Collecting and Analyzing Comprehensive Community Needs Assessment Data

Annual Convention 2017
Transforming Communities, Changing Lives
Philadelphia, PA

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Objectives

• Reinforce the purpose of the CNA
• Learn the aspects of planning a comprehensive CNA
• Discuss important data to collect for the CNA
  – Quantitative
  – Qualitative
• Understand simple analysis techniques for CNA data
• Learn ways to communicate the CNA
Purpose

COMMUNITY NEEDS ASSESSMENT
What is a needs assessment?

A systematic process for creating a profile of the needs and resources of a given community or target population. (ROMA)

A process of collecting and analyzing a broad array of data and information to develop a comprehensive picture of a particular community. (Claire Higgins)
Purpose

- Offers a picture of the community at a point in time relative to its needs – both real and perceived
- Creates opportunities for community members to examine their area and region
- Provides the “Why?”
Purpose

- Strategic Planning
- Examine and Prioritize Issues
- Service Delivery
- Community Partnerships
- Evaluation
- Foundation for Change
Organizational Standards

The Results Oriented Management and Accountability Cycle

Assessment
Community needs and resources, agency data

Evaluation
Analyze data, compare with benchmarks

Planning
Use agency mission statement and assessment data to identify results and strategies

Achievement of Results
Observe and report progress

Implementation
Services and strategies produce results
Organizational Standards

- Standard 3.1 • The organization conducted a Community Assessment and issued a report **within the past 3 years**.

- Standard 3.2 • As part of the Community Assessment, the organization **collects and includes current data specific to poverty** and its prevalence related to gender, age, and race/ethnicity for their service area(s).

- Standard 3.3 • The organization collects and analyzes both **qualitative and quantitative data** on its **geographic service area(s)** in the Community Assessment.
Organizational Standards

- Standard 3.4 • The community assessment includes key findings on the causes and conditions of poverty and the needs of the communities assessed.

- Standard 3.5 • The governing board formally accepts the completed Community Assessment.
Connecting the CNA with Other Planning Processes

Community Needs Assessment

Strategic Plan

Community Action Plan
Planning

COMMUNITY NEEDS ASSESSMENT
How Many Needs Assessments?

Assessments may be required by multiple funders, but multiple assessments should not be necessary.

- Comprehensive assessment
- Collaboration
- Service integration
Process

- Comprehensive Community Needs Assessment Team
  - Cross functional
- Plan & Timeline
- Collect Data & Compile
- Analyze & Prioritize
- Publicize & Utilize
STEPS IN THE NEEDS ASSESSMENT PROCESS

- Convene the cross-functional **team**
- Set the **timeframe** and timeline
- Establish **goals** for the CCNA
- **Review** definitions and evaluate results of past activities
- **Collect**: conduct the surveys, focus groups, interviews and collect the statistical data
- **Analyze**: break into individual issue teams for review of the areas and hold discussions
- **Prioritize**: gather for reporting out and hold focused discussion to prioritize the issues
- **Write** the needs assessment based on the information gathered
- **Communicate**: publicize and utilize the data
March - March
Review and evaluation of results

March - April
Surveying of clients, partners, staff, and board
Review of assessments
Of clients, board, agency

March - April
Gathering secondary data using CCNA and outreach

April
Report results to public

March - April
Conduction of focus groups

May
Analysis reviewed by Board/PC

May - June
Prioritization approved by Board/PC

June
Submit to Funder

April
Report results to public

May
Analysis reviewed by Board/PC

June
Prioritization approved by Board/PC

July
Write CNA
<table>
<thead>
<tr>
<th>#</th>
<th>Timeline</th>
<th>Sample Dates</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 weeks</td>
<td>March 16(^{th}) – 31(^{st})</td>
<td>Planning and developing forms</td>
</tr>
<tr>
<td>2</td>
<td>4 weeks</td>
<td>April 1(^{st}) – April 30(^{th})</td>
<td>Collecting Data</td>
</tr>
<tr>
<td>3</td>
<td>3 weeks</td>
<td>May 1(^{st}) - May 22(^{th})</td>
<td>Analyzing Data</td>
</tr>
<tr>
<td>4</td>
<td>2 weeks</td>
<td>May 23(^{rd}) - June 30(^{th})</td>
<td>Preparing Report</td>
</tr>
<tr>
<td>Total</td>
<td>15 Weeks</td>
<td>March 16(^{th}) – June 30th</td>
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</table>
Convening the Cross-Functional Team

- Program Managers
- CAA planning and development staff/experts
- Other agency staff:
  - Whose work makes them familiar with key partners, or
  - Whose work makes them familiar with participants
- Board Members
- Other organizations’ leaders and/or community partners
- Expert consultants
Choosing the Target Community

• Consider looking at multiple levels – zip code/census tract, neighborhood, city/county, region
• Don’t exclude communities outside of your service area
• Use the boundary discussion to identify key stakeholders to engage
• Make sure to target stakeholders beyond your client population
• Define what it means to be in poverty
How do You Define Poverty?

• Supplemental Poverty Measure

“The SPM extends the official poverty measure by taking account of many of the government programs designed to assist low-income families and individuals that are not included in the current official poverty measure.”

<table>
<thead>
<tr>
<th>Resource Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM Resources = Money Income From All Sources</td>
</tr>
</tbody>
</table>

**Plus:**
- Supplemental Nutritional Assistance (SNAP)
- National School Lunch Program
- Supplementary Nutrition Program for Women Infants and Children (WIC)
- Housing subsidies
- Low-Income Home Energy Assistance (LIHEAP)

**Minus:**
- Taxes (plus credits such as the Earned Income Tax Credit [EITC])
- Expenses related to work
- Child care expenses
- Medical Out-of-Pocket (MOOP) expenses
- Child support paid
Choose Your Categories

• Community Commons Online Tool
  - Population Profile
  - Employment
  - Education
  - Housing
  - Income
  - Nutrition
  - Health Care

• Domains of CSBG Act
  - Employment
  - Education
  - Income Management
  - Housing
  - Emergency Services
  - Nutrition
  - Self Sufficiency
  - Health
  - Services for Youth
  - Services for Senior Citizens
Establish Goals

- What does the agency want to get out of it?
  - Meet funding requirement
  - Inform Strategic Plan
  - Communicate with legislators
  - Community Partnerships
  - What else?

- What will the agency do with the information?
  - Planning
  - Share with community partners
  - Post to website
Collecting Data

COMMUNITY NEEDS ASSESSMENT
Key Questions for the Assessment Plan

• What individual/family needs will be assessed?
• What organizations’ needs will be assessed?
• What community-specific needs will be assessed?
• What data and indicators are needed?
• How will the data be gathered?
Engaging Stakeholders Through Data Collection

- General Public
- Community Organizations
- Key Partners
- Customers
Quantitative

(Quantity – confirms)
- Numerical/Statistical
- Demographic
- Economic
- Social

Can be time consuming...

Solution?
- Web Based Data Tool
  - Comprehensive tool to collect secondary data
    - Provide comprehensive data in one location
    - Trustworthy source
    - Frees up time to focus on primary data and assets
  - State & National Tools
  - University of Missouri – CARES & IP3
Welcome to the Community Action Partnership's Comprehensive Community Needs Assessment (CCNA) Tool and Mapping Hub. The Hub acts as your entry into an online tool with multiple features that allow for the efficient use of data and mapping as part of a larger Community Needs Assessment process. Here, you can measure and visually represent the fundamental drivers of poverty in your community through an array of census data sets, a report generator, and a mapping tool.

Using the Comprehensive Community Needs Assessment (CCNA) Tool

The CCNA Online Tool provides a significant amount of the secondary data that will assist you in completing comprehensive community needs assessment with the click of a button.

- How to Use the CCNA Report Tool
- Start a New Assessment
- Learn About the Data
Web-Based Tool

What’s in it?

CAP Hub

• Indicators = 39
• National level data sources
  • *(i.e. US Census Bureau Decennial Census, American Community Survey, US Dept of Labor, etc)*

Data Category

<table>
<thead>
<tr>
<th>Population Profile</th>
<th>Employment</th>
<th>Education</th>
<th>Housing</th>
<th>Income</th>
<th>Nutrition</th>
<th>Health Care</th>
</tr>
</thead>
</table>
## Educational Attainment

The table below shows the distribution of educational attainment levels in the report area. Educational attainment is calculated for persons over 25, and is an average for the period from 2010 to 2014 compared to data collected in the 2000 Census.

<table>
<thead>
<tr>
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<tbody>
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<td>14.84%</td>
<td>10%</td>
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<td>16.49%</td>
<td>18.95%</td>
<td>8.07%</td>
<td>10.71%</td>
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<tr>
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<td>17.45%</td>
<td>20.73%</td>
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<td>9.96%</td>
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<td>30.01%</td>
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<td>10.43%</td>
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<td>9.96%</td>
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*Note: This indicator is compared with the state average.*

*Data Source: US Census Bureau, [American Community Survey](https://www.census.gov/acs), US Census Bureau, [Decennial Census](https://www.census.gov), 2010-14. Source geography: County*
Qualitative

(Quality – explores)
- Narrative, themes, perceptions
- Available community resources
- At-risk or threatened resources
- Unmet community needs
- Current barriers to accessing services

External
- Key Informant Interviews
- Community Forums
- Focus Groups
- Surveys

Internal
- Agency Capacity
- Surveys
Qualitative - External

- Community Forums
- Surveys
- Focus Groups
- Key Informant Interviews
Community Forums

• A gathering of community members to involve them in defining and discussing needs.
• Used to assess community concerns, perceptions, reactions to proposed initiatives, etc.
• Useful to raise public awareness
• Widely publicize the meeting and make every effort to reduce barriers to participation (child care, transportation.)
• Use a skilled facilitator to lead the discussion.
• Establish and enforce ground rules.
• Do not rely on community forums to serve as the primary data source.
• Use a note taker and may want to record the meeting.
Surveys collect primary data from individuals who collectively constitute a representative sample of the community.
Tips for Surveys

• Use existing surveys or get a professional
• Brevity is best
• Don’t just survey clients
• Engage partners to help
• Survey might target:
  --Residents of low-income neighborhoods
  --Representative samples of key stakeholder groups
  --The community at large
Focus groups

• Led by a skilled facilitator to keep group focused.
• It is focused; the group has a specific discussion topic.
• The groups’ composition is important.
• Create a safe atmosphere for people to talk openly and express their opinions.
• Can be used to collect qualitative data not captured by surveys
Focus group tips

• Limit focus group size to 10-15 participants.

• Use an experienced facilitator as well as a recorder.

• Prepare 5-6 questions to guide the focus group discussion.

• Assure participants that their individual responses will be kept confidential.
Group Structure Can Include:

• Issue definition and the current situation regarding the issue (CAA interpretation of the issue)
• Problem size/scope
• Basic cause and contributing factors
• Available resources
• Untapped resources/assets
• New approaches and ideas
Key Informant Interviews

• One-on-one interviews with individuals who represent important community constituencies.
• Obtain an informed perspective by those working in the field.
• Can help focus the needs assessment on particular issues of concern.
• Can provide information about community organizations and available services.
TIPS!

- Prior to the interviews, prepare a set of open ended questions to guide the discussion. Be prepared to follow-up initial questions with “probes” to elicit more detail.

- Be ready to pursue unexpected “leads” that may emerge through the discussion.

- Two people are better: interviewer and note taker.
Agency Data

Using whatever data system or methods you have to track who is being served and with what programs, consider...

- Who is being served?
- What are their demographics?
- What programs are being utilized?

Then compare agency data with quantitative and qualitative that has been collected.
Analyzing Data

COMMUNITY NEEDS ASSESSMENT
Foundations of Data

Collect → Report

STOP

Done Until Next Year
Foundations of Data

Collect

Report

STOP

Done Until Next Year
Data, Information, and Knowledge

• **Data** is facts that are observed, measured, collected and aggregated.

• Data only becomes **information** for decision making once it has been analyzed in some fashion.

• **Knowledge** is derived from the interaction of information and experience with a topic.
Analysis Techniques

• Ask questions
• Count & Compare
• Examine Trends

Tools for Visualization

• Mapping
• Charts & Dials
Start by Asking Questions:

**Where** are the needs?

**Who** has the *most* need?
Ask Questions

Where

• Where do low-income individuals and families live in the agency’s service area?
• Where are the areas of highest need in the agency’s service area?
• Where are there gaps in resources?
• Are there barriers to access in specific areas of the community?
Ask Questions

Who
• What is the demographic breakdown of population in poverty by age?
• Are there gaps in services for specific populations (e.g. child care/early education, seniors?)
• Who are we not serving, despite data telling us there is a high need?
• Did you serve the population you thought you’d serve?
Count & Compare

Three Examples

• Compare the Areas of Need with the Location of Services and Resources

• Population profile of age demographics
Compare the Areas of Need with the Location of Services and Resources

**Example:** The darkest blue/purple areas are those with over 56 percent of the Age 0-17 population living at below 200 percent of the poverty level. The location of United Planning Organization’s (UPO) Child Care Center (in red) is located in the heart of a community with high levels of children living in poverty.
Population profile of age demographics

- Compare age demographics in a certain area:

<table>
<thead>
<tr>
<th>AREA</th>
<th>CHILDREN</th>
<th>SENIORS</th>
<th>ALL PERSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDonald Co, MO</td>
<td>50.5%</td>
<td>14.5%</td>
<td>21.7%</td>
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- Data shows that 753 of the 1,492 children in McDonald County are in poverty.
- Further, compare how many children are living in poverty under the federal poverty guideline to how many they are serving in this county.

To target the appropriate population in need, the data can be broken down by gender, ethnicity, and race in the age category:

- 6.15% more female children are in poverty (than male children)
- 12.93% more Hispanic/Latino children are in poverty (than non-Hispanic/Latino children)
Examine Trends

• 3, 5, 10 year trends
• What has happened over time?
• What events or situations may have impacted these trends?
• What does that mean for us going forward?
The employment rates for men and women have changed over time:

While the rate for men has gone down . . .

- 92%
- 76%
- 67%

. . . the rate for women has gone up.

- 53%

Some changes that may have impacted on the rate for women:

- 1975: Sex Discrimination Act
  Promoted equality of opportunity between men and women
  Employment Protection Act
  Made it illegal to sack a woman due to pregnancy and introduced statutory maternity provision

- 2008: Lone parent income support changes
  Conditions of eligibility for lone parent income support were changed

- 2010: Increase in state pension age for women
  Increased the number of women working past 60

1970: Equal Pay Act
Prohibited any less favourable treatment between men and women in terms of pay

1971 to 2013: The growth in services and decline of manufacturing
Women are more likely to work in services than in manufacturing

Simple, **FREE** Tools to Visualize and Analyze

- Excel
- Community Commons
Education

Educational Attainment

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Note: This indicator is compared with the state average.
Data Source: US Census Bureau, American Community Survey, US Census Bureau, Decennial Census, 2010-14. Source geography: County
Homeless Children and Youth, Total by School District, DESE-MO 2015-16

- Over 300
- 61 - 300
- 21 - 60
- 1 - 20
- No Homeless Students

Report Area

Poverty

2015 poverty estimates show a total of 20,113 persons living below the poverty level in the report area. Poverty information is at 100% of the federal poverty income guidelines.

<table>
<thead>
<tr>
<th>Report Area</th>
<th>All Ages No of Persons</th>
<th>All Ages Poverty Rate</th>
<th>Age 0-17 No of Persons</th>
<th>Age 0-17 Poverty Rate</th>
<th>Age 5-17 No of Persons</th>
<th>Age 5-17 Poverty Rate</th>
</tr>
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<tbody>
<tr>
<td>Report Area</td>
<td>20,113</td>
<td>15.41%</td>
<td>6,271</td>
<td>19.73%</td>
<td>4,296</td>
<td>18.54%</td>
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<tr>
<td>Andrew County, MO</td>
<td>1,612</td>
<td>9.5%</td>
<td>507</td>
<td>12.9%</td>
<td>343</td>
<td>11.4%</td>
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<tr>
<td>Buchanan County, MO</td>
<td>14,578</td>
<td>17.3%</td>
<td>4,654</td>
<td>23.7%</td>
<td>3,202</td>
<td>23.2%</td>
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<tr>
<td>Clinton County, MO</td>
<td>2,094</td>
<td>10.4%</td>
<td>720</td>
<td>15.1%</td>
<td>486</td>
<td>13.4%</td>
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<td>DeKalb County, MO</td>
<td>1,829</td>
<td>20%</td>
<td>390</td>
<td>18.5%</td>
<td>265</td>
<td>16.9%</td>
</tr>
<tr>
<td>Missouri</td>
<td>1,751,404</td>
<td>14.81%</td>
<td>555,371</td>
<td>19.83%</td>
<td>374,632</td>
<td>18.29%</td>
</tr>
</tbody>
</table>
Community Commons

Utilize the **Location Opportunity Footprint tool** on Community Commons. This identifies areas of opportunity as characterized by School Proficiency Score, Number of nearby Jobs per Worker, and Monthly Cost of Housing and Transportation for a Family at 50% of the Area Median Income (AMI).

Utilize The **Vulnerable Populations Footprint tool** on Community Commons. This maps the intersection of Poverty, Educational Attainment, and Health. Where are the “Vulnerable Populations” located as defined by census tracts where both 20% of the population lives below the poverty level AND 25% of the population has less than a high school degree. The tool also includes the locations of hospitals and community health centers.
Charts

Quantitative
• Numerical
  – Scatter Plots
  – Histograms
  – Line Graph
    • Good for trends

Qualitative
• Categorical
  – Line Graph (by category)

Needs Both
• Numerical & Categorical
  – Bar Chart (1 category, 1 numerical record)
  – Stacked Bar Chart (2 categories, 1 numerical record)
  – Pie Charts (several categories, 1 numerical record)
Communicating Data

COMMUNITY NEEDS ASSESSMENT
Utilize & Communicate

How do we utilize data?

*It shouldn’t stop with the requirement or just sit on the shelf*

- Who needs to know?
- What do they need to know?
- How can you continue to use the data and analysis?
Why?

- Educate
- Tell the Community Action Story
- Advocacy/Partnerships
Who?

- Board of Directors
- Community Members
- Community Action
- Local Funders
- Elected Officials
- News Media
What?

*Depends on audience & purpose or goal*

- **Board of Directors**
  - Full report
  - Focus discussion on Key Findings
- **Community Members**
  - Key findings
  - Emphasize analysis of resources
  - Recommendations
- **Community Action**
  - Full report
What?

*Depends on audience & purpose or goal*

**• Potential Funders**
  - Key findings + Recommendations

**• Elected officials**
  - No more than one page, front/back
  - Key findings - keep it *short*

**• News media**
  - Share data (elements of poverty) relating to timely events through press releases
What?

• Share infographics and bite-size pieces with EVERYONE
  - Keep it simple
  - Keep the conversation going
  - Contextualize numbers with client success stories
When?

• Community Action Plan
• Strategic Plan
• Grant Writing
• Building Partnerships
• Advocacy
Where?

- Website
- Social Media
- Community/Advocacy Meetings
Examples & Resources

• How did <agency> address poverty in <county name>? Find out here! <link to website/infographic> #CommunityAction

• CAP/NASCP/CAPLAW Social Media Webinar
  • Story Guide and Brochure from NASCP
  • Check out Virtual CAP
  • Infographics at Piktochart + Canva
  • Check out talkpoverty.org
Request nonprofit discounts for piktochart & canva!
Thank you!

Courtney Kohler: ckkohler@communityactionpartnership.com