Beyond the Basics: Conducting a CNA Training

Region VIII ROMA Trainers & Implementers
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Objectives

- Review key concepts and training objectives for the CNA

- Solicit questions and ideas for additional training content

Step One: Planning

- Understand the "big picture"
  - Know the basics about the CNA
- Connect the CNA with the strategic plan
  - Make sure both processes are in sequence
- Know your timeline up front
  - Plan for a six to eight month CNA process
- Conduct outreach for support immediately
  - Ask for funding, in-kind resources to assist with research, and existing resources

Step One: Planning

- Assemble your internal work team
  - Know your staff resources
- Choose your consultant wisely (if needed)
  - Make sure they understand what you need
- Select your domains based on available data
  - Don't lump too much together (six to eight are good)

Step One Exercises

- Brainstorm potential partners
  - Use the list for immediate follow-up
- Selecting domains
  - Use the exercise to practice looking for data
  - Make sure you have multiple quantitative databases for each domain

Step Two: Collect Quantitative Data

- Sequencing the order you collect data is critical
  - Start with quantitative data to understand the "what"
- Start by listing potential quantitative sources under each domain
  - Use the Community Commons "Map Room"
  - Identify other sources of data (e.g. state agencies)

Step Two: Collect Quantitative Data

- Learn the Community Commons basics
  - Review the "how to" videos on the site
  - Understand the importance of mapping
- Understand the importance of demographic data
  - Demographics helps agencies know who the customer is

Step Two Exercises

- Identify sources of quantitative data for each domain

- Identify conditions of poverty using Community Commons

Community Action Partnership

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Serving our network of over 1000 Community Action Agencies across America in the fight to eliminate poverty ...

COMMUNITY ACTION PARTNERSHIP

THE NATIONAL ASSOCIATION | WASHINGTON, DC

Welcome to the Community Action Partnership's Comprehensive Community Needs Assessment (CCNA) Tool and Mapping Hub. The Hub acts as your entry into an online tool with multiple features that allow for the efficient use of data and mapping as part of a larger Community Needs Assessment process. Here, you can measure and visually represent the fundamental drivers of poverty in your community through an array of census data sets, a report generator, and a mapping tool.

Using the Comprehensive Community Needs Assessment (CCNA) Tool

The CCNA Online Tool provides a significant amount of the secondary data that will assist you in completing comprehensive community needs assessment with the click of a button.

| **How to Use the CCNA Report Tool** | **Start a New Assessment** | **Learn About the Data** |

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community Action

PARTNERSHIP

AMERICA'S POVERTY FIGHTING NETWORK

Web-Based Tool

What's in it?

CAP Hub

- Indicators = 39
- National level data sources
  - *(i.e. US Census Bureau Decennial Census, American Community Survey, US Dept of Labor, etc)*

Data Category

Population Profile · Employment · Education · Housing · Income · Nutrition · Health Care

Education

Educational Attainment

The table below shows the distribution of educational attainment levels in the report area. Educational attainment is calculated for persons over 25, and is an average for the period from 2010 to 2014 compared to data collected in the 2000 Census.

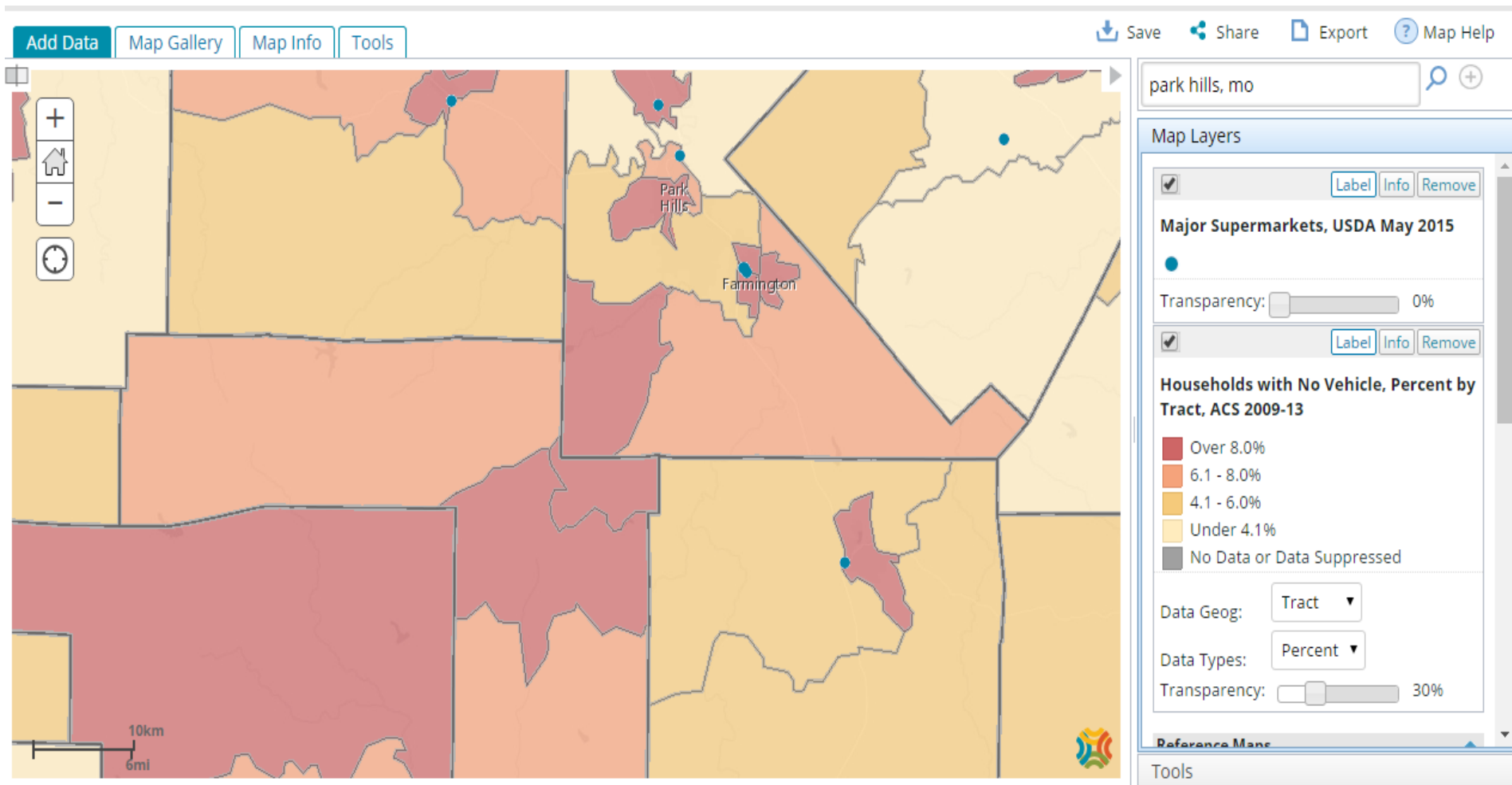| Report Area	No High School Diploma 2000	No High School Diploma 2014	High School Only 2000	High School Only 2014	Bachelors 2000	Bachelors 2014	Graduate or Professional 2000	Graduate or Professional 2014
Report Area	14.84%	10%	30.14%	28.57%	16.49%	18.95%	8.07%	10.71%
Clay County, MO	11.26%	8.06%	32.04%	28.03%	17.45%	20.73%	7.46%	9.96%
Jackson County, MO	16.59%	11.3%	30.01%	29.49%	15.52%	17.57%	7.9%	10.43%
Platte County, MO	8.22%	5.26%	26.53%	23.22%	22.39%	24.66%	10.9%	14.58%
Missouri	18.67%	11.98%	32.72%	31.41%	13.97%	16.69%	7.61%	9.96%

Note: This indicator is compared with the state average.
Data Source: US Census Bureau, American Community Survey. US Census Bureau, Decennial Census. 2010-14. Source geography: County

No High School Degree: 2014

0   50%

Report Area (10%)
Missouri (11.98%)

No High School Degree: 2014
Report Area

15.70 %
27.77 %
14.66 %
41.87 %

No High School Diploma 2014   High School Only 2014   Bachelors 2014   Graduate or Professional 2014
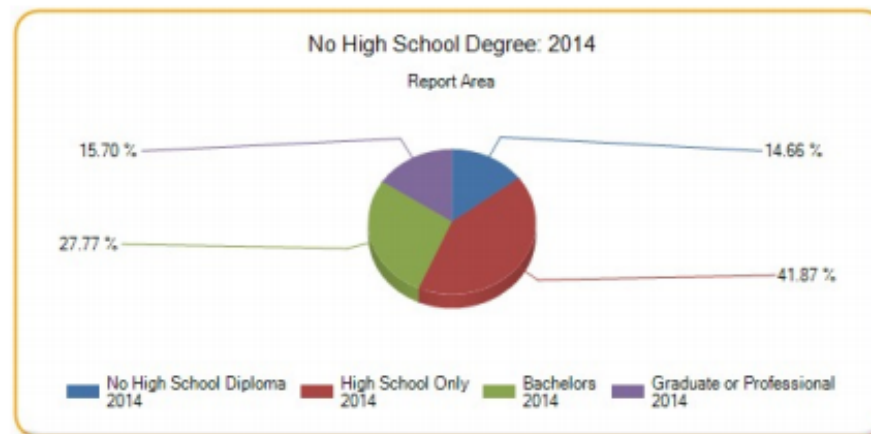
Step Three: Collect Qualitative Data

- Sequencing the order you collect qualitative data is critical
  - Surveys focus on prioritization of needs
  - Focus groups help identify the underlying causes of the conditions
  - Expert interviews help synthesize the data
  - Community meetings help disseminate the results

Step Three: Collect Qualitative Data

- Allocate qualitative methods across the domains based on time and resources
  - Ideally use two focus groups per domain, one for customers and one for providers
  - Ideally conduct at least one expert interview per domain
- Use qualitative methods to identify resources and assets
  - Organize resources and assets by sector and domain

Step Three Exercises

- Conduct a focus group
  - Use the exercise to help distinguish between causes and conditions
- Simulate a key informant interview or community forum with participants
  - Use the exercise to show interview/facilitation techniques and practice

Step Four: Analyze the Data

- Know your basic techniques for analysis
  - Review the data "cheat sheet"
  - Counts (how much need is there)
  - Trends (is the need increasing or decreasing)
  - Demographics (who is in need)
  - Geography (where is the need)
  - Comparison (how does the need relate to other needs)

Demographic Data

Data

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

Analysis

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

Geographic Data

Data

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

Analysis

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

Trended Data Over Time

Data

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

Analysis

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

Systems/Program Data

Data

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

Analysis

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

Community Assets

Data

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

Analysis

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

Step Four: Analyze the Data

- Organize Data in Domains (Employment, Housing, Health, Education, Etc.)
- Write needs statements using levels of need
  - Look at family, agency, and community levels
- Prioritize the needs
  - How many does the need affect?
  - What is the impact of the need?
  - How easy or difficult is it to address (including cost)?
  - Is it a root cause or a condition?

Step Four: Analyze the Data

- Start with a brief description and key findings
  - Use data analysis techniques to pull out key findings
- Describe the demographic profile
  - Quantitative data (if available)
- List the key conditions and causes of poverty
  - Quantitative data and survey results for conditions
  - Focus groups, interviews, and analysis from secondary sources for causes
- Describe assets and resources

Step Four Exercises

- Creating needs statements and levels of need
  - Helps to think about causes and priorities
- Prioritizing needs
  - Helps think about resource allocation

Step Five: Communicate the Report

- Present the data in a compelling manner
  - Different types of formats for different audiences
  - Use numbers, pictures, maps, charts, graphs, and stories
- Take the data to different audiences
  - Build stakeholder consensus on the causes and conditions of poverty
  - Raise awareness of Community Action
  - Create a policy agenda

Step Five: Communicate the Report

- Make sure the board understands the results
  - Take time to discuss the findings
  - Connect the CNA to the strategic plan

More Information

- Draft of Full PowerPoint: [Beyond the Basics Community Needs Assessment](#) [.](#)

Community Needs Assessment 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](#)**

Contacts at the Partnership

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