



## 2. Planning for Needs/Asset Assessment

Note: This micro-credential is the second of eight in the Community Schools stack. The micro-credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

### Competency

Stakeholder or Community School Coordinator develops, in collaboration with others, a plan and instruments to assess campus and community vision and needs.

### Key Method

The stakeholder or Community School Coordinator, working with other representatives, develops a plan to engage students, school staff, families, and the community and outlines specific data collection instruments and strategies.

### Method Components

#### Convening a Stakeholder Engagement and Data-Gathering Planning Session

Create a stakeholder engagement and data-gathering team that will convene to develop a Stakeholder Engagement and Data Gathering Plan.

Convene a team that includes students, staff, families, and community members. Consider representation from key groups, such as the school leadership team, PTA/PTO, local businesses, local faith-based communities, gender and racial diversity groups, etc.

Team should understand the role of needs/assets assessment in community school development.



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## Develop Needs and Asset Stakeholder Engagement and Data-Gathering Plan

Plan creates four stakeholder teams—student, staff, family, and community engagement/data team, or one team that is representative of those stakeholders—and outlines a communication structure for how these stakeholder teams or the one stakeholder team will communicate with the school leadership team.

Plan defines engagement in the community school transformation process for each of four stakeholder groups—students, staff, families, and community. This includes the specific strategies that will be used to engage these groups. Each stakeholder group should at minimum answer these questions:

- 1) What do they love about their school?
- 2) What is their vision for their school?
- 3) What does their school need to achieve their vision?

Plan is scaffolded to ensure at least 75 percent engagement from each stakeholder group on a broad level. The goal of this stage is to get a clear understanding of each stakeholder group's answers to the three questions and to get a sense of priority. This process brings stakeholder engagement wide, but not deep. After gaining a clear understanding of your school and community's top priorities, teams will engage in a number of strategies to determine most or all of the factors contributing to a certain problem. At this stage, you just want to understand clearly what the top priorities should be—think word cloud.

Plan includes specific and deeper avenues for engagement and data gathering for smaller stakeholder groups. The goal of the deeper engagement is to learn more deeply (in more detail) about what stakeholders reported during the broad engagement. For example, if safety emerges as a top priority, the deeper engagement will seek to learn what exactly did each group feel was unsafe. The goal is not to deeply understand all of the factors contributing to the problem—it is just to understand the problem more clearly so that in the later MC stacks you have a clear idea of what to dive deeply into.

Plan should include targeted engagement goals and strategies for subgroups within stakeholder groups, i.e., homeless students within the "student" population group.

For each stakeholder group, the plan outlines both qualitative and quantitative methods for data collection.



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With confidentiality in mind, document the names of participants in surveys and other engagement activities so that you can accurately track engagement depth.

The plan identifies existing data to be collected, including:

- School/campus data and characteristics
- Student learning data
- Community demographics and characteristics

Plan identifies timeline and accountability structure (who is responsible) for the goals and actions outlined in the plan.

Plan is approved and signed by the school leadership team.

### Quantitative Data-Collection Instruments

In a Stakeholder Engagement Teams or Teams, work to develop a set of quantitative data-gathering tools (e.g., surveys customized for each stakeholder group) that are customized to each of the four stakeholder groups.

### Qualitative Data Collection

In a Stakeholder Engagement Team or Teams, work to create/identify a set of qualitative data-gathering tools (e.g., focus group questions for each stakeholder group) and interview protocols that are customized to each of the four stakeholder groups and your community. The data tool should gather data on specific questions/topics identified as priorities by the Stakeholder Engagement Team or Teams.

## Supporting Rationale and Research

Leigh, D. Watkins, R. Platt, W.A., & Kauffman, R. (2000). Alternate models of needs assessment: Selecting the right one for your organization. *Human Resource Development Quarterly*, 11(1) 87-93.

Watkins, R. West Meyers, M. & Visser, Y. L. (2012). "Data collection tools and techniques" in *A Guide to Assessing Needs: Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results*. pp. 116-156. World Bank. Retrieved May 9, 2018 from <https://openknowledge.worldbank.org/bitstream/handle/10986/2231/663920PUB0EPI00essing09780821388686.pdf?sequence=1&isAllowed=y>



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# Resources

## Planning Tools

[A guide to assessing needs: essential tools for collecting information](#)

[Community Schools Toolkit | NEA](#)

[Comprehensive Needs Assessment](#) (1995). U.S. Department of Migrant Education.  
[Logic Model Development Guide](#)

[Using Needs Assessments for School and District Improvement | CCSSO](#)

# Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and earn proficiency for all components in Part 2.*

## Part 1. Overview Questions (Provides Context)

(100-250 words for each response)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Briefly describe your district and campus:
  - How did you and others decide to make your school into a community school?
  - How many schools are in your district?
  - How many students attend your school?
  - What grades does your school include?
  - What is your role in the school?
  - Is your district rural, suburban, or urban?
  - Are there other schools doing this MC stack?
2. Describe your role in the community school transformation process? Are you a community school coordinator, administrator, family member, or staff member?
3. Who else are you working with to complete this MC? Describe the team and their roles (do not use names).



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4. Did you complete the preceding MC in this Community School MC stack? If not, describe the process and activities you and others have taken to reach this point.
5. What do you see as the purpose for the needs and assets assessment process in your community school implementation process? Why is it important, and how might completing this micro-credential strengthen your efforts to create needs assessment strategies that can drive positive transformation?

**Passing:** Response provides reasonable and accurate information that justifies choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **four artifacts** as one document and evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

### **Artifact 1: Roster of the Stakeholder Engagement and Data-Gathering Team**

Submit a roster of your team using initials or nicknames and include an explanation of how the group is representative of all four stakeholder groups and the racial/ethnic, socioeconomic, and gender diversity of the community.

### **Artifact 2: Stakeholder Engagement and Data-Gathering Plan**

Submit a Stakeholder Engagement and Data-Gathering Plan that addresses the following topics:

Plan creates four constituency teams—student, staff, family, and community engagement/data teams—or one larger team and outlines a communication structure for how these constituency teams will communicate with the school leadership team.

Plan defines engagement in the community school transformation process for each of four constituency groups—students, staff, families, and community. This includes the specific strategies that will be used to engage these groups.

Plan is scaffolded to ensure at least 75 percent engagement from each constituency group on a broad level, such that at least 75% of each constituency group achieves an understanding of the community school strategy and offers input into a general vision. Each stakeholder group answers at minimum the following three questions: 1) What do they love



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about their school? 2) What is their vision for their school? 3) What does their school need to achieve their vision?

Plan includes targeted engagement goals and strategies for subgroups within constituency groups, i.e., homeless students within the “student” constituency group.

Plan includes specific and deeper avenues for engagement and data gathering for a small percentage of constituency groups. For each constituency group, the plan outlines both qualitative and quantitative methods for data collection.

The plan identifies existing data to be collected, including:

- School/campus data and characteristics
- Student learning data
- Community demographics and characteristics

Plan identifies timeline and accountability structure (who is responsible) for the goals and actions outlined in the plan.

Plan is approved and signed by the full school leadership team.

**Artifact 3: Quantitative Data**

Quantitative Data Collection: Submit two surveys customized from two different stakeholder engagement work teams that are aligned with the Stakeholder Engagement and Data-Gathering Plan.

**Artifact 4: Qualitative Data**

Submit a short focus group protocol, including a basic outline of a focus group format and timeline. Include a targeted audience for the focus group and describe the setting and structure. Include a list of questions that could serve as the basis for a focus group discussion.

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Roster of the Stakeholder Engagement and Data- Gathering Team</b>	Explanation clarifies that the group is representative of all four stakeholder groups or one larger stakeholder group, as well as key stakeholder groups	Explanation reflects some representation of stakeholder groups but is not complete or does not reflect key stakeholder groups.	Explanation reflects little representation of stakeholder groups, and is not complete and does not reflect key stakeholder groups



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	<p>such as local businesses and local faith-based community groups</p> <p>Racial/ethnic and gender diversity of the community is clearly represented in group membership</p>	<p>Racial/ethnic and gender diversity of the community is somewhat represented in group membership</p>	<p>Racial/ethnic and gender diversity is not represented very much in group membership</p>
<p><b>Artifact 2: Stakeholder Engagement and Data Gathering Plan</b></p>	<p>Plan:</p> <p>Creates four stakeholder teams—student, staff, family, and community engagement/data teams—or one team representative of those stakeholders and outlines communication structure for how these stakeholder teams will communicate with the school leadership team</p> <p>Defines engagement in the community school transformation process for each of the four stakeholder groups—students, staff, families, and community. This includes the specific strategies that will be used to engage these groups.</p>	<p>Plan:</p> <p>Creates four stakeholder teams—student, staff, family, and community engagement/data teams— or one team representative of those stakeholders and outlines an incomplete communication structure</p> <p>Defines engagement in the community school transformation process for each of the four stakeholder groups—students, staff, families, and community. Some strategies that will be used to engage these groups are present.</p> <p>Includes 50% engagement</p>	<p>Plan:</p> <p>Creates some stakeholder teams and no communication structure is outlined</p> <p>Defines engagement in the community school transformation process for some of the four stakeholder groups. No engagement strategy is present.</p> <p>Includes an incomplete engagement strategy for some of the stakeholder groups, which results in a lack of understanding of community school strategy and vision</p> <p>Is vague about any other avenues for</p>



	<p>Is scaffolded to ensure at least 75% engagement from each stakeholder group on a broad level, such that at least 75% of each stakeholder group achieves an understanding of the community school strategy and offers input into a general vision</p> <p>Includes specific and deeper avenues for engagement and data gathering for smaller stakeholder groups</p> <p>Includes targeted engagement goals and strategies for subgroups within stakeholder groups, e.g., homeless students within the “student” population group</p> <p>For each stakeholder group, the plan outlines both qualitative and quantitative methods for data collection</p> <p>The plan identifies existing data to be collected, including:</p>	<p>strategy for stakeholder groups, such that 50% of each stakeholder group achieves an understanding of the community school strategy and offers input into a general vision</p> <p>Includes some avenues for deeper engagement and data gathering</p> <p>Includes some engagement goals for subgroups, e.g., homeless students within the “student” population group.</p> <p>For each stakeholder group, the plan outlines both qualitative and quantitative methods for data collection, but only 50% of each group has participated</p> <p>The plan identifies some existing data to be collected, including:          -School/campus data and characteristics          -Student learning data          -Community demographics and characteristics</p>	<p>engagement and data gathering</p> <p>No engagement goals for subgroups are included</p> <p>Some stakeholder groups have participated in either qualitative or quantitative data gathering, but data is incomplete</p> <p>The plan uses some existing data, such as student learning data, but the data is largely incomplete</p> <p>There is no clear accountability structure outlined</p> <p>Plan is approved and signed by principal</p>
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	<ul style="list-style-type: none"> <li>-School/campus data and characteristics</li> <li>-Student learning data</li> <li>-Community demographics and characteristics</li> </ul> <p>Plan identifies timeline and accountability structure (who is responsible) for the goals and actions outlined in the plan</p> <p>Plan is approved and signed by the full school leadership team</p>	<p>Plan identifies some accountability structure. Plan is approved and signed by some of the school leadership team</p>	
<p><b>Artifact 3: Quantitative Data</b></p>	<p>Two surveys are submitted, and both:</p> <ul style="list-style-type: none"> <li>-Reflect a customized approach to local school/community</li> <li>-Use clear, direct, culturally relevant language in questions</li> <li>-Ensure that each survey question is assessing only one idea/indicator</li> <li>-Avoid leading questions</li> </ul>	<p>Two surveys are submitted, and both:</p> <ul style="list-style-type: none"> <li>-Have some local school/community flavor</li> <li>-Use some culturally relevant language and questions</li> <li>-Have mostly questions assessing only one idea/indicator.</li> <li>-Have some questions that lead to a particular answer</li> </ul>	<p>One complete or two incomplete surveys are submitted that:</p> <ul style="list-style-type: none"> <li>-Do not have any local customization</li> <li>-Have almost no cultural relevance in language or questions</li> <li>-Have questions that measure more than one idea or indicator</li> <li>-Have questions that lead to a specific answer</li> </ul>



	-Include questions that address the six pillars of best-practice community schools	-Include questions that address some of the pillars of best-practice community schools	-Are largely missing the six pillars of best-practice community schools from its questions
<b>Artifact 4: Qualitative Data</b>	<p>Focus Group Protocol:</p> <ul style="list-style-type: none"> <li>-Clearly articulates intended audience and provides clear parameters for focus group structure and agenda</li> <li>-Includes open-ended questions that unearth vision and values of stakeholders</li> <li>-Includes questions that get at root causes of challenges</li> </ul>	<p>Focus Group Protocol:</p> <ul style="list-style-type: none"> <li>-Articulates intended audience, but the parameters for the focus group structure and agenda are not clear</li> <li>-Some questions are open-ended and get to vision and values of the stakeholders, but are not complete</li> <li>-Some questions get at root causes of challenges</li> </ul>	<p>Focus Group Protocol:</p> <ul style="list-style-type: none"> <li>-No intended audience is identified and the parameters for the structure and agenda are very incomplete or absent</li> <li>-Questions are not open-ended and do not unearth much about the vision and values of the stakeholders</li> <li>-Questions do not get at root causes of challenges</li> </ul>

Part 3 Reflection

(500-600 words)  
 Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

1. How did the needs/asset assessment planning build your capacity to deeply engage stakeholders and learn about their vision and priorities?



2. What were the challenges you faced in planning your needs/asset assessment? How did you overcome them?
3. How did this micro-credential help you grow professionally?

**Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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