



NATIONAL ASSOCIATION FOR STATE COMMUNITY SERVICES PROGRAMS

Community Needs Assessment Training for HI

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Presenters

Muska Kamran
Research Director
NASCSP

Dr. PJ Davis
NCRA, NCRT, MT
ANCRT

The National Community Action Network Theory of Change

Community Action Goals

Goal 1: Individuals and families with low incomes are stable and achieve economic security.

Goal 2: Communities where people with low incomes live are healthy and offer economic opportunity.

Goal 3: People with low incomes are engaged and active in building opportunities in communities.



Laying the Foundation

Services and Strategies



Employment



Education & Cognitive Development

Income, Infrastructure & Asset Building



Housing

Health/Social Behavioral Development



Civic Engagement & Community Involvement

Core Principles

- Recognize the complexity of the issues of poverty
- Build local solutions specific to local needs
- Support family stability as a foundation for economic security
- Advocate for systemic change

Performance Management

How well does the network operate?

What difference does the network make?



• Local Organizational Standards

• Individual and Family National

Elements of ROMA

The Results Oriented Management and Accountability Cycle





Performance

- Community Needs Assessment
- ACSI
- Organizational Standards
- Accountability Measures*
- ROMA Next Gen

Evaluation

- Organizational Standards
- Accountability Measures
- ROMA Next Gen
- Monitoring
- Oversight

Accountability

- Monitoring
- Oversight
- CSBG State Plan
- CSBG Annual Report

Accessibility

- Making the CSBG Story available
 - ✓ OCS Annual Report
 - ✓ Congressional Report
 - ✓ CSBG Performance Management website

Knowledge

- How well do you know your CSBG Story?
 - ✓ CSBG State Plan
 - ✓ CSBG Annual Report
 - ✓ CSBG Performance Management website

Community Needs Assessment

The community assessment is a systematic process for creating a profile of the needs and resources of a given community or target population.





Collecting Data to Understand Needs at Family, Community and Agency Levels

Assessment of Needs and Resources

- Gather: The Community Needs Assessment includes a variety of data from reliable sources
 - Qualitative, Quantitative, Customer Satisfaction, Community Resources, Agency Report
 - CNA identifies population in need
- Make Useful: Is there a clear process for making meaning out of all the assessment data?
 - Identifies family, community, agency levels of need
 - Many in the agency are involved in the analysis of data
 - Priorities are identified, and even items the agency can't address are included
 - Board involvement is documented
- **Agency meets Org Standards 3.1- 3.5**
 - CATEGORY THREE: Community Assessment

Changing The Way We Think About Collecting Data

It is important to change the mindset

from

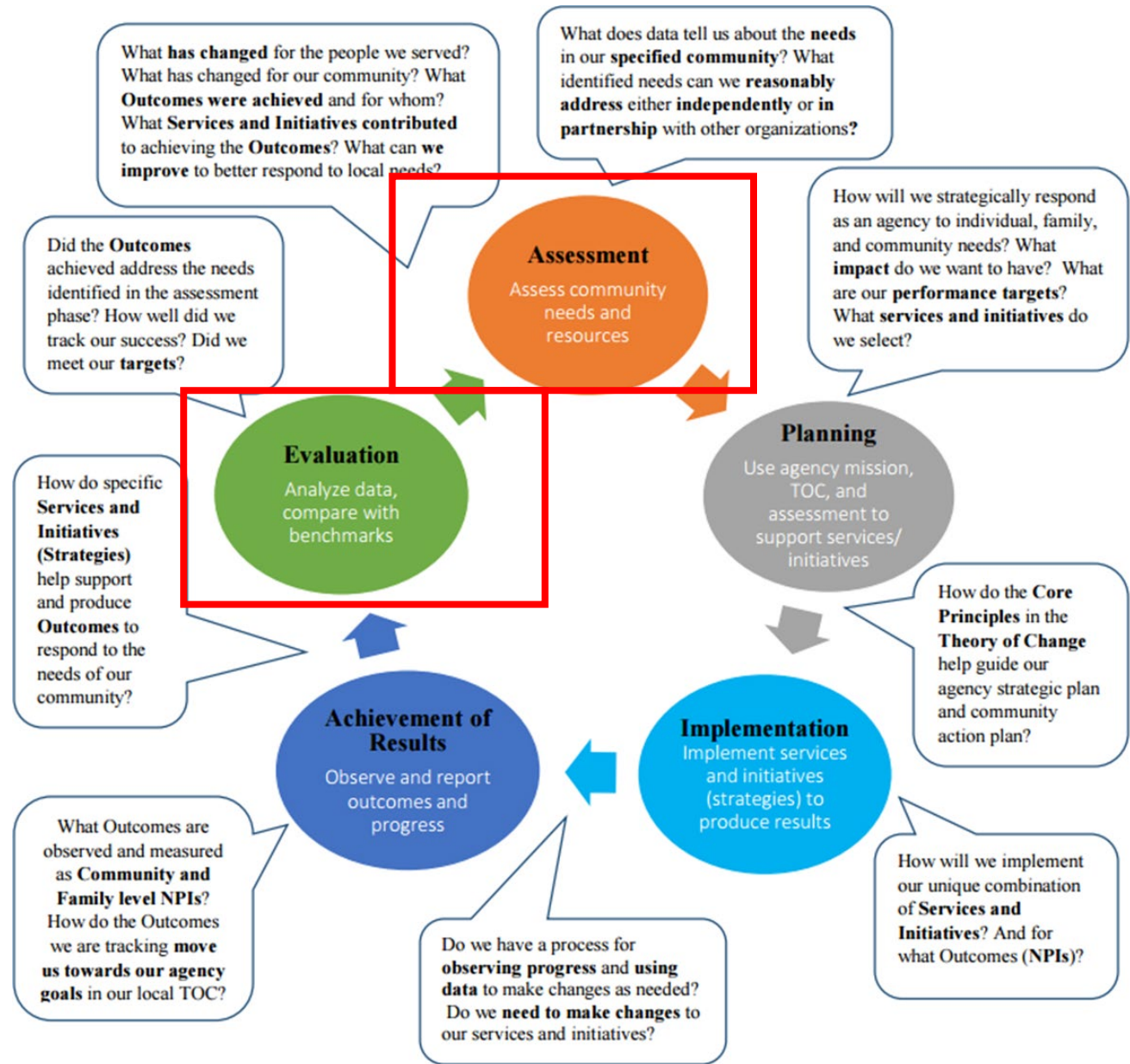
“we collect data for reporting purposes”

to

“we collect data to help manage and support the agency’s programs and services and determine if we make a difference in our client’s lives and in their communities.”



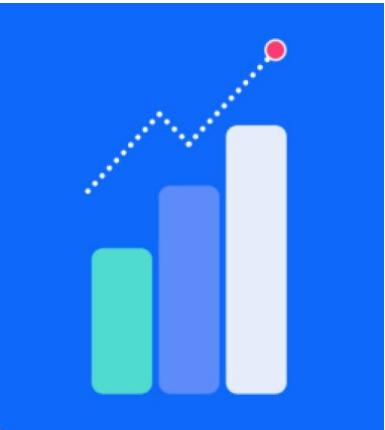
The CNA is about answering Questions using ROMA Results-Oriented Management and Accountability



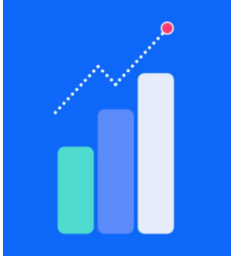


What data do you use to
assess the needs?

Gathering Data for Assessments



Collecting Quantitative Data



EDUCATION COUNTS because it helps eradicate poverty and hunger

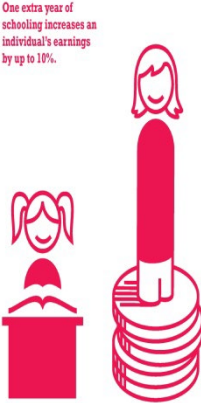
Education gives people the knowledge and skills they need to live better lives. It can boost productivity and open doors to jobs and credit. Poverty is one of the main reasons children are being left out of school.

The world's 900 richest people have a combined income greater than the world's 4.6 billion poorest people.

2.5 billion people live on less than \$1 a day, accounting for 40% of the world's population but only 5% of its income.

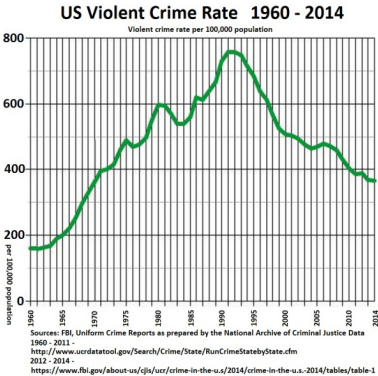
Less than 1% of the world's gross domestic product - \$500 billion - would lift 1 billion people out of poverty. This amount represents 1.6% of the world's population.

Each additional year of schooling raises average annual gross domestic product (GDP) growth by 0.7%.

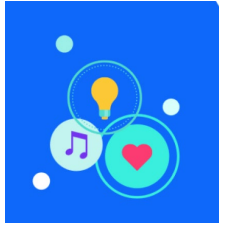


+1 year = +10%

One extra year of schooling increases an individual's earnings by up to 10%.



Ask people what they think!

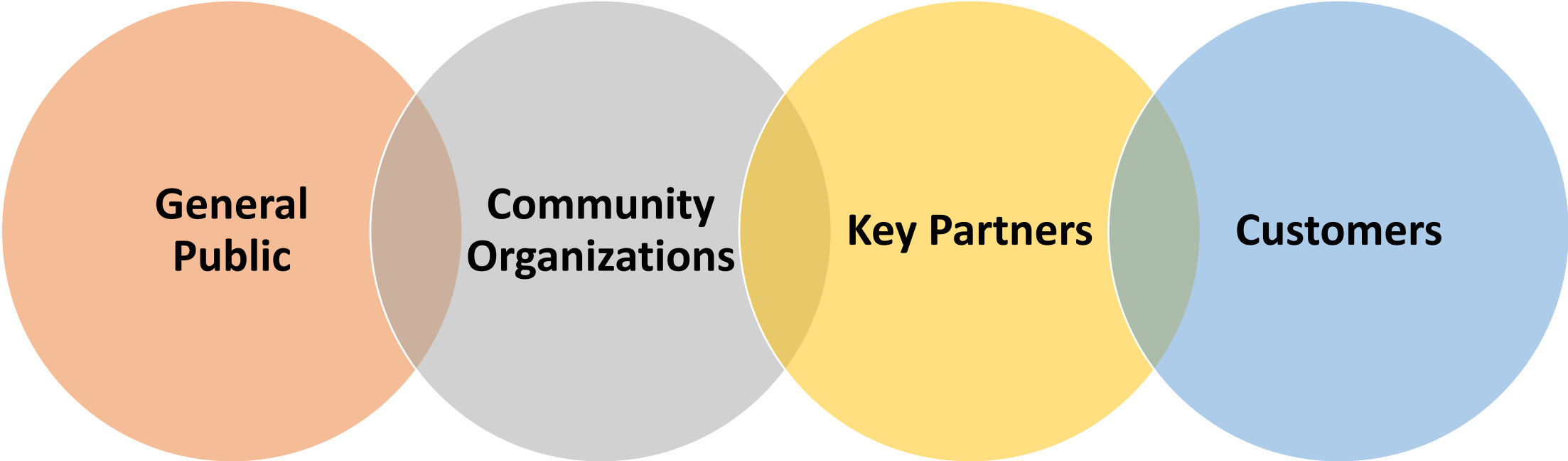


- Gather data from people likely to be impacted by the need.

- Engage the whole Community

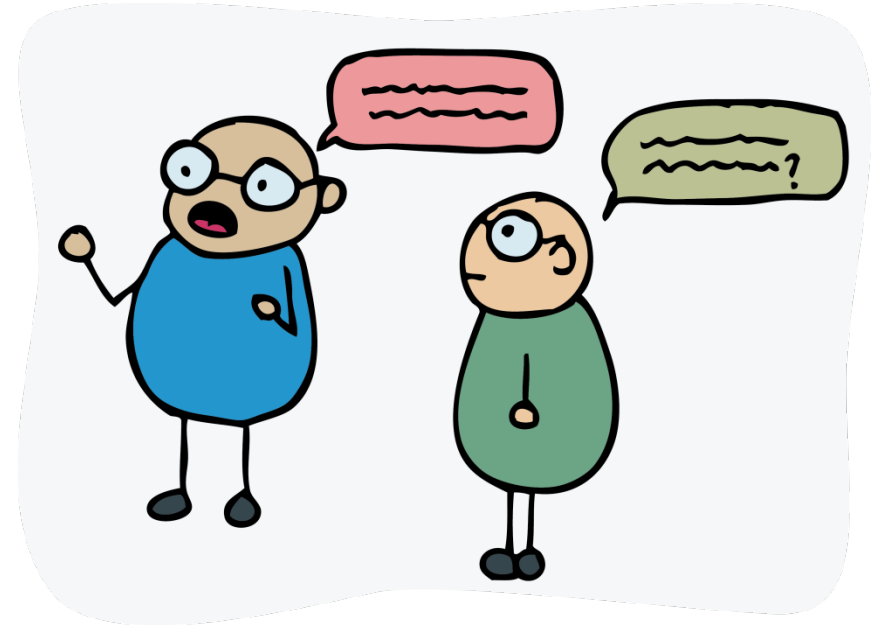


Engaging Stakeholders Through Data Collection



Drucker Question: What Does the Customer Value?

- We cannot assume that we know what customers value.
- We have to ask them!



CUSTOMER INPUT AND CUSTOMER SATISFACTION



Customer Input:

- Information about what the customer needs and values.
- Can be used to identify needs on both the individual and the community level.

Customer Satisfaction:

- Information about how satisfied customers are with the services they received from and the interaction they had with your agency.
- Can be used to identify agency level needs.



How to collect?

- Focus groups
- Key informant
- Community Forum
- Surveys



USING SURVEYS: BE SURE YOU ARE ASKING THE RIGHT QUESTIONS!



If your questions are about services, you will get data about services, not about needs!!



Being Results Oriented means that you want to find out what can be changed (IMPROVED)

Identifying domain areas

I think the three most critical issues in my community are: *(Check your top three)*

- | | |
|--|---|
| <input type="checkbox"/> Childcare | <input type="checkbox"/> Opportunities To Give Back |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Senior Programs |
| <input type="checkbox"/> Healthy Food | <input type="checkbox"/> Youth Programs |
| <input type="checkbox"/> Healthcare | <input type="checkbox"/> Adult Education |
| <input type="checkbox"/> Housing | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Homelessness | <input type="checkbox"/> Prevention/Treatment |
| <input type="checkbox"/> Jobs | |
| <input type="checkbox"/> Domestic Violence | |
| <input type="checkbox"/> Safe Neighborhoods | |
| <input type="checkbox"/> Community Participation | |

Please use this section to list any other critical community issues not listed above:

ORIGINAL SURVEY ITEM

Thank you for your participation.

Your responses to this short survey are anonymous and will help us improve services to the community.

Which services are needed to help low-income people and families?

Education	Most Needed	Somewhat Needed	Not Needed	Don't Know
Adult Education				
Pre-School (Kindergarten readiness)				
Job Skills Training				
Financial Education				
Health and Nutrition Education				
Tutoring/Reading Assistance				

I/My Family Needs Help

Getting a job

Getting a job that pays my bills

Learning how to find a job

Gaining skills or certification to get a job

FOCUS ON SERVICE

What is missing?

REVISED SURVEY ITEM

Thank you for your participation.

Your responses to this short survey are anonymous and will help us improve services to the community.

Which of the areas identified below describe something you need?

Education

Don't have a high school diploma

Lack of post secondary education

Skills needed for employment

Limited financial management skills

Lack of food preparation skills

Children may not be ready for Kindergarten

Children/youth struggling in school

Children/youth lack academic skills

1. Is higher education or training beyond high school available in your community?

This is NOT available in my community

It's available, but limited

It's available, but too expensive

It's available, and affordable

I think it's available, but I don't know how to get it

2. Is nutritional food (fruit, vegetables, etc.) available in your community?

This is NOT available in my community

It's available, but limited

It's available, but too expensive

It's available, and affordable

I think it's available, but I don't know how to get it

3. Is affordable housing available in your community?

This is NOT available in my community

It's available, but limited

It's available, and affordable

I think it's available, but I don't know how to get it

How many surveys?

- How many surveys do you send out?
- Here is a formula to calculate survey size:

$$\frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N}\right)}$$

A couple questions you can ask to get to survey size so you don't have to use that formula:

- What is the size of my community? (How many overall? How many with low income? How many people do I serve annually?)
- What are the different stakeholders that I want to survey? How many of them can I expect to participate in our survey?
- How many surveys did I send out last year? Did that provide the data I needed?

Percent of Return

- What return percent do you expect? What have you been getting?
- Check out these guidelines from quick internet search:
 - A good survey response rate ranges between 5% and 30%. An excellent response rate is 50% or higher
 - Response rates in the 10% – 30% range are typical. Employee surveys typically have a response rate of 25% – 60%.
 - The average survey response rates depend on format of the survey: 6% for email surveys; 8% for website surveys; 16% for responses via mobile phone app
- How do you distribute your surveys can make a real difference in the percent of return.
 - Ideas about distribution



Increasing Engagement

- Brainstorm ideas to increase engagement and return of survey responses.

One Technique: Report what you found

Share what you learned in order to focus on prioritizing needs within the community.





An Example..

of one interesting way to get more engagement from stakeholders.

This activity is a “second round” of analysis of CNA data that can help you understand what you have secured from surveys and other methods.



Community Assessment Meeting Agenda

Today's Goal: Together we will identify and prioritize our community's needs.

9:00-9:15	Welcome & overview
9:15-10:15	Data walk
10:15-10:30	Small group discussion
10:30-10:45	Large group discussion
10:45-11:00	Priority identification & next steps

Next Steps: We will hold additional community meetings to develop and implement a plan that outlines how we as a community will address the needs that we identify today.



Community Assessment Data Walk Discussion Guide

Welcome! Soon you will be invited to participate in a data walk. Each poster will use data to tell a story about our community and the people who call this community home. As you explore each poster, consider the questions below. Feel free to take notes in the spaces provided. Our goal today is to decide which priorities that we as a community will address. We will hold additional community meetings to develop and implement the plan.

Housing

Housing Tenure & Homelessness, Housing Affordability

1. How are we doing?
2. Are different groups of people doing equally well?
3. What data stands out to you the most?

Notes:

Health & Nutrition Food Security



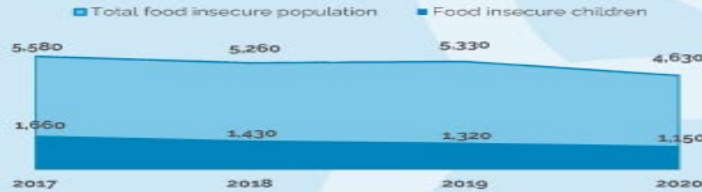
10.3%
of Callaway County
residents are
food insecure



16%
of survey respondents
skipped meals or ate smaller meals
because there was not enough money for food

Food insecurity is defined as limited or inconsistent access to enough food for every person in a household.

Food Insecure Population

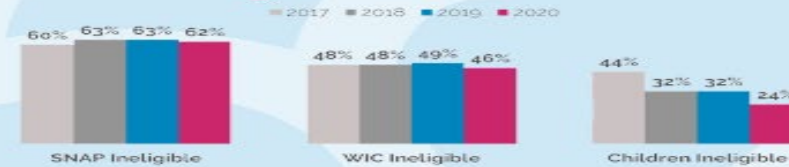


Households Receiving SNAP (Food Stamps)



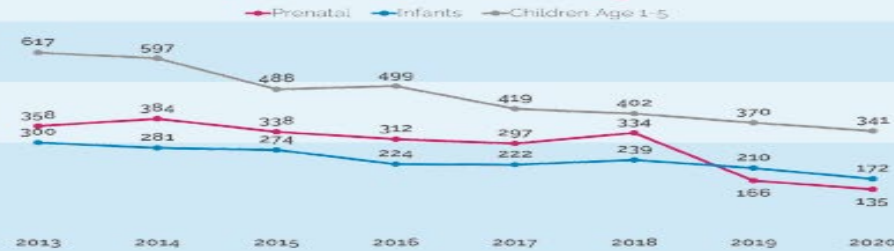
WIC refers to the Special Supplemental Nutrition Program for Women, Infants & Children. According to U.S. Food & Nutrition Service, WIC provides "supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding post-partum women, and to infants and children up to age 5 who are found to be at nutritional risk."

Food Insecure Population Ineligible for Assistance

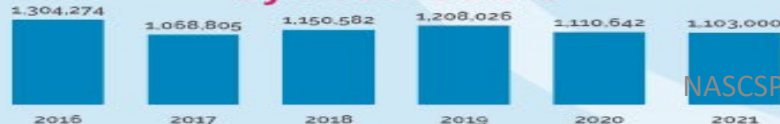


SNAP refers to the Supplemental Nutrition Assistance Program, also known as food stamps. According to the U.S. Food & Nutrition Service, "SNAP provides nutrition benefits to supplement the food budget of needy families so they can purchase healthy food and move toward self-sufficiency."

Individuals Receiving WIC

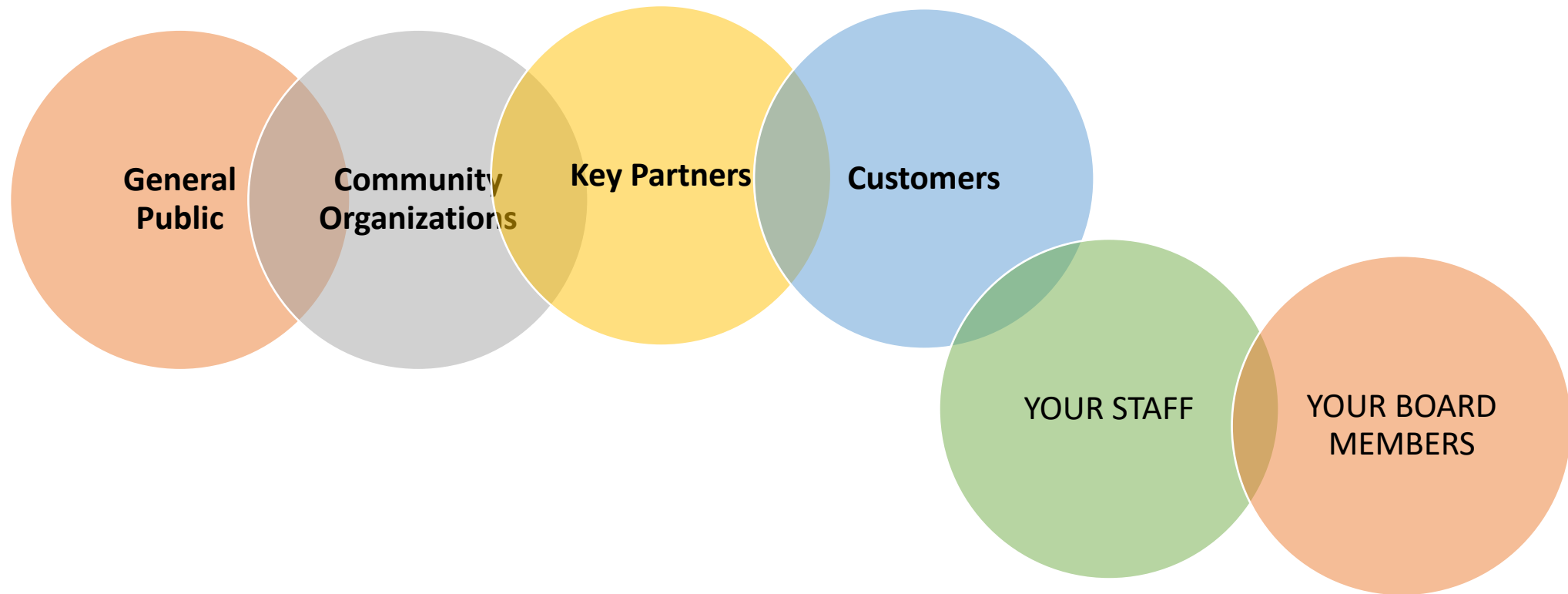


Pounds of Food Distributed by Food Banks



27%
of survey respondents used
food banks or food pantries

Don't forget these important stakeholders: Staff and Board





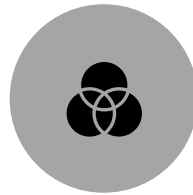
Agency Data

Both qualitative and quantitative data is available for you to use to create the community profile

What Sources of Data Are in Your Own Organization?



Current and Prior Annual Report Data



Prior Year/s Needs Assessment Data



Customer Satisfaction Data



Financial Data



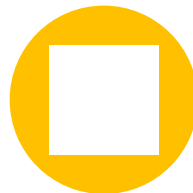
HR Data



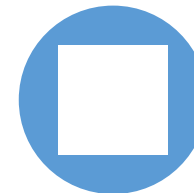
Other Program Data (HUD, Head Start, TANF, LIHEAP)



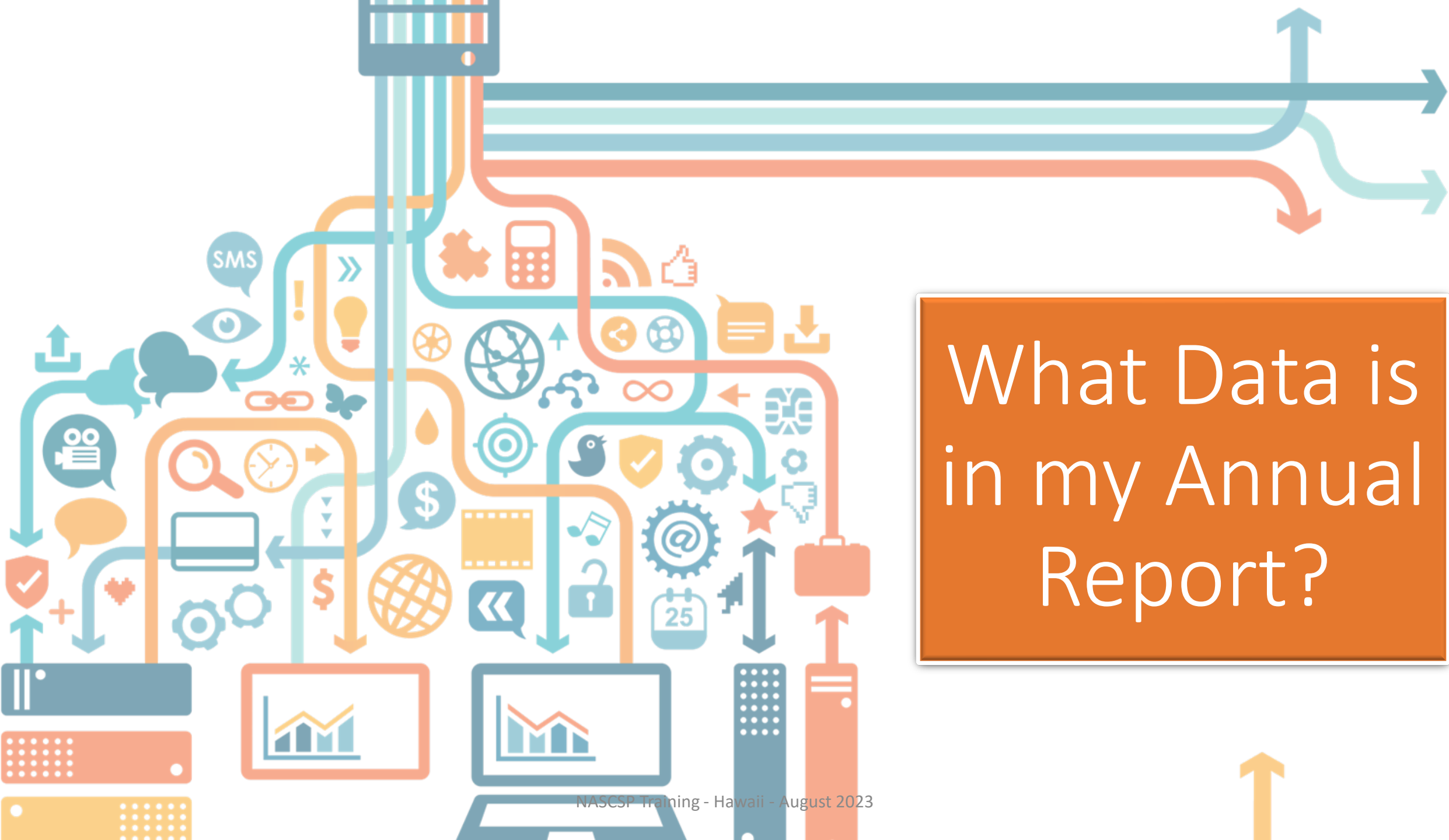
Organizational Standards



Input from Staff



Agency Brochures and Web Sites



What Data is
in my Annual
Report?

Module 2: Agency Expenditures, Capacity, and Resources

- Funds spent by eligible entities on the direct delivery of local services and strategies
- Capacity development
- Information on funding devoted to administrative costs by the eligible entities

RAW DATA COLLECTION: General Ledgers, Expenditure Tracking, Program Tracking, Certification Tracking, Community Partner List

Module 3: Community Level

- Implementation for community-level strategies (Community Level indicators for each domain)
 - Baseline
 - Target
 - Actual Results
- Results achieved for community-level strategies

RAW DATA COLLECTION: Community Initiative Tracking

Module 4: Individual and Family Level

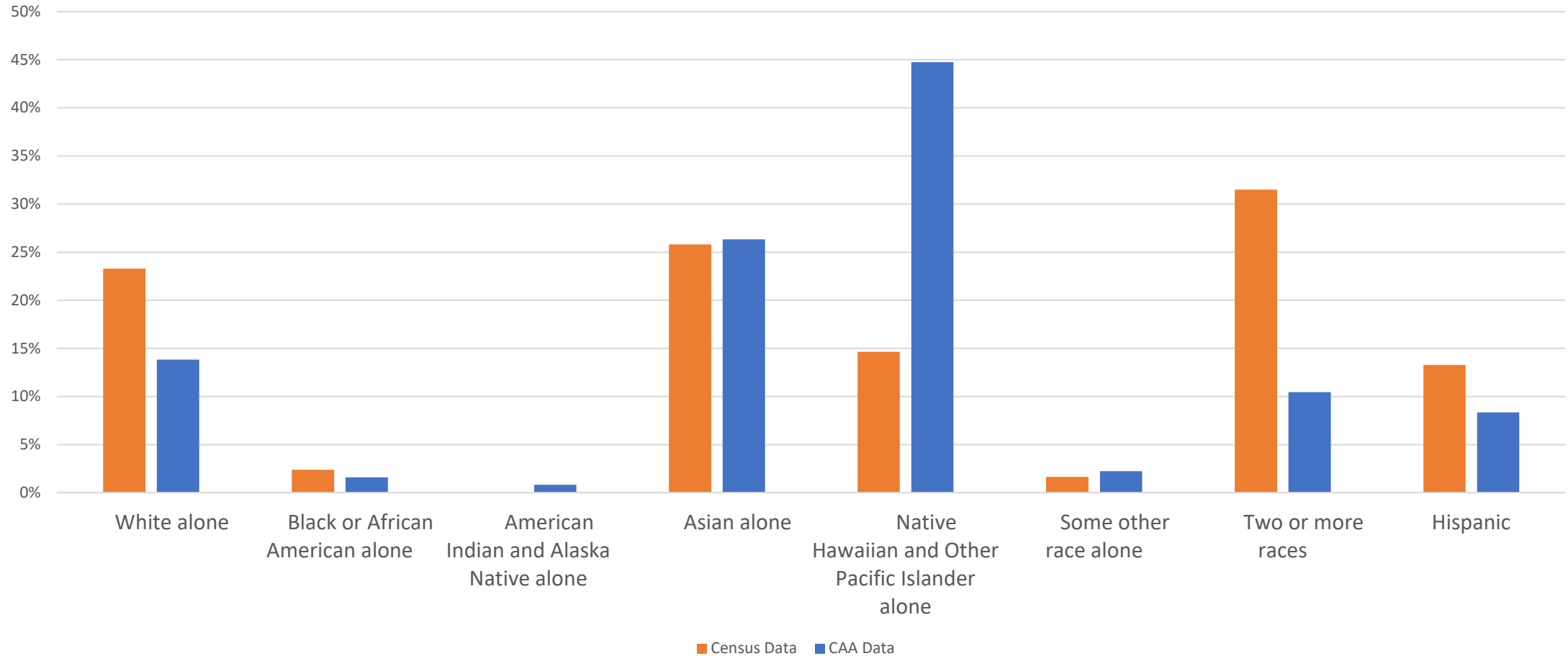
- Each Domain's indicators contain data elements by:
 - Targets
 - Results
 - Percent Achieving Outcomes
 - Performance Target Accuracy
- Services provided to individuals and families
- Demographic characteristics of people served by eligible entities

RAW DATA COLLECTION: People and Households served Tracking System

What could Needs Assessment Data tell us if we...

- Compared outcome data to assessment data?
 - Did the outcomes match the identified needs?
 - Did we have an underperforming program that was due to a missed community resource?
- Compared service data to assessment data?
 - Uncover that needs were not identified in assessment?

Agency Data vs Census Data



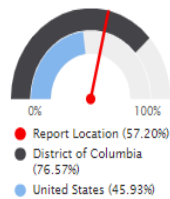
Community Statistics

Access - Preschool Enrollment (Age 3-4)

This indicator reports the percentage of the population age 3-4 that is enrolled in school. This indicator helps identify places where preschool opportunities are either abundant or lacking in the educational system.

Report Area	Population Age 3-4	Population Age 3-4 Enrolled in School	Population Age 3-4 Enrolled in School, Percent
Report Location	42,620	24,378	57.20%
Kent County, DE	4,399	1,667	37.89%
District of Columbia, DC	17,730	13,576	76.57%
Baltimore City, MD	15,159	7,537	49.72%
Bradford County, PA	1,684	594	35.27%
Amherst County, VA	837	317	37.87%
Berkeley County, WV	2,811	687	24.44%
Delaware	22,833	10,755	47.10%
District of Columbia	17,730	13,576	76.57%
Maryland	153,201	71,149	46.44%
Pennsylvania	291,283	130,321	44.74%
Virginia	203,798	94,930	46.58%
West Virginia	36,580	11,211	30.65%
United States	8,100,136	3,719,992	45.93%

Percentage of Population Age 3-4 Enrolled in School



Note: This indicator is compared to the highest state average.

Data Source: US Census Bureau, American Community Survey, 2017-21. Source geography: Tract → Show more details

Five Year Unemployment Rate

Unemployment change within the report area from May 2019 to May 2023 is shown in the chart below. According to the U.S. Department of Labor, unemployment for this five year period fell from 4.7% to 4.0%.

Report Area	May 2019	May 2020	May 2021	May 2022	May 2023
Report Location	4.7%	10.3%	6.6%	4.1%	4.0%
Kent County, DE	3.6%	14.8%	6.4%	4.7%	4.4%
District of Columbia, DC	5.2%	8.7%	6.7%	4.3%	4.9%
Baltimore City, MD	4.7%	11.2%	7.5%	4.0%	3.0%
Bradford County, PA	3.6%	9.9%	5.4%	3.9%	3.4%
Amherst County, VA	3.2%	8.1%	4.0%	3.1%	2.9%
Berkeley County, WV	3.4%	10.5%	3.7%	2.7%	3.0%
Delaware	3.2%	13.4%	5.4%	4.1%	3.9%
District of Columbia	5.2%	8.7%	6.7%	4.3%	4.9%
Maryland	3.2%	9.3%	5.7%	3.1%	2.2%
Pennsylvania	4.0%	13.0%	6.2%	4.1%	3.5%
Virginia	2.8%	9.9%	4.3%	2.9%	2.7%
West Virginia	4.5%	12.7%	5.3%	3.5%	3.4%
United States	3.4%	13.0%	5.5%	3.4%	3.4%

Data Source: US Department of Labor, Bureau of Labor Statistics, 2023 - May. Source geography: County → Show more details

Using CAA data to assess needs

A lot of times this entails disaggregating your data and doing a deep dive into your programs in order to assess factors that are affecting your performance and to figure out if those factors help you address the needs or not – and whether they will be in play as you plan for the future.

Compare to CAA Data

- A. Let's say unemployment rate went up
 - But the number of people you helped get a job decreased

- B. Let's say unemployment rate stayed the same
 - But the number of people you helped get a job decreased

- C. Let's say unemployment rate stayed the same
 - But the number of people you helped get a job increased

Example 1

- Let's say you notice a trend in your Annual Report data over time.
 - You see an increase in Hispanic clients for your entire agency.
 - What might you want to know?
 - What are current trends in the overall Hispanic population in your community?
 - Break it down by program. Which programs are seeing more Hispanic clients?
 - What domains do those programs focus on? What does that tell you about their needs?
 - What does that tell you about what resources may be needed moving forward?

Example 2

- You notice 100 clients obtained a job.
- What might you want to know?
 - Break it down by program.
 - Which program seems to be accomplishing the most success with clients here?
 - What factors contribute to that program's success?
 - Break it down by location.
 - Where do clients seem to be more successful in securing jobs?
 - What does that tell you about potential resources moving forward? Could there be a new partnership to form a pipeline between your program and jobs? Or could it mean you might need to look into providing a new service like transportation support?
 - Who seems to fare better at achieving the outcome?
 - Each of the things below gives you a little bit more information to inform your program and service model moving forward.
 - Break it down by gender
 - Break it down by age
 - Break it down by race
 - Break it down by location
 - Break it down by educational background



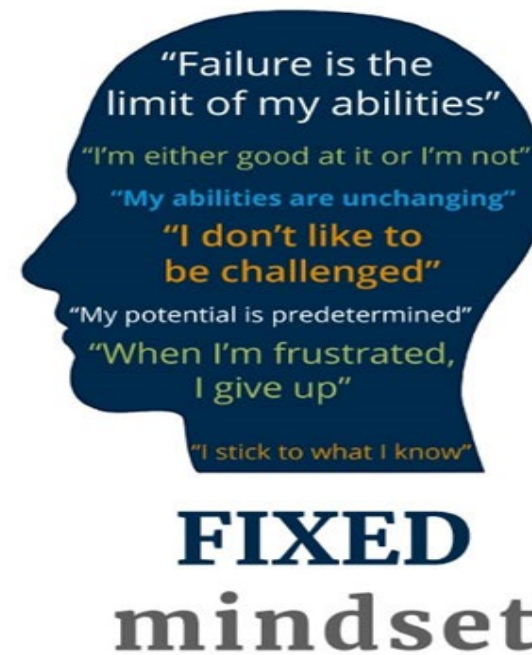
Increase Communication

One way to increase engagement of stakeholders is to provide them with reports and other kinds of communication so they know what you are doing. That might prompt them to want to tell you what **THEY are doing!!**

Why are you communicating?

- To gather data for Community Assessment
- To share information on programs that are available
- To recruit customers (participants)
- To report to funders and stakeholders
- To share success!!!
- Advocate – help to shape public opinion and public policy

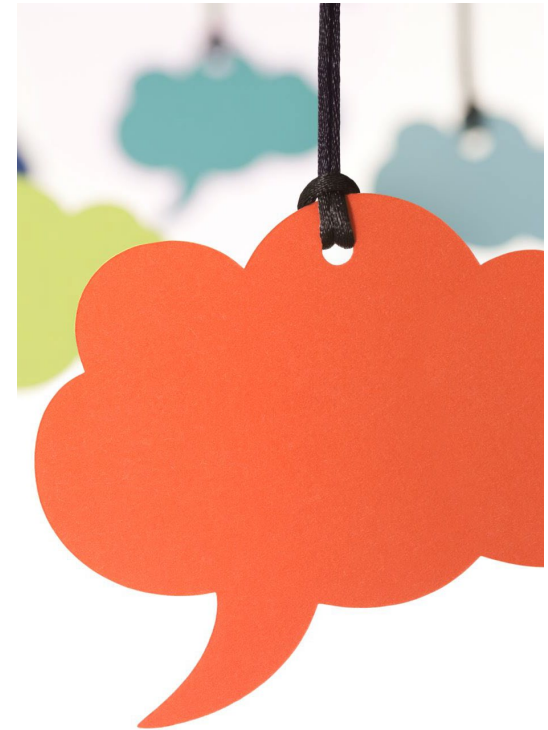
To improve support for our work, we must encourage a growth mindset in our stakeholders.



Use your data...

What do you want to communicate?


- Identify the various “audience” with whom you intend to share your data.
 - Who are they?
- Identify the purpose of sharing this data with these individuals.
 - Why do you want to share performance data?
- What elements of performance data are most important to share? Why?



Use your agency website!

Not just to tell the community what programs you are offering, but to share successes.

And to provide opportunity for feedback.

A network diagram with nodes and connections. The nodes are represented by colored circles in shades of orange, teal, blue, purple, green, and grey. They are interconnected by a complex web of thin grey lines. The background is light grey with scattered small black dots.

Other ways to use communication to improve your community profile?

Good communication processes can be multi-directional and can create a network of support.

An illustration of several hands of various colors and patterns raised against a bright yellow background. The hands are stylized with thick outlines and some have patterns like stripes or polka dots. The colors include white, grey, blue, green, red, and brown. The hands are positioned at different heights and angles, suggesting a group of people participating in a discussion or asking questions.

Questions?