



STRAND 1: ND COMMUNITY ACTIVITY

PART 2—ESTABLISHING PROGRAM NEEDS AND PRIORITIES

Overview

Having a clear sense of the needs of your Title I, Part D (Part D), program can help you better plan for the future. This program planning also can be used as part of larger State planning year-to-year as well as in anticipation of and following reauthorization of ESEA.

Instructions

Keeping in mind the profile of your Part D program that you created through the SWOT analysis in Part 1, use the boxes on the following pages to work through the planning process concerning program issues/needs. Think through current outcomes, desired outcomes, the gaps between, how to evaluate your impact of addressing the needs, and the priority of each need in relation to others. An example is provided in the table below:

Table: Template for Describing and Prioritizing Needs and Planning Next Steps¹

Current Outcomes: How things are . . .	Desired Outcomes: How things <u>should</u> be . . .	Needs: What is/are the gap(s)?	Evaluation Items: How will we know we're successfully addressing the need?	Priority Ranking: How important is this need compared to others and why?
Upon release, only 25 percent of students are awarded the academic credits that they earned while in placement.	Upon release, 100 percent of students will have their academic credits transferred.	Student records are not up to date upon transfer, and information is lost or inconsistently transferred.	Continue to track how long it takes for facilities to receive student data and review quarterly for improvement.	3 (of 6)

¹ Table adapted from West Virginia Department of Education Comprehensive Needs Assessment, Neglected and Delinquent Needs Assessment Committee training, March 2009.



Current Outcomes:
How things are . . .

Desired Outcomes:
How things should be . . .

Needs:

What is/are the gap(s)?

Evaluation Items:

How will we know we're successfully addressing the need?

Priority Ranking:

How important is this need compared to others, and why?

Notes:

Other things to consider . . .