

COMMUNITY YOUTH DEVELOPMENT
Community Strengths and Needs Assessment
Tool Kit and Data Sources

INTRODUCTION

The Texas Department of Family and Protective Services (DFPS), Prevention and Early Interventions (PEI) division funds a variety of programs to help prevent abuse, neglect, delinquency, and truancy of children. Community Youth Development (CYD) programs must include Mentoring, facilitating a Youth Advisory Committee, fostering Youth Leadership Development, and providing opportunities for Parent Involvement. Additional CYD services may be conducted if the required Community Strength and Needs Assessment (CSNA), detailed below, identifies specific needs.

Each site must conduct and submit a CSNA to identify local needs; CSNAs are updated and submitted every two years or as otherwise determined by DFPS throughout the funding cycle. According to Request for Proposals (RFP) for CYD, the CSNA must be:

- used to develop service needs,
- focused on juvenile delinquency prevention and protective factors,
- developed with input from community, including youth and Local Coalition, and
- publicly available.

NEEDS ASSESSMENT

What is a community needs assessment?

While there are many youth-focused evidence-based prevention models and interventions, as well as holistic positive youth development programs, a challenge in juvenile justice prevention is choosing the best model or approach or program that will address the needs of youth and their families in the community. In order to select the best possible program and/or services needed, a comprehensive needs assessment is key in order to understand a community's strengths, needs, assets and resource gaps. A community needs assessment provides local stakeholders with the necessary information to allow for informed decision-making to take place on the most pressing needs by prioritizing and identifying subsequent approaches to address those concerns.

A needs assessment is a tool that can be used to understand a community's needs and assets.

Through the assessment process, information can be gathered to describe youth development programs and services in the community, the impact on youth community members, current efforts already taking place, and gaps in community resources in regard to the youth services, opportunities, programs and services available. The results of a needs assessment is utilized to make informed decisions, as well as inform community members and stakeholders about youth. A strengths and needs assessment is a tool used to survey available services, knowledge, perceptions, and attitudes of a target audience on a specific topic area. The data collected through this needs assessment will help to gather key information about young people's knowledge, experience, and perceptions; available services for youth in schools and the community; and available resources to support young people's development to adulthood. This information will assist the local CYD program in identifying strengths and gaps in service provision and resources, while also identifying what is working to allow Grantees to better leverage resources to achieve desired outcomes. The needs assessment alerts CYD staff members to what is happening in their organization and community. While the local CYD will benefit from the information learned from the assessment and will report these findings to the PEI staff, there a variety of other audiences that would benefit from what is learned through the assessment. All CYD staff could consider publishing a report of the findings in the local newspaper, school district newsletter, or other publications of general distribution, or use the findings to secure additional funding for other projects.

METHODS

To standardize the process of the CSNA review, a CSNA checklist and evaluation tool was developed (See Appendix A). The tool was derived from various sources that outline necessary components in a community needs assessment process, as well as recommended components of a CSNA report. Additionally, the evaluation team reflected on decades of professional experience in conducting community assessments.

The checklist is comprised of two sections – the ***essential components checklist*** and the ***deconstructed essential components***. The initial portion of the checklist contains a listing of the essential components for a CSNA report, with the caveat that in some cases a funding source might have a preferred outline an assessment report should follow. The deconstructed essential components breaks down each component into the building blocks which together construct a complete component. The checklist and deconstructed components can be used together or separately, as a guide, checklist, or an evaluative tool. However used, it is important to remember the contexts in which a CSNA occurs can vary widely and have small or large impacts on the assessment itself and thereby the final report.

The essential components are as follows:

- **Title Page**
 - A title page identifies the authoring organization, the report date, and a title which should reflect the community about which the data within is referring to, e.g., *2019 Brazos Valley Health Assessment*.
- **Introduction**
 - The introduction should provide the reader with background information as to the assessment's purpose/history, area/topic of focus, timeframe, and sponsors/supporters/partners.
- **Community description**
 - This component describes the community using details such as an overview of the community's history, demographics, geographic boundaries, service area, etc. It should be comprehensive enough that someone who does not live in the community can get a fairly accurate picture of the community. Common sources for information that could be incorporated include the Chamber of Commerce, U.S. Census Bureau, county or city websites, etc. Depending on the community, it is often helpful to include a map.
- **Data collection methods**
 - Describing the data collection strategy includes providing step-by-step protocol for how the data was collected, including from whom, a description of the instrument(s) or data collection tool questions, if the data was collected in person, online, by mail, etc., and if it was quantitative or qualitative data. It is generally accepted to also discuss who collected the data (e.g. community partners, staff, researchers, graduate students, youth, etc.) and how they were trained.
- **Data analysis**
 - A long, scientific explanation of statistical analyses is not necessarily needed, the level of explanation for data analysis should be appropriate for the report's audience. However, an overview of how the data was analyzed is appropriate. For example, if interviews were conducted, then the data analysis explanation might be similar to: "Thirty interviews were conducted for the Pretendville Community Strength and Needs Assessment in 2018. Those interviewed included community leaders, local health and human service providers, and community residents. Special effort was made to include community representatives to provide voice for youth and senior citizens. Interview notes were analyzed for common themes....."

- **Results**
 - The results component should be the bulk of the assessment report and should include a discussion of findings (respondent profiles (demographics of participants), response rates, summary of survey responses); illustrations which supplement findings (graphs/charts); and comparison to county, regional, state, and/or national level data if available. It can be easily organized by topic area (health and wellness, substance abuse, crime, access to health care, etc.) and/or data collection method (survey, interview, focus group, etc.). It is important to refer across the methods when interview data supports similar findings in an online survey or secondary data. This component is also where the discovery of any gaps in services should be discussed.
- **Implication of findings**
 - When writing the implication of findings, the needs which have been identified should be discussed, including the prioritization of those needs and what they mean for/how they impact the community.
- **Conclusion & Recommendations**
 - Provide a brief recap of the CSNA's purpose, primary findings, any limitations in the assessment's methodology or results; and for the CYD program, describe how results should be used to adapt CYD services to address issues or facilitate community collaborative efforts to improve the community. Conclude with recommendations and associated action steps. Action steps should be used to encourage future activities and furthering progress to achieve common goals.
- **References**
 - The assessment report should provide a complete list of references, especially of secondary data that was utilized to describe the community or as a comparison source for primary data collection results. Do not forget that if an item is on the reference page, then that reference should be cited within the assessment report's text as well.
- **Appendices**
 - In some cases pictures, maps, or data tables are too large for inclusion within the test portion of the report or would take too much space resulting in a report that does not flow well. A suggestion is to move this information to an appendix and refer to it within the full text of the document. Appendices could also include items such as data collection instruments (not data!), lists of community partners/sponsors, recruitment materials, etc.

Exhibit E, CYD CSNA Tool Kit
RFA HHS0013413 CYD

Checklist Items	Explanation	Yes	No	Comments
Report Structure	Essential components to be included in the final CSNA report			
Title page	Report title, authoring organization, date	<input type="checkbox"/>	<input type="checkbox"/>	
Executive summary/abstract	Brief summary of purpose (scope, goals), methods and key findings	<input type="checkbox"/>	<input type="checkbox"/>	
Table of contents (optional)		<input type="checkbox"/>	<input type="checkbox"/>	
Introduction and community description	Overview of community history, demographics (zip code level if possible), geographic boundaries (service area), etc.	<input type="checkbox"/>	<input type="checkbox"/>	
Data collection methods	Describes data collection strategy and step-by-step protocol, including a description of instruments and methods; description of how community partners and youth were involved in the assessment	<input type="checkbox"/>	<input type="checkbox"/>	
Data analysis	Explain analysis methods	<input type="checkbox"/>	<input type="checkbox"/>	
Findings	Discussion of findings (participant profiles, response rates, summary of survey responses); illustration of findings (graphs/charts); comparison to other communities, county, region, state, and/or national data	<input type="checkbox"/>	<input type="checkbox"/>	
Community assets	Description of community strengths and assets; existing resources, stakeholders, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
Implications of findings	Discuss findings implications - emergent needs, gaps in current resources, prioritization of these needs	<input type="checkbox"/>	<input type="checkbox"/>	
Recommendations	Recommendations for action and associated action steps	<input type="checkbox"/>	<input type="checkbox"/>	
Conclusion	Brief recap of purpose, findings, limitations of the assessment; description of how results should be used to adapt CYD services to address issues or facilitate community collaborative efforts to improve the community	<input type="checkbox"/>	<input type="checkbox"/>	
References	List all references. All references should be cited within the text of the report	<input type="checkbox"/>	<input type="checkbox"/>	
Appendices	Can include, but not limited to, collaborative partner listing, data collection instruments, data sources, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
Community description				
Clearly defined geographic boundary	Service area (zip code?) is clearly described	<input type="checkbox"/>	<input type="checkbox"/>	
Geographic Map	Map included	<input type="checkbox"/>	<input type="checkbox"/>	
Community demographics	Community demographics presented (age, race, SES, drop out rates, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
Service area points of interests, relevance	Describe relevant points of interest in community where target population is engaged (number of middle/high schools, access to health/mental health care, new or closed down critical services, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	

Exhibit E, CYD CSNA Tool Kit

RFA HHS0013413 CYD

Target population	The program's target population is described	<input type="checkbox"/>	<input type="checkbox"/>
Data collection methods			
Collaboration	Description of collaboration for completion of assessment	<input type="checkbox"/>	<input type="checkbox"/>
Partners involved	Authentic community partner and youth engagement	<input type="checkbox"/>	<input type="checkbox"/>
Timeline	Provides a step-by-step description of the assessment process	<input type="checkbox"/>	<input type="checkbox"/>
	Describes if the assessment process used in new or a recurring process (if recurring, briefly summarize previous findings and any changes from previous assessment to current)	<input type="checkbox"/>	<input type="checkbox"/>
New or recurring			
	Each data collection described individually, including summary of topics, or sample questions or secondary data sources	<input type="checkbox"/>	<input type="checkbox"/>
Data collection methods			
Data collection methods included	secondary data	<input type="checkbox"/>	<input type="checkbox"/>
	survey	<input type="checkbox"/>	<input type="checkbox"/>
	focus groups or town hall meetings	<input type="checkbox"/>	<input type="checkbox"/>
	interviews	<input type="checkbox"/>	<input type="checkbox"/>
	photovoice	<input type="checkbox"/>	<input type="checkbox"/>
	environmental scan	<input type="checkbox"/>	<input type="checkbox"/>
	other: _____	<input type="checkbox"/>	<input type="checkbox"/>
Data type	Quantitative	<input type="checkbox"/>	<input type="checkbox"/>
	Qualitative	<input type="checkbox"/>	<input type="checkbox"/>
Sample	Description of who was included in the assessment data collection and the methods for selecting/recruiting participants	<input type="checkbox"/>	<input type="checkbox"/>
Sample type	convenience	<input type="checkbox"/>	<input type="checkbox"/>
	random	<input type="checkbox"/>	<input type="checkbox"/>
	other: _____	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

SUMMARY OF DATA SOURCES

Bureau of Labor Statistics

<https://www.bls.gov/home.htm>

The Bureau of Labor Statistics has a website online where various types of economic data can be found for all states in the U.S. as well as more specific data for U.S. regions and cities. Some of the categories of data that can be found on this website include employment rates, consumer price indexes and spending, average energy costs, workplace illness, injuries, and fatalities. As well as United States data, this website also provides some international statistics covering import and export price indexes and information on the International Technician Cooperation, which provide seminars and consultations for international people wishing to obtain data.

Type: Local, State and National

Indicators: Inflation and Prices, Employment, Unemployment, Pay and benefits, International resources and Regional resources

Health Data – Institution for Health Metrics and Evaluation

www.healthdata.org

Healthdata.org is a data website where many tools are posted online that are used to obtain data over various topics. Some of the tools listed online that researchers use includes a mortality visualizer, causes of death visualizer, US health map, social determinants of health visualizer, and many more. In addition to these, they also have info graphics, research articles, county profiles, and policy reports. In addition to using this website in order to obtain data, users can also donate, apply for jobs for the company, or even get a degree in Health Metrics and Evaluation

Type: Local, State and National

Indicators: Alcohol, Causes of death, Child health, Diet, Education, Health Financing, HIV/AIDS, Global Goals, Risk Factors, Smoking and Tobacco, Social Determinants and US Health

The Texas Tribune

www.texastribune.org

The Texas Tribune is a site offering data, a directory, events, videos, newsletters, projects, and more all about Texas and its local counties. Data found on this website covers a wide range of topics including economy, demographics, criminal justice, environment, health care, immigration, politics, education, and government. Tools are also offered on this website in order to get a better look at data. Some of the tools they have

include a government salaries explorer, Texas public schools' explorer, and a higher education outcomes explorer.

Type: Local, State and National

Indicators: Congress, Courts, Criminal Justice, Demographics, Economy, Health care, Higher education, Immigration, Politics, Public education and State government

Office of Juvenile Justice and Delinquency Prevention

www.ojjdp.gov

The OJJDP website provides users with data on juvenile crime, victimization, and youth who are in the juvenile justice system. This website includes data tools which can be used to obtain data on the population, law enforcement, juvenile court, and correlations seen on a variety of juvenile justice topics. On this website, there are also publications about juveniles and national data sets and where more information can be found. There are also one page info graphics, or “snapshots”, located on their home page for users to get a quick glimpse at current data.

Type: Local, State and National

Indicators: Child Protection, Core Resources, Corrections/Detention, Courts, Health, Law Enforcement, Offending by Juveniles, Prevention, Schools, Statistics and Victims

County Health Rankings and Roadmaps

<https://www.countyhealthrankings.org/app/texas/2019/overview>

The County Health Rankings document has collections of data categorized by each state or county.

Type: Local, State and National

Indicators: Health rankings and Roadmaps

Youth Risk Behavior Surveillance by the Center for Disease Control

<https://nccd.cdc.gov/Youthonline/App/Results.aspx?LID=TX>

This site keeps updated information for the behaviors of school aged youth nationally, state-wide, and locally. This gives an indication of the current health of the younger populations, and can be used to make inferences about the health of older generations as these students age and continue in behaviors.

Type: Local, State and National

Indicators: Unintentional injuries and violence, Tobacco use, alcohol and other drug use, Sexual behaviors, Dietary behaviors, Physical activity, Obesity, Overweight and Weight control

National Survey on Drug Use and Health

<https://www.samhsa.gov/data/sites/default/files/NSDUH119/NSDUH119/SR119SuicideByMSA2012.htm>

The NSDUH Report has data on mental health regarding acts of suicide in the United States.

Type: State and National

Indicators: Suicide

The Texas Tribune

<https://schools.texastribune.org>

This site contains information on academics. This included test scores, drop-out rates, and a number of other applicable and useful data to better understand the overall success of the schools in the area.

Type: Local and State

Indicators: Demographics, Academics, College readiness and Staff

Henry J Kaiser Family Foundation or the KFF

<https://www.kff.org>

The Henry J Kaiser Family foundation website is an excellent source when trying to find secondary state data. It shows age distributions and percentages for each state. It also displays color-coded maps that allow you to compare the different states and their age distributions.

Type: Local, State and National

Indicators: Disparities policy, Global health policy, Health costs, Health reform, HIV/AIDS, Medicaid, Private insurance and Uninsured

National Center of Education Statistics

https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp

The National Center of Education Statistics is an excellent resource for finding secondary state data, specifically on education. It has information on how many preschool, elementary, and secondary schools are in each state. It also provides information on the types of schools that are in each state.

Type: Local, State and National

Indicators: Education Statistics

Kids Count Data Center

<https://datacenter.kidscount.org/data/tables/7889-child-food-insecurity?loc=45&loct=2#detailed/2/any/false/869,36,868,867,133/any/15218,15219>

The Kids Count Data Center provides information on the youth at the state and county level. It shows basic demographic information like age distribution, race and ethnicity at the county level. It also shows more detailed information like percent of children who are apart of immigrant families, low-income families, living in crowded housing, who have food insecurity and many more.

Type: Local and State

Indicators: Demographics, Economic well-being, Education, Family and Community, Health, Safety and Risky behaviors and Race and Ethnicity

America's Health Rankings by the United Health Foundation

<https://www.americashealthrankings.org/>

America's Health Rankings provides mental health data. This website provides national and state data on mental health statistics in a multitude of different ways. For example, the number of poor and good mental health days, their ranking and values are displayed in both maps and graphs.

Type: Local, State and National

Indicators: Behaviors, Community and Environment, Policy, Clinical care and Outcomes

Data USA

<https://datausa.io/>

This is a site that provides secondary data. It allows you to see statistics and compare data on the national, state and local level.

Type: Local, State and National

Indicators: Economy, Health and Safety, Diversity, Education and Housing and Living

Texas Department of State Health Services (DSHS)

<https://www.dshs.texas.gov/>

This website provides vital statistics such as birth and death, demographic information, risk factors and disease prevalence. Users have access to data from the Texas Behavioral Risk Factor Surveillance System (BRFSS) that is administered under the Centers for Disease Control and Prevention (CDC).

Type: Local and State

Indicators: Community health improvement, Maternal and Child health, Immunizations, Obesity prevention and Smoking cessation

2015 United Way Tarrant County Community Assessment

<https://unitedwaytarrant.org/wp-content/uploads/2015/12/2015-COMMUNITY-ASSESSMENT.pdf>

The purpose of this 2015 Community Assessment is to provide information about changes in the community since 2012. The major categories that were assessed in the community were demographics, education, income, crime, and health. It covers many sub categories under each major category as well.

Type: Local

Indicators: Demographics, Education, Income, Crime and Health

National Health and Nutrition Examination Survey

<https://www.cdc.gov/nchs/nhanes/index.htm>

The purpose of the data on this site was to assess health and nutritional status of people living in the United States. This data is a survey that contains physical examinations, as well as interviews for people living in the United States that are randomly selected. This data can influence policy, improve health, design health services, increase knowledge of health.

Type: Local, State and National

Indicators: Nutrition

National Survey of Child Health

<http://childhealthdata.org/learn/NSCH>

The purpose of this site is to provide information on the health status of children. This includes children's physical and mental health, as well as their access to health care. The data also includes their social context, where they live, and their relationships with family and friends to see if any of these factors play a role in a child's well-being.

Type: Local, State and National

Indicators: Physical and emotional health, Well-being of children, Family interactions, Parental health, School experiences and Safe neighborhoods

Monitoring the Future

<http://www.monitoringthefuture.org/>

"The purpose of this data is to provide information about college students, secondary school students, and young adults about their values and behaviors. This data provides a survey with the same questions over time to see if anything changes. Their objective is to focus on youth because they are going to be the future in society.

Type: National

Indicators: Drug Use

Cameron County Juvenile Justice Department

<http://www.co.cameron.tx.us/>

At this site, you can find local data on Cameron County, Texas. We used the site to find statistics on juvenile crimes. Information on officials, how to contact them, and stats on county demographics are stored on this page. These demographics include population, race, ethnicity, age, and violence.

Type: Local

Indicators: Administration, Judicial/Courts, Public Services and Directory

Easy Access to the Census of Juveniles in Residential Placement

<https://www.ojjdp.gov/ojstatbb/ezacjrp/>

At this site, you can find national and state data. Population numbers can be found on this site based on juvenile crimes. This includes Felonies, Misd. A&B, and other crimes. This is all separated by age and gender.

Type: State and National

Indicators: Juveniles in Residential Placement

Drug Free Dallas

https://drugfreedallas.org/wp-content/uploads/2015/10/DII_2015_Draft-v11.pdf

This site provided a report released by the Dallas Area Drug Prevention Partnership entitled The Dallas County Drug Impact Index. From this report, we were able to gain information including the number of detained juveniles and the number of violent crime arrests. This information helped us track the amount of violence taking place in our community in comparison to national and state rates.

Type: Local

Indicators: HIV/AIDS, STDs, Alcohol related fatalities, Juvenile arrests for alcohol and drugs, Violent crime, Family violence, Teen mothers, School dropouts, Drug treatment admissions and deaths, Juvenile Delinquency and Resources

Advocates for Youth

<https://advocatesforyouth.org/>

Advocates for Youth is a website that published an article entitled Texas's Youth: A Focus on Sexual and Reproductive Health. This site gave statistics specifically focusing on youth. It provided us data including the rate of reported sexual intercourse in high school students and the teen pregnancy rate.

Type: Local and State

Indicators: Sexual Health

Substance Abuse and Mental Health Services Administration

<https://www.samhsa.gov/>

SAMHSA is known as a branch of the U.S. Department of Health and Human Services. The mission of this organization is to improve the overall mental health and well-being of the country at large. They want to reduce the huge impact that mental illness and substance abuse has on families and friends and a community as a whole.

Type: Local, State and National

Indicators: Mental health and Substance Abuse

The State of Probation Activity In Texas

http://www.tjtd.texas.gov/publications/reports/RPT_STAT_2016.pdf

Information on this site includes juvenile probation referral activity by county. This is separated into different categories including: violent felony, misdemeanor A&B, and other felonies. There is also data on statewide summary in 2016 reported activity, this shows who referred them, their age, sex, race, and what they were referred for (ex. truancy or runaway).

Type: Local and State

Indicators: Juvenile Probation System/Activity

Town Charts

<http://www.towncharts.com/Texas/Education/Cameron-County-TX-Education-data.html>

The data found on this website is education attainment charts. The data is separated by topic and a comparison is shown between Cameron county and other counties in both Texas and the United States

Type: Local, State and National

Indicators: Education

National Conference of State Legislature

<http://www.ncsl.org/research/labor-and-employment/state-unemployment-update.aspx>

The type of data that can be found on this website is unemployment rates at the national and state levels. You are able to find rates for any month from 2009 until current day, which is useful when comparing the past rates to the present rates.

Type: State and National

Indicators: Unemployment rates

Easy Access to FBI Arrest Statistics: 1994-2014

https://www.ojjdp.gov/ojstatbb/ezaucr/asp/ucr_display.asp

This data sheet is used to find data about criminal activity at the national, state, and local levels. It helps us see what types of crimes are committed the most often, and by what age group they are committed by.

Type: Local, State and National

Indicators: Arrest rates for juveniles and adults

The Williams Institute

<https://williamsinstitute.law.ucla.edu>

This site provides information on research on sexual orientation and gender identity law and public policy.

Type: State and National

Indicators: Sexual orientation and Gender identity

State Cancer Profiles

<https://statecancerprofiles.cancer.gov>

This site provides information on each specific cancer. The site breaks the data down into incidence rates by ethnic groups and age.

Type: State

Indicators: Cancer

Episcopal Health Foundation: Community Health Needs and Assets Assessment

<https://www.episcopalhealth.org/>

This site offers information on the needs and resources of three communities in Southwest Houston, Texas: Sharpstown, Alief, and Gulfton. This source gives background on their methods as well as demographics, health status, crimes, and ranked priority issues for each of the three neighborhoods.

Type: Local

Indicators: Social Determinants of Health

Houston Health Department: 2017 Gulfton Health Profile

http://www.houstontx.gov/health/chs/documents/gulfton_hp_2017.pdf

The Gulfton Health Profile includes demographics, health behaviors, health outcomes, and use of preventive services. A helpful angle that it also included is the national and state data in charts to visualize how this community ranks compared to the big picture of both Texas and the United States.

Type: Local, State and National

Indicators: Demographics, Health behaviors, Health outcomes, Use of preventive services

National Center for Health Statistics

<https://www.cdc.gov/nchs/index.htm>

This site hosts the National Center for Health Statistics. A wide variety of surveys and vital records is included on the site.

Type: National

Indicators: Diseases, Family life, Health care and insurance, Injuries and Reproductive Health

Violence Prevention

<https://www.cdc.gov/violenceprevention/youthviolence/datasources.html>

On this site, there is a breakdown of various violence prevention topics. Some of the topics include child abuse and neglect, intimate partner violence, elder abuse, and more. Once you choose a topic, the site provides you with different data sources and additional resources to help you get the information needed.

Type: National

Indicators: Violence Prevention

Youth Topics

<https://youth.gov/youth-topics>

On this site, you can choose to view data from a number of youth topics. Some topics include homeless and runaway youth, LGBT and children of incarcerated parents.

Type: National

Indicators: Afterschool programs, Bullying prevention, Children of incarcerated parents, Civic engagement, Dating violence prevention, Disabilities, Driver safety, Family and community engagement, Gang involvement prevention, Homelessness and runaway, Juvenile justice, LGBT, Mental health, Mentoring, Positive youth development, Pregnancy prevention, School climate, Substance abuse prevention, Suicide prevention and Violence prevention

Food Environment Atlas from USDA

<https://www.ers.usda.gov/data-products/food-environment-atlas.aspx>

This database is an interactive map that shows food environment factors like store/restaurant proximity, food prices, food and nutrition assistance programs, and community characteristics. In order to better understand this food information, the site also provides information on the health and physical activity as well as socioeconomic characteristics of an area. All of this data is used to study the factors that influence food choices and diet quality that ultimately affect one's health.

Type: Local, State and National

Indicators: Food and Nutrition assistance, Food choices and Health and Food safety

National Longitudinal Study of Adolescent to Adult Health (Add Health)

<http://www.cpc.unc.edu/projects/addhealth>

This longitudinal study began tracking adolescents in grades 7-12 in the U.S. during 1994 and has followed these students into young adulthood and beyond. Data was collected through in-home interviews and surveys. Add Health combines survey data on the subjects' social, economic, psychological and physical well-being with contextual data on the family, neighborhood, community, school, friendships, peer groups, and romantic relationships. All of this data was gathered to study how social environments and behaviors during adolescence are linked to health and achievement outcomes later in life.

Type: National

Indicators: Adolescent health and Risk Behaviors

Juvenile Justice Geography, Policy, Practice & Statistics

<http://www.jjgps.org/>

The JJGPS website provides an overview of the juvenile justice landscape at the state level across the United States. The data available include total juvenile arrests, detailed juveniles, violent crime arrests, and other important statistics related to juvenile violence. It is also beneficial to users because it allows them to make comparisons between states and look at changes in data over the years.

Type: State and National

Indicators: Juvenile Justice

Texas Council on Family Violence

<http://tcfv.org/>

The Texas Council on Family Violence is a coalition against domestic violence and advocates for safe relationships, whose website gives data and statistics on different aspects of domestic violence and abuse. It primarily gives statistics and information about the numbers of people affected by domestic violence as well as information about women killed in domestic violence. It allows researchers to compare data over the years in different counties across Texas.

Type: Local and State

Indicators: Domestic Violence

The Food Trust

<http://thefoodtrust.org>

The Food Trust's mission is to ensure that everyone has access to affordable, nutritious food and information to make healthy decisions. Working with neighborhoods, schools, grocers, farmers and policymakers, they developed a comprehensive approach to improved food access that combines nutrition education and greater availability of affordable, healthy food.

Type: State and National

Indicators: Food and Nutrition

Measure of America

<http://www.measureofamerica.org/>

This site has data about factors that affect the rate of disconnected youth in a community. This includes poverty, employment, school enrollment, race, gender, area; whether urban or rural and teen pregnancy. Many of the statistics are about youths, although there is some are about adults in the area.

Type: Local, State and National

Indicators: Health, Education, Income indicators and Well-being

United Way of Waco

<https://www.providence.net/wp-content/uploads/sites/80/2017/02/community-health-needs-assessment-2016.pdf>

United Way is engaged in nearly 1,800 communities across more than 40 countries and territories worldwide. As the largest privately-funded non profit in the world, they create solutions that build stronger communities. Their community needs assessment provides information that identifies strengths and

resources in the community. The needs assessment helps to identify services and solutions while building communities that support and nurture residents.

Type: Local

Indicators: Healthcare, Wellness and Prevention and Health concerns and risks

United Way of Denton

<https://www.unitedwaydenton.org/sites/unitedwaydenton.org/files/2017%20Community%20Needs%20Assessment%20Draft%202017%2009%2029%20%28no%20bleed%29.pdf>

United Way is engaged in nearly 1,800 communities across more than 40 countries and territories worldwide. As the largest privately-funded non-profit in the world, they create solutions that build stronger communities. Their community needs assessment provides information that identifies strengths and resources in the community. The needs assessment helps to identify services and solutions while building communities that support and nurture residents.

Type: Local

Indicators: Community collaboration needs, Vocational education/Job Skills, Healthcare access, Homelessness/Housing issues, Transportation, Wage/Benefit issues and Work Opportunities

United Way Lubbock Area

<https://www.liveunitedlubbock.org/communitystatusreport>

United Way is engaged in nearly 1,800 communities across more than 40 countries and territories worldwide. As the largest privately-funded non-profit in the world, they create solutions that build stronger communities. Their community needs assessment provides information that identifies strengths and resources in the community. The needs assessment helps to identify services and solutions while building communities that support and nurture residents.

Type: Local, State and National

Indicators: Health, Safety, Education, Economics and Demographics

United Way of Tarrant County

<https://www.unitedwaytarrant.org/wp-content/uploads/2019/02/Community-Assessment-Final.pdf>

United Way is engaged in nearly 1,800 communities across more than 40 countries and territories worldwide. As the largest privately-funded non-profit in the world, they create solutions that build stronger communities. Their community needs assessment provides information that identifies strengths and resources in the community. The needs assessment helps to identify services and solutions while building communities that support and nurture residents.

Type: Local

Indicators: Demographics, Needs in: Education, Income and Health

United Way of Amarillo & Canyon

<https://www.unitedwayama.org/sites/unitedwayama.org/files/United-Way-Community-Status-Report-2017-final.pdf>

United Way is engaged in nearly 1,800 communities across more than 40 countries and territories worldwide. As the largest privately-funded non-profit in the world, they create solutions that build stronger communities. Their community needs assessment provides information that identifies strengths and resources in the community. The needs assessment helps to identify services and solutions while building communities that support and nurture residents.

Type: Local

Indicators: Demographics, Needs in: Education, Income and Health

Prevention Resource Center 1: Amarillo, Lubbock and Potter

<http://www.prc1.org/>

The Prevention Resource Centers in Texas provide several services. These services include: coordination and promotion of mental health and alcohol, tobacco and other drug prevention programs. The Regional Needs Assessment (RNA) report is created by each Prevention Resource Center in the state of Texas, in conjunction with the Texas Department of State Health Services (DSHS) every year.

Type: Local

Indicators: Adolescent use of: alcohol, marijuana and prescription drugs

Prevention Resource Center 3: Dallas and Tarrant

<https://dallascouncil.org/wp-content/uploads/2014/08/2017-RNA.pdf>

The Prevention Resource Centers in Texas provide several services. These services include: coordination and promotion of mental health and alcohol, tobacco and other drug prevention programs. The Regional Needs Assessment (RNA) report is created by each Prevention Resource Center in the state of Texas, in conjunction with the Texas Department of State Health Services (DSHS) every year.

Type: Local

Indicators: Demographics, Education, Criminal Activity, Health, Social norms of substance abuse, Perceived risk of harm, Alcohol, marijuana, prescription drugs and opioids, Legal consequences, Environmental protective factors and Gaps in services

Prevention Resource Center 6: Galveston and Harris

<http://www.prc6.org/wordpress/wp-content/uploads/2017/09/RNA-Document-Region-6-2017-201707130.12-Final.pdf>

The Prevention Resource Centers in Texas provide several services. These services include: coordination and promotion of mental health and alcohol, tobacco and other drug prevention programs. The Regional Needs Assessment (RNA) report is created by each Prevention Resource Center in the state of Texas, in conjunction with the Texas Department of State Health Services (DSHS) every year.

Type: Local

Indicators: Demographics, Risk factors: community, alcohol, marijuana, prescription drugs, Legal consequences, Protective factors and Gaps in services

Prevention Resource Center 7: McLennan and Travis

<http://bvcasa.org/wp-content/uploads/2016/11/RNA-Final-2016.pdf>

The Prevention Resource Centers in Texas provide several services. These services include: coordination and promotion of mental health and alcohol, tobacco and other drug prevention programs. The Regional Needs Assessment (RNA) report is created by each Prevention Resource Center in the state of Texas, in conjunction with the Texas Department of State Health Services (DSHS) every year.

Type: Local

Indicators: Demographics, Education, Criminal activity, Mental health, Accessibility of alcohol, marijuana, prescription drugs, Consumption of alcohol, marijuana, prescription drugs, Mortality, Legal consequences, Hospitalization and Treatment, Economic impact and Protective factors

Prevention Resource Center 8: Bexar

<http://prcregion8.org/wp-content/uploads/2018/06/2017-Region-8-Final-RNA-as-of-June-2018.pdf>

The Prevention Resource Centers in Texas provide several services. These services include: coordination and promotion of mental health and alcohol, tobacco and other drug prevention programs. The Regional Needs Assessment (RNA) report is created by each Prevention Resource Center in the state of Texas, in conjunction with the Texas Department of State Health Services (DSHS) every year.

Type: Local

Indicators: Demographics, Environmental risk factors: Education, Criminal activity, Mental health, Social factors, Accessibility and Perceived risk of harm, Regional consumption: Alcohol, Marijuana, Prescription drugs, Opiates and Emerging trends, Consequences: Mortality, Legal consequences, Hospitalization and Treatment, Economic impacts, Environmental protective factors: Community, School, Family and Individual and Gaps in Services

Prevention Resource Center 10: El Paso

<https://prc10.files.wordpress.com/2017/10/prc-region-10-rna-2017-sav.pdf>

The Prevention Resource Centers in Texas provide several services. These services include: coordination and promotion of mental health and alcohol, tobacco and other drug prevention programs. The Regional Needs Assessment (RNA) report is created by each Prevention Resource Center in the state of Texas, in conjunction with the Texas Department of State Health Services (DSHS) every year.

Type: Local

Indicators: Demographics, Environmental risk factors: Education, Criminal activity, Social factors, Accessibility, Alcohol, Prescription drugs and Opiates, Legal consequences, Environmental protective factors: community, schools, and trends of declining substance use and Gaps in services

Prevention Resource Center 11: Cameron, Hildago, Nueces, Webb and Willacy

<https://prc11.org/>

The Prevention Resource Centers in Texas provide several services. These services include: coordination and promotion of mental health and alcohol, tobacco and other drug prevention programs. The Regional Needs Assessment (RNA) report is created by each Prevention Resource Center in the state of Texas, in conjunction with the Texas Department of State Health Services (DSHS) every year.

Type: Local

Indicators: Demographics, Environmental risk factors: Education, Criminal activity, Mental health, Social factors, Accessibility and Perceived risk of harm, Regional consumption: Alcohol, Marijuana, Prescription drugs, Opiates and Emerging trends, Consequences: Mortality, Legal consequences, Hospitalization and Treatment, Economic impacts, Environmental protective factors: Community, School, Family, Individual and Trends of declining substance use and Gaps in Services

Texas Department of State Health Services: Center for Health Statistics

<https://www.dshs.texas.gov/chs/>

The DSHS Center for Health Statistics was established to provide a convenient access point for health-related data for Texas. Their objective is to be a source of information for assessment of community health and for public health planning. The data are used to support research, grant applications and policy development and to provide rapid needs response to health emergencies.

Type: Local and State

Indicators: Hospital survey data, Population data, Youth Risk Factors Survey, Data by Subject
Includes: Cancer, Cardiovascular disease and stroke, Chronic diseases, Diabetes, Environmental illnesses, Healthy Texas babies, HIV/STD, AIDS, Infectious diseases, Injury and trauma data, Mental health data and reports, Substance abuse statistics, Substance abuse statewide data and Vaccine preventable diseases

APPENDIX C

COMMUNITY STRENGTHS AND NEEDS ASSESSMENT REPORT TEMPLATE

The following provides a template for the report sequence and general descriptions of information to include in your community strengths and needs assessment (CSNA) report. This template is based on an extensive literature review and the expertise of the Evaluation Team. This template addresses only the CSNA report and does not include required components for the overall Community Youth Development (CYD) implementation plan.

About This Template

This template is designed to provide a table of contents and detailed outline of required information in a CSNA report. This template offers one example of a logical sequence for the required information, but this should not be considered the only format option. There is no required or suggested length for this report. The following should be considered when writing your report.

- The report should include a table of contents and clear section headings and subheadings.
- All data should be clearly sourced.
- The CSNA report must be widely disseminated to the public, including those with limited Internet access, in order to be considered complete and conducted, as determined by DFPS/PEI/CYD definition.
- It is important to write succinctly.
- Ensure detailed information is easily understood to non-health care readers.
- Appendices with additional details are encouraged to supplement the report.
- The use of graphs, maps and tables are encouraged for some sections of the report.

The template below provides both the recommended outline, in bold, and suggestions, in italics.

Table of Contents and Recommended Content

I. Executive Summary

Considerations: This section should be limited to one or two pages and include the following.

- *a short description of the community*
- *a short description of the overall CSNA process, including:*
 - *time frame from beginning to completion*
 - *key partners*
 - *the source for public health input*
 - *the process for seeking input from the medically underserved, chronically ill and low-income populations*
 - *very short description or list of key sources of secondary data*
 - *very short description of process for primary data collection*
- *list of identified health issues based on secondary and data analysis*
- *short description of process to prioritize the health issues, including a list of key partners that participated*
- *a summary list of those health issues prioritized for action*
- *contact information for questions or involvement*

II. Introduction

III. Community Description

a. Description of the community served by the hospital facility

- i. Geography
 1. list of counties
 2. ZIP codes
 3. square miles
- ii. Population (may include additional information as an appendix)
 1. total
 2. population density
 3. demographic description
- iii. Unique community characteristics
 1. colleges, tourism, etc.
- iv. Other youth services available in the same community area
 1. federal designation for medically underserved
 2. community youth services center
 3. other youth programs, specialty providers

Considerations: This section should succinctly present the community and the youth services within. Several concise tables, maps and graphs would be appropriate. However, it is important to only include important and relevant information. Include a narrative summary of the demographic information. Additional geographic and population data may be included in an appendix. The unique community characteristics should be in narrative format and should help the reader to better understand the community. What makes it special or unique? What makes the citizens proud of their community? This section does not need to be lengthy but should be compelling.

A short description and list of other key youth services/programs providers available in the same community area should be included in this section. This information should help the reader understand the broader youth services/programs community. Lengthy lists of community youth resources may be appropriate for an appendix.

IV. Data Collection Methods

- a. a description of the process and methods used to conduct the assessment including:
 - i. identification of the personnel involved in planning by title, organization
 - ii. description of the overall planned approach for developing and conducting the assessment
 - iii. description of the process used to collect secondary data
 - iv. description of the process used to develop and collect primary data
- b. Data and information sources for secondary data (see Data Sources Table in Appendices)
 - i. agency or organization
 - ii. retrieval date
 - iii. year of data available and used
 - iv. Web address
 - v. rationale for use of these data sources
- c. Data and information sources for primary data collection
 - i. description of type of methodology (interviews, survey, focus group)
 - ii. rationale for methodology selection
 - iii. setting(s) of primary data collection
 - iv. list specific target populations
 - v. response rate by setting and population (number interviewed, numerator and denominator of surveys sent and returned — include percentage and actual numbers)

- vi. description and list of successful approaches and identification
- vii. description and list of barriers, challenges and unsuccessful approaches

Considerations: This section is very important for compliance. The information presented will provide evidence of a comprehensive and systematic approach to the CSNA. Locally collected data, collected from state departments such as health, education, and criminal justice help to clarify and expand on national report numbers. This can include but not be limited to: Local crime statistics, School district high school graduation, School district school readiness, Employers and employment opportunities, Child care providers, Public benefits usage (SNAP, TANF, etc.), Input directly collected from low-income people, etc.,. Any tool used to collect primary data should be included as an appendix. The public health expert or faculty from an area college may be able to review this section and provide specific guidance.

V. Data Analysis

- a. Analytical methods used to identify the community health needs
 - i. description
 - ii. statistical tests or processes
 - iii. qualitative data collection or processes
 - iv. group consensus processes

Considerations: This section is perhaps one of the most difficult for practitioners. There are experts in the community that have experience in basic statistical tests beneficial in assessing the primary data. Seek these individuals out if needed. Most secondary sources of data include some descriptive statistics, although this information often is separate from the key fact sheets. The description of how to group consensus should include how participation and input from community partners, hospital leadership, citizens and public health experts was achieved. If the participant list is extensive, include the key participants in this section and refer to Section IV. If specific process tools were used, identify and describe those tools. It also may be appropriate to include a sample tool as an appendix. The public health expert or faculty from an area college may be able to review this section and provide specific guidance.

VI. Results

- a. Present overall findings
 - i. Respondent profiles
 - ii. Response rates
 - iii. Summary of survey responses
- b. Illustrations of findings (graphs/charts)
 - i. Comparison with other communities/counties/state/national data

Considerations: This section is very important for compliance. It is acceptable and encouraged that gaps in information be identified and explained. It may not be possible to collect specific information on specific topics. Documenting gaps demonstrates an understanding about the issue and efforts to gather information. It is important to note that health topics that are deemed important through group input but lack data define that the issue still should be included in the prioritization of health issues. If any consultants, faculty from area colleges or other third-party agents assisted with the CSNA, specific information must be included in this section.

VII. Community Inventory

- a. Discussion of community strengths
- b. Description of existing youth service facilities within the same community description, including specialty services
 - i. Representative organizations
 - 1. name
 - 2. title
 - 3. organization
 - 4. describe the nature of representation: what organizations, populations and qualifications represent this population

5. describe leadership role, if applicable
- c. Description of existing youth service facilities within the same community
 - i. Individual(s) included with expertise in youth
 1. name
 2. title
 3. affiliation(s)
 4. brief description of individual's knowledge or expertise
 5. describe leadership role, if applicable
- d. Other resources available to meet the community youth needs identified

Considerations: None

VIII. Gaps in Services

- a. Discussion of identified gaps in services within the community

Considerations: In this section, clearly identify participation and input from community partners, key leaders, citizens and youth experts. The description of how input was sought and collected from the stakeholders and citizens, especially the lower socioeconomic status, medically underserved and chronically ill, should be thoroughly described. It will be important to reiterate how each contributed and at which phases in the assessment. This is this section that should include all detailed information about partnering organizations and individuals. If that list is extensive, include the key participants in this section and then list all participants and their required information in an appendix. This section may be written as a short narrative and then may include a roster-format with the above information, either in the report or as an appendix.

IX. Other Collected Data

X. Implications of Findings (Note: this section will complement the implementation plan.)

- a. identified youth issues through assessment process
- b. process to prioritize youth issues
 - i. description of process
 - ii. use of any tools (e.g. prioritization matrix)
- c. list of priority youth issues identified and description of why these issues were identified
- d. description of rationale used not to address identified youth issues

Considerations: This section is very important for compliance. In this section, clearly identify very specific and detailed information; it is essential for compliance that all relevant information be included. This section should be used to establish the foundation for the implementation plan. The format likely will be narrative passages; however, do not make the reader sort through lengthy narrative. This section should be compelling for the reader.

XI. Recommendations

Considerations: This section should include succinct but complete inventories of available resources. If the list is too extensive, include key resources in this section and the full listing as an appendix.

XII. Conclusions

XIII. References

- a. **List all references.** Make sure they are cited within the text of the report as well.

XIV. Appendices

- a. model or approach for CSNA process (e.g. the county health rankings model)

- b. additional demographic or population information
- c. additional secondary reports, maps and graphs
- d. primary data collection tool (e.g. survey)
- e. summary of primary data analysis
- f. tools used to prioritize health issues
- g. complete community resource inventory

Considerations: This section should be very neatly and carefully ordered to provide the reader immediate access to more detailed information that is not included in the report. Each document should be labeled as a separate appendix. The appendices provided throughout this template only are suggestions; there are no specific requirements for appendices

XV. Dissemination Plan

- a. description and date of report release to public
- b. list of websites, including URL
- c. describe the process to provide printed copies upon request
- d. describe the process to share information with the broad community, including the underserved and lower socioeconomic populations

Considerations: Efforts to disseminate the report to the public and to underserved, low-income, youth and families or unique subgroups should be thoroughly described. This section is very important for ensuring accountability. In this section, clearly identify very specific and detailed information. The format likely will be short narrative passages with dot points and lists. Do not make the reader sort through lengthy narrative. It is essential for compliance that all specific methods and exact locations (websites or geographic) of the report be listed in addition to the instructions for obtaining a printed copy. If your community has a significant population of limited-English proficient citizens, a translated version of the report (or key sections) should be considered.

Tips for Creating Graphs and Tables

Each graph or table should be able to stand alone and provide complete information without explanation.

There are many options to embellish graphs; use these options sparingly because a simple, clear, concise graph often is more effective at displaying data than a highly intricate, colorful graph. The following tips and resources will provide additional information.

- Consider your audience: what is the point you are trying to convey?
- Check the data, verify the accuracy and completeness.
- Include a legend, unless the graph is very basic.
- Explain encodings: a color code is only helpful with a key.
- Label axes, even if it seems obvious to you.
- Include units of measure in the graph. If this becomes too cluttered, you may have too many data points.
- Include data sources and dates.