Conducting Practical Needs Assessments

PowerPoint
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Cherry Hill        Livingston         Piscataway

http://sdfsc.rutgers.edu           732-445-6173

http://sdfscibb.forumsvibe.com

Funds for the Title IV-A and Unsafe School Choice Option Training and Technical Assistance Project were provided in full by a grant to the New Jersey Department of Education from the United States Department of Education, Safe and Drug-Free Schools Program
Conducting Practical Needs Assessments

Welcome
Safe and Drug-Free Schools and Communities Project

Conducting Practical Needs Assessments

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http://sdfsc.rutgers.edu
(732) 445-6173

Technical Assistance for any Title IV-A or USCO Questions
Professional Development and Workshops
Website and Resources

Regional workshops will still be held in 3 locations.

Project Director
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Regional Managers
North
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South
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Project Coordinator
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Purpose and Objectives

- To define needs assessment and to learn how the needs assessment process fits into a logic model approach of prevention program development
- To learn practical approaches to conducting a needs assessment
- To identify resources to assist in conducting a needs assessment
- To create your own needs assessment plan

Refer to the Plum colored handout on the left side of your folder.
Small Group Sharing

- How do you define a “need?”
- What needs do you have in your school, district or organization?
- How do you know those needs exist?

How Do You Define a Need?

- A need is “a condition or situation in which something is required” (American Heritage Dictionary)
- In prevention work a need is typically a desirable change in beliefs, attitudes, or behaviors
- Needs are connected to target populations (i.e. what group(s) has/have the need?)

What is a Needs Assessment?

- Needs are identified through a needs assessment process which includes:
  - Data collection (through methods such as interview, survey, focus group, review of existing data sets or records, etc.)
  - Data analysis
  - Conclusions outlining specific problems or service needs for target populations, based on analysis of the data
- Can be summarized as a “gap” or the difference between the “Current State of Affairs” and the “Desired State of Affairs”
Why Conduct a Needs Assessment?

- Identifies, through the use of data:
  - The problems you need to address
  - The populations with whom the problem are most prevalent
  - The settings where the problems occur
  - The resources and strengths you have to address the assessed problems

- Can help to ensure that resources dedicated for programs/curriculum are addressing priority needs

- Through the assessment of “current state of affairs,” you can measure the success of your efforts through program evaluation

Based on Helping America’s Youth

"Conduct a Community Assessment"

Logic Model

Refer to page 1 in your handout packet.

Using Data in a Needs Assessment Process

- Types of Data
- Sources of Data
- Analyzing Data
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Types of Data

- Quantitative
- Qualitative
- Incidence
- Prevalence

"Data Triangulation" is Key

Refer to page 2 in your handout packet.

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Sources of Data

- Collecting and Compiling Your Own Data
  - Surveys
  - Archival/Document Review
  - Interviews
  - Focus Groups
  - Literature
  - Observations
  - Rubrics

Refer to pages 3-5 in your handout packet.

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Sources of Data

- Accessing Additional Data Sources
  - school/district
  - municipality
  - county
  - state
  - national

Refer to BUOD resources on our website.
Analyzing Data

- Steps for Quantitative Data
- Steps for Qualitative Data
- Questions to Consider

Refer to page 6 in your handout packet.

Research Designs

- Randomized Control Trial (Experimental)
- Comparison Group Study (Quasi-experimental)
- Pre-post Study
- Meta-Analysis
- Case Study

Research Concepts and Terms

- Comparison Groups
- Reliability
- Validity
- Statistical Significance
- Sample Size
Risk and Protective Factors

- Risk Factors
- Protective Factors
- Resilience Factors
- Developmental Assets

Risk factors are associated with characteristics of the community, school, family or peer-individual domains that are predictive of alcohol and drug use and violent behavior.

Protective factors are associated with characteristics of the community, school, family and peer-individual domains that prevent alcohol and drug use and violent behaviors.

Risk and Protective Factors

- Organized into 5 categories
  - Individual
  - Family
  - School
  - Peer group
  - Community

Refer to pages 7-9 in your handout packet.
Resilience Factors

- Resilience factors are characteristics that allow a person to make appropriate behavioral choices in the presence of multiple risk factors (Finley, 1994)
- Resilience research suggests that protective factors make a more profound impact on the life course of children who grow up under adverse conditions than do specific risk factors or stressful life events. (Werner and Smith 1992)

Resilience Factors

- Fostering Resilience
  - Parenting styles that reflect competence and enhance self-esteem
  - Other supportive adults who foster trust and act as gatekeepers to the future
  - Involvement in a church or a community group

Developmental Assets

- Developmental assets describe "building blocks of healthy development that help young people grow up healthy, caring and responsible."
  - Adolescents (ages 12 to 18)
  - Middle Childhood
  - Early Childhood (ages 3 to 5)

Refer to pages 10-12 in your handout packet.
“Clintonville, NJ” Needs Assessment Scenario

- Review Scenario
- Groups of 3
- Review data
- Respond to bulleted questions
- Share with large group

Refer to pages 13-14 in your handout packet.

- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________

“Clintonville, NJ” Needs Assessment Scenario

- What problems were identified as a result of our needs assessment data?

- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________

“Clintonville, NJ” Needs Assessment Scenario

- Are there other data sources that would be useful in further understanding our students?

- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
"Clintonville, NJ" Needs Assessment Scenario

- Were problems specific to certain target populations or to the entire student body?

- What factors in the school and community are contributing to the problem?

- What factors in the school and community need to be strengthened in order to combat the problem?
"Clintonville, NJ" Needs Assessment Scenario

- What are the priority problems that we would like to address based on the results of the needs assessment?

Small Group Sharing

What are 3 Positive Statements That You Can Make About Your School, Your District, or Your Community Organization?

- Which is the statement that you feel the most strongly about?
- Important to know
  - What is the evidence?
- Worth being familiar with
  - What knowledge do we need?

Based on Grant Wiggins and Jay McTighe’s “Understanding by Design”
Conducting Practical Needs Assessments

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Rutgers Safe and Drug-Free School and Communities Project Announces the launch of its Interactive Bulletin Board All world problems solved.

http://sdfsibb.formsvibe.com
Refer to the Goldenrod colored handout on the left side of your packet.

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Additional Needs Assessment Resources

- Rutgers SDFSC Project Step-By-Step Planning Services
- Previously Developed Youth Survey Instruments
- Active Parental Consent Guidelines

All of the above resources are available through the Rutgers SDFSC Project

Refer to pages 18-21 in your handout packet.

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Additional Needs Assessment Resources

- Helping America's Youth
- Better Use of Data
- Rutgers SDFSC Project Research-Based Program Matrix

All of the above resources are available through the Rutgers SDFSC Project website
Conducting a Practical Needs Assessment

1. Form a Planning Team
2. Establish the What, Where, Who and When
3. Learn More about the What, Where, Who and When
4. Identify Resources in your School and Community
5. Analyze and Learn from the Data You’ve Collected
6. Develop A Plan of Action
7. Share What You’ve Learned

Adapted from Helping America’s Youth
"Conduct a Community Assessment"

Refer to page 15 in your handout packet.
Conducting a Practical Needs Assessment

3. Learn More about the What, Where, Who and When?

- How will data be collected?
- What data are already available?
- What are other available sources of data?
- Obtain data from multiple sources

Adapted from Helping America’s Youth
“Conduct a Community Assessment”

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Conducting a Practical Needs Assessment

4. Identify Resources in Your Community

- Gaps and Overlaps
- The services and programs in your community
- The financial resources in your community
- The training and technical assistance that is needed and available and how to access these resources

Adapted from Helping America’s Youth
“Conduct a Community Assessment”

Refer to pages 16-17 in your handout packet.

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Conducting a Practical Needs Assessment

5. Analyze and Learn From the Data You’ve Collected

- What school/community problems can be identified based on the data?
- What are the strengths of the community in addressing these problems?
- How did the data compare with your initial perception of the problems?

Adapted from Helping America’s Youth
“Conduct a Community Assessment”
Conducting Practical Needs Assessments

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**Conducting a Practical Needs Assessment**

6. Develop A Plan of Action
- What target populations do you want to serve?
- Which indicators are you trying to change?
- Which organizations and programs are already in place serving that need or population?

Adapted from Helping America's Youth
"Conduct a Community Assessment"

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**Conducting a Practical Needs Assessment**

7. Share What You've Learned
- What information should be included in the report?
- How do we want to disseminate the information?
- Who is the audience for the dissemination?

Adapted from Helping America's Youth
"Conduct a Community Assessment"

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**Create Your Own Needs Assessment Plan**
- Who will be on your Needs Assessment Planning Team?
- Where would you like to concentrate your efforts?
- Is there a specific population you would like to focus on?
- What data are already available to you?
- What are other available sources of data?

Adapted from Helping America's Youth
"Conduct a Community Assessment"

Refer to the Grey colored worksheet on the right side of your packet.
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Create Your Own Needs Assessment Plan

- What resources are available in your community?
- How will the data be analyzed?
- What information will be included in the final report?
- How will you disseminate the information?
- Who will be the audience for the dissemination?

Based on Helping America’s Youth
“Conduct a Community Assessment”

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Create Your Own Needs Assessment Plan

Questions to be answered once you have obtained and analyzed the data:
- What problems can be identified based on the data?
- What training and technical assistance is needed to address the identified problems?
- How are these resources accessed?

Based on Helping America’s Youth
“Conduct a Community Assessment”

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Create Your Own Needs Assessment Plan

Questions to be answered once you have obtained and analyzed the data:
- What target populations do you want to serve?
- What indicators are you trying to change?
- Which organizations and programs are already in place serving that need or population?

Based on Helping America’s Youth
“Conduct a Community Assessment”
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**Wrap-Up of the Day**

- Was This Workshop Helpful?
- How Was It Helpful?
- Remaining Questions

Please take a moment to fill out the session evaluation.

Refer to Buff colored handout on the left side of your packet.

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**Wrap-Up of the Day**

Professional Development Certificates

- **Seven to ten days** after the date of the event
  - Log onto our web page
  - Click on Registration Schedule (upper right corner)
  - Scroll (if necessary) to the event
  - Click on Get Completion Certificate

Please take a moment to fill out the session evaluation.