

21st CCLC Needs/Resource Assessment Template

Working with your co-applicant, use this template to document the work done in your community to identify the needs of the students, their families and the community you are serving, as well as the resources that currently exist and could be built upon with a 21st CCLC grant.

Needs Assessment: To best serve the needs of the students, families, and communities, applicants must conduct a local needs **and** resources assessment prior to submitting the application. The needs assessment should include an appraisal of the cognitive, social, emotional, physical, and moral development needs of the youth population to be served.

Using the template the needs and resources assessment should be conducted prior to the submission of the application and include, at a minimum, an appraisal of the availability of community resources (e.g., drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs). A gap analysis must be conducted on the data collected including an identification of the strengths and weaknesses of the youth developmental needs, parent and family engagement needs, and available community services.

STEP 1: NEEDS AND RESOURCES ASSESSMENT

- Summarize the comprehensive needs assessment by describing the process used with the school and community to determine the need for the project in the community, the availability of resources for the center, and the data used to determine the need.
- For each school being proposed to serve, indicate the school's mobility rate as found on the [Illinois Report Card](#) and describe the strategies that will be employed to secure regular participation of students and/or parents in the program. In addition to needs associated with poverty and academic performance, our children and youth also have additional learning, social, emotional, and behavioral needs. Additional student needs (or community needs which may affect students) may include, but are not limited to:
 - ✓ Student Achievement Data
 - ✓ School Attendance
 - ✓ Homework Completion
 - ✓ Motivation to Learn
 - ✓ Community or County Unemployment Data

- ✓ College and Career Readiness Data (including available resources such as soft skills training, adult literacy programs, etc)
 - ✓ 5Essentials Data or other school climate and culture survey data
 - ✓ Community Participation
 - ✓ Relationships with Peers and/or Bullying
 - ✓ Chances for Leadership and/or Self-Direction
 - ✓ Healthy Choices
 - ✓ Household/Community Environment (e.g., drinking water, lead paint, etc.)
 - ✓ Full Meals for Food Insecure Children and Youth
 - ✓ Collaborating with the Community to Provide Medical, Dental, and Mental Health Supports and Services
 - ✓ Addiction/Treatment/Substance Abuse Data
 - ✓ Parent Incarceration
 - ✓ Demographic Data
 - ✓ Student Behavioral Data
 - ✓ Teen Pregnancy/Birth Rates
 - ✓ Number of Homeless Children/Families
 - ✓ Number of Neglected, Delinquent, and Migrant Youth
 - ✓ Any other relevant data or wrap around services
- Provide evidence of the need and resources including the source and year the data was collected.
 - Use the most recent data from the need determined in the previous bullet available and the data that best represents the schools and geographic area. Self-reported survey results must have been compiled within the past two years (i.e., since 2017). This survey results should be included in the narrative.

Paragraph Summary of Needs and Resources Assessment Process

A large, empty rectangular box with a thin black border, intended for a paragraph summary of the needs and resources assessment process. The box is currently blank.

Complete Needs and Resources Template

Need Element	Who Was Involved	What Was Found (Needs ("N") and Resources ("R"))	How Was Evidence Gathered?	Additional Information, potential strategies that will be addressed
<p>Example 1: Student/Family Food Insecurity</p>	<p><i>District Staff, DHS County Office, County Food Depository, Parents, County Faith Organizations</i></p>	<ul style="list-style-type: none"> • <i>N: 90% of School A's students FRPL eligible; 64% School B's students FRPL eligible; 65% families SNAP eligible; families served by County Food Bank increased by 12% in 2018</i> • <i>N: Additional Support needed to a) identify students and families who qualify for assistance and b) provide connection to resources</i> • <i>N: Barriers to knowledge about available resources, sign</i> 	<ul style="list-style-type: none"> • <i>DHS SNAP statistics</i> • <i>2017 FRPL statistics by eligible school</i> • <i>2017 Parent survey</i> • <i>2018 community meeting on key issues</i> 	<ul style="list-style-type: none"> • <i>Weekend/Summer food backpack program piloted in fall 2018—will make priority in action plan to expand</i> • <i>Individual family outreach was identified as a preferred approach to increasing service provision</i>

		<p><i>up process need to be addressed</i></p> <ul style="list-style-type: none"> <i>R: DHS County Office, SNAP program, Food Depository Resources, Local churches, United Way services could serve as stronger access/resource points for families</i> 		
<p>Example 2: Community/School dropout rate</p>	<p><i>District staff, teachers, students, former students, Community College X</i></p>	<ul style="list-style-type: none"> <i>N: 22% of 9th grade students at HS A failing 1st semester English, 34% failing 1st semester math in 2017</i> <i>N: 19% drop in enrollment between 2013 freshman entering class and 2017 graduating class</i> <i>R: Community College X</i> 	<ul style="list-style-type: none"> <i>student report cards (# of students failing graduation required courses in freshman year,</i> <i># of students enrolled freshman year vs. #of students graduate at completion of senior year</i> <i>Student surveys</i> <i>De-enrolled student interviews</i> 	<ul style="list-style-type: none"> <i>Community college On Track program could serve as model to be implemented in high school, potential tutors could be supplied from program</i>

		<p><i>Freshman On Track program, resource center</i></p> <ul style="list-style-type: none"> • <i>R: County Mentor Connection Program</i> 		
<p>Example 3: Homelessness</p>	<p><i>District Staff, Homeless Action Network staff</i></p>	<ul style="list-style-type: none"> • <i>N: 12% of students experienced homeless in 2018</i> • <i>R: Homeless Action Network can place/track identified families in temporary housing</i> <p><i>N: Additional support is needed to connect families to available resources (e.g., SNAP, unemployment, job opportunities for families, legal)</i></p>	<ul style="list-style-type: none"> • <i>DHS statistics</i> • <i>District statistics</i> • <i>Homeless Action Network interview/records</i> 	<p><i>District social work staff or Homeless Action Network contact each other when a student is identified as homeless and provides follow up 30-, 60-, 90 days to connect with other needed family resources</i></p>

STEP 2: SUMMARY AND GAP ANALYSIS

Once you have completed the template with the summary of the elements involved, use the narrative to address the results of the needs and resources assessment. **In the chart below, develop a gap analysis of strengths and weaknesses of the youth developmental needs and available community services.**

- The gap analysis would state the baseline data in a variety of areas listed above and target where the program needs to go for each area that is part of the applicant’s program. The difference between where the resource is at currently and where the resource needs to go is considered the gap. Be sure to specifically address student and family needs and the activities that would close the gap.
- Use the gap analysis to draw conclusions and discuss how the proposed program will address those needs. This section should detail what the current local data states about the cognitive, social, emotional, physical, and moral development of the needs of the youth population to be served. Quantitative and qualitative information should be used in your needs assessment tool(s).

Key Gaps (from Step 1)	Baseline Data (from Step 1)	Targeted Program Needs
<p>Example: Student/Family Food Insecurity</p>	<ul style="list-style-type: none"> 90% of School A's students FRPL eligible; 64% School B's students FRPL eligible; 65% families SNAP eligible; families served by County Food Bank increased by 12% in 2018; family surveys report they are unaware of program eligibility requirements, sign up process 	<ul style="list-style-type: none"> Need stronger identification of students/families in need of services. Need more streamlined sign up process Need follow up to ensure families sign up, students and families are receiving eligible benefits, resources Need to create stronger connection between available resources via one central connection point

STEP 3: PROPOSED PROGRAMMING AND SERVICES

- Describe how the proposed program and services will address the needs of the community, the students, and the families, including the needs of working families, in a culturally, competently, and developmentally-appropriate manner to improve the academic performance of the students.
- Describe how you will measure whether these needs are being met through the proposed program and services, or how existing resources are being leveraged.

Key Gaps (from Steps 1 and 2)	Proposed Program(s)/Service(s) to address	How it will address gaps/needs	What/how data will show whether progress is made
<p>Example: Student/Family Food Insecurity</p>	<ol style="list-style-type: none"> 1. Family Food Liaisons: Collaboration between Schools A & B Resource Coordinators, DHS County Office liaison, County Food Depository 2. Expansion of food backpack program based on results of pilot program survey 	<ol style="list-style-type: none"> 1. Identified staff position of Resource Coordinators will develop an outreach plan to identify students/families currently being served with eligibility data. Will also work with school social workers to better key into families who may be eligible but aren't identified as such 2. More students will be identified and served to receive benefits 	<ol style="list-style-type: none"> 1. Intake data on families served will show increase in services, increase in access to services in Year 1. Will also survey families served in Year 1 to determine whether needs are met, improvements/adjustments necessary for Year 2 improvement.
