Needs Assessment Literature Review for the Safe and Drug Free Schools and Communities Department at CESA5

by

Margaret E. McCullough

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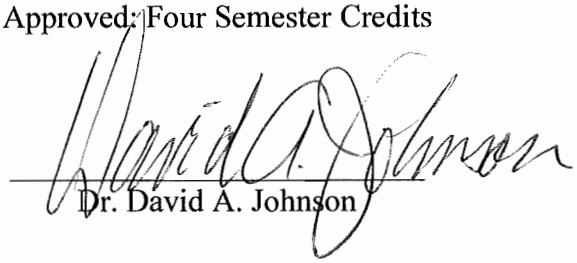

Dr. David A. Johnson

The Graduate School
University of Wisconsin-Stout
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The Graduate School
University of Wisconsin-Stout
Menomonie, WI

Author: **McCullough, Margaret E.**

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Abstract

The purpose of this study is to review the existing training needs assessment literature. The study will primarily focus on a literature review, with the intention of better understanding needs assessment models and methods of data collection for needs assessment. The literature will assist in the development of a needs assessment model designed specifically for CESA5's Safe and Drug Free Schools and Communities (SDFSC) department and a survey questionnaire that will determine the training needs of the Alcohol, Tobacco, and Other Drug Awareness (ATODA) professionals in the CESA5 region. This study will explore Kirkpatrick's evaluation model and investigate the link between evaluation data and needs assessment. Finally, this study will provide recommendations for a needs assessment of the SDFSC department's ATODA professionals.

The Graduate School
University of Wisconsin-Stout
Menomonie, WI

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Chapter I: Introduction

The Cooperative Educational Services Agencies (CESA's) were created in 1963 to provide federal or state mandated services to Wisconsin school districts that individually might not have been able to afford them. Wisconsin has used a three-tier public organizational system since its inception in 1839. Those three tiers consist of the Department of Public Instruction, an intermediate organization, and the local school districts (Stevens, 2008). Since 1963, the intermediate organization has been the CESA's.

Although the CESA's are considered a government subdivision, they have no taxing authority. Unlike other public entities, such as schools, they receive no direct money from the state, only a small amount of annual, federal "seed money" ($25,000) which is matched by the member school districts. They rely on fees from contracts, grants, and training class fees for funding (*Wisconsin Association of CESA Administrators*, n.d.).

CESA5 serves 35 school districts in the North/Central region of Wisconsin, covering fourteen counties, with the main office located in Portage. The mission of CESA5 is: Leading the way to educational excellence. There are thirteen departments at CESA5. The Safe and Drug Free Schools and Communities (SDFSC) Department is focused on prevention and wellness, or ATODA (Alcohol, Tobacco and Other Drug Awareness) services for schools and communities within the CESA5 region. Unlike the other twelve CESA5 departments whose main focus is training for teachers, the SDFSC Department provides training for both teachers and community members who are involved in ATODA in their communities and/or schools.

The SDFSC Department at CESA5, as well as SDFSC Departments at other CESA's around the state, provides professional development classes and trainings for elementary through high school teachers, as well as ATODA programming for non-teachers. In each school district

in the CESA5 region, at least one person is designated as the ATODA coordinator. This person may or may not be a certified teacher. Generally the ATODA position is a part time job for the school district employee and may be just one of many job titles that this individual holds. In addition to serving the training and development needs of these school employees, the CESA5 ATODA department also serves the training needs of community ATODA professionals. These professionals may work in or with the school districts and /or in the community to provide ATODA programming.

Each year the SDFSC department at CESA5 provides 20 - 25 classes for 100 teachers and 300 community members. Many of these classes offer continuing education credit hours helping teachers meet their yearly state requirements. Most classes provided by the SDFSC Department are specifically designed for teachers or community members who are involved with prevention and wellness, or ATODA, at their schools. CESA5 is also involved with a statewide ATODA networking group and hosts meetings, trainings and mini-conferences for that group.

SDFSC department programs are funded by state appropriations, federal funds, federal appropriations, and participant fees. The current economic downturn has had an impact on state, federal, and grant funding; causing the SDFSC department to become more dependent on fees collected from training class participants. The SDFSC funding, which is provided by the federal government and supports the department director and several staff, has been reduced substantially in the past three years. Federal, state or private grant money is also becoming scarce. As a result, the department must now rely more on class fees to fund department activities.

Statement of the Problem

Prevention and wellness and ATODA training classes offered to ATODA professionals in the CESA5 region are not meeting participant enrollment expectations. This results in low return on investment for the department. A review of the Training Needs Assessment literature will identify various approaches and aid in the development of needs assessment materials for use by the CESA5 SDFSC department.

Purpose of the Study

The purpose of this literature review is to identify a training needs assessment approach that will work in the unique setting of CESA5's SDFSC department and will aid in the development of a needs assessment survey. A survey questionnaire (Appendix A) will be developed for use with a needs assessment of the CESA5 ATODA department. Although the survey questionnaire will not actually be administered at this time, it will be created for use at a later date. The survey questionnaire will help CESA5's SDFSC department understand the training needs of the ATODA professionals in their region. This will lead to development of training offerings that meet those needs. When implemented, the results of this survey questionnaire will identify: (a) how and if ATODA professionals are receiving notification of classes; (b) why they are choosing or not choosing to take classes at CESA5; and (c) the types of classes ATODA professionals are taking from providers other than CESA5, as well as the subject matter and delivery system format of those other classes.

Assumptions of the Study

The two assumptions of this study are:

1. The researcher will act ethically and provide honest data during the study.

2. The SDFSC Department of CESA5 is committed to meeting the needs of the ATODA professionals in the CESA5 region.

Definition of Terms

ATODA. Alcohol, tobacco and other drug awareness.

CESA5. Cooperative Educational Services Agency 5. CESA5 is one of twelve regional, educational centers and serves the North/central region of Wisconsin (Stevens, 2008).

Cluster Sample. This type of sample takes advantage of the existence of natural classes or groups in the population (Lee and Nelson, 2006, p. 151).

Hard Data. Hard data is factual. It will provide real numbers that can be counted, analyzed, and translated into statistics (Cline & Seibert, 1993, p. 100). Hard data is also called quantitative data.

Member Organizations. Organizations who come together to purchase training from a partner institute.

Needs Assessment. The formal harvesting, collection and listing of needs, placing the needs into priority order, and selecting the priority of each need for follow up action (Kaufman & English, 1979, p. 343-344). Needs assessment is sometimes used interchangeably with needs analysis.

Needs Analysis. The needs analysis breaks down the identified needs to determine root causes and identifies, but does not select, the possible methods and means to close the gaps in results. The needs analysis follows the needs assessment. Needs analysis is sometimes used interchangeably with needs assessment (Heibert & Smallwood, 1987, p.318).

NCLB. No child left behind. The No Child Left Behind Act of 2001, signed into law by President Bush on January 8, 2002, is a reauthorization of the Elementary and Secondary

Education Act of 1965, the central federal law in pre-collegiate education ("Research Center: No Child Left Behind," 2010).

Partner Institutes. A partner institute is a training team who provides training from outside an organization. These training teams often provide training services to a number of partner organizations and the partner institute often operates as a non-profit (Al-Khayyat, 1998, p. 2).

Prevention and Wellness. Programs which support the development, safety, and health of public school students may be called prevention and wellness programs or ATODA programs. (Salzman, 2010).

Professional Development. Programs or trainings that provide the skills, qualifications, and experience that someone will need to make progress in their career (Macmillan Publishers Limited, 2010).

Qualitative Data. Also known as soft data. Data that is descriptive and includes information on attitudes and behaviors.

Quantitative Data. Also known as hard data. Data that includes numbers and is measurable.

Return on Investment. The rate of what training returns to its costs. This is calculated by comparing the results that happen because of the training, against the resources which are invested in the training.

SDFSC. Safe and Drug Free Schools and Communities. The state appropriations portion of the SDFSC program is the only source of federal funding for school-based prevention that directly targets all of America's youth in grades K–12 with drug education, prevention, and intervention services. Title IV of the No Child Left Behind (NCLB) Act, requires SDFSC

programs to adhere to principles of effectiveness (Community Anti-Drug Coalitions of America, 2009).

Soft Data. Soft data is obtained through group discussions, interviews, questionnaires and literature reviews. Soft data is also called qualitative data(Cline & Seibert, 1993, p. 100).

Limitations of the Study

The two limitations of this study are:

1. This study is limited by the literature available and is dependent on the accuracy of that literature.
2. The survey questionnaire (Appendix A), which was created as part of this study, will not be administered for the purpose of this study.

Methodology

The purpose of this study is to review the Training Needs Assessment literature available and, in turn, to develop a survey questionnaire (Appendix A) that will determine the training needs of the ATODA professionals in the CESA5 region. The survey questionnaire will assess whether those needs are being met by CESA5, and /or another agency/organization. Its use in conjunction with a needs assessment will ultimately determine if changes in the CESA5 SDFSC department training/education program are needed. A survey questionnaire for the ATODA professionals in the CESA5 region will be developed as part of this study.

Chapter II: Literature Review

Organizations that develop and implement training without first conducting a needs assessment may end up over training, under training, or just missing the point all together (Brown, 2002, p. 569). Although CESA5 is a non-profit organization, it is critical that each department is able to sustain a budget large enough to cover department costs, employ sufficient staff, and provide for the training needs of the teachers in the region. The SDFSC department must also be prepared to meet the needs of non-teacher community members who are involved in ATODA in their communities and/or schools. The SDFSC department budget is dependent, in part, on income from providing training and educational programs. In the past five years, a number of classes and trainings have been cancelled due to low registration numbers. To date, no needs assessment has been conducted to assess the problem.

History of Needs Assessment

Although needs assessment is a tool that is widely used in business and industry, its historic beginnings trace back to the Elementary and Secondary Education Act of 1965 (Witkin, 1994). From 1966 to 1981, there were federal grant programs in health, education, and social services, which required needs assessments as part of their evaluation. As a result, large-scale needs assessments of whole systems in a variety of sectors were conducted. In 1981, legislation eliminated the mandates for needs assessment and the number of needs assessments dropped dramatically in the United States, especially in local education agencies (Witkin, 1994). Since 1981, needs assessment has continued to be a tool used in both private and public sectors, however according to Belle Ruth Witkin (1994), the purpose and process has changed depending on what type of organization or business is performing the needs assessment. Although the roots of Needs Assessment are from the educational realm, and the SDFSC department director assists

schools and communities in completing ATODA needs assessments, the department has never done a complete needs assessment of its own customers (the ATODA professionals).

The Role of Needs Assessment

Training can be expensive, therefore it is critical that training be tailored to meet the specialized needs of the organization and the individual trainees (Brown, 2002). Training needs assessment can provide important data on the training needs of an organization. Salas and Cannon-Bowers (2001) felt that needs assessment is the most important step in deciding who and what should be trained. In addition to justifying the costs of training and providing important data for the organization, taking part in a needs assessment can actually improve employee's (participants) satisfaction with training. In a two year study at Children's Hospital in Wisconsin, training participants who took part in a needs assessment showed a higher level of satisfaction with training than those who did not (Bowman, 1987).

The needs assessment period is the most critical time for establishing links between training and results (Taylor, O'Driscoll, & Binning, 1998, p. 29). It is important to define the role of the needs assessment prior to conducting it. By defining the role of the needs assessment early in the process, the expectations of the key players are more likely to be met (Lee & Nelson, 2006). According to Lee and Nelson (2006), the role of needs assessment is defined by the following factors:

- *It gathers data on perceived needs.* What is perceived and what is actual can be very different. A needs assessment will help to determine if training is actually needed or if the need is something else entirely.
- *It identifies knowledge, skills, and behavior discrepancies.* The needs assessment will look at what is actually happing in the organization and help to define gaps.

- *It assists trainers, human resource development (HRD) personnel, administrators, and instructors in developing relevant curriculum materials.* Since training is expensive, it is critical that training be done only when it is truly needed and will have a positive impact on the organization.
- *It gathers information that brings beneficial change to an organization or community.* A needs assessment may reveal that training is not needed but it will likely find that there is a need for some change.
- *It assesses organizational needs.* Needs assessment focuses on the needs of the organization as a whole, rather than those of the individual. Changes that result from the needs assessment may impact individuals, but the ultimate goal of the needs assessment is to discover the needs of the organization.
- *It promotes buy-in by participants.* Those who take part in the process of needs assessment will likely have buy-in when it comes to resulting changes. (p. 26)

It is critical that the needs assessment be seen as the organization's project and not just the training department's project (Bowman, 1987, p. 32). Most importantly a needs assessment will allow an organization to justify their methods and solutions to a problem with data (Kaufman, Oakley-Browne, Watkins, & Leigh, 2003). Needs assessment can help a training department prove their value to the organization.

Needs Assessment Models

There has been considerable growth in the training industry since the 1970's, which has resulted in an equally large amount of training-related research in the last 20 years (Salas & Cannon-Bowers, 2001). This research has resulted in a number of needs assessment models and theories. The models outlined in this literature review are some of the more commonly used

from among the many found in training-related literature. According to Witkin (1994), prior to 1981, Roger Kaufman's model was the one most often used. Altschuld (2004) found that Kaufman was prominent in the earliest writings on needs analysis.

Six step approach model. The Kaufman needs assessment method looked at the present state (what is) and the desired state (what should be). The need is the gap between these two states (Kaufman & English, 1979, p. 343). Kaufman and English (1979) developed a needs assessment model called the Six Step Approach Model (Table 1).

Table 1

The Six Step Approach Model

Step	Level	Definition
1	Alpha	Based on needs and nothing is assumed
2	Beta	Looks at goals and objectives and attempts to find gaps between the current outputs and the desired outputs
3	Gamma	Looks at cost-effectiveness of the training, solutions are chosen by ranking them and emphasis is on processes and inputs
4	Delta	Gaps are determined and analyzed
5	Epsilon	Determines performance effectiveness, discrepancies between results and objectives and looks at gaps in outputs and outcomes
6	Zeta	A gap analysis for the whole process

While the Alpha-type needs assessment is considered an external needs assessment, the Beta, Gamma, Delta, Epsilon and Zeta needs assessments are considered internal needs assessment (Kaufman & English, 1979, p. 68-69). Kaufman and English (1979) felt that the Alpha level is the place where educational institutes should begin a needs assessment, starting with the end result in mind and considering the impact of the training on society as a whole (pp. 65-78). When talking about the external needs assessment in a school, Kaufman and English were investigating how a child's learning would ultimately impact society. Although CESA5 does not train or teach children, we do train the people who teach the children. The effects of the training that is done at CESA5 will in turn be passed on to the children and will ultimately impact society. It is because of this link to the children that the SDFSC department at CESA5 must consider the Alpha-level when planning a needs assessment. Kaufman and English (1979) designed a needs assessment matrix that takes into consideration the learners, the implementers and society (p. 192-195). They then looked at each group in terms of "what is" in terms of outcomes and "what should be" in terms of outcomes (Table 2).

Table 2

Needs Statement Matrix

Partner Groups	**What is (Outcomes)**	**What Should Be (Outcomes)**
Learners		
Implementers		
Society		

If the Needs Statement Matrix (Table 2) were used by the CESA5 SDFSC department, the learners would be the ATODA professionals, the implementers would be the CESA5 SDFSC trainers, and the society would be the community. Community could include the school staff, the school students, and even the community at large. Kaufman and English (1979) intended the Needs Statement Matrix (Table 2) to continuously change throughout the needs assessment process. As data is collected and analyzed, new and different information would be added to the chart and old information would be eliminated. Once the matrix is finalized, the information will be used to determine the gaps. There are likely to be discrepancies between the partners (Learners, Implementers and Society) and some sort of agreement must be reached before the needs can be placed in order of importance. The cost of meeting the need must be a consideration (p. 192-199).

The Needs Statement Matrix (Table 2) is one piece of the needs assessment process. Prior to beginning the needs assessment there are steps and processes that must take place. Kaufman and English (1979) felt that the following basic general steps should be taken first (p. 202):

1. *Decide to conduct a needs assessment.* A needs assessment requires an investment of time and money to complete. If the commitment is not there, it will not be completed.
2. *Identify the partner groups.* Key stakeholders and those who will be impacted by the resulting changes need to be identified.
3. *Select methods for involving the partner groups.* Involvement by those partner groups will help to increase buy-in by these groups.
4. *Obtain the partner groups.* A key step is to pull together the partner groups who will be involved.

5. *Have each partner group identify its concerns with needs assessment and obtain commitment to the process.* Identifying individual and group concerns will help the partner groups commit to completing the process.
6. *Have each partner group identify needs as gaps in results, not gaps in processes or techniques.* The partner groups must be trained to correctly identify gaps in results verses gaps in processes/techniques.
7. *Have each partner group agree upon needs and list them in a needs assessment matrix.* By listing the needs in a needs assessment matrix, the group will have a clear picture of what is versus what should be and how it affects each of the partner groups.
8. *Bring the groups together and reconcile differences.* Bringing the groups together will help them think in terms of what is best for the organization rather than what is best for their partner group.
9. *Place needs in priority order.* As with number eight, this will force the group to think in terms of what is best for the organization.
10. *List needs, in priority order, and reconcile differences once again.* It is important at this step to reconcile differences and to come to consensus as a group.
11. *Begin educational system planning from the identified and agreed-upon needs.* Utilizing the agreed-upon needs as a basis for planning with insure buy-in from the partner groups.

Continuous loop model. The Continuous Loop Model was created with the assumption that all levels of an organization should have input into the needs assessment. The model, developed by Lee and Nelson (2006), included a continuous loop that requires feedback at every step. Because of the feedback component, Lee and Nelson (2006) considered their model self-correcting. The eight step model includes many of the same steps that Kaufman and English

(1979) felt were critical to the needs assessment process. While Kaufman and English (1979) discussed the importance of input from the partners, Lee and Nelson (2006) took this one step further and added feedback to each step. Their eight-step process included the following (p. 87):

1. Identify the purpose and then allow for feedback.
2. Identify the information needs and then allow for feedback.
3. Identify the target population and then allow for feedback.
4. Collect the data and then allow for feedback.
5. Analyze the data and then allow for feedback.
6. Report the results and then allow for feedback.
7. Apply or use the results and then allow for feedback.
8. Evaluate the outcomes and then allow for feedback.

Lee and Nelson (2006) felt that use of their model would simplify the needs assessment process, ensure that the same process is used every time, help needs assessors consider all steps, and provide documentation of the process (p. 87). "The consistent use of a systematic approach (to needs assessment), will result in an effective needs assessment" (Lee & Nelson, 2006, p. 87).

The SOCER model. Kaufman, Oakley-Browne, Watkins, and Leigh (2003) felt that all organizations are part of a system and not the system itself (p. 60). Looking at CESA5, the organization is part of a larger educational services system and that organization is part of many other systems. These systems include the Wisconsin Department of Instruction, the public schools in the CESA5 region, and the community groups and organizations that provide ATODA programming in the CESA5 region.

Organizations have both internal and external clients with interrelated relationships (Kaufman et al., 2006, p. 64). Kaufman et al. (2006) referred to these organizational elements as

Mega, Macro, and Micro (p. 64). The Mega level refers to the impact on society. The Macro level refers to the organizational level and how external clients are impacted. Lastly, the Micro level refers to the operational level and how those inside the organization are impacted. While all levels are part of an organization, all levels are not always considered when doing needs assessment. There are five steps to the SOCER needs assessment model (Table 3).

Table 3

The SOCER Needs Assessment Model

Step	Term	Definition
1	Scope and Plan	Questions must be addressed in this step regarding who, what, why and when of the needs analysis. The key partners and anyone who will be affected by the change should be involved in answering the questions.
2	Obtain Participation	All the key partners should be involved in the needs assessment. In this step the organization needs to ask who will be affected, who will sponsor the change, and who will resist change.
3	Collect Data	This will involve new data, as well as historical data that have been collected by the organization.
4	Evaluate Data	All parties involved in the needs assessment must first come to agreement on the needs before identifying the gaps.
5	Report Findings	This final step is when the organization will list the needs and priorities and the estimate of return on investment for each need.

The SOCER model (Table 3) of needs assessment takes into account all the levels of an organization (Micro, Macro, and Mega) and treats them as equally important (Kaufman et al.,

2003, p. 65). Different than Kaufman's earlier model, this model is simplified and put less focus on the partners. This model was developed with business in mind.

The interpretive approach. In 1987, Heibert and Smallwood took a different approach to needs analysis (assessment) with the Interpretive Approach. They reasoned that most models of the time used what they called the Objectivist Approach to needs analysis. They also felt that the Objectivist Approach works best when the goals of the organization are clear and unchanging, the behaviors needed to reach the goals are clear, the context for the training is clear, the training needs are real and easily uncovered, and the analyst is a perfectionist (Heibert & Smallwood, 1987, p. 75-76). If this thinking is true, then the Objectivist Approach will not work well in an unpredictable, fluid, or changing organization. The Interpretive Approach, on the other hand, will allow the analyst to connect pieces of information and then with the help of the partners, or key players, decide what it all means (Heibert & Smallwood, 1987, p. 77). The Interpretive Approach is difficult to define because of its adaptive, or changing, nature. Heibert and Smallwood (1987) had a difficult time putting the Interpretive Approach into writing because they had to use objectivist language to describe it (p. 77):

1. *Information gathering.* Techniques similar to those used in an objectivist model may be used, but the difference is how the data is analyzed.
2. *Interpretation, reinterpretation, and recycling.* Once the data is collected it is combined and patterns should develop.
3. *Determining a best-fit plan of action.* In this step the analyst acts on sufficient information rather than complete information.
4. *Action and recycle.* In this step action is taken, which in turn results in feedback and redefinition of the goal(s).

Neither the Objectivist Approach nor the Interpretive Approach to needs analysis is perfect. Both of these approaches may be the wrong fit for an organization. When that happens, the two methods can be combined. The use of both methods is called the Integrated Model (Heibert & Smallwood, 1987, p. 78). Heibert and Smallwood (1987) felt that the Integrated Model was a good compromise that can be used to help management become comfortable with the interpretive way of thinking, but they also believed that an organization could eventually use the Interpretive Approach as a stand-alone model (p. 78).

Al-Khayyat model. Ridha Al-Khayyat (1998) used the term partner institute to describe a training team who provides training from outside an organization (p. 2). Using Al-Khayyats definition, CESA5 would be considered a partner institute. Partner institutes work with organizations to provide trainings but are not a part of those organizations. They provide trainings for a group of organizations or businesses, rather like a training cooperative. Although most partner institutes are non-profit they must generate enough income to operate, while keeping their customers (the member organizations) satisfied.

Partner institutes develop training for other organizations, often without the benefit of a needs assessment. Partner Institutes tend to provide the training(s) for which the partner organizations ask. "Those partner institutes, who do perform needs assessments, often do so as a diagnostic effort rather than as a means to identify a performance deficiency" (Al-Khayyat, 1998, "Training and development needs assessment," para. 4). Al-Khayyat (1998) felt that the typical Needs Assessment Model used in business may not work for a partner institute because partner institutes have some unique challenges (p. 4-10). Al-Khayyat developed a four step needs assessment model for partner institutes (Table 4).

Table 4

The Al-Khayyat Needs Assessment Model

Step	Term	Definition
1	Plan to Plan	Includes three activities: (a) Assess training and development fields, (b) form training and development committees, and (c) establish policies and procedures for management of the committee activities
2	Data Gathering	Development of data collection tools/techniques and collect information regarding the training and development needs of the partner institutes
3	Develop a Data Gathering Cycle	Partner institute and the member organizations assign and agree on responsibilities and prioritization of assignments
4	Implementation	The allocation of resources, timing and scheduling by the partner institute

There are some key differences in Al-Khayyats' model (Table 4) as compared to other models used in business or industry. In the Al-Khayyat model (1988), as with the Kaufman and English model, the focus is on developing the plan together and insuring that all parties are in agreement with the plan. Al-Khayyat (1988) felt that the partner institute generally works with several member organizations that have similar business objectives (p. 2). This is also true for CESA5 in the SDFSC department. If CESA5's SDFSC department is the partner institute, and the member organizations are the schools or community groups who receive training, their

similar "business objective" is to prevent alcohol, tobacco and other drug abuse with a focus on children.

Even when partner organizations have similar business objectives, each of the member organization may have some different and unique training needs. This is true for CESA5's SDFSC department. The needs of ATODA professionals in the schools and those of ATODA professionals in the community are at times similar, and at times very different. Including all the organizations in the needs assessment planning stage is critical. In doing so, the partnering organizations will know from the beginning what will be expected of them. This is especially important in regards to records and information sharing between the Partner Institute and the member organizations.

Unlike needs assessment done in business, the purpose of the needs assessments performed by partner institutes is not to identify a specific problem, or to find out if training is the solution. Instead, partner institutes operate under the assumption that there is always some type of training need. If there were not, they would not be in existence. A needs assessment will help them to arrive at an approximation of training needs on an organizational level. The needs assessment will also help the partner institute define how to meet those training needs (Al-Khayyat, 1998).

Data Gathering Methods

In each of the needs assessment models discussed in this paper, data gathering is a key step. Smith, Delahaye and Gates (1986) felt that a training needs assessment is only as good as the data which is used in the analysis (p. 66). Many trainers equate needs assessment with a survey or questionnaire, but that is just one way in which data can be gathered for a needs assessment. Data from meeting minutes, statistics, exit interviews, customer complaints, critical

incidents, and performance appraisals will help to identify the organization's needs. Data from surveys, interviews and focus groups will help to identify the employee's (trainee's) needs (Bowman, 1987, p. 32).

Survey questionnaires. According to McClelland (1994) survey questionnaires are the most widely used method of data gathering used for needs assessment ("Training needs assessment data-gathering methods: Part 1, survey questionnaires", p. 1). Although Survey questionnaires may be one of the least expensive data gathering methods, the survey questionnaire design must be well thought out. In addition to thoughtful planning of the design, a survey questionnaire must also be tested prior to administering it, and the trainer should follow a code of ethics in regards to the data that is collected (McClelland, 1994, "Training needs assessment data-gathering methods: Part 1, survey questionnaires", p. 1).

When doing a pre-test of the survey questionnaire, trainers must be aware that respondents may interpret questions differently. The pre-test must be used as a way to clarify terms and eliminate any possible confusion that respondents might encounter when taking the survey questionnaire. While it would be impossible to completely define everything in a survey question, evaluating the questions with more than just a few test subjects will lower the risk of multiple interpretations (Fowler, 1992, p. 218-221).

Doing both a survey questionnaire and an interview may seem like a duplication of work, but each will provide the trainer with different information. When doing a survey questionnaire, it is critical to include respondents from many levels of the organization so that a comparison of their perceptions can be made (Bowman, 1987, p. 32). Including respondents from many levels may result in a large number of people to question. When a trainer has a large number of people

to question, a survey questionnaire can be the most efficient and cost effective way of gathering information (Stoneall, 1991, p. 32).

Questions on a survey questionnaire can be both open-ended and closed-ended. Respondents are less likely to give elaborate answers on a survey questionnaire, and survey questionnaires with specific choices rather than fill-in-the-blanks generally produce a better return rate (Stoneall, 1991, p. 32). In addition, analysis of closed-ended questions is easier and will allow the use of computerized statistical data programs. There are four types of closed-ended questions: (a) checklists, (b) two-way questions, (c) multiple-choice questions, and (d) ranked questions. Each of the four types of closed-ended questions is useful for retrieving different information. The checklist can be used to verify something, the two-way question will force the respondent to make a choice, the multiple-choice question will allow for more than two possible answers, and the ranked question will provide information about the importance of several items (Maher, Jr. & Kur, 1983, p. 100-105).

The types of questions asked on a survey questionnaire and how those questions are asked will have an impact on the results. When designing questions, trainers must try to write clear, distinguishable choices and should stay away from negative wording in their questions. The construction of the question and answer choices is important as well. For example, if one answer choice is longer than another it may affect how the question is answered. Trainers should make answer choices consistent within each question. For example, use all sentences, or all phrases, or all nouns (Stoneall, 1991, p. 33). Stoneall (1991) also felt that answer choices of "all of the above", "none of the above", and "a and d", could be confusing and should be avoided (p.33).

Organizations may want to consider the option of purchasing ready-made or standardized survey questionnaires. There are definite pros and cons to using a purchased survey questionnaire. On the pro side, standardized survey questionnaires have generally been tested for reliability and validity (Maher, Jr. & Kur, 1983, p. 100). They are ready to go out of the box, with little to no preparation time involved. On the con side, standardized survey questionnaires are not individualized to each organization and may not ask all the questions necessary. If an organization does not have the resources to create their own survey questionnaire, they may want to consider hiring a professional from outside the organization to create it.

Interviews. In addition to, or in some cases in place of a survey questionnaire, assessors may want to conduct interviews. Survey questionnaires will give the assessor scientific type data, while an interview will provide the assessor with stories. People who take part in an interview many feel more a part of the assessment process, while others may feel threatened by the interview process (Birnbrauer & Tyson, 1985, p. 53). It is important that participants are not forced to take part in an interview.

As with the survey questionnaire, there should be a plan for the interview process. "The more refined an interview is, the more information you're likely to get" (Cline & Seibert, 1993, p. 100). The first step in the process should be the development of the interview questions. Unlike the survey questionnaire, interview questions tend to be open-ended. It is important that interview questions are consistent, so that the answers can be compared and analyzed (Stoneall, 1991, p. 32).

Completing a large number of one-on-one interviews may be too time consuming and expensive for some organizations. Phone interviews are an alternate option that can save time

and travel expense (Stoneall, 1991, p. 32). However, the phone interview will not allow the assessor to read body language or non-verbal cues.

As with survey questionnaire questions, interview questions should be worded in a positive form. The interviewer should always begin with easy questions to help the subject become comfortable (Stoneall, 1991, p. 32). The way a question is asked, who asks it, and where the questions are asked (location of the interview) will all have an impact on the answers (McClelland, 1994, "Training needs assessment data-gathering methods: Part 2", p. 1). The interviewer should take notes, or record the interview so that no data is forgotten. Lastly, the interviewer must be prepared to ask follow-up questions as needed.

The skill of the interviewer plays a large role in the quality of the interview. People with little or no experience in conducting interviews may need to rely on the expertise of others in the organization or outside the organization to conduct the interview. Interviews can sometimes become "gripe" sessions, where interviewees shift the focus to what is "wanted" rather than what is "needed" (McClelland, 1994, "Training needs assessment data-gathering methods: Part 2", p. 1). The use of an experienced interviewer can lessen the chance of the interview changing or loosing focus.

Focus groups. The use of focus groups has become popular in the marketing profession because it is useful for gathering information on customer behavior. Focus groups are also useful for assessing training needs when used in conjunction with other data-gathering methods (McClelland, 1994, "Training needs assessment data-gathering methods: Part 3", p. 1). Although focus groups have become a widely accepted way to gather data for training needs assessment, the information collected is considered to be qualitative in nature (O'Donnell, 1998, p. 71).

Group dynamics play a large role in the data gathering success or failure of a focus group. Many people actually feel more comfortable opening up within a small group rather than in a one-on-one interview. "The (focus) group setting encourages greater spontaneity and candor, fewer inhibitions, and greater anonymity and security than individuals might feel one-on-one" (O'Donnell, 1998, p. 72).

Each group will have its own personality, and the success or failure of the group depends a great deal on the person who facilitates the process (McClelland, 1994, "Training needs assessment data-gathering methods: Part 3", p. 1). The focus group facilitator should not be well known to the group (McClelland, 1994, "Training needs assessment data-gathering methods: Part 3", p. 2). It is because of the importance of the facilitator, and the fact that he or she should not be well known to the group, that an organization may want to consider hiring someone from the outside to fill the role of focus group facilitator.

Focus groups are generally made up of eight to twelve individuals who would be considered each other's peers. It is important to prepare group members for the type of work that they will be doing in a focus group before they meet. Developing a set of group agreements, and getting buy-in from the group on the agreements, will help the process.

The information which is gleaned from a focus group is often more insightful and will include a greater amount of information than that gleaned from a one-on-one interview (O'Donnell, 1998, p. 71). This is because the group process comes into play. It is important to have a complete transcript of the focus group meeting. It can be difficult to fulfill the role of both facilitator and note taker, and to do a good job of each role. Because of this, organizations may want to consider having a specified note taker at the focus group meeting.

A focus group can be a great way to gather qualitative data. This data can help the researcher find patterns and identify areas that need further analysis (McClelland, 1994, "Training needs assessment data-gathering methods: Part 3", p. 4). While focus groups are not a stand-alone method for data gathering, they work well with other methods and this is why they are one of the most widely used methods for gathering feedback (McClelland, 1994, "Training needs assessment data-gathering methods: Part 3", p. 4).

Other data gathering methods. In addition to survey questionnaires, interviews, and focus groups, an organization may also want to consider using records, reports and other historical documentation in their data collection. Records, reports and other historical documentation will provide background information, or hard data, on what has happened in the past and can provide real numbers that can aid the assessor in developing statistics. The hard data is important because it can help support the soft data (Cline & Seibert, 1993, p. 100). Survey questionnaires, interviews, and focus groups provide soft data.

Each organization will collect different types of records, reports, and historical data. The types of hard data that an assessor may want to use in a needs assessment are production reports, defective parts reports, recall reports, and absentee reports (Cline & Seibert, 1993, p. 100). In addition, other types of historical data may be included in a data collection for needs assessment. Historical data could include organization literature, strategic planning documentation, and evaluation data.

Evaluation. Any discussion of needs assessment, and data gathering for needs assessment, would be incomplete without including information on evaluation. "A needs assessment should not only identify training needs, it will also serve as a basis for evaluating training effectiveness" (Brown, 2002, p. 571). Taylor et al. (1998) felt that a needs assessment

must be linked to training evaluation and evaluation results should be considered at every step of the needs assessment model (p. 29). In addition, Taylor et al. (1998) felt that "while training evaluation is often viewed as distinct from a training needs assessment and considered only at the end of the training cycle, it should be considered part of the decision making process at the beginning of the training cycle" (p. 35, para. 2). If the organization conducting the needs assessment has not yet begun the training program, evaluation can still be considered by analyzing the results of similar trainings that have been done in similar organizations (Taylor et al., 1998).

Kirkpatrick's four level evaluation. Famous as an expert in the field of evaluation, Donald L. Kirkpatrick developed a four level evaluation model that has been widely used in the evaluation of training programs. Going beyond the basic satisfaction "smile sheet", this four step plan includes: (a) the Reaction Level, (b) the Learning Level, (c) the Behavior Level, and (d) the Results Level. While Kirkpatrick's Model is well known in training circles, few organizations take the time to complete all four levels of evaluation.

The reaction level. Many training programs do evaluation on the Reaction Level, using a simple tool such as the "smile sheet" evaluation. A reaction level evaluation should be taken seriously and warrants more than just a "smile sheet". This type of evaluation is done immediately after the training has occurred and should gauge the attendees' satisfaction with the training. Kirkpatrick (1996) called the reaction level "a measure of customer satisfaction" (p. 21). While it is important to know if attendees are satisfied with training, further evaluation is necessary if an organization truly wants to know if the training has had any impact on the job (Kirkpatrick, 1996, p. 21). Looking at the reaction level is important. The trainee is the customer and if the customer is not happy with the training, then the training has failed. By

asking for a trainee's reaction to the training, we are telling them that their opinion matters (Kirckpatrick, 1996, p. 27).

The learning level. The second stage of Kirkpatrick's Model evaluates learning. Kirkpatrick (1996) defines learning by a participant who has attended a training as: (a) a change in attitude, (b) improved knowledge, and/or (c) an increase in a skill (p. 22). This type of evaluation should be completed at both the beginning and end of the training. The evaluation may involve both a pre- and post-test, as well as written and hands-on tests. If the learning level evaluation shows that learning did not happen, that is an indication that the trainer may not have been effective. Kirkpatrick (1996) felt that evaluating at level two is not difficult once one develops the tools that will be used for evaluation (p. 73).

The behavior level. This level looks at how much a behavior has changed as a result of a participant taking part in training (Kirkpatrick, 1996, p. 22-23). Kirkpatrick (1996) felt that while the Behavior Level is important, trainers should not be tempted to skip the reaction or learning levels of evaluation (p. 23). It is possible for evaluation to be positive for the first two levels and then show no change or improvement on the behavior level. Oftentimes the reason for the lack of improvement or change in the behavior level has little or nothing to do with the training itself and everything to do with the work environment and work culture that the trainee returns to after training (Kirkpatrick, 1996, p. 23-24).

Without evaluation of the first two levels, it would be more difficult to find out why there was no improvement in the behavior level. The behavior level should be evaluated at both the beginning and the end of the training program. Evaluation at this level may include surveys and/ or interviews with the trainees, their supervisors, and their subordinates. The evaluation should be done at intervals, starting at two to three months after the training has taken place and then

following up at six months or a year (Kirkpatrick, 1996, p. 58). The time line for evaluation of the behavior level will vary by organization and type of training. Sometimes it may not be practical or cost effective to evaluate behavior (Kirkpatrick, 1996, p. 54). However, "Something beats nothing" when it comes to behavioral level evaluation (Kirkpatrick, 1996, p. 62). So even if it isn't elaborate or scientific, some form of behavior level evaluation should be completed (Kirkpatrick, 1996, p. 62).

The results level. The results level looks at return on investment. This is the level of evaluation that really speaks to upper level management and those who are most concerned with the bottom line of the organization. Results can be defined as "the final results that occurred because the participants attended the program" (Kirkpatrick, 1996, p. 25).

On the results level, a trainer will look at cost versus benefits of the training program. Linking training to profits is not an easy task and takes some research. Sometimes it is not possible to absolutely prove a direct link between training and profits (Kirkpatrick, 1996, p. 68-70). That is why it is important to collect enough evidence to satisfy management and to include data from all four levels of evaluation when reporting.

Data decision matrix. Choosing which types of data to use can be a daunting task. Data should be gathered in many forms and from both a current and an historic perspective. Newstrom and Lilyquist (1979) proposed using a checklist to insure the implementation of all necessary data. Smith et al. (1986) improved on the Newstrom and Lilyquist checklist idea by creating a matrix. The matrix analyzed at various data gathering methods and then rated those methods and data gathering criteria using a scale (see Appendix A).

Smith et al. (1986) suggested an eight stage process for selecting the data-gathering methods and developing the matrix (p. 67). In stage one, the available data gathering methods

are listed. In stage two the criteria for evaluating the methods is developed into a list. Both the methods and the criteria are then placed into the matrix form (see Appendix A) in stage three. A utility analysis is completed to score the methods as low, moderate or high in stage four. Also in stage four, a value of one, two, or three is assigned to the utility value. Stage five is where each of the criterions is assigned a scale of zero (no consideration) through three (highly important). In stage six, the information is entered into the cells and the utility value is multiplied by the importance rating of the criterion. Next, in stage seven, the rows are each added up and given a total. Finally, in stage eight, the methods are chosen based on the highest total scores.

There are many forms of data gathering to choose from and making those choices can be a difficult task. The Data Collection Matrix (Appendix A) takes into consideration the cost of each method, as well as the time and resources necessary to utilize that method. This matrix takes the complex and often times subjective problem of choosing data collection methods and makes it systematic and logical (Smith et al., 1986, p. 67-68).

Chapter III: Methodology

This study is being conducted because prevention and wellness, or ATODA, training classes offered to ATODA professionals in the CESA5 region are not meeting enrollment expectations. This results in low return on investment for the department. A needs assessment will identify the training needs of ATODA professionals in the CESA5 region. The purpose of this study is to conduct a needs assessment literature review and to create a survey questionnaire (Appendix A) tool that will, in the future, be used as one of the data collecting tools for the CESA5 SDFSC department needs assessment. For the purposes of this study, the survey questionnaire will be created but will not be implemented.

The survey questionnaire (Appendix A), along with other data that will be collected, will help the SDFSC department determine the training needs of the ATODA professionals in the CESA5 region. The survey questionnaire will also assess whether those needs are being met by CESA5, and/or another agency/organization and ultimately to determine if changes in the CESA5 SDFSC department training/education programs are needed.

The results of the survey questionnaire (Appendix A) will identify: (a) how and if ATODA professionals are receiving notification of classes; (b) why they are choosing or not choosing to take classes at CESA5; and (c) the types of classes they are taking from providers other than CESA5, as well as the subject matter and delivery system format of these other classes.

Subject Selection and Description

The type of sampling used will be a cluster sample. The subjects of the survey questionnaire (Appendix A) will be the ATODA professionals in the CESA5 region. The ATODA professionals will be contacted via email, utilizing a list-serve from the CESA5 SDFSC

department database. The survey questionnaire will not be administered as part of this study. It will be created with the intention that it will be used as part of an overall needs assessment which will be completed at a later date.

Instrumentation

The survey questionnaire will assess the needs of the ATODA professionals in the CESA5 region. This survey questionnaire will include both quantitative and qualitative measures. The data will be used to provide viewpoints from an ATODA professional's perspective and will also address the professional development needs of those ATODA professionals. The survey questionnaire will be created using the electronic survey tool, Survey Monkey. Survey Monkey is a tool that has been used in the past by CESA5 to survey the ATODA professionals. It is a tool with which the ATODA professionals are familiar. Since many of the ATODA professionals have school email addresses, that website is approved for use on all of the CESA5 regional schools computer networks. Therefore, it will not be blocked or inaccessible from school email. Several CESA5 SDFSC staff members and former ATODA professionals will test the survey questionnaire (Appendix A) prior to its distribution.

Data Collection Procedures

The survey questionnaire instrument (Appendix A) will be anonymous and no demographical information will be requested. The ATODA professional survey questionnaire will include 30 questions. Information regarding school size and location will not be included to protect the anonymity of the participants. The survey questionnaire will be open for one week's time, and should be analyzed immediately after the data is collected.

Data Analysis

The Statistical Program for Social Sciences (SPSS) available at CESA5 will be used to analyze the data. A precision level error rate of $\pm$ 5% will be used. The survey questions will be analyzed for frequencies, descriptive and comparative measures. Qualitative responses will be coded numerically by theme for further analysis.

Limitations

The limitations of this study in regards to methodology are:

1. The sampling will be limited to ATODA professionals in the CESA5 region, Results cannot be generalized outside the region.
2. The survey questionnaire (Appendix A) for CESA5 ATODA professionals will not be administered for this study.

Chapter IV: Discussion

There is considerable literature available on needs assessment and an equally large amount of literature on needs assessment methods and tools. This study considered some of the more popular methods of needs assessment, as well as some that are less well known. Each of the needs assessment models had similarities. They all utilized process steps and they all included data collection as one of those steps.

Much of the literature about needs assessments is geared toward business or education. CESA5 does not fit completely into either category and as a result none of the needs assessment models found by this researcher would be appropriate as they are written for the CESA5 SDFSC department. Because of the uniqueness of CESA5, data collection will also need to be approached in a different way. The expense of data collection for needs assessment will play a huge role in which forms of data collection will be used. Development and use of a data collection matrix (Appendix B) will allow CESA5's SDFSC department to choose the methods that will best fit the department's data collection needs.

Limitations of the Study

The two limitations of this study are:

1. This study is limited by the literature available and is dependent on the accuracy of that literature.
2. The survey questionnaire (Appendix A), which was created as part of this study, will not be administered for the purpose of this study.

Conclusions

Since 1981, fewer than five percent of needs assessments have been based on any one particular model (Witkin, 1994, p. 23). Kaufman and English (1979) felt that while there are

many models of needs assessment, there is no one best model. Kaufman and English (1979) went on to say that organizations must adapt a needs assessment model to fit their unique organization or situation.

The Six Step Approach Model was designed for needs assessment within an educational system. Other models, as well as the Six Step Approach, have been used or adapted for use in the business realm. Although CESA5 in involved with schools, it is truly a non-profit organization, which in the light of the current economic climate, must take on a more businesslike approach to the way in which it operates. This includes the way in which it conducts needs assessment.

CESA5's many departments provide a variety of trainings, however there would be an advantage to the consistent use of one needs assessment model throughout the organization. The use of one model would result in data that could be analyzed and compared across the organization, as well as across the state via the other 11 Wisconsin CESA's.

Of all the training models that were examined for the purposes of this literature review, the Al-Khayyat model came the closest to fitting the needs of CESA5. While there are similarities between Al-Khayyat's partner institutes and CESA5, there are also some differences. Partner institutes, in Al-Khayyat's definition, provide training for member organizations which are generally for-profit businesses. CESA5's member organizations are generally non-profit organizations themselves and come from both schools and community organizations.

Al-Khayyat's model will need to be changed to fit the unique needs of CESA5 and of their member organizations. Considering the unique needs of CESA5's SDFSC department, a new model, which combines information from previously mentioned models, has been created (Table 5).

Table 5

CESA5 Needs Assessment Model

Step	Term	Definition	References
1	Planning	Identify the purpose, create a work plan, develop data gathering cycle, determine types of data gathering methods and develop a needs statement matrix (table 2)	Al-Khayyat (1998), Kaufman and English (1979), Kaufman et al. (2003), Lee and Nelson (2006)
2	Identify Partners	Identify partners and form work teams with representation from these partners	Al-Khayyat (1998), Kaufman and English (1979), Kaufman et al. (2003)
3	Collect Data	Data collection will be completed utilizing the methods determined in step one	Al-Khayyat (1998), Heibert & Smallwood (1987), Kaufman et al. (2003), Lee and Nelson (2006)
4	Analyze Data	Data will be analyzed and the needs will be identified	Heibert & Smallwood (1987), Kaufman et al. (2003), Lee and Nelson (2006)
5	Report Findings	Report findings to organization and partners	Kaufman et al. (2003), Lee and Nelson (2006)
6	Apply Results	Develop, adjust or eliminate trainings and classes according to the findings	Al-Khayyat (1998), Heibert & Smallwood (1987), Lee and Nelson (2006)

Use of evaluation data will be an important part of the CESA5 SDFSC needs assessment. The 12 CESA's in Wisconsin provide similar ATODA classes and trainings. Because of this, it

will not be difficult to consider their outcomes as part of the CESA5 SDFSC training needs assessment. Likewise, since the SDFSC department at CESA5 has been in existence for some time, training evaluation records exist for many of the current classes. Unfortunately the evaluations from CESA5's ATODA classes are often little more than a glorified "smile sheet". Participants are asked basic questions about their class experience and often no further details about their needs are collected and no further levels of evaluation are completed. While this evaluation data will not be as useful as it would have been if a more thorough evaluation had been completed, the data should not be overlooked and will give some insight into the needs of ATODA professionals.

"Trainees are customers, and customer satisfaction has a lot to do with repeat business" (Kirckpatrick, 1996, p. 41). An increase in repeat customers will help the CESA5 SDFSC department increase participation in their ATODA classes and trainings. This will result in an increased return on investment for the department and will ultimately help to sustain the department. To accomplish this, the CESA5 SDFSC department must complete a needs assessment of their customers, the ATODA professionals in the CESA5 region.

Recommendations

This researcher recommends the following to CESA5's SDFSC department:

1. CESA5's SDFSC department will use the information from this literature review and survey questionnaire (Appendix A) to complete a needs assessment of ATODA professionals and will use information from that needs assessment to make improvements to the department's ATODA training offerings.
2. Along with the survey questionnaire that has been created, additional data collection methods will be included as part of the CESA5 SDFSC department needs assessment.

These additional methods should include a focus group with staff from the other eleven CESA SDFSC departments across the state and interviews with department heads/staff from other CESA5 departments to investigate the components of their successful training offerings. Also, past class evaluations should be included in the data collection process. Use of a data collection matrix (Appendix B) will allow the department to choose the best methods to fit their unique situation.

3. CESA5's SDFSC department will use the needs assessment model created for this study (Table 5). The ATODA department will share this model with other departments at CESA5 in the hopes that it will be adopted organization wide.
4. CESA5's SDFSC department will use a multi-level evaluation for each of the classes and training programs that it offers, with a goal of implementing all four levels with at least 90% of the classes and programs.

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Appendix A

Survey Questionnaire for CESA5 ATODA Professionals

Appendix A: Survey Questionnaire for CESA5 ATODA Professionals

Thank you for taking part in this survey questionnaire. The information you provide will be used to improve the ATODA classes and trainings offered by CESA5.

How would you describe your current position?			( ) School Based		( ) Community Based		
In the past year, how many classes/trainings have you taken from CESA5?	0 ( )	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )	More than 5 ( )
In the past year, how many classes/trainings have you taken from providers other than CESA5?	0 ( )	1 ( )	2 ( )	3 ( )	4 ( )	5 ( )	More than 5 ( )
Compared to other classes/trainings you have taken, how would you rate the classes/trainings you have taken at CESA5? (Please choose one)	Much Better ( )	Better ( )	About the Same ( )	Some-what Worse ( )	Much Worse ( )	Not Applicable ( )	
How would you rate the value of the classes/trainings you take at CESA5 compared with the price paid? (Please choose one)	Very Good ( )	Good ( )	Unsure or Neutral ( )	Fair ( )	Poor ( )	Not Applicable ( )	

When considering a class or training, which of the following is important to you? (Please make one choice per row)

	Important	Unsure or Neutral	Not Important
Content of the training	( )	( )	( )
Take home materials	( )	( )	( )
The location of the class/training	( )	( )	( )
Whether I can receive continuing education credits	( )	( )	( )
Whether I can receive graduate credit	( )	( )	( )
Quality of past trainings received from the provider	( )	( )	( )
Personal knowledge of the instructor	( )	( )	( )
Recommendation from a collogue	( )	( )	( )

Which are the best ways to notify you about class/training offerings? (Please rank the following)

	Good	Fair	Poor
Regular mail	( )	( )	( )
Email	( )	( )	( )
Website	( )	( )	( )
Facebook	( )	( )	( )
Class/training offerings pamphlet/booklet	( )	( )	( )
Twitter	( )	( )	( )

When would you prefer classes/trainings be offered? (Please make one choice per row)

	Agree	Neutral	Disagree
Weekdays	( )	( )	( )
Weekends	( )	( )	( )
Evenings	( )	( )	( )
Summer	( )	( )	( )
Fall	( )	( )	( )
Winter	( )	( )	( )
Spring	( )	( )	( )

Given the choice, what would be your preferred format for classes/trainings? (Please make one choice per row)

	Often	Sometimes	Rarely
In-classroom	( )	( )	( )
On-line	( )	( )	( )
Combination of in-classroom and on-line	( )	( )	( )
Individualized instruction at my location	( )	( )	( )

Appendix B

Evaluation Criteria Matrix

Appendix B: Evaluation Criteria Matrix (Smith, Delahaye, & Gates, 1986)

Criteria	Incumbent Involvement	Managerial Involvement	Time Requirement	Cost	Relevant Quantifiable Data	Totals
	Rating					
Methods	**3**	**2**	**1**	**3**	**2**	
Advisory Committee/Key Consultation	(1) **3**	(2) **4**	(2) **2**	(3) **9**	(1) **2**	**20**
Assessment Centers (external)	(3) **9**	(1) **2**	(1) **1**	(1) **3**	(3) **6**	**21**
Attitude Surveys	(2) **6**	(1) **2**	(2) **2**	(2) **6**	(1) **2**	**18**
Group Discussions	(3) **9**	(2) **4**	(2) **2**	(2) **6**	(2) **4**	**25**
Employee Interviews (by trainer)	(3) **9**	(1) **2**	(1) **1**	(1) **3**	(2) **4**	**19**
Exit Interview (by personal department)	(1) **3**	(1) **2**	(3) **3**	(3) **9**	(1) **2**	**19**
Management Requests	(1) **3**	(3) **6**	(3) **3**	(3) **9**	(1) **2**	**23**
Observations of Behavior (by trainer)/Work Sample	(2) **6**	(1) **2**	(1) **1**	(1) **3**	(2) **4**	**16**
Performance Appraisals	(2) **6**	(3) **6**	(2) **2**	(3) **9**	(3) **6**	**29**
Performance Documents	(1) **3**	(2) **4**	(3) **3**	(3) **9**	(3) **6**	**25**
Questionnaire Surveys and Inventories	(3) **9**	(3) **6**	(2) **2**	(2) **6**	(3) **6**	**29**
Skills Tests	(3) **9**	(1) **2**	(1) **1**	(1) **3**	(3) **6**	**21**
Job Analysis	(2) **6**	(1) **2**	(1) **1**	(1) **3**	(3) **6**	**18**
Related Experience (literature, other organizations)	(1) **3**	(2) **4**	(2) **2**	(3) **9**	(1) **2**	**20**