

Baltimore County Public Schools Community Schools Initiative Needs Assessment Report

School Name:

Introduction

Needs Assessment Process

Data Collection

Methods

Asset Inventory

Existing Data Review

District and BCPS-CSI
Survey

Key Informant
Interviews

Focus Groups



Stakeholder Engagement

Students		Parents/Families		School Staff		Partners/Community	
Listening Sessions		Listening Sessions		Listening Sessions		Listening Sessions	
Key Informant Interviews		Key Informant Interviews		Key Informant Interviews		Key Informant Interviews	
District Survey Total		District Survey Total		District Survey Total		District Survey Total	
CS Survey Total		CS Survey Total		CS Survey Total		CS Survey Total	

Target Sample Size	Total # Engaged	%Sample Size Met	Target Sample Size	Total # Engaged	%Sample Size Met	Target Sample Size	Total # Engaged	%Sample Size Met	Target Sample Size	Total # Engaged	%Sample Size Met

Equity Focus

"Yes" indicates that the stakeholder group was equitably represented in the needs assessment process. "No" indicates that additional stakeholders need to be engaged to reach an equitable representation.

		Students	Families
Race	African American/Black		
	American Indian or Alaska Native		
	Asian or Asian American		
	Hispanic or Latino		
	Multi-Racial		
	White or Caucasian		
	TOTAL		
Gender	Female		
	Male		
	TOTAL		

Stakeholder Engagement | *Strengths & Limitations*

Equity Focus | *Next Steps to Reach Equitable Sample Size*

Top School & Community Assets Identified

Top Identified Priorities	Stakeholders Impacted	Commitment Area
1.	<input type="checkbox"/> Students <input type="checkbox"/> Families <input type="checkbox"/> Community <input type="checkbox"/> Staff <input type="checkbox"/> Partners	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Equity & Inclusion <input type="checkbox"/> Family/Community Eng <input type="checkbox"/> Health/Social Supports <input type="checkbox"/> Safe/Supportive Learning
2.	<input type="checkbox"/> Students <input type="checkbox"/> Families <input type="checkbox"/> Community <input type="checkbox"/> Staff <input type="checkbox"/> Partners	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Equity & Inclusion <input type="checkbox"/> Family/Community Eng <input type="checkbox"/> Health/Social Supports <input type="checkbox"/> Safe/Supportive Learning
3.	<input type="checkbox"/> Students <input type="checkbox"/> Families <input type="checkbox"/> Community <input type="checkbox"/> Staff <input type="checkbox"/> Partners	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Equity & Inclusion <input type="checkbox"/> Family/Community Eng <input type="checkbox"/> Health/Social Supports <input type="checkbox"/> Safe/Supportive Learning
4.	<input type="checkbox"/> Students <input type="checkbox"/> Families <input type="checkbox"/> Community <input type="checkbox"/> Staff <input type="checkbox"/> Partners	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Equity & Inclusion <input type="checkbox"/> Family/Community Eng <input type="checkbox"/> Health/Social Supports <input type="checkbox"/> Safe/Supportive Learning
5.	<input type="checkbox"/> Students <input type="checkbox"/> Families <input type="checkbox"/> Community <input type="checkbox"/> Staff <input type="checkbox"/> Partners	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Equity & Inclusion <input type="checkbox"/> Family/Community Eng <input type="checkbox"/> Health/Social Supports <input type="checkbox"/> Safe/Supportive Learning

Notes: