Conducting a Community Needs Assessment

August 31, 2018
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#CAPCON18
Welcome & Introductions

• What is your prior involvement in a Community Needs Assessment?
  – None
  – Some
  – Lead it

• What is one thing you’d like to improve on or learn?
Why Are Needs Assessments so Important to Community Action?
Part of Our History

Office of Economic Opportunity Instruction
- 1964

Information Memorandum (IM) 49
- 2001

CSBG Act
ROMA and Planning

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.
Embedded In Our Core Principles

- Gives Us The Flexibility to Address Specific Local Needs
- Employs Maximum Feasible Participation
- Assures Tripartite Board Involved Throughout
- Provides Data for Agency Focus and Direction
- Conducted Every 3 Years
Connecting the CNA with Other Planning Processes

Connecting the CNA with Other Planning Processes

Community Assessment

Strategic Plan

Community Action Plan
Be Clear on Your Agency’s Goals

• What do you want to get out of this process?
  – Internal
  – External

• How are you going to use this data?
  – Strategic Planning
  – Advocacy
  – Fundraising
Different Data to Collect & Assess

- Identifying Appropriate Quantitative (Statistical) Data
- Gathering Qualitative Data
- Considering Agency Data
- Understanding the Resources and Assets in the Community
- Using Customer Satisfaction Data (to Identify what customers say about the agency)
5 Steps of the CNA

Plan for the Assessment

Collect Quantitative Data

Collect Qualitative Data

Analyze Data

Prepare and Communicate Report
• Create a workgroup
• Involve the Board, volunteers, partners
• Develop goals, data collection plan, timeline
• Create a Task List
• Determine how progress on the assessment plan will be monitored
• Develop status report formats
Engage the Board

Help Board Members understand their role in the process. They will:

• Establish the scope of the assessment
• Review the data collection plan
• Approve a proposed budget for the assessment process
• Assist in outreach to
  – key stakeholders and partners
  – policy makers and media
  – broader community
Workgroup Members and Roles
What Will the Work Group Do?

The work group will:

✔ Define the community
✔ Clarify:
  ◦ *What* data will be needed
  ◦ *Who/what* the sources of data will be
  ◦ *How* the data will be collected

- This group sets direction and provides oversight and feedback throughout the assessment process.
- Facilitates linkages with community leaders and organizations.
- Is deeply involved in the analysis of the data.
- Provides long-term support for follow-up and implementation of recommendations.
- Develops a recommended budget
Who should be on the Assessment Work Group?

Identify who will be included in the Assessment Work Group

• **Board Members**
  – is there a committee of the board formed?
  – are just a few members of the board asked to participate in this group?

• **Staff**
  – Leadership team or upper management
  – Planners or Grant Writers
  – Direct service staff
  – Others

• **From outside the agency?**
  – Customers
  – Partners
  – Other stakeholders
Data Collection Plan

When developing the plan, it is a good idea to brainstorm with your team:

1. What issues or domains will you assess?
2. What are the different sources you will use to get a variety of type and level of data?
3. What data collection method you will utilize for each?
4. How will you identify resources and assets?
Develop Task List

• Review budget and resources for the assessment process
• Define CAA staff and/or consultant roles
• Recruit partners and participants who will provide input
• Choose and finalize data tools
Develop a Timeline
Recruit Volunteers & Partners

• Non-Profits
• City or County Community Development Depts
• Head Start Parents
• Chamber of Commerce, Lion’s Club & Rotary
• Other service providers
• Educational Partners
• Community foundations
• Hospital systems
• Private sector
• Faith-based organizations
• Decide what quantitative data is needed
  – CNA Online Tool
  – US Census
  – Local
  – Agency
  – Surveys

Collect Quantitative Data
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
Statistical Data

1. Learning to use the CNA Web Tool in the Engagement Network Hub
2. Name 5 conditions of poverty found in your service area data
Using the CNA Online Tool

Engagement Network Hub

• Provides summaries of census data (the raw numbers related to many different factors)

• AND also provides customizable visualizations of the data in different forms (such as maps)
  – Maps of the entire service area
    • Where are the areas of high poverty concentration?
    • Are there any food deserts?
    • Where are the services and other assets?
  – Zip code maps
    • Identify specific data by zip code
Maps, Charts and Graphs

Figure 4. Percentage of Population in Official Poverty, 1964-2014

Working for a Living
Selected Occupations With More Than One Million Full-Time, Year-Round Workers by Sex

<table>
<thead>
<tr>
<th>Female workers</th>
<th>Male workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretaries and administrative assistants</td>
<td>2,171,888</td>
</tr>
<tr>
<td>Registered nurses</td>
<td>1,055,989</td>
</tr>
<tr>
<td>Elementary and middle school teachers</td>
<td>1,303,590</td>
</tr>
<tr>
<td>Customer service representatives</td>
<td>1,114,660</td>
</tr>
<tr>
<td>Nursing, psychiatric, and home health aides</td>
<td>1,041,408</td>
</tr>
<tr>
<td>Drivers, vehicle operators, and truck drivers</td>
<td>1,378,041</td>
</tr>
<tr>
<td>First-line supervisors of retail sales workers</td>
<td>1,165,870</td>
</tr>
<tr>
<td>Construction laborers</td>
<td>1,118,110</td>
</tr>
<tr>
<td>Laborers and freight, stock, and material movers, hand</td>
<td>1,062,885</td>
</tr>
</tbody>
</table>


United States Census Bureau, U.S. Department of Commerce.

Sorting the Quantitative Data

✓ How do various data points interconnect?
  • Reports from the CNA Online Tool can sort data bringing different areas together
    – High poverty and low education
    – Health indicators and poverty
    – Housing patterns in low income communities
Agency Reports -- Quantitative 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 and services sites are being utilized?

Then compare agency data with quantitative data that has been collected.
• Decide what qualitative data is needed
  – Interviews
  – Focus Groups
  – Forums
  – Open Ended Survey Questions
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
Getting a Diverse and Representative Sample of Your Community

- General Public
- Community Organizations
- Key Partners
- Customers and other residents with low-income
Participants for Qualitative Data

Clients (Current and Former)
- Asking about met and unmet needs and desired services
- Via mail, at agency, online

Low-Income Community Members
- Asking about unmet needs and service gaps
- Through partner organizations and at community locations such as housing developments and local businesses (as grocery stores)
Participants for Qualitative Data

Community Organizations
- Asking about their services (collaboration or existing gaps), unmet needs they see, causes
- Via email, phone call, with interview

Community Residents
- Comparison for needs and gaps in services, also for potential resources or strategies
- Mail via zip code, newspaper and radio, local paper advertisements
Internal Participants

Board Members
- Asking about gaps in services, satisfaction, changes foresee in the future

Staff
- Asking about unmet needs, causes of needs, understanding of barriers, recommendations
- Through meeting, online, may need to be anonymous
Qualitative - External

- Community Forums
- Surveys
- Focus Groups
- Key Informant Interviews
# Survey Question Checklist

**Courtesy Of University of Wisconsin-Madison Office of Quality Improvement**

<table>
<thead>
<tr>
<th>Do:</th>
<th>Do Not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Give clear instructions</td>
<td>⊗ Use jargon or complex phrases</td>
</tr>
<tr>
<td>✓ Keep question structure simple</td>
<td>⊗ Frame questions in the negative</td>
</tr>
<tr>
<td>✓ Ask one question at a time</td>
<td>⊗ Use abbreviations, contractions or symbols</td>
</tr>
<tr>
<td>✓ Maintain a parallel structure for all questions</td>
<td>⊗ Mix different words for the same concept</td>
</tr>
<tr>
<td>✓ Define terms before asking the question</td>
<td>⊗ Use “loaded” words or phrases</td>
</tr>
<tr>
<td>✓ Be explicit about the period of time being referenced by the question</td>
<td>⊗ Combine multiple response dimensions in the same question</td>
</tr>
<tr>
<td>✓ Provide a list of acceptable responses to closed questions</td>
<td>⊗ Give the impression that you are expecting a certain response</td>
</tr>
<tr>
<td>✓ Ensure that response categories are both exhaustive and mutually exclusive</td>
<td>⊗ Bounce around between topics or time periods</td>
</tr>
<tr>
<td>✓ Label response categories with words rather than numbers</td>
<td>⊗ Insert unnecessary graphics or mix many font styles and sizes</td>
</tr>
<tr>
<td>✓ Ask for number of occurrences, rather than providing response categories such as often, seldom, never</td>
<td>⊗ Forget to provide instructions for returning the completed survey!</td>
</tr>
<tr>
<td>✓ Save personal and demographic questions for the end of the survey</td>
<td></td>
</tr>
</tbody>
</table>
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.
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.
Other Agency Level Qualitative Data

“Customer Satisfaction” data is qualitative data that is specifically focused on issues relating to the agency's provision of services or engagement in strategies. Responses to *open ended prompts* can help you consider.....

- How well were customers satisfied with the services?
- Were there any particular issues that were raised?
- Or Successes that were identified?

Then *compare* this data with other qualitative data that has been collected.
Remember the Big Picture

• Quantitative data can tell you HOW MANY?
• Qualitative data provides the CONTEXT.

Combine **what you know** with **data** and **stories** to build a complete picture for **how** you will address the needs.
In Summary – Data to Collect

• **Quantitative**
  – Statistics & demographics from:
    • Census
    • Databases
    • Other sector reports

• **Qualitative**
  – Narratives, explanations, & stories from:
    • Community Forums
    • Surveys
    • Focus Groups
    • Key Informant Interviews

• **Agency Data**
  – Demographics, outputs, & outcomes from:
    • Agency databases
    • CSBG IS/Annual Report
  – Customer Satisfaction

• **Community Assets/Resources**
  – Inventory of what is available

• **System of Services**
  – Gaps, underserved populations, challenges in service integration, etc
Most crucial part of the assessment process

- Analyze
- Rank
- Categorize
- Organize for Report
Why Analyze Data?

- Data is facts that are observed, measured, collected and aggregated.
- Data only becomes information once it has been analyzed in some fashion.
- Knowledge (or insight) is derived from the interaction of information and experience with a topic.
- Decisions, based on data-based knowledge, produce potential Actions to take to improve.
## Organize the Data

**Organize Data by Domain**

<table>
<thead>
<tr>
<th>Employment</th>
<th>Education and Cognitive Development</th>
<th>Infrastructure/Income/Asset Building</th>
<th>Housing</th>
<th>Health and Social/Behavioral Development</th>
<th>Civic Engagement and Community Involvement</th>
</tr>
</thead>
</table>

The table above outlines the various domains that data should be organized by, including Employment, Education and Cognitive Development, Infrastructure/Income/Asset Building, Housing, Health and Social/Behavioral Development, and Civic Engagement and Community Involvement.
Aggregate by Domains

• Collected qualitative and quantitative data for each domain
• Each domain will have information about:
  ➢ Demographic data (age, race/ethnicity, gender)
  ➢ Geographic data (distribution of need by census tract/zip code, comparison to regional, state, and national data)
  ➢ Trended data over time (data from the last three years is preferable)
Analysis Techniques

After you have aggregated the data (sorted into meaningful categories) then you can:

- Count
- Compare
- Examine Trends

Use Tools for Visualization

- Mapping
- Charts & Dials
One Technique Is To Count

• How many responded in a certain way?
• How many identified a similar need?
• How many of a certain characteristic?
• How many in a certain geographical area?
Compare

• Data from year to year (looking at prior years).
• Your community with national trends.
• Assessment of needs that were done by other groups.
• Differences that may be seen within groups or between groups.
• Data from other providers or other programs.
Looking at the trends

US Teen Pregnancy Rate

- Rate
- Black Rate
- Hispanic Rate
- White Rate

Year

Using Trend Data

• Analyze the trend you have seen in the past few years.
  – Did the number of people in need of a particular thing remain the same over the past few years or are there annual fluctuations?
  – If there are differences? What caused them? (changes in resources, changes in circumstances in the community, new population in need)
  – How stable is the population? If there is a lot of movement, can that help to explain any changes in the trend?
Breaking Down Need by Level

• Need Domain: Employment

• Level:
  – Clients lack skills to obtain living wage jobs (Family)
  – Community lacks living wage job opportunities (Community)
  – Agency lacks resources to work with job training program participants (Agency)
Creating Need Statements and Assigning Level of Need

• Family, Agency, or Community?
  – For each need identified, write as a need statement and decide if it is primarily a family, agency, or community need.

• Write F, A, or C by each need listed on flip chart.
What Is Important?

Of course, all of the issues you have identified are important and have an effect on poverty and the community -- but they all may not fall within the scope of your mission.

The act of “prioritizing” can:

• determine which issues to address,
• decide if you want to focus on one issue with various approaches or
• allow others to address an issue
Establishing Priorities

- Prioritization can help the agency focus on areas for new funding, trying new strategies, developing more partnerships, integrating services and creating change.

- After prioritizing, the agency can then move on to determine goals, objectives and action steps for their strategic plan.
• Consider what format is needed for the Assessment report
  - Reports to meet state or funder requirements
  - Report that classifies needs by domains and national Community Action goals

• Develop a plan for Communication
  - Present to Board
  - Publicize and Distribute
Causes and Conditions of Poverty: Crux of Who We Are

• We are expected to be the experts on poverty
• What you see everyday: Conditions
• WHY: Causes
  – Why certain demographics experience need
  – Why certain geographies experience need
  – Why issues influence each other
  – Why there are barriers to success
  – Why the “war” on poverty isn’t over
Format for Reporting

• Outline the report in a way that will meet the agency’s overall needs and will address specific needs of various funders.

• Identify the “sections” of the report:
  – By domains
  – By geographical areas of the “community”
  – By ???
Sample Sentences to Get Started

• My community includes the following demographics...
• My community has important resources that help families reach self-sufficiency such as...
• My community needs the following resources to help families reach self-sufficiency ...
• Families in my community need the following support if they are to reach self-sufficiency...
• Potential partners for my agency include the following organizations that provide specific services to revitalize our community and assist families as they move toward self-sufficiency...
Utilizing the Assessment &
Sharing with the Board and others
Best Practices in Board Acceptance

• Deeper discussion/presentation with Program Committee of the Board
• Receive report to review before the meeting
• Pay attention to the key findings section
• Share big analysis findings that will help members obtain information they need
  – to “fully participate in the development, planning, implementation, and evaluation of the program to serve low-income communities” (IM 82)
• Required: Vote to accept and record in minutes (Standard 3.5)
Utilize Findings in Strategic Planning

• Remember those prioritized needs?
• Remember the recommendations the team made considering prioritization and partners?
• Remember the discussion on causes and the desire to get at the root issues?
• Be Accountable to that – put in Strategic Plan
  – Short Term and Long Term Goals and Objectives
  – What direction do you need to go?
  – What issues are you going to take on?
Your Board Should Know

• How demographics in service area have changed
• What the biggest needs are
• What your customers and community think works best to address their needs
• What gaps in services exist
• What your team recommends moving forward
Encourage Your Board to Share Findings

• **Raise Awareness of Poverty**
  – We are needed in this community

• **Raise Awareness of Agency**
  – Analysis of need and what you will do about it are great PR

• **Build Partnerships**
  – Bring knowledge and experience grounded in data to the table

• **Fundraise**
  – We understand the need, we have a strategic plan to address it

• **Advocate**
  – Raise awareness about reality of poverty; the need to make change
Be Creative & Make Findings Accessible

• Use charts, graphs, and dials from Community Commons for visual appeal
• Create infographics to display the numbers on piktochart.com or word cloud to show the most voiced needs as wordle.net
• Post on agency website and social media
Share Demographics

• Let the community know who has the need

<table>
<thead>
<tr>
<th>Report Area</th>
<th>0 to 4 Male</th>
<th>0 to 4 Female</th>
<th>5 to 17 Male</th>
<th>5 to 17 Female</th>
<th>18 to 64 Male</th>
<th>18 to 64 Female</th>
<th>Over 64 Male</th>
<th>Over 64 Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Area</td>
<td>11,514</td>
<td>11,178</td>
<td>30,457</td>
<td>28,996</td>
<td>122,910</td>
<td>122,982</td>
<td>18,728</td>
<td>26,329</td>
</tr>
<tr>
<td>Audrain County, MO</td>
<td>842</td>
<td>791</td>
<td>2,409</td>
<td>2,083</td>
<td>6,694</td>
<td>8,720</td>
<td>1,619</td>
<td>2,459</td>
</tr>
<tr>
<td>Boone County, MO</td>
<td>5,254</td>
<td>5,128</td>
<td>12,720</td>
<td>12,140</td>
<td>57,058</td>
<td>61,253</td>
<td>6,754</td>
<td>9,716</td>
</tr>
<tr>
<td>Callaway County, MO</td>
<td>1,206</td>
<td>1,298</td>
<td>3,596</td>
<td>3,559</td>
<td>15,065</td>
<td>13,666</td>
<td>2,613</td>
<td>3,387</td>
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<tr>
<td>Cole County, MO</td>
<td>2,443</td>
<td>2,343</td>
<td>6,549</td>
<td>6,319</td>
<td>25,210</td>
<td>23,329</td>
<td>4,125</td>
<td>5,841</td>
</tr>
<tr>
<td>Cooper County, MO</td>
<td>570</td>
<td>426</td>
<td>1,511</td>
<td>1,407</td>
<td>6,002</td>
<td>4,817</td>
<td>1,127</td>
<td>1,615</td>
</tr>
<tr>
<td>Howard County, MO</td>
<td>307</td>
<td>322</td>
<td>847</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Moniteau County, MO</td>
<td>495</td>
<td>505</td>
<td>1,509</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Osage County, MO</td>
<td>397</td>
<td>365</td>
<td>1,316</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>192,851</td>
<td>183,921</td>
<td>524,308</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>10,175,713</td>
<td>9,736,305</td>
<td>27,479,063</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Source: US Census Bureau, American Community Survey, 2011-15. Source:
Share Geography

- Let the community know where the need is
Share Comparisons

• Let the community know how the need is in relation to the state or national averages – or other areas

- Yuma County, AZ (21.1%)
- Arizona (17.39%)
- United States (14.70%)

- Douglas County, CO (3.4%)
- Colorado (11.50%)
- United States (14.70%)
Share Infographics

• Share infographics and bite-size pieces with EVERYONE
- Keep it simple
- Keep the conversation going
- Contextualize numbers with client success stories
In recent years, the stubbornly high poverty rate in the Tri-State’s urban core has swept into some of the area’s wealthier suburbs including Boone County, Kentucky.

A breakdown of the 22 census tracts in Boone County:

- 13 have double-digit childhood poverty rates.
- 2 tracts have 1 in every 4 children living in poverty.
- 1 has an estimated childhood poverty rate of 55.8%.
- 3 tracts have 0% childhood poverty.
- Children in poverty in 2000: 1,787
- PERCENT CHANGE: 122%
- Children in poverty in 2013: 3,968
- The remaining 9 tracts have an average childhood poverty rate of only 3.19%.
Request a nonprofit discount!

- piktochart.com
- canva.com
Make a Word Cloud From Qualitative Data

Go to www.wordle.net
Where to Share

• Website
  - Define the need
  - Share your goal
  - Share your strategies

• Social Media
  - Share facts
  - Contextualize data
Sample CNA Tweets

• [agency] is assessing community needs, all local input is valuable #talkpoverty [link to survey]

• [county] has [__] kids living in #poverty, we are working with @[partner] to change that #CommunityAction

• View our key findings on causes and conditions of poverty here [link to website] #CommunityAction
Facebook

• Can say more than on Twitter – tell a story
• Show pictures from your CNA process
• Talk about the challenges you faced and the depth/importance of final product
• Link to your full report and website
• Say thank you to the clients and community members who participated
Where to Share

• **Community/Advocacy Meetings**
  - Show that you are the poverty expert in your area
  - Share resources you bring to the table

• Demonstrate resources still needed
Requirements and Roles Resources

• **Technical Assistance Guide Organizational Standards Category 3**
  – This toolkit, created by the Partnership’s Organizational Standards Center of Excellence walks through the documentation required for each of the Standards related to Needs Assessments.

• **A Community Action Guide to Comprehensive Community Needs Assessments**
  – The toolkit, written by the National Association for State Community Services Programs (NASCSP) in July 2011 walks through the assessment process at large with specific information for this standard starting on page 32.

• **Community Needs Assessment Tool Kit**
  – This toolkit, written by the Missouri Association for Community Action and Missouri State CSBG Office in April 2009 walks through the assessment process with specific information for this standard “Statistical Data,” “Agency Gathered Data” and “Conditions of Poverty and Issue Areas” on pages 7-30.
Technical Assistance Guides

TECHNICAL ASSISTANCE GUIDE

Category 3 Community Assessment

National Association for State Community Services Programs

A Community Action Guide to Comprehensive Community Needs Assessments

www.nascsp.org
CNA Online Tool Links

• Access this free site by visiting
  https://cap.engagementnetwork.org/

• User Guides and Videos available
Data Collection & Analysis Resources

- **A Community Action Guide to Comprehensive Community Needs Assessments**
  - The toolkit, written by the National Association for State Community Services Programs (NASCSP) in July 2011 walks through the assessment process at large with specific information for this standard starting on page 32.

- **United States Census – American Fact Finder**
  - This part of the Census Bureau website allows users to search and select different demographics to generate state tables.

- **Smart Survey Design**
  - This guide from Survey Monkey walks through some basic survey tips.

- **Living Wage Calculator**
  - From the Massachusetts Institute of Technology, this tool “is designed to provide a minimum estimate of the cost of living for low wage families”

- **CFED Assets & Opportunity Local Data Center**
  - For statistics and maps on asset poverty, liquid asset poverty, unbanked, and underbanked rates by city, county, metro area and state

- **HUD eGIS Community Assessment Reporting Tool**
  - For both needs and available resources including Community Planning and Development Grants, Rental Assistance, Mortgage Insurance, Fair Housing, Housing Counseling, and Demographics

- **Centers for Disease Control and Prevention Community Health Status Indicators Peer Counties Comparison**
  - Access this dashboard for how different counties in your service area compare to peer counties across various health indicators

- **Food Research and Action Center’s Interactive Data Tools on Nutrition**
  - Visit the FRAC Research Library to access data and maps on school breakfast, summer food programs, and state profile reports
Sharing CNA Resources

- **CAP/NASCSP/NCAF/CAPLAW Social Media Webinar**
  - This recording gives tips on telling your story by sharing your outcomes on social media. Additionally, how to use this data for advocacy in a legally responsible way.

- **Story Guide** and **Brochure** from NASCSP
- Look for infographic webinars from **NYSCAA**
- Check out updates on **Virtual CAP**
- Infographics on **piktochart**
- Word Clouds on **Wordle**
- Check out **talkpoverty.org**
CNA Webinar Series

• Planning for a Community Needs Assessment webinar, click here
• Collecting Community Needs Assessment Data webinar, click here
• Analyzing Community Needs Assessment Data, click here
• Communicating Community Needs Assessment Data, click here
Just Released!

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

Created through the Partnership's Organizational Standards Center of Excellence and funded by the Office of Community Services

Barbara Mooney, Director, ANCRT
EVALUATIONS

The Partnership Wants Your Feedback!

Please be sure to complete the evaluation for this session online, via the CAPCON18 Event App.

Thanks in Advance for your Cooperation!
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