"The misinterpretation of policy often leads to a divergence between intention and implementation, creating a landscape where rules are distorted mirrors reflecting unintended consequences."

The Objective:

To provide attendees with an overview of tools to guide their agencies in carrying out a comprehensive CNA in accordance with the CSBG standards for public and private entities.

How Did We Get Here?
Information Memorandum (IM) 138

In 2015, IM 138 New Standards released to provide uniformity around the organization of agencies.

States are required to ensure compliance by funded agencies

Agencies required to meet 50 (public) /58 (private) standards

DMM provides technical assistance to help agencies comply with the standards.

Provides guidance and describes State and Federal roles and responsibilities for the establishment of organization standards as a component of a larger performance management and accountability system for CSBG.
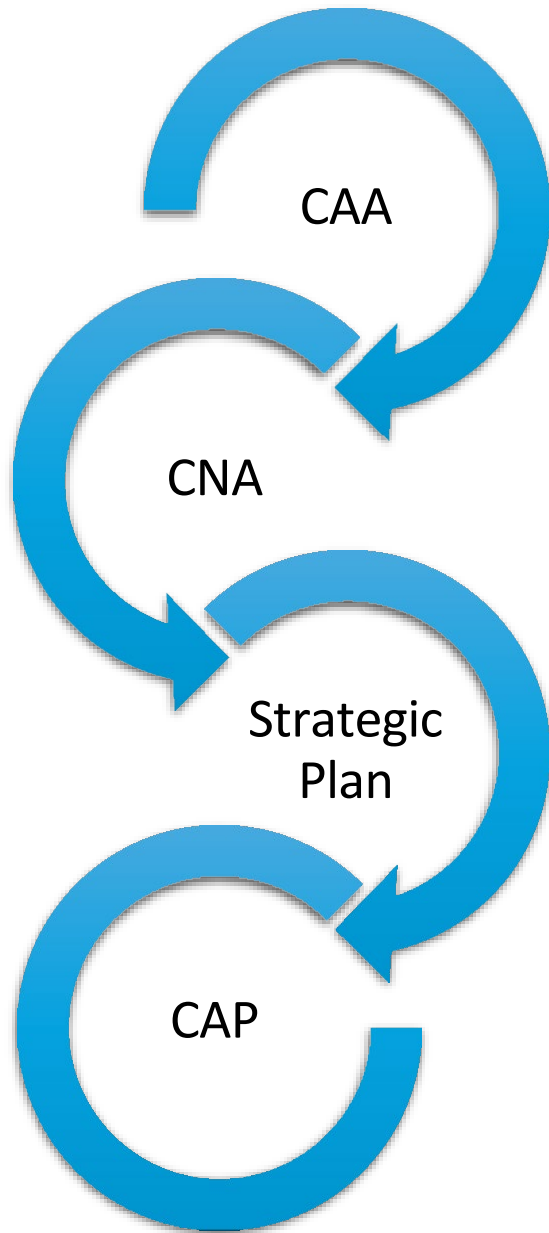
Providing a Baseline:

The CNA Toolkit Introduction

- What is a Community Needs Assessment?
- What Does a Community Needs Assessment Do?
- Purpose of the Community Needs Assessment
- What Are You Assessing?

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Alphabet Soup

CAA

CNA

Strategic Plan

CAP

Alphabet Soup

How to conduct a Community Needs Assessment

The needs assessment process involves the following phases:

- Planning and Organizing

- Data Collection

- Summarizing

- Disseminating Results (internal and external)

Unit 1: CNA Research & Planning

- Module A: The Guiding Regulations and Practices

- Module B: Developing a Timeline, Identifying Agency Resources and Partners

- Module C: Developing the Assessment Team for the CNA

- Module D: Assessing Needs by Level

Module A:
The Guiding Regulations/Practice

Objectives:

By the end of this module, participants will have:

- an understanding of why a community needs assessment is conducted

- an increased understanding of the OCS IM 138 and 49

- an understanding of the CSBG Monitoring Checklist and it's role in the review of the Community Needs Assessment and

- an understanding of the assessment process.

Organizational Standards: 1.2, 2.2, 3.1 -3.5

Module A: The Guiding Regulations and Practices

A total of seven standards are identified by the Checklist for Monitoring Community Needs Assessment for the State CSBG. They are:

- Standards 3.1-3.5
- Standard 1.2
- Standard 2.2

Module A: The Guiding Regulations and Practices

The Community Needs Assessment touches on each of the three groups. Specifically, Community Assessment, Strategic Planning, and Data Analysis

Maximum Feasible Participation

- Consumer Input and Involvement
- Community Engagement
- **Community Assessment**

Vision and Direction

- Organizational Leadership
- Board Governance
- **Strategic Planning**

Operations and Accountability

- Human Resource Management
- Financial Operations and Oversight
- **Data Analysis**

Module B: Developing a Timeline, Identifying Agency Resources and Partners

Objective: By the end of this module, participants will have:

- an understanding of how to develop a timeline for the completion of the community needs assessment process
- identified agency-related resources and partners, and
- identified the deficits in available community resources.

Organizational Standard: Relates to other elements identified by the CSBG Monitoring Checklist.

Module B: Developing a Timeline, Identifying Agency Resources and Partners Assessment Timeline

1. Set the timeframe and timeline

2. Determine who will be on the assessment team to oversee the assessment and who will be responsible for the data collection, surveying, and information gathering

3. As a team, review and evaluate the results of past activities.

4. Identify the target population to be assessed

5. Identify the assessment instruments to be used

Module B: Identifying Agency Resources and Partners   Worksheet B -1

Organizational Standard: Relates to other elements identified by CSBG Monitoring Checklist.

Activity 1: Develop a timeline for the implementation of your agency's Community Needs Assessment.

Timeline	
Timeframe for completion of assessment activities (Ex. May –July)	
Task	**Completion Date or Period**
Assemble assessment team	
Review and evaluate results of past CNA activities	
Identify the target population	
Complete the gathering of data for the development of Community Profile	
Complete the development of the assessment tools	
Period to conduct the chosen assessments: surveys, focus groups, interviews, community meetings	
Complete statistical analysis from the quantitative data collected and extracting themes from qualitative data collected	
Write Content of the Report	
Present to the board for approval	
Distribute report to stakeholders	

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Module C: Developing Assessment Team for the CNA

Objective: By the end of this module, participants will have developed the list of individuals to serve on the Community Needs Assessment Team.

Organizational Standard: Relates to other elements identified by the CSBG Monitoring Checklist.

Module C

Worksheet C-1

Organizational Standard: Relates to other elements identified by CSBG Monitoring Checklist.

Activity: Develop your Local Assessment Team selecting from the individuals identified in Exercises B-2 and B-3.

- ▶ Program Managers/Directors
- ▶ Planning/Development staff
- ▶ Staff who are familiar with the community and CEE partnerships
- ▶ Board members

Name	Organization/Department
CAA Leadership	
Program Managers/Directors	
Planning/Development Staff	
Community and CAA partners	

Module C: Developing Assessment Team for the CNA

- An assessment should not be conducted by only one person at a CAA.

- The process should be overseen by
a team, often called the "assessment team."

- This team should be involved in all aspects of the assessment, including deciding what data to collect, the methods used to collect the data, analysis of the data and the content and format of the final report.

Module D: Assessing Needs by Level

Objective: By the end of this module, participants will have:

- a clear understanding of the different need levels and
- an understanding of the importance of analyzing data collected for these levels

Organizational Standard: 3.4

Module D: Assessing Needs by Level

- Ultimately, you are responsible for identifying needs on both the family and community level and through a strategic process that also includes consideration of agency needs.

- This information should determine the future outcomes that the CAA plans to achieve.

Organizational Standard: 3.4

Activity: In groups discuss:
- What is the benefit of assessing the different levels?
- How does each level affect the services provided by the CAA?

Module E: Developing Community Profile

Objective: By the end of this module, participants will have:

- identified target population to collect data

- identified community level data required to be collected for the needs assessment

- sources to collect the needed data related to the community profile

Organizational Standard: 3.2 and 3.3

Module E:
Developing the Community Profile Identifying Your Target Area and Population

Target Area	Target Population	Community Needs Assessment Target
• Geographic Areas • Service Delivery Area	• Clients • Service Agencies • Potential Clients • Funders, etc.	• Housing • Crime • Transportation, etc.

The Department of Labor

Module E: Developing the Community Profile   Worksh

Organizational Standard: 3.2 and 3.3

Activity: Define your target area and the target population related to your C

Define your service delivery area (target area): _____

_____

_____

Define your target population for the proposed CNA:

_____

_____

_____

_____

_____

_____

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Module E: Developing Community Profile

Example of data for the community profile (demographics) of the parish residents:

- Age,

- Income,

- Employment Status,

- Health Status,

- Family Structure, and

- Education Level.

The Department of Labor

Module E: Developing the Community Profile   Worksheet E-2

Organizational Standard: 3.2 and 3.3

Materials Needed: Computer and Internet Access

Handout E: List of data sources and websites

Activity: Utilize the Data Source Handout E-1 to complete the chart below to identify the data related to your target area.

	Data	Source
Population		
Poverty		
Age		
Gender		
Race		
Ethnicity		
Veterans		

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Module E: Developing Community Profile

The assessment report should include current data related to:

- A. Overall Poverty in the Parish,

- B. Poverty and gender,

- C. Poverty and age, and

- D. Poverty and race/ethnicity.

Module F:
Methods of Data Collection

Objective: By the end of this module, participants will have:

- knowledge of the different methods to collect data, both quantitative and qualitative,

- identify methods of data collection

Organizational Standard: 1.2-2.2

Module F: Methods of Data Collection

Forms of Assessment:

- Surveys

- Community Meetings

- Interviews

- Focus Groups

Module F : Methods of Data Collection	Worksheet F-1

Organizational Standard: 1.2-2.2

Activity: Identify the method(s) to use to collect data from each group listed in worksheet D-2 (Assessing Needs by Levels).

1. Survey
2. Focus Group
3. Interview
4. Community Meetings

Target Population	Method(s) of Data Collection

Module F: Methods of Data Collection

Data is labeled as **quantitative** or **qualitative**.

- **Quantitative data** are measures of values or counts and are expressed as numbers.

- **Qualitative Data** approximates or characterizes but does not measure the attributes, characteristics, properties, etc.

Qualitative data describes whereas **quantitative data** defines.

Module F: Methods of Data Collection

Surveys can be conducted with the following groups:

- Residents

- Partners and other service providers

- General public

- Staff

- Board members

- Private sector

- Public sector

- Educational institutions

Module G: Designing Data Collection Instruments

Objective: By the end of this module, participants will have

- developed a minimum of two data collection instruments

- decided how the data collection instruments will be administered

Organizational Standard: 3.3

Handout:

- G-1: Samples of each type of instrument

- G-2: Bank of Assessment Questions

- G-3: Letter of Consent

Module G: Designing Data Collection Instruments	Worksheet G-1

Organizational Standard: 3.3

Handout:
G-1: Samples of each type of instrument
G-2: Bank of Assessment Questions

Activity: Design instrument for each level

Population	Method of Data Collection
Questions:	

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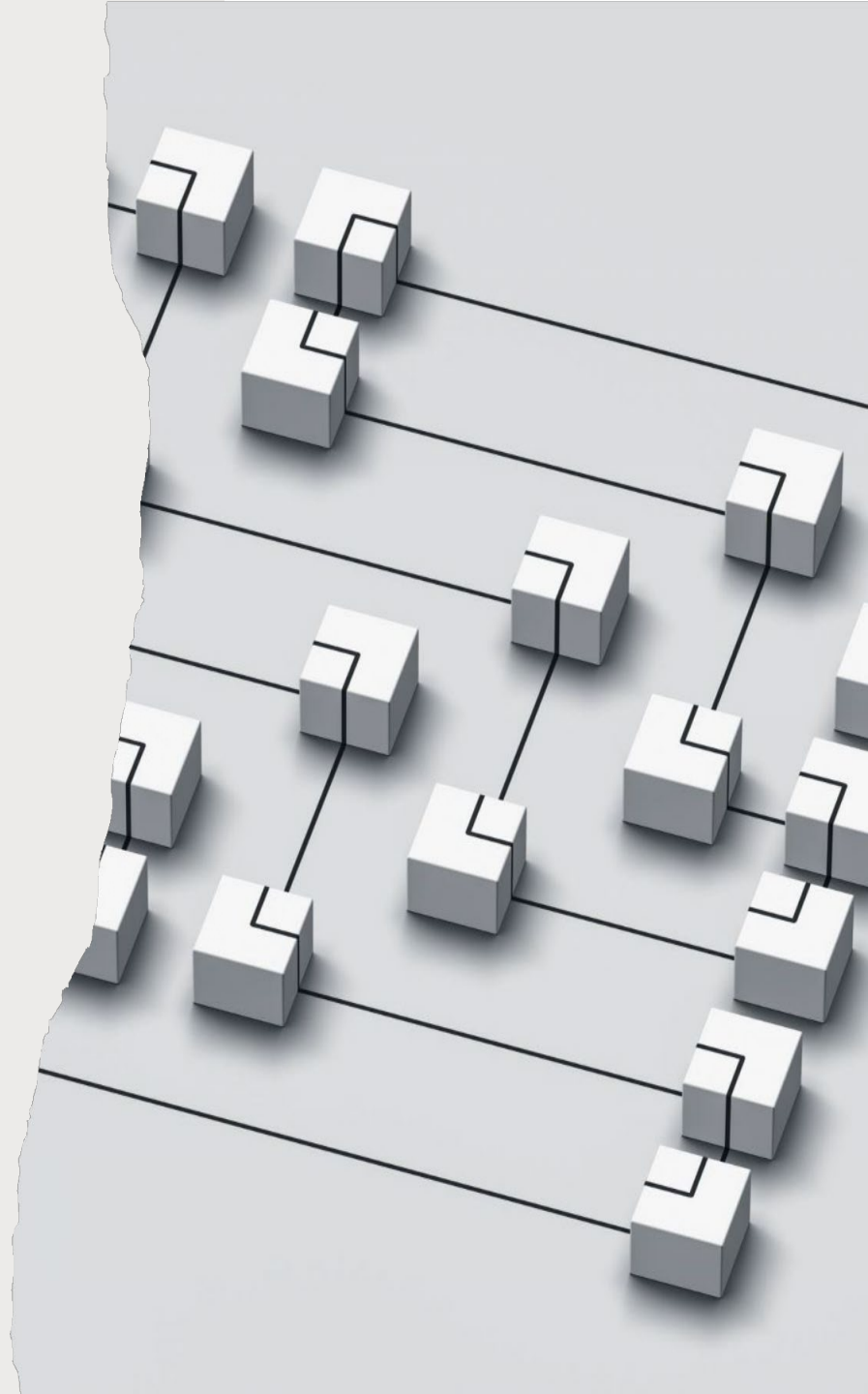# Module H: Quantitative Analysis

Objective: By the end of this module participants will have a deeper understanding of the process required to compute quantitative survey data and summarize the related findings.

Organizational Standard: 3.3

Module I: Qualitative Analysis

Objective: By the end of this module, participants will have a deeper understanding of the process required to draw out themes from qualitative data and summarize the related findings.

**Organizational Standard:** 3.4

Module J: Analyzing Data

Objective: By the end of this module, participants will be able to utilize the data provided to answer the 5 W's and develop a finding statements

Organizational Standard: 3.4

Module J: Qualitative Analysis
Root Cause

Using the selected data collection instruments (surveys, interviews, focus, groups, etc.) to find out "why" problems are occurring or "why" they are so pervasive – get to the root of the problem.
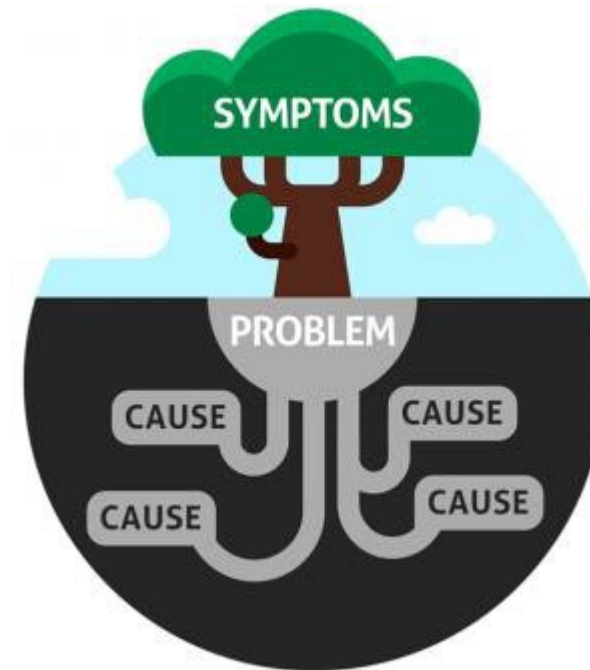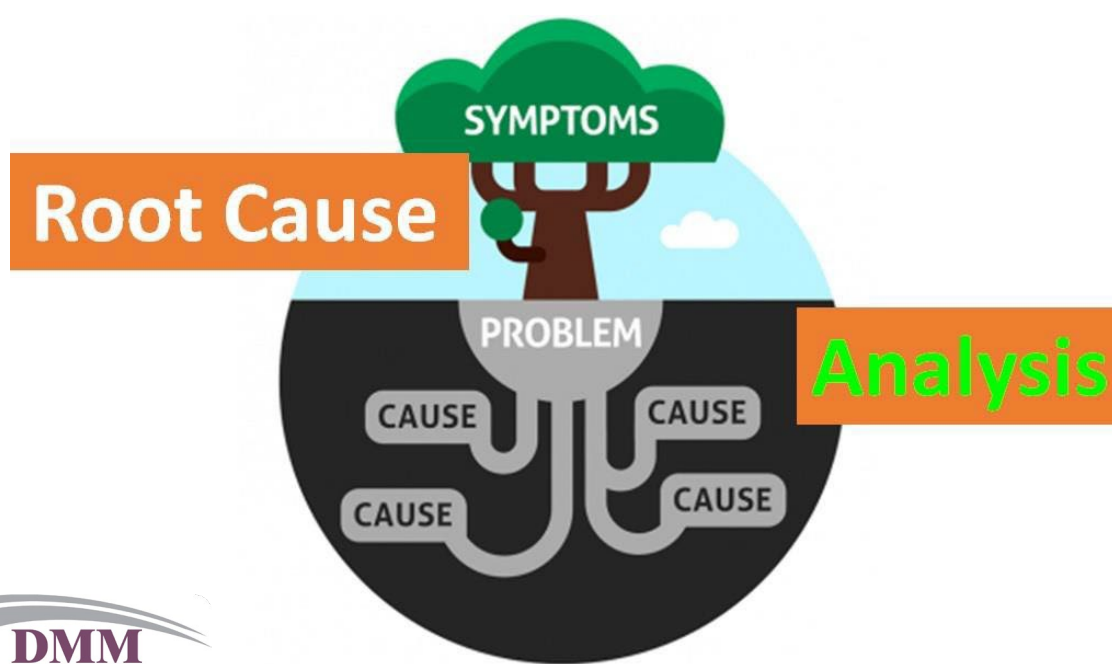
# Module J: Qualitative Analysis Root Cause: The 5 Whys

- Benefits of the 5 Whys

- Help identify the root cause of a problem.

- Determine the relationship between different root causes of a problem.

- One of the simplest instruments; easy to complete without statistical analysis.

Module J: Qualitative Analysis
Questions to Ask When Analyzing Qualitative Data

˙ • Identify the themes and patterns, but make sure to include the whys.
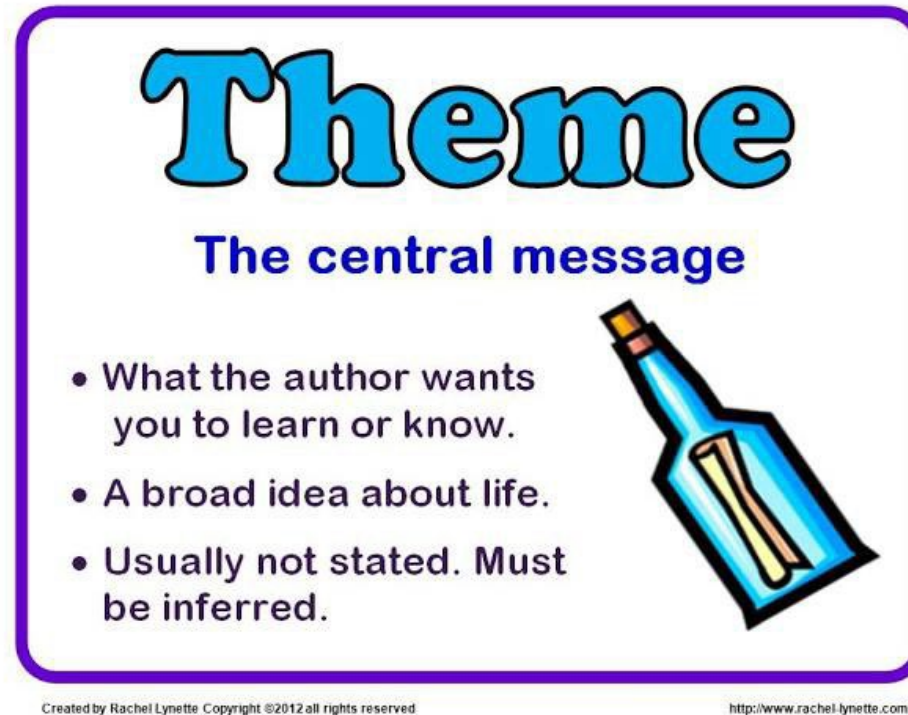
There are more homeless families in the community

Why are there more homeless families?   Because more families are being evicted.

Why are more families being evicted?

Because more families can't afford their rent.

Why are families unable to afford their housing?

Because the number of low income/affordable housing units is decreasing in the community.

Why is the number of low income/affordable housing units decreasing in the community?

Because a much needed revitalization project is taking place in town and many homes are being sold and rehabbed, increasing their market value and attracting a different tenant base that can pay twice what past rent cost.

Why is the revitalization project not helping the former tenants?

Because the job market easily accessed by the former renters did not pay a wage that supports better housing. The displaced renters have had to move out of town and away from the job market, now also requiring transportation to find employment to afford housing.

Module J
Root Cause & 5 Whys

Root Cause: Families now need transportation to access jobs – which might bring about a whole other set of "whys": they need licenses, vehicles, public transportation to the outskirts of town, etc.

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Module K: Description of The Demographics and Geographic Location

Objective: By the end of this module, participants will have summarized a portion of the data collected related to their Community

Organizational Standard: 3.2

Module K: Description of The Demographics and Geographic Location

EXAMPLES OF COMPARISONS IN ACTION: Community vs. State or Nation

Children

- 39% of residents of [Our home] are 17 or younger, and 29% are in poverty

- By contrast, 28% of state residents are children, and 20% are in poverty

- In fact, if you take our city out of the state total, 22% of the state's residents are children, and 18% are in poverty.

Economy

- There are 226 employers in our community, and 174 employ ten workers or fewer. Last year, the 52 larger firms employed 621 workers altogether. However, 3,900 individuals of working age live here. That means that there is only one job for every 1.95 potential workers.

- Statewide, the figure is one job for every 1.1 workers (Headline: "Expanding [Our home] jobs will give our workers the same economic opportunity as the workforce in the rest of the state" or "Local small businesses keep most workers employed and must be helped.")

Module L: Distribution of Results to Stakeholders

Objective: By the end of this module participants will have a plan for the distribution of the results for the Community Needs Assessment

Organizational Standard: 3.1. 3.5

Module M: Identifying Supporting Documentation

Objective: By the end of this module, participants will be able to identify support documentation that is needed for the Community Needs Assessment

Organizational Standard: All

Module M:
Identifying Supporting Documentation

- **Attachments**
  - Survey Instruments
  - Results of Survey Questions including a summary of open-ended questions
  - Copy of Interview Questions
  - Summary of Interview Questions
  - List of Leading questions from Community Meetings
  - Summary of Salient points from Community Meetings
  - Focus Group Questions
  - Summary of responses from Focus Group
  - Board Meetings where CNA was presented and approved

Module N: Assembling the Community Needs Assessment

Objective: By the end of this module, participants will have a draft of their Community Needs Assessment truncated.

Organizational Standard: All

Module N:
Assembling the Community Needs Assessment

Cover Letter

- Letter with Signature of Board Chair and Agency Director signifying verification and acceptance of information presented in the report.

- References Standard 3.5)

Title Page

- Organization Name

- Location

- Date of Current Report

- Date of Previous Report

- (References Standard 3.1)

1. **Community Assessment Organizational Standards**

Standard 3.1	The organization conducted a community assessment and issued a report within the past 3 years.

The CEE has completed a community needs assessment process within the past three years.

The date of the current report: _____

The date of the previous report: _____

Module N: Assembling the Community Needs Assessment

Section1

(References Standard 3.4)

Part 1: Summary of organization's

- History
- **Nearby municipalities or counties/Smaller Geographic areas**
- existing structure (private/public), personnel   (Worksheet B-2)
- existing CAA programs
- Summarization of Clientele
- Summarization of Services Provided

In reviewing the assessment, the monitor should have a clear understanding of the community(ies) that is/are included in the report. The monitor may check to see if the identification of the community being assessed includes the following:

☑ Nearby municipalities or counties.
☐ Smaller geographic areas such as a neighborhoods or census tract.

Module N: Assembling the Community Needs Assessment

Section1 (References Standard 3.4 & Related Additional Elements)

Part 1: Summary of the organization's

- Community Resources Available (Worksheet B-3)
- Resources in Development (Worksheet B-3)
- Resources Being Threatened (Worksheet B-3)
- Resources at a Deficit (Worksheet B-4)
- Resource Information
  - CSBG Module 2
  - CAA's Annual Community Action Plan

III. **Additional elements related to Community Assessment**

While the standards provide monitors a good basis for the review of a needs assessment, there are a couple of additional items monitors should look for when reviewing the report.

☐ A. Resources are identified

Not only should an assessment include the identification of needs, but also the resources that are currently available or being developed in a community. Through the identification of resources, a CAA can ascertain where there are gaps in services.

The report includes:

- ☐ Existing resources in the defined community
- ☐ Resources that are being developed
- ☐ Threatened resources (current resources that are being lost)

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Module N: Assembling the Community Needs Assessment

Section1 (References Standard 3.4 & Additional Related Elements)

Part 2: CNA Planning Data

- Date of last CNA submitted
- Describe Current CNA Team

(Worksheet C-1)

Monitors should take note of what process the CEE used to conduct the community assessment. An assessment should not be conducted by only one person at a CEE. Rather, the process should be overseen by a team, often referred to as the "assessment team." This team should be involved in all aspects of the assessment including making decisions on what data to collect, the methods used to collect the data, analysis of the data, and the content and format of the final report.

While not all assessment teams will be comprised of the same individuals within an agency, a complete assessment team could include the following staff:

- ☐ CEE leadership
- ☐ Program Managers/Directors
- ☐ Planning/Development staff
- ☐ Staff who are familiar with the community and CEE partnerships
- ☐ Board members

Utilizing the team approach to conduct an assessment will help assure that multiple viewpoints are considered. This team could also be the group to complete the data analysis process. Documentation supporting the assessment process could simply be that the process is noted in the report.

Module O: Assessment of a Completed Needs Assessment

Objective: By the end of this module, participants will have an understanding of the assessment process and how their assessment will be reviewed

Organizational Standard: All

Q & A

THANK YOU

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Please scan here to complete the evaluation for this session!