



# Conducting Practical Needs Assessments



## PowerPoint

January 2008

Cherry Hill

Livingston

Piscataway

<http://sdfsc.rutgers.edu>

732-445-6173

<http://sdfscibb.forumsvibe.com>



Slide 1



<http://sdfsc.rutgers.edu>

(732) 445-6173

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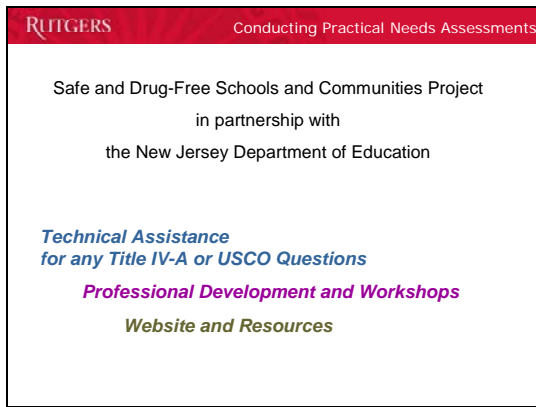


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Slide 2




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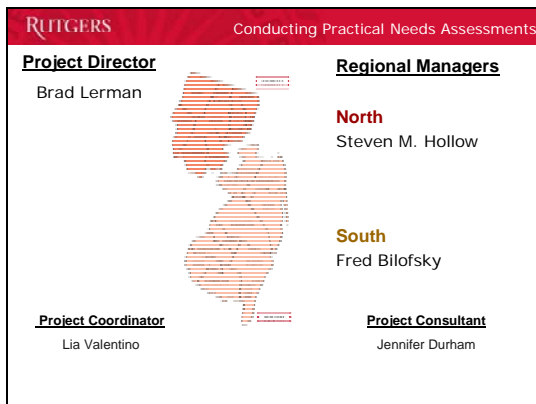


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Slide 3



Regional workshops will still be held in 3 locations.

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Slide 4

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### Work Session

#### 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

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Slide 5

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An illustration of four people in a meeting. A woman in a purple top is pointing to a document labeled 'Agenda' on a table. A man in a blue shirt is writing on a notepad. Another man in a light green shirt is looking at the agenda. A potted plant is in the background.

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

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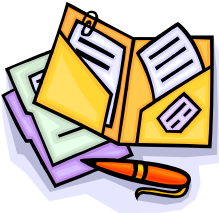
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Slide 6

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### In Your Folder



An illustration of several folders in yellow, green, and purple, along with a pen and some papers.

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Slide 7

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**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?

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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?)

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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”

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Slide 10

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### 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"

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### Logic Model

Logic Model based on the work of the W.K. Kellogg Foundation January 2004

Refer to page 1 in your handout packet.

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### 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.

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Slide 16

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### Analyzing Data

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

Refer to page 6 in your handout packet.

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### Research Designs

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

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### Research Concepts and Terms

- Comparison Groups
- Reliability
- Validity
- Statistical Significance
- Sample Size

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### Risk and Protective Factors

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

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### Risk and Protective Factors

- **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.

Rutgers SDFSC Project  
Step-By-Step Planning Guide

Refer to pages 7-9 in your handout packet.

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### Risk and Protective Factors

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

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### 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)

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### 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

Emmy Werner, 1994

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### 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)

Based on The Search Institute (2003), (2006)

Refer to pages 10-12 in your handout packet.

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"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.

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Slide 26

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"Clintonville, NJ" Needs Assessment Scenario

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

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"Clintonville, NJ" Needs Assessment Scenario

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

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"Clintonville, NJ" Needs Assessment Scenario

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

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"Clintonville, NJ" Needs Assessment Scenario

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

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"Clintonville, NJ" Needs Assessment Scenario

- What factors in the school and community need to be strengthened in order to combat the problem?

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"Clintonville, NJ" Needs Assessment Scenario

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

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**Small Group Sharing**

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

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**Small Group Sharing**

- 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 "Understanding By Design"

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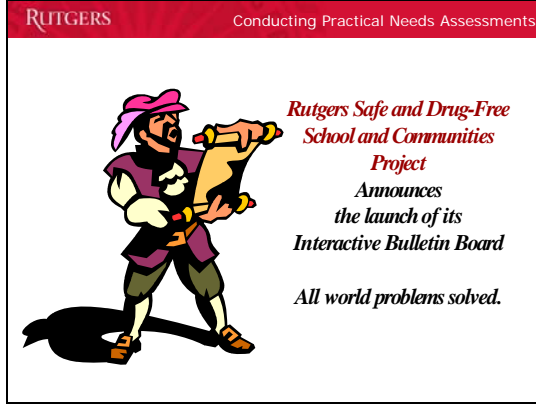
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<http://sdfscibb.formsvibe.com>

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

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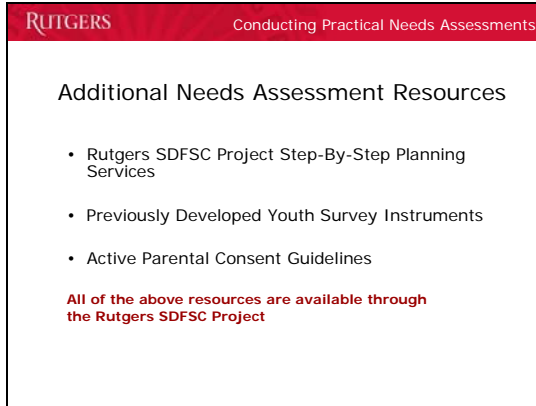


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Refer to pages 18-21 in your handout packet.

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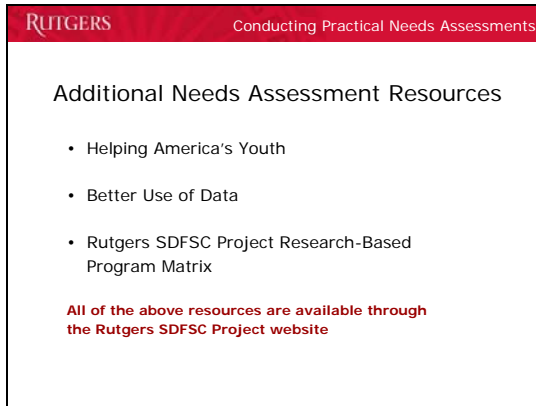


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Slide 49

**RUTGERS** Conducting Practical Needs Assessments

### 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"

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**RUTGERS** Conducting Practical Needs Assessments

### Conducting a Practical Needs Assessment

1. **Form a planning team that will be responsible for running the Needs Assessment**
  - What will each member contribute?
  - Do the individuals represent a variety of perspectives?
  - Will certain individuals require incentives to join?

**What is the most practical group size?**

Adapted from Helping America's Youth  
"Form a Community Partnership"

Refer to page 15 in your handout packet.

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### Conducting a Practical Needs Assessment

2. **Establish the What, Where, Who and When?**
  - Which indicators are of most concern to your partnership?
  - Where would you like to concentrate your efforts?
  - Is there a specific population you would like to focus on?

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

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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"

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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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Slide 56

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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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Slide 57

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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?

Based on 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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Slide 59

**RUTGERS** Conducting Practical Needs Assessments

### 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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Slide 60

**RUTGERS** Conducting Practical Needs Assessments

### 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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Slide 61

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**Don't Guide The Process,  
Let The Process  
Guide You!**



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Slide 62

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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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Slide 63

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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**

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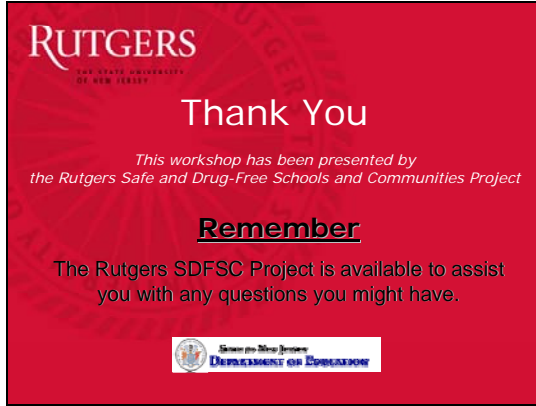
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Slide 64



**RUTGERS**  
THE STATE UNIVERSITY  
OF NEW JERSEY

**Thank You**

*This workshop has been presented by  
the Rutgers Safe and Drug-Free Schools and Communities Project*

**Remember**

The Rutgers SDFSC Project is available to assist  
you with any questions you might have.



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