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IDENTIFIERS   Hawkins Stafford Act 1988

ABSTRACT
                 This publication is a guide with the materials
necessary for leading a workshop session on comprehensive needs
assessment for Chapter 1 programs for teachers and administrators. As
the packet points out, secondary and elementary schools with Chapter
1 programs often do comprehensive needs assessment to satisfy federal
regulations or to record current program status, to make decisions,
or to evaluate and plan. This workshop teaches participants to define
comprehensive needs assessment, to understand the rationale for such
assessment, and to become familiar with the assessment process. A
list of the transparencies and handouts used in the workshop as well
as an outline of the 3-hour workshop are provided. The actual guide
to the workshop covers the following areas: (1) workshop goals
(includes a definition, an activity, and a discussion); (2)
discussion of the rationale for conducting an assessment; (3)
assessment process (includes discussion and activity designing a
sample assessment using the collect, record, analyze, and report data
format); and (4) debriefing including discussion and session
evaluation. Throughout the guide, graphs indicate when to use the 16
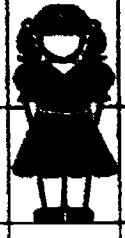specially designed transparencies and 6 handouts. (JB)

WORKSHOP GUIDE

CONDUCTING A COMPREHENSIVE NEEDS ASSESSMENT

Includes:

1. PRESENTER'S GUIDE

2. TRANSPARENCIES

3. HANDOUTS

4. RESOURCE MATERIALS

Region E   Region 5

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WORKSHOP GUIDE

COMPREHENSIVE NEEDS ASSESSMENT
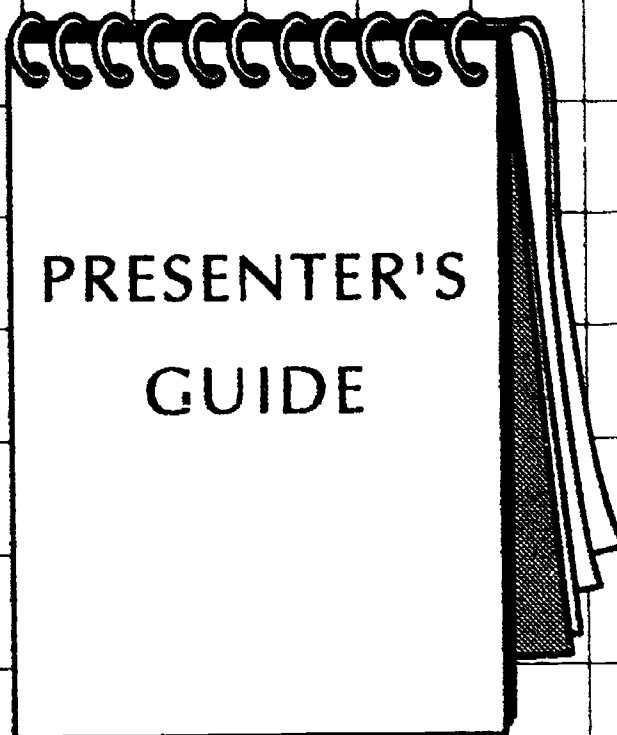
PRESENTER'S GUIDE

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COMPREHENSIVE NEEDS ASSESSMENT WORKSHOP

Transparencies used in this workshop:

Handouts used in this workshop:

Outline

Time

     3 hours

Materials needed

flip chart, marker board, and/or blackboard
markers
transparency projector
blank transparency sheets
evaluation form

WORKSHOP GOALS   5 minutes

T-1
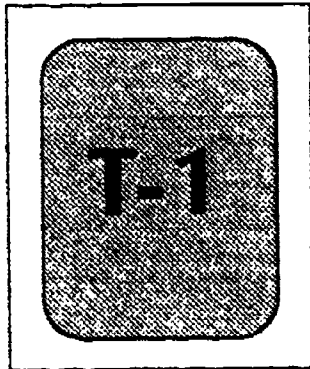
Display T-1:

"Workshop Goals." Introduce the workshop by stating the goals.

As a result of this workshop participants will:

- **define** comprehensive needs assessment
- understand the **rationale** for comprehensive needs assessment
- become familiar with the comprehensive needs assessment **process**.

The comprehensive needs assessment process includes the following tasks:

1. Identify staff to complete the needs assessment.
2. Determine comprehensiveness.
3. Identify sources of information.
4. Select methods to collect information.
5. Collect, record, analyze, and report data.
6. Identify students with greatest needs, educational focus, and service delivery models.
7. Use information for program planning.

DEFINITION: 30-45 minutes

WHAT IS "NEEDS ASSESSMENT?"

Activity:

Brainstorming Definitions

Purpose: The purpose of this activity is to encourage participants to think about and clarify the meaning of needs assessment.

Depending on the size of your group, this activity can be done in either of two ways:

Small group (up to 25 people):   Make a "graffiti wall" using a flip chart, blackboard, or marker board. Write "Needs Assessment" at the top. Ask participants to walk up to the board and write a word or phrase that describes needs assessment.

Large group (over 25 people):   Write "Needs Assessment" on a flip chart, marker board, or blackboard. Ask participants to brainstorm ideas about needs assessment.

Discussion:

A Definition of "Needs Assessment"

Display T-2:

"Definition: A Comprehensive Needs Assessment" and read the definition of needs assessment.

Using the board or transparency from the brainstorming activity, compare the ideas listed under "Needs Assessment" to the definition. Refine the list as needed.
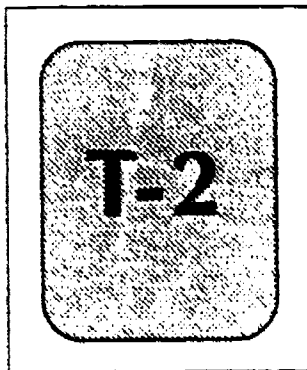
Probe for clarification of traditional thought about needs assessment (i.e., student selection) and needs assessment as a tool to guide program-student "fit."
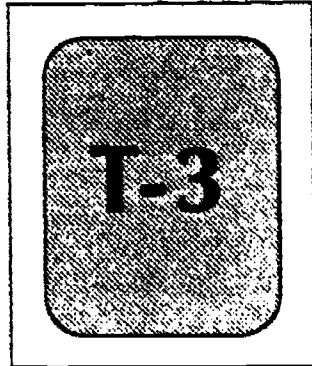
Display T-3:

"A Comprehensive Needs Assessment Model." Point out that the Chapter 1 program in any school should be designed as a result of the needs assessment that is conducted. The prog. am is a result of the focus on general instructional areas and general target groups in combination with the pool of educationally disadvantaged children and students in greatest need.

RATIONALE   30 minutes

Discussion:

Why Conduct a Comprehensive Needs Assessment?

Tell participants that H-1:

"Why Conduct a Comprehensive Needs Assessment?" contains the same information as the

following discussion and transparencies. They may follow the discussion with the handout or save it for later reference.
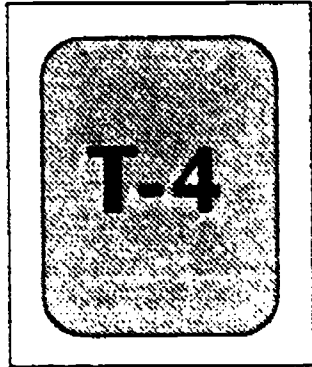
Display T-4:
"Why Conduct a Needs Assessment? Federal Regulations." The transparency summarizes the main points of Section 200.31(b) of Chapter 1, the part of the law that deals with needs assessment.
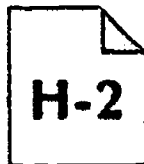
Explain that H-2:
"Federal Regulations Governing Needs Assessment" is a reprint of the law, which participants may read on their own.
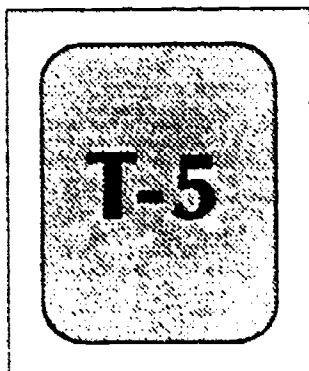
Display T-5:
"Why Conduct a Comprehensive Needs Assessment? Benchmark of Present and Future Status." The needs assessment serves as a "snapshot" of the current program in operation and gives program staff an indication of future directions for Chapter 1 services.

T-6
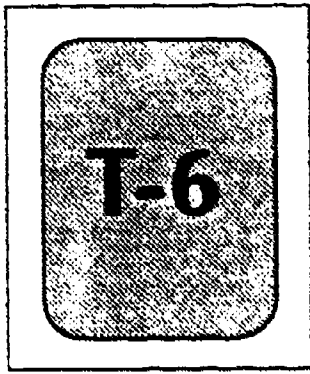
Display T-6:

"Why Conduct a Comprehensive Needs Assessment? Data Base for Decision Making." Ask participants, "What kinds of decisions can be made in the absence of a comprehensive needs assessment?" Remind them that program success is directly related to informed decision making. Needs assessment is the source for informing the decision-making process.

T-7
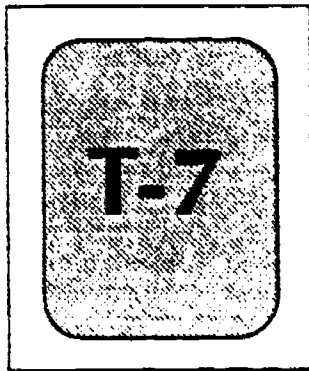
Display T-7:

"Why Conduct a Comprehensive Needs Assessment? Self-Evaluation and Planning." Discuss comprehensive needs assessment as an ongoing process. Discuss the role of needs assessment in determining appropriate program delivery models.

H-3
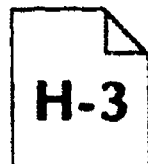
Review the service delivery models listed on H-3: "Chapter 1 Service Delivery Models."

T-8
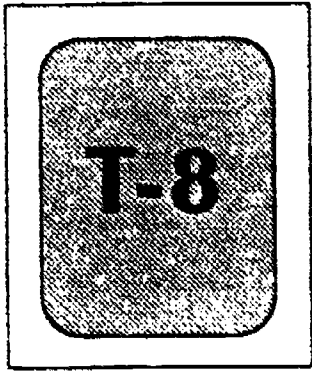
Display T-8:

"Why Conduct a Comprehensive Needs Assessment? Allocation of Funds." Allocation of Chapter 1 funds is purposeful, based on need rather than on capricious or arbitrary decisions.

This is a good place to take a ~~break~~

PROCESS   1 hour, 15 minutes

Discussion:

The Comprehensive Needs Assessment Process

T-9
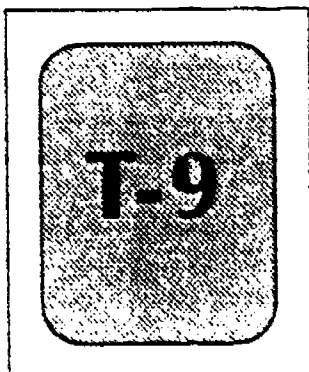
Display T-9:

"The Needs Assessment Process" and ask participants to keep these questions in mind during this discussion and activity:

What do we want a graduate of our program (school, district) to be and to do?

How will a clearly defined process of comprehensive needs assessment help us achieve our goals?

H-4

Direct participants' attention to H-4:

"Steps in the Needs Assessment Process." They may want to refer to it or take notes on it during the following discussion of each of the steps in the needs assessment process.

T-10
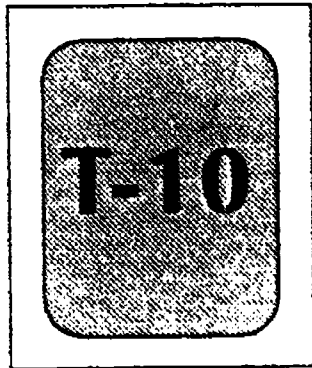
Display T-10:

"Steps in the Needs Assessment Process: Identify Staff." This first step demonstrates a commitment to needs assessment and determines who will be responsible for following through.

T-11
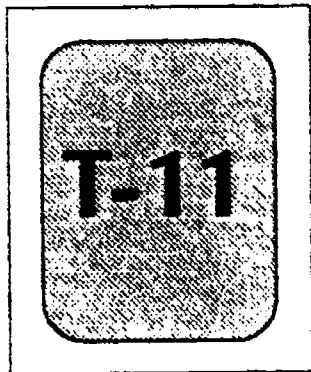
Display T-11:

"Steps in the Needs Assessme Process: Determine Comprehensiveness." The depth and breadth of the assessment depends on the focus of the assessment, the resources available to conduct the assessment, the types of needs involved, and other factors.

T-12
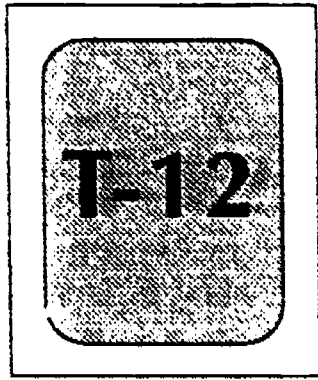
Display T-12:

"Steps in the Needs Assessment Process: Identify Sources of Information." A needs assessment is required by law to include at least teachers parents. More sources will yield more information and will more likely reflect the most critical needs. Information can come from other sources such as students, counselors, and administrators.

T-13
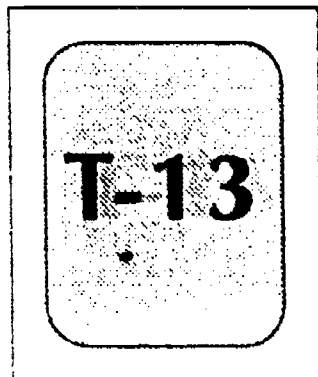
Display T-13:

"Steps in the Needs Assessment Process: Select Methods to Collect Information." Methods are the "what" and "how" of needs assessment. Examples include surveys, expert judgment, observation, testing, public hearings, group meetings, ethnographic studies, review of written materials, and conferences.

H-5

Review H-5:

"Methods Used to Collect Information for the Needs Assessment."

In selecting methods for collecting information, it is important to remember the *purpose* of each type of information in serving the needs assessment. *Information should be collected only in those areas that are consistent with the goals, purposes, and objectives stated in the needs assessment.* For example, if the focus is on students' educational needs, only information on those needs should be collected; avoid other community concerns.
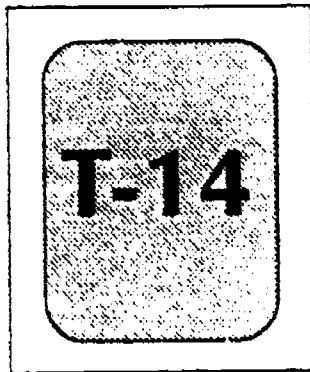
Display T-14:

"Steps in the Needs Assessment Process: Collect, Record, Analyze, and Report Data." Once collected, data must be recorded, analyzed, and reported. Remember that the purpose of data analysis is to facilitate decision making. In each needs assessment, there must be a procedure for determining how much weight should be placed on different kinds of data and how to combine data so that needs can be prioritized.

T-15
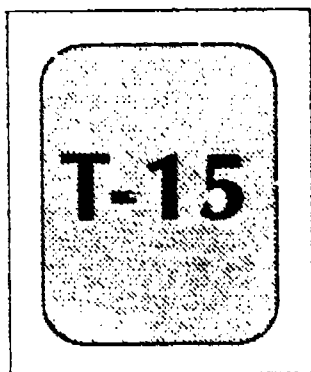
Display T-15:

"Steps in the Needs Assessment Process: Identify Students/Focus/Delivery Models." The purpose of the needs assessment is to deliver specific educational services to students with the greatest need.

T-16
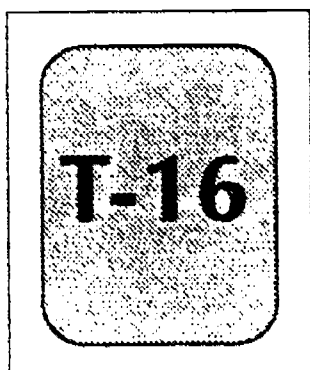
Display T-16:

"Steps in the Needs Assessment Process: Plan Program." The purpose of the needs assessment is fulfilled when the results are implemented to enhance student achievement.

Activity:

Designing a Needs Assessment for the Simpson Valley School District

Purpose: The purpose of this activity is to give participants hands-on practice in designing a comprehensive needs assessment following the steps in the needs assessment process.

Ask participants to form groups of 4-5 people.

H-6
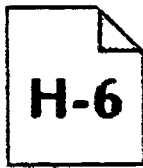
Distribute H-6:

"Needs Assessment Scenario: Simpson Valley School District." Ask each group to design an appropriate needs assessment for the Simpson Valley School District, based on the information in the handout. Review the instructions in the handout to be sure everyone understands the procedure.

DEBRIEFING

Discussion
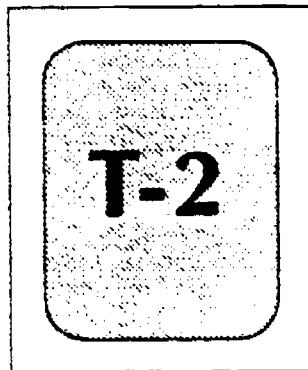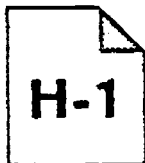
H-1   **T-2**

Review and discuss the steps in the needs assessment process one at a time in the context of the Simpson Valley School District. Solicit answers to the key questions or issues of each step.

Determine the similarities and differences among the groups as they proceeded through the steps in their needs assessment designs. Record these similarities and differences on a marker board or transparency.

Ask participants to note the applicability of any parts of this exercise to needs assessment in their own schools, districts, or programs. Discuss as time allows.

Evaluation

Ask participants to fill out an evaluation form with the following questions:

What did you learn in this workshop?

What did you do to make it happen?

WORKSHOP GUIDE
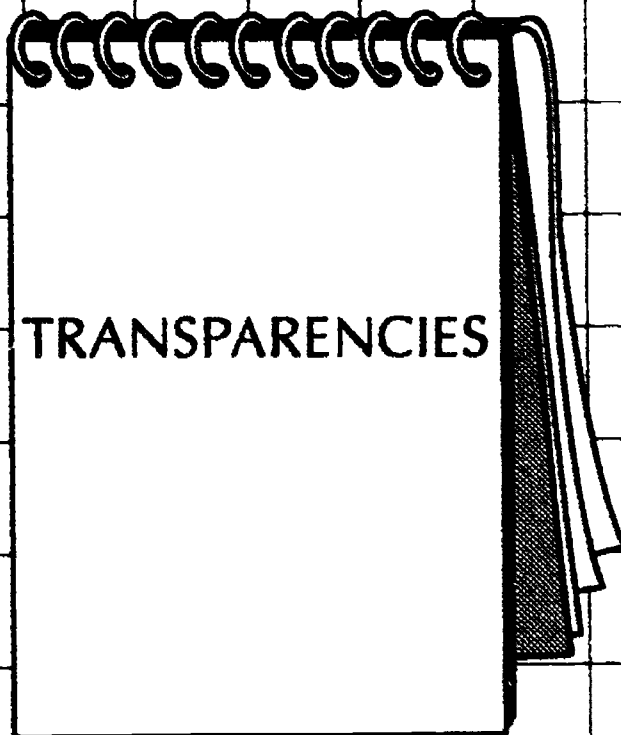
A COMPREHENSIVE NEEDS ASSESSMENT

TRANSPARENCIES

prepared by:

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80202

WORKSHOP GOALS

As a result of this workshop participants will be able to:

- **define** comprehensive needs assessment

- understand the **rationale** for comprehensive needs assessment

- become familiar with the comprehensive needs assessment **process**.

DEFINITION: A COMPREHENSIVE NEEDS ASSESSMENT

Chapter 1 needs assessment is an ongoing, dynamic process that seeks input and data from many sources to make decisions regarding program focus, special educational need, student selection, and service delivery models.

Comprehensive needs assessment:

- is not just finding the right students for the program; it's finding the right program for the students

- informs and guides all aspects of Chapter 1.

T-2

A COMPREHENSIVE NEEDS ASSESSMENT MODEL
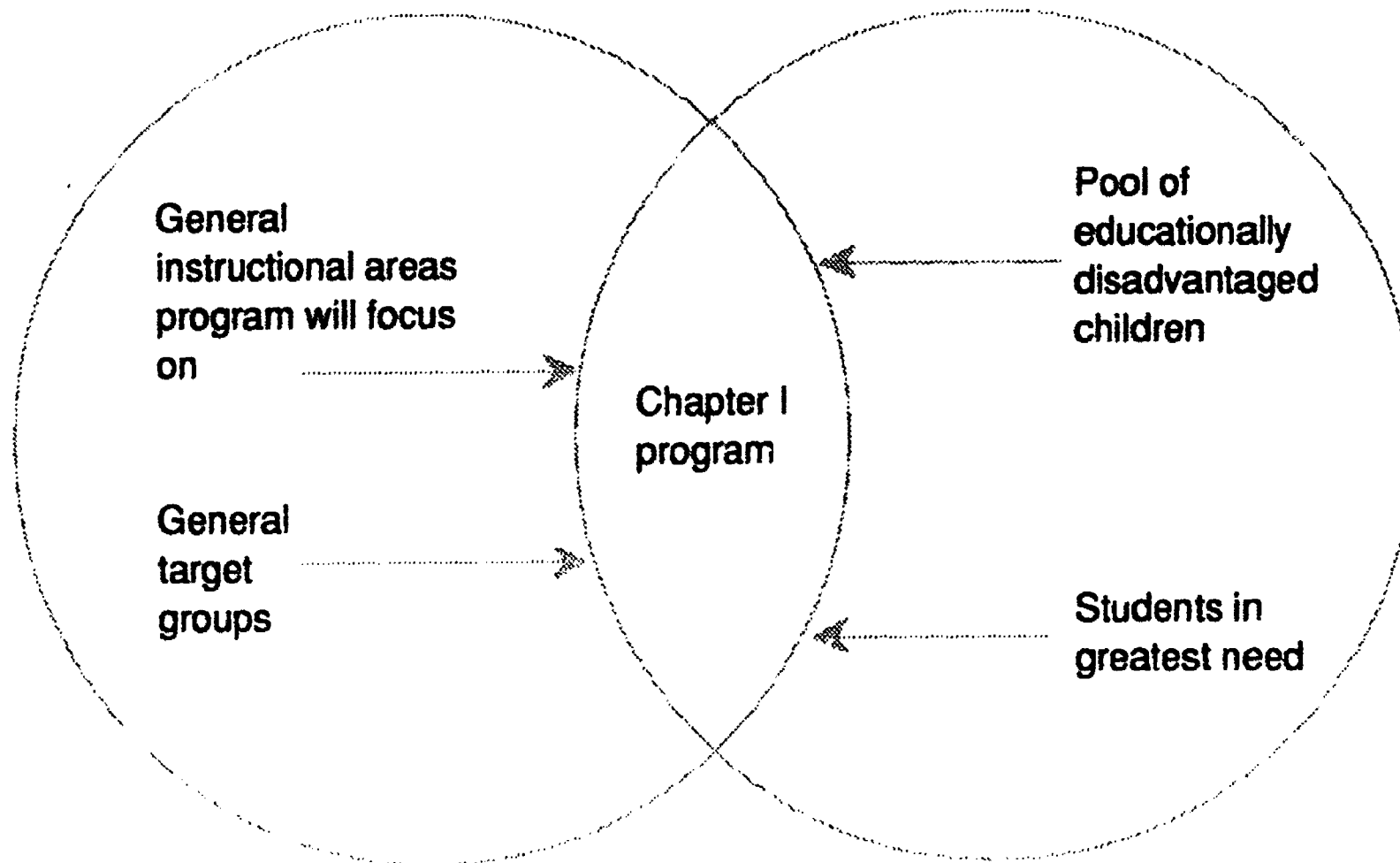
General instructional areas program will focus on

General target groups

Chapter I program

Pool of educationally disadvantaged children

Students in greatest need

T-3

WHY CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT?

Needs assessment complies with federal regulations.

Federal law governing Chapter 1 provides for annual assessment of needs. The law directs programs to:

- identify educationally disadvantaged children
- identify general instructional areas and grade levels to be focused on
- establish and apply objective selection criteria
- select students with the greatest need and specify their needs
- determine the resources necessary to meet needs.

T-4

WHY CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT?

The statement of need serves as a benchmark that enables a program to examine questions of critical importance to the program:

Where are we now?

Where do we need to go?

T-5

WHY CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT?

Needs assessment provides school districts with a well-developed data base for decision making.

Informed decision making	→	Program success
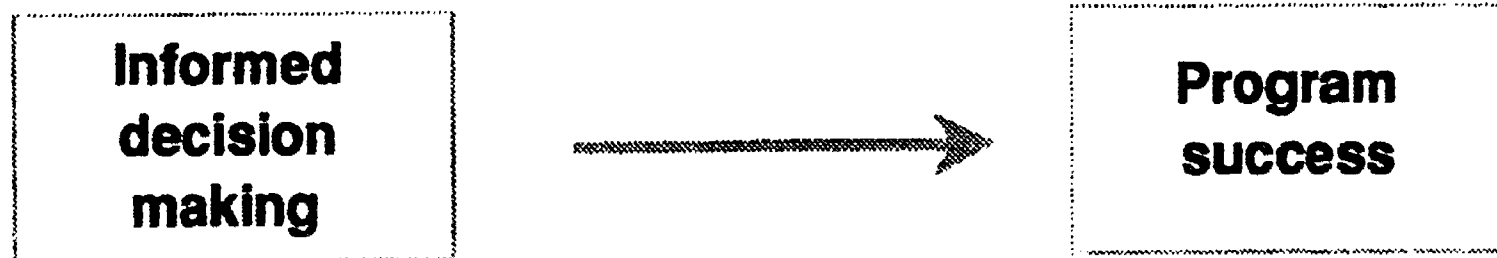
WHY CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT?

Needs assessment is a process for continued self-evaluation as well as a basis for comprehensive planning within a district or Chapter 1 program.

Service Delivery Models

- pull-out
- in-class
- replacement (excess cost)
- extended time
- schoolwide

WHY CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT?

Needs assessment provides a basis for the allocation of funds to areas of greatest need.

NEEDS ASSESSMENT PROCESS

- What do we want a graduate of our program (school, district) to be and to do?

- How will a clearly defined process of needs assessment help us achieve our goals?

STEPS IN THE NEEDS ASSESSMENT PROCESS

Identify staff to complete the needs assessment.

(Who will follow through?)

STEPS IN THE NEEDS ASSESSMENT PROCESS

Determine the comprehensiveness of the needs assessment.

(What is the scope? What is the rationale?)

STEPS IN THE NEEDS ASSESSMENT PROCESS

Identify sources of information.

(From whom will you collect information?)

STEPS IN THE NEEDS ASSESSMENT PROCESS

Select methods to collect information.

(How will you obtain information from the sources you identified?)

STEPS IN THE NEEDS ASSESSMENT PROCESS

Collect, record, analyze, and report data.

(What means will you use to prioritize the results of your data collection?)

T-14

STEPS IN THE NEEDS ASSESSMENT PROCESS

Identify students with the greatest need, the educational focus, and service delivery models.

STEPS IN THE NEEDS ASSESSMENT PROCESS

Use information for program planning.

57

WORKSHOP GUIDE

COMPREHENSIVE NEEDS ASSESSMENT

HANDOUTS
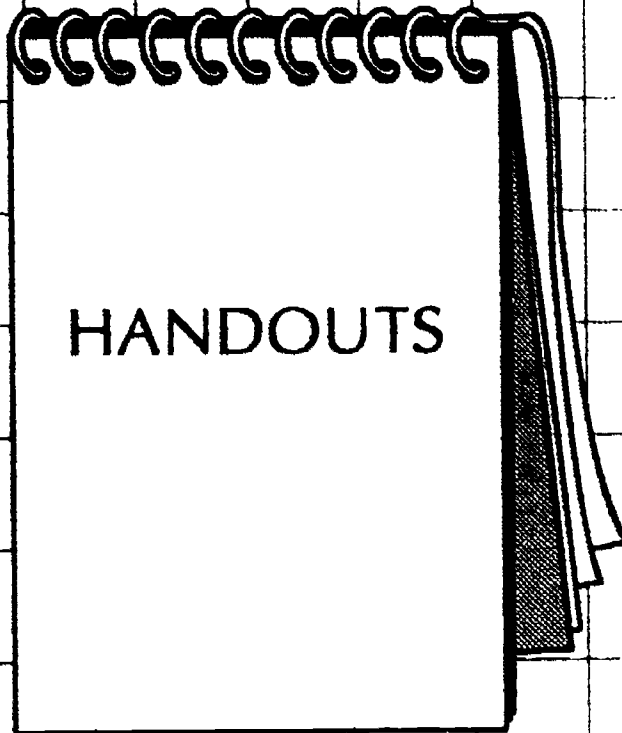
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WHY CONDUCT A
COMPREHENSIVE NEEDS ASSESSMENT?

1. Needs assessment complies with federal regulations, which direct programs to:

   - Identify educationally disadvantaged children.
   - Identify general instructional areas and grade levels to be focused on.
   - Establish and apply objective selection criteria.
   - Select students with the greatest need and specify their needs.
   - Determine the resources necessary to meet the needs.

2. The statement of need serves as a benchmark that enables a program to examine questions of critical importance to the program:

   - Where are we now?
   - Where do we need to go?

3. Needs assessment provides school districts with a well-developed data base for decision making.

4. Needs assessment information is a process for continued self-evaluation as well as a basis for comprehensive planning within a district or Chapter 1 program.

5. Needs assessment provides a basis for the allocation of funds to areas of greatest need.

FEDERAL REGULATIONS
GOVERNING NEEDS ASSESSMENT

§200.31 How does an LEA identify and select children to participate?

(b) Annual assessment of educational needs. An LEA that receives funds under this part shall annually assess educational needs under this part as follows:

(1) Identify educationally deprived children, as defined in §200.6(c), in all eligible school attendance areas, including educationally deprived children in private schools.

(2) *On the basis of information obtained under paragraph (b)(1) of this section, including information concerning educationally deprived children in private schools, identify the general instructional areas and grade levels on which the program will focus. Instructional areas and grade levels may vary among and within school attendance areas if the needs assessment data support those variations.*

(3) *Establish educationally related objective criteria, which include written or oral testing instruments, for each grade level and instructional area to select educationally deprived children for participation in the Chapter 1 project.*

(4) *Uniformly apply the critera required in paragraph (b)(3) of this section to particular grade levels throughout the LEA.*

*(5) Select for services those educationally deprived children who have the greatest need for special assistance.

(6) Determine—
(i) The special educational needs of participating children with sufficient specificity to ensur* concentration on those needs; and
(ii) *The resources such as personnel, instructional materials, and library resouces necessary to meet those special educational needs.*

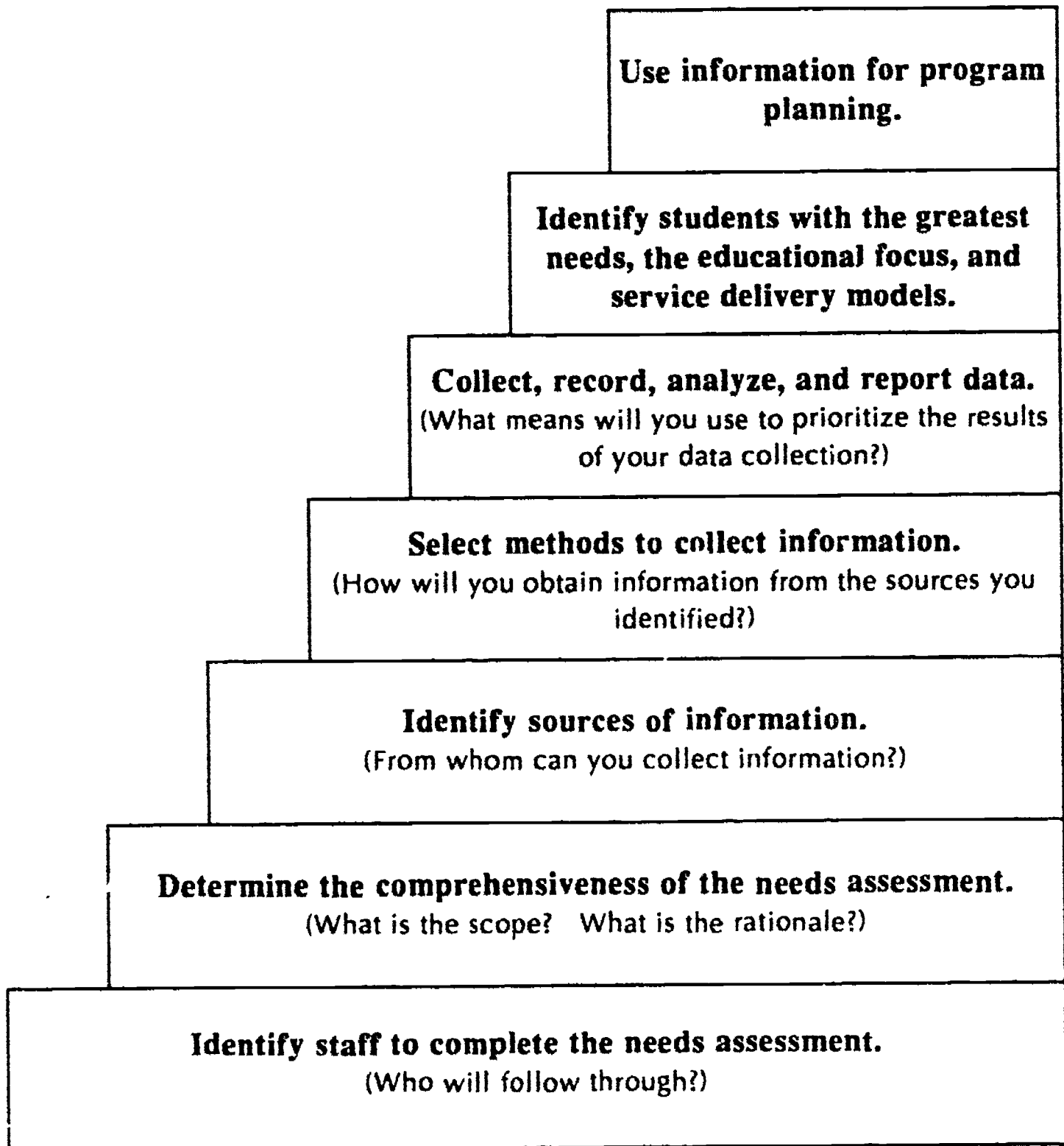*Federal Register*, Vol. 53, No. 204 (October 21, 1989).

Chapter 1 Service Delivery Models

	DESCRIPTION	REQUIREMENTS	EXAMPLE

Pull-Out Limited	Chapter 1 services do not exceed 25% of the school day **and** Chapter 1 instruction provided to participants in a different setting **or** at a different time	• Project designed to meet special needs of participants
		
		• Classroom teacher remains responsible for and continues to:
		  ♦ plan instruction
		  ♦ provide instruction
		  ♦ evaluate progress
		
		• Chapter 1 instruction is coordinated with instruction in the classroom
			1. Pull-out reading resource room staffed by a Chapter 1 paid reading specialist
			
			Participants go to the Chapter 1 lab a half-hour a day, five days per week
			
			2. Chapter 1 computer lab; students go to the lab 45 minutes daily

Pull-Out Extended	Services provided for a period that exceeds 25% of the school day **and** Chapter 1 instruction provided to participants in a different setting **or** at a different time	• Project designed to meet special needs of participants • LEA allocates to Chapter 1 project the full-time equivalent number of non-Chapter 1 staff **or** LEA allocates to the Chapter 1 project an amount of district funds/resources which is commensurate with instruction being replaced • Mandated credit toward graduation is given (departmentalized grades)	Two-and-one-half hour Language Arts block daily Secondary School Assumptions: • 100 students enrolled in English • 24 students served by Chapter 1 • 5 district-funded low-level English classes, student/teacher ratio of 20:1 • 4 pull-out reading classes, Chapter 1 funded, with student/teacher ratio of 6:1 • Chapter 1 - elective credit

In-Class	Chapter 1 instruction provided: in the same classroom **and** at the same time	• Project designed to meet special needs of participants
		
		• Classroom teacher remains responsible for and continues to:
		  ♦ plan instruction
		  ♦ provide instruction
		  ♦ evaluate progress
		
		• Chapter 1 staff work in cooperation with the classroom teacher and only with Chapter 1 students
			Paraprofessionals/teacher aides assigned to assist reading instruction in the classroom

Design:

District English Classes		Chapter 1 Reading Classes	
Students	Teacher	Students	Teacher
20	1	6	1
20	1	6	1
20	1	6	1
20	1	6	1
20	1		
5 Classes 100 Students		4 Classes 24 Students	

Chapter 1 Service Delivery Models, Cont.

	DESCRIPTION	REQUIREMENTS	EXAMPLE
Extended Time Add-On	Services provided at a time in which participants would not otherwise be receiving instructions	• Project designed to meet special needs of participants • Services do not replace those required by state law or by state or local school board mandate	• Before or after school tutoring • Summer school • Weekend tutoring
Replacement (Excess Cost)	Chapter 1 services replace all or part of the course of instruction in a distinct, self-contained Chapter 1 program **and** Chapter 1 services are provided in a different classroom **or** at a different time	• Project is designed to meet special needs of participants • LEA allocates to Chapter 1 project the full-time equivalent number of non-Chapter 1 staff **or** LEA allocates to the Chapter 1 project an amount of district resources which is commensurate with the instruction being replaced • Mandated credit toward graduation is given (departmentalized grades)	1. Continuing Education Center (H.S.) 2. Developmental first grade classroom
Schoolwide Projects		• The school is an _eligible attendance area_ • For the first year of a three year period, not less than _75% of the children_ residing in the school attendance area or enrolled in the school are of _low income_ • The plan is developed and approved by the SEA • The fiscal requirements as described in the Chapter 1 Policy Manual, pp. 70-73	

STEPS IN THE NEEDS ASSESSMENT PROCESS

Use information for program planning.

Identify students with the greatest needs, the educational focus, and service delivery models.

Collect, record, analyze, and report data.
(What means will you use to prioritize the results of your data collection?)

Select methods to collect information.
(How will you obtain information from the sources you identified?)

Identify sources of information.
(From whom can you collect information?)

Determine the comprehensiveness of the needs assessment.
(What is the scope?   What is the rationale?)

Identify staff to complete the needs assessment.
(Who will follow through?)

METHODS USED TO COLLECT
INFORMATION FOR THE NEEDS ASSESSMENT

ACHIEVEMENT
TEST SCORES

Norm-referenced test scores
Criterion-referenced test scores
Diagnostic test scores
Competency test scores
Locally developed test scores

OTHER STUDENT
PERFORMANCE
INDICATORS

Student learning objectives mastery
Progress through levels of instructional materials
Grades by subject
Grade-point averages

TEACHER
JUDGMENTS

Other specific skill performances
Specific skill deficiencies
Relative position in a class
Attitude and motivation toward instructional content

PARENTAL
INPUT

Parent request
Special deficiencies noted by parents
Adjustment problems and attitude toward learning
Physical handicap or health problems

STUDENT
STATUS
INDICATORS

Failing classes
Continuing in a special program
Formerly in a special program
Retention in a grade
Dropout data/attendance
Guidance and counseling information

NEEDS ASSESSMENT SCENARIO:
SIMPSON VALLEY SCHOOL DISTRICT

INSTRUCTIONS: *Read the following description of Simpson Valley School District. Using the attached worksheet, answer the questions under each step of the needs assessment process. As you answer each question, provide a rationale for your response based on the scenario.*

Simpson Valley is a rural school district located about 100 miles from the nearest city. There are 180 students in the elementary school, 120 in the middle school, and 100 in the high school, which has been consolidated with a district in a neighboring town.

Historically recognized as providing high quality education, Simpson Valley School District has recently experienced a number of problems. There has been a dramatic decrease in the number of students in the district due to a plant closing. This resulted in less funding for the school and sense of community malaise. Absenteeism has increased to about 15%, parent involvement has dropped, and teachers have expressed concern about the rising number of dropouts and an apparent lack of self-esteem in the student population.

The district has an elementary Chapter 1 program which serves 25 students in reading and 15 in math. To be selected for Chapter 1, a student must score below the 49th percentile on a norm-referenced test and receive a low rating on a nine-point teacher rating scale. Students in Chapter 1 receive direct instruction approximately 25 minutes per day.

Last spring, the students in grades two through five at the elementary school were given the annual norm-referenced test. Their total reading scores averaged in the 36th percentile; scores on the comprehension and vocabulary subtests were slightly lower. In math, 35% of the students scored in the top two quartiles, doing better in computation than in problem solving. The Chapter 1 students in Simpson Valley achieved greater mean gains on this test over time than those in the regular program, but they still performed relatively poorly, averaging in the 25th percentile. Coordination between the Chapter 1 and regular classroom teachers is informal and sporadic, with discussions about student progress occurring informally in the halls or by the water cooler.

A criterion-referenced test approved by the district is given to all students in reading and math at grades 4, 8, and 11. Scores on the reading test range from 50% to 100%, with most of the students mastering at least 80% of the items. Math scores are slightly higher, with a mean score of 85%.

A diagnostic test is also administered in the Chapter 1 program in the fall. Scores on this test indicate that students are somewhat below grade level and are losing ground every year. In the district overall, approximately 75% of the children are at grade level.

To address some of the issues facing the school district, you have decided to establish a school team. The team has responsibility for giving direction to the needs assessment effort through motivating the staff and getting the community to support the improvement effort. To begin, you will undertake a comprehensive needs assessment to profile the school to help your team understand the dynamics underlying student performance and select areas for improvement.

WORKSHEET (page 1)

1. Identify staff to complete the needs assessment.

    Who will be responsible for following through with the process steps/components?

    What is your rationale for selecting these people?

2. Determine the comprehensiveness of the needs assessment.

    What is the scope of your needs assessment?

    What is your rationale for identifying the needs you have chosen?

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Worksheet (page 2)

3. Identify sources of information.

    From whom will you collect data?

    What is the rationale for your choices?

4. Select methods to collect information.

    How will you obtain information from the sources you have identified?

    What is your rationale for selecting these methods?

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Worksheet (page 3)

5. Collect, record, analyze, and report data.

What means will you use to rank-order the various components of the needs assessment?

What is your rationale for prioritizing this way?

6. Identify students with the greatest need, the educational focus, and the appropriate service delivery models.

From the data collected, how did you determine which students demonstrated the greatest need, what the focus of your program was (e.g., reading comprehension), and which service delivery models (e.g., pullout) to use?

What is your rationale for making these determinations?
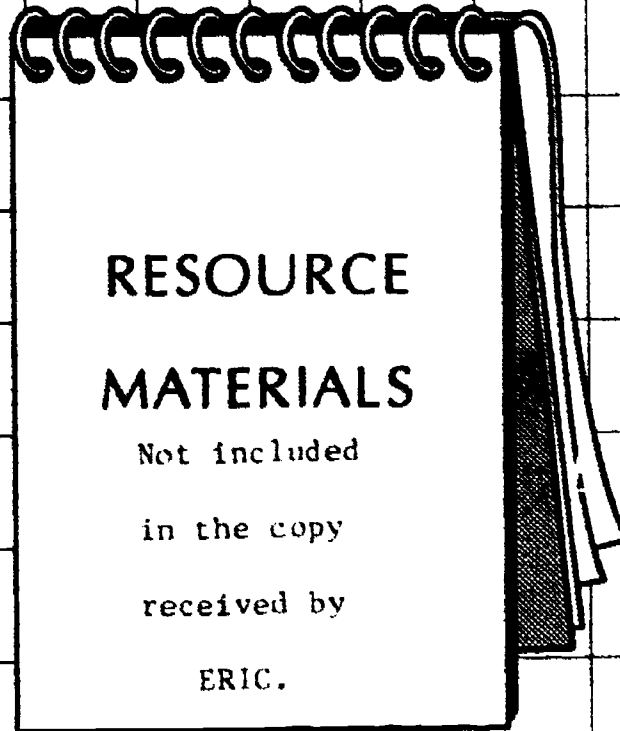
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Worksheet (page 4)

7. Use information for program planning.

   What program changes will you implement, based on the results of the needs assessment?

   What is your rationale for choosing these changes?

WORKSHOP GUIDE

COMPREHENSIVE NEEDS ASSESSMENT

RESOURCE

MATERIALS

Not included

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