

# Using nFORM 2.0 data to inform your QPR/PPR progress narratives (Part 2)

April 8, 2025  
nFORM 2.0 Team  
Mathematica

**OFFICE OF FAMILY ASSISTANCE**

An Office of the Administration for Children & Families

**OPRE**

**nFORM 2.0**  
Information, Family Outcomes, Reporting,  
and Management

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HEALTHY MARRIAGE & RESPONSIBLE FATHERHOOD

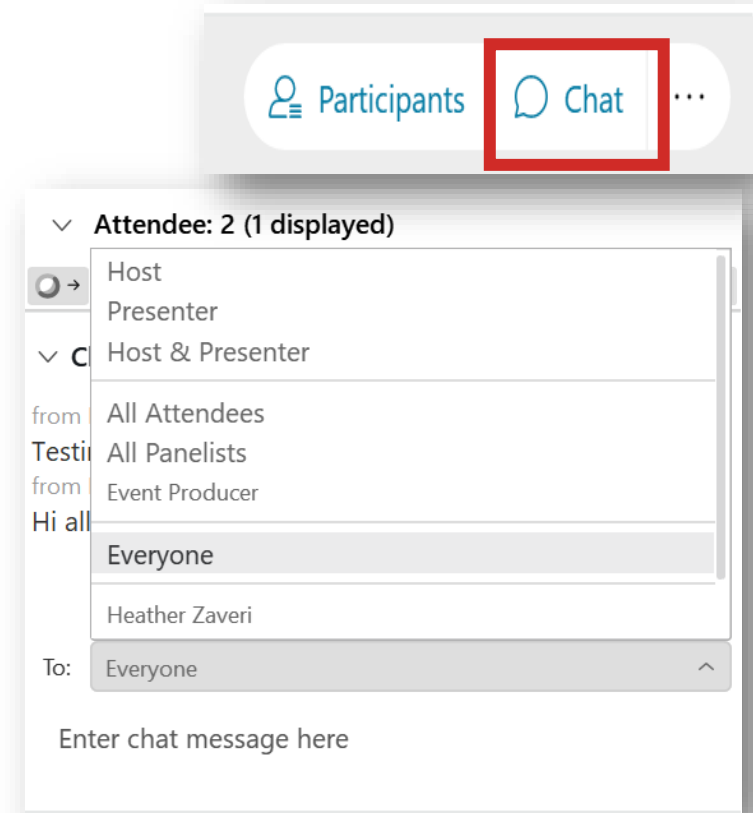
 **Mathematica**  
Progress Together

**BUILD**  
Building Usage, Improvement, & Learning  
with Data in HMRF Programs



# Housekeeping

- / **Use the chat to ask questions**
- / **Click on the link in the chat to access closed-captioning**





# REMINDERS:

- / **Never text or email personally identifiable information (PII) like client names – *including to the help desk***
  - Only refer to clients in emails by their client ID number
- / **Never take screenshots of client PII from nFORM**
- / **Everyone who interacts with client data should:**
  1. Watch the Keeping Data Secure training video on the resources site
  2. Review the Performance Measures and Data Collection Logistics Manual on the resources site for more information on keeping data secure



# Today's topics



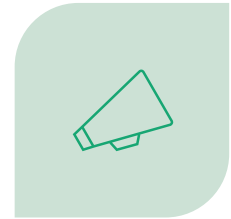
**Progress  
narrative  
recap**



**Major activities and  
accomplishments:  
Recruitment and  
enrollment**



**Major activities and  
accomplishments:  
Client participation**



**Announcements**



# Recap of progress narrative



# Purpose of the progress narrative

- / **Help grant recipients and ACF understand successes and challenges in a program's design and implementation**
- / **Describe issues experienced in the reporting period**
  - For example, with meeting enrollment or primary workshop participation targets
- / **Highlight key takeaways from QPR/PPR performance data**
  - For example, that workshop participation is higher compared to prior reporting periods, after implementing a CQI strategy
- / **Feature lessons from qualitative, CQI, evaluation, or other data collected outside of nFORM**
- / **For local evaluations, describe control (no services) groups**



# QPR/PPR Progress narrative overview

## / **Section A/B-01: Performance narrative** ✓

- Program design including target population and service delivery plan (PPR) and most significant challenges and achievements (QPR)

## / **Section A/B-02: Major activities and accomplishments** ★

- Process for and activities carried out during the reporting period on recruitment, enrollment, program participation, and CQI

## / **Section A/B-03: Problems**

- Implementation and program operations challenges



# PPR Progress narrative also includes...

## / **Section B-04: Significant findings and events**

- Findings and strategies for events or challenges during reporting period

## / **Section B-05: Dissemination activities**

- Marketing and dissemination activities during the reporting period

## / **Section B-06: Other activities**

- Other program activities conducted using grant or other funding

## / **Section B-07: Activities planned for next reporting period**

- Key activities planned for subsequent six-month reporting period

## / **Section B-08: Selected participant outcomes**

- Details to support select program participant client survey outcomes





# **Major activities and accomplishments: Recruitment and enrollment**



# Narrative Sections B-02.1 and B-02.2

## / **Describe recruitment strategies and changes during reporting period**

- Reference recruitment sources, locations, successes (such as exceeding targets), challenges and plans to address them

## / **Review quantitative PPR section C-01 (Recruitment) and C-08 (Marketing) to identify areas to discuss**

- For example, if there is a mismatch between recruitment efforts and how most applicants are hearing about the program



# Example PPR Section C-01 (Recruitment)

C-01 RECRUITMENT	
1. Recruitment methods used during the reporting period	
Phone, mail, or email outreach	X
Social media (such as Facebook, blogs, or Instagram)	X
Street outreach (recruiting people in person in their neighborhoods or places they frequent)	X
Referrals from inside your organization	
Referrals from external organizations	X
On-site recruitment at external agencies or events	X
Other (Please specify: )	

Highlight potential areas for CQI to address any misalignment between recruitment methods used and how most enrolled clients hear about the program

4. Program applicants (during the reporting period) who reported hearing about the program through each source	Percent of applicants <sup>a</sup>
My school offered the program or class	
Newspaper ad, billboards, or a flyer	
Radio ad, TV commercial, or news story	0.9%
Internet ad or social media such as Facebook, Twitter	6.1%
Government agency, such as the Office of Child Support Enforcement, TANF, WIC, child welfare (CPS), parole/probation office, other agency	0.3%
Community organization, such as a school, hospital, maternity clinic, doctor's office, place of worship, Head Start, or Healthy Start center	26.6%
Program offered in prison or criminal justice facility	
Program staff in the community or at a community event, such as a street fair	4.0%
Word of mouth (friends, family, acquaintances)	59.6%
Other	11.3%



# Example B-02.1 and B-02.2 responses

## 1. Recruitment methods and strategies

Please provide a detailed description of your recruitment strategies and approaches, including any changes, during this reporting period.

As described in Section B-01.1, our recruitment efforts during the reporting period focused on outreach to RF community individuals who are either unemployed or underemployed. We have continued to work with our community partners and encourage our current and past clients to refer friends and family, but have more recently used CQI to identify new marketing strategies: using a radio ad and three new billboards.

## 2. Recruitment performance measures

Please review the performance measures in section C-01 of the PPR. Is there anything else you would like to share about the recruitment methods?

Section C-01 of the PPR shows that employment assistance centers did not provide any referrals during the reporting period, even though we have partnerships set up with two local organizations. Our next CQI cycle will focus on ways to improve our communication and strategies with those agencies so that they can increase the number of referrals provided in future reporting periods.



# Program intake and applicant characteristics (B-02.3 through B-02.5)

- / **Describe intake and enrollment process, applicant characteristics, and any changes during reporting period**
  - For example, process improvements to reduce applicant and staff time during intake
- / **Review quantitative PPR section C-02 (Applicant Characteristics) for applicants' demographic, financial well-being, relationship and family status, and other characteristics**
  - Explain potential differences between applicants and target population described in narrative section B-01, and efforts to enroll intended population



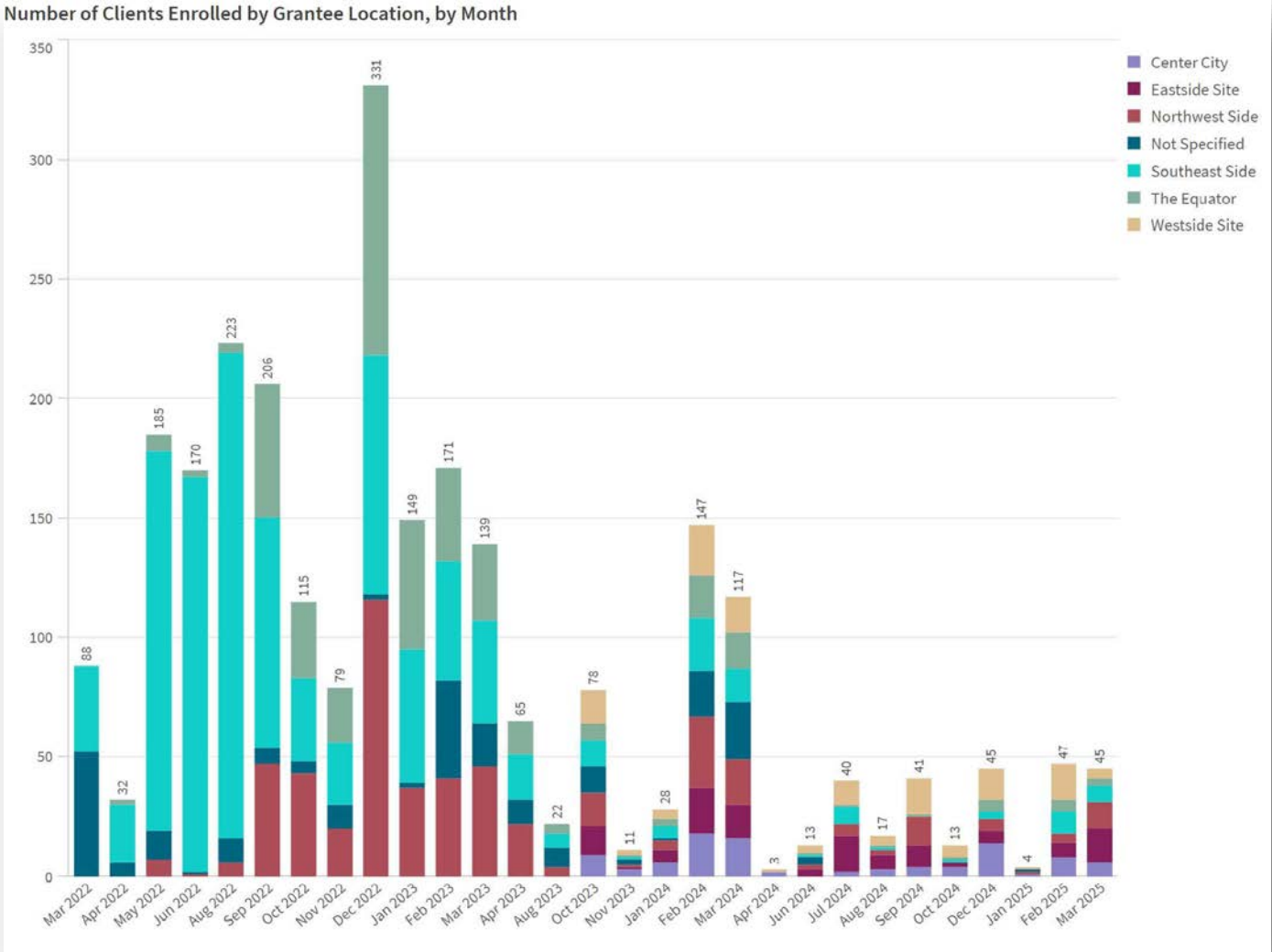
# Quantitative PPR section C-02: Applicant characteristics

- / Identify unexpected characteristics, like a higher percentage of unemployed applicants
- / Use query tool Applicant Characteristics tab to review trends in applicants over time
- / Use query tool Enrollment tab to review trends by location

2. Economic stability	Percent of applicants
1. Educational attainment	
No degree or diploma earned	24.0%
High school General Educational Development (GED)	33.1%
High school diploma	20.5%
Vocational/technical certification	5.0%
Some college, but no degree	13.6%
Associate's degree	2.1%
Bachelor's degree	1.5%
Master's degree or Advanced degree	0.1%
2. Employment status <sup>a</sup>	
Full-time employment (usually work 35 or more hours a week)	11.4%
Part-time employment (usually work 1 – 34 hours a week)	3.2%
Employed, but number of hours changes from week to week	2.4%
Temporary, occasional, or seasonal employment, or odd jobs for pay	1.7%
Stay-at-home parent or homemaker	0.3%
Not currently employed	81.1%
Actively looking for work (among those not currently employed and stay at home parents only)	40.6%



# Use the Enrollment tab of the query tool to review enrollment by month and location



**REMINDER!**  
Download chart  
as a PDF to  
view all months  
in one image  
without scrolling





# You can also review enrollment trends by location using the Zip Code Summary report...

Client Grantee Location	Population	Zip Code	# Clients
Northside	Community individual	7777	1
Eastside	Community couple	10001	5
Eastside	Community couple	10002	2



If recruitment and enrollment strategies targeted specific neighborhoods, use data from this report to speak to how well those strategies worked





# Example B-02.4 response

## 4. Applicant characteristics performance measures

Please review the performance measures in section C-02 of the PPR. Please provide additional information describing/explaining the characteristics of program applicants this reporting period.

Compared to Grant Year 4, we have enrolled a greater percentage of clients so far in the current reporting period who are 45 years and older. Based on interviews with clients and communication with local businesses, this increase may be due to recent layoffs that occurred at three major employers in the community, many of whom let people go who had been working there for 10 to 20 years. This finding aligns with the primary reason the majority of applicants reported for choosing to enroll in the program: to find a job or a better job (PPR Section C-01.5).



# Example B-02.5 response

## 5. Program enrollment

Please describe your program's progress toward meeting enrollment targets.  
In the space provided below, please describe:

- The degree to which you are enrolling your intended target population.
- If you are not meeting your enrollment targets, the challenges you are experiencing and plans to address them.
- If you are exceeding your target, please describe what you think is contributing to your success -- including both program-related and contextual (i.e., non-program-related) factors.

By implementing a new radio ad and a billboard in each of our three neighboring counties, we have enrolled 30% (100 clients) of our enrollment target of 300 community individuals. At this same time in grant year 4, we had enrolled 20% of our target. As discussed in Section B-02.2, we have identified a need to increase referrals from partners to ensure we meet our enrollment target by the end of the current grant year, and will use CQI to develop targeted strategies.



# Screening for and handling of intimate partner violence (IPV) or teen dating violence (B-02.6 through B-02.8)

- / **Describe the process for screening and handling IPV during enrollment**
- / **Review quantitative PPR section C-03.1 (Screening for intimate partner violence or teen dating violence) for number and percentage of applicants screened**
- / **Use the Client Info tab of data export to drill down on trends in IPV screening and detection**



# Example PPR Section C-03.1 and data export

## Client Info tab

### C-03 Program Enrollment

#### 1. Screening for intimate partner violence or teen dating violence

Number and proportion of applicants screened for intimate partner violence or teen dating violence	Applicants screened for intimate partner violence or teen dating violence	
	#	%
	216	73%

Referring Organization Type	Enrollment Date	IPV Screened	IPV Detected	Is client a mother?
17	1/5/2022	1	1	0
9	3/14/2022	1	0	1

Refer to data dictionary for meaning of IPV variables



# Tell us in the chat!



**What information about recruitment and enrollment do you plan to include in your upcoming progress narrative?**



# **Major activities and accomplishments: Client participation**



# Sections B-02.9 and B-02.10: Program Participation

- / Describe strategies for getting clients to participate in services soon after enrollment**
- / Include approaches to ensuring clients complete the program**
- / Review quantitative PPR section C-04 (Program Participation)**
  - Assess time to initial participation (C-04.1), participation levels by workshop offered (C-04.2a), and client participation in primary workshops (C-04.2b) and substantive service contacts (C-04.3)
  - Discuss why client participation is exceeding or falling short of expectations, and planned or promising practices



# Consider workshop participation in PPR C-04.2a and C-04.2b

<b>Primary Population Served:</b> <i>Community individual</i>					
<b>Workshop Name:</b> <i>Rainbow</i>					
<b>Workshop Activities:</b> <i>Economic stability; Promote or sustain marriage</i>					
<b>Workshop Type:</b> <i>Primary</i>					
<b>Workshop Curricula:</b> <i>Got Your Back; Taking the Next Step</i>					
	Community couples		Community individuals		Ret inc
	#	% *	#	% *	#
<b>Workshop Retention</b>					
Did not attend any workshop session series hours	7	53.8%	16	20.5%	25
Attended 1 to 24 percent of all workshop session series hours	0	0%	0	0%	0
Attended 25 to 49 percent of all workshop session series hours	0	0%	0	0%	0
Attended 50 to 74 percent of all workshop session series hours	0	0%	1	1.3%	0
Attended 75 to 89 percent of all workshop session series hours	0	0%	0	0%	0
Attended 90 to 99 percent of all workshop session series hours	0	0%	0	0%	0
Attended 100 percent or more of all workshop session series hours	6	46.2%	61	78.2%	4

\* Denominator is all clients/couples enrolled during

Discuss strategies for increasing retention to improve primary and optional workshop participation

Table 2: Achievement of participation benchmarks during reporting period

Community individuals	Count of clients achieving benchmark in current grant year						Target count of clients for benchmark (TGT)	Percent of target met (PCT=TC/TGT)
	Benchmarks for participation in primary workshops (BP)	Clients enrolled in grant year 1 (GY1)	Clients enrolled in grant year 2 (GY2)	Clients enrolled in grant year 3 (GY3)	Clients enrolled in grant year 4 (GY4)	Clients enrolled in grant year 5 (GY5)	Total clients (TC=sum of all GYs)	
	Initial attendees: Attended at least one primary workshop session	0	0	11	37	63	111	88.8%
	Halfway attendees: Attended at least 50% of primary workshop hours	0	1	28	1	61	91	91%
	Completed clients: Attended at least 90% of primary workshop hours	0	13	3	18	44	78	86.7%
	Fully finished clients: Attended at least 100% of primary workshop hours	0	14	3	18	44	79	98.8%

NOTE: Table 2 includes clients/couples enrolled from start of grant year 1 through reporting period end date who have

Discuss approach to reengaging clients in programming who enrolled in previous grant years





# Consider service contact receipt in PPR C-04.3

### 3. Substantive Individual Service Contacts

3a. Client receipt of substantive individual service contacts (ISCs)

Cumulative number of substantive ISCs received	Community couples		Community individuals		Reentering individuals	
	#	%	#	%	#	%
None	284	40.1%	557	42.9%	400	37.8%
One to four	422	59.6%	734	56.5%	649	61.4%
Five to seven	2	0.3%	3	0.2%	3	0.3%
Eight or more	0	0%	4	0.3%	5	0.5%

Note: The numerator for percentage calculations of substantive individual service contacts received (and

3b. Average cumulative number of substantive ISCs received per client/couple through end of reporting period

Average cumulative number received per client/couple through end of reporting period	Community couples	Community individuals	Reentering individuals
	Average #	Average #	Average #
Enrolled across all grant years	1.0	0.8	0.9
Enrolled in grant year 5	0.9	0.9	0.9
Enrolled in grant year 4	1.2	0.6	0.6
Enrolled in grant year 3	1.1	0.9	1.0
Enrolled in grant year 2	0.9	0.8	1.0
Enrolled in grant year 1	1.7	1.3	0.7

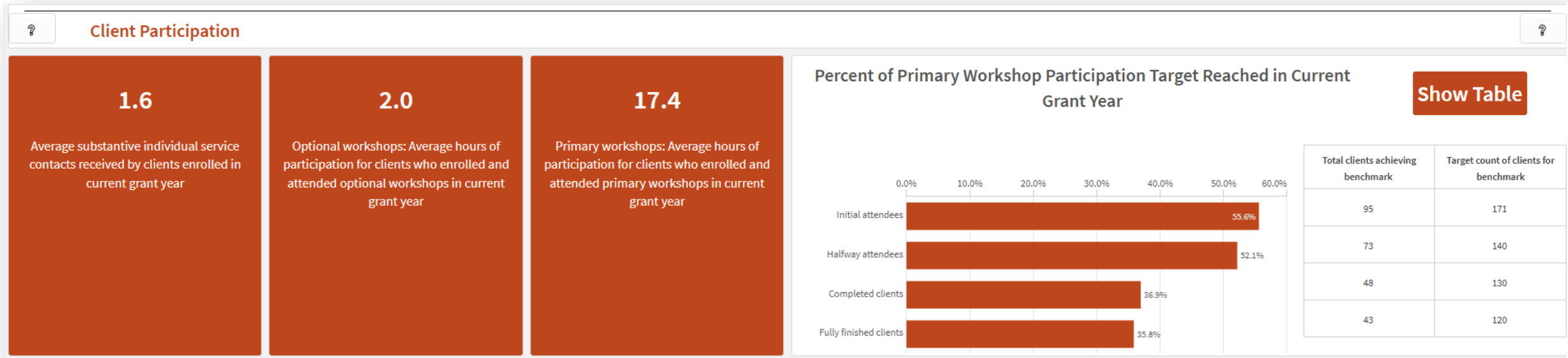
Note: The numerator for calculations of average substantive individual service contacts received is the

/ **Share success stories with exceeding ISC target, or challenges with meeting target, for specific populations**

/ **Use the Individual Services query tool tab to describe most common types of issues/needs covered during ISCs**



# View participation trends in the Grant Year Overview tab of the query tool



Drill down on participation trends in individual services and workshop tabs



# If needed, conduct detailed analyses on ISC and participation trends

## / **For example...**

- Review length of time between enrollment and initial workshop participation using the Primary Workshop Participation Detail report
- Use ISC operational report to describe trends by location

## / **Use the Service Contacts and Session Attendance data export tabs as needed to access all nFORM data on service delivery**

- Local evaluation grant recipients can use the Session Attendance tab to describe trends in workshop participation by service assignment



# Example B-02.9 response

## 9. Program participation

In the space provided below, please describe:

### Enrollment:

- Strategies planned or being implemented to engage program enrollees in services within two weeks of program enrollment.
- Reasons why program initiation is lower than expected or desired, if relevant. Consider program-related factors (e.g., workshop schedule) as well as non-program-related (contextual) factors (e.g., client barriers to participation). Describe your current or planned efforts to increase program initiation.
- Reasons why program initiation is higher than expected, if relevant. Consider program-related and non-program-related (contextual) factors. Identify any promising practices you think may be contributing to your success in getting enrollees to begin services.

### Retention:

- Strategies planned or being implemented to ensure program enrollees complete the workshops in which they have enrolled, and that they receive as many individual service contacts as necessary.
- Reasons why program retention is lower than expected or desired, if relevant. Consider program-related factors as well as non-program-related (contextual) factors. Describe your current or planned efforts to increase program retention.
- Reasons why program retention is higher than expected, if relevant. Consider program-related and non-program-related (contextual) factors. Identify any promising practices you think may be contributing to your success in getting participants to regularly attend and complete program services.

Clients can opt to meet individually with a case manager to receive additional supports and referrals, where our goal is to provide at least eight substantive ISCs per client. On average, clients enrolled so far have received three ISCs. To increase the average number of ISCs provided this quarter, we are implementing a new strategy where, during the client's initial ISC, case managers will schedule three additional follow-up meetings with the client in advance. By scheduling subsequent meetings at the end of the initial service contact, our goal is to encourage clients to stay engaged with case management throughout the program rather than having case managers following up with clients to schedule check-ins.

The new bulk texting platform we implemented in October has helped us increase our average number of reminder contacts about upcoming workshop sessions from three to six. Using CQI, our team developed a strategy of switching to a new bulk texting platform that more easily facilitates sending bulk text messages and following up with responses from clients. The goal of sending reminder text messages is to improve the number of clients attending workshops and completing the program by 25%. We are continuing to monitor the efficiency of using the new bulk texting platform, and so far have seen promising results, as clients' progress towards primary workshop participation has improved (see Section B-2.10 for more detailed information on progress towards primary workshop participation targets).



## Sections B-02.11 through B-02.13: Quality assurance and monitoring (continuous quality improvement), and staff training

### / **In B-02.11 and B-02.12, describe quality assurance, monitoring, and supervision**

- Reference quantitative PPR sections C-05.2 through C-05.5 which provide information on staff supervision and case loads
- Discuss current and upcoming CQI plans and activities

### / **In B-02.13, describe staff trainings conducted during reporting period**

- Reference quantitative PPR section C-05.1 which provides information on initial, refresher, and other staff trainings



# Sections B-02.14 and B-02.15: Referrals

- / Describe process for referring clients to additional services and ensuring they follow-up
- / Review quantitative PPR section C-06 (Referrals) for information on referrals and referral follow ups
  - For example, describe plans to train staff on when and how to provide referrals, and to encourage clients to follow up on referrals

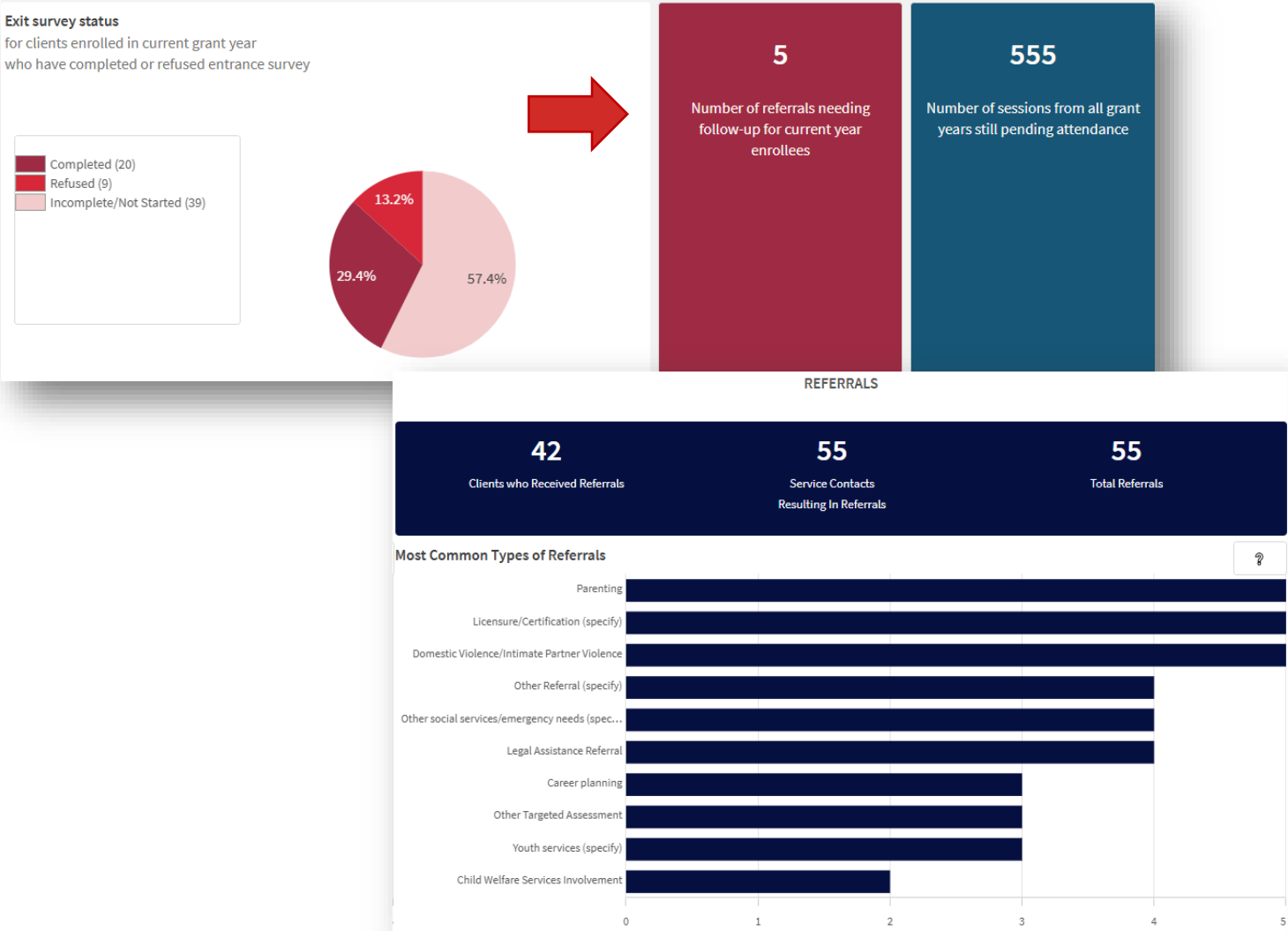
C-06 REFERRALS

	Community individuals	
	#	% <sup>a</sup>
Number of referrals participants received during reporting period		
<i>No referrals</i>	292	98.6%
<i>One to four referrals</i>	4	1.4%
<i>Five to eight referrals</i>	0	0%
<i>More than eight referrals</i>	0	0%
<i>Average number of referrals</i>	0.0	
Number of participants who followed-up on referrals (of those who received at least one referral)		
<i>Did not follow up on any referrals</i>	0	0%
<i>Followed-up on 1 to 50% of referrals received</i>	0	0%
<i>Followed-up on 51% or more of referrals received</i>	2	50%
<i>Unknown</i>	2	50%



# Use nFORM query tool to view referral information

- / Review Grant Year Overview tab for outstanding referral follow-ups
- / Review Individual Services tab for information on referral trends





# Example B-02.15 response

## 15. Referral performance measures

Please review the performance measures in section C-06 of the PPR. Please provide additional information describing/explaining referrals this reporting period.

This year, our program increased the number of referrals provided to clients from one to three, on average, compared to clients enrolled in past grant years. During recent refresher trainings, we focused on protocols for identifying opportunities for providing referrals and ensuring clients follow up on them. The majority of our referrals for clients enrolled in the current reporting period were for mental health services (22%), food assistance (18%), and housing/rent assistance (16%). All other referrals were for medical/dental/wellness, legal assistance, childcare assistance, and public assistance/welfare.





# Narrative sections B-02.16: Local program evaluation (if applicable) and B-02.17: Other

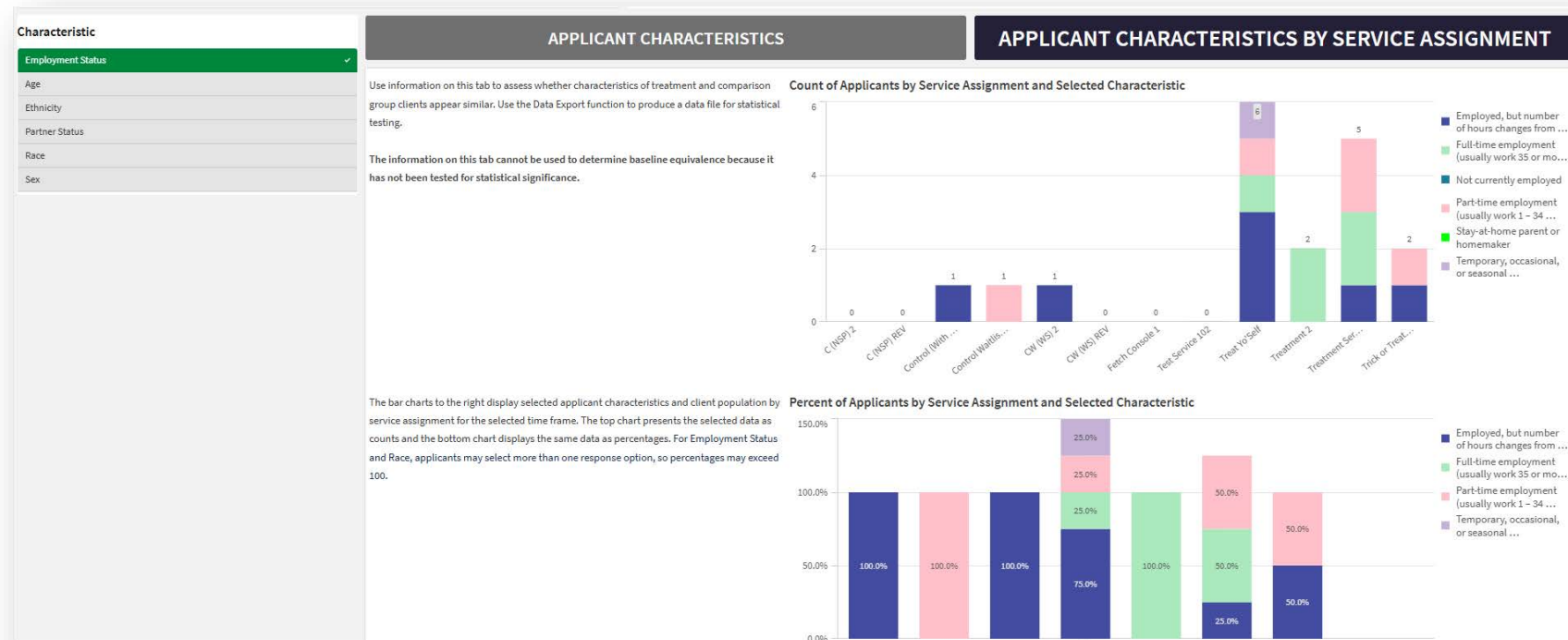
- / **Describe activities and accomplishments of your local program evaluation design and execution**
  - If applicable, describe enrollment into Control or Control Waitlist (with no services) groups
- / **Speak with your local evaluation teams to identify information to include in this section**
- / **Describe activities and accomplishments not already described in other sections**
  - For example, incentive provision or alumni events





# Use nFORM query tool to review local evaluation information

- / **Review Applicant Characteristics by Service Assignment tab**
- / **Identify counts of clients enrolled in each service assignment, including those with no services**





# Tell us in the chat!



**What information about  
program participation do  
you plan to include in your  
upcoming progress  
narrative?**



# Questions





# Announcements



# Announcements

- / **Slides on Grant Resource site for March 11 office hours describe recent nFORM updates**
- / **Save the date for upcoming office hours**
  - CQI office hours on Tuesday, April 22 from 2-3pm ET – Bringing a CQI lens to sustainability
  - Combined nFORM and CQI office hours on Tuesday, May 13 from 2-3pm ET