORT-TERM OUTCOMES (the direct result of capacity-building engagements on individual participants)		
Cognitive Change <ul style="list-style-type: none"> ■ Learning or knowledge acquisition 	<ul style="list-style-type: none"> ■ What did the participants learn as a result of the capacity-building activities, and how did they do so? 	<ul style="list-style-type: none"> ■ Observation of training and consulting process. ■ Interviews and surveys of participants about self-reported learning (including pre- and post-test and/or comparison group studies).
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Behavioral Change <ul style="list-style-type: none"> ■ Altered behavior 	<ul style="list-style-type: none"> ■ To what extent and how did the participants, organization, or communities apply what was presented during training sessions and advised during consulting engagements? What have they done differently? 	<ul style="list-style-type: none"> ■ Interviews, surveys (including pre- and post-test and/or comparison group studies), and focus groups with participants and their colleagues. ■ Observations of participants.

EXAMPLE KPI FRAMEWORK

Area	Output Metric	Outcome Metric	Strategic Alignment
Program Reach	# participants	% showing improvement	Community engagement
Fundraising	\$ raised	# donors retained	Financial sustainability
Advocacy	# events	Policy change achieved	Mission impact

FIGURE 4: Matrix of Feasible Impact Measurement






Scale or Level of foundation impact i.e. what level outcomes you work toward most directly	Individual	Organizational	Interorganizational	Community
Methods Funders can use for aggregating accountability of grant making:	Formative Assessment of Implementation	Organizational Change Narratives	Collaboration Indicators	Community Indicators Indicating Change Over Time
	Summative Assessment of Client Outcomes	Pre-Post Assessments of Staff Attitude, Knowledge & Behavior	Milestone Accomplishments Institutionalizing Change in Relationships	Community Indicators Comparing Different Communities
What data look like:	Outcomes for the Participants- change in knowledge, status, behavior	Attitude/ Behavior Changes of Staff	Key Milestones of the Process	Community-Wide Statistics
These data are useful for:	Assessing Change in Clients	Assessing Organizational Change	Ongoing steering of Collaboration Efforts	Ongoing steering of Community Change Efforts
End Result- Success is when:	Clients are Transformed	Organizations are Transformed	Community Relationships are Transformed	Community is Transformed

EXAMPLE INDIVIDUAL LEVEL

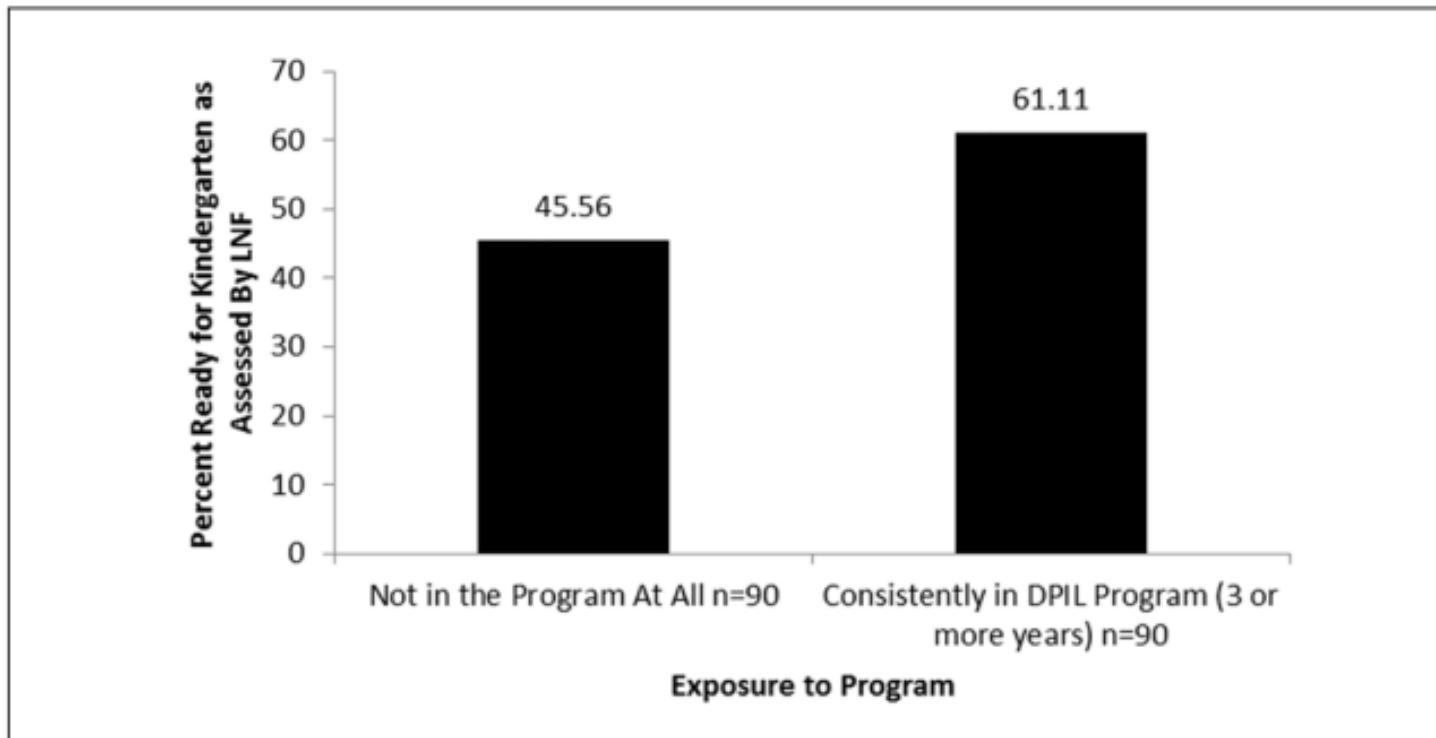


Figure 2. Percent ready for kindergarten (scoring 13 or higher on LNF) using propensity score matched sample.

Note. LNF = Letter Naming Fluency; DPIL = Dolly Parton's Imagination Library.
Significant differences with chi square at the $p < .05$ level.

EXAMPLE INDIVIDUAL LEVEL

8  F. RIDZI, C. CYRUS

Skill	Pre-PMLC	Post-PMLC	Percent Increase
Use Excel to do work in my organization	82%	100%	22%
Create a logic model	46%	88%	91%
Create a pivot table	10%	88%	780%
Use Access	17%	61%	259%

Figure 3. Percentage of respondents reporting as either "somewhat comfortable" or "very comfortable" in certain skills pre- and post-PMLC (n=41). Source: Cyrus (2022)

EXAMPLE ORGANIZATIONAL LEVEL

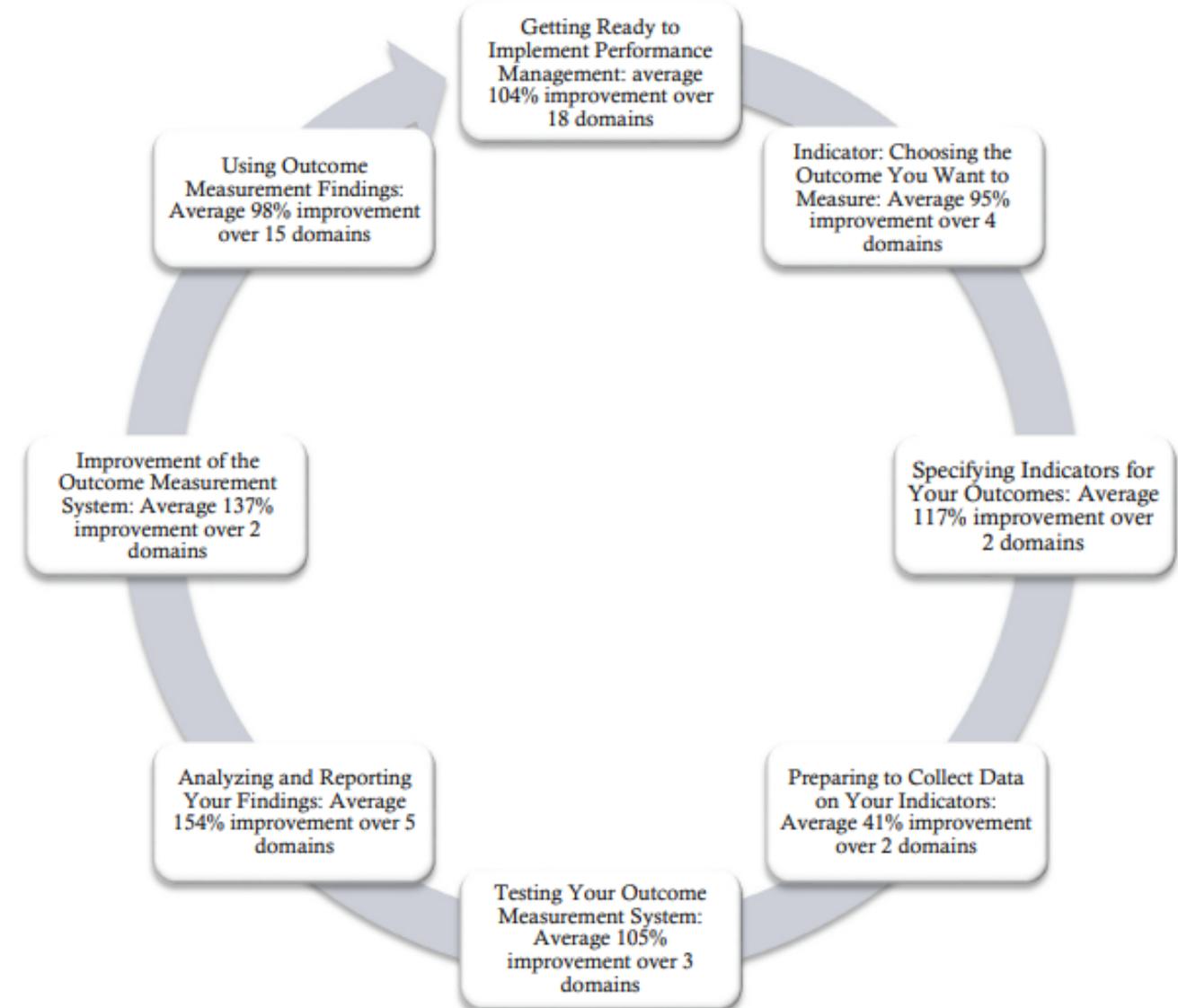


Figure 5. Changes in Respondents Putting Performance Management Best Practices into Action.
Source: Cyrus (2022)

EXAMPLE ORGANIZATIONAL LEVEL

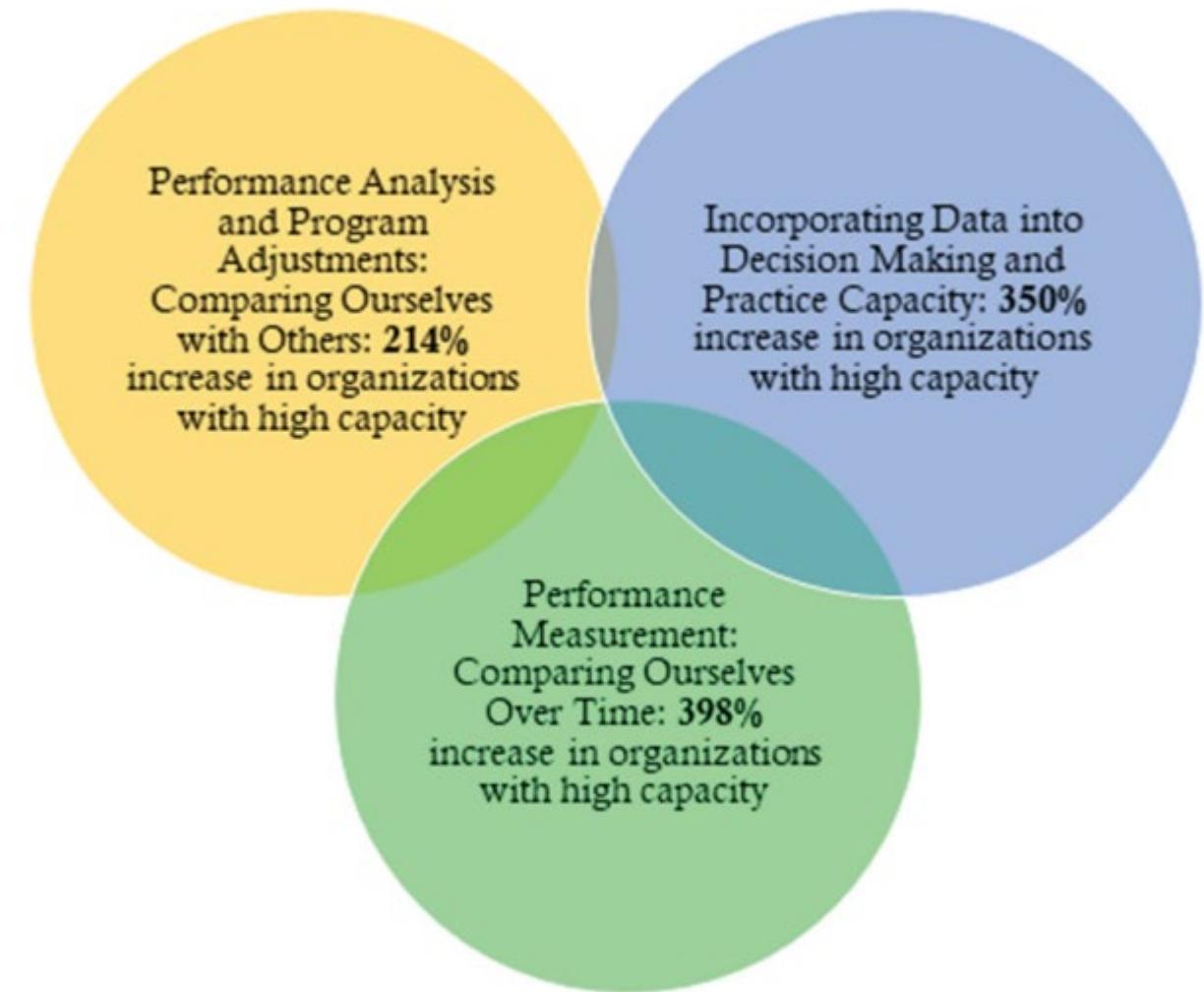


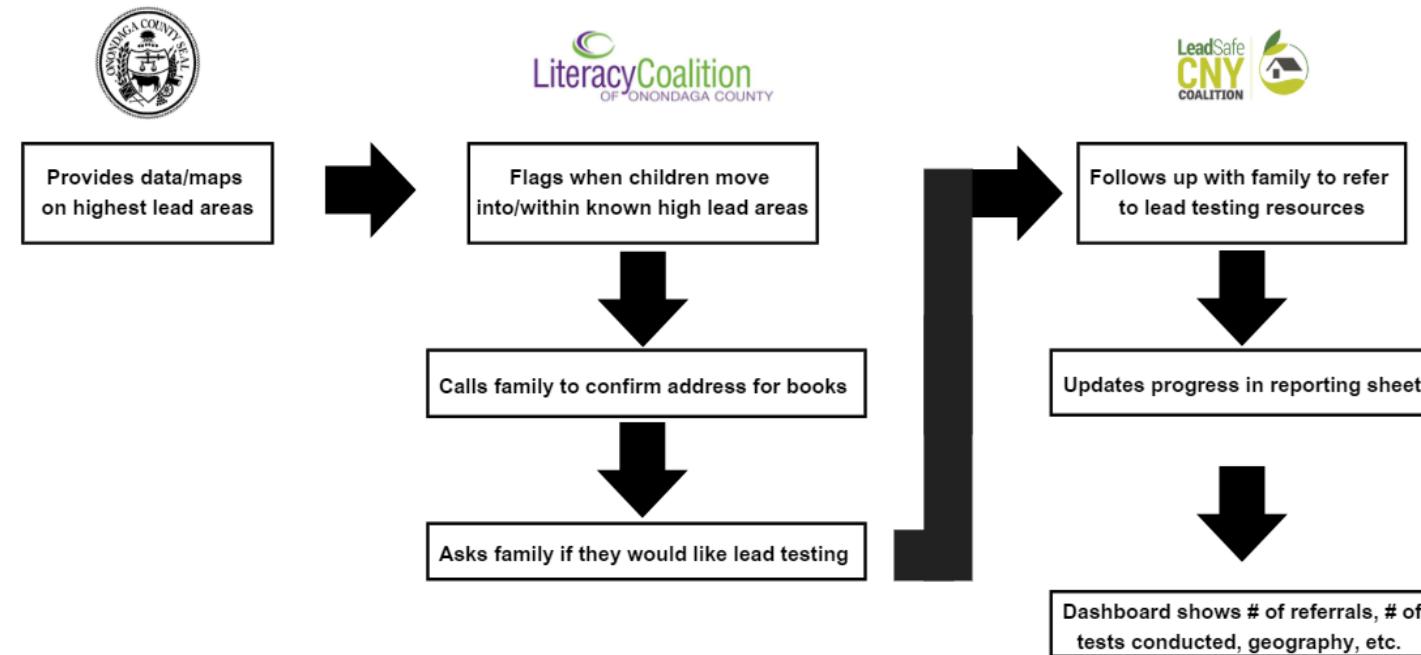
Figure 4. Increases in Respondents' Capacity Across Certain Categories from McKinsey Capacity Assessment Grid. Source: Cyrus (2022)

EXAMPLE ORGANIZATIONAL LEVEL



EXAMPLE INTER ORGANIZATIONAL

Figure 4.
Early Warning System: Involvement of Different Community Partners



Early Warning

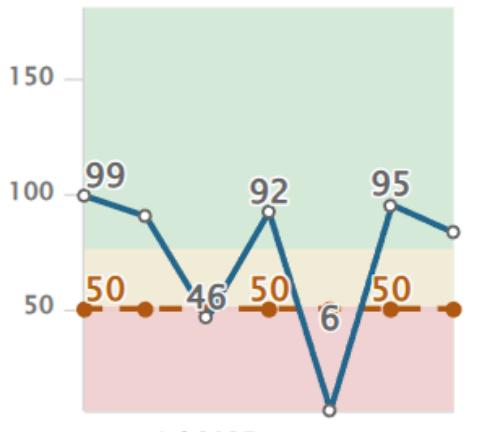
System:

Outreach to

⊕ R Families in

Dolly Parton's Imagination Library

Number of Families
Flagged because they moved into high risk neighborhoods



	Most Recent Period	Current Actual Value	Current Target Value	Variance From Target	Percent Of Target	Baseline % Change
Nov 2025	83	50	40	40%	166%	11% ↗
Oct 2025	95	50	47	47%	190%	27% ↗
Sep 2025	6	50	50	-733%	12%	-92% ↘
Aug 2025	92	50	46	46%	184%	23% ↗
Jul 2025	46	50	50	-9%	92%	-39% ↘
Jun 2025	90	50	44	44%	180%	20% ↗
May 2025	99	50	49	49%	198%	32% ↗
Apr 2025	154	50	68	68%	308%	105% ↗
Mar 2025	172	50	71	71%	344%	129% ↗

[Story Behind the Curve](#)

[Partners](#)

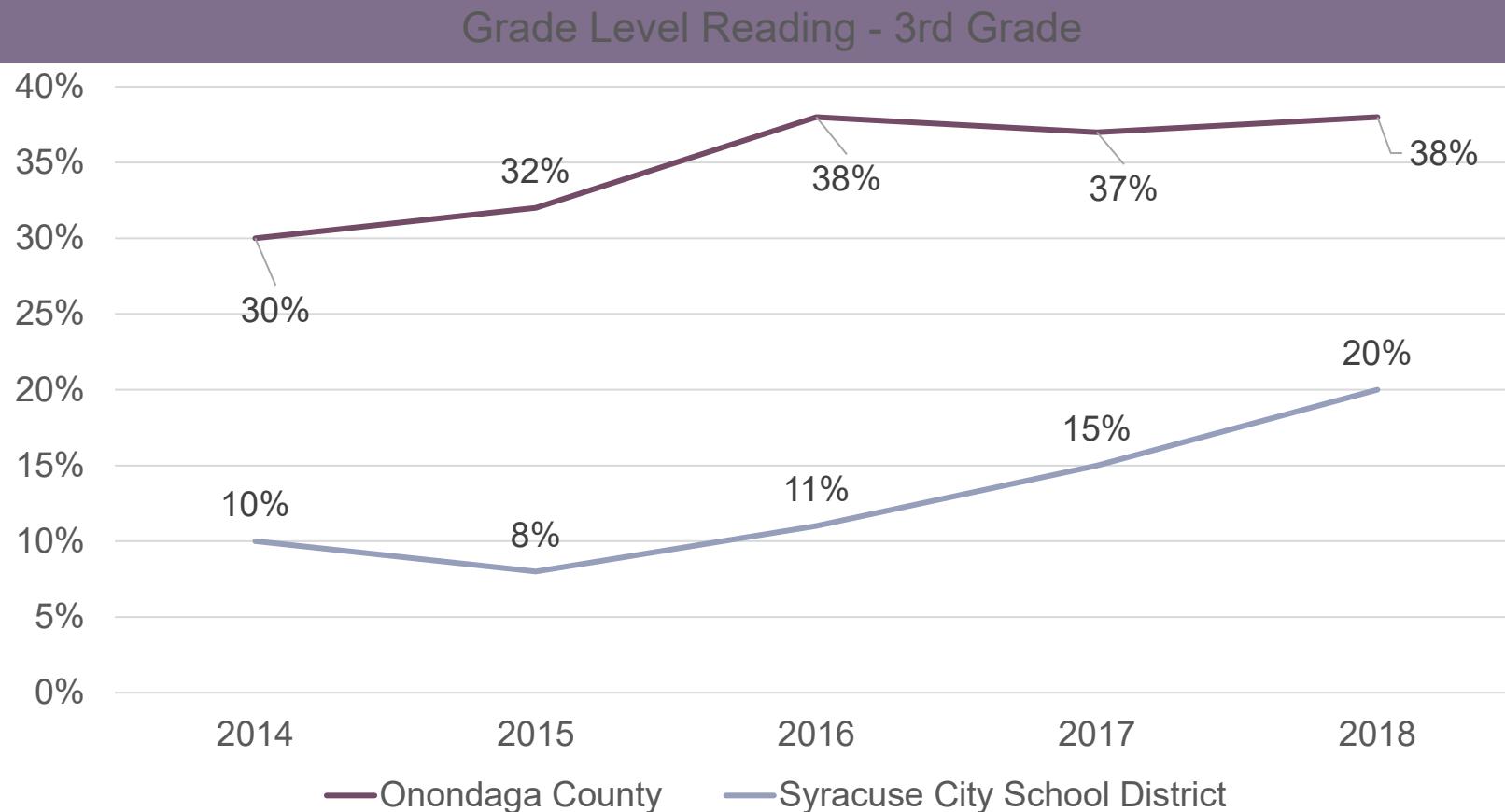
[What Works](#)

[Strategy](#)

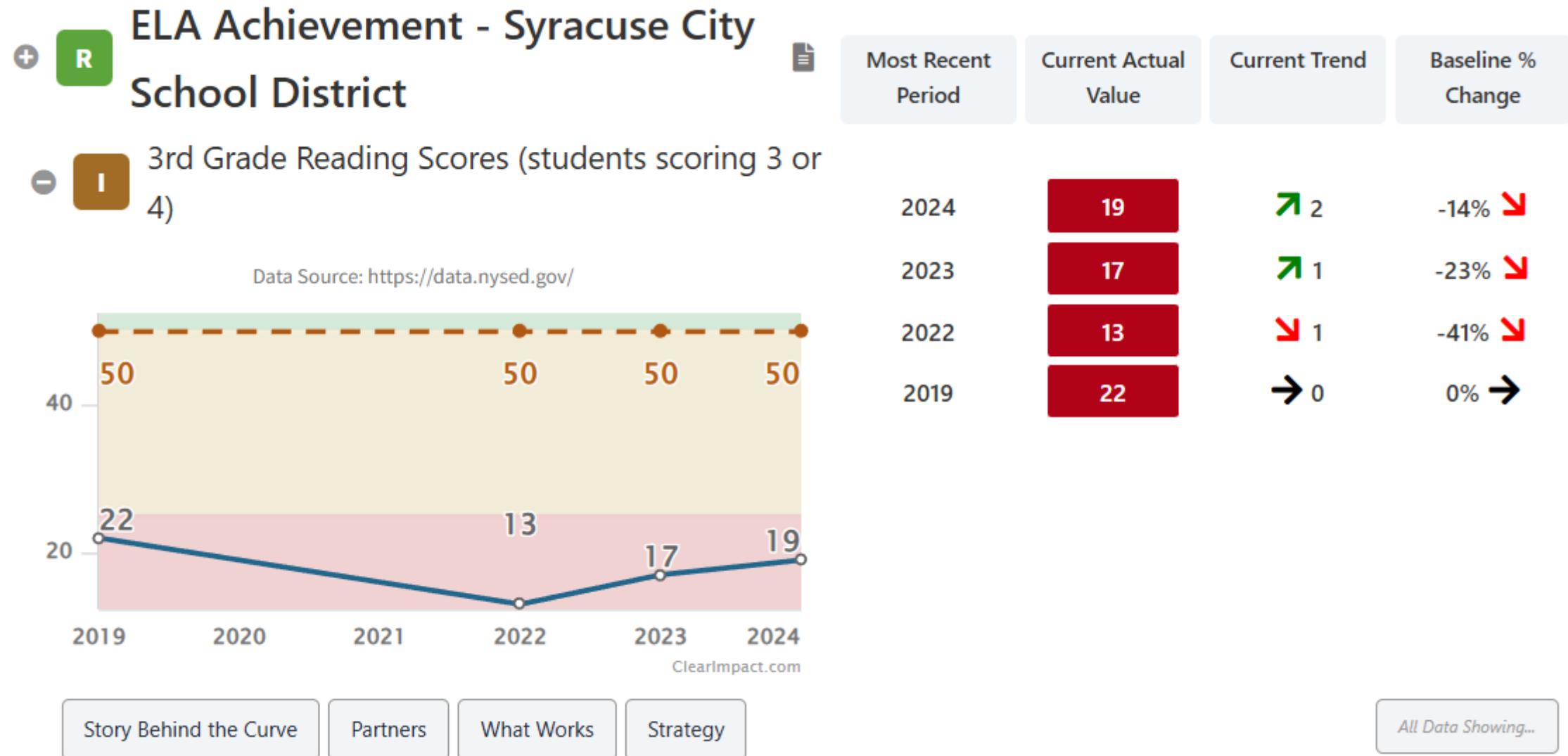
[More »](#)

EXAMPLE COMMUNITY LEVEL

GRADE LEVEL READING – 3RD GRADE



EXAMPLE COMMUNITY LEVEL



EXAMPLE COMMUNITY LEVEL

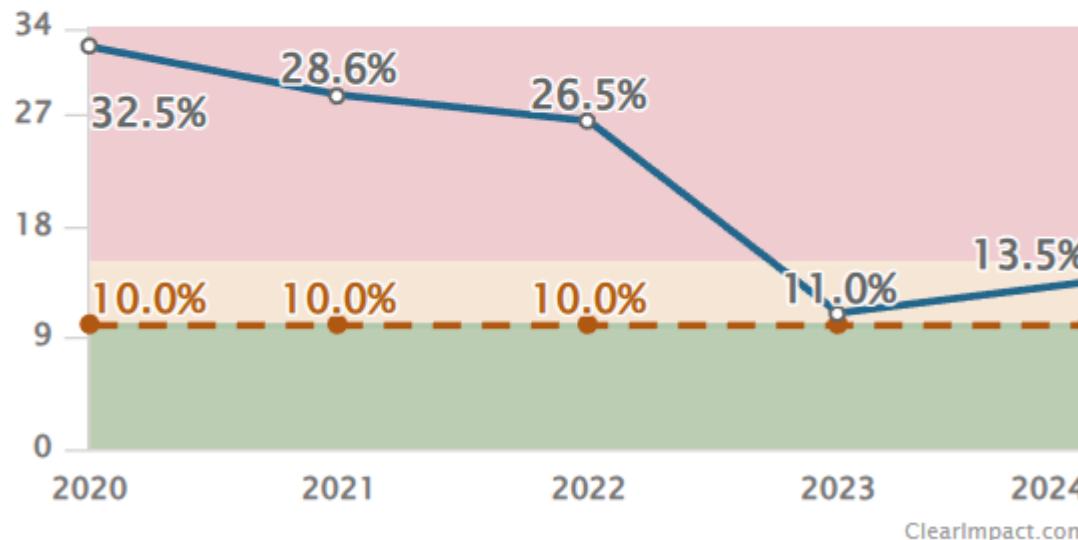
Elevated Blood Lead Levels

+ R Among Tested Children by Census Tract

+ I Census Tract 23

- I Census Tract 54

Data Source: <http://www.ongov.net/health/lead/maps.html>



Most Recent Period	Current Actual Value	Current Trend	Baseline % Change
2024	18.3%	↗ 1	-3% ↘
2024	13.5%	↗ 1	-58% ↘
2023	11.0%	↘ 3	-66% ↘
2022	26.5%	↘ 2	-18% ↘
2021	28.6%	↘ 1	-12% ↘
2020	32.5%	→ 0	0% →

Story Behind the Curve

Partners

What Works

Strategy

All Data Showing...

STRENGTHENING IMPACT STORYTELLING

- Combine data with human stories
- Use visuals to make impact tangible
- Highlight measurable change
- Tailor stories for audience

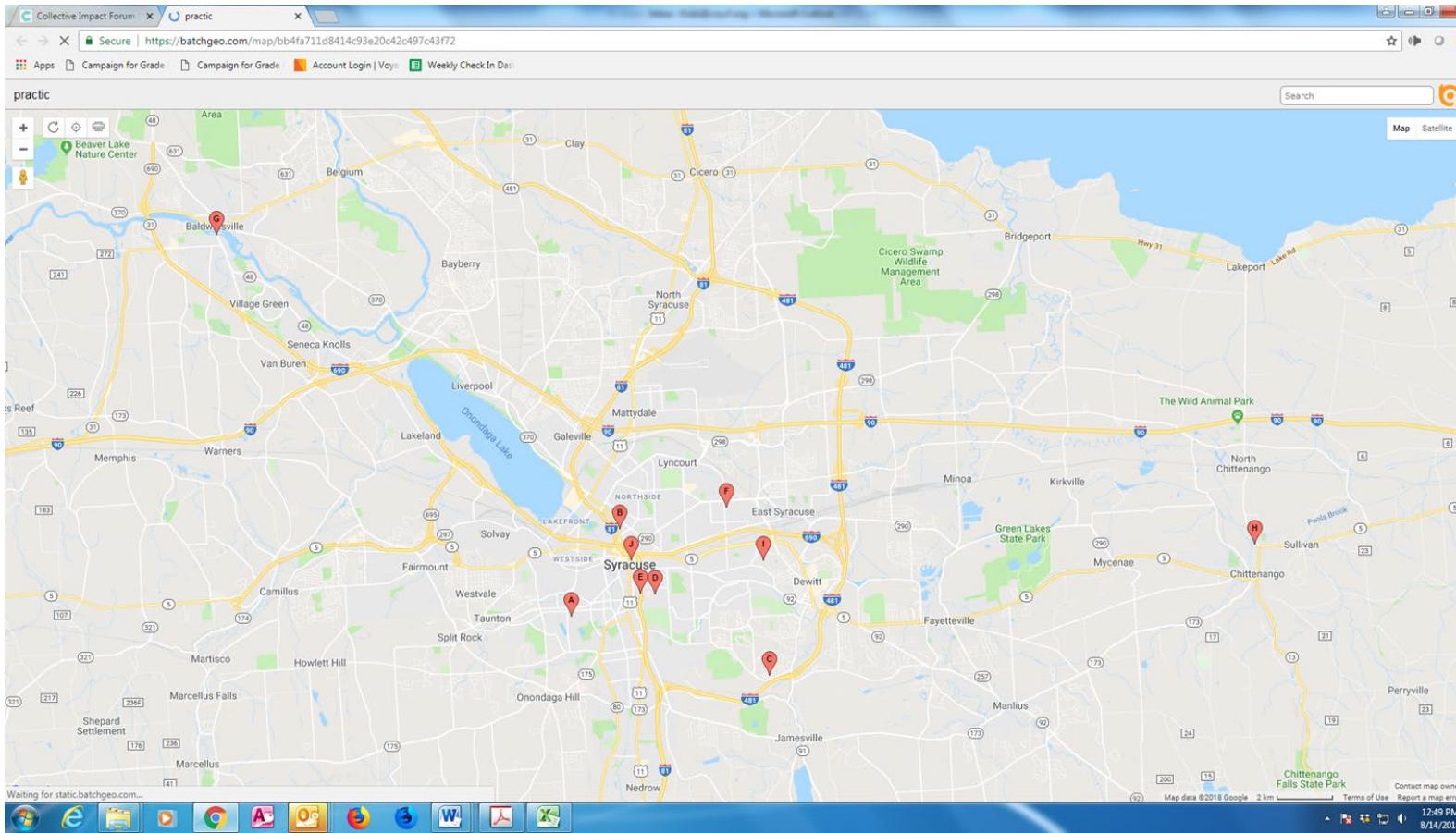


DATA VISUALIZATION TIPS

- Choose simple charts over complex ones
- Highlight trends and changes
- Keep labels clear and concise
- Use consistent colors aligned with brand



BATCHGEO.COM



ALIGNING DATA WITH STRATEGIC GOALS

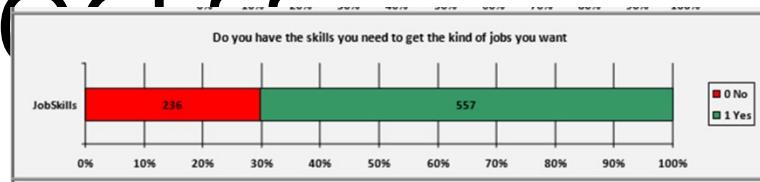
Link	Link KPIs to mission and vision
Report	Report progress regularly
Adjust	Adjust strategies based on results
Communicate	Communicate alignment to funders and board

TOOLS FOR MEASURING IMPACT

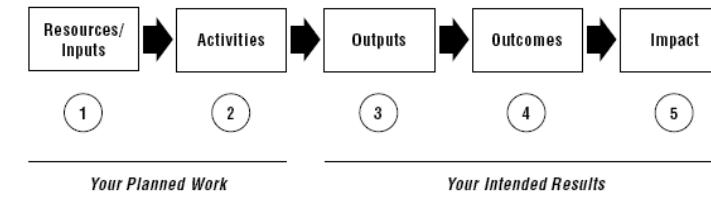
- Logic models
- Dashboards and scorecards
- Surveys and assessments
- CRM and data management systems



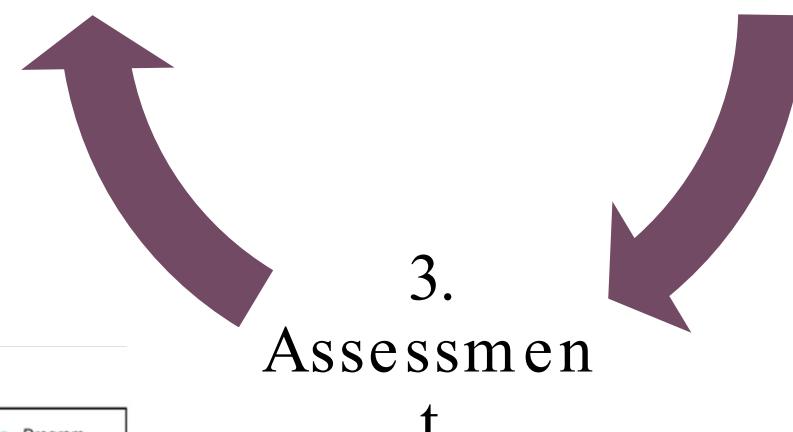
LOGIC MODELS ARE PART OF A 3 STEP PROCESS



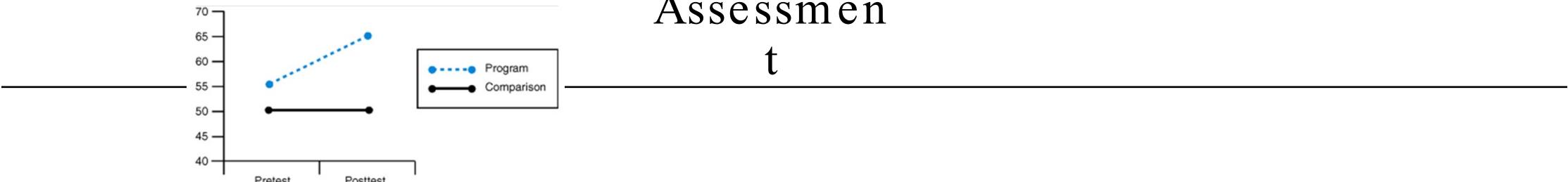
1.
Community
Need



2. Logic
Model



3.
Assessmen
t



WHY CONDUCT A NEEDS ASSESSMENT?

A needs assessment the process of collecting information about expressed or implied needs. You can try and figure these out on your own, but the best way is to seek feedback from all parties involved.

BRAINSTORMING



Define the key issue(s) & player(s)

List of some of today's biggest issues → bit.ly/S2tAxd



Map community resources

@HandsOnNetwork's worksheet → bit.ly/Pw8WqW



Brainstorm project ideas

Generate as many ideas possible (don't debate...yet)



Evaluate and prioritize ideas

Based on needs of community and collective interest



Select and focus on top idea

You may want to consider a 2nd if multiple parties



More brainstorming resources

...

List of brainstorming games → <http://bit.ly/SYLDew>

CONDUCT A SURVEY



Ask what greatest concerns are

Open-ended. Use a diverse or representative sample



Ask them to rank a list of problems

This gets difficult to do if more than 5 items listed



Guide to creating smart surveys

View SurveyMonkey's guide → <http://bit.ly/PDCn99>

60-MINUTE SEARCH



Divide map of area into sections

Ideally these are small enough to thoroughly explore



Groups walk or drive through areas

Send people out in groups (keep safety in mind)



Identify "hot spots" for improvement

Mark these on a map and discuss area needs

HOLD A COMMUNITY FORUM



Ask people to voice concerns

People close to the issues should be included



Write them down on whiteboard

Also consider an anonymous method for shy people.



Give each person 3-5 votes

These can be check marks, tallies, or stickers.



Everyone places votes next to issues

Will you let them use more than 1 vote on an issue?



Select top 5 issues & revote

Everyone gets 2-3 more votes.



Record results

Take pictures and tally results for future reference.



Caution: Be representative

If you are not, concerns of majority may dominate

OTHER IDEAS



Ask your legislators

They should be aware of the greatest needs



Research what others are doing?

What are others trying to do. How? What works?



Compare to favorite towns

What is your favorite city? How is it different?



Three wishes for community

What would they want if power & \$ weren't an issue.



Watch/read the news

What stories anger you? Write these down.

CREATING A VOLUNTEER MANAGEMENT PROGRAM A COLLABORATION BETWEEN



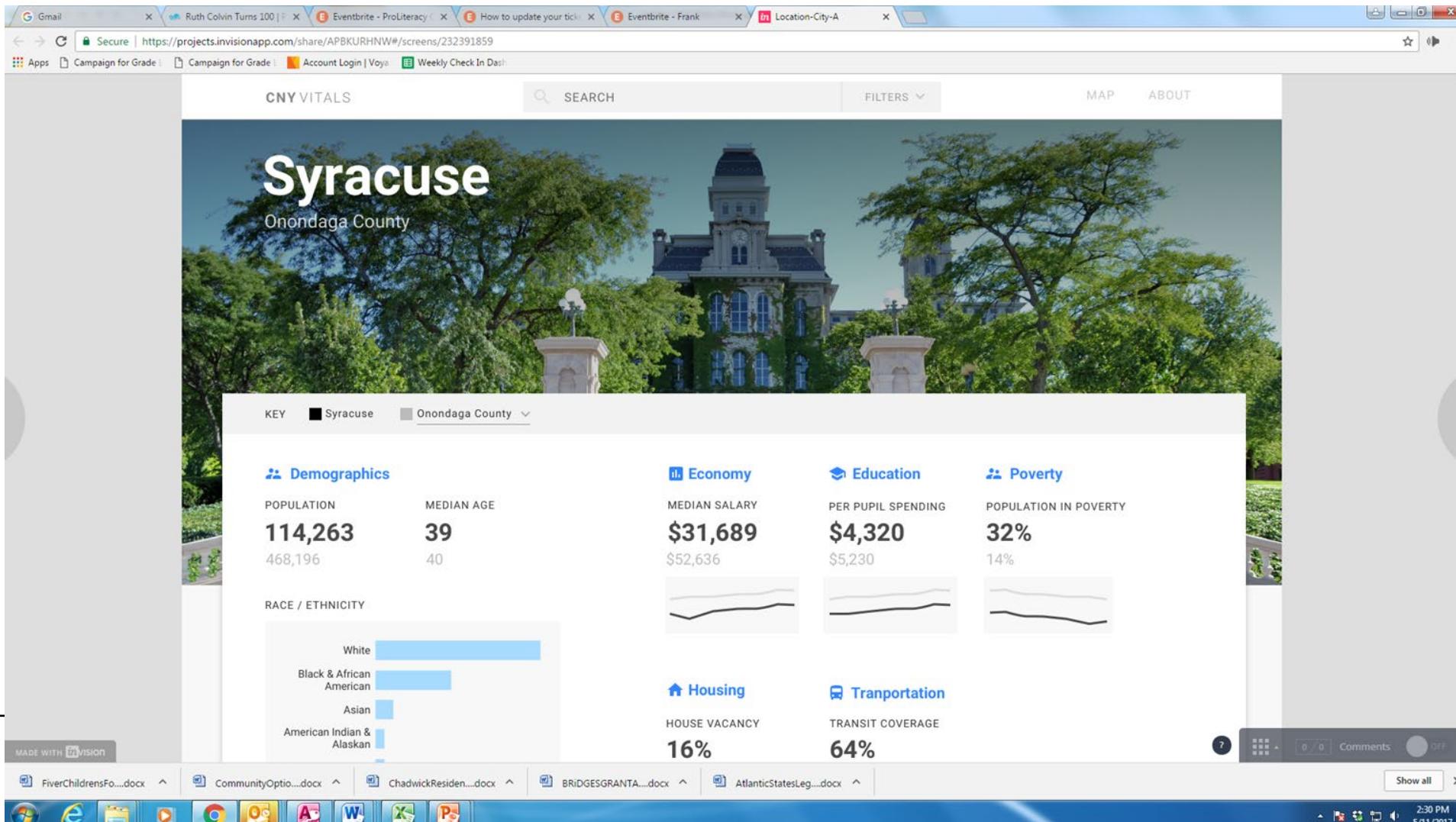
NONPROFITS



HandsOn
NETWORK

POINTS
OF
LIGHT

CNY VITALS



The screenshot shows a web-based dashboard titled "CNY VITALS" for the city of Syracuse, Onondaga County. The dashboard features a large background image of a historic building with a clock tower, surrounded by trees. The interface includes a search bar, filters, and links for "MAP" and "ABOUT".

Demographics

Population	Median Age
114,263 468,196	39 40

RACE / ETHNICITY

Race/Ethnicity	Percentage
White	Large (approx. 70%)
Black & African American	Medium (approx. 15%)
Asian	Small (approx. 5%)
American Indian & Alaskan	Very Small (approx. 2%)

Economy

Median Salary	Per Pupil Spending
\$31,689 \$52,636	\$4,320 \$5,230

Education

Population in Poverty
32% 14%

Poverty

Housing

House Vacancy
16%

Transportation

Transit Coverage
64%

MADE WITH  INVISION

Secure | https://projects.invisionapp.com/share/APBKURHNW#screens/232391859

SEARCH FILTERS MAP ABOUT

KEY: Syracuse (black square) Onondaga County (grey square)

2:30 PM 5/11/2017

Syracuse - CNY Vitals Pro

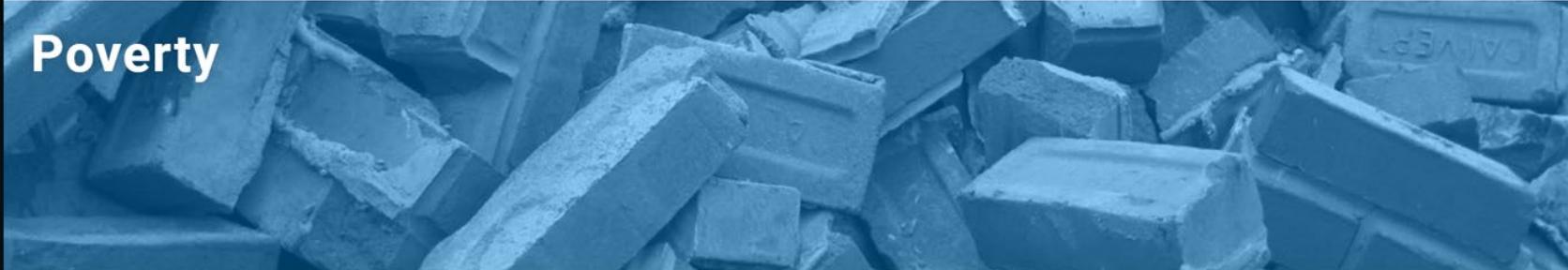
Secure | https://pro.cnyvitals.org/profile/syracuse#poverty

Apps Campaign for Grade Campaign for Grade Account Login | Voyer Weekly Check In Dasi

Syracuse

- Introduction
- Demographics
- Economy & Arts
- Housing
- Poverty
 - Poverty Breakdown
 - Poverty Map
 - Poverty Over Time
- Education
- Health

Poverty



Population Living Below Poverty Line by Age and Gender

LARGEST GROUP IN POVERTY

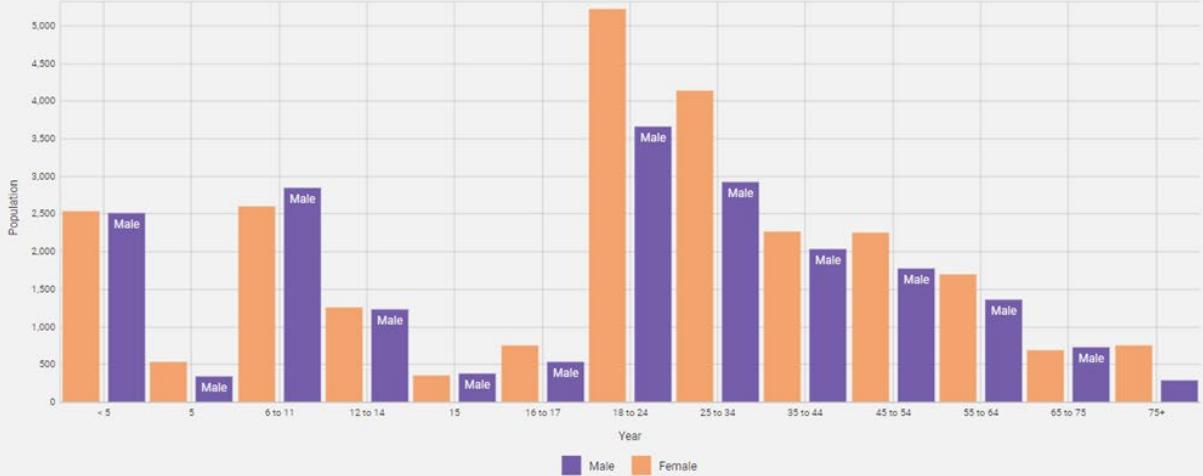
3,657
Males 18 to 24

5,218
Females 18 to 24

Males 18 to 24 in Syracuse represent the largest age group. While the smallest male age group is 75+. Females 18 to 24 in Syracuse represent the largest female age group. While the smallest female age group is 15.

Data Sources

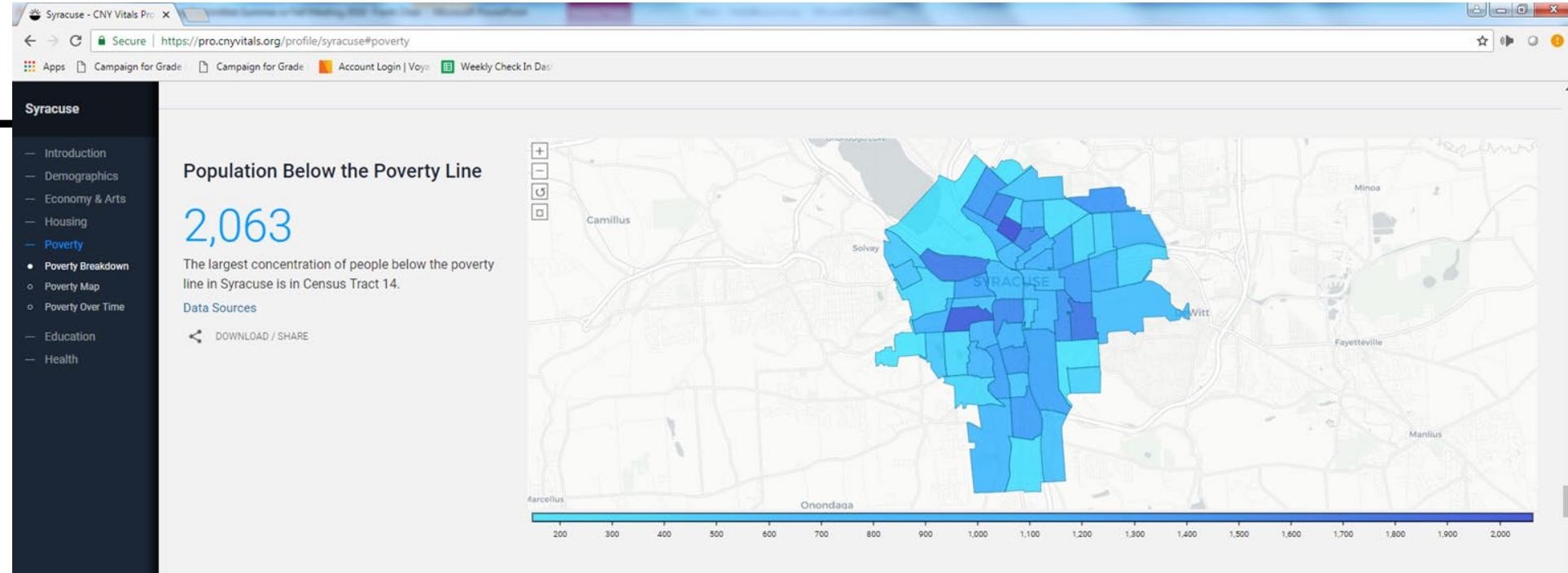
DOWNLOAD / SHARE



Year	Gender	Population
< 5	Female	2,500
< 5	Male	2,400
5	Female	500
5	Male	100
6 to 11	Female	2,500
6 to 11	Male	2,800
12 to 14	Female	1,300
12 to 14	Male	1,200
15	Female	400
15	Male	300
16 to 17	Female	800
16 to 17	Male	500
18 to 24	Female	3,000
18 to 24	Male	3,500
25 to 34	Female	4,000
25 to 34	Male	2,800
35 to 44	Female	2,200
35 to 44	Male	1,800
45 to 54	Female	2,200
45 to 54	Male	1,600
55 to 64	Female	700
55 to 64	Male	1,000
65 to 75	Female	600
65 to 75	Male	500
75+	Female	800
75+	Male	300

https://pro.cnyvitals.org/profile/syracuse#poverty

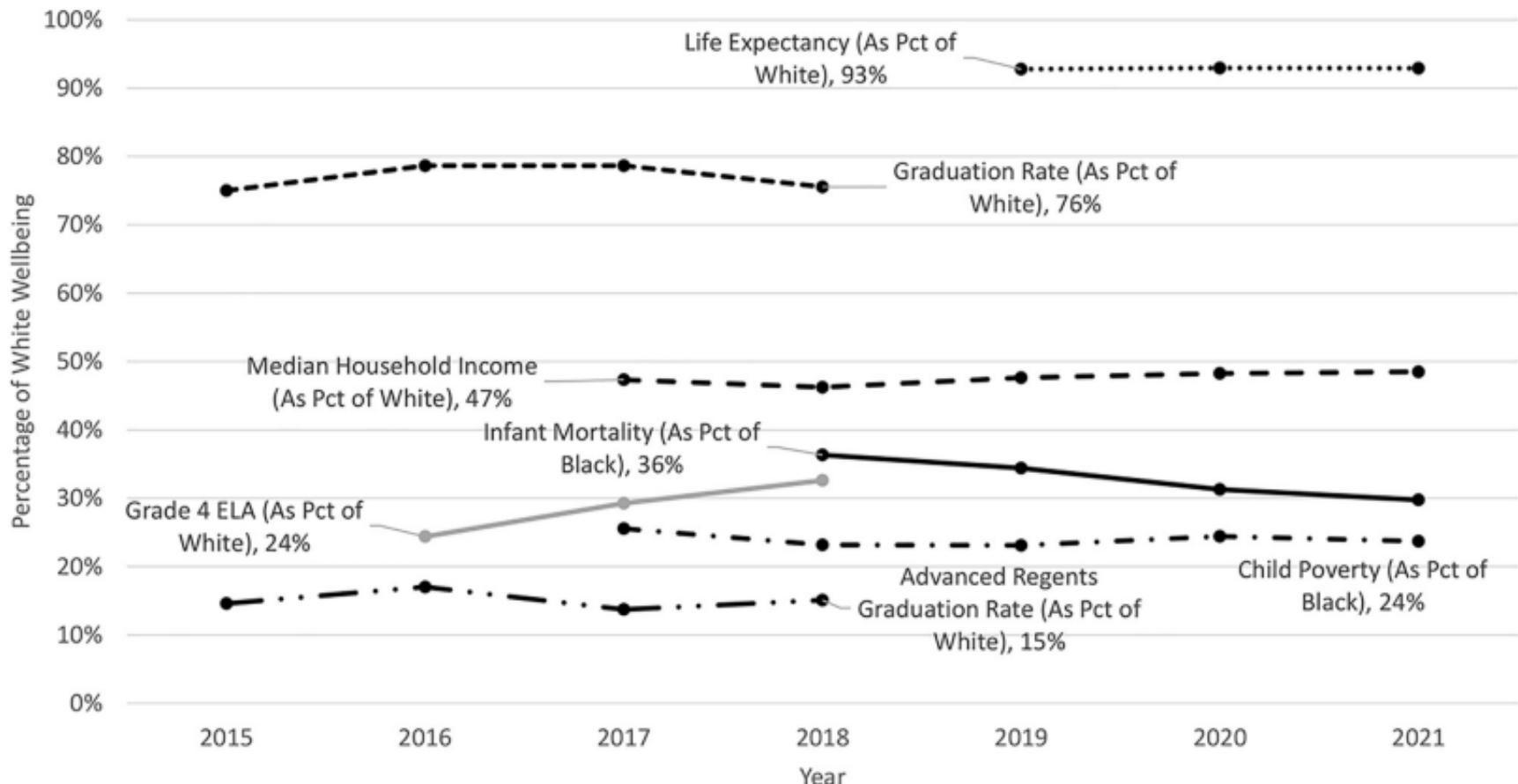
8:56 AM 8/30/2018



Average of Gap Pct

Racial Gaps for Equality (Equality = 100%) Between Blacks and Whites in Onondaga County, New York





Source: Figure created by the authors using data from Vera Institute of Justice, Incarceration Trends Dataset, New York State Education Department NYSED 3-8 Assessment Database, New York State Education Department NYSED Graduation Rate Database, Population Health Institute, County Health Rankings, and NYS DCJS Dispositions of Adult Arrests by Race.

Figure 11.1 Racial gaps for equality between Blacks and whites in Onondaga County, New York

Program Implementation Logic Model

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i></p>

Likert-Type Scale Response Anchors

Citation:

Vagias, Wade M. (2006). *Likert-type scale response anchors*. Clemson International Institute for Tourism & Research Development, Department of Parks, Recreation and Tourism Management. Clemson University.

Level of Acceptability

- 1 – Totally unacceptable
- 2 – Unacceptable
- 3 – Slightly unacceptable
- 4 – Neutral
- 5 – Slightly acceptable
- 6 – Acceptable
- 7 – Perfectly Acceptable

Level of Appropriateness

- 1 – Absolutely inappropriate
- 2 – Inappropriate
- 3 – Slightly inappropriate
- 4 – Neutral
- 5 – Slightly appropriate
- 6 – Appropriate
- 7 – Absolutely appropriate

Level of Importance

- 1 – Not at all important
- 2 – Low importance
- 3 – Slightly important
- 4 – Neutral
- 5 – Moderately important
- 6 – Very important
- 7 – Extremely important

Level of Agreement

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Somewhat disagree
- 4 – Neither agree or disagree
- 5 – Somewhat agree
- 6 – Agree
- 7 – Strongly agree

Knowledge of Action

- 1 – Never

My beliefs

- 1 – Very untrue of what I believe
- 2 – Untrue of what I believe
- 3 – Somewhat untrue of what I believe
- 4 – Neutral
- 5 – Somewhat true of what I believe
- 6 – True of what I believe
- 7 – Very true of what I believe

Priority:

- 1 – Not a priority
- 2 – Low priority
- 3 – Somewhat priority
- 4 – Neutral
- 5 – Moderate Priority
- 6 – High priority
- 7 – Essential priority

Level of Concern

- 1 – not at all concerned
- 2 – Slightly concerned
- 3 – Somewhat concerned
- 4 – Moderately concerned
- 5 – Extremely concerned

Priority Level

- 1 – Not a priority
- 2 – Low priority
- 3 – Medium priority
- 4 – High priority
- 5 – Essential

Level of Problem

- 1 – Not at all a problem
- 2 – Minor problem
- 3 – Moderate problem
- 4 – Serious problem
- 5 – Always

Level of Support/Opposition

- 1 – Strongly oppose
- 2 – Somewhat oppose
- 3 – neutral
- 4 – Somewhat favor
- 5 – Strongly favor

Level of Probability

- 1 – Not probable
- 2 – Somewhat improbable
- 3 – Neutral
- 4 – Somewhat probable
- 5 – Very probable

Level of Agreement

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Neither agree or disagree
- 4 – Agree
- 5 – Strongly agree

Level of Desirability

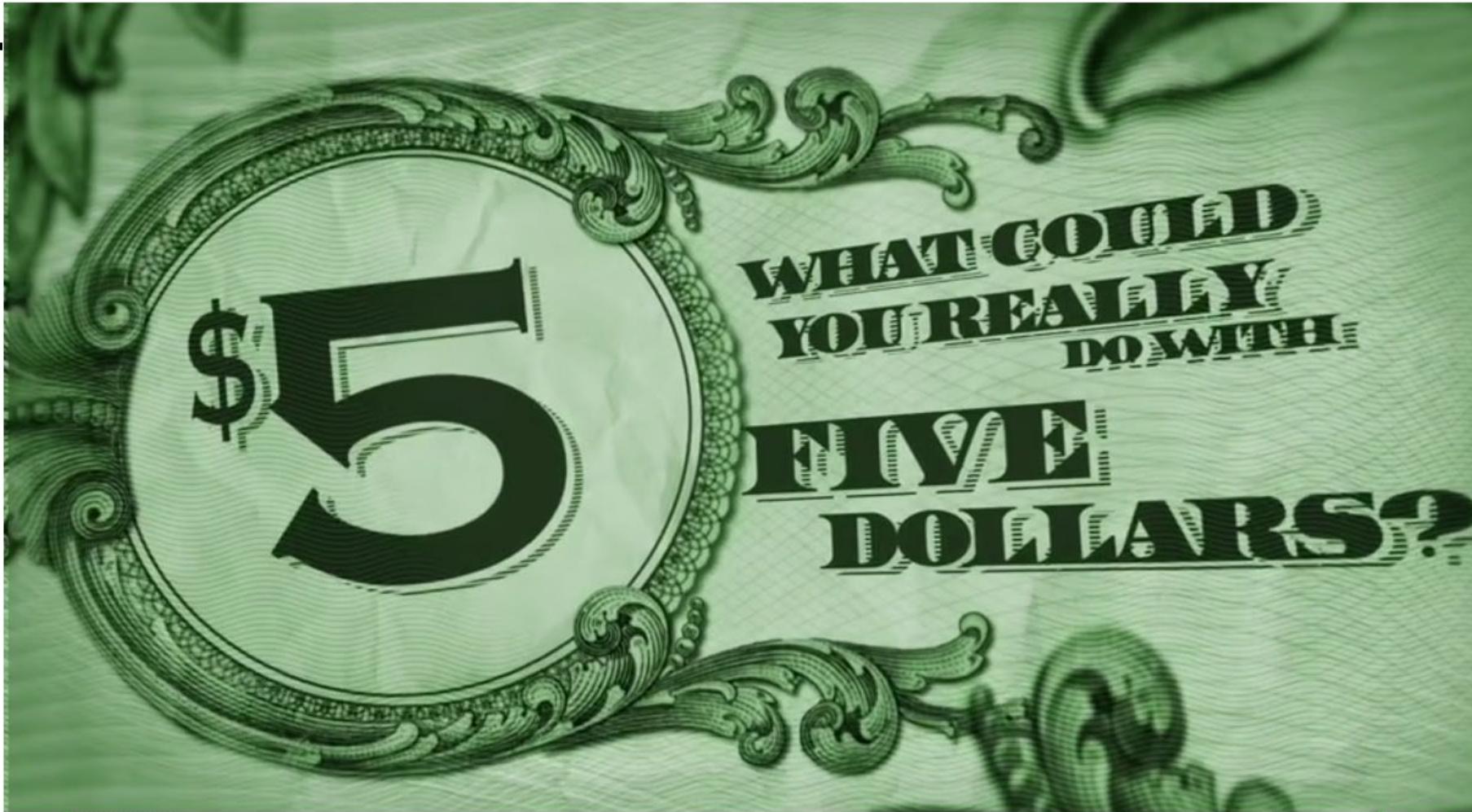
- 1 – Very undesirable
- 2 – Undesirable
- 3 – neutral
- 4 – Desirable
- 5 – Very desirable

Level of Participation

- 1 – No, and not considered
- 2 – No, but considered
- 3 – Yes

Frequency – 5 point

- 1 – Never
- 2 – Rarely
- 3 – Sometimes
- 4 – Often
- 5 – Always



Video Clip: Asking for Donations is competing with
many other compelling needs

CASE STUDY: COMMUNI TY ENGAGEM ENT PROGRAM

Goal: Increase participation by 20%

Output: 500 participants in workshops

Outcome: 75% reported skill improvement

Strategic Alignment: Strengthened community capacity

File Home Insert Page Layout Formulas Data Review View ACROBAT ? Tell me what you want to do...

From Access From Web From Text From Other Sources Existing Connections New Query Refresh All Recent Sources Get External Data Get & Transform Connections Sort Advanced Text to Columns Flash Fill Remove Duplicates Data Validation Consolidate Relationships Manage Data Model What-If Analysis Forecast Group

O16

A B C D E F G H I J K L M N

1 To use simulation change the values in the yellow boxes then go to the tab at the top and click on Data, Refresh All:

2

3 Client Program Variable Outcome Variable Row Labels Average of Outcome Variable

4 Client1 Pre 74 Post 51.2

5 Client2 Post 28 Pre 48.5

6 Client3 Post 60 Grand Total 49.85

7 Client4 Pre 34

8 Client5 Pre 60

9 Client6 Post 66

10 Client7 Post 42

11 Client8 Pre 5

12 Client9 Pre 61

13 Client10 Post 29

14 Client11 Post 43

15 Client12 Pre 42

16 Client13 Pre 2

17 Client14 Post 92

18 Client15 Post 18

19 Client16 Pre 100

20 Client17 Pre 52

21 Client18 Post 59

22 Client19 Post 75

23 Client20 Pre 55

Average of Outcome Variable Total

51.5 51.2

51 50.5

50 50

49.5 49.5

49 49

48.5 48.5

48 48

47.5 47.5

47 47

Post Pre

Program Variable

Average of Outcome Variable Total

51.5 51.2

51 50.5

50 50

49.5 49.5

49 49

48.5 48.5

48 48

47.5 47.5

47 47

Post Pre

Program Variable

Simulation DoNotTouch

Ready

Q27

To use simulation change the values in the yellow boxes then go to the tab at the top and click on Data, Refresh All:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
1	To use simulation change the values in the yellow boxes then go to the tab at the top and click on Data, Refresh All:																					
2																						
3	Client	Program Variable	Outcome Variable	Count of Outcome Variable			Column Labels															
4	Client1	Pre	Happy	Row Labels			Happy	Sad	Grand Total													
5	Client2	Post	Happy	Post				7	3	10												
6	Client3	Post	Happy	Pre				9	1	10												
7	Client4	Pre	Happy	Grand Total				16	4	20												
8	Client5	Pre	Happy																			
9	Client6	Post	Happy	Count of Outcome Variable			Column Labels															
10	Client7	Post	Happy	Row Labels			Happy	Sad	Grand Total													
11	Client8	Pre	Happy	Post				70%	30%	100%												
12	Client9	Pre	Happy	Pre				90%	10%	100%												
13	Client10	Post	Happy	Grand Total				80.00%	20.00%	100.00%												
14	Client11	Post	Happy																			
15	Client12	Pre	Happy	Count of Outcome Variable																		
16	Client13	Pre	Happy	100%																		
17	Client14	Post	Sad	80%																		
18	Client15	Post	Sad	60%																		
19	Client16	Pre	Happy	40%																		
20	Client17	Pre	Sad	20%																		
21	Client18	Post	Sad	0%																		
22	Client19	Post	Happy	Post			90%	70%	100%	70%	30%	100%	80%	90%	100%	80%	90%	100%	80%	90%	100%	
23	Client20	Pre	Happy	Pre			30%	10%	40%	30%	10%	40%	20%	30%	10%	20%	30%	10%	20%	30%	10%	
24				Program Variable																		
25																						
26																						
27																						
28																						
29																						

The figure displays three charts based on the data in the table:

- Line Chart:** Shows the percentage of 'Happy' and 'Sad' outcomes at 'Post' and 'Pre' stages. The 'Happy' series starts at 70% (Post) and increases to 90% (Pre). The 'Sad' series starts at 30% (Post) and decreases to 10% (Pre).
- Bar Chart (Left):** Compares 'Happy' and 'Sad' outcomes at the 'Post' stage. The 'Happy' bar is at 70% and the 'Sad' bar is at 30%.
- Bar Chart (Right):** Compares 'Happy' and 'Sad' outcomes at the 'Pre' stage. The 'Happy' bar is at 90% and the 'Sad' bar is at 10%.

National Survey of Drug Use and Health - NSDUH

Parent Involvement Questions

*Please mark your answers below with an “x”. Example: **X***

1. Parents Check on Whether Done Homework.

- Never
- Seldom
- Sometimes
- Always

2. Parents Limit the Amount of Time You Watch TV

- Never
- Seldom
- Sometimes
- Always

3. Parents Provide Help With Homework if Needed



Delinquency Index–Youth Report

1. *Have you ever run away, that is, left home and stayed away overnight without your parent's prior knowledge or permission?*
 No
 Yes
2. *Have you ever carried a hand gun? When we say hand gun, we mean any firearm other than a rifle or shotgun.*

Self-Reported Delinquency—Problem Behavior Frequency Scale

These items measure the frequency of delinquency behaviors. Respondents are asked to indicate how often in the past month they have been suspended, stolen something or shoplifted, cheated, or damaged the property of others.

In the last 30 days, how many times have you ...

	Number of times					
1. Been on suspension?	0	1-2	3-5	6-9	10-19	20 or more
2. Stolen something from another student?	0	1-2	3-5	6-9	10-19	20 or more
3. Snuck into someplace without paying such as movies, onto a bus or subway?	0	1-2	3-5	6-9	10-19	20 or more

Community Need.....Logical Approach.....**Assessment**.....Sustainability.....Special Interest Areas

ADULT EDUCATION AND FAMILY LITERACY

Program Description: To enable adults to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, improved employment opportunities, enhanced family life, attaining citizenship, through participation in adult education services and programs.

	Common Outcome	Program Specific Outcome	Indicator	Data Collection Strategy	Notes	Outcome Stage
1	Increased Participation/Attendance	Increased enrollment in adult education and literacy programs.	Number of participants who enrolled in adult education program.	Program records		Intermediate
2	Increase Graduation/Completion Rate	Improved program completion by program participants.	Number and percent of participants who completed the program.	Program records		Intermediate
3	Increased Incidence of Desirable Activity or Condition	Increased parental involvement in children's education.	Number and percent of adult participants who regularly help children with their school work .	Follow-up survey of participants.	This is a secondary indicator, particularly for programs focused on family literacy.	Intermediate
4	Increased Incidence of Desirable Activity or Condition	Increased parental involvement in children's education.	Number and percent of adult participants who attend parent meetings or attend school activities.	Follow-up survey of participants.	This is a secondary indicator, particularly for programs focused on family literacy.	Intermediate
5	Increased Incidence of Desirable Activity or Condition	Increased parental involvement in children's education.	Number and percent of adult participants who read to their children daily.	Follow-up survey of participants.	This is a secondary indicator, particularly for programs focused on family literacy.	Intermediate
6	Client Gain Skills/ Knowledge	Education improvement or gain.	Number and percent of program participants who complete or advance at least one educational level.	Program records		Intermediate/ End
7	Client Gain Skills/ Knowledge	Improved education or achievement gain.	Average number of educational levels advanced per program participant.	Program records		Intermediate/ End
8	Client Gain Skills/ Knowledge	Improved education or achievement gain.	Number and percent of program participants who receive a secondary school diploma or GED.	Program records; follow-up survey of participants.		End
9	Increased Incidence of Desirable Activity or Condition	Increased placement in postsecondary education.	Number and percent of program participants who enroll in postsecondary education or occupational skills training program.	Follow-up survey of participants.	This indicator is intended to track progress of participants in between receipt of high school diploma and entry into employment.	End

ADULT EDUCATION AND FAMILY LITERACY

Program Description: To enable adults to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, improved employment opportunities, enhanced family life, attaining citizenship, through participation in adult education services and programs.

	Common Outcome	Program Specific Outcome	Indicator	Data Collection Strategy	Notes	Outcome Stage
10	Create Jobs/Employment Opportunities	Improved employment entry or retention.	Number and percent of program participants who obtain a job within 3 months of program completion.	Follow-up survey of participants; Unemployment insurance or wage records.		End
11	Create Jobs/Employment Opportunities	Improved employment entry or retention.	Number and percent of program participants who remain employed 12 months after program completion.	Follow-up survey of participants; Unemployment insurance or wage records.		End
12	Increase Incidence of Desirable Activity or Condition	Increased number of participants who attain citizenship goals.	Number and percent of participants who pass citizenship exam.	Follow-up survey of participants.	This indicator is likely to be limited to programs or participants for whom this was stated as a program goal.	End
13	Increase Incidence of Desirable Activity or Condition	Increased number of participants who attain citizenship goals.	Number and percent of participants (who at time of enrollment are not registered to vote) who: (a) register to vote, or (b) vote for the first time.	Follow-up survey of participants.	This is a secondary indicator, particularly for programs or participants focused on citizenship attainment.	End
14	Increase Incidence of Desirable Activity or Condition	Reduction in public assistance.	Number and percent of participants (who upon program entry were enrolled in TANF) whose grant is reduced or eliminated due to employment or increased income.	Follow-up survey of participants; data matching to welfare records.		End

Sources Consulted:

Sustainable Measures (<http://www.sustainablemeasures.com>)

National Reporting System for Adult Education Implementation Guidelines

(Division of Adult Education and Literacy, Office of Vocational Education, USDOE) 2000.



TOPICS

PROJECTS

FEATURES

ABOUT

GET INVOLVED

SEARCH



Results First Clearinghouse Database

DATA VISUALIZATION June 23, 2015 Topics: U.S. State Policy Projects: Pew-MacArthur Results First Initiative Read time: 8 min

Share

The Results First Clearinghouse Database is an online resource that brings together information on the effectiveness of social policy programs from nine national clearinghouses. It applies color-coding to the clearinghouses' distinct rating systems, creating a common language that enables users to quickly see where each program falls on a spectrum from negative impact to positive impact. As such, this database can help users easily access and understand the evidence base for a variety of programs.

The database currently includes information on 2,929 programs and was last updated on February 20, 2019.

Please note that the National Registry of Evidence-based Programs and Practices (NREPP) stopped updating in January 2018 and is no longer accessible as of August 2018. Although the Results First Clearinghouse Database still contains NREPP's program reviews, links to its website are no longer active.

An interactive from The Pew Charitable Trusts and the John D. and Catherine T. MacArthur Foundation

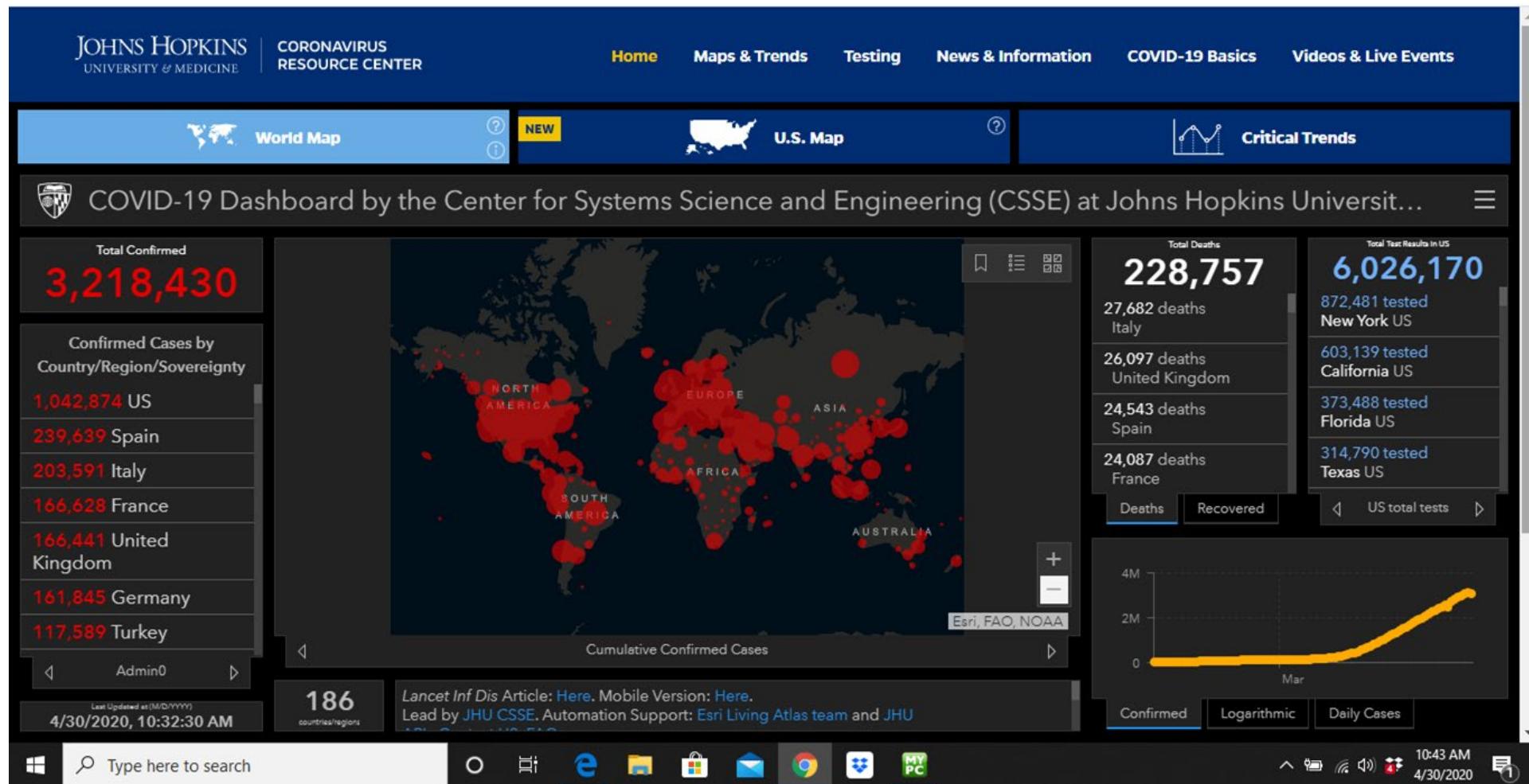
Overview | Clearinghouses | Rating Colors & Systems | FAQ

Categories

- Crime & delinquency
- Child & family well-being

The Pew-MacArthur Results First Initiative created the Results First Clearinghouse Database

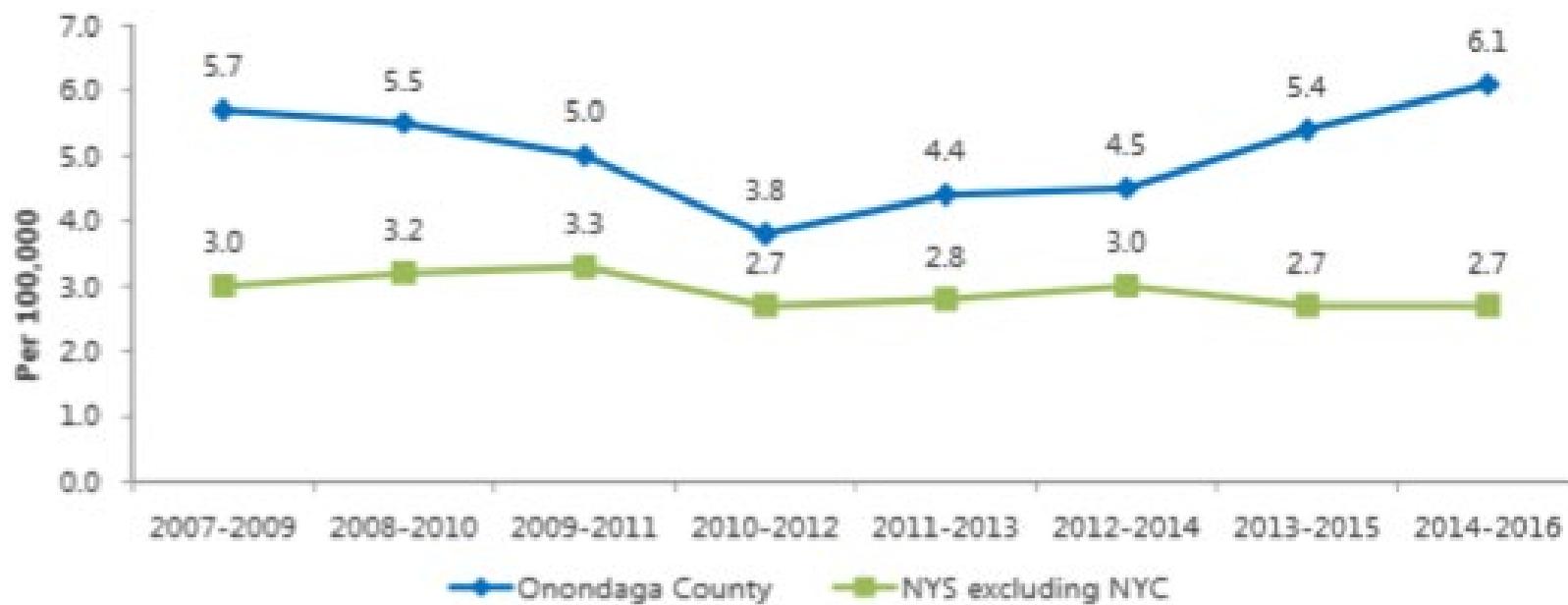
11:19 AM 3/21/2019



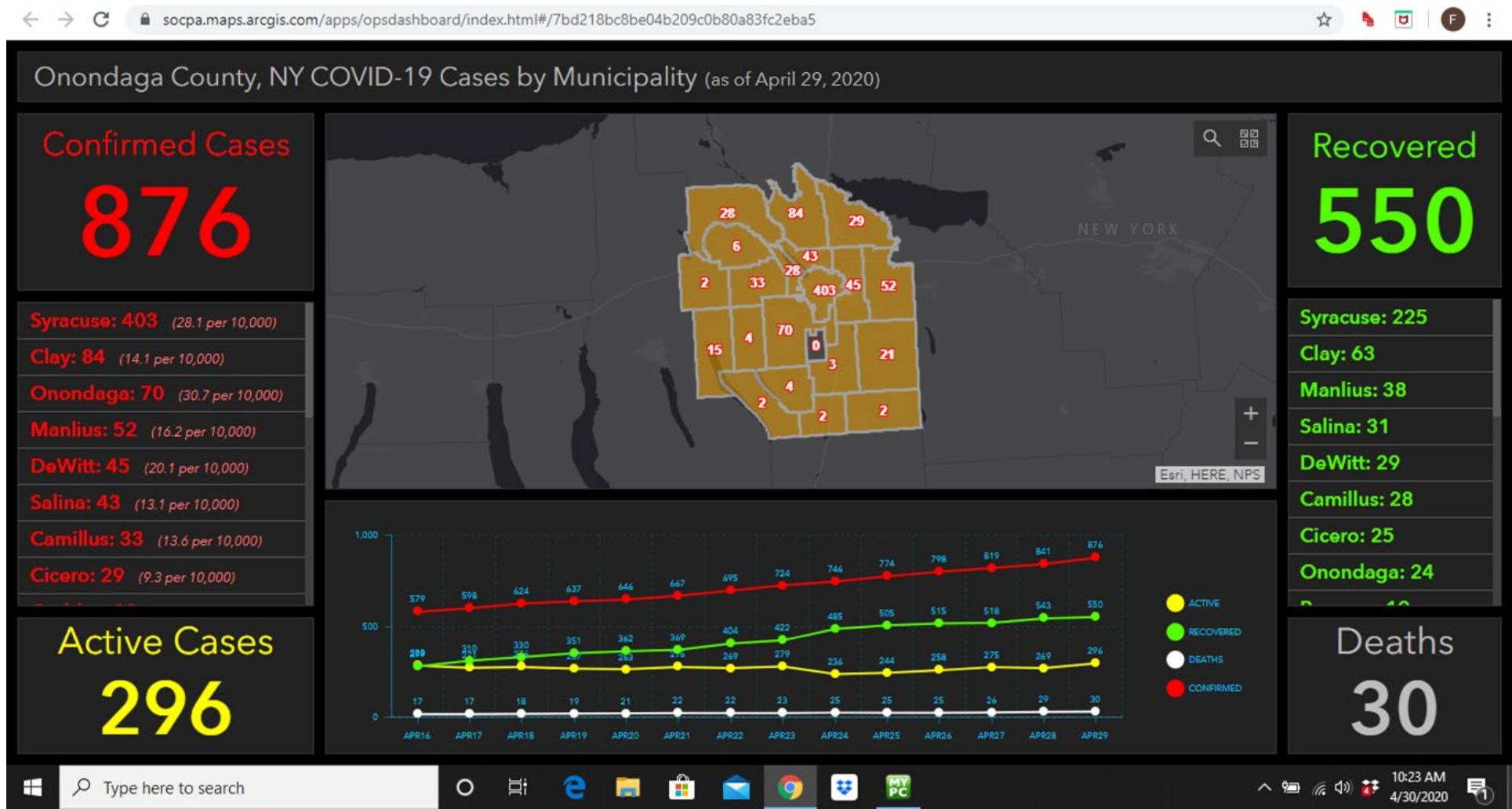
<https://coronavirus.jhu.edu/map.html>

Onondaga County Community Health Assessment and Improvement Plan | 2010-2021

Figure 15. Age-adjusted homicide mortality rate per 100,000 population, Onondaga County and NYS excluding NYC, 2007-2016



Source: NYS Community Health Indicator Reports: https://www.health.ny.gov/statistics/chac/indicators/county_list.htm





Average Months Since Enrolled

14.56

As of September 2017



Book Distribution

Distributed in person

1736

Distributed by Mail

333125

Total Handed Out and Mailed:

334861

Cost Snapshot



Enrollment

Ever Enrolled

23133

Moved Out

3491

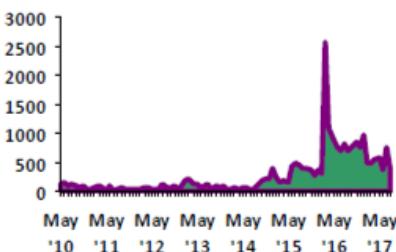
Graduated

5071

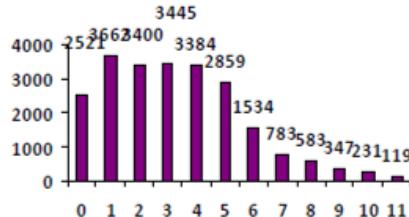
Enrolled Now

13995

Enrolled By Month



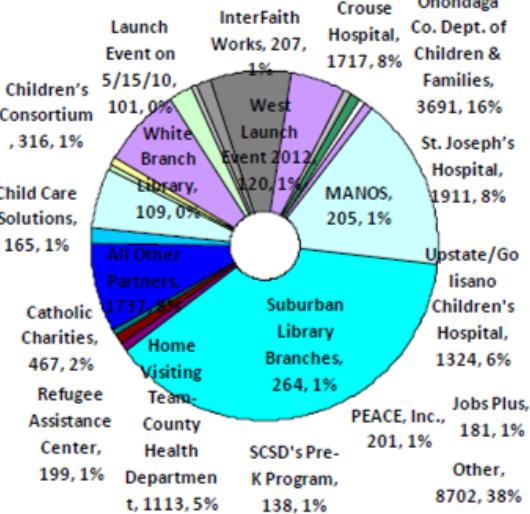
Number By Age



Referrals

Referrals *100 or less:

Children's Consortium, iHeartMedia, Enable, LiteracyCNY, Friends of the Zoo, Gingerbread House, Hope Print, Huntington Family Center, Jobs Plus, Liberty Resources, Magnarelli Community Center, Mid-State EDCD, New Hope Family Services, Nojaims, Northside CYO, Northside Learning Center, OCC Learning Center, Post-Standard, ProLiteracy, Salvation Army, SCSD-Frazier School, SCSD-Justice Center, SCSD-LZ Welcome Center, SCSD-Parent University, Spanish Action League, United Way of CNY, Visions for Change-Housing Visions

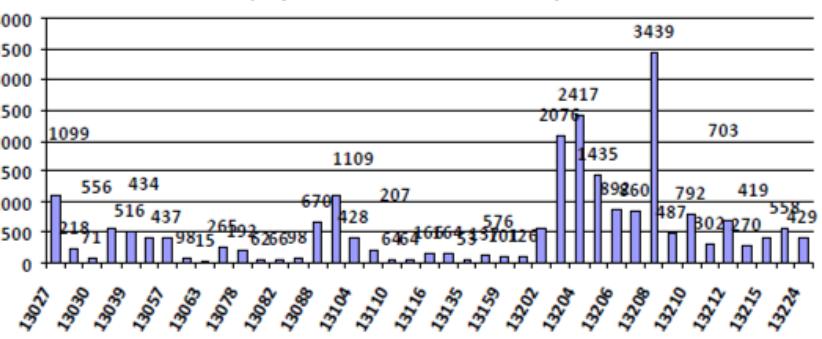


Zip Codes

Current enrollment:

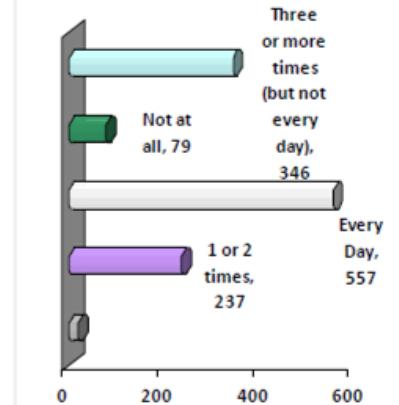
Enrolled By Zip

(only those With 10 or More Enrollees)



Family Survey

Frequency of Reading to Children

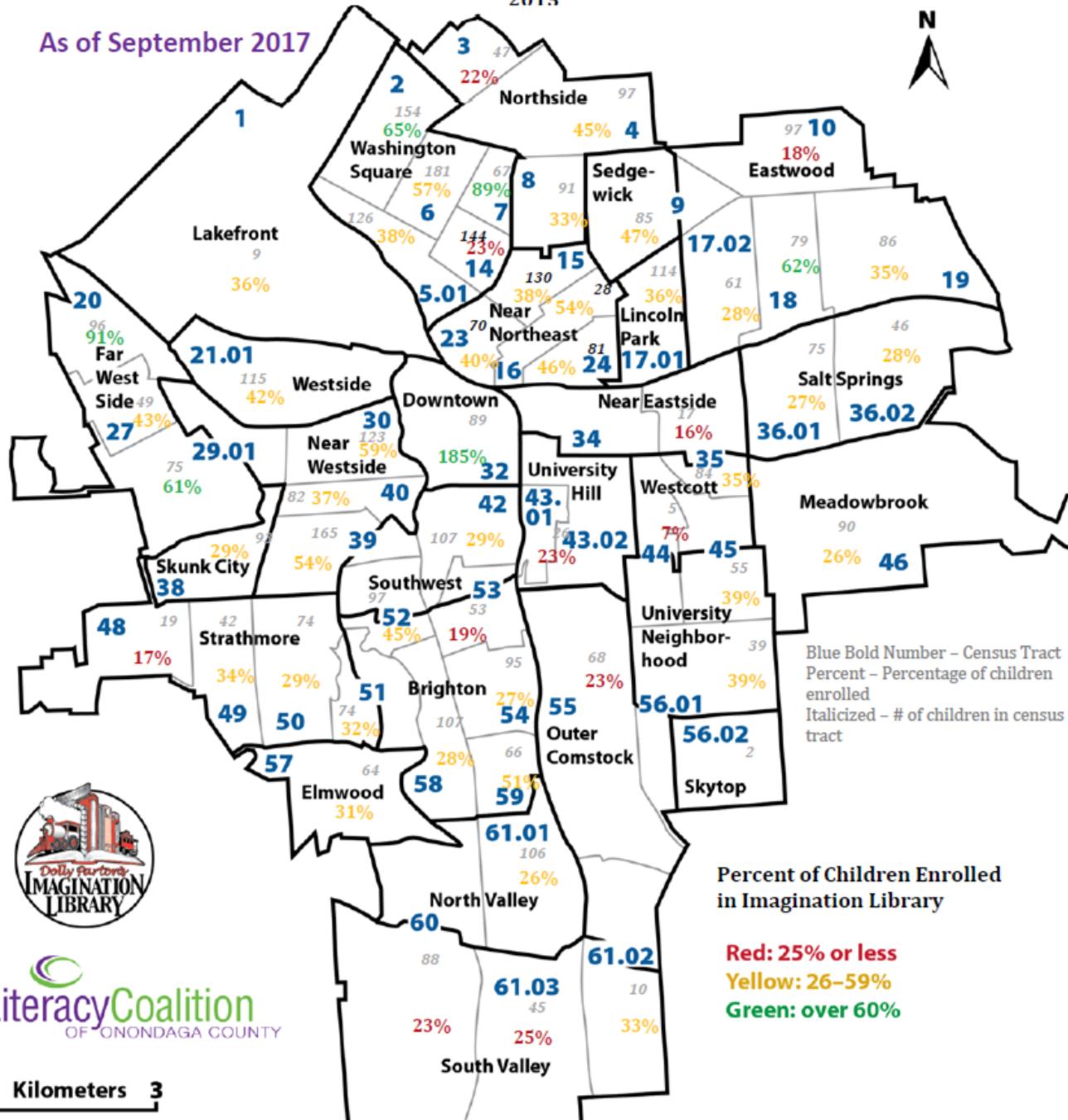


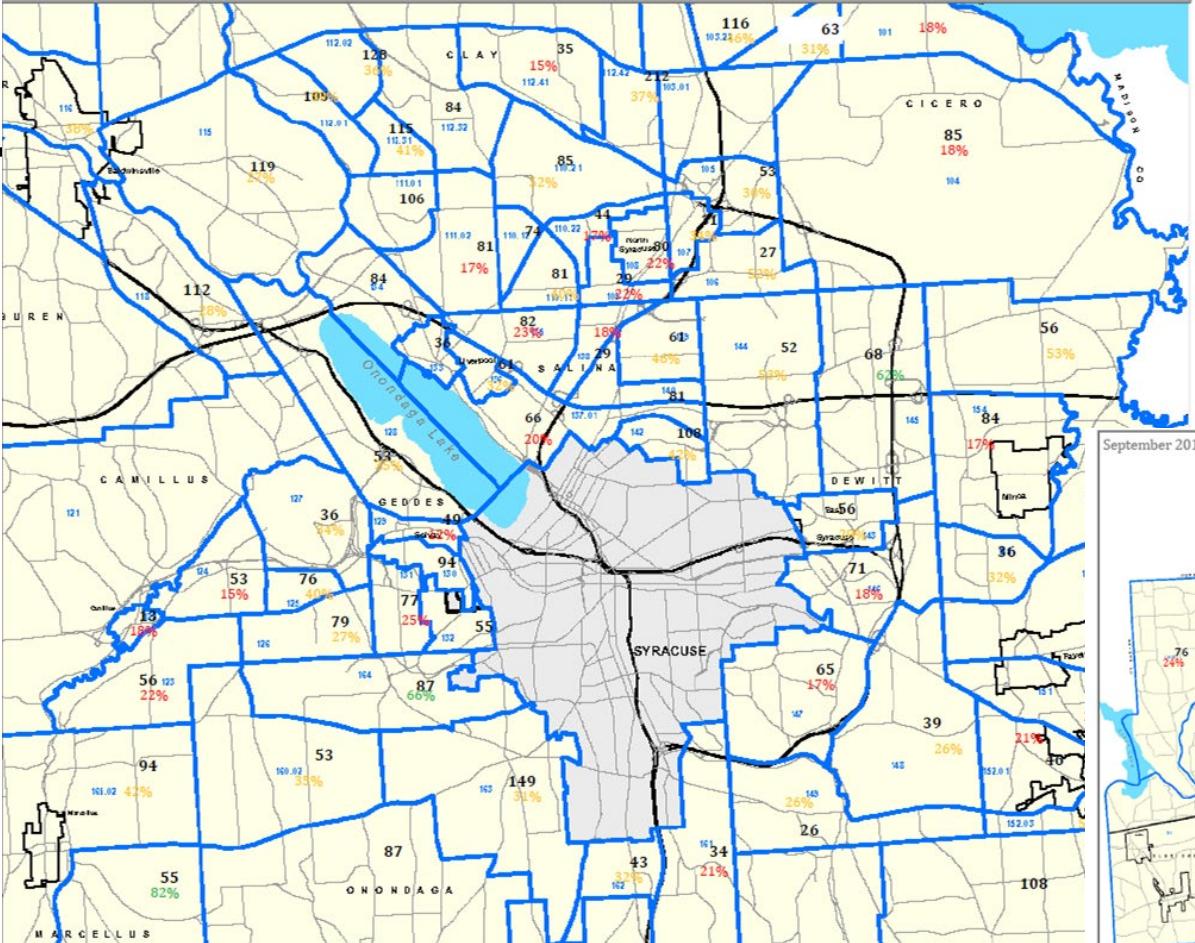
Literacy Coalition of Onondaga County - Syracuse City Map Dashboard- Imagination Library Enrollment Count and Percent of Census Tract Enrolled- Total Census Tract Count Based on U.S. Census ACS 5 year Estimates

2015

As of September 2017

N





Life Needs Assessment Monthly Data - COVID-19

Organization Name

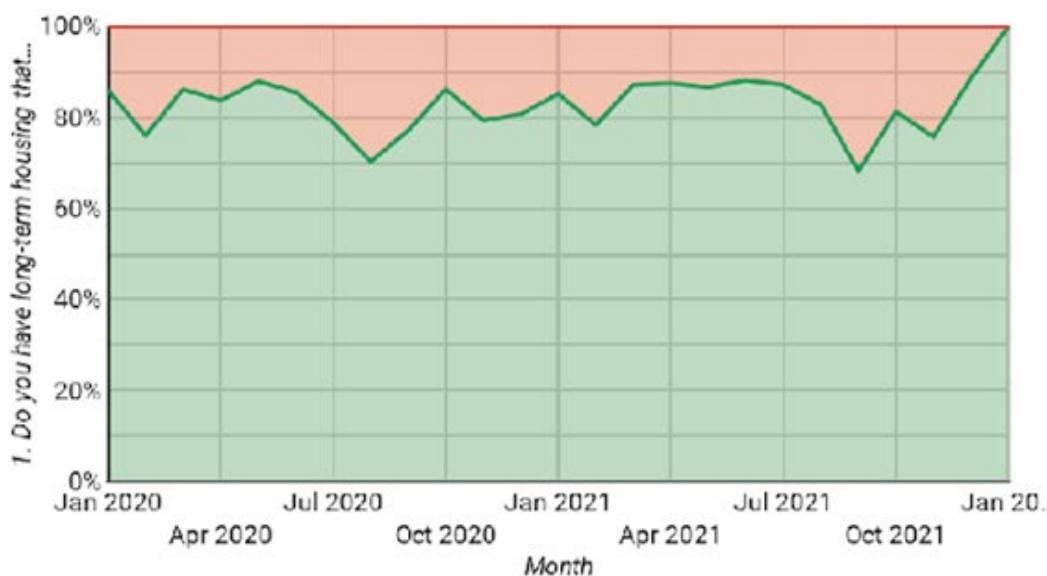
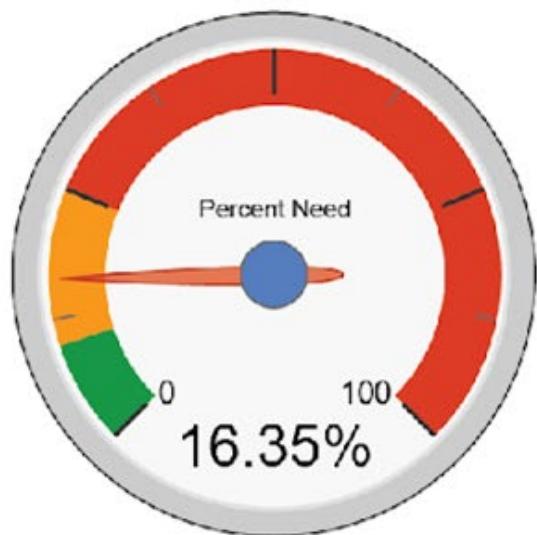
Year

Year-Month

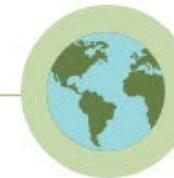
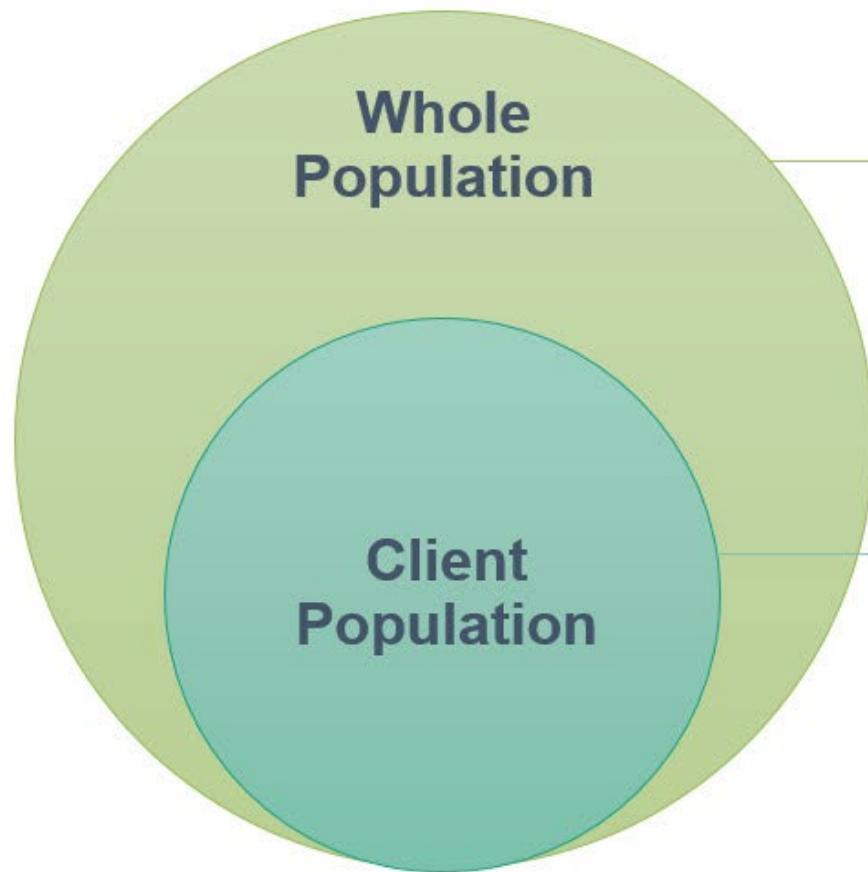
Census Tract

TNT Neighb...

1. Do you have long term housing that you can afford?



Results Based Accountability (RBA) says we should see not just program outcomes but also population outcomes



Population Accountability

The well-being of **Whole Populations**
Communities, Cities, Counties,
States, Nations

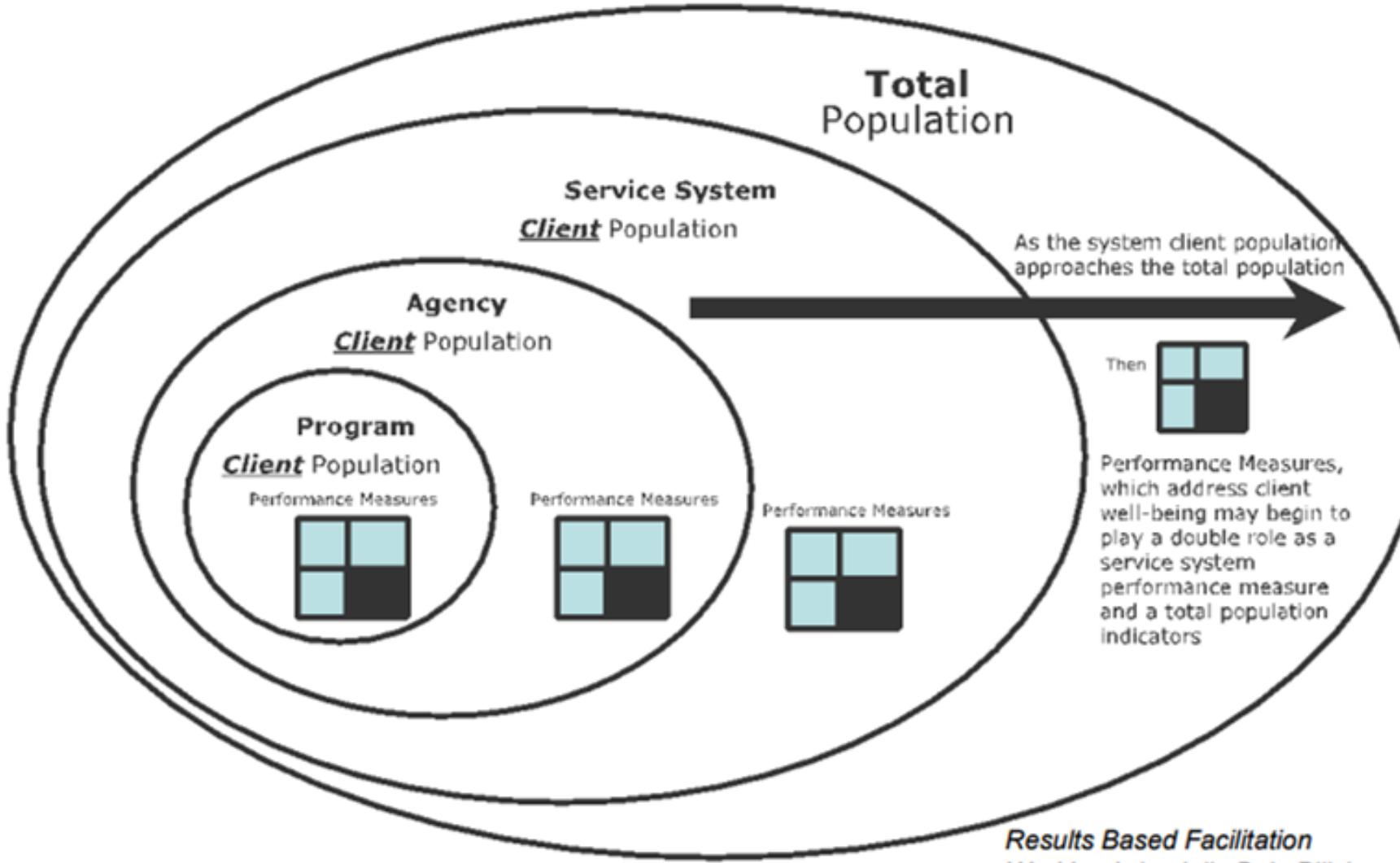


Performance Accountability

The well-being of **Client Populations**
Programs, Organizations, Agencies,
Service Systems



Relationship Between Indicators and Performance Measures



Results Based Facilitation Workbook, by Jolie Bain Pillsbury


[Scorecards](#) [Results](#) [Indicators](#) [Programs](#) [Performance Measures](#) [Actions](#) [Tags](#)
[home](#) [scorecard](#) [admin](#) [support](#)

Early Childhood Scorecard

This scorecard displays the status of early childhood development indicators and performance measures for the city of Indianapolis.

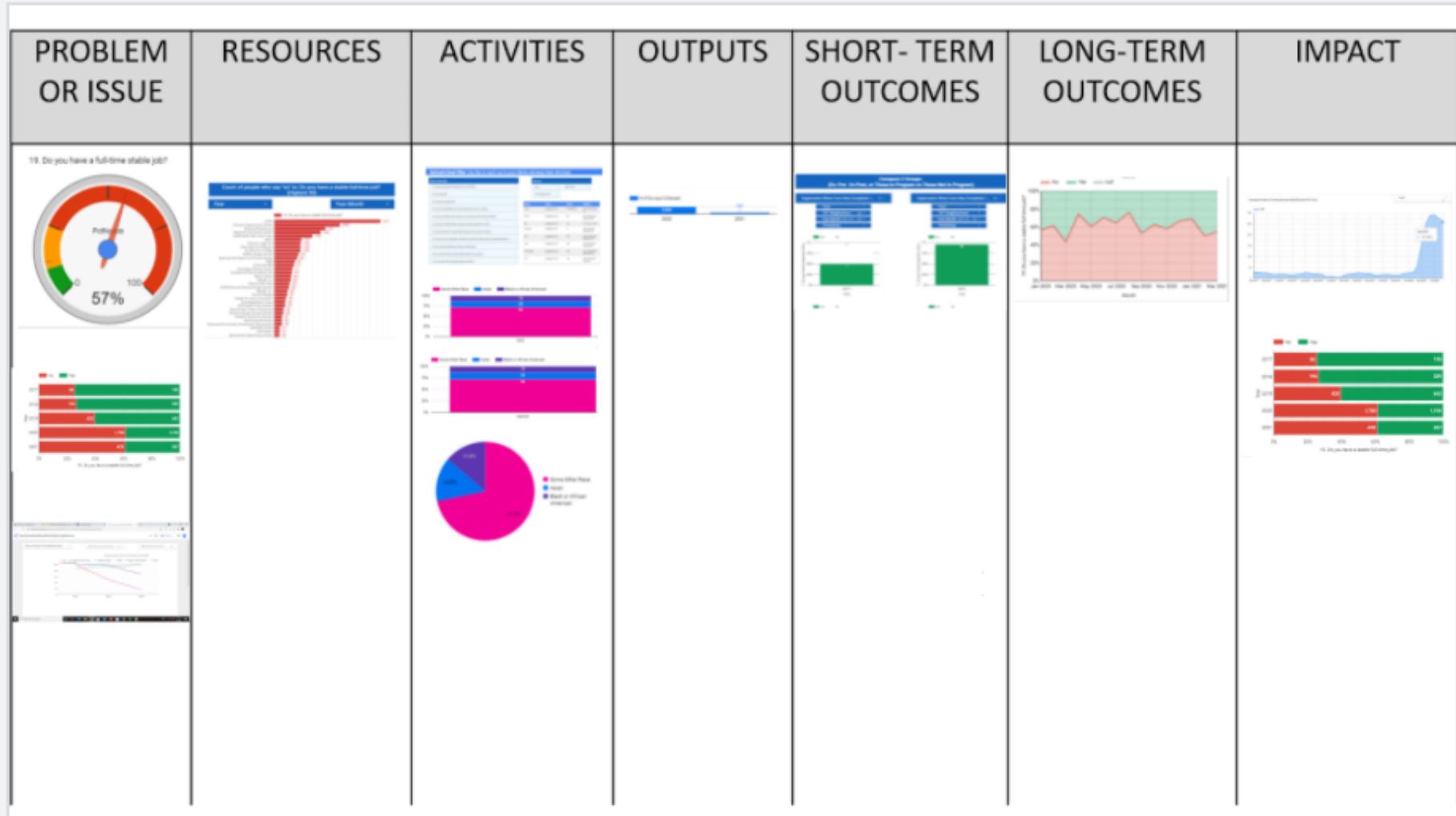
R EC Result 1: All Babies are Born Healthy		Time Period	Actual Value	Target Value	Current Trend	Baseline % Change
○ I EC	Births to mothers 17 years old or younger (rate/1000)	2014	3.60	5.00	↗ 1	-60% ↓
○ I EC	% of Mothers beginning prenatal care in first trimester	2015	7.7%	15.0%	↗ 5	51% ↑
○ I EC	% of Low birth weight babies	2013	2.7%	1.0%	↘ 3	-46% ↓
R EC Result 2: All Children Enter School Ready to Learn		Time Period	Actual Value	Target Value	Current Trend	Baseline % Change
○ I EC	Standardized Test: % of children entering school fully ready to learn	2012	81.0%	100.0%	↗ 4	13% ↑
P YMCA: New parent education		Time Period	Actual Value	Target Value	Current Trend	Baseline % Change
○ PM YMCA	How Much: Number of students	Aug 2013	53	53	↘ 1	66% ↑
○ PM YMCA	How Well: Attendance rate	Jul 2013	82%	100%	↗ 1	-7% ↓
○ PM YMCA	Better Off: Percent of participants that demonstrate increased knowledge	Jul 2013	64	70	↘ 1	8% ↑
P CPO Child Protection Offices		Time Period	Actual Value	Target Value	Current Trend	Baseline % Change
○ PM EC	How Much: # of children attending child care program	Q1 2014	34%	98%	↘ 3	-66% ↓
○ PM EC	How Well: % of cases responded to within 24 hours	2013	88%	100%	→ 0	0% →



Set background

Clear frame

Open on a Jamboard

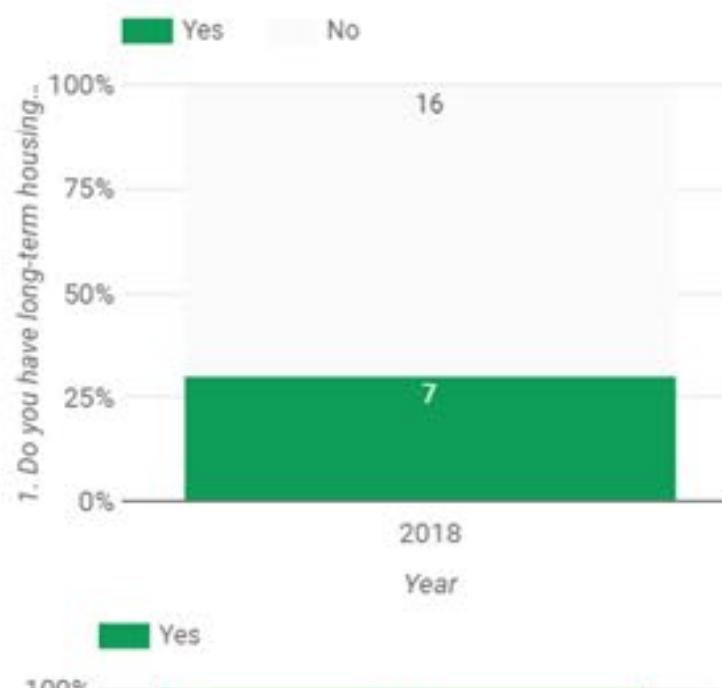


SAMPLE PRE POST COMPARISON WITH SYRACUSE SCRABBLE

Compare 2 groups (such as Pre- Vs Post or those in the program vs Those who are not)

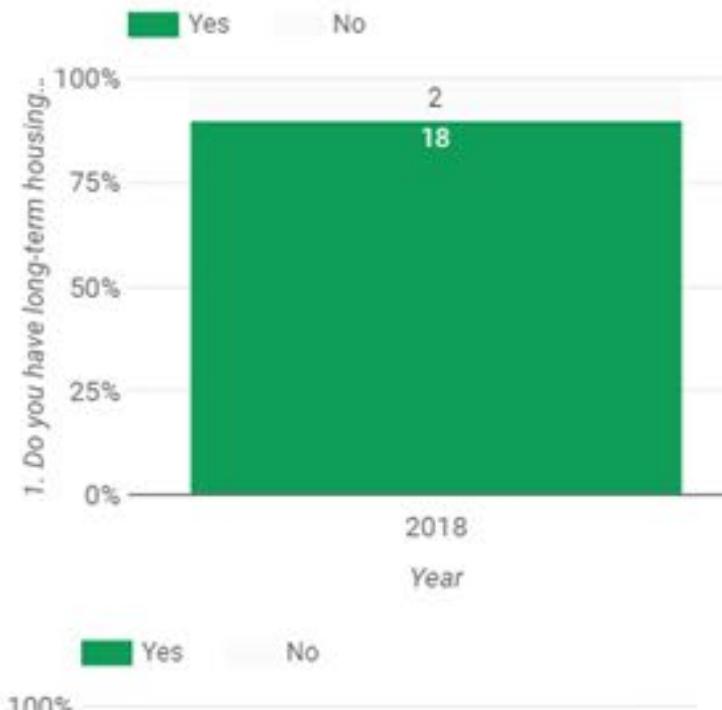
What is the name of the organization where ... (1) ▾

Tract ▾
Timestamp ▾



What is the name of the organization where ... (1) ▾

Tract ▾
Timestamp ▾



COMMON PITFALLS TO AVOID

01

Measuring
too much

02

Ignoring
qualitative
impact

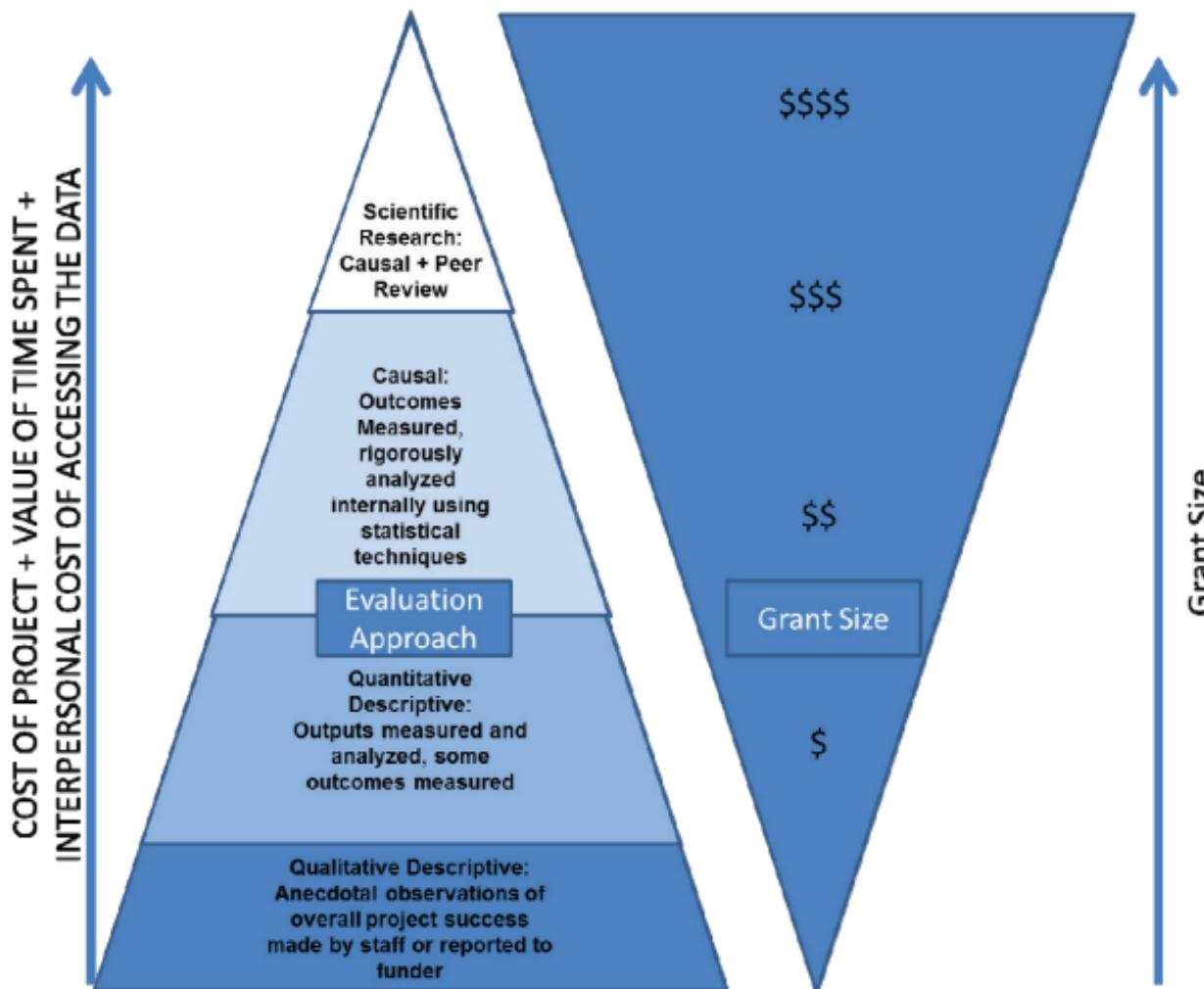
03

Using
outdated or
inaccurate
data

04

Reporting
without
context

FIGURE 3: Pyramid of Evaluation Feasibility





COMMUNICATING IMPACT WITH CONFIDENCE

- Prepare clear, concise reports
- Tailor messages to audience
- Combine stories, visuals, and metrics
- Emphasize outcomes over outputs

KEY TAKEAWAYS

Metrics bridge mission and impact

KPIs should be strategic and meaningful

Storytelling enhances understanding

Alignment with goals strengthens credibility

Use tools to measure and communicate effectively

THANK YOU & QUESTIONS

- Contact info: Frank Ridzi- VP, Central New York Community Foundation
- Email: fridzi@cnycf.org
- Phone: 315-422-9538



CENTRAL NEW YORK
COMMUNITY FOUNDATION