The State's Role in Reviewing Data

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Goals

Discuss recent DCL's

Review the State's role in reviewing data.

Next steps and Resources

CSBG Dear Colleague 2020-14 Community-Level Transformation (Module 3) Guidance

Published: February 21, 2020

Audience: Community Services Block Grants (CSBG)
Category: Guidance, Policies, Procedures, Dear Colleague Notices

Dear Colleagues,

Introduction

This guidance provides the following:

1. Information about an additional Quality Assurance Year for Module 3;
2. Operational definition of Community-Level Transformations[1] in the Community Services Block Grant (CSBG); and
3. Phases of Community-Level Transformations and when to submit Module 3 of the CSBG Annual Report based these phases.

Additional Quality Assurance Year

Efforts to address community conditions that contribute to the cycle of poverty have been a key expectation for Community Action A
years starting with the original Economic Opportunity Act of 1964[2]. Beginning in 2012, as part of its development of a new comp
Performance Management Framework for CSBG, OCS began work to create new tools and methodologies for documenting the
community-level transformations.

Updated Community Level Work Definition

A **community-level transformation** is a project designed to create measurable community-wide improvement affecting one or more cause or condition of poverty within a defined geographic area.

The project has clearly defined and measurable goals and one or more strategic activities designed to achieve that goal.

The CSBG eligible entity must be an active participant with a clearly defined role that complements those of any other organizational partners with the necessary expertise and capacity to affect change in community conditions.

Phases of Community-Level Transformations
and
When to Submit

Formative Phase

Formal Planning Phase

Active Implementation Phase

Maturity Phase

Formative Phase

- Early stages of development
- May include more community needs assessment work
  - focus groups, consensus-building meetings, "brainstorming" work with multiple organizational stakeholders to
- Identify issues and discuss solution
- Early planning meetings
- Identify potential collaborative activities.

Formal Planning Phase

- The eligible entity is actively engaged (either in a leadership or clearly-identified supportive role) in a community-level planning effort in which there is

  - General agreement upon one or more causes or conditions of poverty in the community

  - A commitment by the eligible entity and any partners to identify and implement strategies to address the identified issues.

- Initial resources to support the planning effort have been identified and at minimum have committed necessary staff time for the planning and design of new community-level solutions.

Formal Planning Phase

- In this phase an eligible entity **may** develop a draft Module 3 submission and may consult with other community stakeholders, the state, and seek technical assistance in identifying potential community-level strategies and applicable performance measures.

- Mid-course adjustments or changes in performance management information may occur.

Active Implementation Phase

- The eligible entity and any organizational partners have launched necessary working groups,
- Developed a formal plan of action with an ultimate goal,
- Established shared metrics (indicators, measurements, and a shared approach to collecting and analyzing performance data).
- There is an initial commitment of resources, identification of organizational roles, and at least one agreed-upon strategy for accomplishing common goals.
- The eligible entity is an active participant and has a clear role in implementation efforts.

Maturity Phase

- A successfully implemented a community-level strategy,
    - The **initial or ultimate goal(s) has been accomplished** and the ongoing effort is focused on sustaining outcomes.

        *For example, an effort to address a shortage of affordable housing may have reached its initial goal(s) of creation of a specified number of affordable housing units or a job creation effort may have successfully created new employment opportunities.

Austin R. Young

Other Points: Final Submissions

- The eligible entity <u>should not submit</u> Module 3 <u>after what is deemed the final year of submission</u>,
  - but may document ongoing maintenance of effort in Module 2 or Module 4 if appropriate.
- If a community-level transformation was:
  - not able to accomplish its goals, or
  - is suspended or modified in a way that it is no longer addressing the originally-identified problem area (cause or condition of poverty),

  Document these efforts in a final submission

Let's talk!

You All Got an M3 Memo…

EMAIL FROM OCS:

- Review the DCL and the Checklist prior to submitting Community Level Transformations for the FY2019 CSBG Annual Report.

- Sent an Excel

- Two tabs

- Highlighted in blue anything to not resubmit
  - The submission was not identifiable as a community-level transformation
  - The *Community Initiative Status* Form noted that the either the "Initiative Ended Early", the "Initiative Ended As Planned", or the initiative is "Completed and Still Delivering Value"

- All other submissions that are not "accepted" need TTA prior to submitting for FY19 by reviewing the feedback, working with your agencies and reaching out to NASCSP for TTA

Please do not resubmit anything into OLDC at this time.

In the first tab, *Master List,* OCS identifies FY2018 submissions that should not be resubmitted in FY2019 for one of the following reasons:

State	Agency	Initiative Name	Submission Status FY2019
STATE	ABC CAP	County Career & Technical Education Project	
STATE	DEF CAP	Youth Initiative	Please do not resubmit for FY2019.
STATE	HIJ CAP	Com Level Program	For FY2018, this submission was incomplete. For FY2019, all submissions must be complete prior to resubmission.
STATE	KLM CAP	Com Level Project	
STATE	NOP CAP	Reading Project	For FY2018, this submission was incomplete. For FY2019, all submissions must be complete prior to resubmission.

Second Tab, M3 Review

| State	Agency	Initiative Name	CIS Question #	Errors/Warnining	Additional Comments
STATE	ABC CAP	County Career & Technical Education Project	Problem Identification	There is no data cited that helps identify a community level need.	No data included here. What is the scope of the problem? What is the baseline? There is no mention of the need for assistance with post secondary attendance.
STATE	DEF CAP	Com Level Program	Goal_Agenda	N/A is listed, however the section should be completed.	No narrative - no identified goals - while high school graduation rate is identified in #13, it is not mentioned here. There is nothing about post secondary attendance which is one of

What do you need from NASCSP?

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THE STATES ROLE IN REVIEWING DATA

The SmartForms aren't just for agencies…
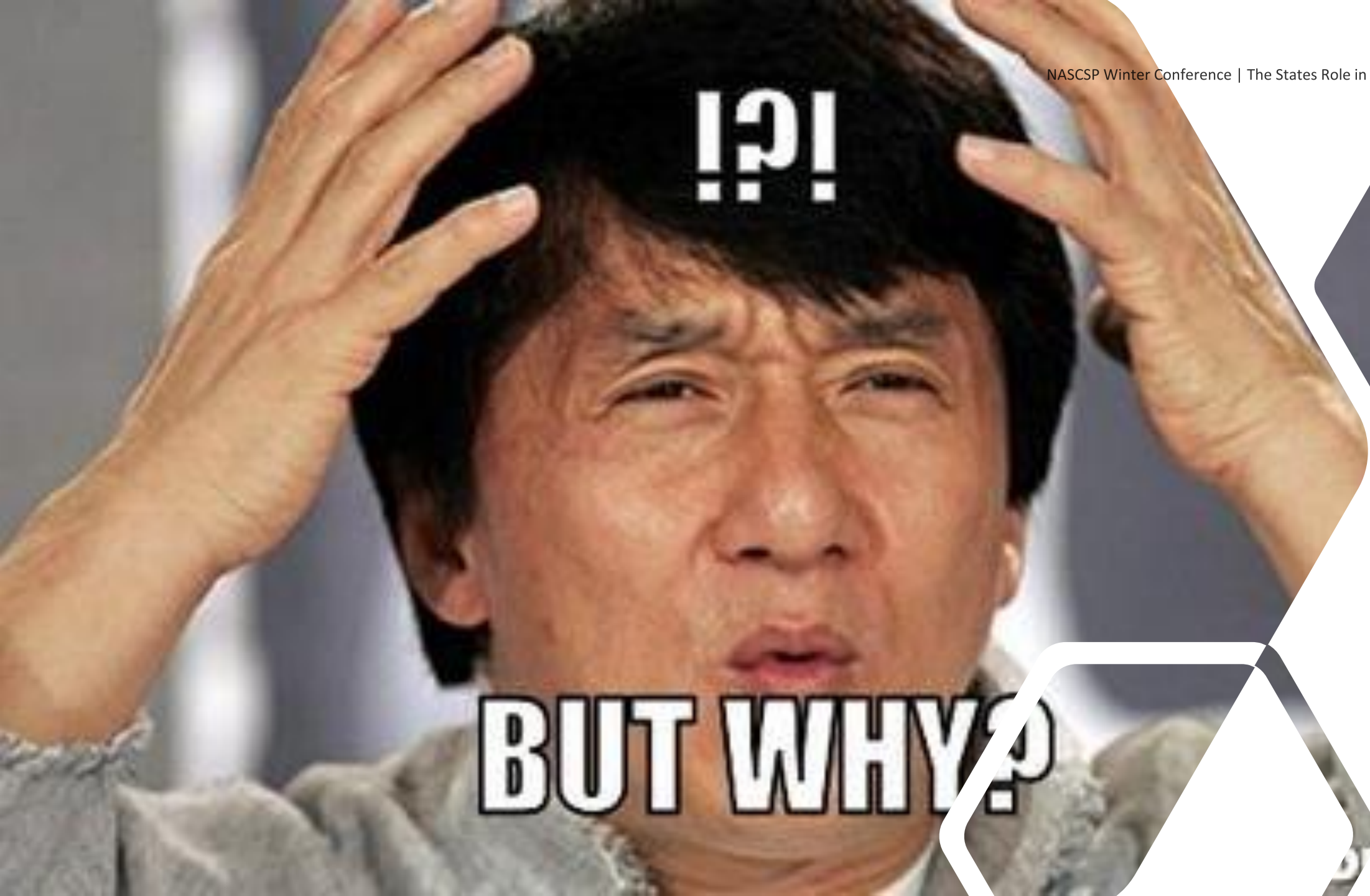
It's in the Act

Each State shall annually prepare and submit to the Secretary a report on the measured performance of the State and the eligible entities in the State.

Reviewing Module 3

What to look for in Module 3

- Is there enough information included to understand how the agency's work is changing the community?

- Is the form correctly filled out?

- Does the agency use data to identify the need and show a change?

- Remove anything that is marked as
  - Initiative Ended Early,
  - Initiative Ended as Planned,
  - Completed Still Delivering Value
  - UNLESS it is the final report for the work

MODULE 3: COMMUNITY INITIATIVE STATUS FORM REVIEW DOCUMENT

February 2020
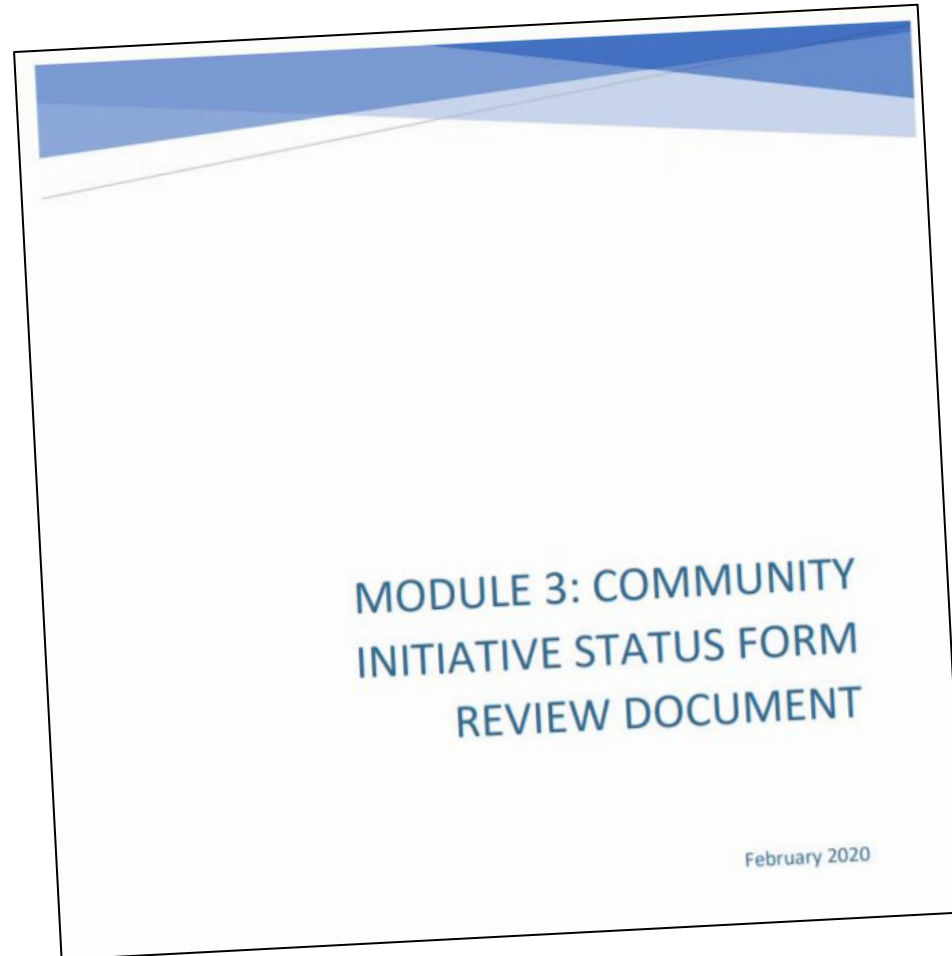
Community Initiative Status Form Checklist

	Use the dropdown menu to select the response where appropriate.	Questions to Consider During Review	Responses/inquiries
1. **Initiative Name**	Narrative	☐ The name is unique and concise.	
2. **Initiative Year**	1-7 years	☐ This a transformation that is in the *Active Implementation*[4] phase. ☐ Provide the number of years it has been operating since moving into the *Active Implementation* phase.	

3. **Problem Identification**
 	
 Responses here should address the definition of Community Level work:
 	
 ✓ The proposed transformation effort meets a clearly identified community level need supported by research and data.
	Narrative
	 (Provide a narrative on the scope of the problem)
		Check if this narrative:
		 ☐ Clearly articulates a community level need.
		 ☐ Includes supporting data.
		     o Are data sources cited?
		     o Is baseline data provided?
		     o Is data representative of the Identified Community (line 7)?
		 ☐ References the agency's community needs assessment (CNA).
		     o Does the information from the CNA clearly identify the need at the community level?
		 ☐ Does the narrative also specify what data supported the needs assessment finding?	

	Use the dropdown menu to select the response where appropriate.	Questions to Consider During Review	Responses/inquiries
4. Goal/Agenda Responses should address the second and third definitions of Community Level work: ✔ The transformation results in community change that is observable and measurable AND that change is a direct result of the identified transformation strategies. ✔ The transformation includes community strategies that engage external stakeholders? (e.g., customers, community partners or others in the community)	Narrative (Provide a narrative on the goal/agenda)	**Check if this narrative:** ☐ Clearly articulates an ultimate goal statement for this transformation. (i.e. - "The ultimate goal of this transformation is to ___.") ☐ Indicates whether there are interim goals. (i.e. – "During this fiscal year/next few years, the transformation will work to achieve ___.") o Are any interim goals reflected in the CNPIs reported (line 14)? ☐ Describes how the transformation addresses the problem (line 3) at the community level -- the community change will result. *(i.e. – if need was for more affordable housing in the community, goal is to increase number of affordable units vs. assisting more families in searching for housing.)* ☐ Describes the eligible entity's specific role within the larger transformation.	
5. Issue/CSBG Community Domains	Employment; Education and Cognitive Development; Income, Infrastructure, and Asset Building; Housing; Health and Social/Behavioral Development; or Civic Engagement and Community Involvement	☐ The domain(s) selected represent the identified need. o Should another or an additional domain have been selected? Note: more than one domain may be selected.	

	Use the dropdown menu to select the response where appropriate.	Questions to Consider During Review	Responses/inquiries

6. Ultimate Expected Outcome	Community Level National Performance Indicators (NPIs) (Reference the Community NPIs listed in Section B)	**Check if the CNPIs selected:**
		 ☐ Measures progress towards the goal(s) identified in line 4. If not:
		   o Are there additional indicators that could/should be selected?
		 ☐ Has reasonable targets been set considering the expected duration of the transformation (line 8) and other information.
		 ☐ Includes any rates of change indicators. If so:
		   o Does baseline data entered for each ROC indicator correlate to baseline data described in line 3?
		 ☐ Includes "other" indicators. If yes:
		   o Do any pre-defined CNPIs accurately reflect what the "other" indicator measures and could be used instead?	

7. Identified Community	Neighborhood, City, School District, County, Service Area, State, Region, or Other	☐ The identified community represents the information provided in line 3. ☐ If *Other* is selected, the description makes sense based on the narratives provided on lines 3 and 4.	
8. Expected Duration	Narrative (Provide the range in years, e.g. 1-3 years)	**Check if this narrative:** ☐ Reflects the timeframe (in years) needed to achieve the ultimate goal described on line 4. o Is the duration reasonable given the outcomes the transformation hopes to achieve?	

	Use the dropdown menu to select the response where appropriate.	Questions to Consider During Review	Responses/inquiries
9. Partnership Type	Independent CAA Initiative, CAA is the core organizer of multi-partner Initiative, or CAA is one of multiple active investors and partners	☐ Based on the information provided for the transformation, this is answered appropriately.	
10. Partners Responses should address the third definition of Community Level work: ✓ The transformation includes community strategies that engage external stakeholders?	Narrative (Provide a narrative on the key 1-3 partners)	**Check if this narrative:** ☐ Lists the key partners involved and their role as it relates involved in this transformation. o Are the partners representative of the work described on line 4? ☐ Specifically describes the role of the eligible entity, including any use of CSBG funds. *Note: If there are activities that are not permissible under CSBG, provide the funding source.*	

11. Strategy(ies)
 	
Responses should address the third definition of Community Level work:
 	
✓ The transformation includes community strategies that engage external stakeholders?
	Select from the Community Level Strategies listed in Section C	**Check if the strategies selected:**
		
		☐ Will help achieve the goals indicated in line 4/CNPIs selected on line 14.
		   o Are there additional strategies that could/should be selected?
		
		☐ Include any "other" strategies. If yes:
		   o Do any pre-defined strategies accurately reflect what the "other" captures and could be used instead?	

12. Progress on Outcomes/Indicators	No Outcomes to Report, Interim Outcomes, Final Outcomes	☐ If "no outcomes to report" was selected, the eligible entity should provide an explanation under line 13. *Note: If there are "no outcomes to report" for three or*	

	Use the dropdown menu to select the response where appropriate.	Questions to Consider During Review	Respo

13. Impact of Outcomes	Narrative (Provide additional information on the scope of the impact of these outcomes. e.g. If an initiative created a health clinic, please describe how many individuals and families are expected to be impacted.)	☐ Did the eligible entity report that there are "interim outcomes" or "final outcomes" on line 12?
		     o If yes, a response is required.
		     o If no, no response should be entered.
		
		 ☐ The information provided corresponds to the information provided in line 4 which references the goal of the transformation.
		
		 ☐ If individuals or families are discussed, the references are appropriate to the transformation and provide context to the community transformation.	

14. Outcomes/Indicators to Report	Community Level National Performance Indicators (NPIs) (Reference the Community NPIs listed in Section B)	☐ The actual outcomes reasonably compare to the target set by the eligible entity.	
15. Final Status	Initiative Active, Initiative Ended Early, Initiative Ended as Planned, Completed Still Delivering Value	☐ This is correctly completed. *(i.e. if the eligible entity selected "final outcomes" under line 12, the response here should be reflective – "initiative ended early, initiative ended as planned, or "completed still delivering value" and vice versa)* o This should be updated on an annual basis, as needed.	

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	Use the dropdown menu to select the response where appropriate.	Questions to Consider During Review	Responses/inquiries
16. Lessons Learned	Narrative	☐ Information included about whether the transformation was successful, or that there were barriers to success, and/or any challenges encountered during the reporting period. *Note: While a response is only required once the transformation has reached the Maturity Phase[5], we encourage eligible entities to provide an annual update of lessons learned that year.*	

Module 2 and 4

CSBG Dear Colleague 2020-12 FY 2018 Annual Report Modules 2 - 4 Review Status

Published: February 10, 2020

Audience: Community Services Block Grants (CSBG)
Category: Guidance, Policies, Procedures, Dear Colleague Notices

Dear Colleagues,

The purpose of this message is to provide an update on the status of the review for the Fiscal Year (FY) 2018 Community Services Block Grant (CSBG) Annual Report, Modules 2 – 4. As previously stated, OCS' goal was to send initial feedback for Modules 2 – 4 by December 31, 2019. Though we did not meet that goal, we are working to have all feedback to states as soon as possible.

Modules 2 and 4

OCS will send feedback for Modules 2 and 4 no later than February 14. The feedback email will come from **CSBGStates@acf.hhs.gov**, and will include:

- FY 2018 SmartForms for each eligible entity with outstanding warnings and errors;
- Feedback form for Module 2; and
- Feedback form for Module 4.

Additional information and instructions will be included in the feedback email.

CSBG Dear Colleague 2020-13 FY 2019 Annual Report - Due Date Extended

Published: February 19, 2020

Audience: Community Services Block Grants (CSBG)
Category: Guidance, Policies, Procedures, Dear Colleague Notices

Timeline:

The following timeline is rigid. We understand that the CSBG Network is very busy and appreciate your assistance with meeting these deadlines.

- **Finalize FY2018 CSBG Annual Reports:** Complete by April 20, 2020
- **Release of FY2019 SmartForms:** Complete by April 27, 2020 *(we delayed in order to include FY2018 data)*
- **Submit FY2019 CSBG Annual Reports:** Complete by June 26, 2020 *(OLDC will open no later than April 27, 2020)*
- **Finalize FY2019 CSBG Annual Reports:** October 9, 2020 *(this includes the federal review period)*

State's Responsibility in M2 and M4 Review

What do I review?

- Follow the Excel comments that OCS sent
  - Review errors and warnings, if noted
  - Reach out to agencies when needed

How do I respond?

- If the data is correct, state: "the state has reviewed the data and it is correct and accurate"

- If the data is not correct, respond in the Excel to you Program Specialist and wait for their direction. **DO NOT resubmit to OLDC.**
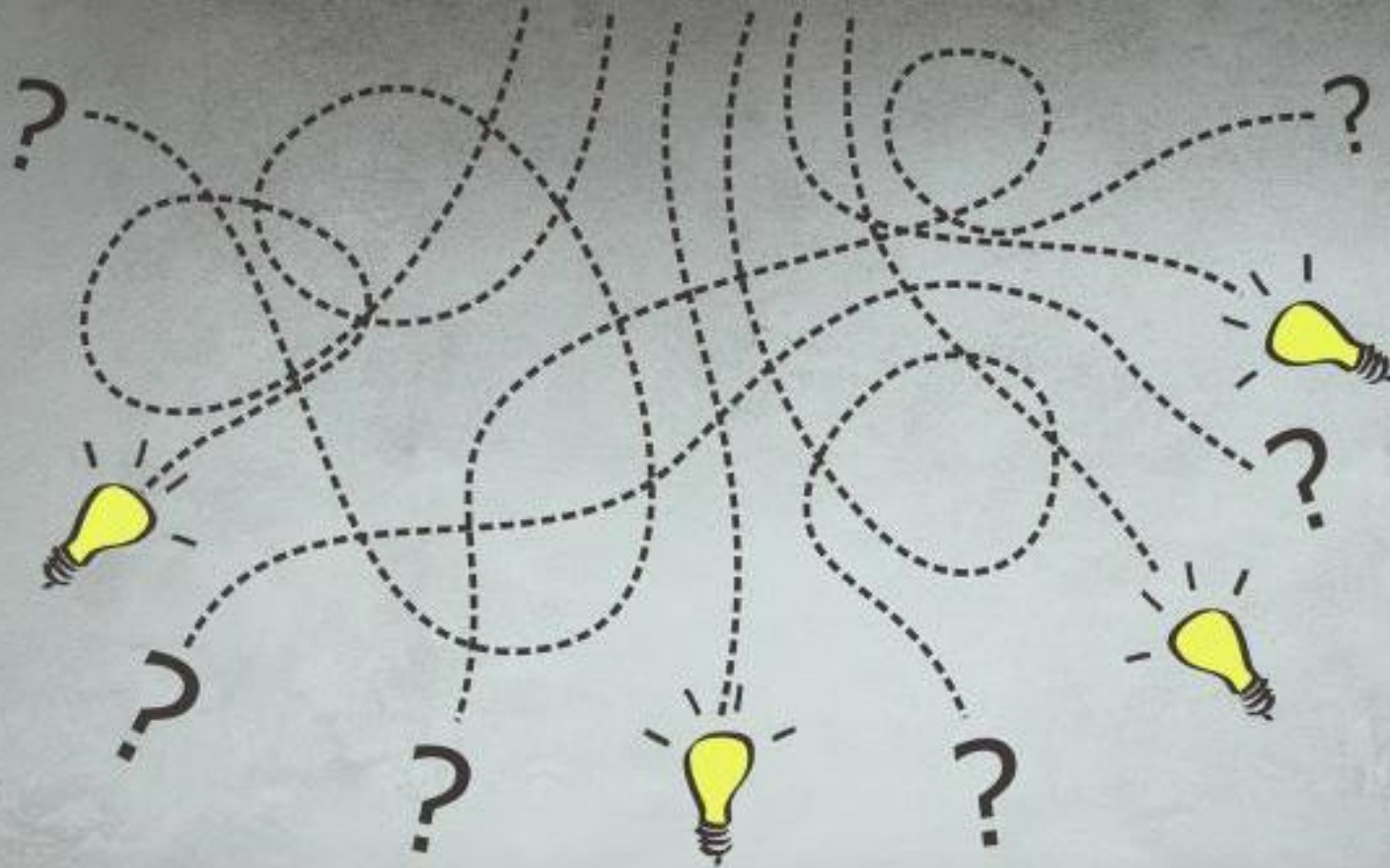
Module 2 Considerations

A.2 CSBG Expenditures:

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

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

*for more information on what qualifies as Administration, refer to IM37

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

A.4.1. **Please identify which activities were funded by CSBG under Agency Capacity Section B. Please check all that apply.**

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

☐ Community Needs Assessment ☐ Data Management ☐ Other

☐ Strategic Planning ☐ Training and Technical Assistance

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

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

Module 2 Considerations

B.2 Hours of Agency Capacity Building (e.g. training, planning, assessment):	Hours
B.2a. Hours of Board Members in capacity building activities	100.00
B.2b. Hours of Agency Staff in capacity building activities	1,942.00

B.3. Volunteer Hours of Agency Capacity Building (e.g. program support, service delivery, fundraising):	Hours
B.3a. Total number of volunteer hours donated to the agency	319.00
B.3a.1. Of the above, the total number of volunteer hours donated by individuals with low-incomes	319.00

B.2 Hours of Agency Capacity Building (e.g. training, planning, assessment):	Hours
a. Hours of Board Members in Trainings	26.00
b. Hours of Agency Staff in Trainings	1,230.00

B.3. Volunteer Hours of Agency Capacity Building (e.g. program support, service delivery, fundraising):	Hours
B.3a. Number of Volunteer hours donated to the agency	1,690.00
B.3a.1. Total number of volunteer hours donated by low-income individuals to community action	1,044.00

Note: previous year's flag, the two volunteer hour data points are exactly the same, would also want to check for missing data.

Module 2 Considerations

B.5. Number of organizations, both public and private, that the CSBG Eligible Entity actively works with to expand resources and opportunities in order to achieve family and community outcomes:	Unduplicated Number of Organizations
B.5a. Non-Profit	13
B.5b. Faith Based	6
B.5c. Local Government	4
B.5d. State Government	0
B.5e. Federal Government	0
B.5f. For-Profit Business or Corporation	4
B.5g. Consortiums/Collaborations	0
B.5h. School Districts	1
B.5i. Institutions of Post-Secondary Education/Training	2
B.5j. Financial/Banking Institutions	0
B.5k. Health Service Organizations	2
B.5l. Statewide Associations or Collaborations	0

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

Note: previous year's flags, the state office and state association should at least be "one".

Individual and Family Level (M4) Considerations

Module 4 Considerations

Note:

- Check all Errors and Warnings

- Use this Errors and Warnings tab

Note: The list of errors and warnings will refresh every time the user saves the SmartForm

	Module 4 Errors and Warnings	
Tab	**Data Field**	**Error/Warning Message Description**
Employment NPIs	FNPI 1b The number of unemployed adults who obtained employment (up to a living wage).	ERROR: FNPI 1b is incomplete. You must fill in Column I, II, or III. WARNING: Values entered in columns II and III exceed the benchmarks of 80-120% performance target accuracy.
Employment NPIs	FNPI 1e The number of unemployed adults who obtained employment (with a living wage or higher).	WARNING: Please verify that all the participants served achieved the outcome.
Employment NPIs	FNPI 1h The number of employed participants in a career-advancement related program who entered or transitioned into a position that provided increased income and/or benefits.	WARNING: Please verify that all the participants served achieved the outcome.
Employment NPIs	FNPI 1h.3 The number of employed participants in a career advancement related program who increased benefits related to employment.	WARNING: Please verify that all the participants served achieved the outcome.
Employent NPIs	General Comments Section	ERROR: You reported participants served in programs under at least one FNPI based on a living wage definition (FNPI 1b, FNPI 1c, FNPI 1d, FNPI 1e, FNPI 1f, or FNPI 1g). You must provide the definition of 'living wage' you used in the General Comments section.
Education NPIs	FNPI 2b The number of children (0 to 5) who demonstrated skills for school readiness.	WARNING: Please verify that all the participants served achieved the outcome.
	FNPI 2c.1 Early Childhood Education (ages 0-5): The	

XML Export

Return to previous tab

Module4Instructions | **Outstanding Errors and Warnings** | Employment_NPIs | Ed_NPIs | Income_NPIs | Housing_NPIs | Health_NPIs | CivicEng&Comm_NPIs | Outc … ⊕

Module 4 Considerations

Note: in addition to errors and warnings, double check the 100%'s, notice the missing targets and missing outcomes.

Employment (FNPI 1)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V] (% auto calculated)	NPI Entry Status
FNPI 1a The number of unemployed **youth** who obtained employment to gain skills or income.	9	15	9	100%	60%	
FNPI 1b The number of unemployed **adults** who obtained employment **(up to a living wage)**.	118	60	66	56%	110%	**Define living wage in the General Comments**
FNPI 1c The number of unemployed **adults** who obtained and maintained employment for at least 90 days **(up to a living wage)**.	103		26	25%	#DIV/0!	**Row Incomplete**
FNPI 1d The number of unemployed **adults** who obtained and maintained employment for at least 180 days	48		21	44%	#DIV/0!	**Row Incomplete**
FNPI 1e The number of unemployed **adults** who obtained employment **(with a living wage or higher)**.	86		40	47%	#DIV/0!	**Row Incomplete**
FNPI 1f The number of unemployed **adults** who obtained and maintained employment for at least 90 days **(with a living wage or higher)**.	97	10		0%	0%	**Row Incomplete**
FNPI 1g The number of unemployed **adults** who obtained and maintained employment for at least 180 days **(with a living wage or higher)**.	98	10		0%	0%	**Row Incomplete**

Module 4 Considerations

Note: what is the relationship between participants served and services?

Employment (FNPI 1)	I.) Number of Participants Served in program(s) (#)
FNPI 1a The number of unemployed **youth** who obtained employment to gain skills or income.	9
FNPI 1b The number of unemployed **adults** who obtained employment **(up to a living wage)**.	118
FNPI 1c The number of unemployed **adults** who obtained and maintained employment for at least 90 days **(up to a living wage)**.	103
FNPI 1d The number of unemployed **adults** who obtained and maintained employment for at least 180 days	48
FNPI 1e The number of unemployed **adults** who obtained employment **(with a living wage or higher)**.	86
FNPI 1f The number of unemployed **adults** who obtained and maintained employment for at least 90 days **(with a living wage or higher)**.	97
FNPI 1g The number of unemployed **adults** who obtained and maintained employment for at least 180 days **(with a living wage or higher)**.	98

Employment Services (SRV 1)	Unduplicated Number of Individuals Served
Skills Training and Opportunities for Experience (SRV 1a-f)	
SRV 1a Vocational Training	0
SRV 1b On-the-Job and other Work Experience	0
SRV 1c Youth Summer Work Placements	0
SRV 1d Apprenticeship/Internship	2
SRV 1e Self-Employment Skills Training	1
SRV 1f Job Readiness Training	0
Career Counseling (SRV 1g-h)	
SRV 1g Workshops	0
SRV 1h Coaching	0
Job Search (SRV 1i-n)	
SRV 1i Coaching	0
SRV 1j Resume Development	0
SRV 1k Interview Skills Training	0
SRV 1l Job Referrals	0
SRV 1m Job Placements	0
SRV 1n Pre-employment physicals, background checks, etc.	3
Post Employment Supports (SRV 1o-p)	
SRV 1o Coaching	0
SRV 1p Interactions with employers	0
Employment Supplies (SRV 1q)	
SRV 1q Employment Supplies	10

Module 4 Considerations

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

Education and Cognitive Development (FNPI 2)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V] (% auto calculated)	NPI Entry Status
FNPI 2a The number of **children** (0 to 5) who demonstrated improved emergent literacy skills.	0	50	5000	#DIV/0!	10000%	**Row Incomplete**
FNPI 2b The number of **children** (0 to 5) who demonstrated skills for school readiness.	0	50	4783	#DIV/0!	9566%	**Row Incomplete**
FNPI 2c The number of **children** and **youth** who demonstrated improved positive approaches toward learning, including improved attention skills. (auto total).	0	50	4394	#DIV/0!	8788%	
FNPI 2c.1 Early Childhood Education (ages 0-5)	0	50	4394	#DIV/0!	8788%	**Row Incomplete**
FNPI 2c.2 1st grade-8th grade	0	0	0	#DIV/0!	#DIV/0!	
FNPI 2c.3 9th grade-12th grade	0	0	0	#DIV/0!	#DIV/0!	

Module 4 Considerations

Education and Cognitive Development Services (SRV 2)	Unduplicated Number of Individuals Served
Child/Young Adult Education Programs (SRV 2a-j)	
SRV 2a Early Head Start	0
SRV 2b Head Start	0
SRV 2c Other Early-Childhood (0-5 yr. old) Education	0
SRV 2d K-12 Education	0
SRV 2e K-12 Support Services	0
SRV 2f Financial Literacy Education	0
SRV 2g Literacy/English Language Education	0
SRV 2h College-Readiness Preparation/Support	0
SRV 2i Other Post Secondary Preparation	0
SRV 2j Other Post Secondary Support	0

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

Note: the FNPIs showed 5,000 children 0-5 in Head Start indicators, but we aren't seeing Head Start services and very few children 0-5 in the demographics.

Note: FNPI 5b "improved physical health and well being" matches the number of food boxes in SRV 5jj and the seniors in FNPI 5f exceed those over 65 in the demographics.

Health and Social/Behavioral Development (FNPI 5)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V) (% auto calculated)
FNPI 5a The number of individuals who demonstrated **increased nutrition skills** (e.g. cooking, shopping, and growing food).	60	10	60	100%	600%
FNPI 5b The number of individuals who demonstrated **improved physical health** and well-being.	469	469	469	100%	100%
FNPI 5c The number of individuals who demonstrated **improved mental and behavioral health and well-being.**	1	0	1	100%	#DIV/0!
FNPI 5d The number of individuals who **improved skills** related to the adult role of parents/ caregivers.	0	0	0	#DIV/0!	#DIV/0!
FNPI 5e The number of parents/caregivers who **demonstrated increased sensitivity and responsiveness** in their interactions with their children.	4	2	4	100%	200%
FNPI 5f The number of **seniors (65+)** who maintained an independent living situation.	605	500	450	74%	
FNPI 5g The number of **individuals with disabilities** who maintained an independent living situation.	0	0	0	#DIV/0!	
FNPI 5h The number of **individuals with chronic illness** who maintained an independent living situation.	0	0	0	#DIV/0!	
FNPI 5i The number of individuals with **no recidivating event** for six months.	0	0	0	#DIV/0!	
FNPI 5i.1 Youth (ages 14-17)	0	0	0	#DIV/0!	
FNPI 5i.2 Adults (ages 18+)	0	0	0	#DIV/0!	#DIV/0!

2. Age	Number of Individuals
a. 0-5	503
b. 6-13	765
c. 14-17	287
d. 18-24	217
e. 25-44	749
f. 45-54	360
g. 55-59	239
h. 60-64	201
i. 65-74	225
j. 75+	201
k. Unknown/not reported	0
l. TOTAL (auto calculated)	3747

Nutrition and Food/Meals (SRV 5ff-jj)	
SRV 5ff Skills Classes (Gardening, Cooking, Nutrition)	81
SRV 5gg Community Gardening Activities	0
SRV 5hh Incentives (e.g. gift card for food preparation, rewards for participation, etc.)	0
SRV 5ii Prepared Meals	0
SRV 5jj Food Distribution (Food Bags/Boxes, Food Share Program, Bags of Groceries)	469

Module 4 Considerations

Note:

- All subtotals should add up to the totals in Item A or Item B.

- Military Status and Work Status should only add up to individuals age 18+

A. Total unduplicated number of all INDIVIDUALS about whom one or more characteristics were obtained: **11,195**

B. Total unduplicated number of all HOUSEHOLDS about whom one or more characteristics were obtained: **5164**

C. INDIVIDUAL LEVEL CHARACTERISTICS

1. Gender — Number of Individuals
	Number of Individuals
a. Male	4258
b. Female	6113
c. Other	822
d. Unknown/not reported	0
e. TOTAL (auto calculated)	11193

Section C.1 Status

ERROR: TOTAL COUNT SHOULD NOT BE LESS THAN THE TOTAL UNDUPLICATED NUMBER OF ALL INDIVIDUALS (ITEM A)

2. Age — Number of Individuals
	Number of Individuals
a. 0-5	3496
b. 6-13	1783
c. 14-17	734
d. 18-24	666
e. 25-44	2105
f. 45-54	381
g. 55-59	185
h. 60-64	148
i. 65-74	284
j. 75+	168
k. Unknown/not reported	1245
l. TOTAL (auto calculated)	11195

Section C.2 Status

3. Education Levels — Number of Individuals
	[ages 14-24]	[ages 25+]
a. Grades 0-8	4208	1071

6. Ethnicity/Race — Number of Individuals

a. Ethnicity
	Number of Individuals
a.1. Hispanic, Latino or Spanish Origins	3930
a.2. Not Hispanic, Latino or Spanish Origins	4147
a.3. Unknown/not reported	3118
a.4. TOTAL (auto calculated)	11195

Section C.6a Status

b. Race
	Number of Individuals
b.1. American Indian or Alaska Native	5
b.2. Asian	14
b.3. Black or African American	3198
b.4. Native Hawaiian and Other Pacific Islander	5
b.5. White	6122
b.6. Other	643
b.7. Multi-race (two or more of the above)	191
b.8. Unknown/not reported	1017
b.9. TOTAL (auto calculated)	11195

Section C.6b Status

7. Military Status — Number of Individuals
	Number of Individuals
a. Veteran	26
b. Active Military	1
c. Unknown/not reported	11168
d. TOTAL (auto calculated)	11195

Module 4 Considerations

Note:

- Health sources should add up to C5.b "Yes," not the total count of individuals listed in Item A.

A. Total unduplicated number of all INDIVIDUALS about whom one or more characteristics were obtained: 11,195

B. Total unduplicated number of all HOUSEHOLDS about whom one or more characteristics were obtained: 5164

5. Health	Number of Individuals		
	Yes	No	Unknown
a. Disabling Condition	914	0	6093
	Yes	No	Unknown
b. Health Insurance*	128	0	6879

*If an individual reported that they had Health Insurance please identify the source of health insurance below.

Health Insurance Sources

c.1. Medicaid	0
c.2. Medicare	0
c.3. State Children's Health Insurance Program	0
c.4. State Health Insurance for Adults	0
c.5. Military Health Care	0
c.6. Direct-Purchase	0
c.7. Employment Based	0
c.8. Unknown/not reported	7007
c.9. TOTAL (auto calculated)	7007

Unduplicated Count

Unduplicated Count

An actual count of individuals, families, households, or otherwise identified units whereby each individual, family, household or other unit is only counted one time. For example, if a person enters an agency and receives seven different services, an unduplicated count would record one person, not seven services. In order to obtain unduplicated counts of individuals, an agency will need to have a system to distinguish each individual.

Related Modules: Module 3, Module 4
Also See: Outcomes Across Multiple Domains

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Unduplicated Counts

Check to ensure each FNPI, SRV, and the All Characteristics is an unduplicated count.

The totals in the All Characteristics should be compared to the agency's population and the population of who is in poverty in that community.

The number is likely duplicated if the total served in the All Characteristics exceeds the total population in poverty or the total population.

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

Name of CSBG Eligible Entity Reporting: _____

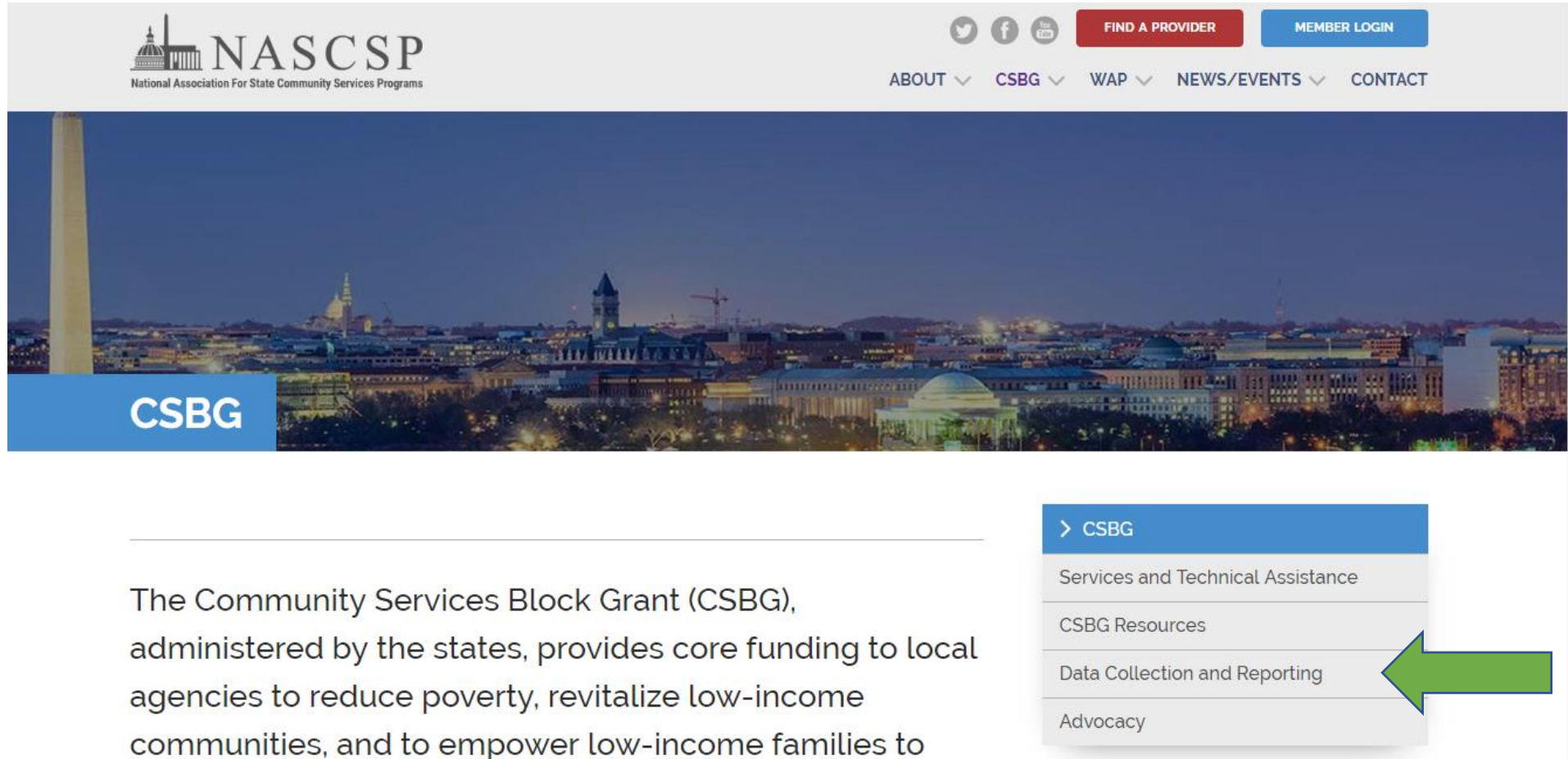| Outcomes Across Multiple Domains (FNPI 7)	I.) Number of Participants Served in program(s) (#)	II.) Target (#)	III.) Actual Results (#)	IV.) Percentage Achieving Outcome [III/ I = IV] (% auto calculated)	V.) Performance Target Accuracy (III/II = V] (% auto calculated)
FNPI 7a The number of individuals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

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

FNPI 7a: How to Report

The customer….

FNPI 1b: Got a job!

FNPI 4b: Maintained safe and affordable housing!

FNPI 7a

FNPI 2h: Obtained a degree or certificate!
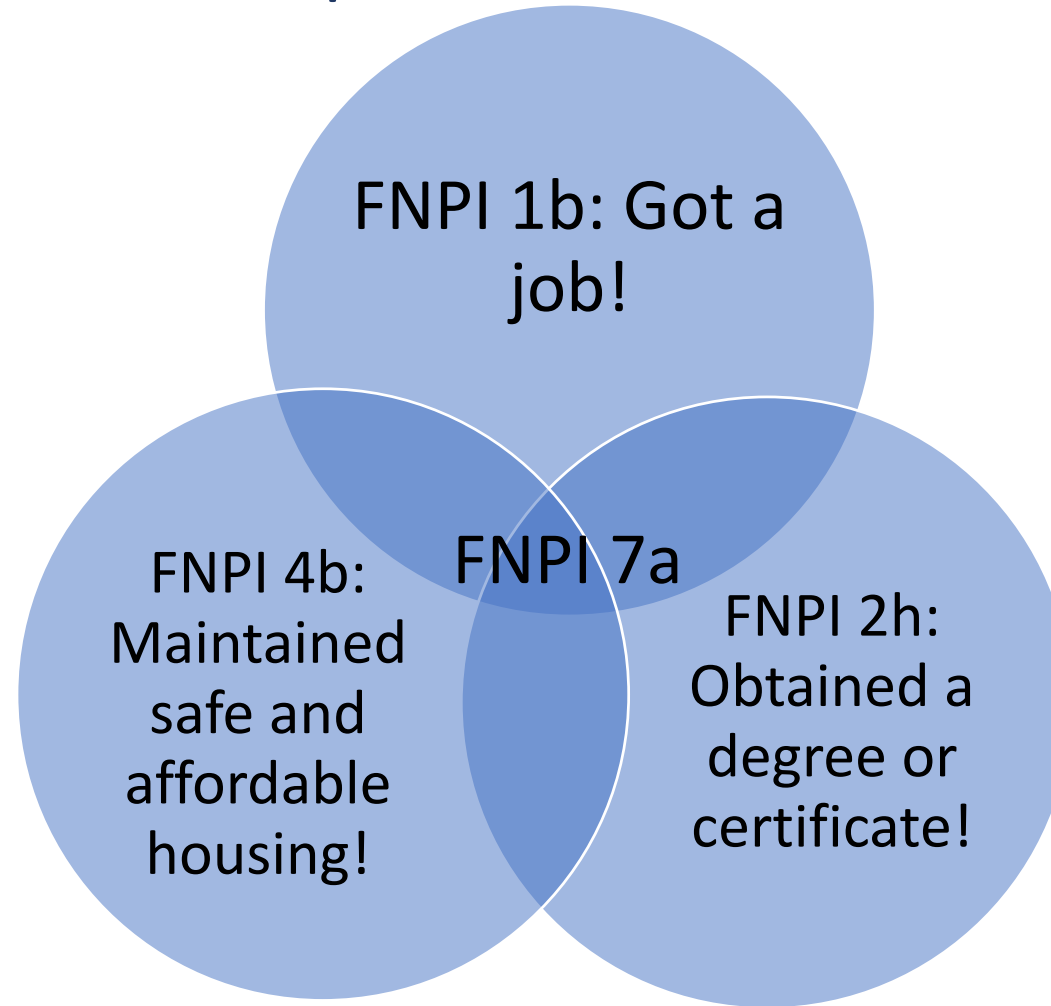
The customer is reported in each FNPI **AND** reported once in FNPI 7a.

FNPI 7a: How to Report

The customer is also reported in FNPI 7a if they only obtained one of any of these indicators:

FNPI 4b: Maintained safe and affordable housing!

OR

FNPI 2h: Obtained a degree or certificate!

OR

FNPI 1b: Got a job!

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

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

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

Tools and Resources

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CSBG Annual Report Lexicon

CSBG ANNUAL REPORT LEXICON

NASCSP

Version I
Release Date: 01/10/19

Financial Well-Being

A state of being wherein you: have control over day-to-day and month-to-month finances; have the capacity to absorb a financial shock; are on track to meet your financial goals; and have the financial freedom to make the choices that allow you to enjoy life[20] (*Source: Consumer Financial Protection Bureau*).

Related Modules: Module 4
Also See: Income and Asset Building Services (SRV 3)

Head Start

Head Start promotes school readiness of children under 5 from low-income families through education, health, social and other services[21] (*Source: Office of Head Start*). Head Start is funded by the U.S. HHS.

Related Modules: Module 2, Module 3, Module 4
Also See: Early Head Start

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[19] https://www.senate.gov/reference/glossary_term/fiscal_year.htm
[20] https://files.consumerfinance.gov/f/201501_cfpb_report_financial-well-being.pdf
[21] https://www.acf.hhs.gov/ohs

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Annual Report

The Office of Community Services (OCS) received OMB approval for a new CSBG Annual Report on January 12, 2017. The new CSBG Annual Report is being implemented through a phased-in approach over two years, with the first full reporting of the Annual Report due **April 30, 2019** *(See Dear Colleague Letter)*. Please consult this list of **Frequently Asked Questions (FAQs)** about the CSBG Annual Report. You can submit general feedback about the report to NASCSP **here**.

(NEW) OMB Clearance of the CSBG Annual Report

- **Brief: OMB Clearance of the CSBG Annual Report**
    - **OMB Clearance FAQ**

(NEW) Module 2-4 Review Checklist: State Offices should assess the completeness and reasonableness of the data to ensure accuracy. This is a **checklist** of thing to consider while reviewing the data.

Navigation menu

- CSBG
- Services and Technical Assistance
- CSBG Resources
- > Data Collection and Reporting
    - > Annual Report
        - Module 1
        - Module 2
        - Module 3
        - Module 4
        - Instruction Manuals
        - Submit CSBG Annual Report Feedback

Modules 2 & 4 Review Checklist

For the new CSBG Annual Report this **is a baseline year**, however, it is our responsibility to ensure what we are reporting is **correct and accurate**. State Offices should assess the **completeness** and **reasonableness** of the data to ensure accuracy. This is a checklist of thing to consider while reviewing the data. We understand that this may not be exhaustive, but it is a place to start. We also understand that we are working on an accelerated timeline for reporting where not all these questions may be able to be answered, as such we've organized this document for two phases of review: *basic* and *more in depth*.

Completeness of data:

☐ Did the agency complete the forms (Module 2 & Module 4)?
☐ Are local CSBG expenditures reported (Module 2, Section A)?
☐ Is the local agency capacity form completed (Module 2, Section B)?
☐ Are the local CSBG resources reported (Module 2, Section C)?
☐ Are any FNPIs reported (Module 4, Section A)?
☐ Are any services reported (Module 4, Section B)?
☐ Is the demographics form completed (Module 4, Section C)?

Reasonableness of the data:

Module 2:

Section A (Local CSBG Expenditures):

☐ Has a reporting period been selected in A.1?
☐ Any significant changes from the previous year?
☐ Are all expenditures reported in Section A only in one domain?
☐ Is there a significant increase or decrease in previous year total (A.2k.)?
☐ Does A.3 (administration) exceed 20% of total?
☐ If there is an amount in A.2i (agency capacity building) is A.4 completed?
☐ In A.4, if other is selected, is A.4.1.oth completed?
☐ Any outstanding Error and Warning messages that need follow-up with the state?

Section B (Local Agency Capacity):

☐ Any significant changes from the previous year?
☐ If there is data in B.4g (Home Energy Professionals), is outcome data reported in FNPI 4g.1-4. or 4h (weatherization outcome indicators)?
☐ Any outstanding Error and Warning messages that need follow-up with the state?

Section C (Local CSBG Resources):

☐ Has C.2 (CSBG allocation), significantly increased or decreased from the previous year?
☐ Are there significant changes in any one funding source?
☐ If funds were entered for the "Other" (C.3b.12., C.3l., C.4n.) were proper names provided and where CFDA #'s (for C.3b.12 and C.3l.) included?
☐ Any outstanding Error and Warning messages that need follow-up with the state?

Module 4:

Section A (FNPIs):

☐ Do the indicators have targets?
☐ Are column IV or V percentages within 80%-120%?
☐ Are more people reported to have obtained any specific outcome in the FNPIs than total people served in the demographics?
☐ If the indicators that are specific to seniors have data, are seniors reported in the Demographics? What about for youth reported in youth indicators?
☐ How are the services numbers related to the indicators?
    ☐ Are the numbers reported in services somewhat similar to what might be showing in # served in the Employment NPIs?
        • If they are way off, it could warrant a question to the agency.

☐ If data is in an "Other" Indicator, is an indicator listed?
☐ Is Column III larger than Column I for a given row?

Employment:
☐ Are FNPI 1h.1 – 1h.3 subsets of FNPI 1h?
☐ Is there a definition of living wage?

Income:
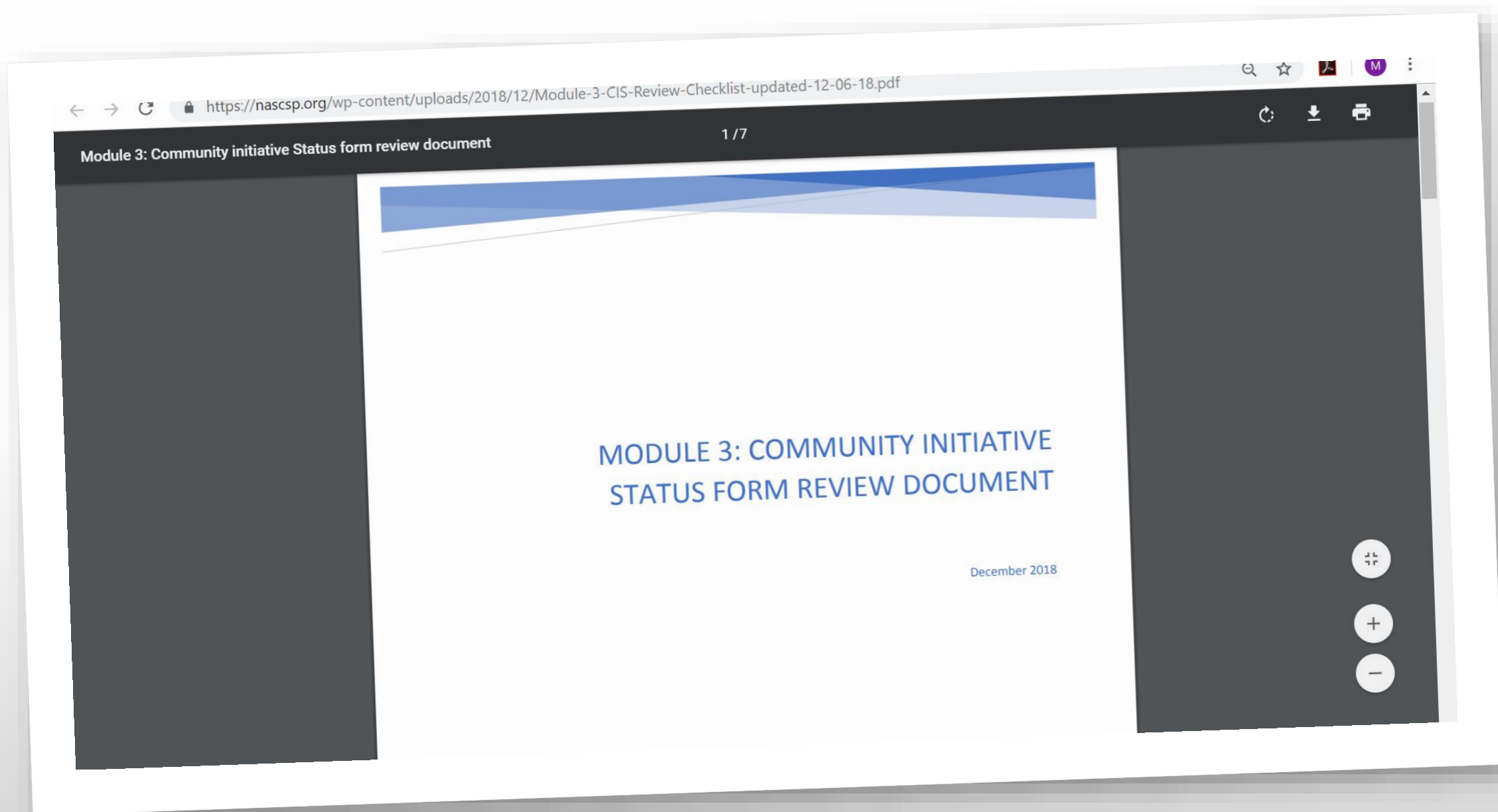
Education and Cognitive Development Indicator Instructions *(Counts of Change)*
Examples, Definitions, and Notes

CNPI 2a: Number of accessible and affordable early childhood or pre-school education assets or resources added to the identified community.	I.) Identified Community (auto-populated)	II.) Target (#)	III.) Actual Results (#)	IV.) Performance target accuracy (% auto calculated)
	This field will be auto-populated with information from Section I.	Enter the number of accessible and affordable early childhood or preschool education assets/ resources that the initiative **targeted for addition** in the identified community for the reporting period.	Enter the number of accessible and affordable early childhood or preschool education assets/ resources that the initiative **actually added** in the identified community during the reporting period.	This field will be auto-calculated.
Example	A CAA implemented a community-wide initiative to increase the number of early childhood centers that offer educational activities (via approved programs or curricula). • The **target** was to add 30 new educational programs at child care centers across their identified community (Column II). • The **actual** number of new educational programs adopted by child care centers in the identified community was 20 (Column III).			
Definition, Notes	• An **accessible and affordable early childhood or preschool education asset or resource** is the creation of a new location for preschool education or the addition of educational activities to an already existing child care center that did not offer educational activities. • Report only resources or assets that were added to the community as a direct result of the initiative. • Do not report participation in early childhood or preschool education among program participants *(these will be reported in Module 4).*			

A Reminder on Completing Module 3

Agencies should only complete Module 3 if they are doing community level work.

See [OCS's Dear Colleague Letter](#) and the [Instruction Manual](#) for more information.

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Collecting, Storing, Analyzing, and Using Data FAQ's

Key Points-
- 🔧 Elements of necessary data collection are found **throughout the ROMA cycle.**
- 🔧 Data and information can be translated into knowledge to **increase capacity** and improve **an agency's success** at reaching its intended results.
- 🔧 Data analysis can be both proactive and retroactive. It is used in predicting future trends and explaining past trends.

What is "data"?
→ Data is facts that are observed, measured, collected, and aggregated.

How can data be used?
→ Data can be examined to become underlined information. This helps inform decision making in any sector of work. For instance, it is important to identify the population we serve, study trends, find patterns, predict future trends, and understand underlying factors of causal relationships.
→ Analyzing data helps us go beyond just what is obvious, to fully understand what is not necessarily noticed right away.

What does it mean to have quality data collection?
→ It is complete. There is no information missing from the data.
→ It is accurate. There are no typos in the reporting of the data and all of the information is correct.
→ It is timely. The data was collected on time, on a regular basis, and/or is recent enough to be pertinent.
→ It is reliable. The data collected is meaningful to the topic, it is collected in the same way every time, and the people involved in collecting data understand what they are responsible for collecting.

Where should I store my data?
→ Data needs to be stored in a safe and accessible environment. It should be backed up regularly and have adequate security measures in place to protect the information.
→ People need to be trained on accessing the data and internal policies should govern storage procedures.

What do I do before I analyze my data?
→ Before analyzing data, it needs to be organized.
→ Identify what it is you are looking for. Having a goal in mind before analyzing data will help the process of finding the information that is useful in your decision making. Goal setting narrows down where to look to find the data.
→ Organize the data to depict relationships among different components or show pathways of information, materials, money, personnel, etc.
- They may include geographical representations or other kinds of graphing or using tools such as maps to help visualize relationships between data points.

Questions?

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