

Analyzing Comprehensive Community Needs Assessment Data

Organizational Standards National Webinar Series
Monday, November 13th, 2017



Dr. Jarle Crocker | CCAP, NCRT
Director of T/TA

jcrocker@communityactionpartnership.com

Courtney Kohler | MPA, CCAP, NCRT
Senior Associate, T/TA

ckohler@communityactionpartnership.com



Agenda

- Resources for the CNA and data analysis
- Working with data analysis by domain
- Organizing the “key findings” section

CNA National Webinar Series

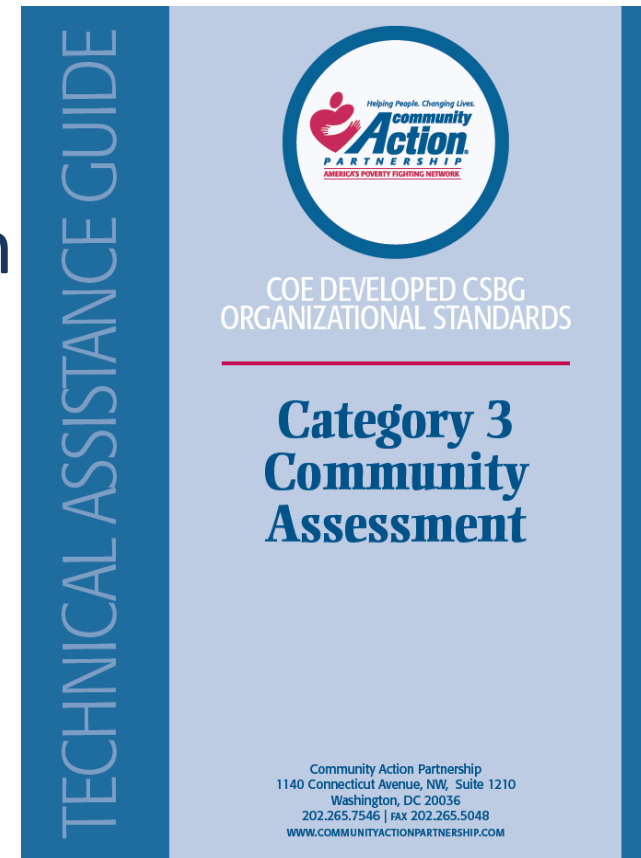
A deep dive into the community needs assessment process - from planning for a comprehensive, agency-wide needs assessment, to the research, analysis, and communication of the assessment.

- **November 2, 2pm ET: Planning for a Comprehensive CNA**
- **November 9, 2pm ET: Collecting CNA Data**
- **November 13, 2pm ET: Analyzing CNA Data**
- **November 20, 2pm ET: Communicating the CNA**

The image shows a screenshot of the Community Action Partnership website. At the top, there is a dark red navigation bar with links for "About Us", "Careers", "Press Room", "Subscribe", and "Search". Below this is a blue navigation bar with links for "Membership", "Find Your CAA", "Programs/Initiatives", "Tools/Resources" (circled in yellow), "Events", and "Home". A yellow arrow points from the top right towards the "Tools/Resources" link. On the left side of the blue bar is the Community Action Partnership logo, which includes the tagline "Helping People. Changing Lives." and "AMERICA'S POVERTY FIGHTING NETWORK". Below the navigation bar is a large banner image of a smiling woman hugging a young child. To the right of the image is a green text box with the heading "The Promise of Community Action" and the text: "Community Action changes lives, embodies the spirit of hope and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other." On the far left, there are social media icons for Facebook, Twitter, YouTube, and LinkedIn.

Technical Assistance Guide

- Guidance on definition and intent
- Guidance on interpretation and documentation
- Resources to benchmark performance and improve



ROMA Training Resources: ToC and Data Collection and Analysis

Creating a Local Theory of Change

Workshop Facilitation Guide



Implementing the ROMA Cycle in the "Next Generation" Performance Management Framework

ROMA NEXT GENERATION TRAINING SERIES

Barbara Mooney
Myka Piatt



- Video series and facilitation guides for ROMA trainers
- Designed for 6-8 hour workshops
- Intended for staff at all levels

Data Collection, Analysis, and Use

Workshop Facilitation Guide




Implementing the ROMA Cycle in the "Next Generation" Performance Management Framework

ROMA NEXT GENERATION TRAINING SERIES

Barbara Mooney
Frederick Richmond



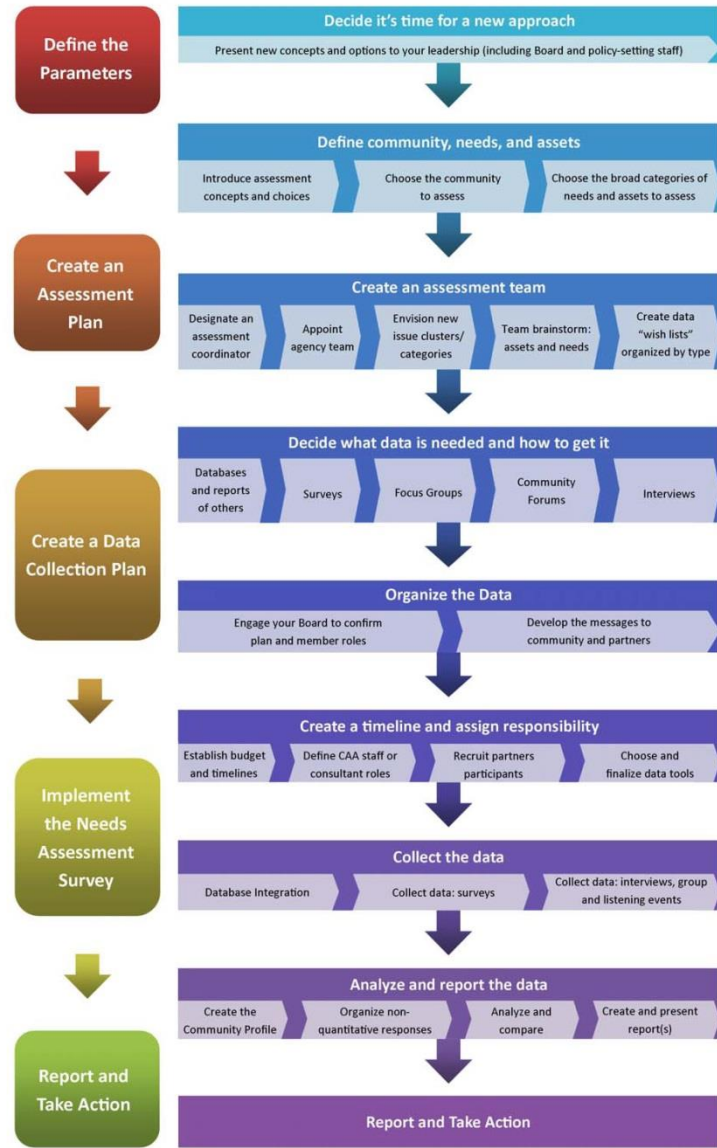
NASCSP Tools



**National Association for State
Community Services
Programs**

*A Community Action Guide
to Comprehensive
Community Needs Assessments*

www.nascsp.org



Connecting the CNA with Other Planning Processes



ROMA and the CNA

- Assessment is the first stage of the ROMA cycle and helps determine:
 - Who are our customers?
 - What do they value?
 - What outcomes should we aim to achieve?
- Assessment is the foundation of all subsequent phases
- Assessment is an ongoing process



Organizational Standards: Beyond Compliance

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).

- ▶ Demographic data is included for all domains
- ▶ Demographic data informs decisions about selection of programs, services, and delivery strategies

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

- ▶ Qualitative and quantitative data is collected for all domains
- ▶ Qualitative data is used to explain quantitative data
- ▶ The data is analyzed to “tell the story” of poverty in the community

Organizational Standards: Beyond Compliance

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

- ▶ Each domain includes an analysis of the causes and conditions of poverty
- ▶ Key findings include an analysis of the primary causes of poverty in the service area
- ▶ Key findings identify high priority needs

Why Do We Analyze Data?

To identify areas of need

- What are the types of needs?
- What is the level of needs (how much)?

To identify needs by demographic categories

- What are the needs by population?
- Who are our primary customers?

To identify geographic areas of need

- How are needs geographically distributed?
- Are there issues with access and availability?

Why Do We Analyze Data?

To identify gaps in services

- What populations are underserved?
- Are there gaps in continuity of services?
- What are the barriers to systems integration?

To gather customer, staff, and partner feedback

- How do our customers rate service quality?
- How do staff rate job satisfaction?
- How do key partners assess our work?

Why Do We Analyze Data?

To identify new partners and resources

- Where do we need to build relationships?
- Where can we access and leverage resources?

To identify root causes of poverty

- What are the causes of the needs identified?
- What is the relationship among the causes?
- What are the high priority “tipping points”?

5. Analyze and Report the Data

Report

- Create the community profile
- Organize non-quantitative responses
- Analyze and compare
- Create and present reports



What to Include in Each Domain

- Demographic profile of population
- Geographic distribution of need
- Trended data over time
- Programs and systems issues
- Assets
- *And...*
- A concluding section on causes of needs

Demographic Data

Data

- Age
- Gender
- Race/ethnicity
- Income
- Employment
- Family status

Analysis

- Who is the customer?
- What types of programs and services are needed?
- What programs and services will be needed in the future?

Geographic Data

Data

- Census tract/zip code
- County
- Service area
- Region
- State
- Nation

Analysis

- Where are the customers and needs located?
- Where are the geographic intersections of needs?
- Are there issues with access to services?
- How does the need compare to the region/state/nation?

Trended Data Over Time

Data

- Comparison with last year
- Comparison with last three years
- Future projections

Analysis

- Increases and decreases in trends
- Changes in priority of needs
- Potential changes in future needs

Systems/Program Data

Data

- Number served per program
- Number on waiting lists and/or unserved
- Gaps in services
- Current/future program funding
- Eligibility requirements/barriers
- Cost per unit of service

Analysis

- Underserved populations
- Priority of need
- Potential future needs
- Cost to increase services
- Challenges to service integration
- Systems/policy agenda issues

Community Assets

Data

- Employers/industries
- Education (K-12, community colleges, four year colleges)
- Healthcare (hospital systems, mental health)
- Service providers (public, nonprofit, private)
- Community based organizations
- Philanthropy

Analysis

- Workforce development opportunities
- Adult education
- Referral networks
- Project partners
- Funders
- Community engagement opportunities

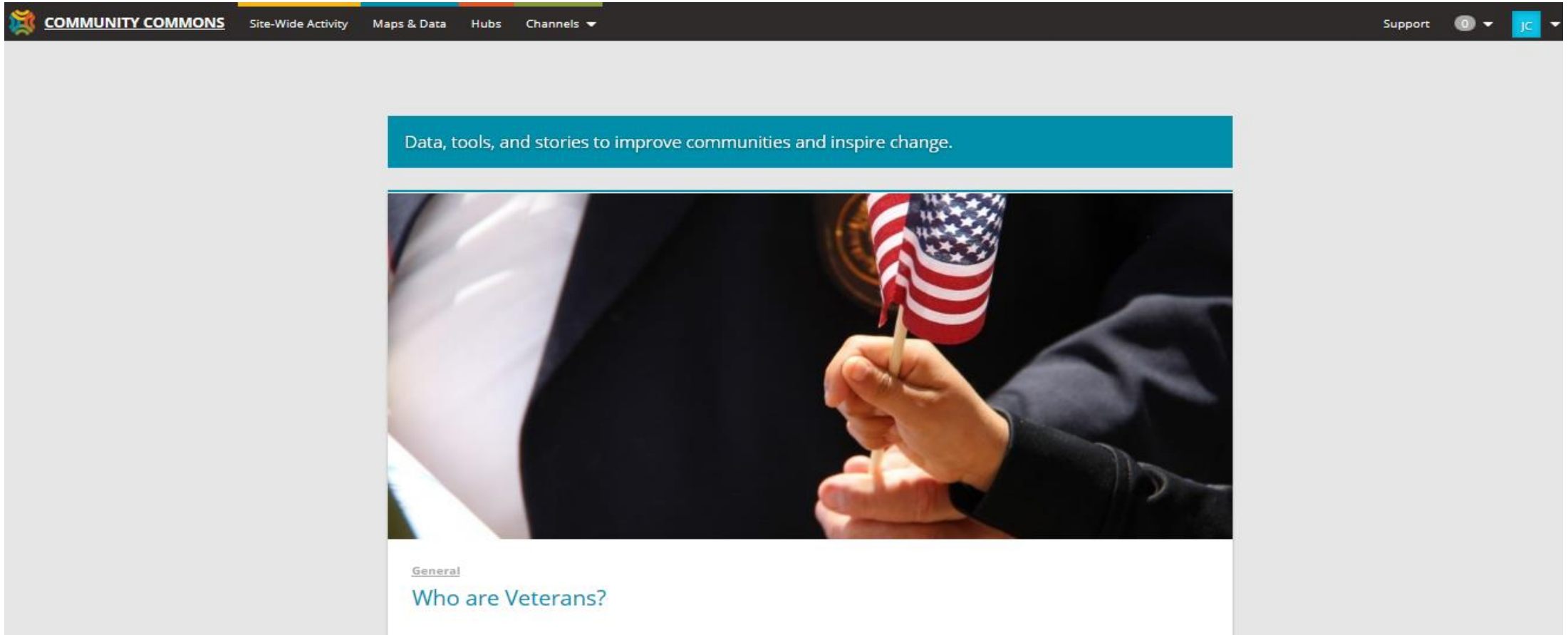
Sequence Data Collection from Quantitative to Qualitative

- Start with quantitative data in Community Commons, reports, and agency data
- Use quantitative data to add specificity to surveys
- Use focus groups to get the story behind the numbers from the quantitative data and surveys
- Use key informant interviews with experts to help with analysis
- Conclude with community forums to collect additional input and build awareness
 - *(can also use these in the beginning to gather broad qualitative data)*

Methods of Data Analysis

- Analysis from reports and studies
- Focus groups organized by sector/stakeholders
- Key informant interviews with experts
- Stakeholder/community forums convened across different sectors
- Logic models
- GIS analysis

www.communitycommons.org



The screenshot shows the top navigation bar of the Community Commons website. On the left is the logo and the text "COMMUNITY COMMONS". To its right are menu items: "Site-Wide Activity", "Maps & Data", "Hubs", and "Channels" with a dropdown arrow. On the right side of the header are "Support", a notification icon with the number "0", and a user profile icon labeled "JC" with a dropdown arrow.

Below the header is a teal banner with the text: "Data, tools, and stories to improve communities and inspire change."

The main content area features a photograph of two hands holding a small American flag. Below the photo is the text: "General" and "Who are Veterans?".

Enrich your community work with maps and data reports that can be shared and saved.



[Make a Map](#)

[Map Gallery](#)

Browse and open maps created by users of the Commons.

[Data](#)

Check out our [data list](#) or see [what's new](#).



[Build a Report](#)

[Community Health Needs Assessment](#)

Identify assets and potential disparities in your county/region related to community health and well-being.

[Vulnerable Populations Footprint](#)

Find areas in your community with low educational attainment and high poverty.

[Location Opportunity Footprint](#)

Find areas of opportunity in your community. Map housing and transportation costs, school proficiency and availability of jobs.

Vulnerable Populations Footprint

Share Export Map Help

Washington, DC, United States

Map Layers

[Label](#) [Info](#)

Vulnerable Populations Footprint, ACS 2011-15

Above Both Thresholds (Footprint)

Indicator Thresholds

Population Below Poverty Level
 20%

Population Less Than High School
 25%

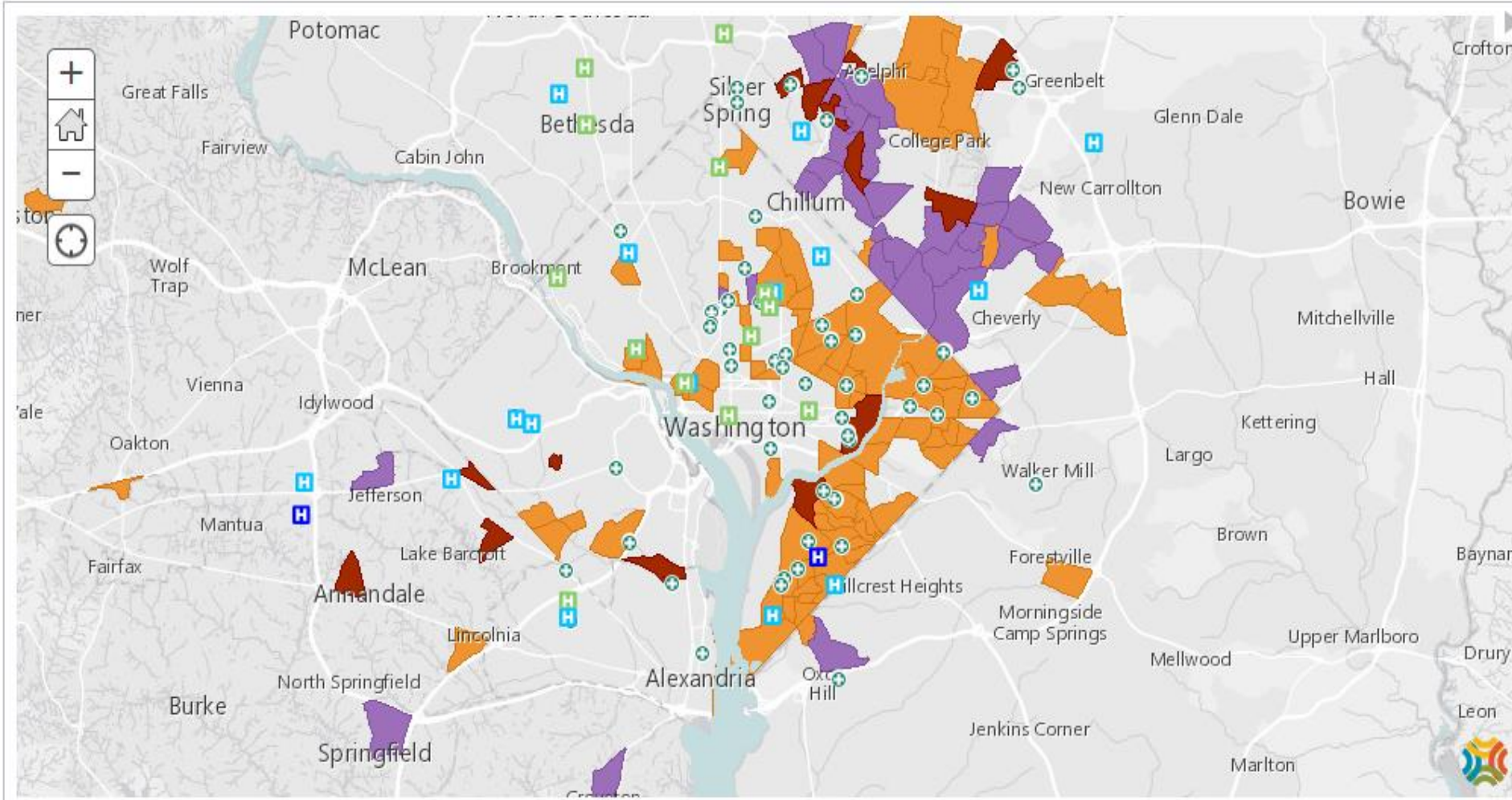
[Label](#) [Info](#)

Hospitals, POS Dec. 2016

H Public

Vulnerable Populations Footprint Tools

Priority Intervention Area Tools





Enrich your community work with maps and data reports that can be shared and saved.



[Make a Map](#)



[Map Gallery](#)

Browse and open maps created by users of the Commons.

[Data](#)

Check out our [data list](#) or see [what's new](#).



[Build a Report](#)

[Community Health Needs Assessment](#)

Identify assets and potential disparities in your county/region related to community health and well-being.

[Vulnerable Populations Footprint](#)

Find areas in your community with low educational attainment and high poverty.

[Location Opportunity Footprint](#)

Find areas of opportunity in your community. Map housing and transportation costs, school proficiency and availability of jobs.

Add Data | Map Gallery | Tools

Add Data Layers | Add Web Maps

SEARCH DATA

Enter a keyword or topic to find data

child poverty

Search

[Browse data by topic](#) | [Browse data by source](#) | [What's New?](#) | [Go to My Data](#)

Cancel

Add Data Map Gallery To

Add Data Layers Add Web Maps

Start Over

SEARCH DATA

child poverty

Search Clear

Sort By

- Relevance
- Release date

Data Geography

- State
- County
- Place (City and Town)
- Sub-county
- ZCTA (ZIP Code)
- Other

+ Show more

Public Data Shared Data Hub Data My Data

Records: 1 to 15 of 72

Next »

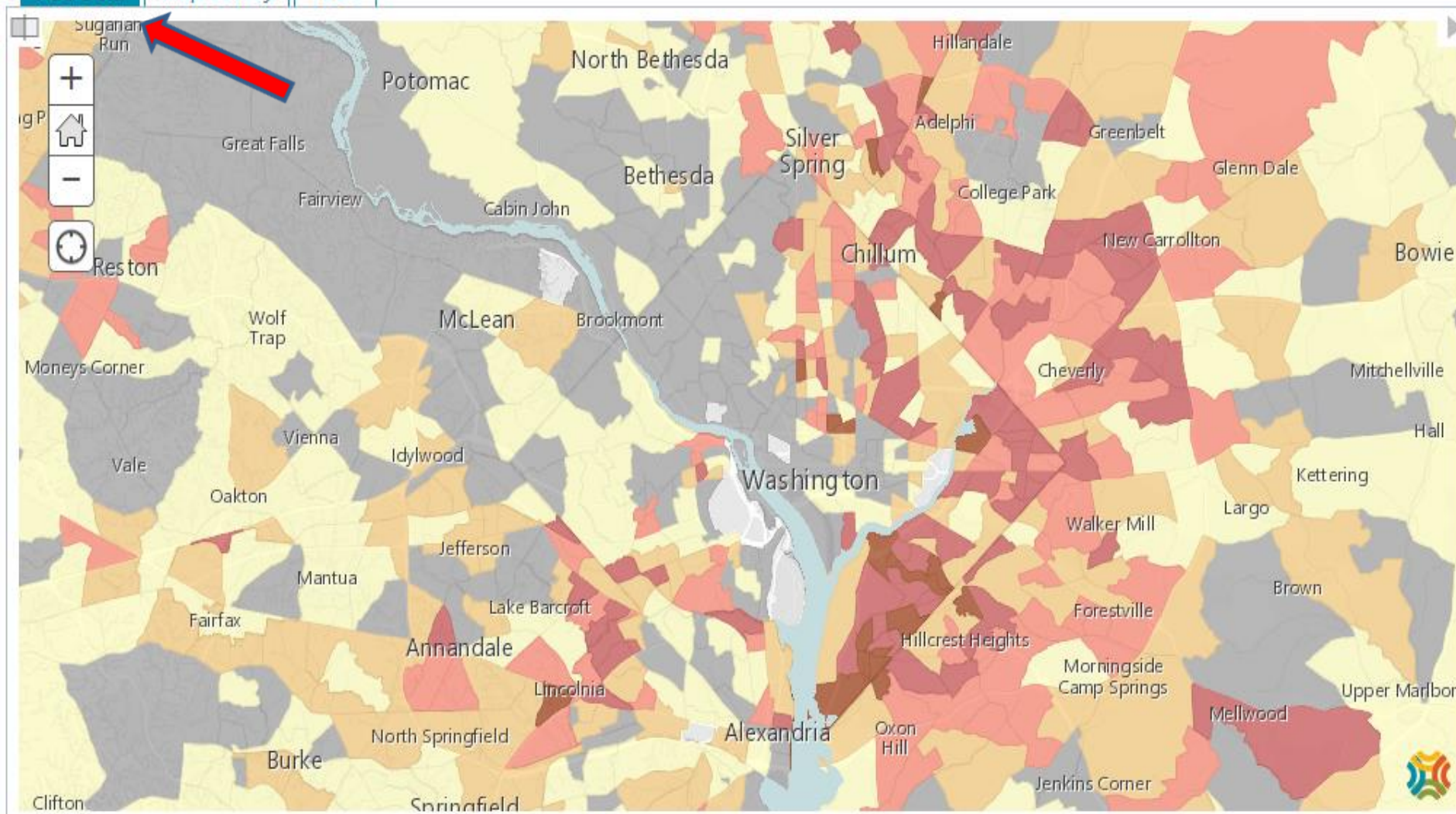
- Children in Poverty, CHR 2014 [Info](#)
- Rural vs. Urban Childhood Poverty, ACS 2010-14 [Info](#)
- Rural vs. Urban Childhood Poverty, ACS 2008-12 [Info](#)
- Population Below 200% Poverty Level, Children (Age 0-17), ACS 2011-15 [Info](#)
- Population Below 200% Poverty Level, Children (Age 0-5), ACS 2011-15 [Info](#)
- Population Below 200% Poverty Level, Children (Age 12-17), ACS 2011-15 [Info](#)
- Population Below 200% Poverty Level, Children (Age 6-11), ACS 2011-15 [Info](#)
- Population Below 50% Poverty Level, Children (Age 0-17), ACS 2011-15 [Info](#)
- Population Below the Poverty Level, Children (Age 0-17), ACS 2011-15 [Info](#)
- Population Below the Poverty Level, Children (Age 0-4), ACS 2011-15 [Info](#)
- Population Below the Poverty Level, Children (Age 5-17), ACS 2011-15 [Info](#)
- Population Below 200% Poverty Level, Children (Age 0-17), ACS 2010-14 [Info](#)
- Population Below 200% Poverty Level, Children (Age 0-5), ACS 2010-14 [Info](#)

Add to Map

Cancel

Add Data Map Gallery Tools

Save Share Export Map Help



Enter a location

Map Layers

Label Info Remove

Population Below 200% Poverty Level, Children (Age 0-5), Percent by Tract, ACS 2011-15

- Over 80.0%
- 60.1 - 80.0%
- 40.1 - 60.0%
- 20.1 - 40.0%
- Under 20.1%
- No Data or Data Suppressed

Data Geog: Tract

Data Types: Percent

Transparency: 30%

Reference Maps Highways

Tools



Add Data | Map Gallery | Tools

Add Data Layers | Add Web Maps



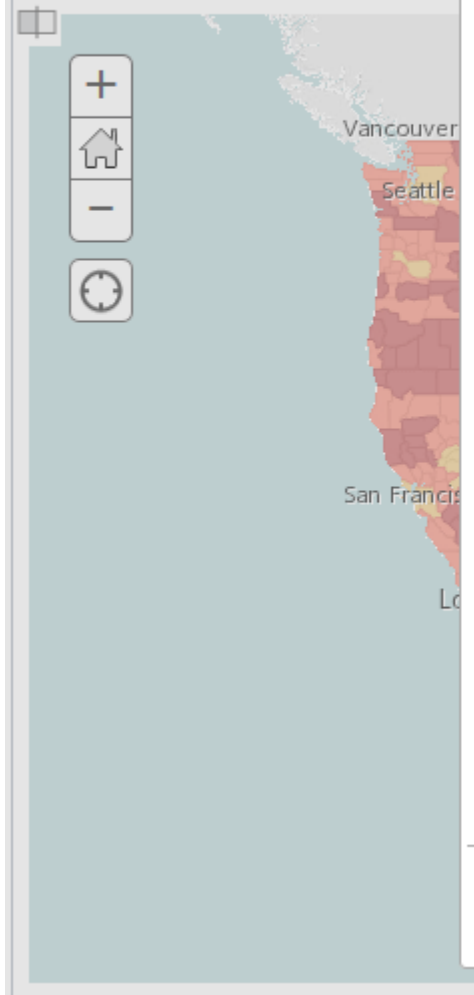
SEARCH DATA

Enter a keyword or topic to find data

Search

[Browse data by topic](#) | [Browse data by source](#) | [What's New?](#) | [Go to My Data](#)

Cancel



Export

How 200% Poverty (0-5), Percent by

Data Suppressed

County

Percent

Add Data

Map Gallery

To

Add Data Layers

Add Web Maps

[Start Over](#)

SEARCH DATA

Search

Clear

Sort By

- Relevance
- Release date

Data Geography

- State
- County
- Place (City and Town)
- Sub-county
- ZCTA (ZIP Code)
- Other

[+ Show more](#)

Public Data

Shared Data

Hub Data

My Data

Records: 1 to 4 of 4

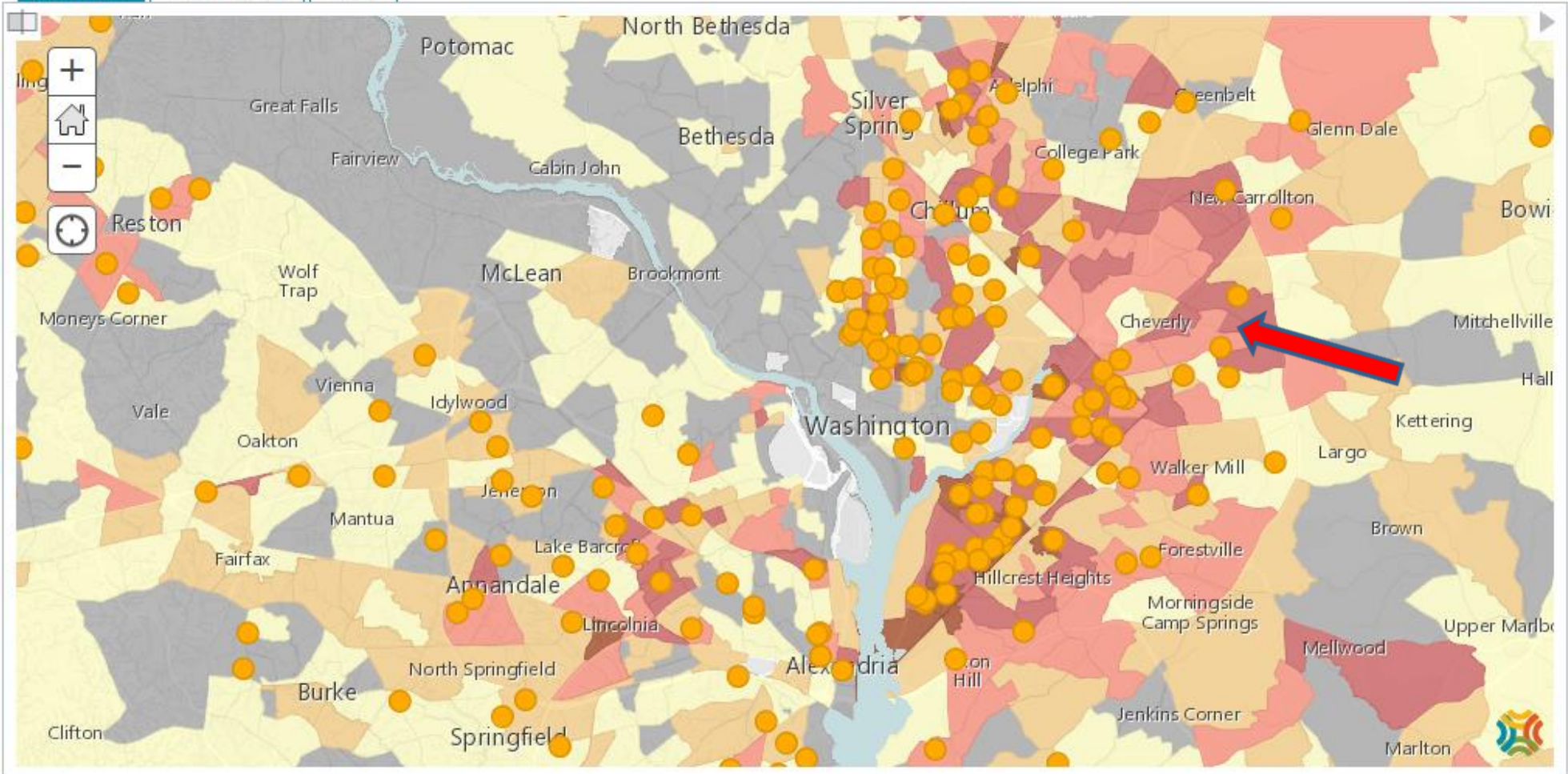
- Head Start Facilities, Early Head Start Centers, ACF 2014 [Info](#)
- Head Start Facilities, Head Start Centers, ACF 2014 [Info](#)
- Head Start Facilities, All Facilities, ACF 2014 [Info](#)
- Head Start Facilities, Migrant/Seasonal Centers, ACF 2014 [Info](#)

Add to Map

Cancel

Add Data Map Gallery Tools

Save Share Export Map



Enter a location

Map Layers

Population Below 200% Poverty Level, Children (Age 0-5), Percent by Tract, ACS 2011-15

- Over 80.0%
- 60.1 - 80.0%
- 40.1 - 60.0%
- 20.1 - 40.0%
- Under 20.1%
- No Data or Data Suppressed

Data Geog: Tract
Data Types: Percent
Transparency: 30%

- Reference Maps
- Highways
 - State Boundaries
 - County Boundaries

Tools

Process for Analysis

1. Findings by Issue Domain/Need Category
2. Organize the Data and Assess Causes and Conditions
3. Prioritize the needs
4. Pairing of Needs and Resources/Partners
5. Recommendations and Key Findings

1. Findings by Issue Domain

- Utilize domains from Community Commons

- Population Profile
- Employment
- Education
- Housing

- Income
- Nutrition
- Health Care

- Domains of CSBG Act

- Employment
- Education
- Income Management
- Housing
- Emergency Services

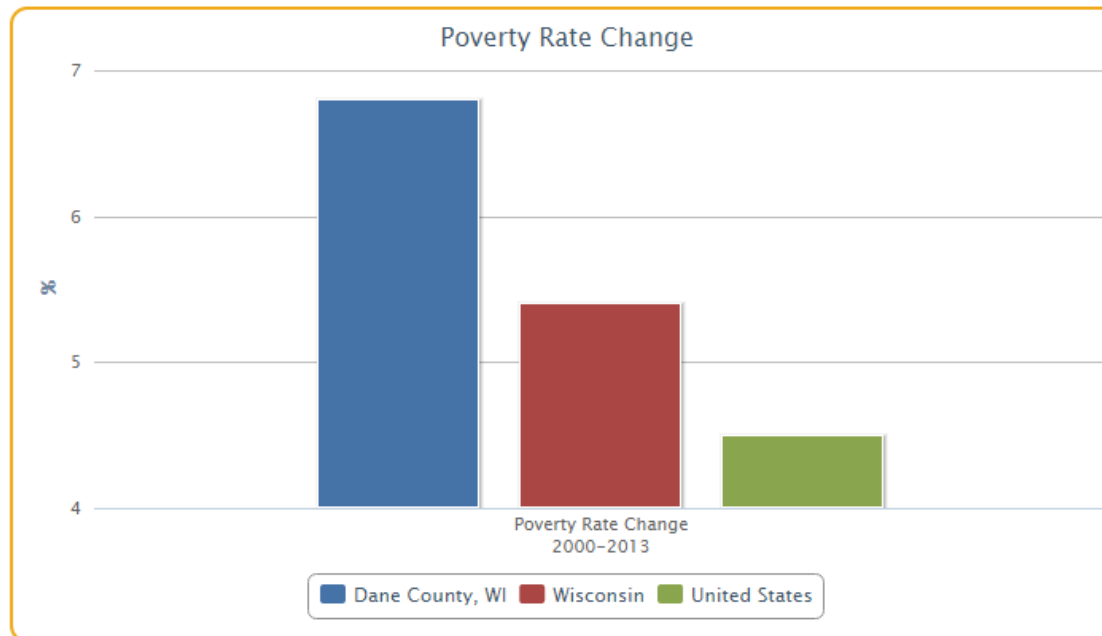
- Nutrition
- Self Sufficiency
- Health
- Services for Youth
- Services for Senior Citizens

2. Organizing the Data

- What is the overall level of need?
- How is the need distributed across different populations (demographics)?
- How is the need distributed geographically?
- What are the systems issues?
- How is the need influenced by other needs?

3. Prioritize the Need

- Based on quantity/level of need and its impact
- What are the available resources, including partners?
- What is the cost and estimated impact?
- Is it aligned with the National Goals?
- Is it aligned with the agency's mission?



Sample Matrix to Record the Analysis and Determine Ranking of Needs

A product of the Texas Department of Housing & Community Affairs

Identified Needs	Needs Ranking - Quantitative Data	Needs Ranking - Surveys	Needs Ranking - Interviews	Needs Ranking - Focus Groups	Needs Ranking - Forums	FINAL RANKING
Lack of Jobs						
Lack of Access to GED Classes						
Lack of Budgeting Classes						
Lack of Affordable Housing						
Unaffordable Technical Schools						
Lack of Public Parks						
Unaffordable Health Care						

4. Pairing Needs, Resources, and Partners

- What is your agency already doing?
- What resources are available?
- What parts of the need can you address? What can you coordinate with partners?
- What are community partners already doing?
- How can partnerships/collaborations/coalitions be built?
- What may take some advocacy efforts?

5. Recommendations and Key Findings

- You have organized the data
- You understand the causes and conditions of poverty
- You know what resources are available and partnerships to be created
- Make recommendation on how to address the causes and conditions of poverty with resources/partnerships available

Writing the Report

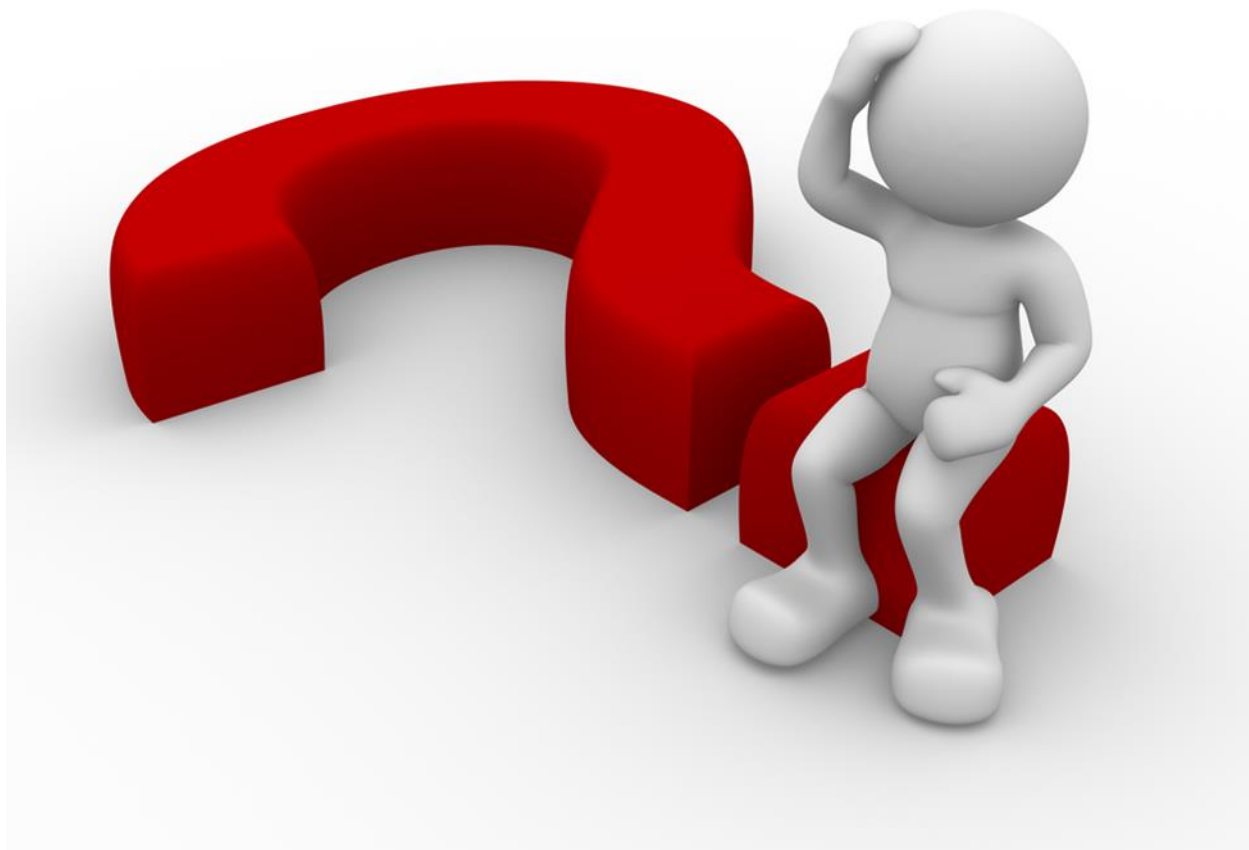
- Describe the assessment goals and methods
- Include raw data
- Summarize the key findings
 - assessment means analysis, not compilation
- Organize findings according to categories
- Make recommendations driven by the data



Logic Model/Theory of Change Resources

- **Community Tool Box (University of Kansas)**
<http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>
- **W.K. Kellogg Foundation**
<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- **NASCSP Guide to Creating a Local Agency Theory of Change**
<http://www.nascsp.org/ROMA-Next-Generation/952/Theory-of-Change.aspx?iHt=25>

Questions



Contact Information

Dr. Jarle Crocker | PhD, CCAP, NCRT
Director of T/TA

jcrocker@communityactionpartnership.com

Courtney Kohler | MPA, CCAP, NCRT
Senior Associate, T/TA

ckohler@communityactionpartnership.com

This presentation was created by the National Association of Community Action Agencies – Community Action Partnership, in the performance of the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Community Services Grant Number, 90ET0465. Any opinion, findings, and conclusions, or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the U.S. Department of Health and Human Services, Administration for Children and Families.