Needs Assessment Processes and Methods

September 24, 2019
ANR Building, Davis

Vikram Koundinya, Evaluation CE Specialist
Katherine Webb-Martinez, Associate Director, Program Planning and Evaluation
Presentation Outline

- Needs Assessment Processes
- Methods to Collect Needs Assessment Data
- Best Practices for Developing and Administering Surveys
- Best Practices for engaging with communities
- Cultural Considerations in Needs Assessment
- Writing Good Questions
- Needs Assessment Priority Setting
What is “Need?”

The measurable discrepancy between “what is” (or the present state for group or situation of interest) and the “what should be” (or desired state) (Witkin & Altschuld, 1995)

- Needs not wants
- Needs not solutions
What is Needs Assessment?

- Is the very first step in the overall program planning process.
- Needs assessment is driven by the question “*What do clients need and how can those needs be met?*” (Patton, 1982).
“A systematic set of procedures undertaken for the purpose of setting needs-based priorities and making decisions about program design/improvement and allocation of resources.” (Altschuld & Kumar, 2010).

It is the process of identifying needs as gaps between current and desired results, placing those needs in priority orders based on the cost to meet each need versus cost of ignoring it, and selecting the most important opportunity or solutions to eliminate or reduce the problem (Kauffman et al., 2003).
When to conduct a Needs Assessment?

- The program is brand new.
- You are new to the job.
- You want to learn more about what your clients need related to a specific condition.
- You need to document the needs for funding (Angima et al., 2014)
- You need additional information to communicate with your stakeholders.
- If the program evaluation focus is on how well it meets the needs of the intended audience (Patton, 1982)
When NOT to conduct a **New Needs assessment**
(Berkowitz & Nagy, 2014)

- Your clients view the assessment as redundant or wasteful.
- The issue requires a quick action.
- A recent needs assessment results are still timely.
- When there is absolutely no doubt what the most important needs are
What Needs Assessment can be

- Different potential uses

  Definitely
  - Developing your program: from goal setting to evaluation
  - Performance appraisal

  Maybe
  - Collaborative statewide or regional needs assessment
  - Commissioned study
  - Journal article
  - Justify requests for funding
  - Collaborative research project

- Choice of scale and scope

- Informal vs. formal approaches
Benefits of Collaborative Needs Assessment

- Better understanding of needs at a big picture or regional level
- Leveraging subject-matter expertise
- Leveraging limited resources
- Shared goals can be addressed efficiently
- Can serve as a strategic planning tool for other program areas

- Between UC and UNR Cooperative Extension
- The purpose of this needs assessment was to identify issues of critical importance to improving natural resource management in the Lake Tahoe Basin.

**Benefits:** Comprehensively address a need that extends beyond individual areas (as the unit of work naturally extends beyond one region); better delivery of the program.

**Outputs:** Peer-reviewed journal article

- Surveyed individuals involved with assisting or regulating agricultural producers who experience wildlife pest problems to provide quantitative data on research needs to better guide future research efforts in developing more effective, practical, and appropriate methods for managing these pests.

Benefits: Focus research at statewide level

Outputs: Two peer-reviewed journal articles, Crop Protection (2012) and Integrative Zoology (2014)

- Met with under-represented clientele groups in the four-valley area (Imperial, Coachella, Palo Verde, and Temecula Valleys), and with key stakeholders and clientele (growers, irrigation/water districts, commodity groups, public agencies, irrigation and water industries, and environmental groups. etc.), AND participated in the collaborative needs assessment.

Benefits: Informed development his research and extension program

Outputs: *Agricultural Briefs-Imperial County, September issue (2017)*
Grower Needs Assessment for Sustainable Food Production in San Diego County

One Time Funding Request for FHA/UCCE/LUEG
Submitted by: Ramiro Lobo, Small Farms Advisor & Jan Gonzales, Community Education Specialist
July 1, 2017 – June 30, 2018

UC SAREP Grant
Needs assessment for small scale livestock harvesting and processing facilities in Northern California

Commissioned Study

Collaborative Research Project
How to steps, approaches, methods...
Things to consider before getting started

- Find out what is already known or available
- Determine if you need more information from stakeholders
- Clientele readiness for assessment
- Political aspects of the activity
Context is important

- Extension programs exist within a situation or environment that is often complex and changing.
- The more we know about the situation, the more solid the foundation of our program.
- Examine the available resources and relevant research, knowledge and experience to better understand the situation.
- Involving others helps to build a better understanding of the context or situation, as well as buy-in to the program.
First steps for new advisors

- Get out and introduce yourself
- Develop relationships
- Define your clientele
- Get the lay of the land

➤ This informs who and what to ask about needs
How to Organize a Needs Assessment (Donaldson & Franck, 2016)

Phase 1: Exploration
◦ NA purpose, potential uses, audience, explore secondary data sources, what & how to collect data

Phase 2: Assessment
◦ implement NA plan: collect, analyze, & synthesize data

Phase 3: Utilization
◦ use the data to set program priorities, develop action plan to address needs/issues, communicate results

McKillip (1998) and Lepicki and Boggs (2014) as cited in Donaldson and Franck (2016)
Worksheet: Organizing a Needs Assessment

Phase One: Exploration
- What are the potential uses of the assessment information and who are the potential users of the assessment information?
- Are you looking at one town or county or a specific audience?
- What existing information do you have?
- What data still need to be collected?
- How will you collect the data?

Phase Two: Assessment
- What data did you gather?
- How did you access the data?
- What did you learn or confirm?
- Was there overlap in the needs identified as shown by different sources?

Phase Three: Utilization
- What are your priorities based on the needs assessment?
- How will you share the needs assessment information with others?
Commonly Used Data Collection Methods
For secondary data:
- Literature/Document review

For primary data:
- Individual Interviews
- Group interviews (focus groups)
- Key-informant interviews
- Observation
- Surveys
Document/Literature Review

Content analysis of existing information, secondary data

- Little to no participant burden

Best practices:
- Have an audit trail
- Document systematically
10/31/2017, [NAME AND TITLE]: Discussed their county needs assessment survey and shared a document on sampling.

11/16/2017, [NAME AND TITLE]: Discussed her needs assessment survey and suggested new questions and also reviewed her draft questionnaire.

12/3/2017, [NAME AND TITLE]: Reviewed the end-of workshop evaluation survey for her ranch education programs. The survey was to be administered at the Annual Weed Management training.

12/3/2017, [NAME AND TITLE]: Reviewed post-course evaluation survey, IRB application and focus group interview schedule.

1/11/2018, [NAME AND TITLE]: Visited the IGIS Lab at UC Berkeley to understand their current evaluation practices and suggest improvements or new methods. Shared literature from my work that could inform their future evaluation practices.

1/12/2018, [NAME AND TITLE]: Discuss evaluation plan for County Directors Institute. We also discussed an evaluation plan for the environmental education programs offered by the Elkus Ranch.

6/7/2019, [NAME AND TITLE]: Suggested different approaches and methods for evaluating an ordinance that was passed by the city of Long Beach named the Tenant Relocation Assistance Program. The student wanted to know where and how to start with evaluating policies.

7/10/2019, [NAME AND TITLE]: Discussed an evaluation plan for their Farm Smart Program. Shared materials related to Ripple Effect Mapping method which was one of the evaluation methods we discussed for the evaluation.

7/19/2019, [NAME AND TITLE]: Reviewed her "Get Inspired-Volunteer Connection July 2019" newsletter evaluation survey and suggested changes that could help document the anticipated outcomes more effectively.
Mixed methods: **Literature review** then Key informant interviews
Natalie Price,
UCCE Nutrition, Family, and Consumer Sciences Advisor

Mixed methods:
Reviewed county health improvement plans, health center community needs assessments, and relevant health data and policy reports, and informal interviews with ANR academics and key partners
Methods for Collecting Primary Data
Sampling Process

1. Determine the sampling frame: compile a comprehensive and accurate list of your target audience

2. Choose sample type:
   • Convenience sample
   • Stratified sample (diverse audience)
   • Random sample

Best practices

✓ Use existing lists and check for accuracy

✓ Plan to oversample
Individual Interviews

- personal contact is desirable
- sample group is smaller
- sample group is unlikely to respond to a written survey
- sample has people incapable of taking a survey
- you are not sure what is most important to potential respondents

Best practices

- State the purpose upfront
- Be consistent and neutral
- Use probing questions
- Send questions 1-2 days in advance
Elizabeth Fitchner,
UCCE Farm/Orchard Systems Advisor

Informal Interviews
piggy backing on existing meetings
Susie Kocher, UCCE Forestry/Natural Resources Advisor

Semi-structured Interviews
Group Interviews/Focus Groups

- Don’t know what questions to ask
- Want to know more from survey responses
- Foster trust and relationship-building
- Piggy back off existing meetings
- Understand common issues or needs

Best Practices
- 8-10 people
- Explain the rules
- Make deliberate efforts to get answers from everyone

Video: https://www.youtube.com/watch?v=FHcCNufXLsg
Key-informant interviews

- Verify collected data (e.g.: to understand needs vs wants)
- Get inputs from knowledgeable and influential people (opinion leaders, spark plugs etc.)
- Explore unanticipated ideas

Best Practices
- Have a mix of people from different ages, races, ethnicities etc.
- ~10 people
Ramiro Lobo, UCCE Small Farms & Ag Economics Advisor & Jan Gonzales, Community Education Specialist

Mixed methods: Online survey, In-person interview & Focus Groups
Observation

- Observe practice/behavior
- Want to see and listen
- Confirm fidelity of implementation

Best Practices
- Have an observation guide
- Take field notes
<table>
<thead>
<tr>
<th>Observation Prompts</th>
<th>Actions You See or Comments You Hear</th>
</tr>
</thead>
</table>
| **1) Engagement/Delivery** | a. How are students engaging in the activities?  
   b. What is their body language? |
| **2) Learning** | a. Are students expressing what they are learning?  
   b. Is the environment conducive to learning?  
   c. Are students forming new connections? Why/How? |
| **3) Staff Friendliness & circulation** | a. Warm tone of voice and respectful language  
   b. Attentive and responsive  
   c. One-on-one interactions with every student |
| **4) Emotional safety** | a. Respect to all students and insistence in mutual respect  
   b. Staff address any incidents in which student(s) are made fun of or where there are misunderstandings |
| **5) High expectations & good challenge** | a. All students are encouraged to try out new(s) skills  
   b. Students seem challenged (in a good way) by the activities |
| **6) Active, cooperative and experiential learning** | a. Activities include both hands-on and cognitive processes [problem-solving, practicing skills, manipulation of ideas, creatively expressing ideas and building with materials exercises] |
| Other observations | a. Anything stand out from a positive or negative perspective?  
   b. Any other observations? |
Summary of Observations of Five 4-H Camps at Las Posadas 2016
By Steven Worker, 4-H Youth Development Advisor serving Marin, Sonoma, and Napa
Revised September 15, 2016

Purpose: A summary of my observations and suggestions resulting from camp visits. I visited each week (Sonoma, Marin, and Napa counties) and observed and interacted with campers, teen staff, and adults; learned about camp activities, educational sessions, and flow of the schedule; got a general sense of the atmosphere of youth-stuff interactions; learned about the Las Posadas facility; and started to determine what the needs for future camps might be.

My background: 4-H alumnus from Santa Barbara County where I served as a youth counselor and teen staff at Santa Barbara County’s 4-H Camp Wahoo! In addition to my 10 years as a 4-H member & volunteer, I worked for 14 years at the State 4-H Office.

Observations: June 16 for Napa Week 1, July 1 for Sonoma Week 1, July 6 for Sonoma Week 2, July 14 for Marin, July 21 for Napa Week 2; approximately 10:00am to 3:30pm each visit.

Summary: I observed a positive atmosphere, vibrancy, and positive interactions between campers, teens, and adults at each camp. There was evidence of tremendous effort, time, and organization in the preparation and implementation of each week of camp by a dedicated group of adults and teens. Dozens of adults shared their decades at camp, which painted a clear picture of emotional investment in camp and the Las Posadas facility. I was impressed with the attention to health and safety, including the posting of 4-H Clover Safe Notes, ample fire protection at both campfire pits (hose and extinguisher), and 4 of 5 camps ensuring campers hands were clean (or sanitized) before meals.
Surveys

- To collect standardized information from large sample
- Privacy is important or independent opinions and responses are needed
- When there are resource constraints (mainly time and money)

Best practices
- Be clear about the purpose
- Be focused: only ask what you need to
- Establish reliability and validity of the questionnaire
- Follow design principles
Response rate achieved in Extension….

Archer, 2008
- Meeting or Conference Evaluations - 57%
- Needs Assessments - 40%
- Output or Impact Evaluations - 51%
- Ballots - 62%

Koundinya, Klink, Deming, Meyers, and Erb, 2016
- Electronic follow up survey 10 month follow up: 33%
- Electronic follow up survey 2 month follow up: 51%
- Mailed surveys two months follow up: 39%
- Mailed surveys 10 months follow up: 31%

\# answered \(=\) Response Rate
\# contacted
Best Practices for Developing and Administering Surveys

(Dillman, Smyth, and Christian, 2014)
Online Surveys

- Decide how the survey will be programmed and hosted
- Evaluate the technological capabilities of the sample
- See that questions display similarly across different devices and browsers
- Decide how many questions you want per page
- Have interesting and informative welcome and closing screens
Online Surveys continued

- Allow respondents to back up in the survey
- Consider *whether or not* to use graphical progress indicator
- Allow respondents to save and finish the survey later
- Use multiple contacts and vary the message
- Take steps to ensure that e-mails are not flagged as spam
Mailed Surveys

- Construct in booklet forms
- Decide question layout and order
- To the extent possible, personalize all contacts
- Create interesting and informative front and back cover pages
Mailed Surveys continued

- Take steps to ensure that mailings will not be mistaken for junk mail or marketing materials
- Strategically time all the contacts
- Assign an individual ID number to each sample member
- Send a token of appreciation with the survey request
Betsy Karle, UCCE Dairy Advisor

Mail & Online Survey
Michelle Leinfelder-Miles, UCCE Farm / Delta Crops Advisor

Mixed Methods: Document review, Survey using **Clickers** & Informal Interviews
Survey Incentives?!
### FIGURE 10.9: Examples of the effects of advance token incentives in mail surveys.

<table>
<thead>
<tr>
<th>Population (year, survey director)</th>
<th>Sample Size</th>
<th>Experimental Groups</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon State University students who left the College of Agricultural Sciences without graduating (1997, Lesser)</td>
<td>133</td>
<td>$0</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>130</td>
<td>$2 Check</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>$2 Bill</td>
<td>53%</td>
</tr>
<tr>
<td>Recent graduates of the College of Agricultural Sciences at Oregon State University (1998, Lesser)</td>
<td>129</td>
<td>$0</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>135</td>
<td>$2 Bill</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>141</td>
<td>$5 Bill</td>
<td>81%</td>
</tr>
<tr>
<td>Oregon State University distance education students (1997, Lesser)</td>
<td>249</td>
<td>$0</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>91</td>
<td>$2 Check</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>92</td>
<td>$2 Bill</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>87</td>
<td>$5 Check</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>97</td>
<td>$5 Bill</td>
<td>32%</td>
</tr>
<tr>
<td>Oregon State University June 1997 graduates (1998, Lesser)</td>
<td>231</td>
<td>$0</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>234</td>
<td>$2 Bill</td>
<td>65%</td>
</tr>
<tr>
<td>New residents of Washington who obtained a state driver’s license (1994, Dillman)</td>
<td>368</td>
<td>$0</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>357</td>
<td>$2 Bill</td>
<td>63%</td>
</tr>
<tr>
<td>New residents in Iowa who obtained an Iowa state driver’s license (1997, Lorenz)</td>
<td>317</td>
<td>$0</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>313</td>
<td>$2 Singles</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>313</td>
<td>$2 Bill</td>
<td>73%</td>
</tr>
<tr>
<td>New residents of Idaho aged 50 to 70 (1996, Carlson)</td>
<td>526</td>
<td>$0</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>526</td>
<td>$2 Bill</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>524</td>
<td>$300 Lottery</td>
<td>58%</td>
</tr>
<tr>
<td>Centre County Pennsylvania Residents (1998, Mullen)</td>
<td>470</td>
<td>$0</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>288</td>
<td>$2 Bill</td>
<td>62%</td>
</tr>
</tbody>
</table>
Other Survey Best Practices

- Keep the email/letter short and to the point
- Use smaller paragraphs and sentences
- Paper surveys: Have white space (less busy)
- Look up design/visualization principles (e.g.: Gamification Theory)
Ensuring Culturally Responsive Needs Assessment

Cultural Competence:

“a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.”

(Cowles 2005)
Cultural Considerations

How might participant characteristics affect your needs assessment?

• Language
• Age
• Abilities: mental, physical, social
• Male-female interactions, communication styles, family relationships, decision-making styles
• Attitudes to conflict
• Concept of time
• Approaches to knowing and ways of knowing

How might you make the following data collection methods more culturally sensitive?

• Written questionnaire
• Mailed survey
• Observations
• Interviews/Focus Groups

Borrowed from Building Capacity in Evaluating Outcomes, Univ. of WI - Extension
Margaret Lloyd, UCCE Small Farms Advisor

On farm Observation & Interviews
Small group discussion

- Describe which needs assessment data collection method(s) you used/plan to use & why
Best Practices for Community Engagement

- Tell that you are a UC ANR/UCCE person.
- Specify the purpose of the study.
- Discuss how their participation would contribute to improvements in others' lives and their society.
- Do not use subordinating language.

(Dillman, Smyth, and Christian (2014))
Examples of Subordinating Language

“For us to help solve the school problems in your community, it is necessary that you participate in this study.”

“Will you please be part of helping to solve the farming problems in your county? Your responses can assist the county farmers in fully understanding the issues facing the farms here.”
Community Engagement continued

- Establish trust.
- Ask for advice.
- Stress that the opportunities to contribute to this study are limited.
- Convey that others are also participating.
- When appropriate, use incentives as social exchange.
Examining Needs Assessment Approach

UC ANR Diversity, Equity, and Inclusion (DEI) Alliance

- Exploring asset-based community development approach for needs assessment

- Emphasizing being mindful of how we engage stakeholders: understanding who we are when we go into communities
  - What do we want to be?
  - Is this what the community wants us to be?
  - Are we learning from the community?
  - How are we building relationships?
  - How can I (ANR) work with you (clientele)?
Protecting Human Subjects

“A human subject is as a living individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual; or (2) identifiable private information.”

Institutional Review Board = IRB

Core Principles: Respect, Beneficence, Justice
Do you need IRB approval?

- Do the human subjects represent a vulnerable population (e.g., youth, institutionalized individuals, or others whose participation may be considered involuntary)?
- Is it likely that participants’ identities and/or contact information can be linked to their responses?
- Will needs assessment findings be published (in peer-reviewed journals)?

(Adapted from Ellen Taylor-Powell’s *Building Capacity in Evaluating Outcomes*)
Writing Good Questions
Some Guidelines (Ary, Jacobs, Razavieh, & Sorenson, 2006)

- Make it simple, short, and direct.

- Phrase in a way that they can be understood by every respondent.

- Do not use abbreviations, slang, or acronyms.

- Phrase questions so as to elicit unambiguous answers. Quantify responses whenever possible.
Avoid bias that may predetermine a respondent’s answer

Avoid questions that might lead to unstated assumptions

Avoid leading questions, which imply a desired response

Avoid questions that may elicit embarrassment, suspicion, or hostility in the respondent
- Avoid double-barreled questions.

- Make sure alternatives are exhaustive. Have "other" option where there are wide range of possibilities.

- Make sure the respondents have the information necessary to answer the questions.

- Have equal variation on both the sides of the rating scale.
- Ensure the question stem matches the answer choices.

- Decide the points on the scale based on the purpose.

- Give a timeframe/time range when necessary.

- Keep the questionnaire as short as possible (10-15 minutes).
Best Practices for Writing Questions

Activity

- How can the questions on the handout be improved?
Using the Findings to Focus and Develop Your Program
Deepa Srivastava, UCCE NFCS Advisor

Used NA survey findings to inform collaborative program planning through meetings and focus groups

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborations, IRB, Pilot test of surveys (n=6), Printing, Putting together survey packets.</td>
<td>1) Surveys pilot tested and printed.</td>
</tr>
<tr>
<td>Participants: Directors/Preschool Teachers in licensed childcare/ preschool settings Tulare/Kings (n=701) Data Collection: About the childcare program, foods &amp; beverages served, mealtime practices, nutrition education, parent engagement, access to training, and demographics.</td>
<td>2) Completed surveys (n=117) and data entry SPSS file.</td>
</tr>
<tr>
<td>Descriptives and Chi Square using SPSS.</td>
<td>3) Results documented. 4) One peer reviewed conference abstract published showcasing needs assessment results. 5) Two poster presentations at state/national levels. 5) Community presentation documenting needs assessment findings.</td>
</tr>
<tr>
<td>Collaborations, Implementation planning meetings, Focus group planning, IRB.</td>
<td>7) IRB approval received.</td>
</tr>
<tr>
<td>Program intervention focus: one preschool site in Kings county. Partnership meetings from January May 2019. Evidenced-based Go Glow Grow nutrition education curriculum was implemented by CalFresh Healthy Living, UC Program Nutrition Educator Kings County in collaboration with community college culinary student chefs provided food demo and taste test for preschoolers.</td>
<td>8) Lesson observation tools and related surveys completed. 9) Three success stories published in the weekly newsletter of CalFresh Healthy Living, UC Program.</td>
</tr>
<tr>
<td>Participants: Preschoolers (n=72), Student chefs (n=10) and Program community partners (n=3). Data Collection: Two focus groups were conducted based on SNAP-Ed evaluation framework. Participants completed demographic questionnaire.</td>
<td>10) Two audio files</td>
</tr>
<tr>
<td>Quantitative descriptive analysis. Qualitative thematic analysis in progress.</td>
<td>11) Transcripts 12) UC ANR Blog posted 13) Conference poster presentation for FY20 14) UC Delivers FY20 15) Publication planned FY20</td>
</tr>
</tbody>
</table>
Priority Setting

- You may not ask clientele to prioritize their needs, but even if you do -- clientele priorities are not the only things to be considered...

- You can take a qualitative approach to analyze all that you know using a variety of filters/considerations to help you determine the priorities on which you will focus.

**Activity** -- Review the handout list and discuss:
- What is most pertinent to your situation?
- Do any considerations not make sense?
- What, if anything, is missing?
Using Your Needs Assessment Findings

Developing Focused, Relevant Programs

Program Action - Logic Model

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes - Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we do</td>
<td>Conduct workshops, meetings</td>
<td>What the short term results are</td>
</tr>
<tr>
<td>What we do</td>
<td>Deliver services</td>
<td>Learning</td>
</tr>
<tr>
<td>What we do</td>
<td>Develop products, curriculum, resources</td>
<td>Awareness</td>
</tr>
<tr>
<td>What we do</td>
<td>Train</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Who we reach</td>
<td>Participants</td>
<td>Conditions</td>
</tr>
<tr>
<td>Who we reach</td>
<td>Clients</td>
<td>Social</td>
</tr>
<tr>
<td>Who we reach</td>
<td>Agencies</td>
<td>Economic</td>
</tr>
<tr>
<td>Who we reach</td>
<td>Decision-makers</td>
<td>Civic</td>
</tr>
<tr>
<td>Who we reach</td>
<td>Customers</td>
<td>Environmental</td>
</tr>
</tbody>
</table>

Evaluation
Focus - Collect Data - Analyze and Interpret - Report


Resources

UCCE Needs Assessment:
http://ucanr.edu/sites/CEprogramevaluation/Needs_Assessment_Resources/

Extension and Delivery – \textit{ASK ME} – ”A” is for Audience and Needs:
http://ucanr.edu/sites/Professional_Development/Extension_-_Delivery/

North Carolina Extension Needs Assessment resources and templates webpage
https://evaluation.ces.ncsu.edu/county-needs-assessment/

THANK YOU!