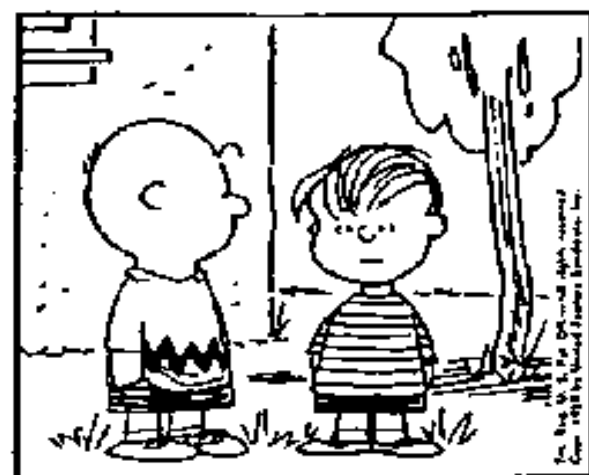


Presented by:
Frank Ridzi
VP Community
Investment,
Central New
York Community
Foundation

FROM MISSION TO METRICS: BUILDING A STRONGER CASE FOR IMPACT



CENTRAL NEW YORK
COMMUNITY FOUNDATION



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
COMMUNITY FOUNDATION

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



Many activities, unclear outcomes



Inconsistent data collection



Stories without evidence



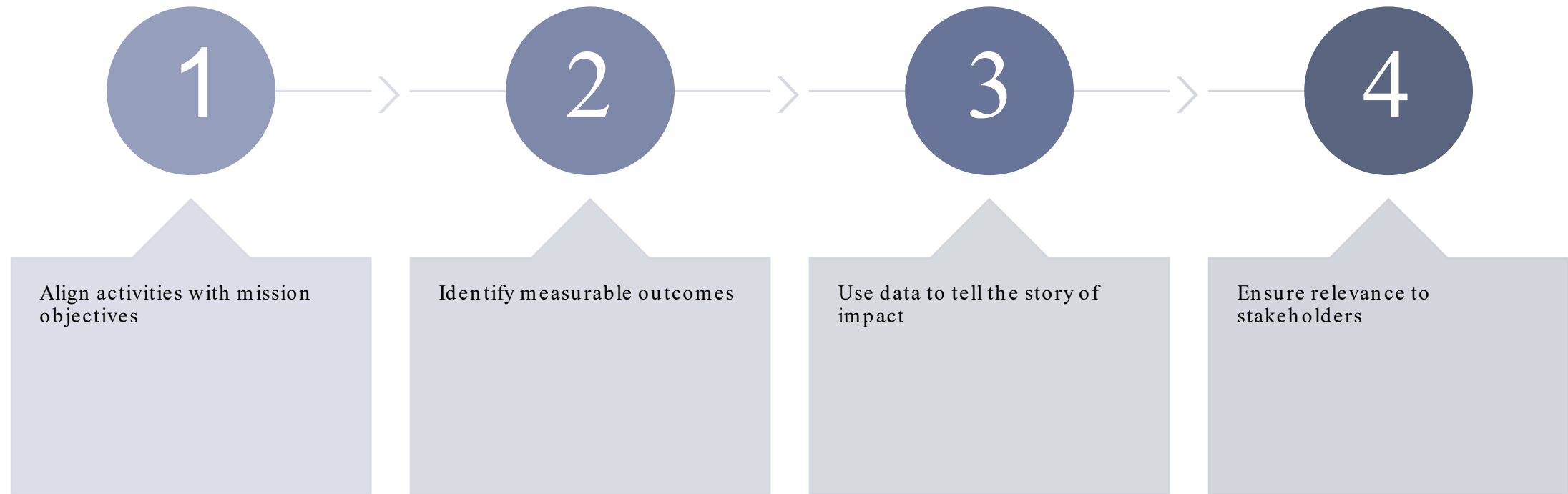
Metrics disconnected from
mission

WHY METRICS MATTER

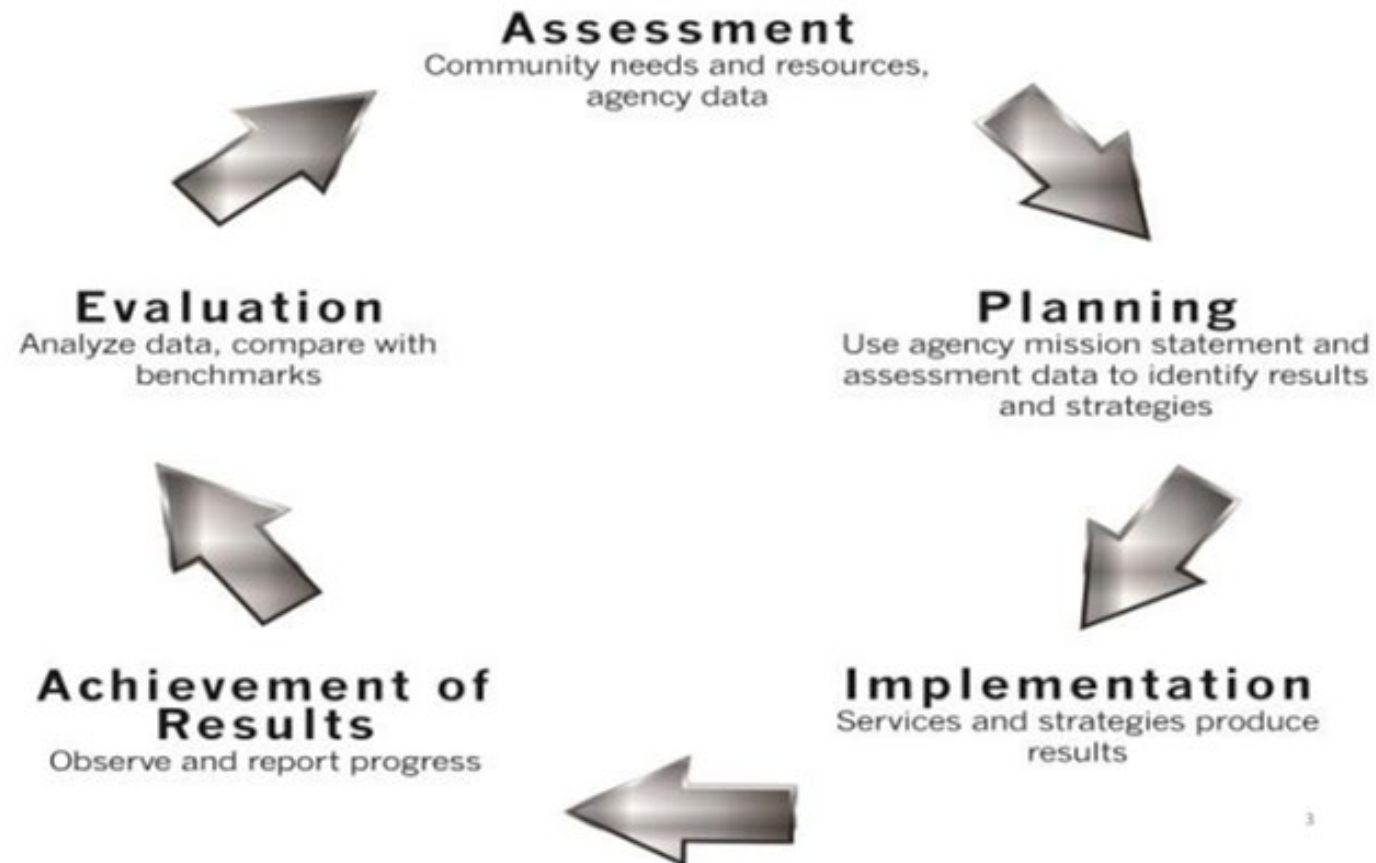
- Strengthen fundraising
- Improve programs
- Build trust with the community
- Demonstrate accountability
- Guide strategic decisions

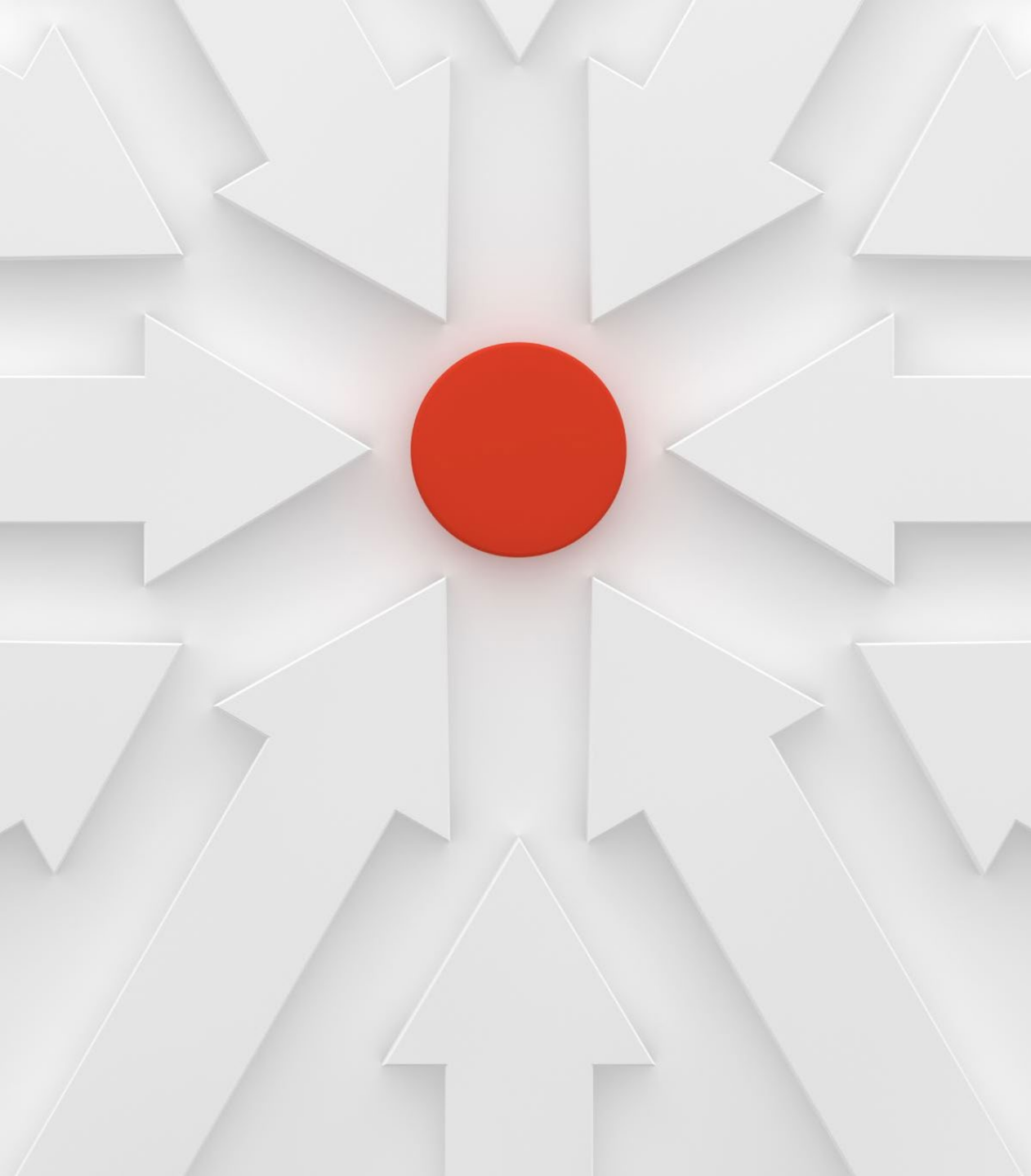


CONNECTING MISSION & MEASUREMENT



The Results Oriented Management and Accountability Cycle



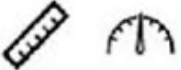



IDENTIFYING KPIS

- 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

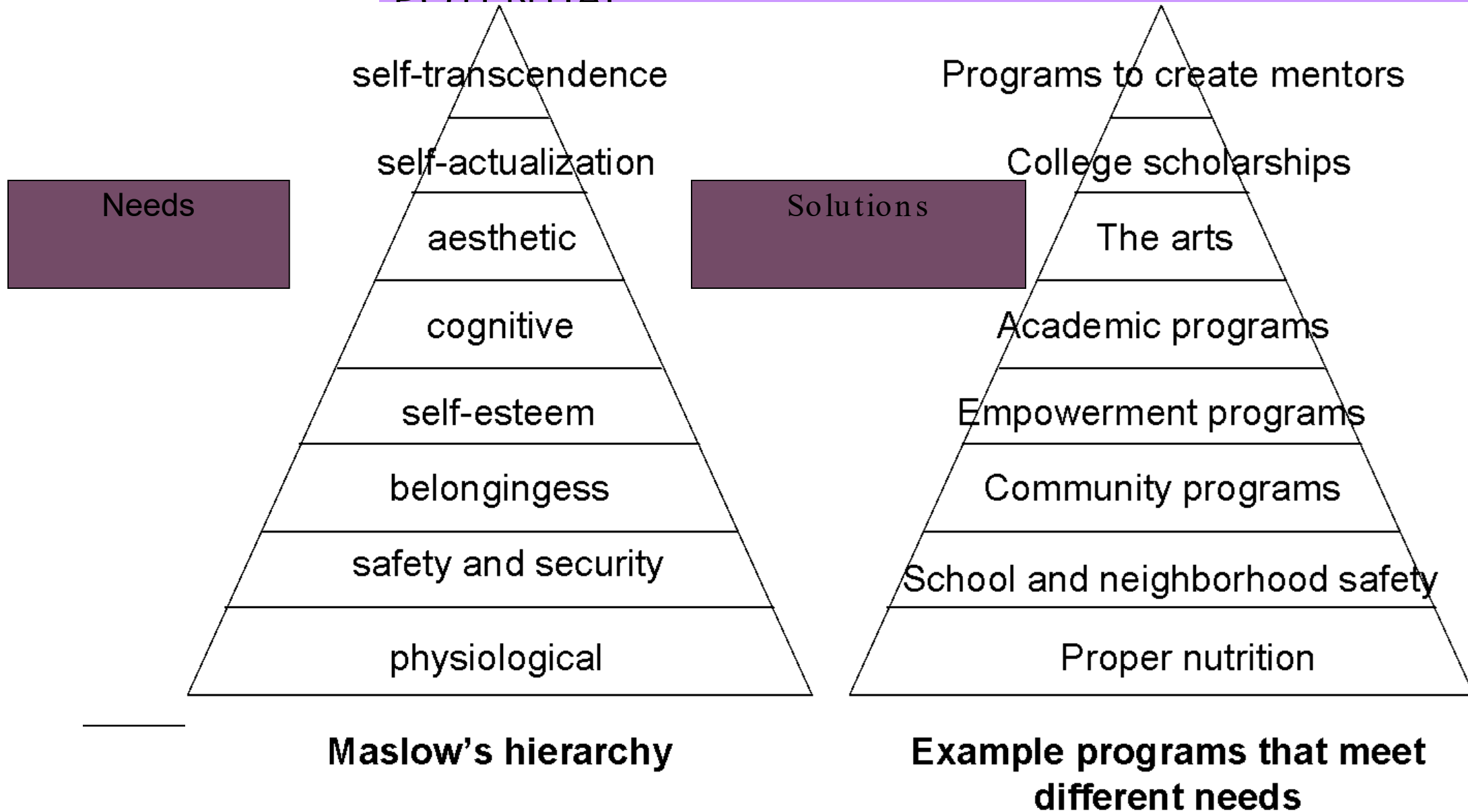
 Pressure by KPIs= Stress / Dissatisfaction

 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



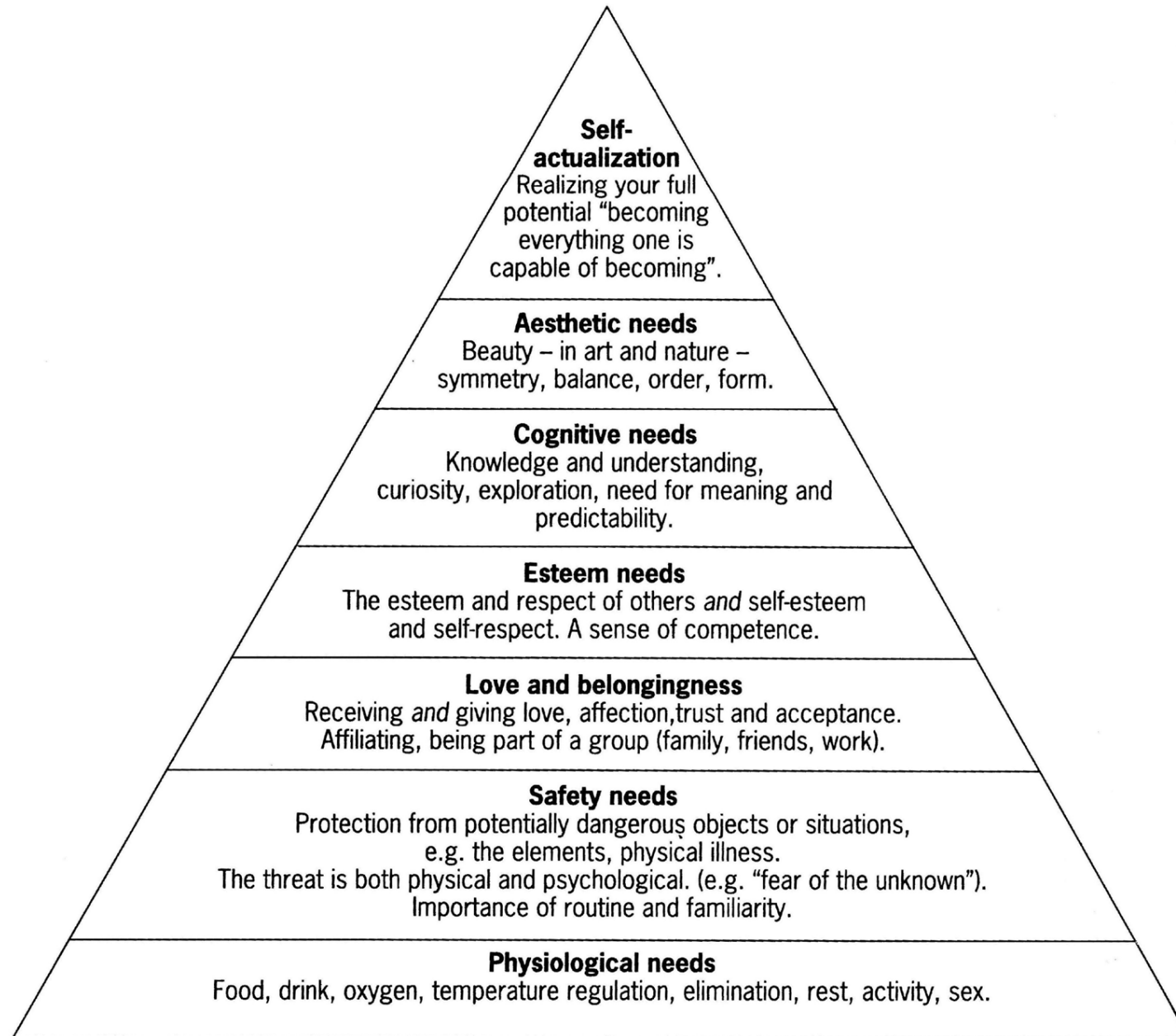


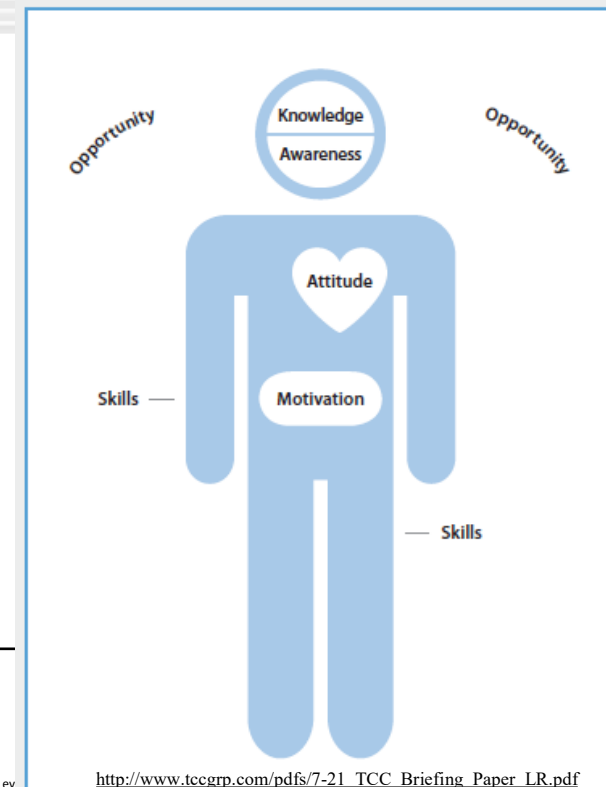
Exhibit 2: Continuum of Capacity-building Evaluation

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 ■ Number of participants and organizations served; and engagement duration	■ 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?	■ Counting, documenting, and describing participants' characteristics and usage rates.
	Quality of Service ■ Degree of program excellence	■ 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?	■ 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 ■ 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).
	Affective Change ■ Shift in attitude or emotion	■ 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?	■ Self-perception surveys (including pre- and post-test and/or comparison group studies). ■ Focus groups, interviews, and participant observation.
	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.
	LONG-TERM OUTCOMES (the longer-term outcomes related to the organization, the organization's clients, and the community)		
	Organizational management and governance	■ 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?	■ 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)	■ 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)?	■ 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)	■ 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?	■ 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 conditions.

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 ■ 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.

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 Tranformed

EXAMPLE INDIVIDUAL LEVEL

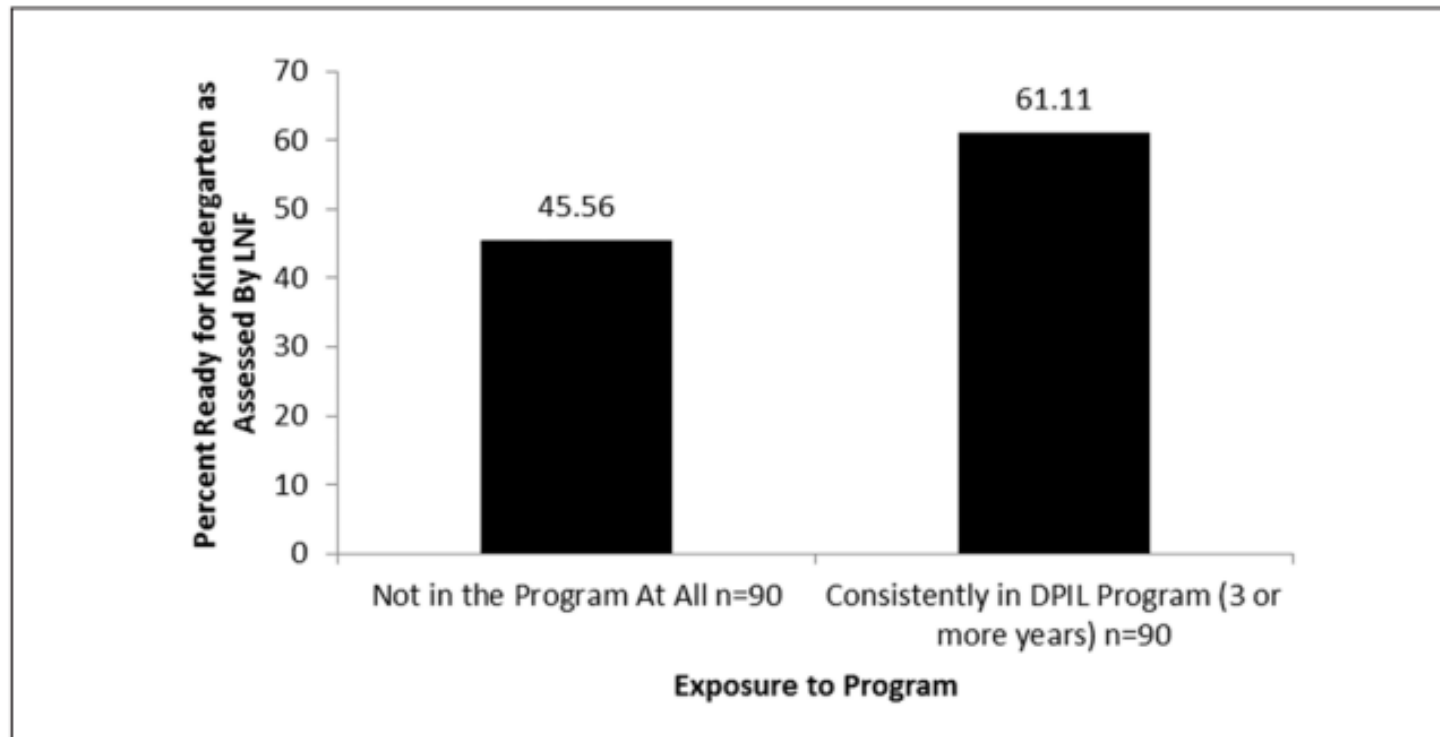


Figure 2. Percent ready for kindergarten (scoring 13 or higher on LNF) using propensity score matched sample.

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

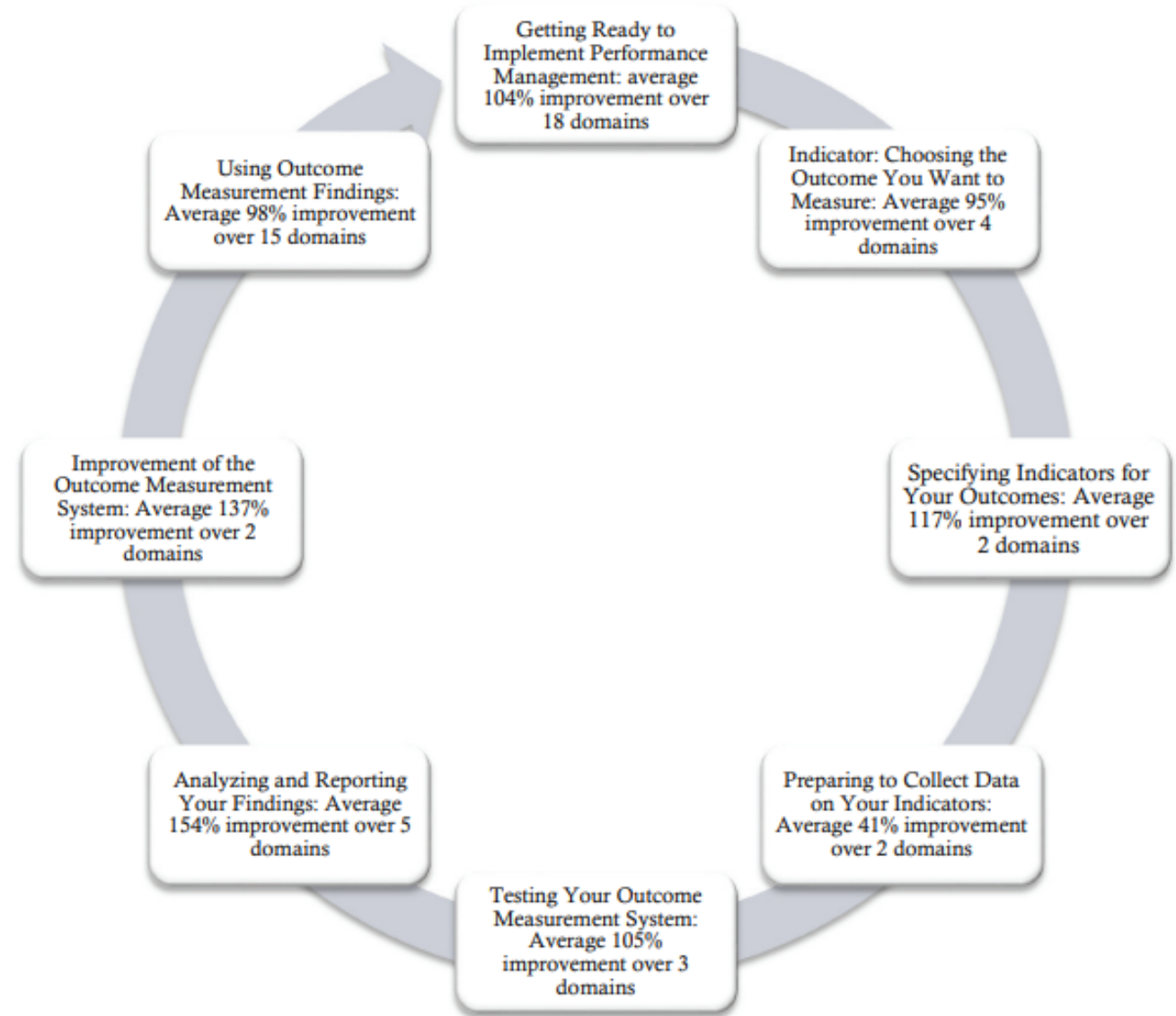


Figure 5. Changes in Respondents Putting Performance Management Best Practices into Action.
Source: Cyrus (2022)

EXAMPLE ORGANIZATIONAL LEVEL

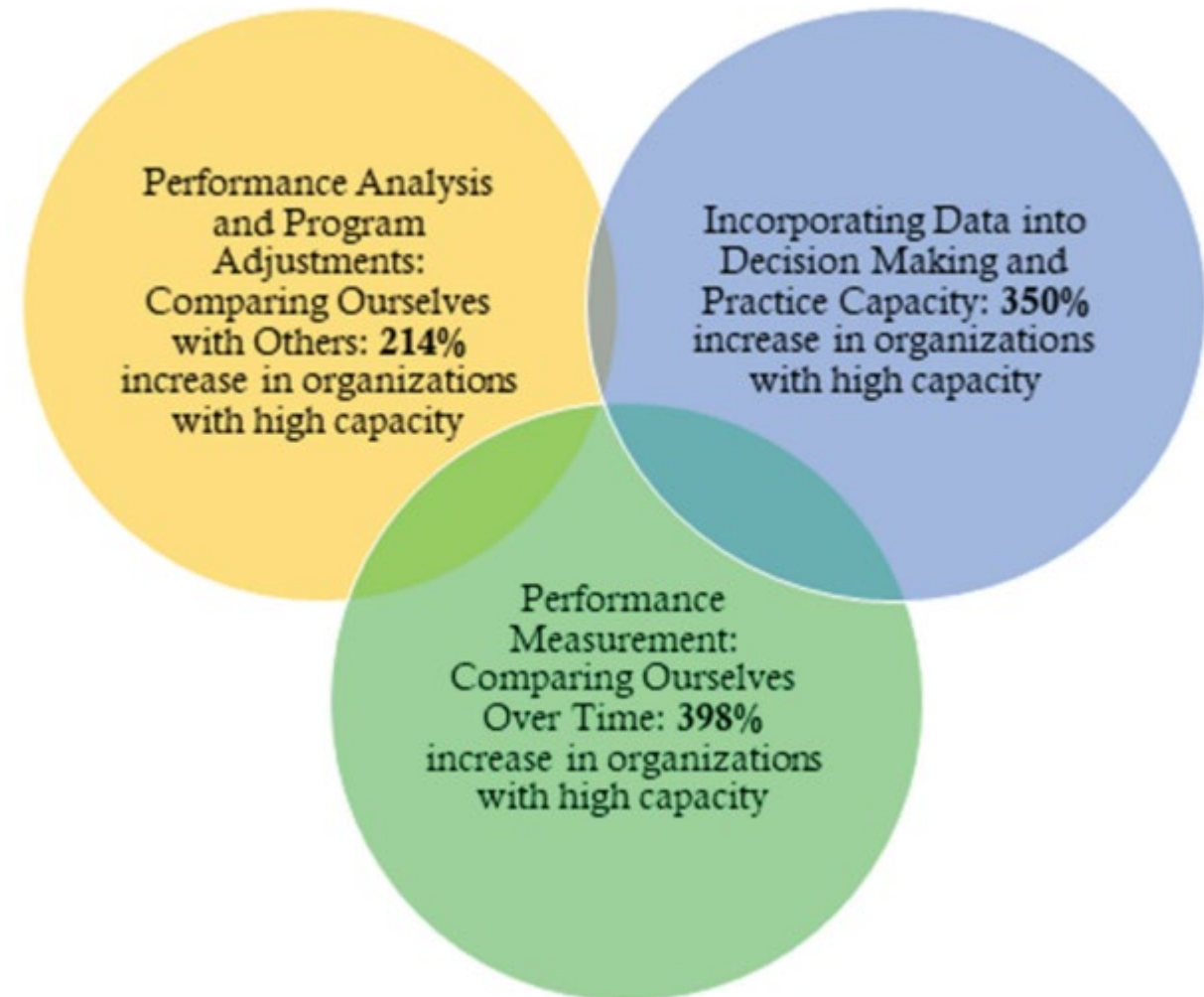


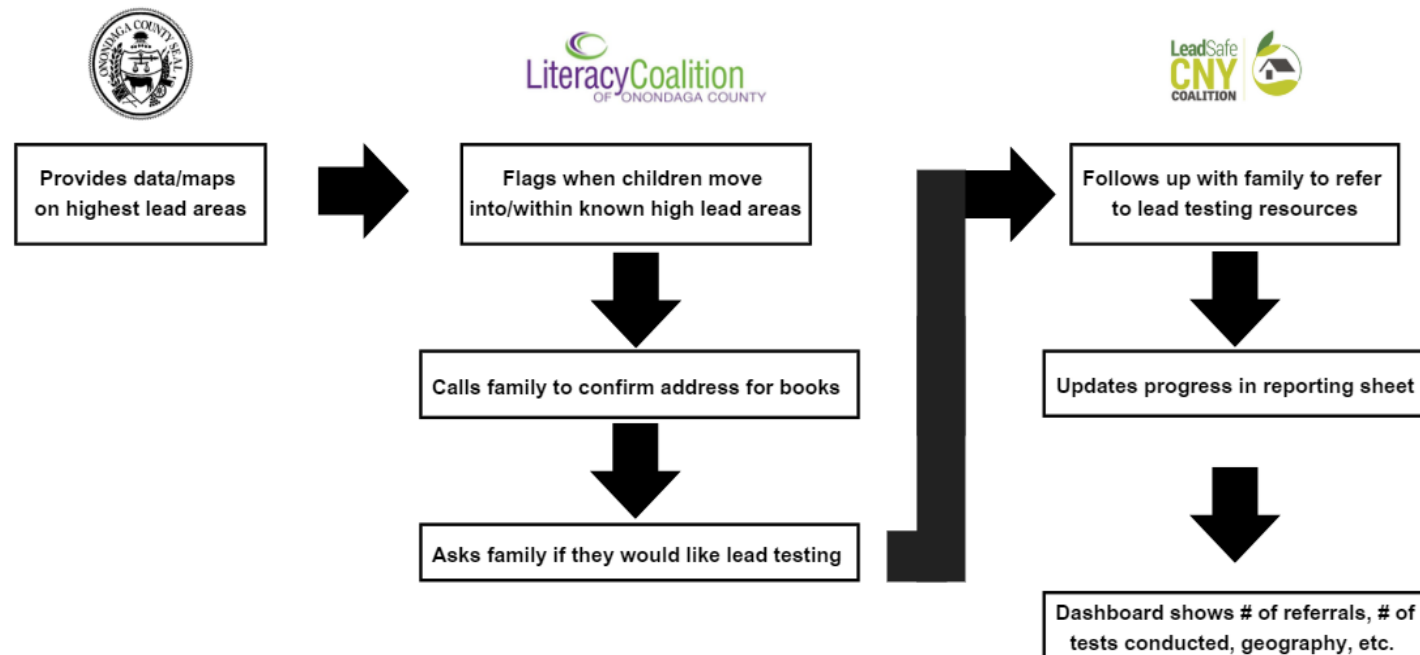
Figure 4. Increases in Respondents' Capacity Across Certain Categories from McKinsey Capacity Assessment Grid. Source: Cyrus (2022)

EXAMPLE ORGANIZATIONAL LEVEL



EXAMPLE INTER ORGANIZATIONAL

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

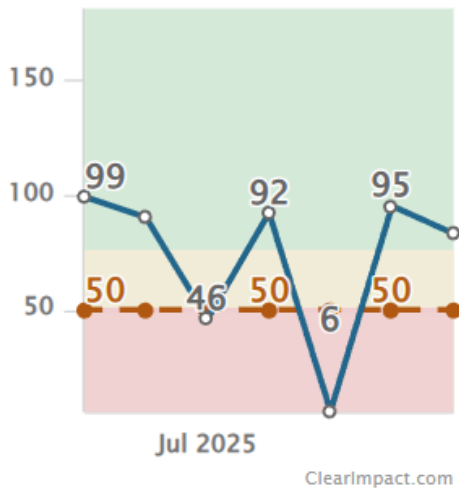


Early Warning
System:
Outreach to
Families in
Dolly Parton's
Imagination
Library

+ R Families in



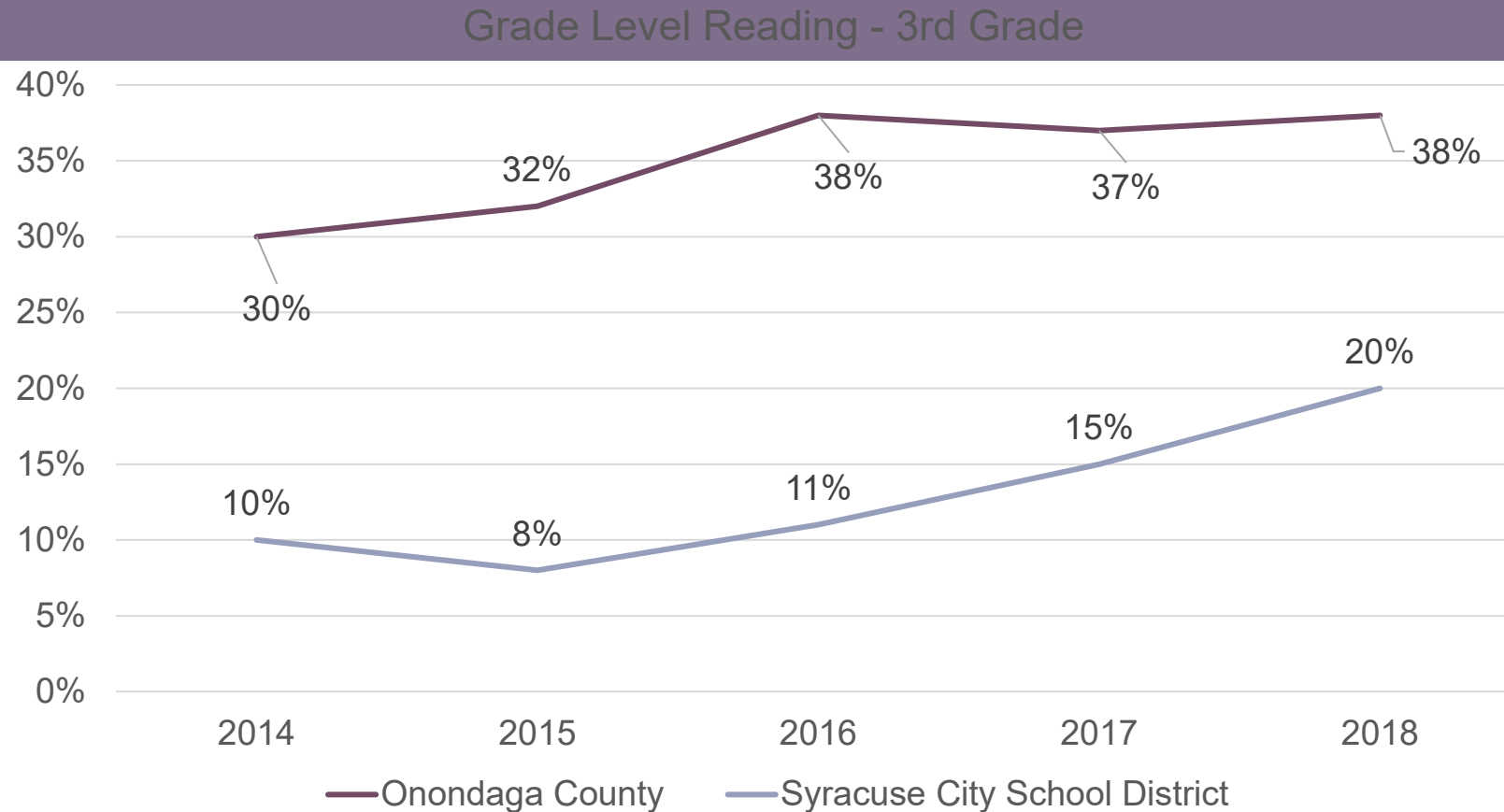
- I Flagged because they
moved into high risk
neighborhoods



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

EXAMPLE COMMUNITY LEVEL

GRADE LEVEL READING – 3RD GRADE



EXAMPLE COMMUNITY LEVEL

+

R

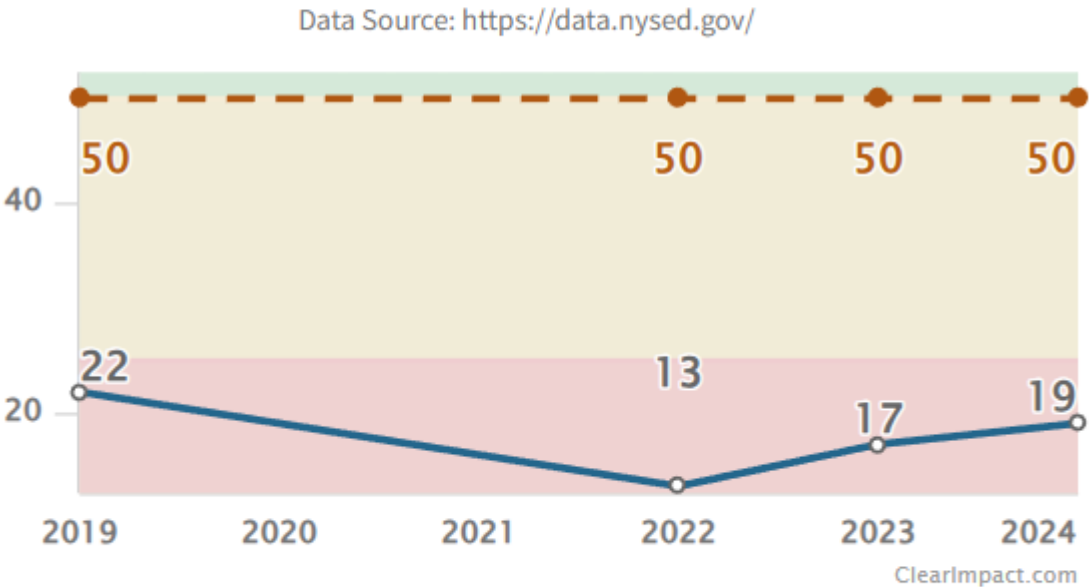
ELA Achievement - Syracuse City School District

-

I

3rd Grade Reading Scores (students scoring 3 or 4)

Most Recent Period	Current Actual Value	Current Trend	Baseline % Change
2024	19	↗ 2	-14% ↘
2023	17	↗ 1	-23% ↘
2022	13	↘ 1	-41% ↘
2019	22	→ 0	0% →



- Story Behind the Curve
- Partners
- What Works
- Strategy

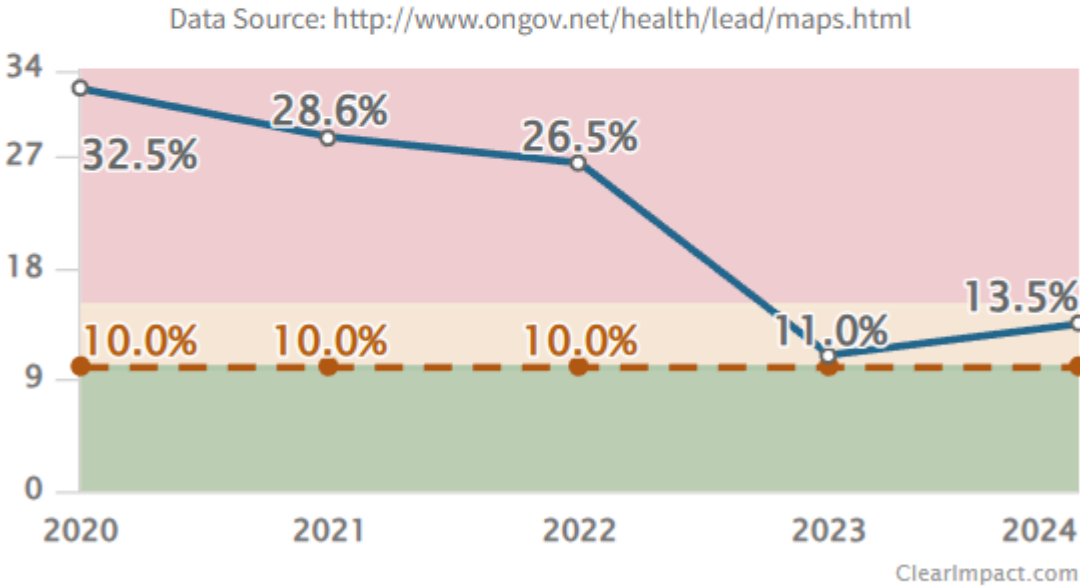
All Data Showing...

EXAMPLE COMMUNITY LEVEL

Elevated Blood Lead Levels

+ **R** Among Tested Children by Census Tract

- + **I** Census Tract 23
- **I** Census Tract 54



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% →

STRENGTHENING IMPACT STORYTELLING

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

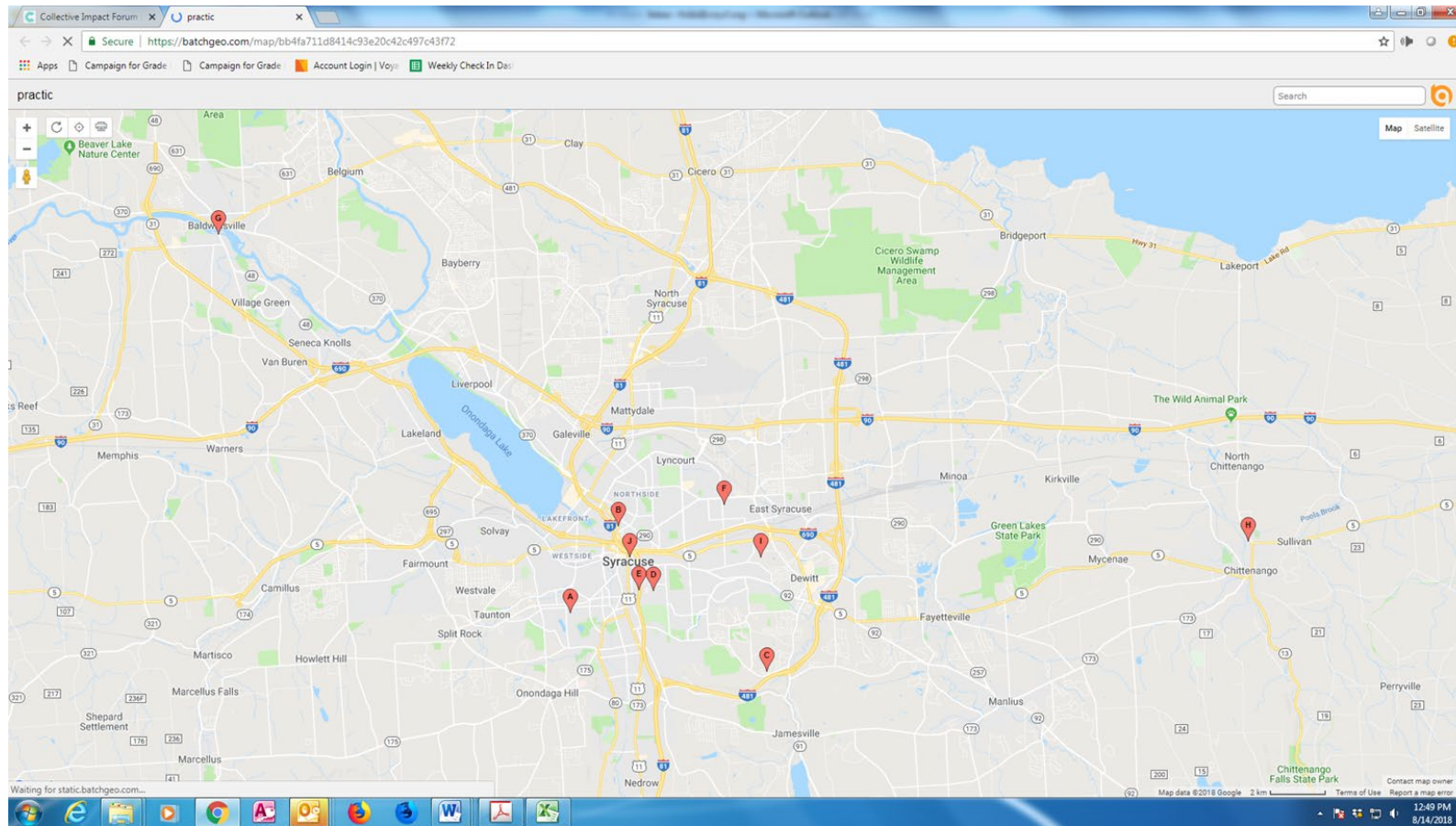




DATA VISUALIZATION TIPS

- 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

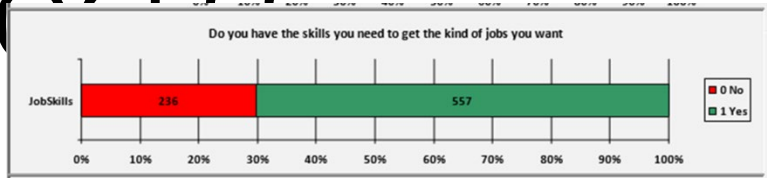
Link	Link KPIs to mission and vision
Report	Report progress regularly
Adjust	Adjust strategies based on results
Communicate	Communicate alignment to funders and board

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

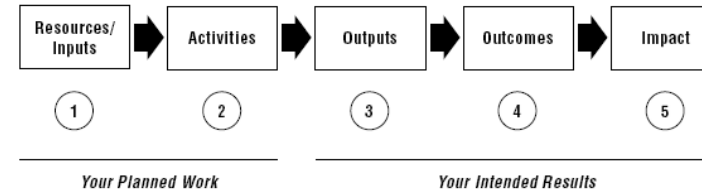
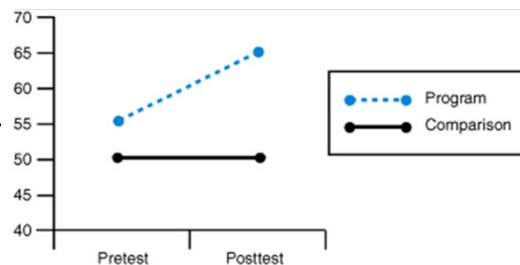


Figure 1. The Basic Logic Model.

2. Logic Model

3.
Assessment



TOOLS

NEEDS ASSESSMENT IDEAS

1



WHY CONDUCT A NEEDS ASSESSMENT?

A needs assessment is 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
- #1** **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



<https://topnonprofits.com/needs-assessment-ideas/>



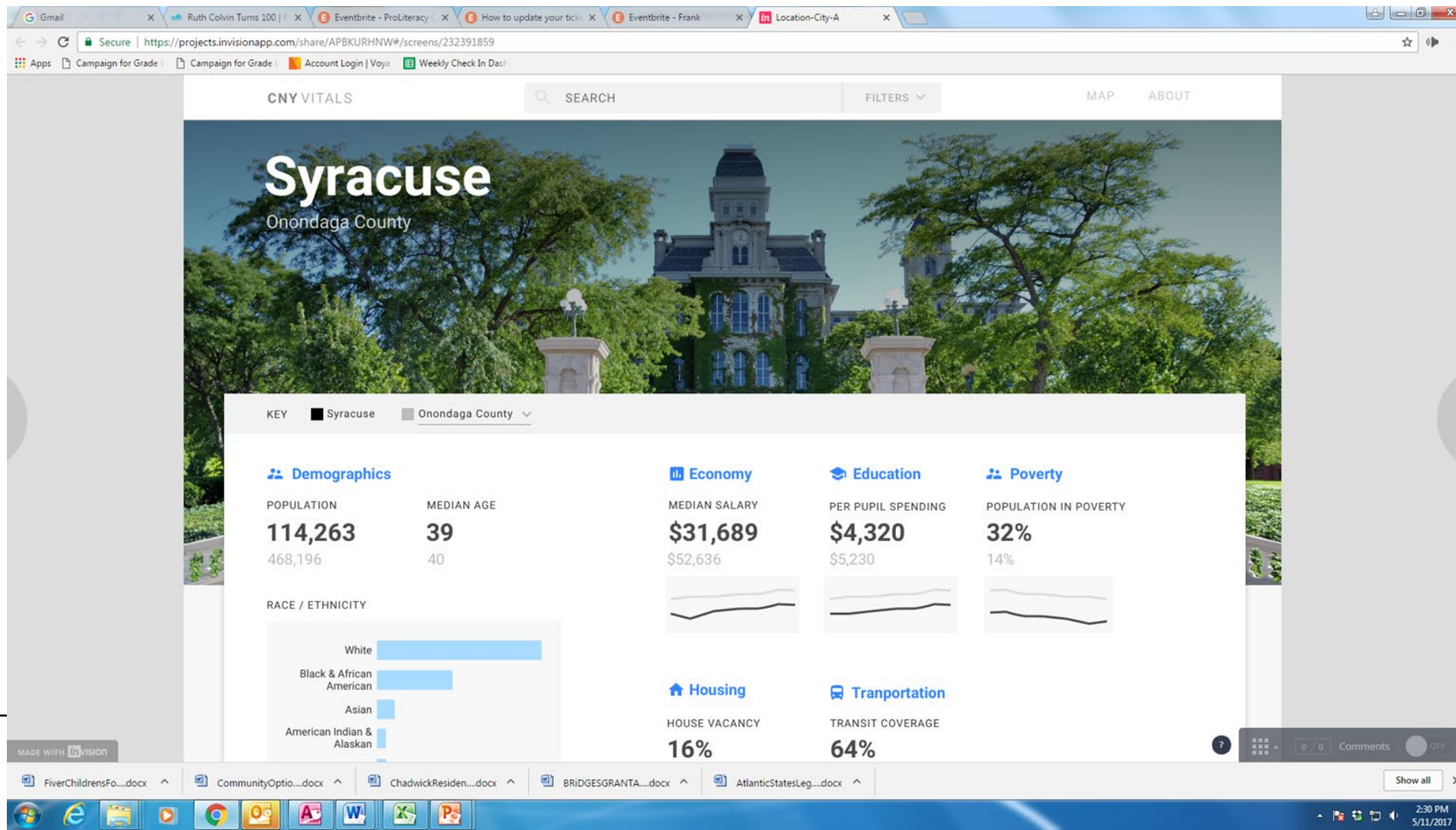
If you share this resource please link to
<http://topnonprofits.com/needs-assessment-ideas/>

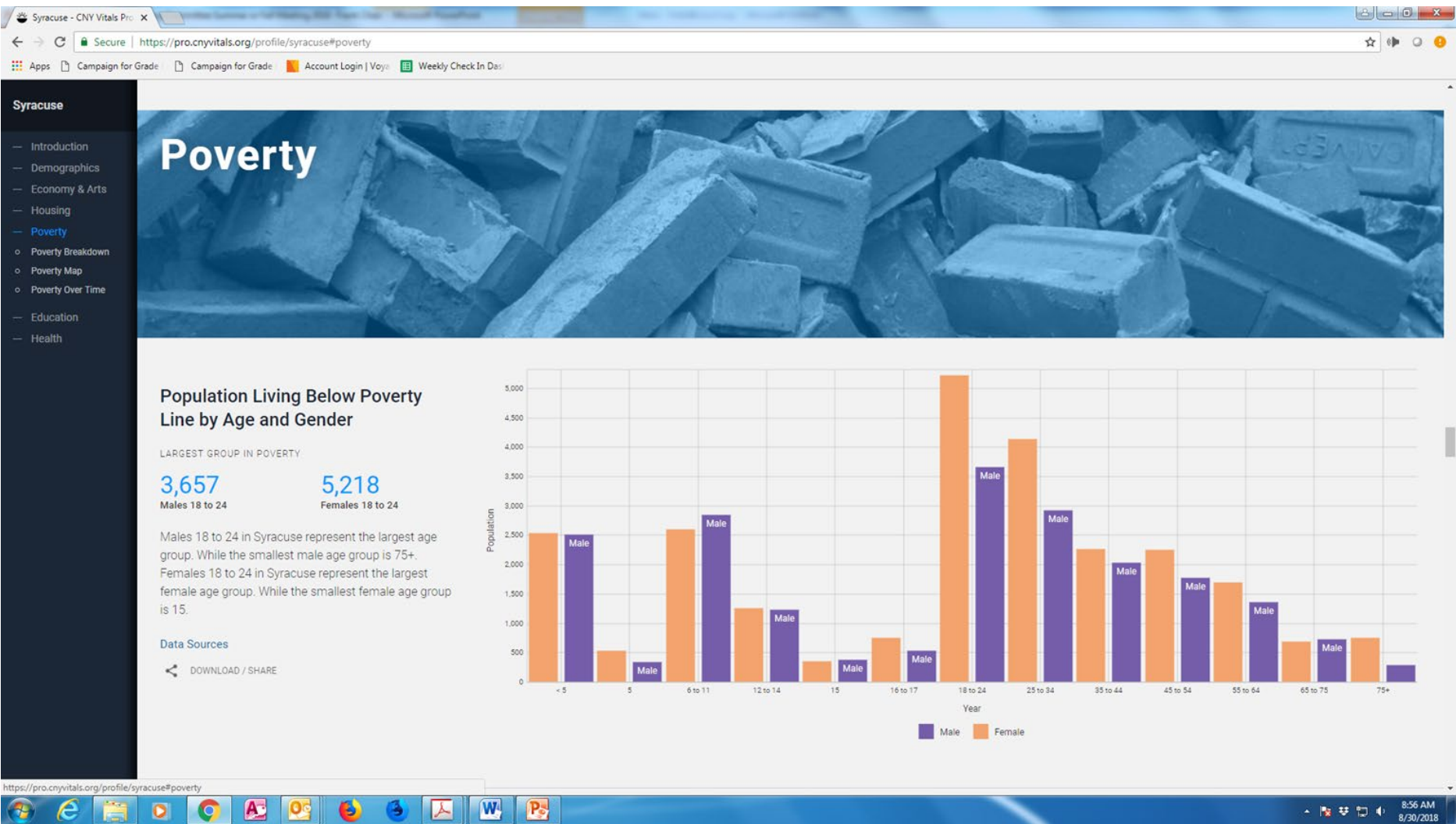
 [@topnonprofits](https://twitter.com/topnonprofits)
 [@vankorlaar](https://twitter.com/vankorlaar)

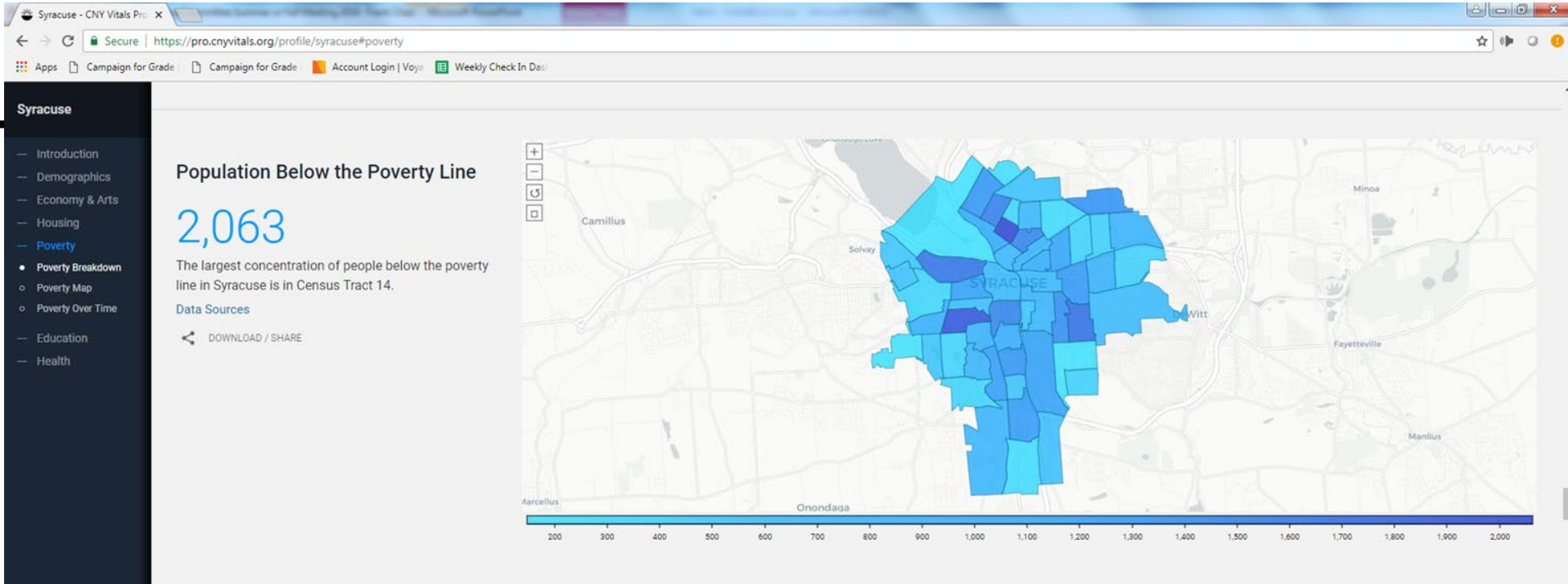
 [handsonnetwork.org](https://twitter.com/handsonnetwork)
 [@HandsOnNetwork](https://twitter.com/HandsOnNetwork)

 [pointsoflight.org](https://twitter.com/pointsoflight)
 [@PointsofLight](https://twitter.com/PointsofLight)

CNY VITALS

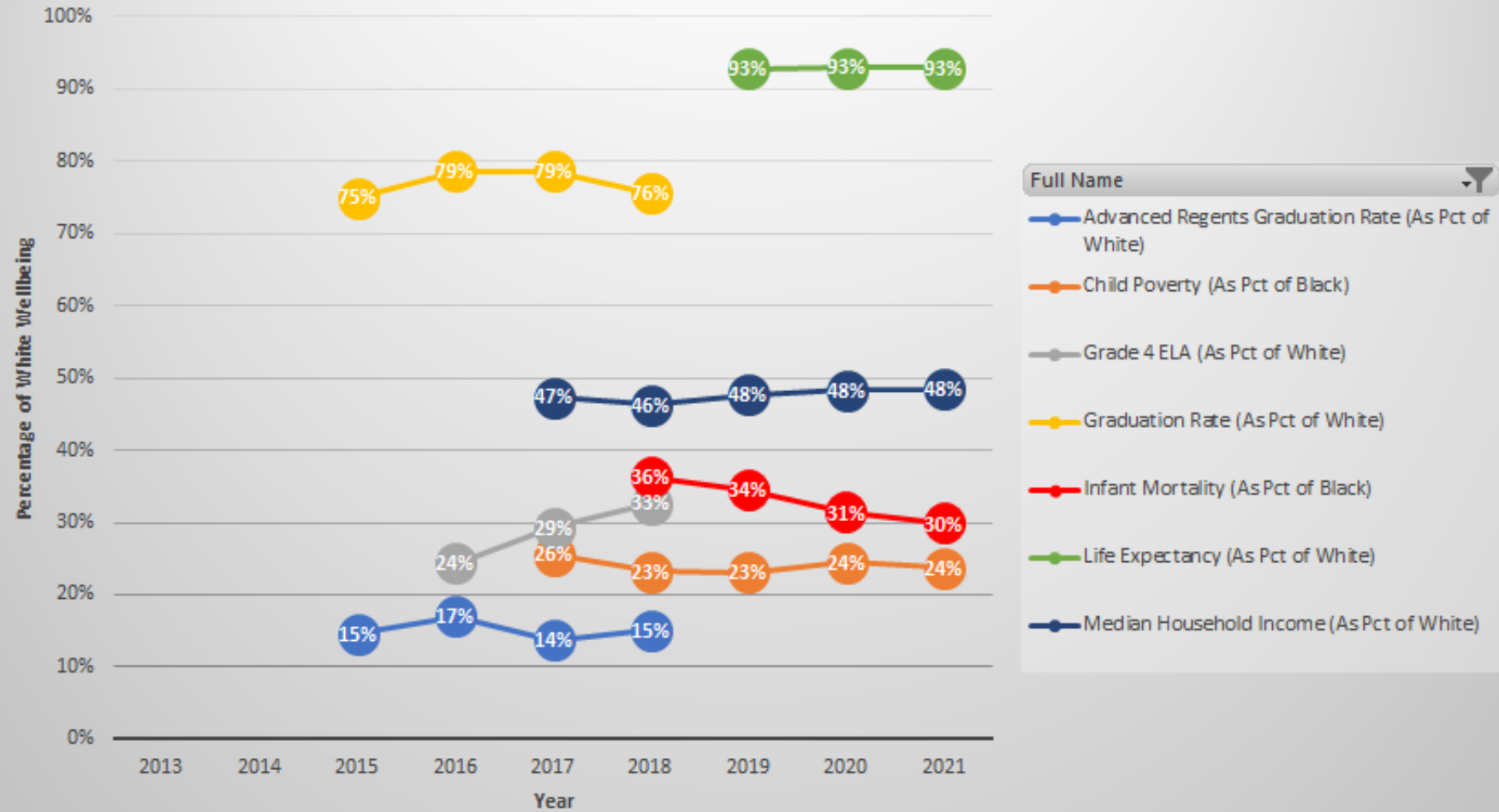




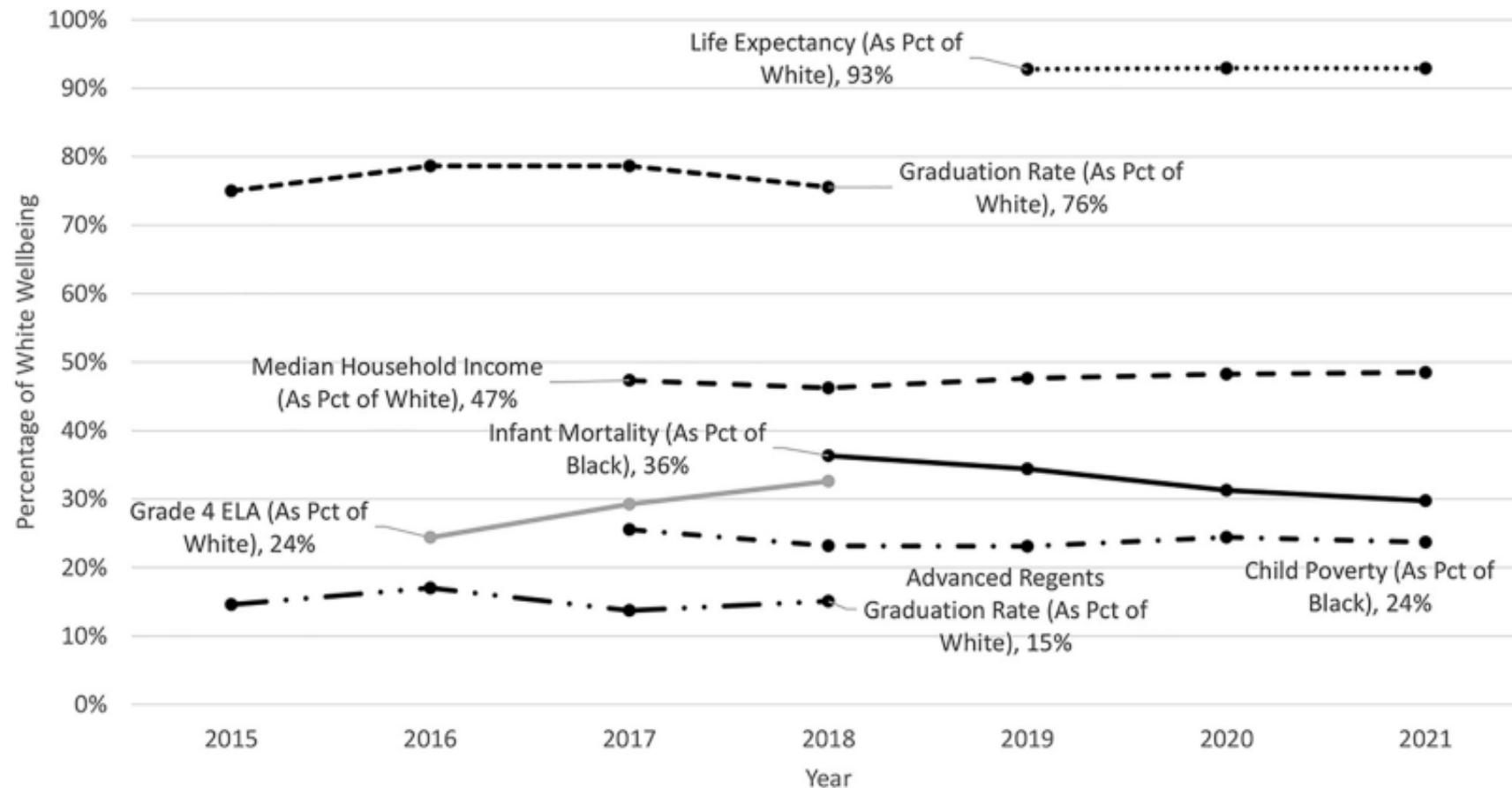


Average of Gap Pct

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



Year(s)



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

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

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 – Very serious problem

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

<https://www.aplos.com/stories/common-nonprofit-mistakes/my-nonprofit-makes-an-impact-i-just-need-to-prove-it>

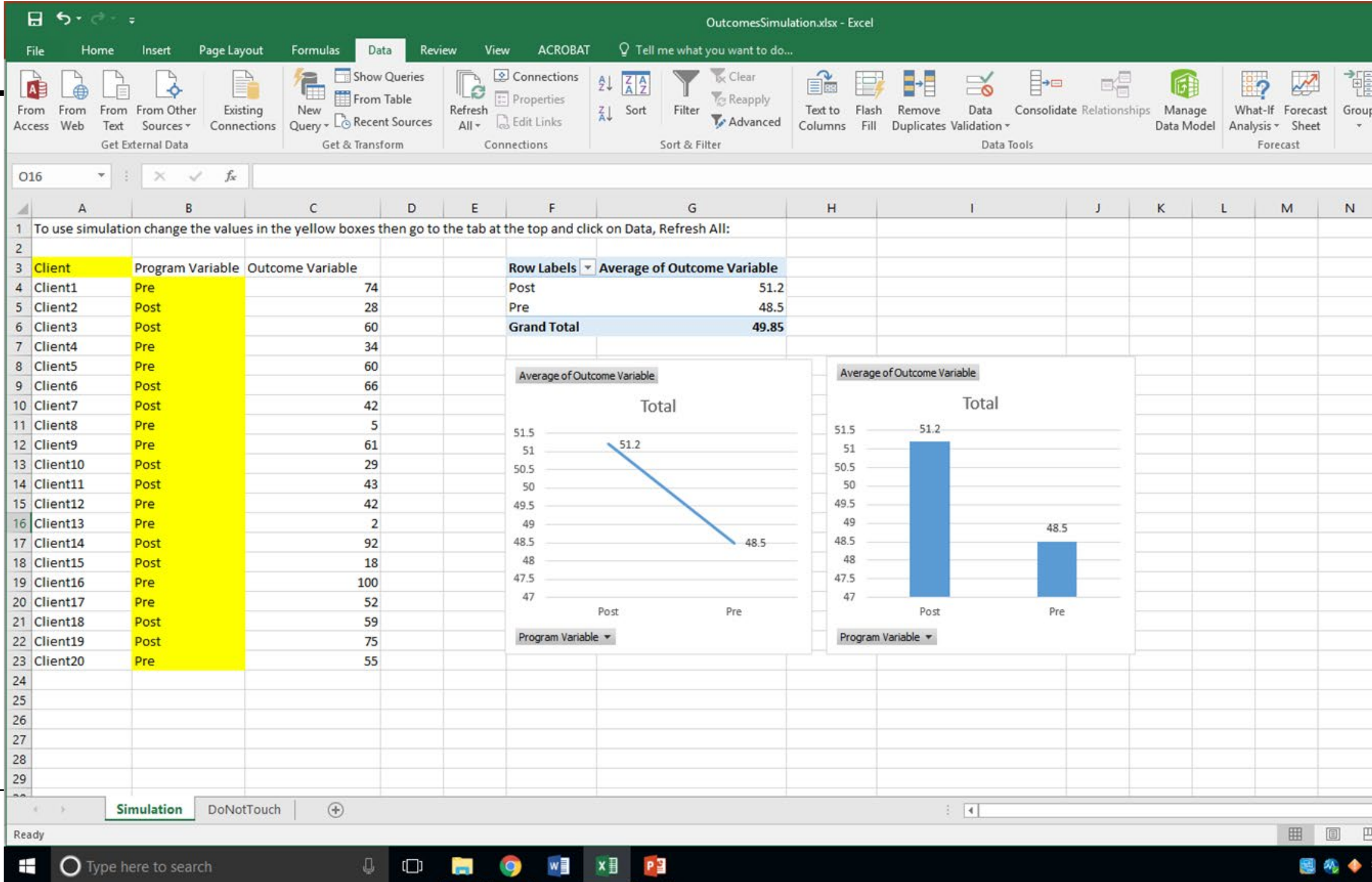
CASE
STUDY:
COMMUNI
TY
ENGAGEM
ENT
PROGRAM

Goal: Increase participation by 20%

Output: 500 participants in workshops

Outcome: 75% reported skill improvement

Strategic Alignment: Strengthened community capacity



National Survey of Drug Use and Health - NSDUH Parent Involvement Questions

Please mark your answers below with an "x". Example: ☒

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

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:

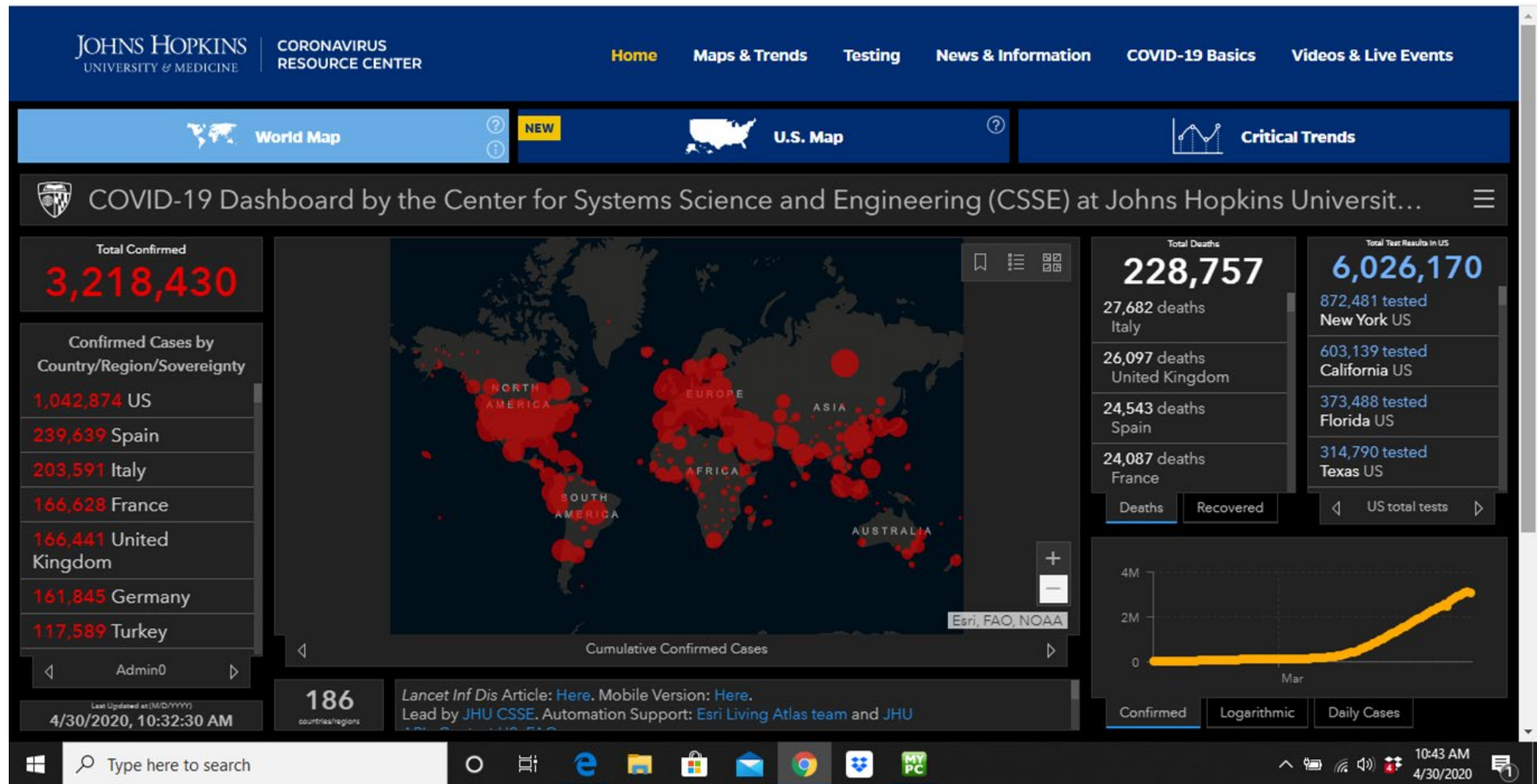
Sustainable Measures (<http://www.sustainablemeasures.com>)

National Reporting System for Adult Education Implementation Guidelines

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

http://www.urban.org/center/met/projects/upload/Adult_Education.pdf

America's Children: Key National Indicators of Well-Being (Annual) (Federal Interagency Forum on Child and Family Statistics), 2000.

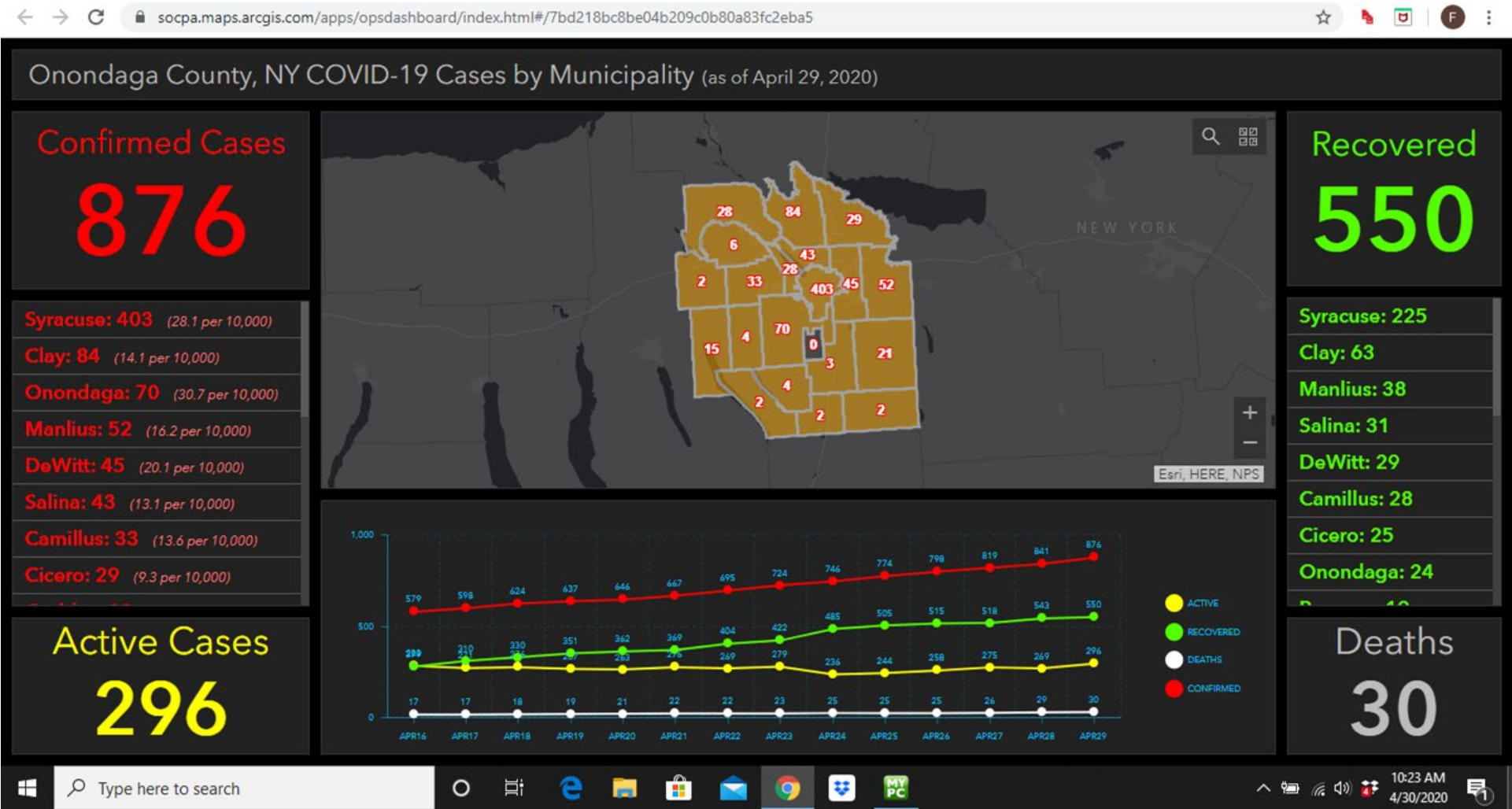


Onondaga County Community Health Assessment and Improvement Plan | 2019-2021

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



https://socpa.maps.arcgis.com/apps/opsdashboard/index.html#/7bd218bc8be04b209c0b80a83fc2eba5



Book Distribution

Distributed in person 1736 Distributed by Mail 333125 Total Handed Out and Mailed: 334861



Cost Snapshot



Enrollment

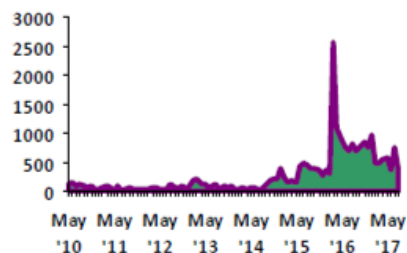
Ever Enrolled 23133

Moved Out 3491

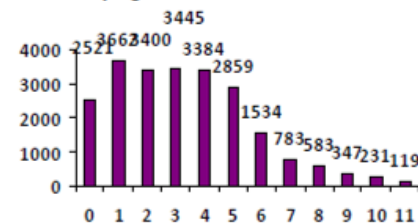
Graduated 5071

Enrolled Now 13995

Enrolled By Month



Number By Age



1217

53%



10954

47%



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

Children's Consortium, 101, 0%

White Branch Library, 120, 1%

Child Care Solutions, 109, 0%

All Other Partners, 1737, 8%

Home Visiting Team, 1737, 8%

Catholic Charities, 467, 2%

Refugee Assistance Center, 199, 1%

Launch Event on 5/15/10, 101, 0%

West Launch Event 2012, 120, 1%

InterFaith Works, 207, 1%

Suburban Library Branches, 264, 1%

PEACE, Inc., 201, 1%

SCSD's Pre-K Program, 138, 1%

Department, 1113, 5%

Other, 8702, 38%

Jobs Plus, 181, 1%

Upstate/Go lisano Children's Hospital, 1324, 6%

St. Joseph's Hospital, 1911, 8%

MANOS, 205, 1%

Crouse Hospital, 1717, 8%

Onondaga Co. Dept. of Children & Families, 3691, 16%

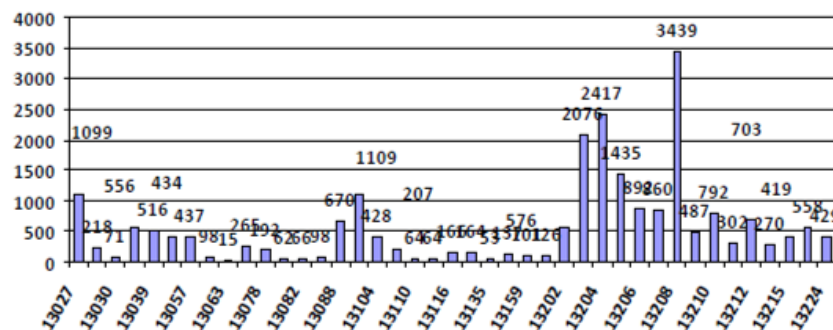


Zip Codes

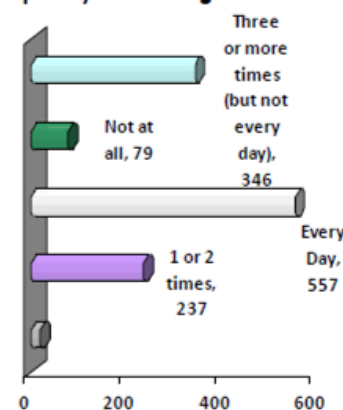
Current enrollment:

Enrolled By Zip

(only those With 10 or More Enrollees)

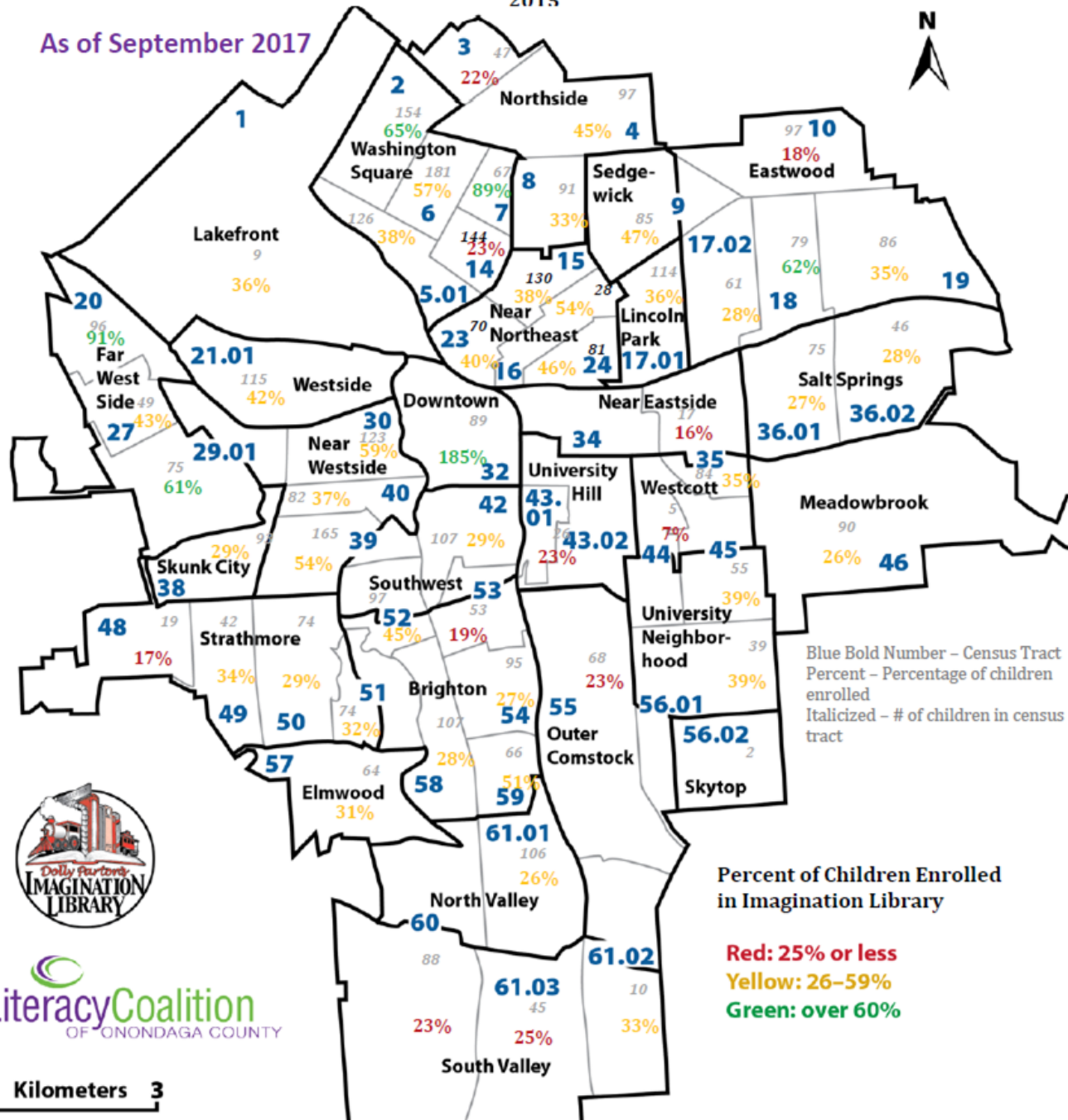


Frequency of Reading to Children



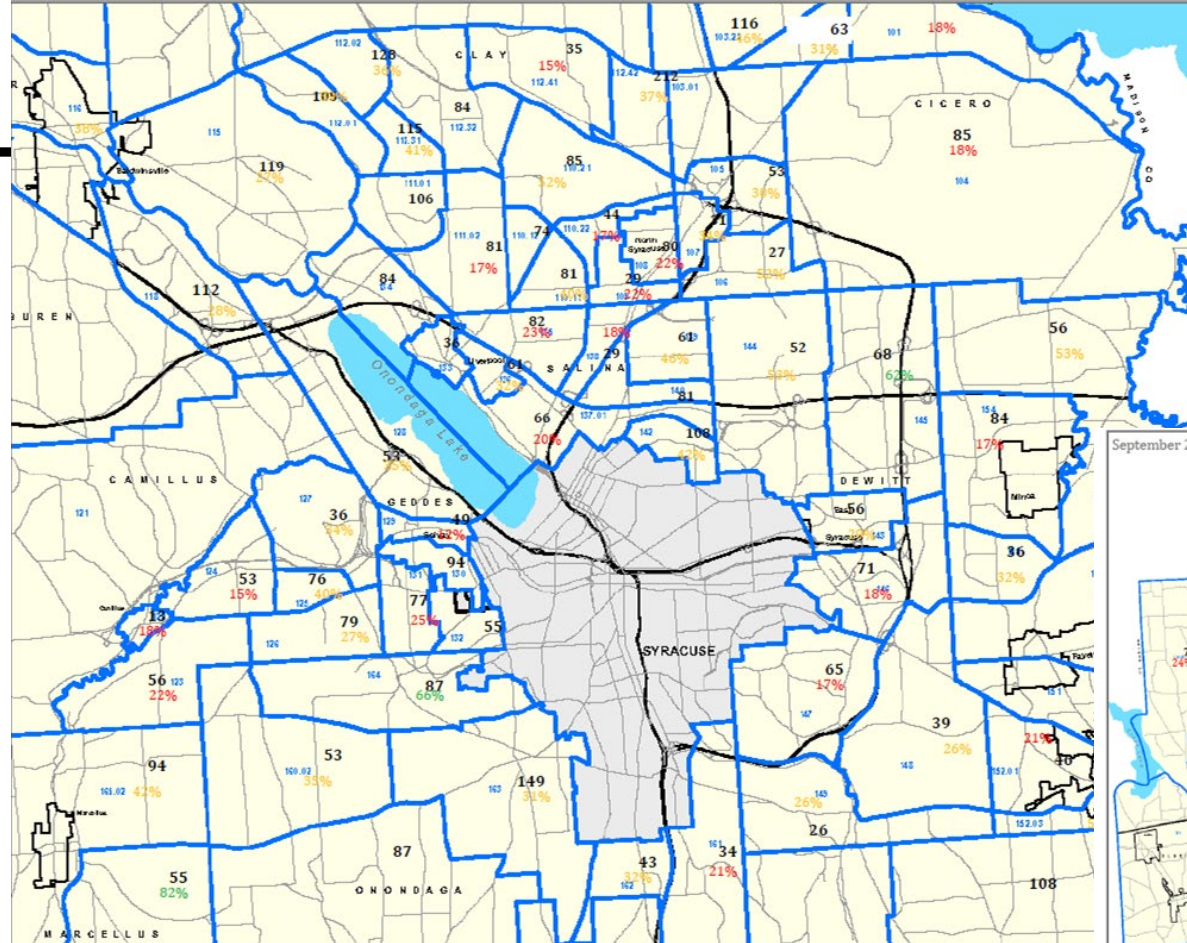
Literacy Coalition of Onondaga County - Syracuse City Map Dashboard- Imagination Library Enrollment Count and Percent of Census Tract Enrolled- Total Census Tract Count Based on U.S. Census ACS 5 year Estimates 2015

As of September 2017



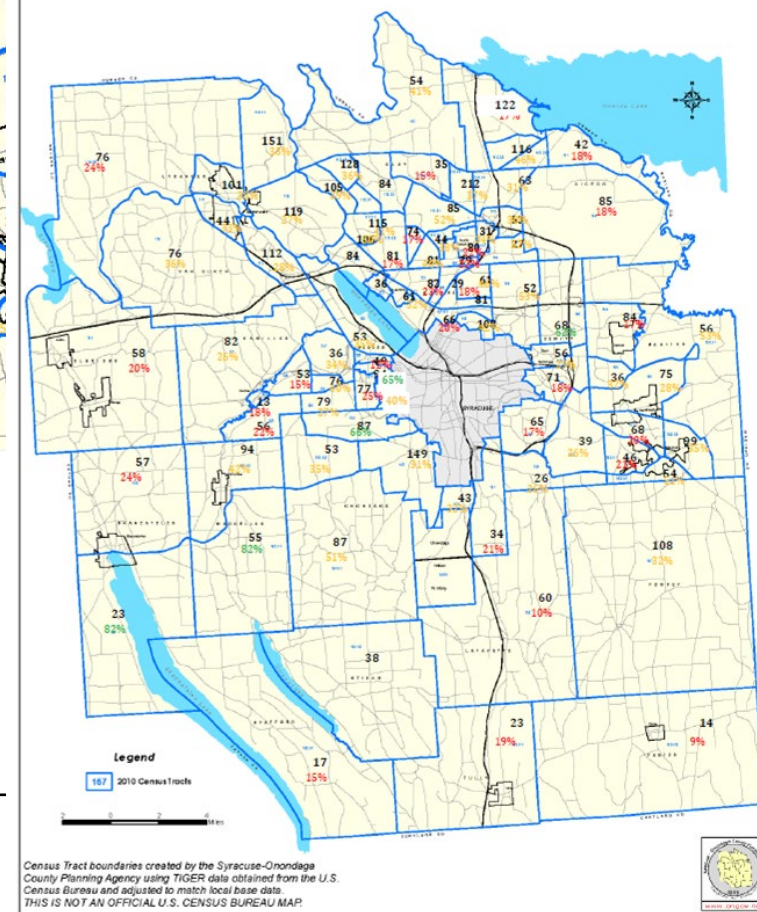
LiteracyCoalition
OF ONONDAGA COUNTY

0 Kilometers 3



September 2017

ONONDAGA COUNTY 2010 Census Tracts



Life Needs Assessment Monthly Data - COVID-19

Organization Name

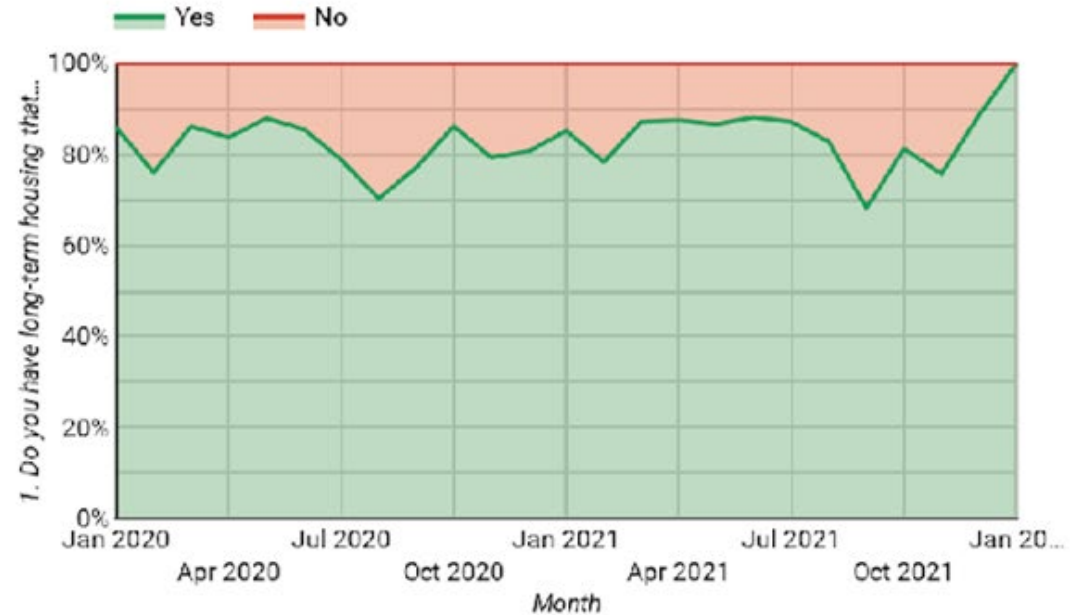
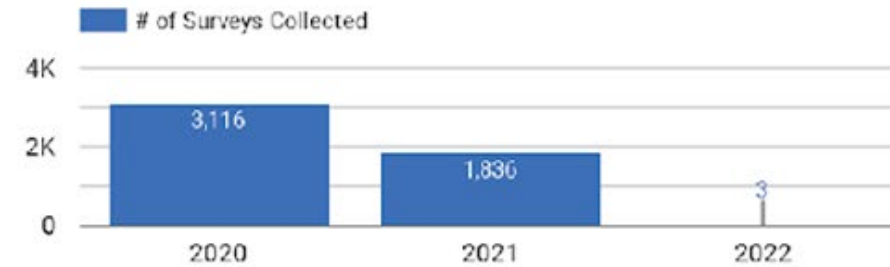
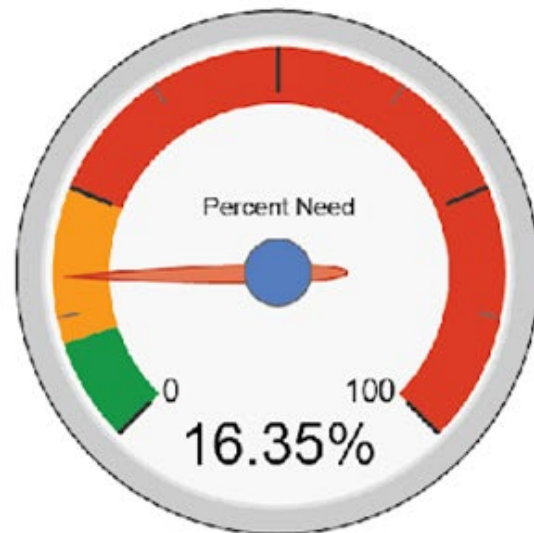
Year

Census Tract

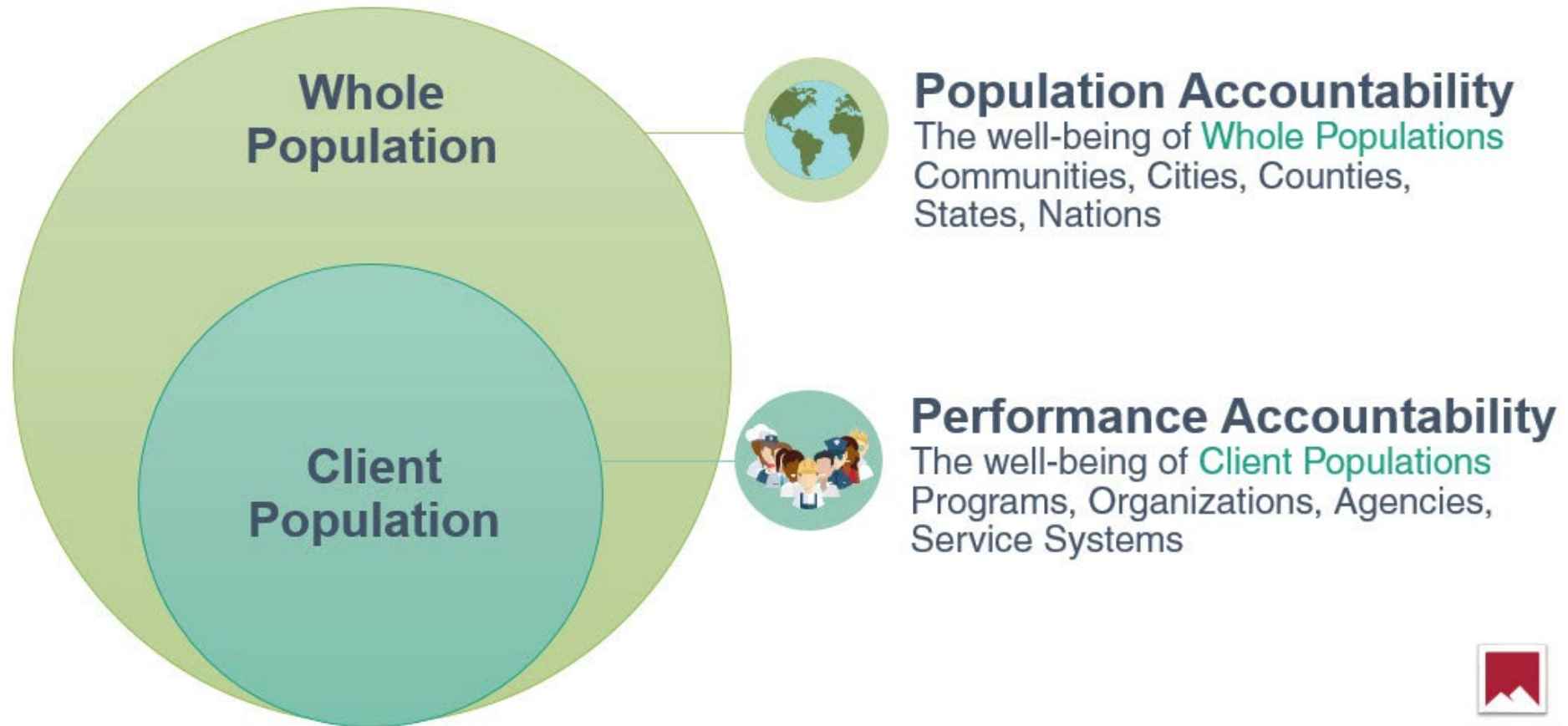
Year-Month

TNT Neighb...

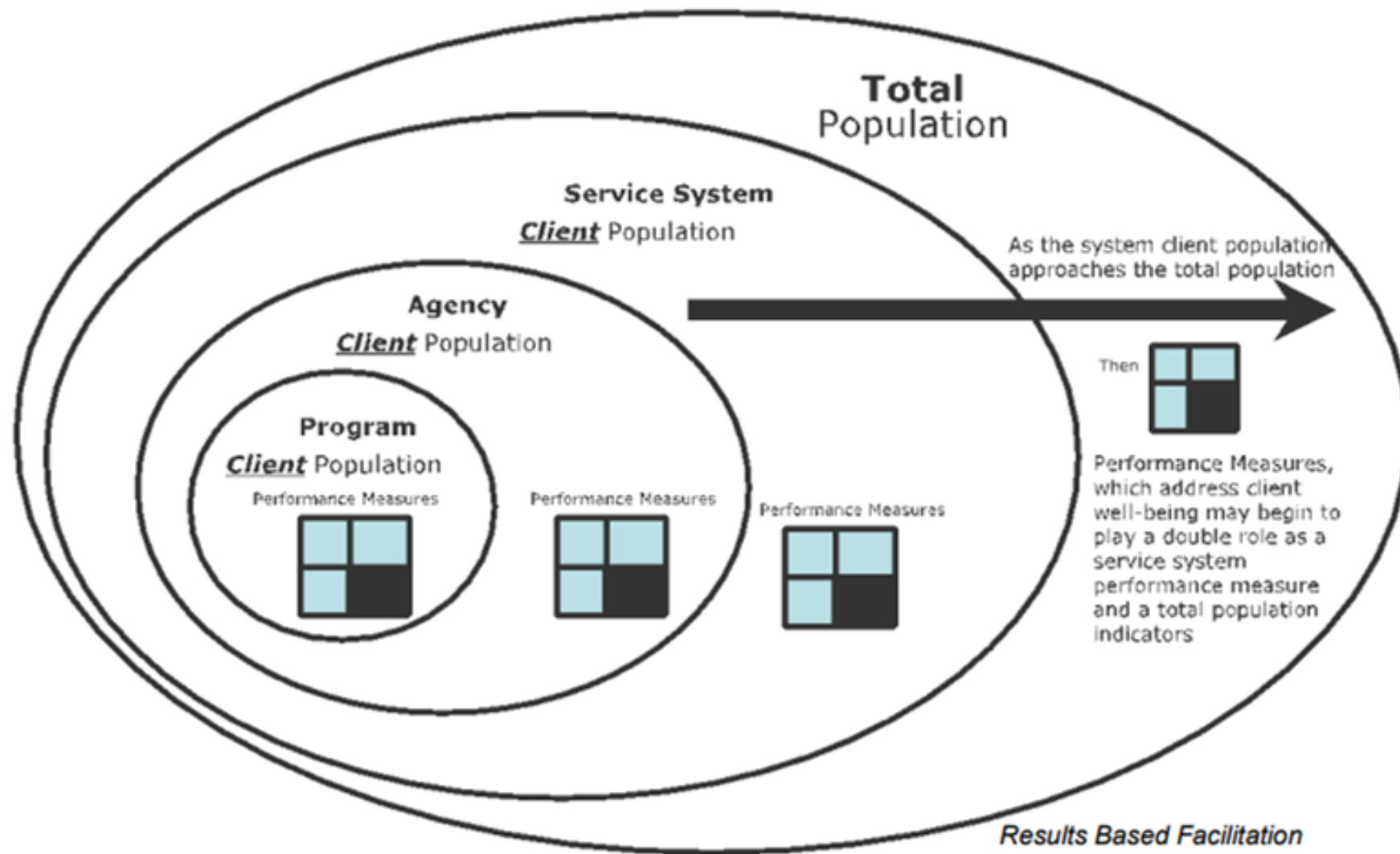
1. Do you have long term housing that you can afford?



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



Relationship Between Indicators and Performance Measures



*Results Based Facilitation
Workbook, by Jolie Bain Pillsbury*



home

scorecard

admin

support

Scorecards

Results

Indicators

Programs

Performance Measures

Actions

Tags

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	1.60	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** 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

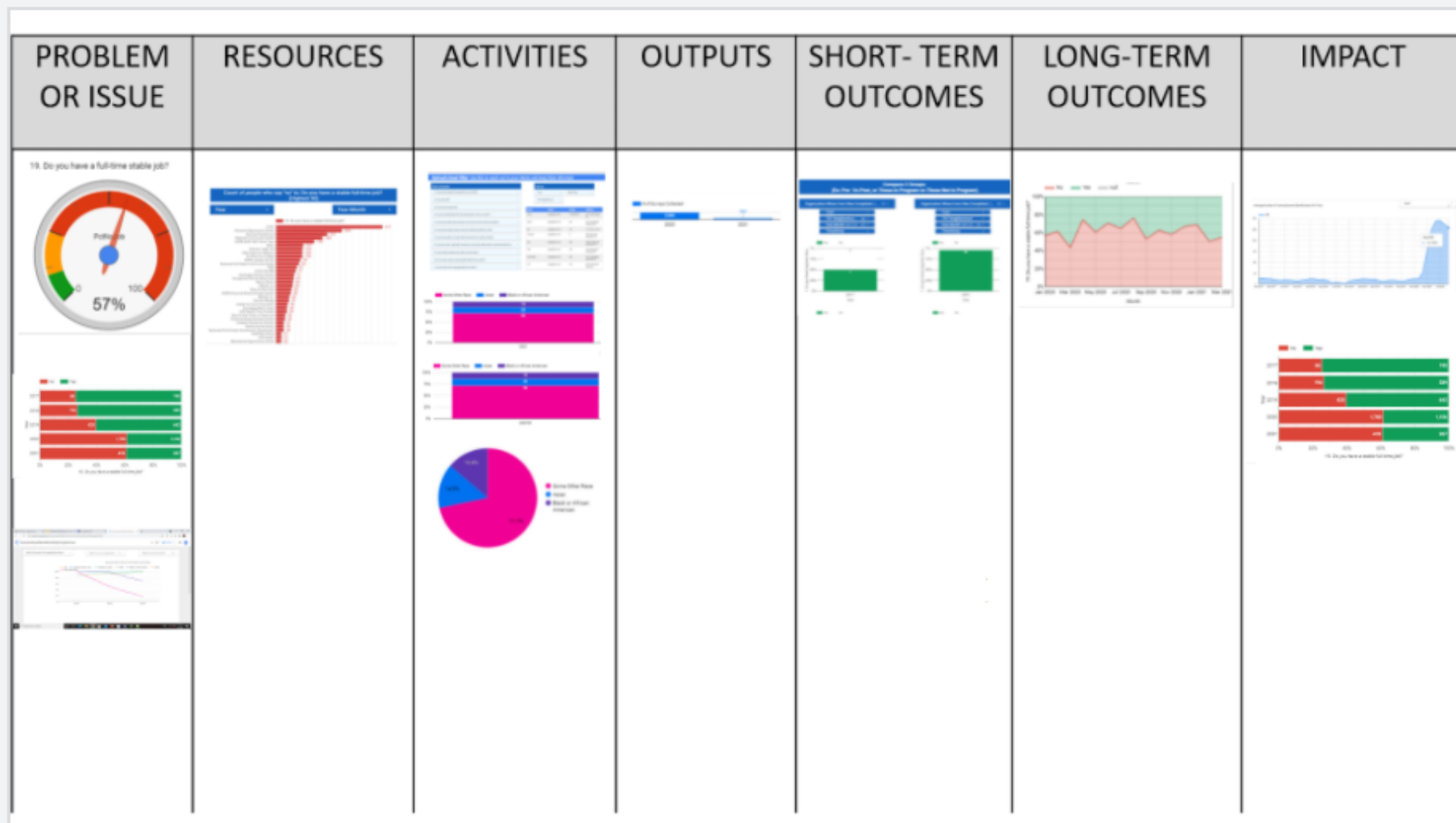
	Time Period	Actual Value	Target Value	Current Trend	Baseline % Change
PM EC How Much: # of children attending child care program	Q1 2014	94%	98%	↘ 3	-66% ↓
PM EC How Well: % of cases responded to within 24 hours	2013	88%	100%	→ 0	0% →



Set background

Clear frame

Open on a Jamboard



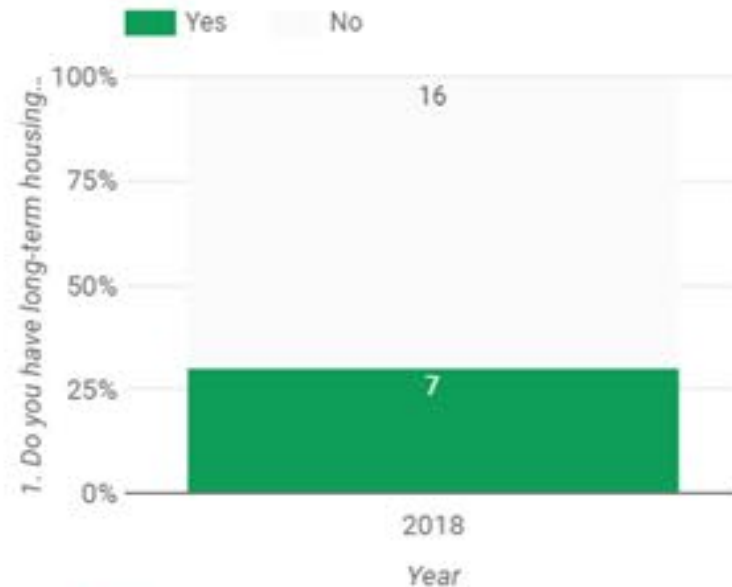
SAMPLE PRE POST COMPARISON WITH SYRACUSE SCRABBLE

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 ▾

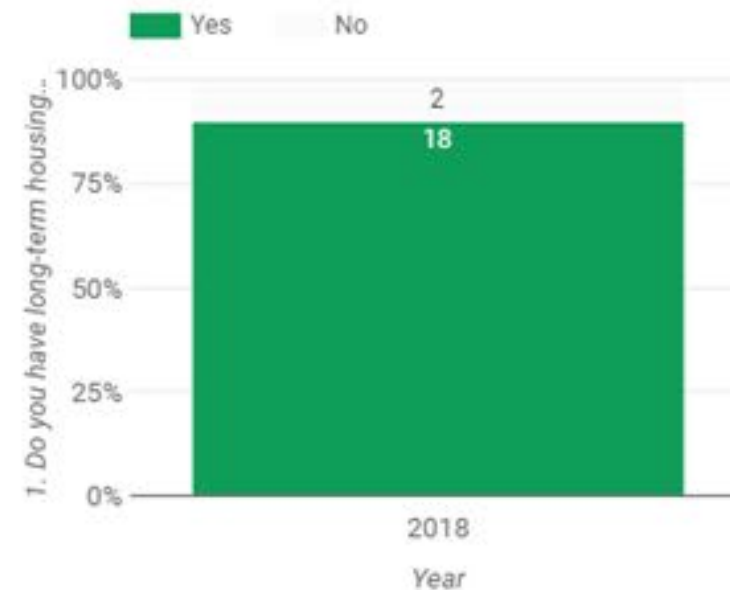
Timestamp ▾



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

Tract ▾

Timestamp ▾



COMMON PITFALLS TO AVOID

01

Measuring
too much

02

Ignoring
qualitative
impact

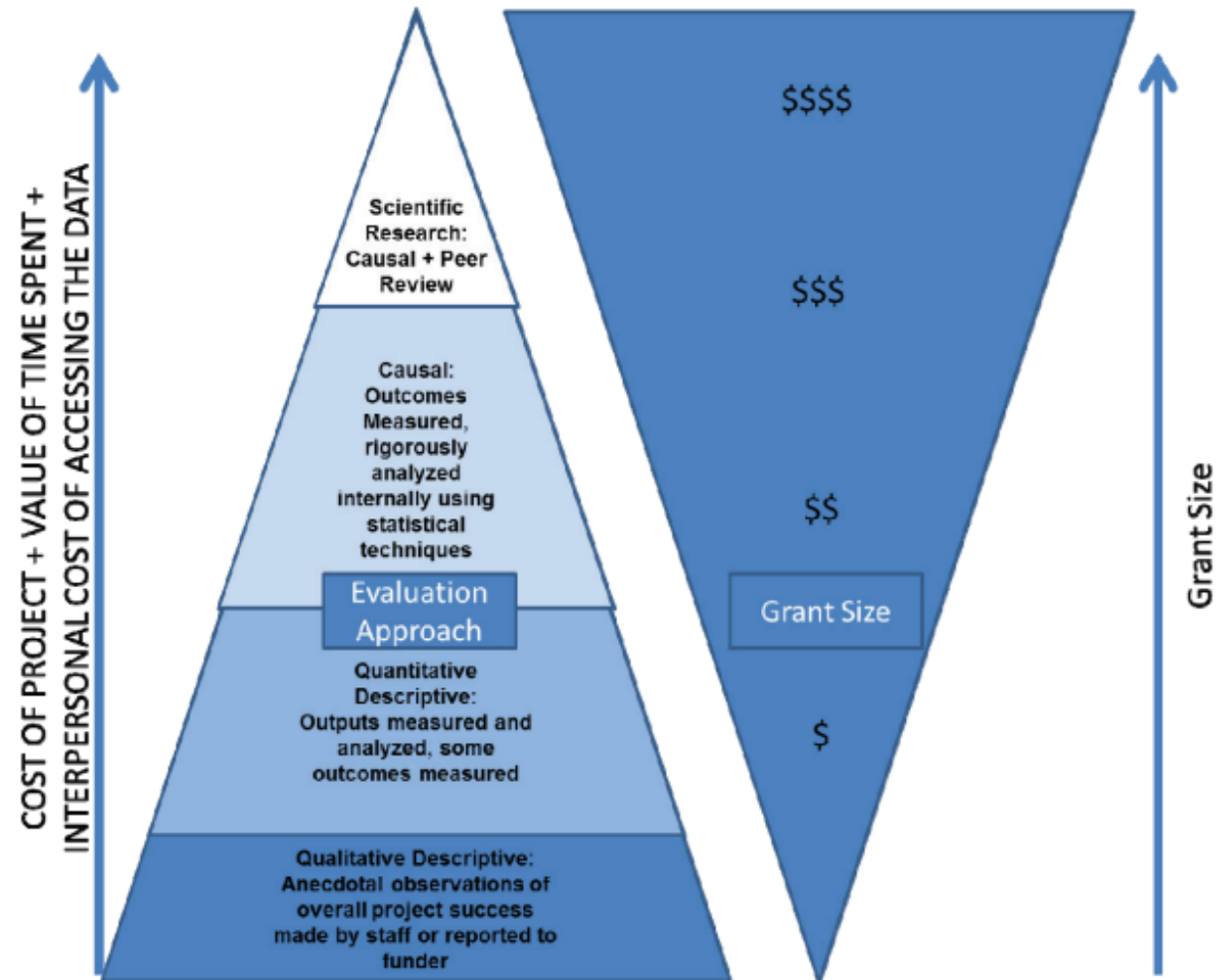
03

Using
outdated or
inaccurate
data

04

Reporting
without
context

FIGURE 3: Pyramid of Evaluation Feasibility






- 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