Results at the Community Level
Introduce Your Team’s Project

• Using the Chat box, please tell us about the project you identified during our last meeting and on the recent homework assignments.
  – What need are you addressing?
  – What community (communities) will this project impact? Are they urban/suburban, or a mix?
Welcome to our Second group meeting!
Agenda
February 23, 2017

• Welcome
• Identifying the agencies on the call
  (roll call from the application list)
• Identifying the Need (what does it take?)
• Member Sharing
• Tools and Resources
  (we will be sending you things to consider)
• Homework Assignments
The LCRC Team

Tiffney Marley, Project Director
Jarle Crocker, Director of T/TA
Hyacinth McKinley, Program Associate
## Roll Call

<table>
<thead>
<tr>
<th>Organization</th>
<th>City</th>
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<tr>
<td>Arkansas Community Action Agencies Association, Inc.</td>
<td>Little Rock</td>
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<td>Community Action Agency of St. Louis County</td>
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<td>CA</td>
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<td>Community Action Partnership of Kern</td>
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<td>Garrett County Community Action Committee &amp; Allegany County Human Resources Development Commission</td>
<td>Garrett and Allegany Counties</td>
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<td>Hampton Roads Community Action Program</td>
<td>Newport News</td>
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<td>Virginia Dept. of Social Services</td>
<td>Richmond</td>
<td>VA</td>
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Rate Yourself—Respond to the Poll

• When asked “How did you decide on a project?” in worksheet 1B, how easy was it for you to provide a reason (a basis) for the project? 1—not easy/5—very easy

• How well documented do you think the need is in your community? 1—not well/5—very well
Subject Matter Experts

Barbara Mooney  Dana Jackson
Identifying the Need

Finding the Data

Results at the Community Level
Learning Community Group (LCG)
Objectives of Our LCG

• The Results at the Community Level LCG will guide a participant discussion to establish a clear definition of
  – community level needs
  – community level outcomes, and
  – community level strategies

• Participants will explore how to
  – observe and document change at the community level, and
  – share the process with key stakeholders.
Objectives of this session

1- PARTICIPANTS WILL UNDERSTAND THE IMPORTANCE OF IDENTIFYING THE NEED

Participants were each asked to identify a project they have worked on or would like to work on that has community level impact as a goal, and then to identify:

How did you decide on this project? What was the need?

• How did you identify the need?
• What resources were there to establish a baseline?
• What data that I have already could I use to inform me?
• What other data might I need? (data analysis or data development agenda)
• What did you do to verify the need?

2- PARTICIPANTS WILL BEGIN TO IDENTIFY ONE FACTOR TO WORK ON FOR THIS PROJECT
Step by Step

- Identify the need
- Verify the need based on data
- Look at the trends
- Determine the factors
- Isolate the factor that may have the greatest effect
- How much change is needed?
- What is one thing you can do to step toward the “big” change?
The statement of need drives everything else

- What is the problem/need? How do you know it is a problem?
  - Don’t confuse agency needs with community needs
  - Don’t confuse individual and family needs with community needs
Importance of strong statement of need

• Statement of need establishes the focus and rationale for the project
  – If you do not have a compelling need, you do not have a compelling project
• It must be a concise and coherent statement, that is supported by evidence
  – Use comparison data to contextualize the need.
Key Points

• Don’t assume everyone knows the circumstances and conditions that prompted the project
• Don’t editorialize or bring in emotional appeals — the data will help you focus on the facts
• Make sure statement of need has local data
  — The need/problem may be a national problem as well, but make sure that you establish that it is a local problem through relevant data
• Make sure the data is up-to-date (current)
Avoid circular reasoning

• Some times we think that just identifying the absence of something can be identified as the problem

• For example:
  “The problem is that we have no youth center. The solution is to build a youth center.”

• But why do you want a youth center?
  – What makes you think a youth center is needed?
  – What data will back up your identification of this as a need?
Whose need is it?

• What/who is the target population that you are trying to help?
  – Demographics, and conditions of that population
  – Be as specific, concise and clear as possible
Things to consider when identifying a project

• Is the problem/need urgent? Why does it need to be addressed now? What is likely to happen if the problem/need goes unaddressed?
  – Can the need be verified?
    • Qualitative data? What have you heard inside your organization, system and/or community? What data supports it?
    • Quantitative data? Is it valid and reliable? Is it timely?

• Why should it be your organization that addresses the problem/need? Do you have capacity? Do you have authorization and authority?
Identifying and Verifying the Need
Example: Louisville’s Bold Education Commitment – 55,000 Degrees

• May 2010 – Greater Louisville Project identified education as the city’s most important deep driver for positive change.

• Based on education data, economic development data (what makes a viable, competitive)

• October 2010, 55,000 Degrees born – Mayor, university presidents, business leaders, public school officials, community leaders, faith community, etc.
Where we stand

Louisville ranks 10th among 15 competitor cities in bachelor’s degrees today
Our goal: to move to the top tier by 2020, from 30 percent to 40 percent

Working-age population 25 to 64 with bachelor’s degrees or higher

- Raleigh: 49%
- Charlotte
- Richmond
- Omaha
- Columbus
- Nashville
- Greensboro
- Cincinnati
- Birmingham
- Louisville: 30%
- Memphis
- Indianapolis
- Kansas City
- Dayton
- Jacksonville: 25%

Source: Greater Louisville project 2010 Competitive City report

Louisville ranks 9th among 15 competitor cities in associate’s degrees today
Our goal: to move to the top tier by 2020, from 7.3 percent to 10 percent

In 2020, with 55,000 more degrees, half our working-age adults would have 2- or 4-year degrees or higher
Now: 37% have degrees

Lifetime earnings double
Bachelor’s degree: $2.7M
High school diploma: $1.5M
Source: U.S. Census Bureau, 2008

Community Action Partnership
America’s Poverty Fighting Network
Look at the Trends

Education Attainment of Working-Age Population
Education Attainment by Race, Age, and Sex

Source(s): United States Census Bureau American Community Survey one year estimates. Disaggregated data come from Public Use Microdata Sample (PUMS) one-year estimates – also from US Census Bureau.

The percentage of Jefferson County working age adults (25-64 years of age) who hold at least an associate degree.
Factor Analysis

Getting to the story behind the trendline
What does data tell us about the trendline?

Is it Better? Same? Worse?

(From Annie E. Casey’s Results Based Leadership Program)

- Whole Population
- History
- Current
- Forecast
- Where are we?
- Where will we go if nothing changes?
- Where do we want to be?
Story Behind the Data

(From Annie E. Casey Foundation’s Results Based Leadership)

Spotlight on

Story behind the data

and story behind the gap

To analyze the factors that affect the trendline

To inform the change ideas

To inform selection of strategies

(based on evidence & best practice)
Factor Analysis

(From Annie E. Casey’s Results Based Leadership)

Is it Better? Same? Worse? Story behind data?

Factors increasing trend (contributing)

Factors decreasing trend (restricting)

Whole Population

History
Current
Forecast
Results Accountability Practice: The Importance of Factors
(From Annie E. Casey’s Results Based Leadership)

   - Each time we ask ourselves *why*, we can get more specific about the underlying factors.

2. Factors shape our theory of action
   - If we take specific actions then we expect specific changes will happen.

3. Factors inform decision making
   - We decide what to do “more of” and what to do “less of” or “do differently” in our actions to take.
Let’s Practice...
What factors might be at play?

• What’s been known to increase education attainment?

• What’s been known to decrease it?
Education Attainment by Race, Age, and Sex

Source(s): United States Census Bureau American Community Survey one year estimates. Disaggregated data come from Public Use Microdata Sample (PUMS) one-year estimates – also from US Census Bureau.

The percentage of Jefferson County working age adults (25-64 years of age) who hold at least an associate degree.
Identify One Factor

• Once you have identified a project:
  – Conduct a factor analysis on your trendline
    • Ask yourself how you know these are the factors that are contributing to your trendline – Remember the 5 Whys
    • Answer, “How is this factor driving the trend? (5 Why’s)”
    • What evidence do I have that supports what I think? (data development agenda)
Factor Analysis Continued

• If this factor shifted, what would happen? What would the impact be?

• Review all of the factors you identified and ask yourself, “What are the 2 – 3 factors, that if shifted would make the biggest contribution to population level change?

• Select one factor to work on
  – Make sure it is something you have within your agency’s scope, authority, mission and influence
Factor Analysis Continued

• Make sure you choose something that you can begin to move in a timely way

• **Don’t** get paralyzed by the data development agenda
  – Proxy data can be used
  – Best available data can be used

• **Do** make sure you can “measure” change
Moving from Factor Analysis to Strategy

As you think about developing your strategy, remember any strategy developed should track back to the factor you are trying to shift!
Results at the Community Level

Starting the Discussion

Agency Check-in
Agency Check-in

Question for discussion:
When you thought about a community project, what was the need that brought this to your attention?
Follow up question:
What change do you think will happen?
Worksheet 2

Project Title:
• Identify ONE THING that you will work on for your project.
  – Identify “first step” strategy:
  – What is the role of your agency?
  – Who will be the Partners?
  – Identify a time frame for this part of the project.

• What would be the “Next Step” (after this first step):
Our Next Meeting

Friday March 10, 2017
2pm EST/1pm CST/12pm MST/11am PST
Homework

• **Complete Worksheet 2**
  – to be done directly after the session and submitted by **next Friday, March 3**
  • Please submit to Hyacinth McKinley at hmckinley@communityactionpartnership.com

• Read **this brief article** for further insight on the importance of community level work
Meeting Schedule

• Friday Feb 10
• Thursday Feb 23
• Friday March 10
• Friday March 24
• Friday April 28
• Friday May 26
• Friday June 16
• Friday July 21

• What is community level work?
• Identifying the need
• Describe the project (select one factor to work on)
• Identifying and Tracking Indicators
• Collecting and Analyzing Data
• Progress Reports from Members
• Progress Reports from Members
• Final Reports before the Conference
Technological Tools

Basecamp 3

Work together the easy way

Basecamp’s unique blend of tools is everything any team needs to stay on the same page about whatever they’re working on. There’s nothing else like it!

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Learn with the Learning Community!
Follow our blog at: lcrcweb.com
Follow the Learning Community
Visit: www.lcrcweb.com
to Subscribe
Don’t forget....

• **Send us your pictures!**
  – Please email photos of your agency team, the agency logo, and community pictures to be used for virtual meetings and Learning Community blog.
THANK YOU!
WE WILL SEE YOU in 2 WEEKS!
LCRC Staff and SME Contact Info:

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