Analyzing and Prioritizing a Community Needs Assessment

Presented by:
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Agenda

• Why do we analyze data, the ROMA framework, and the organizational standards
• The data collection process through the steps of the needs assessment
• How to analyze and report the data
The Importance of Community Needs Assessments
What is a Needs Assessment?

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

A process of collecting and analyzing a broad array of data and information to develop a comprehensive picture of a particular community. (Claire Higgins)
Connecting the CNA with Other Planning Processes

Community Needs Assessment

Community Action Plan

Strategic Plan
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 gaps in services
- Are there gaps in services for populations?
- Are there gaps in continuity of services?

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 needs by demographic categories

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

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”?
Assessment and Performance Management

Foundational to the Interconnected Performance Management System

- Assessment of Needs and Resources
- Capacity Building through Org Standards
- Improved Results in Responding to the Need (ROMA)
ROMA and CNA Purpose

• Start with Mission
  – Agency Goal: why you are in business

• Assessment 1\textsuperscript{st} and Last Phase of Cycle
  – Clarify the need
    • Who is the customer?
    • What do they value?
  – Identify available resources
ROMA and CNA Purpose

• Assessment as Foundation
• Guides Planning
  – Strategic Planning
  – CAP Plan
• Keep the Focus on OUTCOMES
• Keeps All ACCOUNTABLE
ROMA in CNA Report

- Identify level of Need
  - Family
  - Community
  - Agency

- Categorize needs under each National Goal according NPI’s

<table>
<thead>
<tr>
<th>National Goal #</th>
<th>Goal Type</th>
<th>Goal Description</th>
<th>National Performance Indicators</th>
<th>Identified Needs</th>
<th>Current Services and Activities Addressing Needs</th>
</tr>
</thead>
</table>
| 1               | Family Goal | Low-income people become more self-sufficient | • NPIs 1.1s Employment,  
 1.2s Employment Supports  
1.3s Economic Asset and Enhancement Utilization, and  
6.5s Service Counts | | |
| 2               | Community Goal | The conditions in which low-income people live are improved. (Community goals) | • NPIs 2.1s Community Improvement and Revitalization,  
2.2s Community Quality of Life and Assets | | |
| 3               | Community Goal | Low-income people own a stake in their community | • NPIs 3.1s Community Enhancement through Maximum Feasible Participation  
3.2s Community Empowerment through Maximum Feasible Participation | | |
| 4               | Agency goals | Partnerships among supporters and providers of services to low-income people | • NPIs 4.1s Expanding Opportunities Through Community-Wide Partnerships | | |

A product of the Texas Department of Housing & Community Affairs
Organizational Standards –
Category Three: Community Assessment

- Standard 3.1 • The organization conducted a Community Assessment and issued a report within the past 3 years.
  - Comprehensive
  - Report must be shared

- 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).
  - Up-to-date data
  - All three areas – gender, age, race/ethnicity
  - Specific to your community
Community Assessment- Continued

- Standard 3.3 • The organization collects and analyzes both **qualitative and quantitative data** on its **geographic service area(s)** in the Community Assessment.
  - Focus groups, interviews, surveys, forums etc.
  - Census data, labor statistics, health statistics
  - Agency data
  - Specific to your community

- Standard 3.4 • The community assessment includes **key findings** on the **causes and conditions** of poverty and the needs of the communities assessed.
  - Key findings section – prioritized needs, summary
  - Causes – root issue
  - Conditions – the experience
Community Assessment- Continued

- Standard 3.5 • The governing board formally accepts the completed Community Assessment.
  - Provide to the board for discussion and acceptance
  - Board vote to accept
  - Recorded in Board minutes
Additional Standards for CNA

- Standard 1.2 • The organization analyzes information collected directly from low-income individuals as part of the Community Assessment.

- Standard 2.2 • The organization utilizes information gathered from key sectors of the community during the community assessment process or at other times. These sectors would include at minimum: community-based organizations, faith-based organizations, private sector, public sector, and educational institutions.

- Standard 4.2 • The Organization’s Community Action Plan is outcome-based, anti-poverty focused, and ties directly to the Community Assessment.

- Standard 6.4 • Customer satisfaction data and customer input, collected as part of the Community Assessment, is included in the strategic planning process.
Technical Assistance Guide

• Guidance on definition and intent
• Guidance on interpretation and documentation
• Resources to benchmark performance and improve
NASCSP’s Guide to CNAs

A Community Action Guide to Comprehensive Community Needs Assessments
The Five Stages of the CNA

- Define Scope
- Assessment Plan
- Data Plan
- Implement Survey
- Report
1. Define the Scope

- Choose an agency team
- Identify potential supporters/partners
- Present to leadership
- Introduce assessment concept and choices
- Choose the community to assess
- Choose the broad categories of needs and assets to assess
Roles of the Agency Team

• 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.

• Develop a budget
Who should be on the team?

- Program Managers
- Planning and development staff
- Board Members
- Community partners
- Expert consultants
Choosing the Target Community

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

• Supplemental Poverty Measure

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

<table>
<thead>
<tr>
<th>Resource Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPM Resources = Money Income From All Sources</strong></td>
</tr>
<tr>
<td><strong>Plus:</strong></td>
</tr>
<tr>
<td>Supplemental Nutritional Assistance (SNAP)</td>
</tr>
<tr>
<td>National School Lunch Program</td>
</tr>
<tr>
<td>Supplementary Nutrition Program for Women Infants and Children (WIC)</td>
</tr>
<tr>
<td>Housing subsidies</td>
</tr>
<tr>
<td>Low-Income Home Energy Assistance (LIHEAP)</td>
</tr>
</tbody>
</table>
Choose Your Categories

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

- **Domains of CSBG Act**
  - Employment
  - Education
  - Income Management
  - Housing
  - Emergency Services
  - Nutrition
  - Self Sufficiency
  - Health
  - Services for Youth
  - Services for Senior Citizens
Reflect on Your Usual Categories

• What do you include in your surveys?
• What areas do you discuss in focus groups?
• Do you organize your report based on “what you get in” or based on structured categories you established at the beginning?

Take some notes and share with your table
2. Create an Assessment Plan

- Envision new categories
- Brainstorm assets and needs
- Create “wish lists” organized by type
Key Questions for the Assessment Plan

• What individual/family needs will be assessed?
• What organizations’ needs will be assessed?
• What community-specific needs will be assessed?
• What data and indicators are needed?
• How will the data be gathered?
# Develop Your Data Planning Matrix

<table>
<thead>
<tr>
<th>Level</th>
<th>What Data?</th>
<th>Who Has It?</th>
<th>How is it Collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/Family</td>
<td>Quantitative</td>
<td>Quantitative</td>
<td>Quantitative</td>
</tr>
<tr>
<td></td>
<td>Qualitative</td>
<td>Qualitative</td>
<td>Qualitative</td>
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<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
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</tr>
</tbody>
</table>
### Sample Data Planning Matrix

<table>
<thead>
<tr>
<th>Level</th>
<th>What Data?</th>
<th>Who or What Has It?</th>
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</table>
|       | • Data profile of the county residents: age, income, employment status, health status, family structure, education level | • Census, American Community Survey  
• State Census data center from land grant university  
• State Public Health Department  
• State Education Department  
• State Human Services  
• CAA database | • Extracts of databases for the area delivered in electronic formats the analyst can use. Be sure to request any local analysis the data providers and partners have already undertaken.  
• Analysis of the agency client database statistics  
• Interviews to determine trends for former participants |
|       | • Income support program participation                                       |                                                                                     |                      |
|       | • Perceived economic insecurity of the general public  
• Perceived economic insecurity of CAA customer | • Individuals, organizational leadership  
• Public officials | • Survey  
• Interviews with elected officials, partner organizations |

**Improving Individual Economic Security**
3. Create a Data Collection Plan

Data Plan

- Decide what data is needed
- Engage your Board to define member roles
- Develop the message to community partners
Decide What Data is Needed

• Databases and reports of others
• Surveys
• Focus groups
• Community forums
• Interviews
Data Collection Framework Planning Table - Activity

Using the worksheet provided, brainstorm with your team:

1. What are the domains/issues you see in the data?

2. Select one of the domains – what type of quantitative and qualitative data would you gather? What methods would you use?
# Organize Data by Type and Source

## Housing

<table>
<thead>
<tr>
<th>Type</th>
<th>Source</th>
<th>Method</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Published Statistics</td>
<td>Survey Information</td>
<td>Focus Groups or Interview Information</td>
<td>Community Forum Responses</td>
</tr>
<tr>
<td>What?</td>
<td>Who Has it?</td>
<td>What?</td>
<td>Who has it?</td>
</tr>
<tr>
<td></td>
<td>What Group?</td>
<td></td>
<td>What Group?</td>
</tr>
</tbody>
</table>

## Education

<table>
<thead>
<tr>
<th>Type</th>
<th>Source</th>
<th>Method</th>
<th>Response</th>
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<tbody>
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<tr>
<td></td>
<td>What Group?</td>
<td></td>
<td>What Group?</td>
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</table>
4. Collect the Data

Implementation

• Create a timeline and assign responsibility
• Collect the data
Data Collection tips

• Try to collect trended data over time – three years is ideal
• Try to collect multiple levels of data (neighborhood, city/county, region, state, nation) for comparison
• Use the Community Commons site to provide “layers” of data
• Use focus groups to analyze data from the perspective of different stakeholder groups
• Use expert interviews to analyze complex data and issue
• As for peer-to-peer assistance on data analysis
• Look for studies and reports that analyze the data
Innovations in CNA Data Collection
Use Community Commons for Quantitative Data

- Country, State, County, Census Tract Level
- Charts, Benchmark Dials, Graphs, Maps

www.communitycommons.org
www.communityactionpartnership.com

- National Training Center
  - Online Tools
- Comprehensive Online Community Needs Assessment

Households Living Below the Poverty Level, Percent by Tract, ACS 2009-13

<table>
<thead>
<tr>
<th>Report Area</th>
<th>Total Population</th>
<th>Population in Poverty</th>
<th>Percent Population in Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia County, GA</td>
<td>127,585</td>
<td>10,671</td>
<td>8.3%</td>
</tr>
<tr>
<td>Richmond County, GA</td>
<td>168,120</td>
<td>48,412</td>
<td>28.0%</td>
</tr>
<tr>
<td>Georgia</td>
<td>9,542,060</td>
<td>1,736,669</td>
<td>18.2%</td>
</tr>
<tr>
<td>United States</td>
<td>301,656,284</td>
<td>46,663,432</td>
<td>15.37%</td>
</tr>
</tbody>
</table>

Note: This indicator is compared with the state average.
Data Source: US Census Bureau, American Community Survey. Source geography: Tract
State Innovations

• Creation of state-specific Community Commons hub
  • Load locally specific data sets
  • Collaborate with local agencies
• Creation of state wide survey template to collect qualitative data from clients and community members
  • Online collection
  • Trends over time
  • Easy to build STATEWIDE CNA
5. Analyze and Report the Data

- Create the community profile
- Organize non-quantitative responses
- Analyze and compare
- Create and present reports
To Tell Your Community Action Story

You must be able to **translate and transform data** to articulate what the numbers mean, what action we must take, and how we and others can plan for the future.

- **ANALYZE**
- **PLAN**
- **RECOMMEND and REPLICATE**
Process for Analysis

1. Findings by Issue Domain/Need Category
2. Organizing the Data
3. Discussion on Causes and Conditions
4. Prioritizing the needs
5. Pairing of Needs and Resources/Partners
6. Correlate Needs to National Goals
7. 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?
• How is the need influenced by other needs?
3. Causes and Conditions

• Causes and Conditions of Poverty in CSBG Act
  – Goal of Self-Sufficiency

• CSBG Organizational Standards require analysis

• Push to tell the holistic story of the poverty experience in our community

• Takes time, may have to ask tough questions, but will move agency forward
Causes and Conditions Notes

Safe and Robust Discussion of Causes

• Ask WHY? to create the context of the need
  – Why now?
  – Why here?
  – What is different?
  – Social, Economic, and Political Factors

• What factors in our community influence the experience of poverty?

• Some causes will be beyond the capacity of your agency to address → Partners
Example: Lack of Living Wage Jobs

- Need Domain: Employment
- Level:
  - Clients lack skills to obtain living wage jobs (Family)
  - Community lacks living wage job opportunities (Community)
  - Agency lacking mentors and business partners to work with job training program participants (Agency)
Example: Lack of Living Wage Jobs

• Why now?
  – Changing standards for education
  – Higher cost of living
  – Discussions/legislative bills around the country

• Why here?
  – Cost of Living
  – State legislature has voted against raise

• What’s different?
  – Local: ABC closed all of their franchises in X town, manufacturing stalled, etc.
  – Social: single parent households increased
  – Economic: slow recovery, slow job growth
  – Political: change in representation
4. Prioritize the Need

- Based on quantity of findings
- Based on knowledge of resources and available partners
- Attention to the cost and estimated impact
- Alignment with national goals
- What will your agency prioritize?
- What role will your agency take?
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<tbody>
<tr>
<td>Lack of Jobs</td>
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<td>Lack of Access to GED Classes</td>
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<td>Lack of Budgeting Classes</td>
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<td>Lack of Affordable Housing</td>
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<td>Unaffordable Technical Schools</td>
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<td>Lack of Public Parks</td>
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<td>Unaffordable Health Care</td>
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</table>
5. Pairing Needs, Resources, and Partners

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

Be Strategic in Leveraging Partnerships

• You will find a number of needs, with deep and interconnected causes
• Your agency has one role in addressing the causes and conditions of poverty
• What parts of the Need can you address? What parts will you coordinate with partners?
  – Look for partners that have resources/assets you lack
  – Ex. Resources for Transportation that can supplement your employment program
  – Look for partners who need the resources/assets you have
  – Standard 2.1 – “documented or demonstrated partnerships across the community, for specifically identified purposes...”
6. Align With National Goals to Avoid Mission Drift

Goal 1. Low-income people become more self-sufficient. (Family)

Goal 2. The conditions in which low-income people live are improved. (Community)

Goal 3. Low-income people own a stake in their community. (Community)

Goal 4. Partnerships among supporters and providers of services to low-income people are achieved. (Agency)

Goal 5. Agencies increase their capacity to achieve results. (Agency)

Goal 6. Low-income people, especially vulnerable populations, achieve their potential by strengthening family and other supportive systems. (Family)
7. 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

1) Make recommendation on how to address the causes and conditions of poverty with resources/partnerships available
2) Summarize your efforts in concise, powerful summary
Connecting the Dots: Beyond Data Collection

- What does this all mean?
- What do we focus on?
- What happens next?

[Diagram: Raw Data → Analyzed Data → Clear, Evidence-Based Message]
What an Evidence-Based Message Can Do

• Add data to what you know
• Offer evidence for agency and community change
• Guide agency and program planning
• Serve as catalyst for partnerships

But only after Analysis!
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
Example - CNA Table of Contents

I. Executive Summary  
   Key Findings  
   Recommendations  
II. Introduction and Methodology  
III. CAA History and Programs  
IV. Overview of XX Counties and Municipalities  
V. Demographic Profile (age, gender, race/ethnicity etc.)  
VI. Poverty Profile  
VII. Income Profile  
VIII. Employment Profile  
IX. Transportation Profile  
X. Public Benefits  
XI. Food Security  
XII. Education Profile  
XIII. Child Care Profile  
XIV. Housing Profile  
XV. Health Profile
Taking Action on the Report

• Have the report accepted by Board vote
• Share with the community
• Incorporate into the CAP
• Incorporate into Strategic Plans
• Update annually?
• Full assessment needs to be done every three years
Sharing and Utilizing Your Needs Assessment

Long After the Report is Complete
WHY to share CNA

• **Raise Awareness of Poverty**
  – Numbers to back up experience - experience to back up recommendations

• **Raise Awareness of Agency**
  – Analysis of need and strategy to address the causes of poverty are great PR

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

• **Fundraise**
  – Plan to reduce poverty that stems from an understanding of needs and resources

• **Advocate**
  – Raise awareness about reality of poverty; the need to make change
WHAT should be shared

*It depends on WHO you are sharing it with and for WHAT purpose*
Think About Your Audience:

What do they know?
• Your agency is an expert in poverty
• The people you involved in process are experts, in poverty or other aspect of community
• Not everyone is an expert
• Need to connect the dots

What do they value?
• Time, need a concise message
• Clearly outlined argument
• Proof/Data/Metrics
How Much Information Does That Person Need?

- Graphics
- One-pager
- Key Findings
- Recommendations
- Full report
What to Share

• Board of Directors
  – Full Report
  – Focus discussion on Key Findings

• Community Members
  – Key Findings
  – Emphasize analysis of resources
  – Recommendations

• Community Action
  – Full Report

• Local Funders
  – Key Findings and Recommendations

• Elected Officials
  – Key Findings or shorter
  – One to two page fact sheet

Don’t forget about the Dials, Charts, and Maps from Community Commons!
How to Share:
With a Clear and Concise Message on the Need

- At community meetings and events
- In conversations with potential partners
- As support and proof in advocacy efforts
- As foundation for fundraising

Needs: Here is what we have identified and prioritized as the need

Outcomes: Here is what we know from our agency experience and outcomes

Recommendations: Here is our recommended plan to meet the need

Resources: Here are the resources that we bring
Here are the resources we need
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
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
• 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
Create Your Own Infographic

Which Demographics Use CHANGE, Inc.?

By Gender
- Female: 76%
- Male: 24%

By Age
- 0-17: 16%
- 18-54: 61%
- 55+: 23%

By Race
- White: 96%
- Black: 4%
- Multi: 1%
- Other: <1%

By Poverty Level
- <100%: 21%
- 101-200%: 24%
- >200%: 8%
- Unknown: 47%

Who uses our services? Here's how we measured up in 2014!
#BeCommunityAction #Infographic
http://piktochart.com/

Community Action

- 20,532 obtained an ABE or GED certificate or diploma
- 159,691 obtained safe and affordable housing
- 397,334 received health services for themselves or family
- 2,342,456 obtained LIHEAP
- 212,490 obtained childcare for preschoolers or dependents
- 1,923,211 obtained food assistance

Community Action Employment and Employment Supports
Helping People Become More Self-Sufficient
Make a Word Cloud From Qualitative Data

Go to www.wordle.net
Households Living Below the Poverty Level
Percent by County ACS 2009-13
Common Challenges with Needs Assessments

• Agencies outsource the CNA to organizations that don’t focus on poverty
• Agencies let the most easily available data drive the research process
• Data doesn’t drill down deep enough into different demographic categories
• Data doesn’t drill down deep enough to census/zip code/neighborhood level
Common Challenges with Needs Assessments

• The CNA doesn’t drive program decisions
• The CNA isn’t connected to the strategic plan or community action plan
• Agencies don’t engage community partners to address unmet needs
• Agencies don’t use the needs assessment to educate internal and external stakeholders
• Agencies don’t use the needs assessment to help build a community agenda
Key Resources

A Community Action Guide to Comprehensive Needs Assessments

www.nascsp.org

Community Toolbox


Community Action Partnership webinars on Community Commons
Three Ways to Leverage Your CNA

- Community report cards
- Children’s budgets
- Business plans
Community Report Cards

• Can build on community needs assessments by “grading” community performance
• Focus on one or multiple types of outcomes (e.g. education, child care, employment)
• Compare outcomes with local, state, and national averages
• Use readily available data from public sources
• Often paired with annual “community summits”
• Used to raise profile of social issues, energize stakeholders, and increase community accountability
Community Report Cards
<table>
<thead>
<tr>
<th>Indicator</th>
<th>San Diego County</th>
<th>California</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birth to Age 3 (Infants and Toddlers)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of mothers receiving early prenatal care</td>
<td>82.0</td>
<td>82.9</td>
<td>NA</td>
</tr>
<tr>
<td>Percent of infants born at low birthweight</td>
<td>6.7</td>
<td>6.8</td>
<td>8.2</td>
</tr>
<tr>
<td>Percent of mothers who initiate breastfeeding in hospital</td>
<td>NA</td>
<td>94.5^1</td>
<td>90.8^1</td>
</tr>
<tr>
<td>Birth rate per 1,000 teens ages 15-17 years</td>
<td>16.2</td>
<td>17.5</td>
<td>20.1</td>
</tr>
<tr>
<td><strong>Ages 3-6 (Preschool)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of young children (ages 19-36 months) who completed the basic immunization series</td>
<td>76.5</td>
<td>74.9</td>
<td>69.9</td>
</tr>
<tr>
<td>Percent of children ages 3-4 enrolled in early care and education</td>
<td>51.1</td>
<td>49.3</td>
<td>48.4</td>
</tr>
<tr>
<td><strong>Ages 6-12 (School Age)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of children ages 2-11 who have never visited a dentist</td>
<td>13.2</td>
<td>11.6</td>
<td>NA</td>
</tr>
<tr>
<td>Percent of elementary school (K-5) students who did not attend school at least 95 percent of school days</td>
<td>29.2^1</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Percent of students in grade 3 scoring proficient or advanced on the English-Language Arts achievement test</td>
<td>51.0^1</td>
<td>46.0^1</td>
<td>NA</td>
</tr>
<tr>
<td>Percent of students not in the Healthy Fitness Zone (overweight or obese)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>28.5</td>
<td>31.5</td>
<td>NA</td>
</tr>
</tbody>
</table>
Children’s Budgets

• Address the need for a “big picture” of all local, state, and federal funding streams
• Focus on age range (e.g. 0-5) or type of service (e.g. afterschool programs)
• Used to identify under-investment, gaps in services, and problems with categorical requirements
• Serves to “connect the dots” between funding and outcomes
• Often coupled with report cards, return on investment studies, or development of policy agendas
Colorado’s Children’s Budget

![Graph showing the Colorado Children's Budget from FY 09-10 to FY 13-14. The graph includes lines for Total $, After Adjustment for Inflation, and After Adjustment for Inflation and Child Population Growth. The CAAGR values for these lines are indicated as CAAGR = 1.1%, CAAGR = -1.3%, and CAAGR = -2.9% respectively.](image-url)
Colorado’s Children’s Budget

The Children's Budget by Policy Domain

- Family and Community Support: 11%
- Health: 17%
- K-12: 66%
- Early Childhood: 5%

FY 09-10 to FY 13-14

Legend:
- Early Childhood
- K-12
- Health
- Family and Community Support
Early Childhood and School Readiness Business Plan

• Developed in Polk County, Iowa in 1999
• Grew out of multi-stakeholder collaboration with a School Readiness Partnership, United Way of Central Iowa, and Early Childhood Iowa Area
• Used to make the case for investing in early childhood services to public and private sector stakeholders
• Framed the argument for funding services in terms of return on investment
Early Childhood and School Readiness Business Case

Investment Opportunities Home Visiting and Family Support

Birth to Age 2
9,000 Families
- Not Identified as Needing Service 75.00%
- Would Refuse/Have Refused Service 5.00%
- Investment Opportunity 7.11%
- Currently Served 12.89%

Birth through Age 5
24,000 Families
- Not Identified as Needing Service 80.00%
- Would Refuse/Have Refused Service 5.00%
- Investment Opportunity 9.4%
- Currently Served 5.6%
Early Childhood and School Readiness Business Case

Per Child Capita Iowa Investments in Education and Development - 2001

- Pre-School (0-5) $621
  - State and Local $467
  - Federal $154
- School-Age (6-18) $5,302
  - State and Local $219
  - Federal $5,083
- Undergraduate (19-23) $3,347
  - State and Local $864
  - Federal $2,483
Early Childhood and School Readiness Business Case

Proven Investments Benefit Costs Table for Four Early Childhood Programs: Dollars Returned for Each Dollar Invested

- **Chicago Parent-Child Centers $7.10 Total**
  - Government/Taxpayer: $2.91
  - Society: $0.92
  - Participant: $3.27

- **Perry Preschool $8.74 Total**
  - Government/Taxpayer: $2.51
  - Society: $4.66
  - Participant: $1.58

- **Elmira PEIP $6.92 Total**
  - Government/Taxpayer: $5.95
  - Society: $0.82
  - Participant: $0.16

- **Abecedarian Project $4.01 Total**
  - Government/Taxpayer: $1.57
  - Society: $2.44

Source: *Early Learning Left Out, 2nd Edition*
Utilizing CNA in Strategic Planning

• Try to engage in the strategic planning process soon after completing needs assessment
  – Strategically collect data for CNA that will inform strategic plan assessment

• Use report in “Preparation” and “Assessment” phases
  – Change in need for environmental scan
  – Alignment with mission, vision, values

• Also in “Planning” phase
  – Think about the desired outcome to addressing the need for Goals
  – Think about level of need when designing strategies
Questions
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 Guide and TDHCA Submission Requirements**
  - This toolkit from the Texas Department of Housing and Community Affairs provides survey, focus group, and interview templates in addition to larger guidance on the assessment process.

- **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.
Data Collection & Analysis Resources

• **Community Commons Comprehensive Needs Assessment Tool**
  – Applicable Statistics: Senior Poverty Rate, Child Poverty Rate, Age and Gender Demographics, Race Demographics, Population in Poverty by Gender, Population in Poverty by Race...

• **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 Guide and TDHCA Submission Requirements**
  – This toolkit from the Texas Department of Housing and Community Affairs provides survey, focus group, and interview templates in addition to larger guidance on the assessment process.

• **September 2015: Using the New Poverty Data**
  – This webinar by the Coalition on Human Needs walks users through how to access exactly the type of cross reference data this Standard is asking for from the Census Bureau website (updated annually)

• **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”
Sharing and Utilizing 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**
Contact Information

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