Thinking Critically about Community Level Work

January 9, 2020
Introductions

- Roles
- Length of time in the network
- Certifications
- Who is doing community level work?
- Who is thinking about embarking on community level work?
Learning Objectives

- Understand role of National Theory of Change and Mission Statements
- Consider elements of community level work
- Acknowledge need for setting targets and measuring results
- Explore examples from the field
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.

Services and Strategies

- Employment
- Education & Cognitive Development
- Income, Infrastructure & Asset Building
- Health/Social Behavioral Development
- Housing
- Civic Engagement & Community Involvement

- 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

- Local Organizational Standards
- Individual and Family National

Community Action Theory of Change
The National Community Action TOC is the articulation of the underlying beliefs and assumptions that guide a service delivery strategy.

It identifies the “why” and the “how” of the activities undertaken and it identifies the “what” of change and improvement produced.

This national statement can be adapted for specific local needs and approaches by local CAAs.
• Articulates core principles for CAA Network.

• Identifies CAA Network national goals.

• Demonstrates CAA Network’s unique approach.

• Makes a complicated system easier to understand.
The National Community Action Network Theory of Change

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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
- Pursue positive individual, family, and community level change
- Maximize involvement of people with low incomes
- Engage local community partners and citizens in solutions
- Leverage state, federal, and community resources

Performance Management

How well does the network operate? What difference does the network make?

- Local Organizational Standards
- State and Federal Accountability Measures
- Results Oriented Management and Accountability System
- Individual and Family National Performance Indicators
- Community National Performance Indicators

A national network of over 1,000 high performing Community Action Agencies, State Associations, State offices, and Federal partners supported by the Community Services Block Grant (CSBG) to mobilize communities to fight poverty.

This publication was created by NASCSP in the performance of the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Community Services, Grant Number 90ET0451.
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What difference does the network make?

- Individual and Family National Performance Indicators
- Community National Performance Indicators
National Theory of Change
National Theory of Change

The National Community Action Network Theory of Change

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What is your agency’s mission?
Let’s Lay a Foundation...
# ROMA Logic Model – One Dimension
National ROMA Peer-To-Peer Training Program

<table>
<thead>
<tr>
<th>Organization:</th>
<th>Program:</th>
<th>Family</th>
<th>Agency</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Problem, Need, Situation</td>
<td>Service or Activity (Output)</td>
<td>Outcome (General statement of results expected)</td>
<td>Outcome Indicator Projected # and % of clients who will achieve each outcome.</td>
<td>Actual Results Actual # and % of clients who achieve each outcome.</td>
</tr>
</tbody>
</table>

| (1) Planning | (2) Intervention | (3) Benefit | (4) Benefit | (5) Benefit | (6) Accountability | (7) Accountability | (8) Accountability |

| Mission: | Proxy Outcome: Yes or No |

MLTC | Thinking Critically about Community Level Work | January 9, 2020
It Starts with a Need...

• In order to design programs that advance your mission, help people, and improve communities, you have to understand the needs that exist in your community

• A comprehensive community needs assessment provides you insight into the unique makeup, needs, and assets within your community.
  • To truly identify root causes of needs, data analysis is required.
Outcomes

• What is the impact your CAA will achieve?

• How will your CAA identify progress toward accomplishing this?
  • What indicators will you select to report on the progress toward the outcomes?
  • The National Performance Indicators (NPIs) are a standardized set of indicators that are connected to common outcomes reported by local CAAs
Outcomes = *Intentional Change*
Outcomes and Indicators

• An **outcome** represents a specific result a program is intended to achieve.

• An **indicator** is a specific, observable and measurable statement that can be used to show changes or progress a program (service, strategy) is making toward achieving a specific **outcome**.
  - There should be at least one indicator for each outcome but there may be several different indicators that all work together to demonstrate the outcome.
  - An indicator helps you follow change over time. It is a way to detect progress or lack of progress toward an outcome.
Characteristics of Indicators

An indicator should be:

• Useful for program management
• Appropriate to the outcome (don’t measure height with a thermometer)
• Direct – it measures the outcome as stated
• Relevant and important to the outcome (and larger mission, if applicable)
• Reflects determination about extent of program influence over the outcome (if there is no program influence, it shouldn’t be an outcome, and so you shouldn’t be measuring it)
• Sensitive to change
• Based on reliable and valid data
• Operational – data collectors understand what data is needed and how to collect it.
Does the Outcome Match the Need?

- Need: People lack skills to obtain employment.
  - Outcome: People obtain case management services.

- Need: People lack skills to obtain employment.
  - Outcome: People receive credentials/training/certifications for employment.

- Need: Families lack adequate income to sustain needs.
  - Outcome: People obtain financial literacy classes.

- Need: The community lacks affordable housing.
  - Outcome: Individuals receive housing vouchers.
Services and Strategies

• What does our agency do to achieve the outcomes?

• The agency must consider how their services and strategies will be connected to a specific indicator, so it can be clearly connected to identified needs and outcomes.

• The identification of services and strategies are included in the planning process and are implemented by the agency.
Making Connections – Do the services/strategies address the problem?

• Adults with low incomes do not have the skills required to obtain a living wage job.
  • We will engage in a minimum wage campaign to raise the minimum wage in our county.

• There is limited affordable housing in our community.
  • We will provide tangible assistance to families who are at risk of eviction or foreclosure.

• There are no dentists in the area who accept Medicaid.
  • We will assist families in their application for Medicaid.
Collecting and Reporting Data
New CSBG Annual Report

Actualizes the Performance Management Framework as the vehicle that moves the framework forward
Role of the CSBG Annual Report

Fulfills CSBG Act requirements.

State Plans are required and indicate how the State plans to operate CSBG and use CSBG funding.

Annual Reports are required and indicate how the state actually operated and used CSBG funding.

Provides information on State progress with organizational standards and state accountability measures.

Provides information for OCS, State and local CAAs to use to manage and improve results.

MLTC | Thinking Critically about Community Level Work | January 9, 2020
CSBG Annual Report

Module 1
• State Administration

Module 2
• CSBG Eligible Entity Expenditures, Capacity, and Resources

Module 3
• Community Level

Module 4
• Individual and Family Level
Community Level Work
Community Level Work

- Economic Opportunity Act and CSBG Act include the importance of addressing poverty on both the individual/family and community levels.
From the CSBG Act...

“...to provide assistance to States and local communities, working through a network of community action agencies and other neighborhood based organizations for the reduction of poverty, the revitalization of low-income communities, and the empowerment of low-income families and individuals...”

“...the greater use of innovative and effective community-based approaches to attacking the causes and effects of poverty and of community breakdown;”
• Meet clearly identified community need?

• Result in community change that is observable or measurable?

• Is that change a result of the initiative?

• Include community strategies that engage in external stakeholders?
There is a difference between work *in the community* and work *at the community level*.

Work *in the community* is providing services to the individuals and families that make up the community.

Work *at the community level* is about changing the conditions and environment (e.g., assets, infrastructure, capital) where households with low incomes live and work. It’s about transforming the structural causes and factors contributing to poverty or addressing community-wide statistics through a coordinated and targeted effort at multiple levels of society.
What is community change?

It is when structural issues in the community are ameliorated or when a community wide issue changes and it impacts community statistics, such as when the employment rate fluctuates.
Community Level Need
Sound Familiar?

- What is the need?
- What will change?
- How will you know?
- What will you do to produce the change?
Assessing the Need

It starts with the **Community Needs Assessment**

- **Individual and Family**: Adults with low-incomes do not have the skills required to obtain a job.
- **Community**: There are limited living wage jobs.

  - **Individual and Family**: Pre-school age children are not prepared for Kindergarten.
  - **Community**: The neighborhood does not have early childhood programs.
Activity

Whose Need Is It?

AND

WHY is this Important
<table>
<thead>
<tr>
<th></th>
<th>Needs Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individuals lack skills to obtain living wage jobs.</td>
</tr>
<tr>
<td>2</td>
<td>There are limited living wage job opportunities.</td>
</tr>
<tr>
<td>3</td>
<td>Need for Evidence-Driven Programs.</td>
</tr>
<tr>
<td>4</td>
<td>We do not have a public transportation system.</td>
</tr>
<tr>
<td>5</td>
<td>Staff does not have experience with serving people who experienced traumas.</td>
</tr>
<tr>
<td>6</td>
<td>Limited Support for Healthy Child Development.</td>
</tr>
<tr>
<td>7</td>
<td>Families need financial assistance to attend secondary education.</td>
</tr>
<tr>
<td>8</td>
<td>Wealth and income inequality disparities have continued to grow, creating vicious cycles of isolation and limited opportunity for low-income communities.</td>
</tr>
<tr>
<td>9</td>
<td>Our agency lacks resources to meet need of our senior population.</td>
</tr>
<tr>
<td>10</td>
<td>Families need Utility Assistance.</td>
</tr>
<tr>
<td>11</td>
<td>Communities need affordable housing.</td>
</tr>
<tr>
<td>12</td>
<td>Households have a high housing cost burden.</td>
</tr>
<tr>
<td>13</td>
<td>Community needs programs and regulations that build its capacity to provide safe, decent and affordable housing opportunities</td>
</tr>
<tr>
<td>14</td>
<td>Our agency needs to provide quality programs for the growing, and increasingly diverse, senior population.</td>
</tr>
<tr>
<td>15</td>
<td>Our board lacks leadership skills</td>
</tr>
</tbody>
</table>

### Are these needs?

### Are they:
- Family (F)
- Community (C); or
- Agency (A)
Understanding Your Need

• Identifying needs requires data collection and analysis
  – How does your community needs assessment identify community level needs?
    • Hint! Analysis may be required

• Consider the data sources to investigate and verify your need
  – National, State, and Local statistical information
  – Community partners
Example: Healthcare

• How might you identify that you have a community-level healthcare need?
  – Clients report there are no doctors nearby who take Medicaid.
    • Agency reviews Medicaid provider data and discovers no Medicaid providers in a 30-mile radius.
  – Community Needs Assessment uncovers “Help with Medical Bills” as a top need
    • Agency approaches area partners to conduct key-informant interviews.
      – Partners identify that clients are going to the hospital because there are only three doctors in the area who accept Medicaid.
What is the Need?

Describe the situation, including answers to these questions:

• What has been observed/identified that leads you to believe there is a community level need?
• How was it identified?
• What are the consequences of the situation?
• Who is effected by the situation?
• What factors contribute to the problem?
• What resources are available to address the problem? What are the gaps?
Activity: What Needs Exist in Your Community?

• What is a community level need, problem, or issue that your community faces?
• What is the impact of this need, problem, or issue?
• How do you know this need exists?
• Where does this need exist? (Neighborhood, county, school district, etc.)
• What data did you use to identify the need?
Reflection

• How do you identify community-level needs in your Needs Assessment process?
  • Questions on surveys
  • Analysis of community-level data
    • Needs and Resources
Creating Change

• Once you understand your need, you can identify the change (outcome) you want to create in the community

• To measure the change you create to address the need, you must identify at least one outcome indicator
Community Outcome Performance Indicators

• Healthcare
  – Reduction in uninsured families
  – # of healthcare assets added to the community

• Affordable Housing
  – Increase in number of affordable housing units created in the communities
  – Increase in homeownership rate

• Unemployment
  – Decrease in unemployment rate
  – # of jobs created in the community
How Will You Know? Measurement Tools

• How will you know that a change has happened?

• What sources of data can be used to demonstrate change?
  • Baseline

• What specific indicators are being used to measure the change? Do they make sense?
Community Housing Example

**Need:** There is a lack of Affordable Housing

**Outcome:** There is an increase in affordable housing in the community.

**Indicator:**
- Number of safe and affordable housing units developed in the identified community (e.g. built or set aside units for people with low incomes).

**Measurement Tools/Data Sources:**
- Proof of housing units built
- Count of housing available before/after intervention from HUD
Community Dental Care Example

**Need:** Our community lacks dentists who will accept patients who have Medicaid as their payment method.

**Outcome:** Patients with Medicaid will have greater access to dental services in the community. There will be an increase in dentists who accept Medicaid.

**Indicator:**
- Number of accessible and affordable physical health assets or resources created in the identified community. (Count of Change)

**Measurement Tools/Data Sources:**
- Count of assets before/after intervention
- Data from health needs assessment
Community School Readiness Example

**Need:** Preschool Readiness data revealed that low-income children were less likely to be kindergarten ready than children coming from other households.

**Outcome:** The goal is to increase the kindergarten readiness rate by increasing opportunities for early childhood education, specifically in the 40210 ZIP code area.

**Indicator:**
- Percent increase of children in the identified community who are kindergarten ready. (Rate of Change)

**Measurement Tools/Data Sources**
- Brigance Kindergarten Readiness rates before/after intervention
- Data from school system before/after intervention
Activity: What change is needed in the community?

• If you were to address this need, what would the change look like?
• What do you want to see happen as a result of your work?
• How will you measure your success in creating the change?
• What data will you use to measure the change?
• What indicators will you use to measure the change?
• How much change do you anticipate as a result of your work? Why?
REFLECTION

Measuring community change can be very challenging:

• The change may not lend itself to clear measurement (e.g. A citizen’s police accountability board is established... how do you measure the impact of it?)

• Data may not be consistently collected (e.g. We want more living wage jobs in our community – is someone keeping an accurate count of how many jobs exist currently? How many new ones are created?)

→ What OTHER challenges have YOU experienced?
Making Change Requires Strategy
What is a strategy?

Strategies are different from services. While services seek to work with individuals and families, strategies work at the community level to bring together various stakeholders at different levels of the community, raise awareness, and prompt action and policy changes.
What Will You Do?

Consider Strategies for Community Work

• Strategies that can “move the needle” on the selected outcome
  – Can your agency engage in those strategies?
  – Are they addressing the need/outcome at the community level?

• Agency Theory of Change
An agency in Oregon identified a need to address the homelessness rate – a community-wide statistic

- Their initial strategy was to increase the number of shelter beds
- Upon further analysis, however, they were able to compute data that showed that increasing the number of shelter beds would not alter the homelessness rate one way or another.

- However, increasing the number of shelter beds along with multiple other strategies and services to ensure there was a high turn-over rate of the shelter beds would move the needle on the homelessness rate.
Consider: Who Is With You?

• In successful community work, a group of “partners” work together to move from a fragmented approach to a collaborative one.

• One step in the selection of strategies is to identify the other individuals, groups, organizations, businesses, policy makers, etc.
  – Consider who is recognized as being connected with the specific need you will be addressing and recruit them to work with you on the initiative
  – Make sure everyone agrees on a common agenda and target
Consider: What strategies produce outcomes?

• Select strategies based on the desired change in the community
  – Community level needs are often complex, and often require more than just one strategy to address them
## Choosing the right strategy

<table>
<thead>
<tr>
<th>Community Condition/Issue (Community Needs Assessment)</th>
<th>Change in the situation in the community</th>
<th>Change that makes delivery of services for families easier</th>
</tr>
</thead>
<tbody>
<tr>
<td>High unemployment rate</td>
<td>Increasing living-wage jobs (positions available) in community.</td>
<td>Adding an employment training program</td>
</tr>
<tr>
<td>Homelessness rate</td>
<td>Working with local government and public and non-profit service providers to implement policy changes, add housing options, and enhance services towards a targeted decrease in the rate</td>
<td>Implementing a coordinated entry system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Operating services for homeless individuals</td>
</tr>
<tr>
<td>Poverty Level</td>
<td>Bringing together a task force of various stakeholders in the community to create a community-wide strategic plan that reevaluates gaps in services and rethinks/ reorganizes the delivery of services towards a targeted goal</td>
<td>Implementing a referral system</td>
</tr>
</tbody>
</table>
Community Housing Example

**Need:** There is a lack of Affordable Housing

**Outcome:** There is an increase in affordable housing in the community.

**Indicator:**
- Number of safe and affordable housing units developed in the identified community (e.g. built or set aside units for people with low incomes).

**Strategies:**
- New Affordable Single Unit Housing Creation
Community Dental Care Example

**Need:** Our community lacks dentists who will accept patients who have Medicaid as their payment method.

**Outcome:** Patients with Medicaid will have greater access to dental services in the community. There will be an increase in dentists who accept Medicaid.

**Indicator:**
- Number of accessible and affordable physical health assets or resources created in the identified community.

**Strategies:**
- Development of Health and Social Service Provider Partnerships
- Health Specific Campaign
Community School Readiness Example

**Need:** Preschool Readiness data revealed that low-income children were less likely to be kindergarten ready than children coming from other households.

**Outcome:** The goal is to increase the kindergarten readiness rate by increasing opportunities for early childhood education, specifically in the 40210 ZIP code area.

**Indicator:**
- Percent increase of children in the identified community who are kindergarten ready.

**Strategies:**
- Other: Enhance pre-school opportunities in community
- Other: Create libraries
Working in the Community vs Creating Community Level Change

• These are examples of great work in the community that will not – on their own -- produce a community level change; however, they may be STRATEGIES in a larger campaign:
  – Job fair
  – Poverty Simulation
  – Operating a VITA site
  – Running a Head Start Program
  – Food Pantry – distributing pounds of food to participants
  – Helping people obtain housing, employment or individual outcomes
Activity: What are your strategies?

• How will you create the change in the community?
• What strategies will you use to achieve the desired results?
• What partners will you involve and what are their roles?
• What are the deliverables and milestones of the project?
• When will each deliverable and milestone occur?
• Who is responsible for each deliverable/milestone?
The need, goal, outcome indicators, and strategies must all align with each other.
# Crosswalk Logic Model and Community Initiative Status Form

**CAA and 7. Identified Community**

**Program:** 1. Initiative Name

**Family** □ | **Agency** □ | **Community** X

## 2. Initiative Year

## 8. Expected Duration

<table>
<thead>
<tr>
<th>Identified Problem, Need or Situation</th>
<th>Service or Activity</th>
<th>Outcome General statement of results expected</th>
<th>Indicator</th>
<th>Actual Results</th>
<th>Measurement Tool</th>
<th>Data Processes</th>
<th>Frequency of Data Collection and Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summary

**Problem Identification**

**Issue/CSBG Community Domains**

9. **Partnership Type**

10. **Partners**

11. **Strategy[ies]**

4. **Goal/Agenda**

6. **Ultimate Expected Outcome** (as measured by NPIs)

13. **Impact of Outcomes**

14. **Outcomes/Indicators to Report**

12. **Progress on Outcomes/Indicators**

15. **Final Status**

16. **Lessons Learned**

*Proof/measurement of change is a part of the Lessons Learned discussion*
Reflection – The challenges of alignment

• Experienced ROMA trainers still find alignment a challenge
• Alignment of needs, strategies and outcomes requires alignment among stakeholders – getting community partners together is a challenge
• Multiple strategies might align with the same needs and outcomes – which strategy should the community follow?

• ➔ What OTHER alignment challenges have you encountered?
Now that I know the considerations in identifying community level work, what are some real life examples?

Adding fixed transportation in Clinton County, PA

- The agency community needs assessment identified the need for fixed route transportation.
- The agency brought partners together and worked with county commissioners and River Valley Transit to establish a route.
- The fixed route was established and people were able to access employment and medical care.
Now that I know the considerations in identifying community level work, what are some real life examples?

**South Allison Hill Neighborhood**
Tri County Community Action, PA

- **Need:** Neighborhood is under resourced
- **The need was identified through a resident and data-driven neighborhood planning process**
  - Surveys, listening sessions, parcel land surveys, crime analysis, visual neighborhood analysis (walked around)
- **Outcome:** Support a thriving South Allison Hill Neighborhood
  - Eliminate crime, illegal dumping of trash, and blight.
    - Multiple strategies ranging from litter cleanup to improving business facades
    - Many partners bringing a number of strategies to the table
Now that I know the considerations in identifying community level work, what are some real life examples?

**Regional Food Hub in VA**
People Inc

- Community Needs Assessment identified job losses due to a closing mine, discovered local farmers weren’t certified in Good Agriculture Practices which is needed to sell food to distributors, and identified that there were no large produce producers in the area.

- Goal is to increase the supply of local food production, change the food procurement system, and increase available jobs.

- Added various crops and livestock to area, implemented wholesale distribution, and added jobs.
Tools and Resources
Suggested Resources for Community Level Work

• USE the network – our strength is our PEOPLE:
  • Consult a ROMA-T or ROMA-I in your agency or in your state
  • Nearby CAA’s that might have similar needs
  • State Association staff/State Office staff – they know what’s going on within your state
  • RPIC staff – they know what’s going on within your region/adjacent states
  • Partnership staff – expertise in several areas (to name a few):
    -- Community economic development/housing development
    -- Racial equity/community equity issues
    -- Whole family approaches/2Gen
    -- Human services provision/systems change
    -- Energy equity and energy community project leveraging
Resources

- ROMA NG Training Series: Understanding Community Level Work

- Results at the Community Level Learning Community

- Review lessons learned from the Annie Casey Foundation’s Making Connections initiative
  - [http://www.diaristproject.org/index.shtml](http://www.diaristproject.org/index.shtml)

- Visit the Community Toolbox created by the University of Kansas
  - [http://ctb.ku.edu/en](http://ctb.ku.edu/en)

- Use the National Civic League’s Civic Index to assess civic capacity
  - [http://www.nationalcivicleague.org/about-ncl/publications/](http://www.nationalcivicleague.org/about-ncl/publications/)

- Review “Neighborhood College” curricula and models
  - [https://www.phoenix.gov/nasd/neighborhoodcollege](https://www.phoenix.gov/nasd/neighborhoodcollege)
  - [http://www.raleighnc.gov/home/content/CommServices/Articles/NeighborhoodCollege.html](http://www.raleighnc.gov/home/content/CommServices/Articles/NeighborhoodCollege.html)
  - [https://projects. Arlingtonva.us/neighborhood-conservation/ college/](https://projects. Arlingtonva.us/neighborhood-conservation/college/)
On-Demand eCourses
Community Action Academy

Available courses
- Implementing ROMA
  Category: ROMA Next Generation Training Series

- Data Collection, Analysis, and Use
  Category: ROMA Next Generation Training Series

- Understanding Community Level Work
  Category: ROMA Next

Access Community Action Academy (FREE!)
Create Account/Login → ROMA Training → ROMA Next Generation Training Series

https://moodle.communityactionpartnership.com
The Community Services Block Grant (CSBG), administered by the states, provides core funding to local agencies to reduce poverty, revitalize low-income communities, and to empower low-income families to
Data Collection and Reporting

CSBG Annual Report

DATA Task Force

www.nascsp.org
Annual Report

The Office of Community Services (OCS) received OMB approval for a new CSBG Annual Report on January 12, 2017. Additional information about the implementation of the CSBG Annual Report is detailed in IM 152 CSBG Annual Report, released by OCS on January 20, 2017. The new CSBG Annual Report will eventually replace the CSBG IS Survey. The new report will be implemented through a phased-in approach over two years. OCS released Action Transmittal 2017-01 on the Submission of Module 1 of the CSBG Annual Report for Fiscal Year (FY) 2016. This Action Transmittal provided a one time extension for submitting Module 1 in OLDC from March 31, 2017 to April 7, 2017. The due date for submission of the CSBG IS to NASCSP was also extended to April 7, 2017.

CSBG Annual Report Implementation: Two Phases

![Diagram of CSBG Annual Report Implementation]

- **Phase 1**
  - FY15
  - Module 1 completed in OLDC
  - Other agencies and data is completed in the CSBG IS Survey

- **Phase 2**
  - FY16
  - Module 4 uncompleted in OLDC
  - Data is reported in the CSBG IS Survey

www.nascsp.org
Financial Well-Being
A state of being wherein you have control over day-to-day and month-to-month finances; have the capacity to absorb a financial shock; are on track to meet your financial goals; and have the financial freedom to make the choices that allow you to enjoy life\(^\text{19}\) (Source: Consumer Financial Protection Bureau).

Related Modules: Module 4
Also See: Income and Asset Building Services (SRV 3)

Head Start
Head Start promotes school readiness of children under 5 from low-income families through education, health, social and other services\(^\text{20}\) (Source: Office of Head Start). Head Start is funded by the U.S. HHS.

Related Modules: Module 2, Module 5, Module 4
Also See: Early Head Start

\(^{19}\) [https://www.senate.gov/reference/glossary_term/fiscal_year.htm](https://www.senate.gov/reference/glossary_term/fiscal_year.htm)
\(^{21}\) [https://www.acf.hhs.gov/ohs](https://www.acf.hhs.gov/ohs)
### Education and Cognitive Development Indicator Instructions (Counts of Change)

#### Examples, Definitions, and Notes

<table>
<thead>
<tr>
<th>CNPI 2a: Number of accessible and affordable early childhood or preschool education assets or resources added to the identified community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.) Identified Community (auto-populated)</strong></td>
</tr>
<tr>
<td>This field will be auto-populated with information from Section I.</td>
</tr>
</tbody>
</table>

#### Example

A CAA implemented a community-wide initiative to increase the number of early childhood centers that offer educational activities (via approved programs or curricula).

- The **target** was to add 30 new educational programs at child care centers across their identified community (Column II).
- The **actual** number of new educational programs adopted by child care centers in the identified community was 20 (Column III).

#### Definition, Notes

- **An accessible and affordable early childhood or preschool education asset or resource** is the creation of a new location for preschool education or the addition of educational activities to an already existing child care center that did not offer educational activities.
- Report only resources or assets that were added to the community as a direct result of the initiative.
- Do not report participation in early childhood or preschool education among program participants [these will be reported in Module 4].
Collecting, Storing, Analyzing, and Using Data FAQ's

Key Points-
- Elements of necessary data collection are found throughout the ROMA cycle.
- Data and information can be translated into knowledge to increase capacity and improve an agency's success at reaching its intended results.
- Data analysis can be both proactive and retroactive. It is used in predicting future trends and explaining past trends.

What is “data”?
- Data is facts that are observed, measured, collected, and aggregated.

How can data be used?
- Data can be examined to become information. This helps inform decision making in any sector of work. For instance, it is important to identify the population we serve, study trends, find patterns, predict future trends, and understand underlying factors of causal relationships.
- Analyzing data helps us go beyond just what is obvious, to fully understand what is not necessarily noticed right away.

What does it mean to have quality data collection?
- It is complete. There is no information missing from the data.
- It is accurate. There are no typos in the reporting of the data and all of the information is correct.
- It is timely. The data was collected on time, on a regular basis, and/or is recent enough to be pertinent.
- It is reliable. The data collected is meaningful to the topic, it is collected in the same way every time, and the people involved in collecting data understand what they are responsible for collecting.

Where should I store my data?
- Data needs to be stored in a safe and accessible environment. It should be backed up regularly and have adequate security measures in place to protect the information.
- People need to be trained on accessing the data and internal policies should govern storage procedures.

What do I do before I analyze my data?
- Before analyzing data, it needs to be organized.
- Identify what it is you are looking for. Having a goal in mind before analyzing data will help the process of finding the information that is useful in your decision making. Goal setting narrows down where to look to find the data.
- Organize the data to depict relationships among different components or show pathways of information, materials, money, personnel, etc.
  - They may include geographical representations or other kinds of graphing or using tools such as maps to help visualize relationships between data points.
Questions?

Katy Kujawski
Research Director, NASCSP
(202) 370-3665
kkujawski@NASCSP.org

Barbara Mooney, Ed. D
Director, Association of Nationally Certified ROMA Trainers
barbaramooney@windstream.net

Maribeth Schneber-Rhemrev
CSBG State Assistance Director, NASCSP
(202) 370-3653
MSchneber-Rhemrev@NASCSP.org

Aaron Wicks
Vice President, Organizational Capacity Building, Community Action Partnership
(202) 860-1017
Awicks@communityactionpartnership.com