Community Assessment

FIVE EASY STEPS

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Agenda

- Thinking about Community Assessment - What is a Community Assessment?
  - Mission
  - Your program's mission and the mission of the community
  - Program values
  - Program description

Agenda Cont.

- Developing the Community Assessment
  - Demographics
  - Children and Families
  - Education
  - Health
  - Nutrition
  - Housing
  - Childcare
  - Elders
  - Transportation
  - Other

Agenda cont.

- What do we want the Assessment to look like? What do we need?
  - Programmatic Needs
  - Community Needs
  - Opinions of Community Needs
  - Creating an Assessment Team
  - Findings and Summary

Thinking About Community Assessment

WHY, WHO, HOW, &

WHY NOW?

Thinking About Community Assessment

▶ A Community Assessment *assists* what?

  ▶ Collection and analysis of information

  ▶ Targeted assessment

  ▶ Identify current trends, potential partners, support advocacy efforts and marketing

  ▶ Decision making and move to

  ▶ Identify grants / funding sources

Mission Statement

- Purpose
- Who You Are
- Who You Serve
- What you Do
- Population Specific

What is your Mission?

- Do you have a Mission statement?
  - It is relevant?
  - Is it alive?
  - Do your goals and performance expectations tie back to it?
- Take a moment to look over your mission. How does it:
  - Relate to the objective of your department?
  - Relate to the Mission of the Tribal Council?
  - Capture the essence and importance of your work?

Core Values

- Safety
- Traditions
- Protect Resources
- Modernize Law
- Protect Youth
- Family Values Compassion

- Future Generations
- Identity
- Assess Services
- Plan for Growth
- Respect
- Unity

What is your Vision?

- ▶ If our mission is what we stand for –
- ▶ The vision is an image of the desired future that answers the question: "Where do we want to be in _ years?"
- ▶ What is your vision???
- ▶ What do we need to know in order to make that vision reality???

Program Description

- Now think about the services that you offer.
  - Do you fulfill a community need?
  - What makes your program unique?
  - What are your strengths and weaknesses?
  - Do you impact other programs and services to the community?
  - Do you have federal, state, and/or local regulations or standards that you must follow?

Developing the Community Assessment

Developing the Community Assessment

A wise person does not immediately have all the right answers,
but they know how to ask the right questions.

Data Collection

- Internal data sources

- External data sources

- Determining a balance of types of data:

  - Relates to program purpose

  - Relevant to the population

  - Data that indicates trends over time

  - Data to help forecast unmet needs

What do we want to know and why?

- To make informed decisions for our programs and our community we need INFORMATION.
  - Information is data that is contextualized to make meaning. Many programs collect data, we have a hard time creating usable information, and an even harder time taking that information and putting it with other information to make the "big picture".
  - What are some ways you collect data now?
  - Is there data that you do not collect but you think you may need to create usable information?

Example of data layering in Head Start

- Attendance by itself

- + grades / assessment scored

- + IEP data

- + History of DV and separation in the home

- How many days a child was present / absent

- + Attendance may be impacting grades

- + Child may have needs that impair test taking

- + Child may have coping issues due to instability in the home

Example of Data Layering in Social Services

- Poor self-esteem

- + Poor physical health

- + Negative child rearing practice

- + Individual has difficulty in establishing personal and community relationships

- Data from Counseling

- Data from Health Services

- Data from Child Protective Services

- Comprehensive services offered through in-house / interagency agreement using combined data

Example of Data Layering with Tribal Language

- Opportunities for learning are limited

- Opportunities for learning are difficult during the work week (time, location, oral language only)

- Language seems like it is only use during certain times or events and only by certain people

- Functional use is low throughout the community

- How can the Education / Culture program offer early childhood through adult learning?

- How can the Tribe provide learning opportunities within the workday / environment?

- Discuss strategies to use in different situations with Elders, educators and community members

- Grass roots effort to bring elders, departments and educators together to create language revitalization program.

Plan and Organize

- Establish team(s) and leader(s)
- Determine what to include
- Develop the CA Plan and carry out the process
- Aggregate and Analyze the data
- Report the outcomes
- Implement action plans

CA Process

Form the team
Design the work

Gather and analyze data

Write the (CA) report with summary & conclusions

Grant application

Decisions about Priorities and goals

Strategic plan

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What to Include?

Demographics

- What is the geographic area of the Program?
  - Is this the same geographic area in which we provide services?
  - Is this the same geographic area in which we receive goods and services?
  - What natural resources are available in this area?
  - What natural barriers / obstacles are in this area?

Population

- What is the age of the population?
- What is the ethnic composition of the population?
- What is the gender split in the population?
- What is the household composition of the population?
- What are the population trends over time? Is the population increasing or decreasing? Do we know why?
- Median level of income / number below poverty level

Employment

- Number of individuals with
  - Full time employment
  - Part time employment
  - Seasonal employment
- Industry / jobs within the territory
- Industry / jobs in the vicinity
- Industry / job trends for the territory / vicinity
- Number of individuals on unemployment / social services

Revenue

- Revenue generated by the Tribe
    - Current
    - Economic Development opportunities
- Grants received by the Tribe
- Under developed or untapped revenue sources
    - Internally
    - Externally
- Inventory of assets
- Short term and long term viability and solvency

Education

▶ Percentage of individuals with a High School diploma / GED

▶ Percentage of individuals with an advanced degree (Associates, Bachelor's, Master's and Doctorate)

▶ Percentage of individuals with a Trade certification / degree

▶ Percentage of individuals with less than a High School diploma / GED

▶ Number of individuals that drop out of school annually

Education

- Elementary School
- Secondary School
- School report card(s)
- Higher Education opportunities
- Culture / Language Education
- Functional literacy levels in the community
- Percentage of children / adults with identified disabilities
- Number of children in preschool / Head Start programs

Health

- ▶ Access to health services / needed services
- ▶ Rates of drug and alcohol abuse
- ▶ Rates of domestic violence
- ▶ Birth rates
- ▶ Child / infant mortality rates
- ▶ Teen pregnancy rates
- ▶ Women receiving prenatal care
- ▶ Diabetes
- ▶ Cancer / Cancer treatment
- ▶ Air and water quality
- ▶ Dental care

Mental Health

- Elderly
  - Community involvement
  - Cultural and lingual sharing
  - Isolation
- Postpartum depression
- Spousal abuse
- PTSD
- Fetal Alcohol / Drug Spectrum Disorder
- Youth mental health issues
  - Suicide
  - ADHD
  - Bullying and Self-Identity

Nutrition

- Children receiving free / reduced lunches
- Food stamp recipients
- WIC programs
- Food distribution programs
- Availability of low-cost, high-nutrition food
- Obesity rates
- Local agriculture access / co-ops / farmers market
- Access to vitamin supplementation / nutritionist / cooking classes
- Elderly nutrition / access to food

Housing

- Overcrowding / Availability of housing
- Affordability
- Condition of housing
  - Number of condemned houses occupied
  - Number of houses with major structural issues
- Number of home owners
- Number of renters
- Number considered homeless (McKinney-Vento)
- HUD housing
- Utilities

Childcare Needs

- Names and locations of childcare programs
- Number of working mothers / fathers / both
- Number of mothers / fathers / both obtaining higher education
- Number of participants in welfare reform employment and training programs
- Number of individuals not working due to lack of childcare

Transportation

- Condition of roads / climate / weather
- Types of transportation
- Public transportation
- School transportation
- Other transportation considerations

Elders

- Assisted living / senior housing
- Health
  - Access in the community
  - Diabetes
  - Meals on wheels
  - Transportation to medical appointments
  - Food service / shopping
  - Hospice / home health care
- Financial planning / needs
- Elder abuse

Communication

- Proportion of the population with:
  - Cell phones
  - Telephones
  - Computers
  - Televisions
  - Radios
- Other means of communication

Employment by the Tribe

- Racial / ethnic / tribal composition
- Languages spoken
- Education attainment
- Median years in position
- Number of individuals employed
- Annual number of vacancies

Community Services

- What is the condition and availability of community services?
- Are there community services that are in need?
- Are there community services that are excelling?
- Community Services include, but are not limited to:
  - Library
  - Fire Department / Police / Security
  - Sanitation

Other

▶ What other areas do you think need to be assessed?

▶ What information do you need to know to help meet unmet needs?

Relevant Opinions of Community Needs

LET THE PEOPLE

HAVE A VOICE

Opinions of Patrons and Community

▶ What do you want to know from your patrons / clients / service population?

▶ Do you already track customer service?
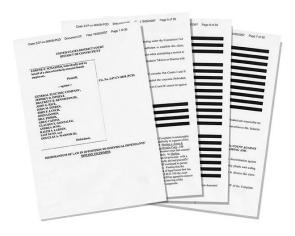
▶ How will you disseminate and collect surveys?

What you already know

- Prevalent community problems
- Community strengths
- Accessibility of available resources
- Adequate service provision by existing resources
- Additional services / resources needed

What Do We Want Our Community Assessment to Look Like?

PULLING IT ALL TOGETHER
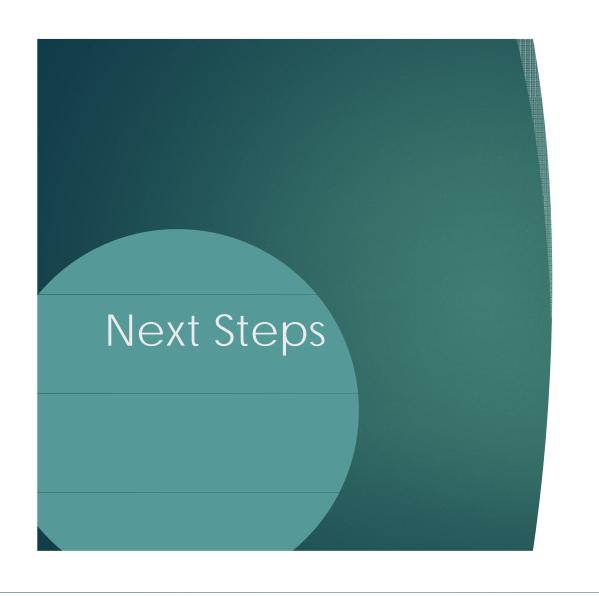
What Do We Want it to Look Like?

Aggregate and Analyze

▶ We have all of this data – we need to pull it all together

▶ Course of action –

  ▶ Each program could submit their own assessment and a central team aggregates the data

  ▶ The Central team then sends the report to the Council for recommendations and approval of report

  ▶ Council creates goals and objectives that are published to the community

Final Report

- Develop a final report which:
  - informs decisions, program options, staffing patterns,
  - suggests improvements,
  - correctly identify recruitment and enrollment patterns and trends,
  - justify budget levels
  - identify community resources

Next Steps

NOW THAT WE HAVE THE DATA, WHAT DO WE DO WITH IT?

Make Decisions

Proposed Service Area

Set criteria for recruitment and Selection of clientele

Philosophy Program Objectives

Community Assessment

Appropriate locations for service provision
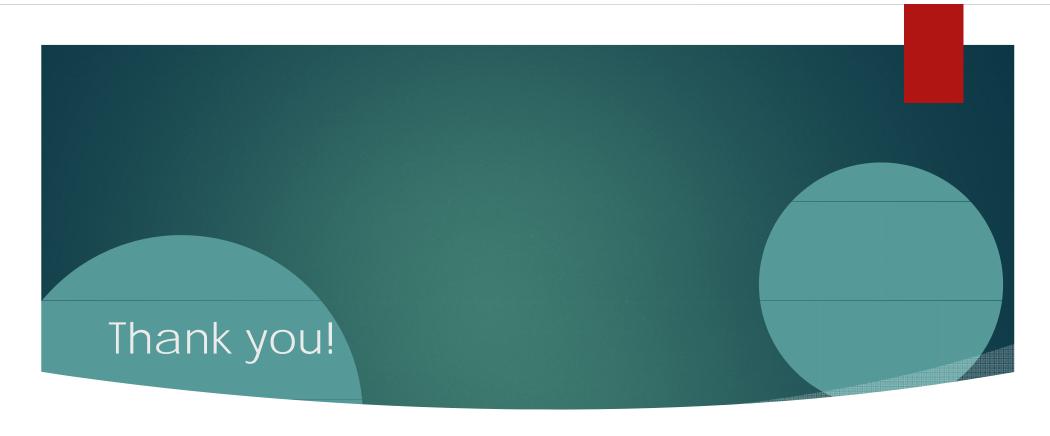
Services & Program Options

Long Range Goals and Short Term Objectives

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Create "Buy-In"

- If we want to make positive, effective change in our community and our programs, we need to create buy-in.

- How will we inform the people of the issues?

- How will we inform the people of the priority levels assigned?

- How do we keep the people informed of the status of the action plan?

- How do we bring the community into the solution set so they have a say in the solution and celebrate the achievements?

Reflect and Re-assess

▶ Develop a strategy to assess progress

▶ Develop a timeline to complete another community assessment (Head Start requires one every three years with updates each year in between.)

▶ What did we learn from the process of the last assessment? Do we want to change anything for the next time?

Thank you!

I wish you all the best on this endeavor for your programs, community and the people of the .