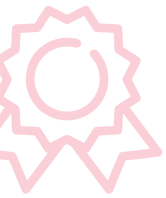# VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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Teams Housekeeping

- Please mute yourself unless you have a question to reduce background noise

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- Please ask questions throughout the presentation via chat or "raise hand" feature

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Just select **Show reactions** 👋😊 in the meeting controls, and then choose **Raise your hand** ✋. Everyone in the meeting will see that you've got your hand up.
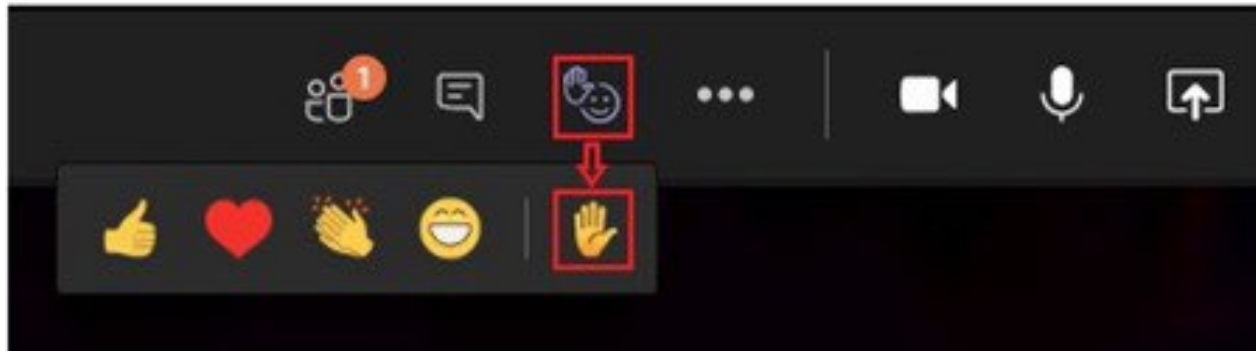
"Chat" Feature
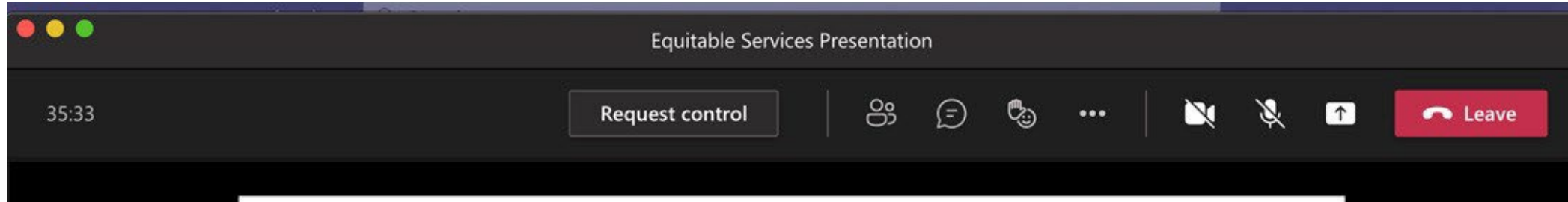
- To use the **chat** feature in Teams, simply click the "Chat" icon. The **chat box** will appear on the right. Type your message in the chat box and click the "Send" icon to send your question.

- This session will be recorded to increase availability and access to the technical assistance session.

- Recording will be available as a resource.

- Presentation and recording will be updated in MCAPS, MDE Document Library, Technical Assistance Sessions folder.

Agenda

- Purpose of a Comprehensive Needs Assessment

- What is a needs assessment?

- What steps are involved in conducting a needs assessment?

- What aspects of a needs assessment are important to its success?

- Questions

- The goal of this session is to provide technical assistance on how to conduct and formulate the LEA's comprehensive needs assessment.

- The objective is to have 100% of the LEAs conduct comprehensive needs assessments as outlined by programs requirement.

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What is a Comprehensive Needs Assessment?

- A "need" is a discrepancy or gap between "what is" and "what should be."

- A "needs assessment" is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action.

- In the real world, there is never enough money to meet all needs. Needs assessments are conducted to help program planners identify and select the right job before doing the job right.

Legal Requirements- Elementary and Secondary Educational Act (ESEA)

- The law requires LEAs to submit applications that describe:
  - a comprehensive plan for needs assessment and service delivery that identifies the needs of students;
  - how the LEA's priorities for the use of funds relate to the LEA's needs assessment; and
  - how the LEA will allocate funds to reflect the results of the comprehensive needs assessment plan.

Program Requirements Policy guidance issued by the USDE states that needs assessments:

- are conducted annually;

- use the best information available;

- are a process by which each state determines how to integrate ESEA-funded services into the local educational plan to best meet the identified needs of students;

- establish district-wide priorities; and

- provide a basis for the allocation of funds.

- A comprehensive needs assessment can be used to determine needs for most ESEA programs; however, **Title IV-Part A,** Student Support and Academic Enrichment**, must have a separate needs assessment conducted** at the minimum of every three (3) years.

Definition of Key Terms:

- "**Need**" refers to the **gap or discrepancy** between a present state **(what is)** and a desired state **(what should be).**

- "**Target Group**" Needs Assessments are focused on particular target groups in a system.

Definition of Key Terms:

- "**Needs Assessment**" is a systematic approach that progresses through a defined series of phases.

    • Systematic approach

    • Ends

    • Means

    • Established procedures a methods

    • Set priorities

    • Determines criteria for solutions

    • Sets criteria

    • Leads to action

    • Improvements

Explore "What Is"

- Prepare a Management Plan
- Identify Concerns
- Determine Measurable Indicators
- Consider Data Sources
- Decide Preliminary Priorities

Gather & Analyze Data

- Determine Target Groups
- Gather Data to Define Needs
- Prioritize Needs
- Identify & Analyze Causes
- Summarize Findings

Make Decisions

- Set Priority Needs
- Identify Possible Solutions
- Select Solution Strategies
- Propose Action Plan
- Prepare Report

Explore "What Is"

Prepare Management Plan

- Successful projects have leadership. A key person in planning and managing a needs assessment is the project manager.

- Form a Needs Assessment Committee.   The members of a Needs Assessment Committee should represent those organizations and individuals that are critical to ensuring commitment and follow-up.

Prepare Management Plan

- Determine a reporting schedule.

- Timely reports to top management and other important stakeholders, with opportunities for interaction on major issues, also are critical.

Identify Major Concerns

- Reach consensus on the goals (desired outcomes) of greatest importance to the target group.

- Refine the list of goals to the top 3 – 5 goals.

- Brainstorm a list of concerns/factors for each of the goals.

- Decide on the major concerns for each goal.

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Determine Need Indicators

- Identify indicators that could verify that the concern/issue exists. An indicator is data that can verify that a concern exists.

Consider Data Sources

- Determine what kinds of information would be helpful to more clearly define the need and to get the data.

Decide on Preliminary Priorities

- Set the priorities of each concern as a focus in the gathering of data.

Gather & Analyze Data

Determine Target Groups

- Determine the scope of the needs assessment—e.g., all districts with eligible migrant children.

- Determine target groups—e.g., migrant students, parents, teachers, etc.

Consider Data Sources

- Specify a desired outcome based on the program's goals.

- Collect data to determine the current state of the target group in relation to the desired outcome.

- Formulate need statements based on discrepancies between current and desired outcomes.

Prioritize Needs- Based on Data

- List concerns (need areas) in rank order of importance.
- Within each area of concern, separately rank the identified needs.

Identify & Analyze Causes

- Determine general and specific causes of high priority needs.
- In general, try to answer question "Why does this need persist?"
- Identify the factors that are amenable to intervention with control of your program.

Summarize Findings

- Summarize and document findings by need with an explanation of the major causes.

- Share the results with the Needs Assessment Committee, principals, and other key stakeholders.

Make Decisions

Set Priority of Needs

Criteria for assigning priorities among needs are based on several factors:

- The magnitude of discrepancies between current and target states;

- Causes and contributing factors to the needs;

- The degree of difficulty in addressing the needs;

- Risk assessment—the consequences of ignoring the needs;

Set Priority of Needs

- The effect on other parts of the system or other needs if a specific need is or is not met;

- The cost of implementing solutions; and

- Other factors that might affect efforts to solve the need.

Set priorities in two stages: (a) broad areas, such as goals, concerns (needs) or target groups; and (b) critical needs within each area.

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Identify Possible Solutions

- Set criteria (or standards) for judging the merits of alternative solution strategies.
- At a minimum, proposed solutions should meet the criteria of effect on causes, acceptability, and feasibility (includes resources).
- Generate and examine potential solutions. In examining possible solutions—review and document research and evaluation data that supports the merits of each alternative.

Select Solutions

- Evaluate and rate each solution separately against the evaluation criteria.
- Consider whether each of the high-ranking solutions will drive toward the contemplated change or whether they will push in the opposite direction, preventing change.
- On the basis of all the information, select one or more solutions for each need area.

Propose Action Plan

- The plan should include descriptions of the solutions, rationale, proposed timelines, and resource requirements.

Prepare Report

- At the end of this phase, a written report should be prepared to communicate the methods and results of the needs assessment to decision-makers, policymakers, and key stakeholders.

The report should include:

- Description of the needs assessment process;

- Major outcomes (identified needs);

- Priority Needs (and criteria used to determine such priorities);

- Action Plan (with the data and criteria used to arrive at the solution strategies); and

- Recommendations for future needs assessments.

Summary

- There is no one correct needs assessment model or procedure.

- The active use of a Needs Assessment Committee is one important method for obtaining expert advice and gaining commitment to the process and using the results.

- Make sure needs focus on desired outcomes and are listed as the gaps between "what is" and "what should be."

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- Before you gather data, spend the time to investigate what is known about the needs of the target group—to identify all concerns.

- Develop measurable need indicators to guide your data collection process.

- Perform a causal analysis—Ask "why" does this need still exist? To solve a problem, planners must understand it first.

- Share information with decision makers, policymakers, and stakeholders throughout the needs assessment process. Frequent communication with these groups is important for the "buy in" needed to use the needs assessment results.

- Document the research base for potential solutions.

- Prepare a written report that describes the methods and results of the needs assessment.

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Data Points to Consider

- State Assessment Scores

- Standardized Tests Scores

- Norm-Reference Test Scores

- Criterion Reference Test Scores

- Cognitive Ability Test Score

- Language Proficiency Ratings (English & Primary Language Other than English)

- Portfolio Assessment Ratings

- Teacher Survey of Basic Skill Needs

- Early Childhood Development Test

- Early Childhood Development Survey

- Computer/Technology Literacy Skills

- Affiliation with teacher(s)

- Special Education (IEP)

- Free Lunch Participation

- Discipline Record

- Personal Relationships (i.e., friends)

- Enrollment/Placement in Other Programs (Title I, ESL, Bilingual, Even Start, Preschool, etc.)

- Gifted & Talented

- Interest in Adult Basic Education

- Interest in GED Interest in

- Enrollment in Public School System

- Interest in Job Training

- Residency Data

- Homebase State/District

- Educational Attainment of Parents

- Educational Attainment of Siblings

- Language Spoken in the Home

- Language Proficiency of Parent

- Access to Transportation

- Level of Parental Involvement

- Mobility (Number of Moves)

- Family Income

- Shelter/Food/Clothing

- Abuse/Neglect

- Family Conditions (e.g., foster care, married teen, guardian, etc.)

- Age-Grade Discrepancy

- Grade Retention

- Attendance Record

- Number of Interruptions to Education During Regular School Year

- Number of State Standards Mastered

- Last Grade Completed

- Grades Credits Accrued for Graduation

- Number of Failed Courses

- Dropout Status

- Self Concept Rating

- Self Esteem Rating

- Special Talents/Strengths

- Social Behavior Assessment Inventory Score

- Feeling, Attitudes, Behavior Scale Index

- Education Goals

- Career Goals

- Hours of Employment

- Library Card & Use

- Legal problem

- Recommendation for Counseling

- Medical Screening Result

- Dental Screening Result

- Visual Screening Result

- Auditory Screening Result

- Immunizations

- Primary Health Care Access

- TB Test

- Most Recent Physical Exam

Questions

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