On School Needs Assessments: What Should Have Been, What Was, and What Needs To Be

An Honors Thesis (HONR 499)

by

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Abstract

Needs assessments are a common tool for social workers who desire to determine how best they can help their clients. Sometimes clients are individuals, sometimes families, and sometimes entire communities or organizations. By detailing my own experience as a social work practicum student in attempting to conduct a needs assessment for Longfellow Elementary School, both in gathering existing data on old needs assessments and beginning the process of gathering new data from a variety of sources, along with the roadblocks and difficulties I encountered along the way, I seek to determine which components are the most essential for a needs assessment and reflect on the reality that nothing ever goes exactly as planned.
Acknowledgements

My deep gratitude goes first to my thesis advisor, Professor Judith I. Gray. Thank you for your patience, your guidance, and the time you took to work through this project with me. There were a lot of twists and turns, and you were with me through each of them. Thank you too for your guidance beyond this project, and for always reminding me that our jobs as social workers can never be divorced from our hearts for people.

Thank you to Barb Stedman for your quick thinking and willingness to help, and to John Mulcahy for your help in navigating the complex organism that is the IRB.

I would also like to thank Leslie Foster for the constant encouragement and guidance, and all the rest of the faculty at Longfellow Elementary School for welcoming me in from day one.

Finally, my thanks to the family and friends who talked me through the stressful points, and to my faithful God, who was never surprised by a twist or turn along the way.
Author’s Statement

Nothing ever goes as planned. This is a simple fact of life. Whether it involves the most basic of strategies or the most complex, something (or many somethings) will go awry. That fact, however, is easily forgotten. When I started planning my practicum as a social work student at Longfellow Elementary School, I had a very specific expectation for what my duties would entail and what my day-to-day work would look like. Part of this plan was conducting a needs assessment of the school for my honors thesis. At first I approached it as I would have other assignments from my academic past—something to complete in order to grow and learn as a student and receive a good grade. But as I became more familiar with Longfellow, growing in love for the people and adapting to the culture, the needs assessment began to become less of an assignment and more of an opportunity. I saw it as an opportunity to give back to a school that had helped me grow as a person and a professional—a school I had begun to care about very much.

I learned very quickly that my tidy expectations for the semester were not going to be met. In fact, for the first few weeks in January school was out of session more than it was in due to cancellations and delays for weather. When the schedule finally evened out, each day was varied... I found myself wondering how I could function without a set of predictable responsibilities, how I’d be able to do my job as a future social worker. Those things that I could anticipate had always acted as a kind of anchor for me. And yet it was this unpredictability, this day-to-day variety, which ended up becoming my favorite aspect of my practicum experience. It forced me to think on my feet, to professionally improvise, and to become comfortable with the idea of being uncomfortable, all of which are key skills in the social work field.
So what does any of this have to do with this thesis? Well, of all the aspects of my practicum from which I had learned to relinquish my (perceived) control, this needs assessment was the most difficult. Perhaps it was because of the romanticized idea I'd had of presenting Longfellow with something that might help them as a sign of gratitude for the time I'd spent there. If I couldn't create the best needs assessment ever, would it be worth anything? What would I be saying to the people there? I hesitated to even consider it. But, of course, nothing went as planned. The needs assessment didn't work out, and became an assessment of needs assessments, which also didn't work out, and became a report of the entire process. I spend some time explaining the details in this paper, but this isn't a list of complaints or excuses about why the needs assessment didn't come to fruition. It's a reflection, in part, about how things change and life goes on anyway.

To explain any further would render the rest of the thesis redundant. It is my hope that whoever reads this will come away understanding the benefit and necessity of school needs assessments, and go about daily life perhaps more reassured that, despite the ways we mess up and regardless of the plans we make that don't pan out, life still goes on. And that’s a good thing.
Introduction

Social workers focus on strengths. We approach everything with what is called the strengths-based perspective, meaning we view problems not as deficits that need to be fixed, but rather as opportunities for clients to use their inherent strengths to overcome obstacles. Entering into my final semester as a social work student, I knew that I wanted to use this perspective as I began my practicum experience at Longfellow Elementary School. Needs assessments are a valuable tool utilized by many social workers, allowing them to identify both the innate strengths and unmet needs of a client, and determine how those strengths are able to address the identified needs. With this in mind, I decided to conduct a miniature needs assessment of the school, with the hope of saving the school some time should it ever desire to conduct a more extensive assessment. Unexpected barriers arose, adjustments were made, and this final thesis is the result.

Relayed in the following pages is a summary of the journey that took place. Starting with the research conducted at the beginning of the semester, I will walk through the steps I took of developing a plan for the needs assessment after compiling information and creating the components. I'll describe the rationale behind the unforeseen changes that had to be made, as well as what I learned from the experience as a whole. Finally, I'll end with some recommendations for the needs assessment process, along with some reflections on how I can revisit this project upon entering grad school.

Gathering Existing Data

There are many different ways needs assessments could be conducted, but the literature is in agreement about their function. A needs assessment “provides a systematic means of gathering data” (Bleyer & Joiner, 2009, p. 217) regarding problems that a specific
population is experiencing. Jonson-Reid (2007) describes the purpose of conducting an assessment as allowing a social worker to identify "assets and barriers [that] exist" so that services can be more usefully focused (p. 235). She also notes that a needs assessment should be "an ongoing process" that involves identifying problems and assessing whether they increase or decrease "during a given time period" (p. 235). Time and resource constraints that came with my own role as a practicum student meant that I would simply not be able to monitor any identified unmet needs for any length of time. Instead, I would have to rely on the perspectives of others who were more familiar with Longfellow. I decided to conduct what McCawley (2009) referred to as an indirect needs assessment, which "asks [...] advisors [...] for their opinions about priority needs and issues" (p. 3).

The Office of Migrant Education (OME), a program within the U.S. Department of Education, proposes a Three-Phase Model of Needs Assessment (OME, 2001). The first phase—Explore "What Is"—involves creating a plan; determining priorities; and identifying sources of data, possible concerns, and modes of measurement. Ultimately, the focus is on laying the foundation for actually obtaining the data. Phase Two—Gather and Analyze Data—is just that: deciding upon sources, collecting data from them, and ascertaining what the most pressing needs are. The third and final phase—Make Decisions—has one prioritizing the identified needs and creating strategies and solutions (OME, 2001). For my needs assessment, I planned on completing the first two phases and partially completing the third, concluding my abbreviated assessment with a suggested priority listing of the needs, and few possible solutions for Longfellow to consider. This decision was supported by the rest of the literature, which followed the same basic process.
of assessing current realities, gathering data, and analyzing it to formulate possible courses of action (McCawley, 2009; Bleyer & Joiner, 2009).

At the encouragement of my thesis advisor and in accordance with the suggested steps of Bleyer and Joiner (2009), I decided to first determine what kinds of needs assessments had already been completed at Longfellow Elementary. I wanted to research whether the school or any outside organization in the Whiteley community had attempted to determine the school's most pressing needs and valuable strengths. With this data, I would be able to begin determining patterns and growth—was there an issue five years ago that has since been solved? If so, what resource did the school or community use to accomplish this? The answers to these questions would allow me to identify which of Longfellow's strengths would be an advantage considering any needs discovered during the current assessment.

I also wanted to research beyond Longfellow to discover needs assessments conducted by other schools that had similar characteristics. This meant searching for schools with similarities in socio-economic status, ethnicity, and enrollment. Longfellow is a Title I school, meaning that it receives federal funding to help ensure that all its students receive a quality education (DOE, 2011). While I was able to find a list of all Title I schools in the state from the Indiana Department of Education (2014), further determining which out of the large list (about 1,200 of Indiana's 1700 schools receive Title I funding—just over 70%) matched other Longfellow characteristics was more of a challenge. I was, however, able to find a few by using the Department of Education's Compass tool, which allows a user to search for specific school and corporation reports on enrollment, demographics, and student performance (DOE, n.d.).
Gathering New Data

To complement the existing data I'd collected, I wanted to have primary data involving the input of a variety of adults who were familiar with Longfellow in different contexts. With this in mind, I planned on having three main sources of new data: a parent or guardian survey, interviews with community members, and interviews with teachers. Each had a unique perspective. Parents and guardians typically see how a student's out-of-school life is influenced by their experience at school (along with many other factors). Teachers often see the opposite: how student's school lives are impacted by outside factors, including extra-curricular activities and home life; they also have a better understanding of the inner workings of the school. Community members who aren't parents or teachers can often see the role of the school within the larger context of the community, and how the different systems (i.e. individual, family, neighborhood, etc.) interact with each other. While there is certainly overlap, these three distinct points of view allow for a fuller, more complete picture when considered together. As a whole, they offer a more complete assessment of a school's strengths and unmet needs.

Of the three groups, I anticipated that parents and guardians would be the most difficult to contact, because there were fewer opportunities to get in touch with them, and for the needs assessment to have an accurate reflection of parent opinion, as many parents as possible would need to be reached. After speaking with my site advisor, the decision was made to create a parent survey that could be administered during one of Longfellow's Family Nights that were held a couple times throughout each semester—that way, the parents and guardians would all be in one place, and the hassle of mailing out surveys and waiting for replies could be avoided. Only parents and guardians who volunteered
themselves would participate. The survey, available as Appendix A following the References, asked parents and guardians to rate on a five-point scale (from "Strongly Agree" to "Strongly Disagree") their level of agreement with certain statements involving their experiences with Longfellow and the quality of education their child was receiving. They were also asked to choose from a list of possible strengths Longfellow possessed, and to note any unmet needs they saw as a parent or guardian. Any data collection involving human subjects has to be approved by the Institutional Review Board (IRB) to make sure that the procedures don’t violate any human rights and that all components are completed ethically. The plan was to create a survey, have it approved by the IRB, and conduct it at Longfellow’s next Family Night.

Interviews for community members and teachers were both based on the same format: informal questions centered around perceived strengths and unmet needs of Longfellow. All participants were going to be asked what their role in or relationship to the school was. Community members that were interviewed (or that I planned on interviewing) included local university professors, professionals in social service and community organizations, volunteers in the Whiteley community, religious leaders, and other adults who were connected to Longfellow in one way or another. Any available and willing teachers in Longfellow were going to be interviewed, so that ideally every grade would be represented at least once. When possible, interviews would be conducted in person. When this option was not viable, the plan was do conduct phone interviews. It was understood that, due to their informal nature, there was no need to go through the IRB before conducting the interviews with teachers and community members. While I planned
on taking notes if the participant was comfortable with it, there were no written questions that would be given to the participant.

When all interviews had been conducted and the parent surveys collected, I planned on analyzing the data to determine what kinds of patterns were present in the answers. In other words, I was looking for common strengths that parents, teachers, and community members noted, and potential unmet needs that were found across the board as well. If on average all three groups mentioned the same unmet need, chances were good that it was something significant in the Longfellow community. In addition, I wanted to discover whether any items were common to a specific group but weren't found in the other two. For example, did teachers note a strength or unmet need that community members or parents did not? When they key issues raised by the three groups had been adequately identified, I planned on comparing them with those of other Title I schools that had conducted needs assessments with similar results, which I had discovered in my research of existing data described earlier. The plan was then to determine how those schools had attempted to address the identified needs, and whether those solutions would work well for Longfellow. The project was to conclude with a set of initial suggestions for Longfellow, ultimately ending halfway through the third phase of the OME (2001) needs assessment model (p. 7).

**Unexpected Changes**

Initially, the plan for gathering new data went smoothly. Soon, however, I ran into a few difficulties that required me to rethink the needs assessment. The first hiccup came with the implementation of the parent survey. As I described earlier, the plan was to present the survey to the parents at one of Longfellow’s Family Nights. The survey was in
its final stages of being sent to the IRB for approval when I found out that, due in part to the multiple school cancelations and delays caused by severe weather at the beginning of the semester, the Family Night had been unexpectedly rescheduled for the following month. Unfortunately, this would not have allowed enough time to collect data, and so the survey was withdrawn. I decided to make a few adjustments in order to make up for the loss, and ended up making the teacher interviews into a more formal, generalized survey that could be applied to both parents and teachers. Knowing that this new survey would have to go through the IRB, I checked in with John Mulcahy, my IRB contact. During our exchange, I learned that any interviews I wanted to conduct would need to be approved by the IRB if I was going to publish or present the information at all. In other words, I wasn’t able to use the interviews I had already conducted with members of the Whiteley community, because I had misunderstood the requirements.

This was certainly a disappointment, but had I published the needs assessment without submitting the interview questions first, I would have landed in some serious trouble. I was very appreciative of the correction, even if it meant at this point two of my three original sources for new data were no longer viable. I continued on with the amended teacher and parent survey, deciding to simply present it as a survey that I would administer to all available participants, whether parent, guardian, teacher, or community member. The final version, which is available as Appendix B following the References, consisted of two parts. For Part 1, the participants were asked seven open-ended questions regarding their relationship to Longfellow, what they believed to be the strengths and unmet needs of the school, and their opinions on valuable programs offered by Longfellow. Part 2 consisted of a series of 40 items that the Search Institute (2008) deemed as
developmental assets in the lives of growing children. A three-point scaling system was
developed directly from these assets (ranging from “Not at all met” to “Adequately met”),
and participants were asked to choose the option from a drop-down menu on the left that
they believed best described the extent to which the developmental asset was being met
for the students of Longfellow as a whole.

Unfortunately, right as I was about to submit the survey for IRB approval, I found
out that I was not going to be able to survey the teachers of Longfellow, because it was
against the wishes of the teacher’s union. The remaining time before I finished my
practicum and left the school didn’t allow for any further adjustments to be made to the
actual needs assessment, and so after a series of restructurings with the held of my thesis
and Honors advisors, we decided to let go of the hope of conducting an assessment and
instead focus on a reflection and report of the research that had already been completed, in
light of my fantastic experience at Longfellow. Even with all the ups and downs of the
process, there were many discoveries I made from the data, multiple accomplishments by
the end of the journey, and many lessons I learned along the way.

Results

What Was Discovered

While I only conducted research on an exploratory sense at Longfellow, one thing
became abundantly clear from my time there: its strengths far outweigh any potential
unmet needs. From day one, it was clear to me that there is no one at Longfellow who isn’t
completely invested in each student who walks in those front doors every morning. There
are high expectations for the students. They know that teachers and administrators alike
will hold them accountable to doing their best—not just in academics, but in personal
character as well. I picked up on this dynamic in the everyday happenings during the week, observing interactions between teachers and students. I'm sure it's not unique to Longfellow (at least, I hope there are similar schools), but there's no denying that many schools need to take a page from Longfellow's book. This is a tricky element to quantitatively define, which I am sure influences the fact that it would not show up on the typical school needs assessment; certainly not the ones required by Title I. If needs assessments are to get an accurate picture of the strengths of a school, however, then this needs to change.

Another factor that is often not incorporated into a school needs assessment is community involvement—also a significant strength of Longfellow's. In my day-to-day conversations with teachers, administrators, and even friends and Ball State faculty who were familiar with Longfellow, it soon became clear that the Whitely community plays a huge role in the life of Longfellow, and the relationship is mutual. Multiple community organizations connect with students from Longfellow. Motivate Our Minds, Boys and Girls Club, United Way, and a host of other places all provide programs for students to take advantage of when they leave school for the day. On the flip side, under the leadership of Principal Davis, Longfellow has been opening its doors to become an integral part of Whiteley, instead of a distinctly separate entity. It has hosted family nights, invited community projects to take place on its grounds, and actively seeks to involve its students in the goings-on of the community. To ignore the strengths found in this multi-faceted relationship and focus only on the strength of student academic prowess is to do Longfellow a disservice. These are components that need to be included in a needs assessment.
What Was Accomplished

I was able to create two usable surveys for future needs assessments at Longfellow or any elementary school. The parent and guardian survey allows for those who spend the most time with children to express their thoughts on the strengths of their child's school along with some needs that aren't being met. The survey for teachers and community members is rooted in research and evidence-based practice conducted by the Search Institute. Both can be utilized by future school social workers or administrators as tools to help gain a better understanding of the current realities of their school, and how identified strengths can address the identified needs.

What Was Learned

So much was learned throughout the entire process. I picked up on many small but important details regarding the IRB. I became more familiar with the process of submitting a project, and feel more confident in knowing what kinds of items need to be approved. I learned an extensive amount from the initial research I conducted on previous needs assessments, on how to find and analyze data. I discovered that, while it's relatively simple to dig up more current data on schools, it's more difficult to determine what kind of changes have occurred outside the realm of academic performance. Since a needs assessment is concerned with much more than students' grades, this made it difficult to get an accurate picture of how different schools had been meeting their students' needs. I also learned more about the Title I program. Specifically, I discovered that one of the requirements for schools that receive funding under Title I is to create a school improvement plan, part of which is a comprehensive needs assessment. It was this fact that partly influenced the final direction of this project (specifically, away from a focus on the
presentation of reasons why a Title I school would benefit from conducting a needs assessment).

More than anything, though, I learned again that nothing ever goes as planned. This is a fact of life, especially in the social work field. During my time at Longfellow, I had to adjust to the pace of life, which had me on my toes, often wondering what in the world I would be doing next. It ended up being one of my favorite parts of my practicum experience, so it seems fitting that, though stressful, the unpredictable road this thesis had taken is a reflection of that larger journey.

Recommendations

Considering all the data and my own experiences at Longfellow, there are a few recommendations I would have for any needs assessment that would be conducted in a school setting. I would follow the general format of the three-phase approach established by OME (2001), with an initial assessment of current priorities and possible sources of data, followed by collecting data and ascertaining what the most pressing needs are, and then prioritizing the identified needs and creating strategies and solutions to address them. However, instead of focusing just on the academic achievement of students, the needs assessment should focus on the larger context—how are the lives of students being affected by systems outside the school, and in what ways can the school interact with these systems to address the unmet needs revealed by the assessment?

Additionally, if a needs assessment is moving beyond only academic markers as its primary source of data for determining whether a school's needs are being met, a more varied and thorough set of evaluation criteria should be set up, one that includes (but certainly shouldn't be limited to) something similar to the 40 Developmental Assets
compiled by the Search Institute (2008). Interactions between the school and the surrounding community should also be taken into consideration, as this relationship can be an extremely beneficial one, and should be utilized to meet a school's needs as often as possible. There are, of course, many different ways to implement a needs assessment, and each must be adjusted to best match the demands of the school conducting it. The elements above are suggestions. The bottom line is that in order to be effective, a needs assessment must consider the role of all factors that influence the target population.

Future Possibilities

I would highly value the opportunity to return and conduct a comprehensive needs assessment of Longfellow Elementary School as a graduate student. I have some of the tools already, along with the knowledge I'd gained in the past semester, so I would be less caught off guard by the process and would be able to make better use of my time. Additionally, I would be able to build on the research I'd already conducted, perhaps expanding upon the data from Indiana Title I schools to find connections between current and past data. It is certainly possible that the evidence for the effectiveness of needs assessments I was searching for could be found, given the right amount of time. In the meantime, before I enter graduate school, I will hopefully be working in a job that allows me to continue learning and building my own collection of resources, so that when I return, I will be able to draw from my own knowledge and experience as well as that of others.

I think it would also be beneficial to expand the assessment of needs assessments as a whole. Are the assessments required by Title I beneficial when they function as a mere criterion to fulfill? Does Title I encourage an assessment that allows progress to be tracked by more than just academic progress, and if so, is that the best policy? These are issues that
have ramifications beyond one school. If over 1,200 elementary, middle, and high schools in Indiana alone are required to complete a comprehensive needs assessment, it should stand to reason that the needs assessment be valuable to the school and ultimately assist in addressing unmet needs, not just identifying them. This is something that requires further research and questioning. But the good news is that there’s plenty of time for both.

**Concluding Thoughts**

Needs assessments are essential to the process of continually providing services that are meeting the needs of one’s clients. Because clients’ needs are always changing, the assessments cannot be a one-time deal. And even projects such as this, which reflect on the overall state of needs assessments, will need to be continually revisited, or run the risk of becoming outdated. But regardless of when they’re conducted, needs assessments must consider all aspects of client needs for which the conducting organization is responsible. In other words, whoever is conducting the needs assessment must understand what constitutes successfully met needs. In the case of a school, if the focus is meeting the needs of students, academic achievement is only a piece of that picture.
References


Appendix A: Parent Survey
Thank you for participating in this survey. You are free to withdraw or stop at any time, for any reason. For the following statements on this page (Page 1), please place an X in the box that best fits your level of agreement with the statement. There are no right or wrong answers.

<table>
<thead>
<tr>
<th>I am satisfied with the level of communication I receive from Longfellow Elementary involving...</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Prefer not to answer</th>
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<tbody>
<tr>
<td>1. My student's grades</td>
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<td>2. My student's behavior</td>
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<td>3. My student's accomplishments</td>
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<td>4. What my student is learning in class</td>
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<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Prefer not to answer</th>
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<td>5. I feel comfortable sharing my ideas with Longfellow.</td>
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<td>6. I feel comfortable sharing my concerns with Longfellow.</td>
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<td>7. I have opportunities to volunteer at Longfellow.</td>
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<td>8. If there were more opportunities to volunteer, I would.</td>
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<td>9. As a parent or guardian, I am treated as a valuable resource.</td>
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<td>10. Longfellow provides a good amount of extra-curricular activities for my student.</td>
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<td>11. I feel welcome at Longfellow Elementary.</td>
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<td>12. Longfellow provides assistance for my student when she or he needs extra help with schoolwork.</td>
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<td>13. I have enough opportunities to share my thoughts and opinions with my student’s teacher</td>
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<td>14. I have enough opportunities to share my thoughts and opinions with the principal.</td>
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For the questions on this page (Page 2), please mark all that apply.

Which of the following would you say are Longfellow's strengths?

___ Quality educational material
___ Teacher investment in the students
___ Good leadership
___ Diversity
___ Community involvement at Longfellow
___ Quality of after-school programs
___ Variety of after-school programs
___ Good communication with parents and guardians
___ Opportunities to spend time with my student at school events
___ Other (please list as many as you'd like below)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My student has been involved in the following activities this year:

___ MP3
___ Reading Club
___ IREAD/ISTEP prep
___ Organized sports (if yes, please list below)

________________________________________________________________________
___ Other (if yes, please list below)

________________________________________________________________________
On the lines provided below, please list any and all needs that you believe are not being met by Longfellow Elementary School. These can be needs of your student, needs of your own, or needs of the community.

___________________________________________________________________________

___________________________________________________________________________

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___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

For these final questions, please check the appropriate box.

What grade is your student(s) in? Mark all that apply.

☐ Kindergarten  ☐ 2nd  ☐ 4th
☐ 1st  ☐ 3rd  ☐ 5th

How long has your student(s) been attending Longfellow? Mark all that apply.

☐ Less than 1 year  ☐ 3 years  ☐ 6 years
☐ 1 year  ☐ 4 years
☐ 2 years  ☐ 5 years

Thank you for participating in this survey! If you have any questions or concerns, please feel free to ask them now. If you have questions or concerns in the future, you may contact the Principal Investigator or the Faculty Advisor at any time with the contact information provided.
Appendix B: Teacher Survey
Thank you for participating in this survey. You are free to withdraw or stop at any time, or skip over any question, for any reason.

Part 1— Please answer the following questions on this page (Page 1). There are no right or wrong answers.

1.) What is your relationship to Longfellow (i.e. parent, teacher, community member, etc.), and how long has this relationship been established?

2.) What would you consider to be Longfellow’s strengths?

3.) What would you consider to be the unmet needs within Longfellow? This can include those of the students, staff, parents, or community.

4.) Which programs (offered by Longfellow or the surrounding community) are the most beneficial for the students?

5.) Are there any additional programs that you believe could benefit Longfellow?

6.) In what days does your relationship with Longfellow (i.e. as a teacher, administrator, parent, community member, etc.) influence your perceptions of the needs and strengths of Longfellow?

7.) Do you have any additional comments or clarifications you wish to add?
**Part 2** — Please choose the option from the drop-down menu on the left that you believe best describes the extent to which the developmental asset is being met.

<table>
<thead>
<tr>
<th>N/A: not observed</th>
<th>1: Not at all met</th>
<th>2: Somewhat met</th>
<th>3: Adequately met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family support</strong>—Children find high levels of love and support within their families.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>Positive family communication</strong>—Children communicate positively with their parent(s) or guardian(s) and feel comfortable seeking their advice &amp; counsel.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Other adult relationships</strong>—Adults other than their parent(s) or guardian(s) provide support for children.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Caring neighborhood</strong>—Child knows and is comfortable around caring neighbors.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Caring school climate</strong>—Teachers and peers offer a positive, encouraging environment for children.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Parent involvement in schooling</strong>—Parent(s) or guardian(s) are dynamically involved in helping their children succeed in school.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Community values youth</strong>—Children feel valued and appreciated by community members.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Children as resources</strong>—Children are included in decisions that affect their homes and the community.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Service to others</strong>—Children have opportunities to volunteer and serve others.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Safety</strong>—Children experience feelings of safety at school, at home, and in their community.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Family boundaries</strong>—Families have established rules and consequences that are fair, consistent, and clear.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>School Boundaries</strong>—Schools have established rules and consequences that are fair, consistent, and clear.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Neighborhood boundaries</strong>—Neighbors work together to monitor the children’s behavior.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Adult role models</strong>—Parent(s) or guardian(s) and other trusted adults in the children’s lives are positive, responsible role models.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Positive Peer Influence</strong>—Children’s closest friends are positive, responsible role models.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>High expectations</strong>—Parent(s) or guardian(s) and teachers expect children to do their best at school and in other activities.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Creative activities</strong>—Children participate in music, art, drama, or creative writing on a regular basis.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Child programs</strong>—Children participate in co-curricular school activities or structured community programs on a regular basis.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Religious community</strong>—Children attend religious programs or services on a regular basis.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Time at home</strong>—Children regularly spend quality time with parent(s) or guardian(s) and do things at home other than using electronics.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
N/A: not observed 1: Not at all met 2: Somewhat met 3: Adequately met

N/A Achievement Motivation—Children are motivated and do their best in school.

N/A Learning Engagement—Children are actively engaged in the classroom and enjoy participating in learning activities beyond school.

N/A Homework—Children generally turn in their homework on time.

N/A Bonding to school—Children develop positive relationships with teachers and other adults at school.

N/A Reading for Pleasure—Children enjoy and spend time reading for leisure on a regular basis.

N/A Caring—Trusted adults teach children the importance of helping other people.

N/A Equality and social justice—Trusted adults teach children the importance of speaking up for the rights of all people.

N/A Integrity—Trusted adults teach children the importance of standing up for one’s beliefs.

N/A Honesty—Trusted adults teach children the importance of telling the truth.

N/A Responsibility—Trusted adults teach children the importance of being personally responsible for their own behavior.

N/A Healthy Lifestyle—Trusted adults teach children the importance of practicing good health habits and having an understanding of healthy sexuality.

N/A Planning and decision-making—Children think through their decisions and are generally happy with the results.

N/A Interpersonal Competence—Children understand and can sympathize with other people’s feelings, enjoy making friends, and can control their negative emotions in a healthy way.

N/A Cultural Competence—Children are comfortable with their own cultural identity, along with those of people of different racial, ethnic, and cultural backgrounds.

N/A Resistance skills—Children know how to say no to doing wrong or dangerous things, and avoid spending time with people who are negative role models.

N/A Peaceful Conflict Resolution—Children seek peaceful resolutions to conflicts.

N/A Personal power—Children feel they are able to exert a certain amount of control over their day-to-day lives.

N/A Self-esteem—Children like themselves for who they are.

N/A Sense of purpose—Children are comfortable thinking about what life means and whether there is a larger purpose of life.

N/A Positive view of personal future—Children have positive thoughts about their futures.

Thank you again for participating in this survey!