

Evaluating and Demonstrating Your School's Need for a 21st Century Community Learning Centers (21st CCLC) Program

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WISCONSIN DEPARTMENT OF
Public Instruction
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Objectives

- Describe the needs assessment process
- Explain why this process matters in terms of planning a program based on need
- Review needs assessment-related questions on 21st CCLC application
- Provide potential 21st CCLC applicants with resources for carrying out a needs assessment
- Highlight stakeholders who could be invited to participate in the process and identify potential data sources applicants might use



What is a needs assessment?

In its simplest form, a needs assessment determines:

- To what extent is there a need for a particular service?
- What resources currently exist to meet those needs?
- What is the gap, if any, between what is needed and what is currently provided?



Why is it important to do a needs assessment?

Engaging in a needs assessment process:

- Helps prioritize needs
- Builds stakeholder support
- Establishes demand for program services

Consequences of inadequately assessing needs:

- Program services are inappropriate or duplicated
- Target population does not desire the services provided
- Characteristics of the target population prevent them from using the program.

Needs Assessment Framework

ASSESS

Gather and analyze
outcome data
(grades, test scores,
demographics, etc.)

Conduct interviews,
focus groups, surveys

Identify programs
offering similar services

PLAN

Create
program plan

IMPLEMENT

Carry out
program plan
(program director, site
managers, program
staff)

(Repeat)

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graph LR; subgraph ASSESS; A1[Gather and analyze outcome data (grades, test scores, demographics, etc.)]; A2[Conduct interviews, focus groups, surveys]; A3[Identify programs offering similar services]; end; ASSESS --> PLAN; subgraph PLAN; P1[Create program plan]; end; PLAN --> IMPLEMENT; subgraph IMPLEMENT; I1[Carry out program plan (program director, site managers, program staff)]; end; IMPLEMENT --> Repeat["(Repeat)"];
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21st CCLC Application: Needs Assessment

- Section VIII. Plan - Demonstration of need
- Section consists of 3 questions:
 - Q8.1 - Identify overall specific need(s) to be addressed and supporting data used to determine need
 - Q8.2 – Likely root cause(s) contributing to need(s) to be addressed by grant project
 - Q8.3 - Alignment with existing or available initiatives, programs, or priorities, including state/local academic standards and local curricula designed to improve student achievement



Q8.1: Identification of Needs

- Identify the overall specific need(s) to be addressed by the grant project. This should include student needs, needs of working families, system needs, etc.
- Identify the supporting data that is being used to determine the need.

Q8.1: Rubric Indicators

- ☐ Cites **student academic data**, including academic assessment results, and additional data source
- ☐ Cites **data related to the youth development or other non-academic needs** of targeted students
- ☐ Cites **data related to the needs of the adult family members** of targeted students
- ☐ Cites **data related to a system-level need for before- and after-school programs**, such as gaps in the services and resources available to the target population
- ☐ Provides analysis that establishes a clear link between the data and a need for a 21st CCLC

Possible Data to Collect and Analyze

Student Academic Needs

- Assessment scores
- Grades
- Graduation rates
- Student demographics (FRL rate, EL percentage, SwD percentage)

Youth Development Needs

- Attendance rates
- Behavior referrals
- Student interests

Needs of Adult Family Members

- Family income data
- EL percentage
- Employment rates
- Level of education
- Self-identified needs and interests

System-level Needs

- Availability of out-of-school time care
- Census data
- Data related to community needs

Data Source: WISEdash

- WISEdash = Wisconsin Information for Education Data Dashboard
- <https://wisedash.dpi.wi.gov/Dashboard/dashboard/16840>
- Data portal that uses graphs and tables to provide multi-year education data about Wisconsin schools
- Data are available by school, district, or State



Types of Data in WISEdash

ESSA Tab

- Student Performance Data
- ACT Statewide, Access for ELLs, Forward
- Graduation rate

Student Engagement Tab

- Attendance
- Discipline
- Enrollment (sort by economically disadvantaged, EL status, SwD)

State Test Tab

- ACT Statewide and ACT Aspire
- Forward
- Choice School Results

Graduation Tab

- Graduation rate
- AP Exams
- Postsecondary enrollment

Data Source: Stakeholder Groups

WORKSHEET 1

- ✓ ***Who*** will have a vested interest in an afterschool program in your school/community?
- ✓ ***Who*** will have a vested interest in the outcomes of a program?
- ✓ ***Who*** might give money/resources or be potential partners in administering a program?
- ✓ ***What*** kinds of information will these individuals want to know about the application?
- ✓ ***What*** kinds of data do these organizations already have that you should get?

Examples of Stakeholders

- District and school administrators, teachers and other school staff, school board members
- Parents and guardians
- Students
- Community-based organizations
- Local businesses
- Local government
- Community members



Gathering Data from Stakeholders

WORKSHEET 2

- ✓ ***What*** else do you want to know from these organizations?
- ✓ ***What*** data sources can you develop to get this information?
- ✓ ***Who*** will be responsible for creating these documents?
- ✓ ***What*** is the timeline for getting this data?

Stakeholder Data Sources: Surveys and Focus Groups

- Surveys
 - Students, families
 - Assess needs, interests
- Focus Groups
 - Youth, Families, Community Members, Potential Providers
 - 5-8 individuals per group
 - Assess needs, interests
- Resources
 - [Sample elementary student survey](#)
 - [Sample secondary student survey](#)
 - [Sample polling questions](#)
 - [Sample focus group protocol](#)



Survey and Focus Group Topics

- What kinds of activities or programming would they like to have in an afterschool program?
- Currently, what do the children do afterschool? What ages are these children?
- What kinds of activities or programming do they already access in the community?
- What kind of schedule they would like to see? That is, do they want a program that is offered every day? How late do they want programs to go? For how many weeks? Throughout the school year? Summer?
- Do they need transportation home?
- What kinds of family programming do parents/guardians want?



Stakeholder Data Sources: Interviews and Program Inventories

Interviews

- Identify school/community needs, possible sources of support
- Local leaders such as city council members or faith-based leaders, school officials, directors of local non-profits, the head of parent-teacher organization, etc.
- Sample questions:



Program Inventory

- Determines gaps in programming in your community
- Current OST providers in area
- Possible questions:
 - What age ranges do you serve?
 - How often do your programs run? What days of the week? What hours? How many weeks each year? Summer?
 - What types of activities do you offer?
 - What neighborhoods or schools do you serve? What is your target population?

Additional Data Sources

- United States Census Bureau:
<http://www.census.gov/data/data-tools.html>
- United Way ALICE Report for Wisconsin:
<http://www.unitedwayalice.org/Wisconsin/>



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Putting It All Together

Creating the story of your data...

- What is the message or story of your data?
What do the numbers tell you?
- Where are the gaps between what your community already has and what you can provide?
- This is something that you do not do alone!!
Instead, develop a team of people who will process, analyze, identify needs, resources, and gaps. *This may involve people who were part of data collection, but it might not!*



Putting It All Together

WORKSHEET 3

- ✓ Identify potential team members that should review/discuss data gathered, identify needs, resources and gaps and assign 'jobs.'
- ✓ Identify deadline for data collection efforts.
- ✓ Begin analyzing data you already have access to (ALICE Report, Census, WISEdash DPI, etc.).
- ✓ What do the data tell you? What implications are there for the programs you plan to propose?

Q8.2: Root Cause Analysis

What is **the likely root cause(s)** (i.e., factors, available resource inequities, opportunity gaps, etc.) contributing to this need to be addressed in this grant project?

Q8.2: Rubric Indicators

- ❑ The likely root causes of the needs established in Q8.1 are clearly identified
- ❑ The likely root causes are ones that can be addressed by a 21st CCLC
- ❑ The root cause analysis includes at least one area of strength on which the 21st CCLC program might build

Q8.2: Definitions

- **Root cause:** Reason a particular need exists
- **Root Cause Analysis:** A method of problem solving designed to uncover the deepest root and most basic reasons for identified concerns
- **Resource Inequities:** The inequitable distribution of resources to support all students



Root Cause Analysis: 5 Whys

- 5 Whys: Tool that facilitates identification of root causes
- Begin with problem statement, or identified need (e.g., 75% of third graders are not reading on grade level)
- Ask “why” 5 times to uncover the root cause of the need
- Check for implicit bias and deficit thinking
- Access template from National Implementation Research Network (NIRN) [here](#)



Moving Forward ...

The findings of your needs assessment should inform all other sections of the application:

- **Program design (what times your program is offered, before-school/afterschool/summer, days of the week).**
- **Who is targeted to attend**
- **What services are provided to youth (AND families)**
- **Which organizations you partner with**
- **Evaluation – what goals/outcomes you have for the program and what data elements will be measured**

Additional Resources from Y4Y

Understanding and Implementing the Needs Assessment Process:

- [Y4Y Click & Go Training: Needs Assessment](#)
- [Three Types of Data](#)
- [Conducting Your Program Needs Assessment](#) (data analysis worksheet)
- [Summer Learning Logic Model](#)

Data Collection Resources:

- [Survey of Student Needs](#) (for school staff)
- [Understanding Program Families](#)
- [Group discussion guidelines](#)
- [21st CCLC Data Tracking Packet](#)