



Part 1: Conducting a Comprehensive Needs Assessment

Y4Y Virtual Institute
September 2017

DISCLAIMER



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YOUR FACILITATORS



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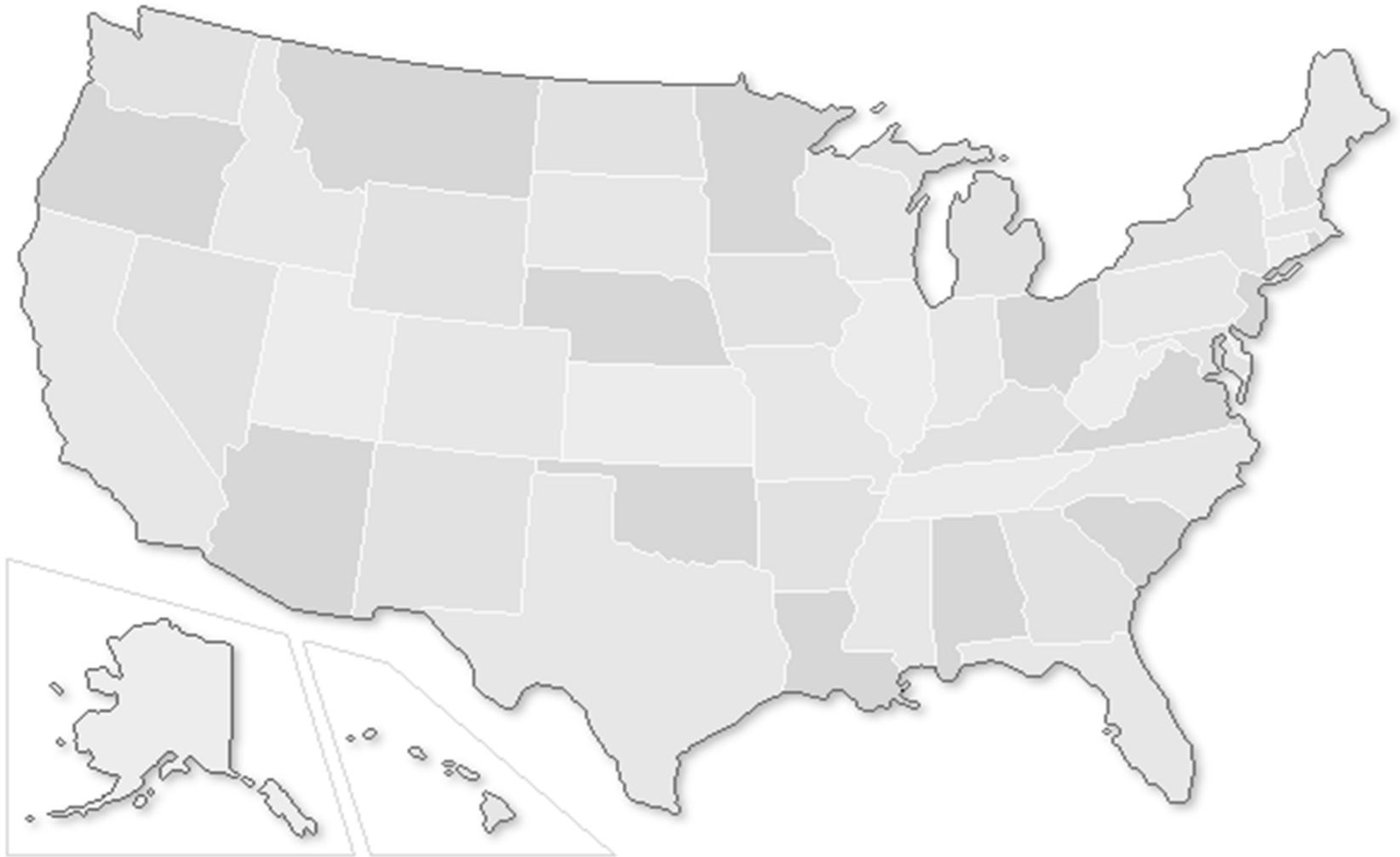


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TELL US WHERE YOU ARE



POLLS



What is your role?

- Project Director
- Site Coordinator
- Front Line Staff
- Other

What grade levels do you serve?

- K-5
- 6-8
- 8-12

How many years have you worked in out-of-school time?

- 0-3
- 4-6
- 7+



AGENDA: WHAT TO EXPECT

- Four live webinars
- Interactive sessions
 - Discussion Board: Office hours from 2 PM-3 PM Eastern
- Links to Y4Y resources
- Peer networking
- Certificate of Completion
 - Participate in at least 3 of the 4 webinars



HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Your questions
- Chat box
- Web recording

SESSION OBJECTIVES

- Identify the key types of data for a needs assessment
- Develop strategies to collect the data
- Utilize data to set SMART goals for planning intentional activities



HTTP://Y4Y.ED.GOV

A screenshot of the You for Youth website. The header is dark grey with white navigation links: HOME, GET STARTED, LEARN, TECHNICAL ASSISTANCE, RESOURCES, and STEM INITIATIVES. A search bar with a magnifying glass icon is on the right, along with a "SIGN IN" button and links for "Contact Us" and "Join". The main content area features the You for Youth logo on the left and a large black and white photograph of two young girls looking at something together on the right. Below the logo, the text reads: "Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers".

HOME GET STARTED LEARN TECHNICAL ASSISTANCE RESOURCES STEM INITIATIVES

Search 

SIGN IN

Contact Us | Join



You for Youth

Online Professional Learning and
Technical Assistance for
21st Century Community Learning Centers

Y4Y CLICK & GO



- **Click & Go 1**
Aim for Success – Developing a Needs Assessment
- **Click & Go 2**
Align for Success – Creating an Intentionally Designed Program
- **Click & Go 3**
Administer for Success – Implementing Your Program With Fidelity

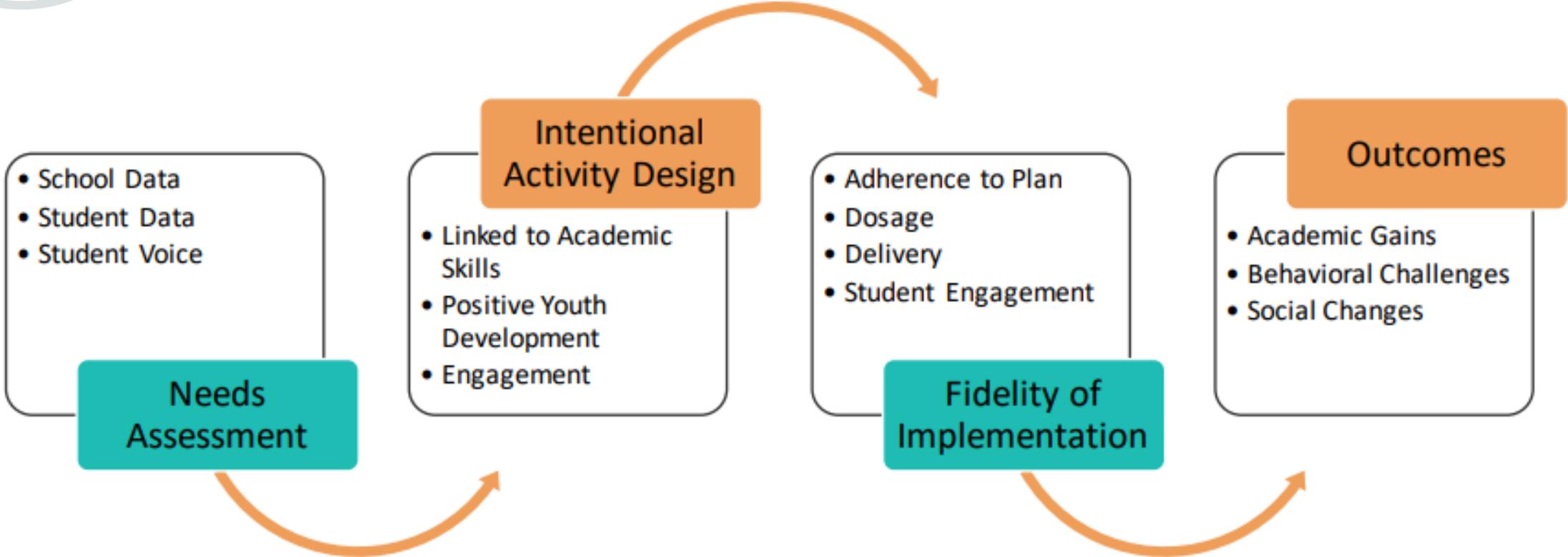
<https://y4y.ed.gov/y4yclickandgo>

CLICK & GO 1: MINI-LESSON





INTENTIONAL PROGRAM DESIGN





TYPES OF DATA

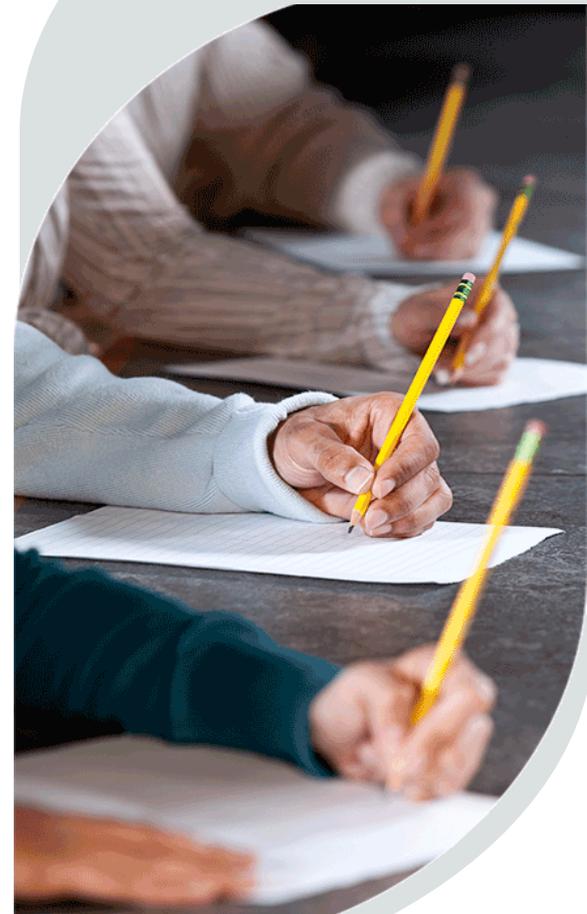
- School Level Data
- Student Level Data
- Student Voice



QUESTION



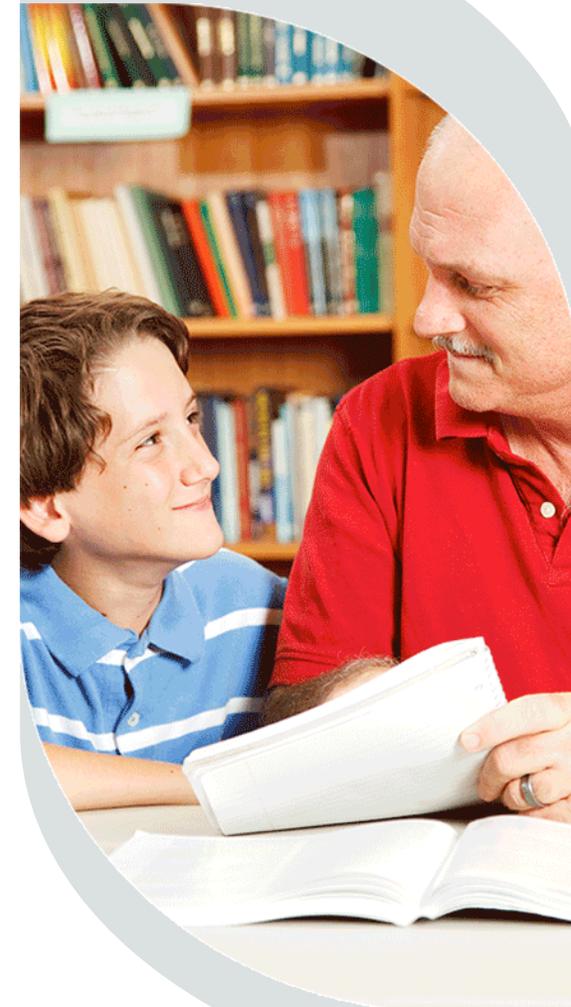
What data do you currently collect?



CONNECTING WITH SCHOOL AND DISTRICT



- Speak with teachers about academic goals
- Establish communication procedures
- Share data
- Ask to join school's professional development meetings





COMMUNICATION & COLLABORATION

 You for Youth | Aligning With the School Day 1

Communication and Collaboration Checklist

Review the techniques you can use to build communication, relationships, and collaboration with schools. Check those you already do, those you can achieve in the next several weeks, and those that will be long-term initiatives.

	In place	Can work on now	Long-term
<input type="checkbox"/> Establish process to meet or talk regularly with school principal, afterschool liaisons, and/or teachers			

 You for Youth | Aligning With the School Day 1

Communication and Collaboration Checklist

Review the techniques you can use to build communication, relationships, and collaboration with schools. Check those you already do, those you can achieve in the next several weeks, and those that will be long-term initiatives.

<input type="checkbox"/> Obtain and make available copies of textbooks and/or reading materials used in classes			
<input type="checkbox"/> Understand school behavior expectations and regulations			
<input type="checkbox"/> Attend PTA meetings and support PTA activities			
<input type="checkbox"/> Participate in parent/family meetings			
<input type="checkbox"/> Create shared plan for student recruitment and parent outreach			
<input type="checkbox"/> Participate in Individual Education Plan (IEP) meetings for program youth with special needs			
<input type="checkbox"/> Provide teachers with evidence of learning and achievement in afterschool			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			



SCHOOL LEVEL DATA



- State assessment data
- District/campus improvement plans
- School report cards
- Student attendance/behavior reports

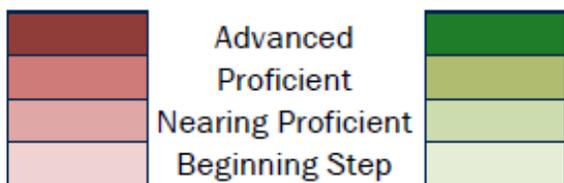




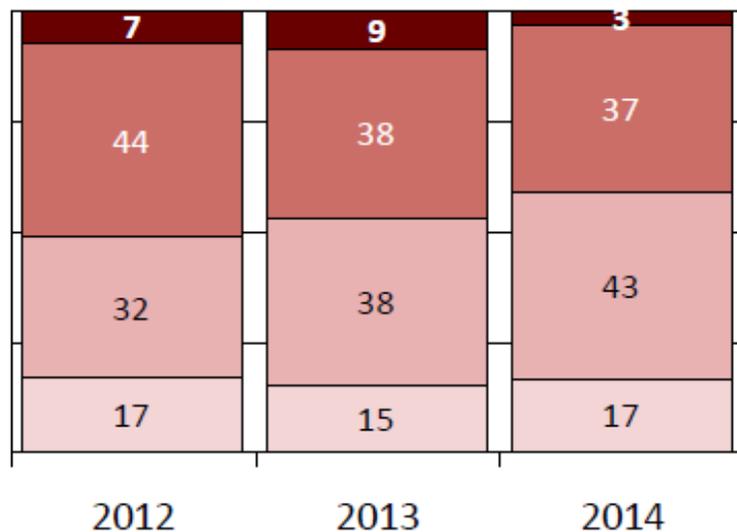
SCHOOL LEVEL DATA

3 Year Summary

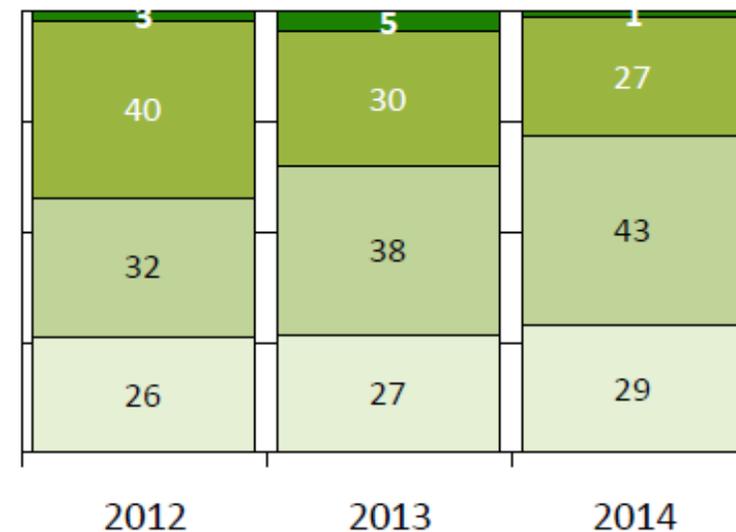
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)





SCHOOL LEVEL NEEDS ASSESSMENT

School Level Data



Only 40% of students met standards on State ELA Assessments.

Student Level Data



Student Voice



STUDENT LEVEL DATA



- Student report cards
- Communication with teachers
- Communication with family members



STUDENT LEVEL DATA



Survey of Teacher Programming Needs

Directions: Use the following survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills in which students need assistance. Then ask them to assign a priority level—low, medium, or high—to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences, and parent feedback.

School-Day Teacher Name: Mr. Kotter

Grade Level(s): _____

Subject/Topic Area	Specific Skills	Priority Level
<i>English /Language Arts</i>	<i>Establishing context and event sequencing</i>	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low



STUDENT LEVEL NEEDS ASSESSMENT

School Level Data



Only 40% of students met standards on state ELA Assessments.

Student Level Data



Students are not meeting standards on ELA assessments and need assistance mastering context and event sequencing.

Student Voice





STUDENT VOICE DATA

- Student survey
- Interest inventory
- Focus groups



ENGAGING OPPORTUNITIES



How has your program made learning more engaging and relevant?



STUDENT VOICE



You for Youth | Project-Based Learning

1

Planner for Brainstorming

Use this checklist to plan brainstorming sessions and to check afterward on which elements need improvement or revision. If students are leading the sessions, share the checklist and techniques with them ahead of time to help them build their leadership and facilitation skills.

Date: _____

Topic for Brainstorming Session: _____

Getting Ready

- Places provided for writing responses (board, easel/pad, paper) that all can see
- Goals for the brainstorming session are clear
- Roles and responsibilities of staff and/or student leaders for the brainstorming session have been shared in advance
- The length of the session is adequate for the goals to be accomplished
- Select timekeeper, recorder, and facilitator in advance

During Brainstorming

- Guidelines are clear and have been explained to the group:
 - Participants can say whatever response comes to mind.
 - Responses are recorded without judgment. There are no right, wrong, or silly responses.
 - The more responses, the better.
- Timekeeper keeps group on track

STUDENT VOICE DATA

Activity	Votes
Books to Movies	42
Cooking	33
Debate	25
Journaling	44
Poetry	24
Readers Theatre	46

PUTTING IT ALL TOGETHER



School Level Data



Only 40% of students met standards on State ELA Assessments.

Student Level Data



Students are not meeting standard on ELA assessments and need assistance mastering context and event sequencing.

Student Voice



Students want activities in readers theatre and journaling.

SAMPLE GUIDING QUESTIONS



Conducting Your Summer Learning Program Needs Assessment

Before planning and designing your summer learning program, your team should conduct a thorough needs assessment to gather data on student academic needs and find out what students want to do during the summer months. Use the tables in each section to record needs and set priorities for your summer learning program.

School-Level Data: High-level data provide the big picture and give you a starting point from which to work. Analyze needs by reviewing state assessment scores, attendance data and behavior data. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
When looking at school-day data (campus or school improvement plans, stated goals that a summer learning program could address, state assessment results, attendance, behavior, etc.), what are the overall trends? What is needed for improvement?	Goal: 80% of third-grade students will meet standards on math state assessment.	State assessment results	High
When looking at the state assessment scores, what are the subject areas where students show deficits? Indicate the deficits for each grade level you will serve in your summer learning program.	Only 70% of third-grade students met standards on math state assessment.		



SMART GOALS

Specific
Measurable
Achievable
Relevant
Time bound



SPECIFIC



Specific is the **who, what, why, and how** of the SMART model.

- WHO are you trying to impact?
- WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build, participate, etc.
- WHY is this important to do at this time? What do you want to ultimately accomplish?
- HOW are you going to do it?



MEASURABLE

Measurable goals should:

- Allow you to measure your progress
- Keep you on track
- Spur you on
- Allow you to see the change occur

If you can't measure it, you can't manage it.



ACHIEVABLE

Achievable goals should challenge or stretch you slightly so you feel you can do it, but also feel you must really commit.

Goals that are too far out of your reach won't motivate you, but only frustrate you.

RELEVANT



Goals should relate and connect to your program and your campus/school.

To be relevant:

- Your goals should connect to the identified campus/school/student need.

TIME BOUND



Putting an end point on your goal gives you a clear target to work toward.

Without a time limit, there's no urgency to start taking action now.

The time frame must be measurable, achievable and relevant.



PROGRAM SMART GOAL

Example: 90% of regularly attending 6th grade students will improve establishing context and sequencing skills by 40% through participating in readers theatre activities as measured by a pre and post assessment.

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time bound**



ACTIVITY SMART GOAL

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime bound

Example: 80% of students identified as in-need and who attend regularly, will show increased proficiency on sequencing and context skills at the end of the Readers Theatre activity as measured by benchmark assessments.



SMART GOAL PODCAST

PODCASTS

Creating and Using Smart Goals

During this 10 minute Podcast, you will discover how to write SMART goals for your program and activities. Goals that are Specific, Measureable, Achievable, Relevant and Timebound will help you are intentionally implement your program with fidelity. [[Download Transcript](#) and [PowerPoint](#)]



Recording Program Outcomes

This 10 minute podcast reviews the main objectives for 21st CCLC program evaluations, presents tips about working with your program's evaluation team, and gives recommendations for making the most of program evaluation data to inform planning. By using a few of the recommended data collection points shared in this podcast, you will be better able to reflect on your program, document the effectiveness of programming and measure the outcomes you intend. [[Download Transcript](#)]





CHECK FOR UNDERSTANDING

Name the types of data you will need to collect as part of your needs assessment.



UNTIL NEXT TIME...

Go to the **Virtual Institute Page on Y4Y**, **BE SURE TO LOG IN...**

- <https://y4y.ed.gov/y4y-virtual-institute-for-new-grantees>
- Courses
- Links to Y4Y Resources
- Discussion Board

Office Hours Today: 2:00-3:00 PM Eastern

NEXT TIME...

- Review of what you shared during the week
- Topic: Intentionally Designing Activities with Y4Y

Tuesday, September 26: 1:00-2:00 PM Eastern

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