

Performance Measures and Reporting



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Today's plan

- Performance Measures and Background
- Data Collection and Data Logs
- Reporting - Great Stories and Initiative Results
- Work Time



Performance Measures and Background



Performance measures

A value or characteristic that measures progress toward goals, and is also used to improve progress, reduce risks, or improve cost-effectiveness



Purpose of performance measures

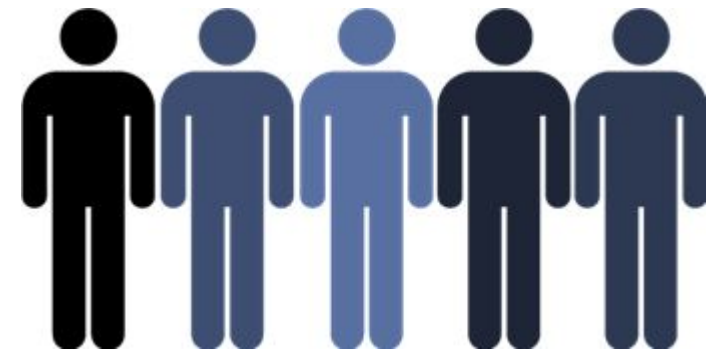
- Tracking and recognizing progress
- Describing the program
- Providing accountability
- Informing program improvement



Types of performance measures

OUTPUTS

- Amount of service provided
- Examples
 - Volunteers recruited
 - People served
 - Products created





Types of performance measures

OUTCOMES

Reflect the changes or benefits that occur

Attitude/Belief	Knowledge/Skill	Behavior	Condition
Thought, feeling	Understanding, know-how	Action	Situation, circumstance



Education performance measures

- *(Output)* ED1: Number of individuals (students) served.
- *(Intermediate Outcome)* ED5A: Number of students with improved academic performance.
- *(End Outcome)* ED10: Number of students enrolling in post-secondary education/training.



Economic opportunity performance measures

- *(Output)* O2: Number of economically disadvantaged individuals receiving job training or other skill development services.
- *(Outcomes)* OUTCM48846: Number of economically disadvantaged individuals who earn high school equivalency diplomas.
- Other data to capture for narratives:
 - Number of individuals who were placed in a job.



Food security performance measures

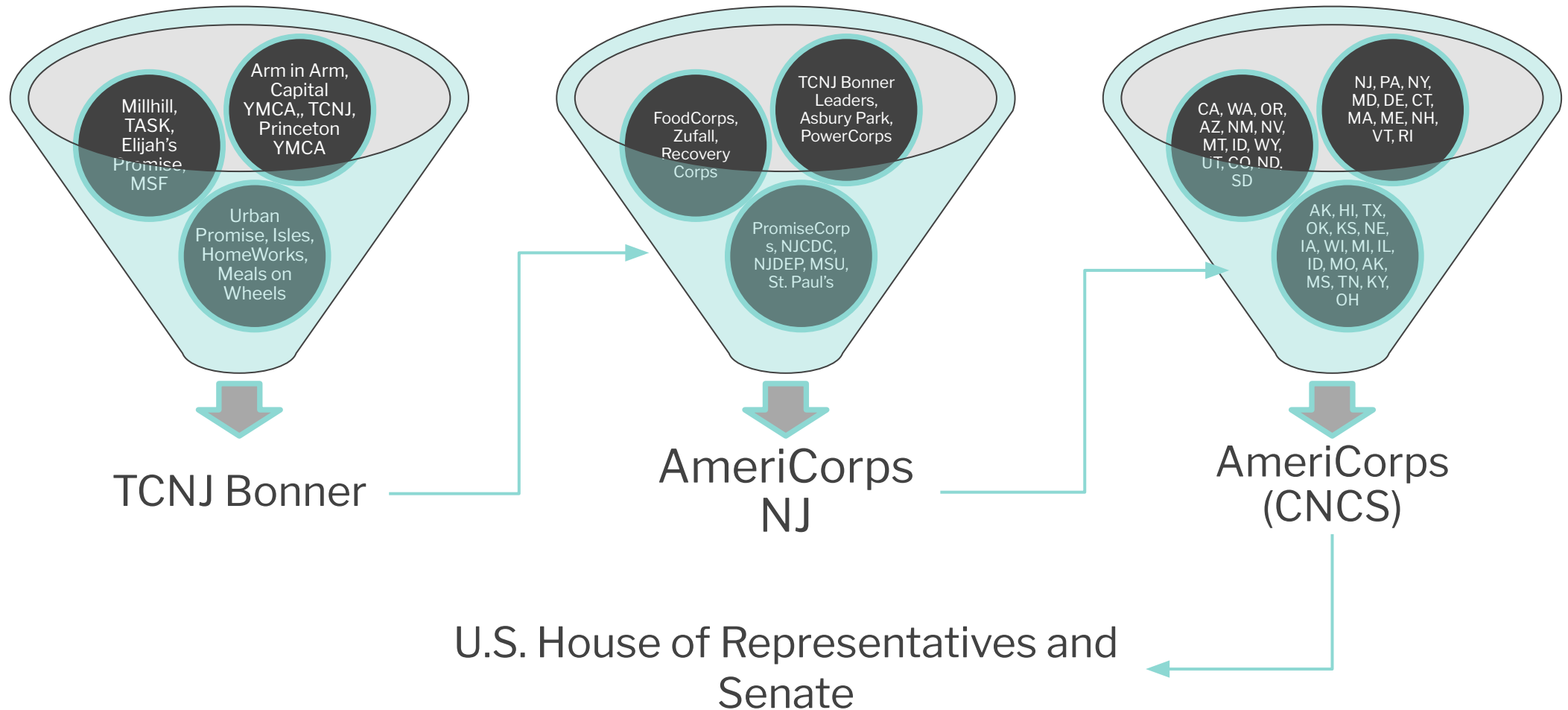
- *(Output)* H4A: Number of individuals served.
- *(Outcome)* H12: Number of individuals who report increased food security.
- Other data to capture for narratives:
 - # pounds of food provided/harvested (community urban or campus gardens)
 - # meals served/delivered



Capacity building performance measures

- *(Output)* G3-3.4: The number of organizations that received capacity-building services.
- *(Outcome)* G3-3.10A: The number of organizations that increased their efficiency, effectiveness, and/or program reach.

Performance measures sum program outputs and outcomes across sites.





Performance measures sum program outputs and outcomes across sites.

FOOD SECURITY	H4A: # individuals served	H12: Number of individuals who report increased food security	Urban Gardening Yields/food rescue
TCNJ Garden	0	0	200.84
Arm in Arm	399	63	0
Elijah's Promise	34	28	0
MOW	0	113	0
Total:	433	204	200.84
EDUCATION	ED1: Number of individuals (students) served	ED5A: Number of students with improved academic performance	ED 10: # of unduplicated students who are entering a post-secondary institution
HomeFront	5	0	0
HomeWorks Trenton	0	0	0
Mercer Street Friends	6	6	0
MillHill	0	0	0
Urban Promise	0	34	0
Total:	11	40	0
Economic Opportunity	O1A: # individuals served	OUTCM48846: Number of econ disadv individuals who earn high school equivalency diploma	# of individuals who were placed in a job
Elijah's Promise	0	0	0
TASK	122	0	0
Total:	122	0	0
Capacity Building	G3-3.4: # organizations receiving capacity-building	G3-3.10A: # organizations that increased their efficiency, effectiveness, and/or program reach	
HomeWorks	1	1	
Urban Promise	1	1	
Princeton YMCA	1	1	
THT	1	1	
Total:	4	4	



Data Collection and Data Logs

Data Log

Performance
measure
output and
outcomes

Education Log									
Performance Measure	Q1: 9/1/2021 - 10/31/2022	Q2: 11/1/2021 - 1/31/2022	Q3: 4/1/2022 - 6/30/2022	Q4: 7/1/2022 - 8/31/2022	Total	Instructions:			
ED 1: Number of individual served						Record in B-F Columns.			
ED 5: Number of individuals with improved academic performance						Record data gathered in G-H Columns, Record finalized outcome data during Q3/Q4 in Column I.			
ED 10: # of unduplicated students who are entering a post-secondary institution						Record data gathered in G-H Columns, Record finalized outcome data during Q3/Q4 in Column I.			
Campus/Community Partner	Enter name here								
Person Completing Log:	Enter name here								
Reporting Period/Quarter:	Enter Reporting Period Here								
Date Enrolled	Quarter Enrolled	Student Name (First and Last Name OR Initials)	Enrolled in School in which over 50% of students are eligible for free or reduced lunch (Yes / No)	School Year Grade Level	Starting Academic Level (GPA or Literacy, Math Level)	Ending (GPA or Literacy, Math Level)	Improved Academic Performance?	Increased Attendance?	Entering Post-secondary Insituition?



Data Log

Job Preparedness Log

Performance Measure	Q1: 9/1/2021 - 12/31/2021	Q2: 1/1/22 - 3/31/2022	Q3: 4/1/2022 - 6/30/2022	Q4: 7/1/21 - 8/31/2022	Total	In
O2: Number of economically disadvantaged individuals receiving job training or other skill development services.						Record indiv services in C
OUTCM48846: Number of economically disadvantaged individuals who earn high school equivalency diplomas.						Record Individuals who receive their GED or High School Equivalency Diploma in Column G. Provide documentation that will confirm their achievement.

Actual performance measure data

Campus/Community Partner	Enter Name Here
Person Completing Log:	Enter Name Here
Reporting Period/Quarter:	Enter Reporting Period/Quarter Here

OUTCOME DATA ANALYSIS									
Date Enrolled	Quarter	Client Name (First and Last Name OR Initials)	Description of Job Skill Training	Date Completed	Received GED/HSE?	Placed in a Job?	Received Identifying Documentation?	Served by (Name of AmeriCorps Member)	Site



Data Log

FOOD SECURITY	Q1: 9/1/21 - 12/31/21	Q2: 1/1/22 - 3/31/22	Q3: 4/1/22 - 6/30/22	Q4: 7/1/22 - 8/31/22	Total
Performance Measure					
H4A: Number of individuals served					
H12 Number of individuals who report increased food security					

Campus/Community Partner	<i>Enter name here</i>
Person Completing Log:	<i>Enter name here</i>
Reporting Period/Quarter:	<i>Enter Reporting Period Here</i>

Client Last Name	Client Family Size <i>(Including Client)</i>	Served By: <i>(AmeriCorps Member)</i>	Quarter Served:	SERVICES PROVIDED TO INDIVIDUALS - ie. If serving with MOW - keep track of # meals given under					
				Emergency Food Assistance	NAP Application Assistance	Referral(s) to other aide programs	Nutritional Education	Gardening Education	Budget Education

Raw data - the actual information that determines the output #



Data Log

Education Log

Performance Measure	Q1: 9/1/2021 - 12/31/2021	Q2: 1/1/2022 - 3/31/2022	Q3: 4/1/2022 - 6/30/2022	Q4: 7/1/2022 - 8/31/2022	Total	Instructions:
ED 1: Number of individual served						Record in B-F Columns.
ED 5: Number of individuals with improved academic performance						Record data gathered in G-H Columns, Record finalized outcome data during Q3/Q4 in Column I.
ED 10: # of unduplicated students who are entering a post-secondary institution						Record data gathered in G-H Columns, Record finalized outcome data during Q3/Q4 in Column I.

Only give data that your service site can gather and document below

Campus/Community Partner	Enter name here
Person Completing Log:	Enter name here
Reporting Period/Quarter:	Enter Reporting Period Here

Raw data - the actual information that determines the outcome #

Date Enrolled	Quarter Enrolled	Student Name (First and Last Name OR Initials)	Enrolled in School in which over 50% of students are eligible for free or reduced lunch (Yes / No)	Outcome Analysis				
				Starting Academic Level (GPA or Literacy, Math Level)	Ending (GPA or Literacy, Math Level)	Improved Academic Performance?	Increased Attendance?	Entering Post-secondary Insitution?



Data Log Checks

Does the number of participants listed equal the number of individuals served for that quarter?

Education Log									
Performance Measure	Q1: 9/1/2021 - 12/31/2021	Q2: 1/1/2022 - 3/31/2022	Q3: 4/1/2022 - 6/30/2022	Q4: 7/1/2022 - 8/31/2022	Total	Instructions:			
ED 1: Number of individual	N/A	N/A	85	4	91	Record in B-F Columns.			
ED 5: Number of individuals with improved academic performance	N/A	N/A	0	6	6	Record data gathered in G-H Columns, Record			
ED 10: # of unduplicated students who are entering a post-secondary institution	N/A	N/A	0	6	6	Record data gathered in G-H Columns, Record finalized outcome data during Q3/Q4 in Column I			
Campus/Community Partner	Mercer Street Friends/ Bernadette Trapp								
Person Completing Log:									
Reporting Period/Quarter:	Q3								
Date Enrolled	Quarter Enrolled	Student Name	Enrolled in School in which over 50%	School Year Grade Level	Starting Academic Level	Ending (GPA or Literacy,	Improved Academic	Increased	Entering
7/1/2022	Q4	Erin	Yes	3rd	Reading Level: H	Reading Level: I	Yes	Yes	No
7/1/2022	Q4	Millie	Yes	3rd	Reading Level: D	Reading Level: F	Yes	Yes	No
7/1/2022	Q4	Kristi	Yes	3rd	Reading Level: I	Reading Level: J	Yes	Yes	No
7/1/2022	Q4	Vinnie	Yes	3rd	Reading Level: J	Reading Level: K	Yes	No	No
7/1/2022	Q4	Vanessa	Yes	3rd	Reading Level: H	Reading Level: J	Yes	Yes	No
7/1/2022	Q4	Tommy	Yes	3rd	Reading Level: H	Reading Level: I	Yes	No	No



Data Log Checks

Are you consistently determining the number served (is it the client family size or the specific individual)? The number improved/increased? Is that documented somewhere?

FOOD SECURITY	
Performance Measure	Total
H4A: Number of individuals served	34
H12 Number of individuals who report increased food security	28
Campus/Community Partner	<i>ajah's Promise - Community Nutrition Summer Program</i>
Person Completing Log:	
Reporting Period/Quarter:	<i>Quarter 4</i>
Client Last Name	Client Family Size (Including Client)
Bunger Johnson	6
Johnson	1
Cordier	3
Benitez	5
Funelas	2



Education performance measures

- What is going well?
- What is confusing or getting in the way?
- What, if any, data do you have that does not quite fit the definition of your performance measure?



Economic opportunity performance measures

- What is going well?
- What is confusing or getting in the way?
- What, if any, data do you have that does not quite fit the definition of your performance measure?



Food security performance measures

- What is going well?
- What is confusing or getting in the way?
- What, if any, data do you have that does not quite fit the definition of your performance measure?



Reporting

Great Stories and Initiative Results



Reporting - What is the point?

- Document what happened
- Highlight successes
- Explain important information to help understand your performance measure values



Great stories

NJ BONNER AMERICORPS PROGRESS REPORT - NARRATIVE FORM

GREAT STORY AND INITIATIVE SECTION

bungere@montclair.edu [Switch account](#)

* Required

Email *

Your email

Name

Your answer

Name of Non-profit/Campus *

Your answer

GREAT STORY - Highlight member activities that reflect the impact your program has on the community. Please provide stories demonstrating GREAT SERVICE and create GREAT IMPACT to the community served by your AmeriCorps member(s).

Your answer

GREAT STORY - Highlight member activities that reflect the impact your program has on the community. Please provide stories demonstrating GREAT SERVICE and create GREAT IMPACT to the community served by your AmeriCorps member(s).



Great story at-a-glance

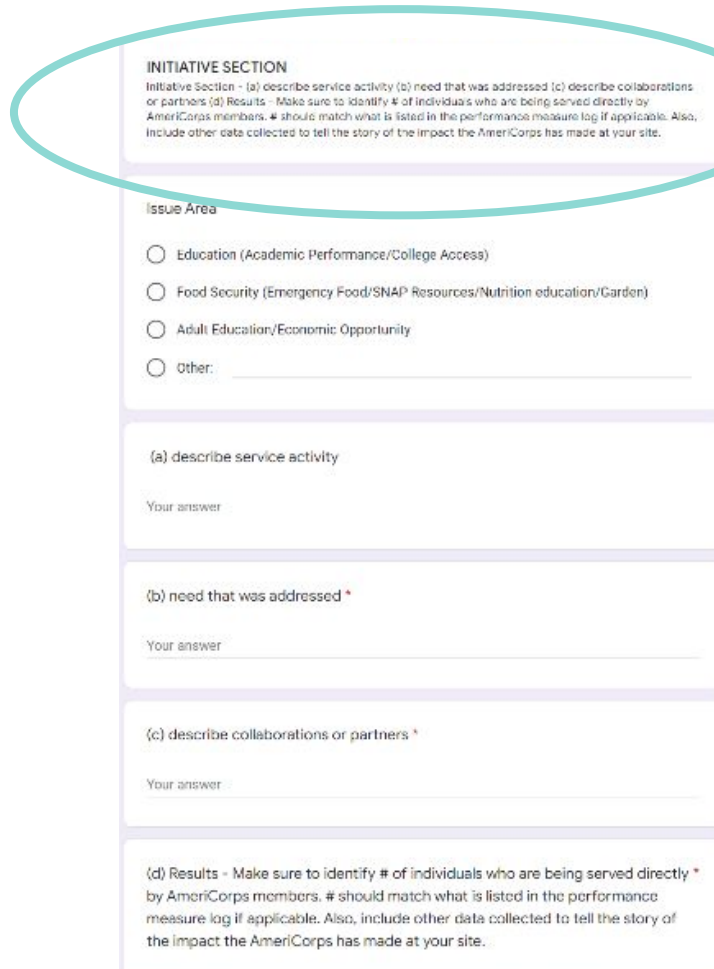
- Describe how something the program has done, has made a difference, or stands out
 - Usually a specific example or individual
 - Should be related to the need for your initiative
 - Should be related to the data in your log



Great stories answer the following questions:

- What was done? How much of it was done? How often?
- How many people did it reach?
- What is different because of it?
- What do you think the participants got out of it?
- What was meaningful, surprising, or unexpected about it?
- What is something you did that went above and beyond?

Initiatives: Results/Impact



INITIATIVE SECTION
Initiative Section - (a) describe service activity (b) need that was addressed (c) describe collaborations or partners (d) Results - Make sure to identify # of individuals who are being served directly by AmeriCorps members. # should match what is listed in the performance measure log if applicable. Also, include other data collected to tell the story of the impact the AmeriCorps has made at your site.

Issue Area

Education (Academic Performance/College Access)

Food Security (Emergency Food/SNAP Resources/Nutrition education/Garden)

Adult Education/Economic Opportunity

Other: _____

(a) describe service activity

Your answer

(b) need that was addressed *

Your answer

(c) describe collaborations or partners *

Your answer

(d) Results - Make sure to identify # of individuals who are being served directly * by AmeriCorps members. # should match what is listed in the performance measure log if applicable. Also, include other data collected to tell the story of the impact the AmeriCorps has made at your site.

Initiative Section - (a) describe service activity (b) need that was addressed (c) describe collaborations or partners (d) Results - Make sure to identify # of individuals who are being served directly by AmeriCorps members. # should match what is listed in the performance measure log if applicable. Also, include other data collected to tell the story of the impact the AmeriCorps has made at your site.



Initiatives: Results/Impact at-a-glance

- Report data from your log
 - Number of participants
 - Number of workshops or lessons
 - Number of participants that improved performance or changed in a positive way
- Describe any context that influences the data



Results/Impact answers the following questions:

- How much was done?
- How many people did it reach (output)?
- What changed as a result of the program (outcome)?
- What other information can you add?
- What, if anything, should be noted about these data (limitations, context)?



TIP!

Report accurately,
specifically, and
consistently

Provide sufficient
information

Use concrete language





Great story example

Throughout my time as an Americorps member, I have been gifted with the opportunity to give back to my community. According to Community Needs Assessments, 51% of [city] residents experience Food Insecurity, or a lack of access to fresh, healthy, culturally appropriate food at all times. I have had the honor of working directly with a registered dietitian within the community nutrition sector to address this need. Being Hispanic American has given me a unique insight into the work I am doing in this city, where the majority of the population is of Latin descent. As a Spanish-Speaking intern, part of my role at [this site] has been translating presentations and information given by our dietitian to our clients. On one occasion in which we visited ... an apartment complex serving the elderly, I was able to translate a presentation given by our community dietitian. Several individuals experienced issues understanding the material, which is where I stepped in to communicate MyPlate guidelines in a culturally inclusive matter. This meant presenting a plate that featured foods that were a staple part of their diets: tortillas, rice, beans, vegetables, other foods. By the end of the presentation, I was able to have 4 Spanish-speaking seniors signed up for individual nutrition support with our dietitian. The individuals left the room having a basic understanding of their dietary needs and how to access services offered by [my site], such as our free meal truck and social services.



Great story example

Her greatest impact during this quarter has been through creating several jotforms that will be utilized throughout the school year. The forms she is creating cover potential inquiries surrounding corporate sponsorships, individual volunteer opportunities, staff interest inquiries, corporate in-kind donations and contact sheets for organizations, to name a few. She has taken on this project, eager to learn, and successfully has learned how to operate a new platform to create forms that clearly display information where details regarding handbooks and forms that need to be signed, for example, are shared. Due to her success on the first wave of creating these forms she has been tasked with revamping existing forms to make them more professional, easier to manage throughout the academic year, and overall easier to find and distribute information to the parties who inquire



Initiatives: Results/Impact example

Depending on the day, usually at the dinner shift anywhere from 80-150 patrons are directly served. At the beginning of the month its usually closer to 80 and at the end its closer to 150. Hundreds of patrons are given hygiene bags however (which we also assemble) and many people take the bags of food we help assemble from outside if they are too late to eat inside. Streetlight will reach a larger audience now as well being that it will be in print this year.

there are around 70 students in the program and i have worked with almost all of them this past semester I have individually tutored around 5 students, many multiple times



Initiatives: Results/Impact example

I delivered 24 times this semester, serving an average of 12 participants per route. I did two different routes in Trenton, so the total number of individuals served is 24. I delivered one hot meal, one cold meal, and an additional restaurant meal on Fridays to the participants, or five meals per participant per week. This totals to 1,440 meals served. The Meals on Wheels team at TCNJ has delivered 65 times this semester, for a total of 780 participants and 1,800 meals served.



Activity



Take time to begin outlining or drafting your progress report

Great Story

- What was done? How much of it was done? How often? How many people did it reach?
- What is different because of it?
- What do you think the participants got out of it?
- What was meaningful, surprising, or unexpected about it?

Results

- How many people did you reach?
- What changed as a result (outcome)?
- What additional detail/data provides additional explanation?
- What, if anything, should be noted about these data (context)?



QUESTIONS? CONCERNS?



Example 1: Results/Impact

Performance Measure	# individuals served
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During Quarter 1, we conducted 10 workshops for economically disadvantaged individuals. We provided training on topics around financial literacy, including household budgets and investments. Each workshop had an average of 20 participants.



Example 2 - Results/Impact

Performance Measure

individuals served

During Quarter 1, a total of 225 individuals received financial literacy services.

- 200 unique individuals participated in all sessions of the financial literacy education workshop (2 sessions per workshop, 10 workshops total).
- 25 additional individuals participated in one or more financial literacy counseling session.



Example 1 - Results/Impact

More than 60 individuals came to the pantry this quarter. Our clients are trying different vegetables. Our clients are really enjoying our informative newsletter and figuring out how easy it is to make healthier dish when the dietitian gives a sample of the food that someone can make with the ingredients from the food pantry.



Example 2 - Results/Impact

67 individuals came to the pantry at least once this quarter. To improve the nutrition choices of these individuals, the pantry has incorporated healthier foods into meals. For example, baked apples used to be served with ice cream as a dessert but they are now served as a breakfast without ice cream.

67 clients received the pantry newsletter. Based on a client survey, 80% of clients indicated that they like the newsletter and 75% reported that the recipes in the newsletter made it easier for them to make healthy foods using the ingredients from the food pantry.



Example 1 - Great Story

Sally Doe has been exceptional in her time as a vocational counselor. She has also taken the initiative to create a “women in the Culinary Workplace” group for former Culinary Students. This safe space is an opportunity for our female graduates to share their experiences, positive and negative, and bring awareness to issues faced by women in the culinary field. Sally is an absolute joy to interact with and has already gained the respect of our current students!



Example 2 - Great Story

Sally Doe has been exceptional as a vocational counselor. She has developed a Google database to document students that receive financial literacy services and track their progress toward finding a job. Sally has enhanced the services we provide by disseminating job postings and announcements to our students. She has also taken the initiative to create a “Women in the Culinary Workplace” group for former Culinary Students. This group provides support to our female graduates to learn skills in overcoming job-related issues and to increase the likelihood that they will stay in their culinary jobs. Sally is an absolute joy to interact with and has already gained the respect of our current students!



Example 1 - Short term services provided

There was an outpouring of support for Yom Kippur.

Whole Foods also donated fresh vegetables and food to the pantry.



Example 2 - Short term services provided

Five local synagogues donated 80 pounds of food to the food pantry during Yom Kippur. Of note, this is the largest collective donation of food to the pantry in 2016.

Toward our goal of offering healthy foods to food pantry clients, Whole Foods donated 30 pounds of fresh vegetables, including peppers, cucumbers and tomatoes to the pantry.