

A Community Needs Assessment Guide

A Brief Guide on How to Conduct a Needs Assessment



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A Community Needs Assessment Guide

What is a Community Needs Assessment?

The goal of a needs assessment is to identify the assets of a community and determine potential concerns that it faces. A straightforward way to estimate the needs of a community is to simply ask residents their opinions about the development of services within the community, their satisfaction with services, and what particular services are needed. Their opinions can be used in building an agenda aimed at community change that can build the capacity of community-based organizations that are designed to provide its resident's services and development opportunities. The following is a brief guide on how to conduct a needs assessment for your own organization in partnership with an academic unit or other organizations. This guide is an adaptation of the Concerns Report Method developed by Fawcett, Suarez, Johnson, Whang-Ramos, Seekins, and Bradford (1987) and Suarez, Balcazar, and Keys (1999) "Self help guide: Community needs assessment and action planning".

How to Conduct a Community Needs Assessment

The following is a "how to" guide that briefly details the steps of the Concerns Report Method beginning with the planning phases and ending with implementation of action committees and the utilization of findings from the needs assessment. Ideally, a needs assessment is done in collaboration with local community-based organizations, advocacy groups and/or a university unit. This needs assessment guide is intended to facilitate the work of community leaders, agency staff, and university practitioners in identifying the concerns and strengths of a community and to develop initiatives to address the needs brought forth by the assessment process. The needs assessment methodology is divided into four phases that were adapted from Fawcett et al (1987); Balcazar, Keys, Kaplan, and Suarez-Balcazar (1998); and Suarez-Balcazar and Orellana (1999). The needs assessment process begins with the planning and organizing phase, data collection, summarizing and disseminating the needs assessment survey results, and sharing the results through public forums to facilitate action planning. The adaptation below is a template that has been used for a variety of community topics. Adaptations of the method have been conducted to address health issues (Fawcett et al) and disability issues (Suarez, Balcazar, and Keys, 1999).

I. The Planning and Organizing Phase

The planning phase begins with establishing a partnership between those organizations that are likely to be involved in the needs assessment. During this first phase, partners who are working together should have the opportunity to get to know each other and develop specific goals and objectives for the needs assessment process. The first step in this process is information gathering and is followed by learning more about the organization sponsoring the needs assessment and identification of goals and objectives. The steps outlined below form the planning and organizing phase of a needs assessment. These steps need to be completed prior to moving on to the next phase.

A. Information gathering

Get to know your Needs Assessment Committee

Have several introductory meetings between organization staff and other partners (e.g. grassroots groups or university researchers).

During these meetings...

- ◆ Identify the relevant stakeholders. This includes stakeholders of the program being assessed, the program staff, the funders, and the consumers of the program.
- ◆ Learn more about the community the organization serves and its residents.
- ◆ Review already existing material developed by the program staff and look at any archival information pertaining to the development or history of the program.
- ◆ Share your expectations and approach regarding the needs assessment with the other partners.
- ◆ Discuss and identify potential users of the agenda likely to be generated by the needs assessment process.



B. Learn about the organization and the program that is being assessed

Partners outside the sponsoring agency need to:

- ◆ Learn about the organizational culture and its philosophy by interviewing staff, including the executive director, review any existing material, touring the community and learning more about the target population that the organization serves.
- ◆ Conduct a literature review to see what the recent research has to offer (e.g. methodology), review relevant archival information and what previous needs assessments by the organization have found?
- ◆ Where is the program in terms of implementation and development of service delivery?
- ◆ What current resources do the organization and its programs offer?
- ◆ Identify and learn about the program that would most benefit from a needs assessment.



C. Identify goals and objectives for the needs assessment

- ◆ Identify your strategy: In this case, our strategy is to conduct a needs assessment of a community
- ◆ Define goals for the needs assessment
- ◆ Discuss roles and expectations for each partner
- ◆ What is the specific purpose of the needs assessment? How will the data be used; to set a new agenda, support a new program, or support new changes in service delivery or policies
- ◆ What is the timeline for the needs assessment?
- ◆ Identify the target population, how will a sample from the population be chosen?

II. The Needs Assessment Methodology

This will help your committee identify what needs to be done to collect the data.

A. Getting Ready

- ◆ Identify the participants whom you want to survey.
- ◆ Identify your needs assessment strategy.
- ◆ Determine the types of measures that you will use to collect your information – this will include using focus groups, developing and using a needs assessment survey, and information gathered at community public forums.
- ◆ How will the data be collected? For example, door-to-door surveys are often used in needs assessments
- ◆ How will the information be analyzed?
- ◆ How will the information be summarized and presented in a final report?

- It is necessary that all of the information above be incorporated into the “selecting methodology phase” meetings in order to insure that you have a strong foundation to support the needs assessment findings.



- Before developing a needs assessment survey to administer to community residents, you need to address some key preliminary issues.

- ◆ You must define the population you are targeting so that you can determine whom the needs assessment will be focused on (e.g. community residents, small business owners, teachers within a certain school district, or all people within certain geographic boundaries).
- ◆ The current resources within the community should also be acknowledged. The needs assessment should not just focus on the concerns or weaknesses of the community but should also recognize the strengths and existing resources of a community. This can be done in the next several phases by allowing community members to voice their opinions on the strengths of their community and this can be subsequently included as items in the needs assessment survey. In addition, community strengths can also be used in the needs assessment process (e.g. grassroots organizations could assist with data collection or sponsor a public forum).

B. Developing a Needs Assessment Survey

Several needs assessment strategies have been suggested in the literature. The model adapted from the Concerns Report Method involves qualitative and quantitative components and includes the following phases: The use of focus groups, creating a needs assessment survey, collecting and analyzing data, community public forums, writing the final report and planning action committees. The focus of this methodology is to create an agenda based on the perceived needs and concerns of community residents

There are several phases when developing a needs assessment survey that must be followed in order to accurately represent the concerns and strengths of a community. These include organizing a focus group and developing a needs assessment survey.

1. The Focus Groups

Using small informal groups to discuss and reflect on issues surrounding their community is a way to start compiling a list of issues that will be included on the needs assessment survey.

- The focus group consists of people who share a common situation to some degree. For instance, you may want to organize a focus group in which the participants are similar to each other (e.g. a youth-only focus group) since the primary goal of the discussion is to allow a free flowing exchange of ideas and opinions. If there appears to be a great difference between members within a focus group discussion, the participants may become intimidated and limit their input. We suggest holding a few focus groups; one with community leaders, this includes local politicians, business owners, block club leaders and community activists; another focus group would consist of the adult residents of the community; and the other consisting of youth residents of the community.



2. How to Prepare for a Focus Group

- ◆ Prepare an invitation list for each focus group, including their name, phone number, and address. There should be no more than 8-10 people for each focus group.
- ◆ Set up a date, time (usually 2 hours), and location for the focus group.
- ◆ Call each potential participant and personally request him/her to attend the focus group. Briefly describe the purpose of the focus group and let them know that refreshments will be served.
- ◆ Choose your facilitator, this person will lead the discussion. We recommend choosing someone from the partnership who can be regarded as an “outsider” so that the participants don’t feel threatened by an agency presence (e.g. a university partner).
- ◆ Arrange for someone who can take notes and be in charge of audio-taping the discussion.
- ◆ Make food arrangements for the focus group sessions.
- ◆ Send out a flyer/invitation to each invitee along with a brief explanation of the purpose of the focus group and the needs assessment.
- ◆ Reminder phone calls need to be made the evening prior to the focus group.
- ◆ When focus group members arrive, have them sign in and put a name-tag on. Allow 15 minutes for participants to introduce themselves and mingle.

A Few Reminders

For the facilitators of the focus groups, it is a good idea to have a list of issues that are important to the agency staff to make sure that important topics are discussed within these focus groups. These areas should reflect themes of interest to the agency such as; safety at schools, access and affordability of medical services, housing, transportation, city work, business opportunities, activities for youth, and other service agencies. These are determined in part, by the focus or goal of the needs assessment.

Once the focus group participants have settled down...

- Introduce yourself as the facilitator
- Have the participants introduce themselves
- Briefly describe the needs assessment process, why it’s being done, and the role of the focus groups. Also let them know that you will be tape recording the discussion and that their opinions will be kept confidential. If anyone has any problems with you tape-recording the proceedings, they should let you know right away.
- Answer any questions from the participants

3. *Conducting the focus group*

When the focus of the needs assessment is to identify community strengths and concerns, we recommend the following questions to guide the discussion:

- **What do you think are some of the strengths of this community?** With what aspects of your community are you satisfied? Be careful to keep the discussion on track. You will find that some of the participants want to immediately talk about their concerns.
- **What do you think are some of the concerns of this community?** You might want use the checklist to make sure that some important topics are covered (e.g. health, education, safety). If towards the end of this part of the discussion, no one has brought up a certain topic, introduce it into the discussion.
- **What do you value about your community?** What aspects of your community do you consider important? This is asking the participants what makes them proud of their community (this isn't necessarily the same as a strength of a community but what the individuals value for themselves and their families).



For the Facilitator...

Here are some important points to remember...

- ◆ Although you are leading the discussion, stay in the background and let the participants have their say
- ◆ Be sure that the group stays on topic
- ◆ Don't let one person dominate the discussion, encourage those who haven't talked to express their opinions
- ◆ One way to show the group that you are listening is to paraphrase what they are saying and ask them to confirm if it is accurate
- ◆ Be sure to note down the focus group details: time, place, location, number of attendees etc.

4. Ending the Focus Group

- ◆ Before ending the focus group, the facilitator should do a quick summary of what was discussed and highlight some of the main points.
- ◆ End the discussion by thanking everyone for participating and letting them know what the next step will be (developing the survey). If they want more information on how they could help, direct them to the program manager.
- ◆ We recommend sending a thank you card to all of the participants as a gesture of your appreciation and letting them know how to contact the agency if they want to continue helping in this process. This is a good way of getting some volunteers to help with the upcoming data collection.
- ◆ Announce when the survey will be ready and recruit their help if residents express interest in helping with the data collection and also invite them to upcoming the public forum.

5. After the Focus Group

After the focus groups are complete, compile all of the answers to each of the three questions in a list. When compiling these answers, they should be categorized into different areas or dimensions that were part of the discussion (e.g. transportation, daycare, health services). This represents the beginnings of your needs assessment survey. Present these items to your needs assessment partnership and start discussing how these will be incorporated into the survey. Have service providers, staff, board members and relevant partners review the list and add items if appropriate.



C. Creating the Needs Assessment Survey

Items on the survey are based on information provided in the several focus groups and is also adapted from several other community needs assessment surveys. The survey consists of 3 parts; a 30-35 item questionnaire, several open-ended questions regarding concerns and strengths of the community, and a demographics page. We recommend that agencies adapt this survey to fit their needs (See Appendix A for a copy of a needs assessment survey). If there are any other relevant questions regarding the agencies own services, they can be adapted into this survey.

1. When Developing a Survey

- ◆ Have members of the needs assessment partnership check each item for accuracy and completeness
- ◆ Have various stakeholders check the wording of the items. Is it user-friendly? Is it clear and simple? This includes pilot testing the survey with a few participants.
- ◆ Make sure all key areas are covered (e.g. education, health, safety, housing etc.)
- ◆ Make sure that you have accurate translations of the survey when needed (see Appendix B for Spanish version)
- ◆ Check the list of items yielded from the focus groups.
- ◆ Write affirmative simple statements.
- ◆ Make sure each item is asking only one question.
- ◆ Delete repeated items that are worded differently
- ◆ The demographics page is placed at the end of the survey and it provides a descriptive profile of the individual respondents.

We also included several open-ended questions within the survey. This qualitative component allows the respondent to voice their opinion and to add what they feel is important in their community. These questions could include:

1. What are 3 things you like most about living in your community?
2. What are 3 things you would like to improve about your community?
3. What is an effective way to get residents involved in their community?

The survey consists of items that have 2 corresponding questions. One question asks about that person’s opinion on the importance of that issue and the other asks about the person’s satisfaction regarding the community’s efforts to address the issue (taken from Fawcett et al.). When respondents are asked to rate the satisfaction and importance for each item, the strengths and concerns of the community can be identified. The items that are rated high in importance and low in satisfaction represent a **concern** in the community. Items that are rated high in importance and high in satisfaction indicate a **strength** in the community.

For example

	How important is this To you...				How satisfied are you with...				
Availability of good grocery stores	1	2	3	4	1	2	3	4	
Availability of affordable daycare centers	1	2	3	4	1	2	3	4	
The above scale is: Please circle the appropriate score using the following scale:									
1 = completely unimportant					1 = completely unsatisfied				
2 = unimportant					2 = unsatisfied				
3 = important					3 = satisfied				
4 = very important					4 = very satisfied				

III. Needs Assessment Survey Data Collection

Once you have developed your needs assessment survey, you can now begin data collection!

- There are several important aspects of data collection besides administering a door-to-door survey that need to be considered. A needs assessment survey of this nature could be distributed in several ways. This includes mailing the survey to a random sample or mailing to all of the relevant population (everyone on a mailing list).
- Although different ways of data collection have been used in needs assessment, our experience has been that ethnic communities (e.g. Hispanic and African American residents) tend to respond better to the door-to-door method rather than a mailed survey.

Prior to data collection, you need to...

- ◆ Select the geographical areas to be surveyed
- ◆ Decide if you will use an incentive to give to people if they complete the survey
- ◆ Decide on community public forum dates (usually 2) where the residents can discuss the findings. Confirm the location, date, time, and place and make a flyer to hand out while you are collecting data
- ◆ Put together the data-collection kits
- ◆ Set aside time prior to data collection to have a training session for your data collectors on the appropriate and safe way to collect data

A. Obtaining a representation of your community

If the survey is relevant to all community residents then the community should be randomly sampled in order to obtain a true representation of the community. This requires obtaining a map of the community and highlighting all of the blocks that fall into the geographic boundaries that were set in the preliminary planning meetings. Choose how many blocks you wish to sample, for example if there are 10 data-collecting pairs and each pair is responsible for 4 blocks, then you will randomly choose 40 blocks. Continuing with this example, equally divide your highlighted map into 10 areas (approximately equal is fine) and number the individual blocks within each of the 10 areas. For example, if each of the 10 areas consists of 40 blocks, then label each block from 1 to 40 and also number 40 pieces of paper from 1 to 40 and place them in a container. Randomly choose 4 pieces of paper for each of the 10 areas. The first three numbers you choose are the blocks that will be surveyed and the fourth represents an alternate block that can be surveyed if time permits. Make sure to exclude blocks that only have schools, parks or industrial sites as they often take up an entire block (these are often indicated on the map).

- For door-to-door data collection, we suggest forming dyads with staff from the sponsoring agency or people from the community with the staff from other partners (e.g. students, community fellows).
 - You will instruct all of your data collecting dyads that once they start on one corner of the block (e.g. the south-west corner), they should count two houses and knock on the third house and to continue this pattern until they finish the block.

Double – check...

- ◆ Before you begin to randomly select the blocks to be surveyed, meet with the needs assessment partnership, particularly those who know the area very well and block off any area that might be considered extremely dangerous (i.e. would put the data collectors at extreme risk) such as areas that have as high gang activity or violence.
- ◆ After randomly selecting the blocks using the above method, double check with agency staff if the areas to be surveyed are relatively safe.
- ◆ As a fail-safe, we recommend that you double-check your surveyed areas with an outside source preferably someone from the community. For example, contact another local agency and have someone look over your map



B. Providing incentives

We recommend that as a gesture of your appreciation for completing a survey that you offer the potential respondents something that could also act as an incentive to participate. For example, you could provide \$5 or \$10 dollar gift certificates to a local grocery store or video store. This would be one way of helping a fellow community member and would reinforce the importance of small businesses within the community. If resources are not available for an incentive, you could offer the residents a chance to enter a \$20.00 raffle.

C. Flyers advertising the public forum

As will be discussed later, the public forums are held so community residents can discuss the findings of the needs assessment survey. It is important that you give survey respondents the information pertaining to the public forum when they are doing the survey so that they know you fully intend to bring the findings back into the community. Prior to data collection date confirm the location (e.g. local church or library), date, and time in order to make the flyers that will be handed out while collecting data.

D. Getting ready to collect surveys

- Provide a training session on how to administer a door-to-door survey, how to be safe, and answer any questions. Go through the survey a few times to make sure it will be administered in a consistent manner. It is best to provide this training right before the data collection (See Appendix C for training session agenda).
- Organize the data-collecting volunteers into dyads. One person from the university side and one person from the agency or the community. This allows for a safer entry into the community.
- If you are working in a strong bilingual community, we recommend that at least one of the people in each dyad speak another language (e.g. Spanish).
- Instruct the dyads to conduct the survey outside of the resident's home (e.g. the porch).
- Data collection dates and times should be selected based on when residents are more likely to be home. For example, in the urban community that we surveyed, we collected data on a Saturday morning after 10:00 am.



1. Data Collection Kit

Here is a list of what you should include in your data-collection kit for each dyad

- ◆ **Envelope #1:** Taped to a large envelope is a map with the dyad's 3 blocks to be surveyed and the alternate fourth block highlighted in a different color. On the map, you should include emergency contact numbers (e.g. agency number, cell phone numbers etc.) In the envelope are all of the blank surveys, several pens, a back-up copy of the map with the dyad's four blocks highlighted
- ◆ **Envelope #2:** Taped to the large envelope is a sign-in sheet that the respondent must sign as proof that they have received the incentive for completing the survey. In the envelope, agency paraphernalia (e.g. brochures, pens, stickers etc.), the flyers advertising the upcoming public forums, and the incentive (e.g. usually a \$5 –\$10 gift certificate).
- ◆ **Clipboard:** containing a tracking sheet to keep track of the houses that have been visited (See Appendix E for example).



E. Administering the Door-to-Door Survey

- ◆ Clearly read each item of the survey and repeat what the scale represents (e.g. important, not important etc.) as many times as necessary.
- ◆ Read the survey in such a way that both the data-collector and the respondent can see the survey and so that the respondent can correct any misunderstandings as the data-collector fills in his/her responses.
- ◆ When writing down the answers to the open-ended questions, do not paraphrase what the respondent is saying but write down the exact words
- ◆ Once the survey is complete, hand the respondent information on the agency and the upcoming public forum and give them their “thank-you” gift. Have them sign a sheet of paper saying that they received the thank-you gift.

IV. Summarizing and Disseminating the Needs Assessment Survey Results

A. Summarizing the Data

To compute the results of the survey, you will likely have to use a computer database or computer-analysis program such as ACCESS or SPSS. For this particular survey design we are comparing importance and satisfaction of each item. By using a program like SPSS, we can calculate cross-tabulations to see what percentage of respondents fit into the four possible categories with respect to the survey items. Of the four possible combinations of survey responses, the two that should be your focus are:

- 1) Items ranked as important/very important and unsatisfied/very unsatisfied (a concern)
 - 2) Items ranked as important/very important and satisfied/very satisfied (a strength)
- See Appendix H for instructions on how to calculate these cross-tabulations

The next step in summarizing the data is to prepare a one page summary of the main strengths and concerns identified by the survey respondents. This usually is in the form a “top five” list of concerns and strengths. This one page summary will be what you may present to the needs assessment committee as the main findings and it will also be part of the agenda for the public forum.



B. The Public Forums

The public forum, unlike the focus groups is open to anyone who is interested in attending. The purposes for the public forums are to: (a) discuss the major issues brought forth by the respondents in needs assessment survey and (b) provide public forum participants the opportunity to discuss possible solutions to the issues of concern.

1. Planning the Public Forum

- ◆ Find a location, such as public library or a local church that is accessible and centrally located in the community.
- ◆ Reserve the location for 2 dates for at least 3 hours each (usually in the evening)
- ◆ Arrange for child care services or interpreter services as needed.
- ◆ Prepare a public forum flyer to be distributed during data collection, via mailing lists etc.
- ◆ Try to contact as many people as possible via telephone, especially those who participated in the focus groups or in the data collection.
- ◆ Advertise the public forums on community bulletin boards, other agencies, churches, local newspapers and radio stations.
- ◆ Make food arrangements.

2. Resources Needed for the Public Forum

- ◆ A summary sheet for the participants outlining the major issues brought up in the survey (See Appendix I for example).
- ◆ Overhead projector, blank transparencies, and markers
- ◆ Copies of the survey
- ◆ Name tags and a sign in sheet
- ◆ Poster paper and markers to record suggestions made by participants
- ◆ Refreshments



3. Conducting the Public Forum

- ◆ Registration and Refreshments
- ◆ Introductions: Call the group to order and introduce the facilitators and other members of the needs assessment committee present. Describe the purpose of the public forum and phases already completed.
- ◆ Present a summary of the results: This is usually in the form of the top 5 strengths and concerns of the community
- ◆ Discuss the strengths of the community and how to reinforce them –write down ideas on the poster paper
- ◆ Discuss the dimensions of concerns of the community and possible solutions – write down the ideas on the poster paper
- ◆ If the group is large enough, you can break up into several sub-groups and tackle individual areas – its dimensions and possible alternative solutions. Once they have completed the group discussions, the participants should come back into the large group and discuss the solutions to the problems they discussed.
- ◆ Let the group know what the next step will be. The agency will take their ideas and start to plan to implement or further discuss the solutions.
- ◆ Wrap-up by thanking all of the participants and volunteers. If possible, you can also thank your participants by holding a raffle for a door prize or sending them a thank you card.

4. How to get a discussion started...

Here are some questions that you can ask your group.

1. Why does this issue represent a problem?
2. How are you as an individual affected by this problem?
3. What can be done to address this problem?
4. What have other communities done to deal with this problem?

V. Writing the Final Report

An overall report of the needs assessment findings is necessary in order to provide written proof that an assessment was carried out and the report can serve to answer any questions regarding the process or findings of the needs assessment. Here is an example of what a final report looks like

A. Report Outline

- ◆ Executive Summary: This is a short version of the overall report that includes the purpose of the needs assessment, a very brief description of what each phase involved, the results, and the conclusions (1 page).
- ◆ Chronology of Events: From the beginning meetings to the development of the final report (1 page).
- ◆ Brief Agency History (1 page)
- ◆ Description of Current Study: This page details the purpose and steps involved (1 page).
- ◆ Participant Profile: This page includes graphs and tables describing the sample that you surveyed (e.g. gender, ethnicity, level of education, age, number of years living in the community)
- ◆ Brief Report: List the top 5-10 concerns and strengths identified by residents in the survey (1 page)
- ◆ Open-Ended Survey Responses: If any qualitative questions were included in the survey, you can include a sample of responses on this page
- ◆ Community Forum Discussion: This is a summary of issues discussed at the public forums. This section can be divided into the separate issues discussed. For example:
 - A. Issue: Community Safety
 - Dimension of the Issue: What participants had to say about the issue
 - Suggestions for Action: Participant suggestions on how to realistically deal with issue
- ◆ Recommendations: These recommendations need to be feasible and realistic because any recommendations that require major programmatic changes will often be dismissed by the stakeholders.

B. Once the report is completed we recommend:

- Conduct planning sessions with all interested partners to discuss the needs assessment process and results
- Disseminate the report to all who could benefit or might address the issues discussed such as an advisory board, block clubs, CAPS and other grassroots organizations
- Provide assistance in planning and action-taking

Appendices

Appendix A
Community Needs Survey
English Version

Instructions: I am going to read some statements to you. I would like you to tell me two things about the statement: how important it is to you that the following services are in your community, and how satisfied you are with each service in Humboldt Park.

Please circle the appropriate score using the following scale:
 1=completely unimportant 1=completely unsatisfied
 2=unimportant 2=unsatisfied
 3= important 3=satisfied
 4=very important 4=very satisfied

	How important is This to you ...				How satisfied are you with ...			
	1	2	3	4	1	2	3	4
1. Availability of good grocery stores	1	2	3	4	1	2	3	4
2. Availability of affordable daycare centers	1	2	3	4	1	2	3	4
3. Quality of daycare centers	1	2	3	4	1	2	3	4
4. Affordability of prescription drugs	1	2	3	4	1	2	3	4
5. Quality of teaching at schools	1	2	3	4	1	2	3	4
6. Safety at schools	1	2	3	4	1	2	3	4
7. Affordability of medical services	1	2	3	4	1	2	3	4
8. Well lit streets	1	2	3	4	1	2	3	4
9. Response time of police to emergency calls	1	2	3	4	1	2	3	4
10. Timely garbage collection	1	2	3	4	1	2	3	4
11. Availability of parks and recreation facilities	1	2	3	4	1	2	3	4
12. Availability of employment opportunities for adults	1	2	3	4	1	2	3	4
13. Availability of adequate transportation	1	2	3	4	1	2	3	4
14. Opportunity for you and your family to improve and make decisions that affect the community (councils,CAPS)	1	2	3	4	1	2	3	4
15. Availability of supervised after school youth activities (educational, cultural, recreational)	1	2	3	4	1	2	3	4
16. Availability of youth employment opportunities	1	2	3	4	1	2	3	4
17. Opportunity to participate in religious activities at local churches	1	2	3	4	1	2	3	4

	How important is This to you ...				How satisfied are you with ...			
	1	2	3	4	1	2	3	4
18. The city's response to sanitation complaints (Pests i.e. rats, raccoons and trash)	1	2	3	4	1	2	3	4
19. Access to affordable housing	1	2	3	4	1	2	3	4
20. Access to quality housing	1	2	3	4	1	2	3	4
21. Access to information about city and county resources available to Humboldt Park residents	1	2	3	4	1	2	3	4
22. The Block Club Federations activities	1	2	3	4	1	2	3	4
23. The information given out by CAPS to community residents	1	2	3	4	1	2	3	4
24. The effectiveness of the CAPS meetings in your neighborhood	1	2	3	4	1	2	3	4
25. The assistance provided by CAPS in dealing with drug and gang activity	1	2	3	4	1	2	3	4
26. The use of speed bumps to reduce speeding cars (streets and/or alleys)	1	2	3	4	1	2	3	4
27. Neighbors taking care of the appearance of their homes	1	2	3	4	1	2	3	4
28. Availability of small businesses in the community	1	2	3	4	1	2	3	4
29. Opportunities available to open small businesses in the community	1	2	3	4	1	2	3	4
30. Availability of agencies providing services to adults	1	2	3	4	1	2	3	4
31. Availability of agencies providing services specific to youth	1	2	3	4	1	2	3	4

Instructions: **Please answer the following questions with YES/NO.**

1. Have you heard of YSP Universal Record Store?	YES	NO
2. Have you purchased anything from Universal Record Store?	YES	NO
3. Did you attend the Grand Opening of Universal Record store?	YES	NO

Appendix B
Community Needs Survey
Spanish Version

Instrucciones: le voy a leer algunas frases. Me gustaría que me diga dos cosas acerca de cada frase: qué tan importante es para usted que hayan estos servicios en su comunidad, y qué tan satisfecho(a) está usted con cada uno de esos servicios en Humboldt Park.

Por favor, circule el número apropiado usando la siguiente escala:

1=completamente sin importancia	1=completamente insatisfecho(a)
2=sin importancia	2=insatisfecho(a)
3=importante	3=satisfecho(a)
4=muy importante	4=muy satisfecho(a)

	Qué tan importante Es esto para usted ...				Qué tan satisfecho(a) está usted ...			
	1	2	3	4	1	2	3	4
1. Facilidad de acceso a buenos supermercados	1	2	3	4	1	2	3	4
2. Facilidad de acceso a centros de cuidado infantil a precios razonables	1	2	3	4	1	2	3	4
3. Calidad de los centros de cuidado infantil	1	2	3	4	1	2	3	4
4. Acceso a medicinas a precios razonables	1	2	3	4	1	2	3	4
5. Calidad de la enseñanza en las escuelas	1	2	3	4	1	2	3	4
6. Seguridad en las escuelas	1	2	3	4	1	2	3	4
7. Servicios médicos a precios razonables	1	2	3	4	1	2	3	4
8. Suficiente alumbramiento en las calles	1	2	3	4	1	2	3	4
9. Tiempo que la policía tarda en responder a llamadas de emergencia	1	2	3	4	1	2	3	4
10. La basura es recogida a tiempo	1	2	3	4	1	2	3	4
11. Facilidad de acceso a parques y áreas de recreación	1	2	3	4	1	2	3	4
12. Existencia de oportunidades de empleo para adultos	1	2	3	4	1	2	3	4
13. Existencia de buena transportación pública	1	2	3	4	1	2	3	4
14. Oportunidades para usted y su familia de participar en decisiones para mejorar su comunidad	1	2	3	4	1	2	3	4
15. Existencia de actividades supervisadas para jóvenes después de la escuela (educativas, culturales, recreativas)	1	2	3	4	1	2	3	4
16. Hay oportunidades de empleo para jóvenes	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4

	Qué tan importante Es esto para usted ...				Qué tan satisfecho(a) está usted ...			
	1	2	3	4	1	2	3	4
17. Hay oportunidades para participar en actividades religiosas en las iglesias de la comunidad	1	2	3	4	1	2	3	4
18. La respuesta de la ciudad a denuncias de sanidad (ratas, raccoons, recolección de basura)	1	2	3	4	1	2	3	4
19. Acceso a casas a precios razonables	1	2	3	4	1	2	3	4
20. Acceso a casas de buena calidad	1	2	3	4	1	2	3	4
21. Acceso a información acerca de recursos en la ciudad y condado que están disponibles para los residentes de Humboldt Park	1	2	3	4	1	2	3	4
22. Las actividades del federacion de cuadras	1	2	3	4	1	2	3	4
23. La información que CAPS proporciona a los residentes de la comunidad	1	2	3	4	1	2	3	4
24. La efectividad de las reuniones de CAPS en su barrio	1	2	3	4	1	2	3	4
25. La ayuda de CAPS para combatir actividades de drogas y pandillas en la comunidad	1	2	3	4	1	2	3	4
26. El uso de topes de velocidad para reducir la velocidad de los carros en las calles y callejones	1	2	3	4	1	2	3	4
27. El cuidado que tienen los vecinos por mantener la buena apariencia de sus casas	1	2	3	4	1	2	3	4
28. La existencia de pequeños negocios en la comunidad	1	2	3	4	1	2	3	4
29. Las oportunidades que hay para abrir pequeños negocios en la comunidad	1	2	3	4	1	2	3	4
30. La existencia de agencias que proveen servicios para adultos en la comunidad	1	2	3	4	1	2	3	4
31. La existencia de agencias que proveen servicios para jóvenes en la comunidad	1	2	3	4	1	2	3	4

Appendix C
Everything You Wanted to Know About Door-to-Door Surveying
But Were Afraid to Ask
Youth Service Project Data Collection
April 15, 2000

So what's up for today?

8:30 - 8:45	Have a donut, blueberry bagel and a cup of coffee
8:45 - 9:45	The Professor (Yolanda Suarez-Balcazar) speaks about methodology
9:45 - 10:00	Travel to your surveying destination
10:00 - 1:00	Do some assessing!!!!
1:00 to	Return to homebase for some pizza

What is this needs assessment business?

Youth Service Project currently helps organize block clubs and neighborhood events, which is known as community organizing. The purpose of this assessment is to help them move towards a community building approach, which means involving local businesses, schools, churches, etc. in addressing neighborhood issues and concerns.

Your mission if you choose to accept it....

1. In envelope #1 you will find copies of both Spanish and English surveys (5 of each).
2. In envelope #2 you will find gift certificates, YSP pamphlets and flyers to give to each participating household.
3. You will be given 7 record store gift certificates. One for each participating household.
4. You will be given a file folder to keep consent forms in, separate from the survey envelope.

The how-to of your mission....

1. You will be assigned to a dyad for entry into the community. Each dyad will receive the above supplies for their area.
2. You will be given a map of your area, with the blocks to be assessed marked with diagonal lines. There are 3 blocks in the same color, these are your primary blocks. You will also see a 4th block in a different color, this is your alternate block. Your alternate block is to be used if you don't get all 7 surveys on the first 3 blocks, or if a certain block is inaccessible for a given reason (see below).
3. You and your partner need to decide which block to start on, once that block is chosen, you need to start at the southeast corner, knocking on the door of the first house on this corner facing east. To select houses on the remainder of this block, you need to count 3 houses and knock on the door of the fourth house. Once you have completed sampling on this block, move to the next block, again starting on the southeast corner and following the above outlined process.
4. Once a house is selected, quickly assess whether you feel it is safe to approach. If it is, knock on the door and ask to speak with an adult member of the household (18+).
5. Once the adult comes to the door, greet them and ask if you can have a minute of their time. If they agree read the consent form, which explains who you are and what you want.
6. If they say no, say thank you and leave.
7. If they agree, ask if there are questions about the consent form and if not have them sign it, and you must sign it as well. Once this done, remove the consent form and place it in the blue file folder.
8. Then proceed with the survey.
9. After completing the survey, have them sign for the gift certificate, then give them the gift certificate and YSP information. When giving the flyer make sure and explain that the public forums will be held to discuss the results of the assessment.
10. Ask if they have any questions, if not say thanks and leave.
11. Once you return to the sidewalk, fill out the tracking sheet specific for that household.

Rules of engagement

1. Trust your instincts, if you don't have a good feeling about the environment, don't go.
2. Emergency contact numbers are on the tracking sheets.
3. Remember we want this to be FUN but we also want to collect reliable and useful data.

Appendix D

Good morning,

We are from Youth Service Project and Loyola University Chicago and we would like to invite you to answer some questions about your community. Your opinion about the assets and concerns of Humboldt Park is important and that is why we are asking for your help. The information you give us will be used by Youth Service Project to develop a Community Building program. A program that will help you address the needs of your community.

If you agree to complete the survey you will receive a \$10 gift certificate to Universal Music and Art Shop. Your participation in this survey is completely voluntary and your answers will be kept confidential.

It will take about 15 minutes to complete the survey. It is divided into 3 parts. The first section identifies community issues that may be important to people in Humboldt Park, and we want your opinion about how important these issues are for you and how satisfied you are with these issues in your community. The second part of the survey consists of some open-ended questions about your community and Youth Service Project. Finally, the third section covers important demographic data that helps us to identify particular characteristics of Humboldt Park.

Researcher

I, _____ state that I am over 18 years of age, have read this form, and am freely and voluntarily willing to participate in this interview

Signature

Date

Appendix D

Buenos días:

Somos de la organización comunitaria Youth Service Project y la Universidad de Loyola. Queremos invitarle a contestar algunas preguntas acerca de su comunidad. Queremos saber sus opiniones acerca de cuáles son los aspectos positivos y cuáles son los problemas de Humboldt Park. Sus opiniones son muy importantes para nosotros. La información que usted nos dé será usada por Youth Service Project para diseñar un programa de desarrollo de la comunidad. Este programa ayudará a atender las necesidades de esta comunidad.

Si usted está de acuerdo en completar la entrevista, usted recibirá un certificado de \$10.00 para la tienda de música Universal Music and Art Shop. Su participación en esta entrevista es completamente voluntaria y sus respuestas serán confidenciales.

Le tomará aproximadamente 15 minutos para completar la entrevista. La entrevista está dividida en 3 partes. La primera sección identifica asuntos de la comunidad que pueden ser importantes para las personas en Humboldt Park; nosotros queremos saber su opinión acerca de qué tan importantes son estos asuntos para usted, y qué tan satisfecho(a) está usted con estos aspectos de su comunidad. La segunda parte de la entrevista consiste en algunas preguntas acerca de su comunidad y Youth Service project. Finalmente, la tercera sección tiene preguntas demográficas que nos ayudarán a identificar las características de Humboldt Park.

Muchas gracias

Investigador(a)

Yo, _____ declaro que tengo más de 18 años de edad, he leído esta carta, y he decidido voluntariamente participar en esta entrevista

Firma

Fecha

Appendix F

YSP NEEDS ASSESSMENT PUBLIC FORUM JUNE 8, 2000 AGENDA

- 1. Welcome the community residents – Lucy**
 - **introduction of YSP and Loyola members**
 - **resident introductions (only if a small group)**

- 2. Purpose of the public forum – Lazaro**
 - **why the needs assessment is being conducted**

- 3. Survey results - Mindy and Aparna**
 - **brief review of assessment process (focus group, survey development, door-to-door canvassing, and public forum)**
 - **explain the design of the survey (importance vs. satisfaction)**
 - **survey results (as seen on forum handout)**

- 4. Discussion of Issues - Yolanda and Lazaro**
 - **examine the dimensions of the issues**
 - **brainstorming ideas/solutions**

- 5. Raffle of 2 Universal Gift Certificates – Mindy and Aparna**

- 6. Thanking the participants – Lucy**
 - **encourage community residents to sign up if interested in being on a YSP mailing list or being a volunteer**

Demographics

- 1. Gender: Male Female
- 2. Age: 18-24 25-40 41-65 65+
- 3. Put an "X" on the line next to your race/ethnicity.
 - American Indian
 - Asian
 - Black
 - Mexican
 - Puerto Rican
 - White
 - Other: (Please specify: _____)
- 4. Number of adults living in household _____ Number of children living in household _____
- 5. Highest level of education completed:
 - Some education (grammar school/high school)
 - High School/GED
 - Some College
 - Associate's Degree
 - Bachelor's Degree
 - Graduate/Professional School
- 6. How many years have you lived in this community? _____
- 7. Do you own or rent your home? RENT OWN
- 8. Given the opportunity would you move out of this neighborhood? YES NO

THANK YOU!

THANK YOU!

THANK YOU!

THANK YOU!

THANK YOU!

Appendix G

Spanish

5. En general, qué tan satisfecho(a) o insatisfecho(a) está usted con su barrio como un lugar para vivir?

1 = completamente insatisfecho(a)

2 = insatisfecho(a)

3 = satisfecho(a)

4 = completamente satisfecho(a)

6. Cuáles son las 3 cosas que más le gustan de su barrio?

7. Cuáles son las 3 cosas que a usted le gustaría cambiar/mejorar en su comunidad?

8. De qué manera efectiva se puede hacer que los residentes participen más en la comunidad?

Información Demográfica

1. Sexo: Hombre Mujer
2. Edad: 18-24 25-40 41-65 65+
9. Por favor coloque una “X” cerca a su identificación ethnica o raza. Es usted:
- Indio-Americano
 - Asiatico
 - Afro-Americano
 - Mexicano
 - Puerto Riqueno
 - Blanco
 - Otro: _____
5. Número de adultos viviendo en la casa _____ Número de menores viviendo en la casa _____
6. Cual es el nivel de educación más alto que usted ha alcanzado
- Algo de Secundaria
 - Secundaria/GED
 - Algo de universidad
 - Diploma de estudios de 2 años
 - Diploma universitario (college)
 - Estudios de postgrado
7. Cuántos años ha vivido usted en esta comunidad? _____
8. Usted renta la casa donde vive, o es suya? RENTO DUEÑO(A)
9. Si usted tuviera la oportunidad, se mudaría de este barrio? SI NO

Muchas Gracias!

Appendix H Calculating Cross-Tabs

To identify the concerns and strengths from the needs assessment data we used SPSS. The following steps can be used to analyze needs assessment data which is collected using the important/satisfaction approach discussed in this guide.

1. Enter data into an SPSS data sheet.
2. Recode the data so that very important and important are represented by the same number, and very unimportant and unimportant are represented by the same number. Do the same for the satisfied variables. Recode the data so that very satisfied and satisfied are represented by the same number and very unsatisfied and unsatisfied are represented by the same number. This can be done using the RECODE command in SPSS.
3. For each item cross the important variable with the satisfied variable. Use the CROSS-TAB command in SPSS to do complete this task. Depending on the number of items in the survey this can take a significant amount of time.
4. After running the CROSS-TAB command an output window will appear. This window will contain a box divided into quarters.

	Important	Unimportant
Satisfied	Strength	-----
Unsatisfied	Concern	-----

The 2 areas that you will be interested in are the one that is the box where important and satisfied cross. This box will be how you identify the strengths. The other box you are interested in is where important and unsatisfied cross. This box represents the concerns.

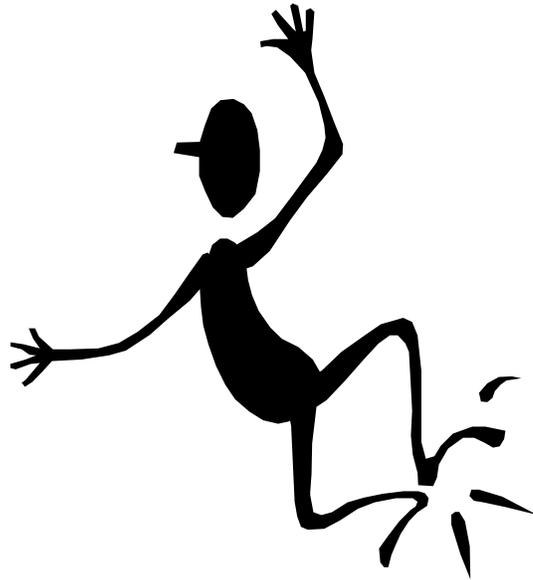
5. In each box there will be several percentages, you are interested in the total percentage in each box. For example, in the strength box, the total percentage indicates the percent of respondents for that question who ranked the issue as important and being satisfied.

To identify the strengths and concerns you must determine a cut-off percent. For example, our cut-off was 50%, so every item that had a total percentage of 50% or greater in the important/satisfied was considered a strength. Every item that had a total percentage of 50% or greater in the important/unsatisfied category was considered a potential concern. It is important that the needs assessment committee adapt this cut-off percent for each specific project.

Appendix I

INTERESTED IN YOUR COMMUNITY?

*Join Us to Discuss the Results of the Youth
Service Project's Needs Assessment Survey!*



Join us for 1 of 2 public forums

WHEN: May 25, 2000 or June 8, 2000

TIME: 6:00 p.m.

PLACE: Maternity Blessed Virgin Mary Church

3647 W. North Ave.

(In between Monticello and Lawndale)

***** Refreshments will be provided *****