

NEEDS ANALYSIS FOR WORKSHOP DESIGN

The information from a needs analysis such as this one should be used to tailor the workshop to the needs of the students, participants (tutors) and the local program. This analysis also provides important resource information and considerations that may affect the workshop design and delivery times. Each local program will have its own specific form or analysis process. The sample below is provided to give trainers an idea of the types of information that will typically be included in a needs analysis.

PROGRAM OVERVIEW

Tutor Orientation:

The tutor orientation session will take place Prior to workshop During workshop
What topics will be covered?

If the tutor orientation is to take place during the workshop, will someone from the local program be available to present the orientation? Yes No

Programs and services:

Indicate which of the following the program provides:

- One-to-one tutoring. On-site or off-site?
- Group training. On-site or off-site?
- Small group instruction.
- A comprehensive initial student assessment including
 - Student's background information
 - Identification of student goals
 - Identification of student learning styles
 - Identification of student skill gaps
 - Recommendations for materials/strategies
 - Other
- Follow-up meetings with tutor and student. Frequency?
- Ongoing tutor seminars. How often? Monthly Quarterly
What topics are offered?
- Other tutor support. Describe.

Resources and Materials:

Indicate with a 1 the primary materials used with students. Indicate with a 2 any other materials that are available and frequently used.

- | | |
|---|---|
| <input type="checkbox"/> Laubach Way to Reading | <input type="checkbox"/> Challenger Series |
| <input type="checkbox"/> Voyager Series | <input type="checkbox"/> Patterns in Spelling |
| <input type="checkbox"/> Breakthrough to Math | <input type="checkbox"/> Laubach Way to English |
| <input type="checkbox"/> Focus on Phonics | <input type="checkbox"/> Computer Software |
| <input type="checkbox"/> Other: _____ | |

Workshops:

How many workshops are provided per year?

When are they held? evenings weekends

daytime Where are workshops held?

What equipment is available?

Does the program have its own trainers? Yes No

Do trainers have to travel more than one hour? Yes No

If yes, for how long on average?

What is the level of experience of the trainers?

What is the optimum size of the workshop?

How many will be in this workshop (if known)?

Program Evaluation:

Describe how the program determines if a student has been successful:

- Met their goals
- Completed a series
- Achieved a certain level
- Stayed a certain length of time
- Other: _____

What is the program's success rate? ___%

How is this measured?

Why do students drop out?

What would students like to see their tutors do differently?

WHO ARE THE TUTORS

Tutor Demographics:

What percentage of the tutors are...

Male? Female?

Aged 16-24? ___ 25-44? _____ 45-64? _____ over 65? _____

Have university education? ___

Have prior teaching experience?

Have prior training and education experience?

Have volunteer experience?

Have any other relevant experience?

What skills require development in the current group of tutors?

Tutor Motivation:

What are the most common reasons volunteers decide to tutor with this program?

What are the most common reasons tutors decide to leave this program?

Tutor Feedback (from workshop evaluations, tutor focus groups, informal discussion, etc.):

What do tutors like the most or find useful about the tutor training workshop?

What are the top three complaints received about the tutor training workshop?

What are the top three suggestions that are made to improve the workshop?

What do tutors frequently need help with after the workshop?

Are there any common pitfalls tutors fall into when tutoring? How are these pitfalls typically managed?

Additional Comments:

WHO ARE THE STUDENTS

Student Demographics:

What percentage of the students are...

Male? _____ Female? _____

Aged 16-24? _ 25-44? _____ 45-64? _____ over 65?

Beginning readers/writers (Level 1)?_

More advanced readers/writers (Level 3)?__

Goals of students:

What percentage of the students indicated the following goals:

__ Finding employment _____ Independent and daily living

__ On-the-job training or skills development _____ Finding a doctor

_____ Educational (complete high school, _____ Learning about a new culture
college, etc.

__ Personal and family related _____ Other

Do many students want to write their GED? Yes „ No „

Learning Requirements:

What percentage of students require help with...

__ Reading _____ Writing _____ Speaking & Listening

__ Numeracy _____ Self management _____ Study skills

Special Needs:

Indicate if there are any students with the following special needs:

„ Learning Disabilities

„ Developmental Delays

„ Other challenges including: „ Visual „ Auditory „ Mobility
„ Speech „ Motor „ Other

„ Other

Are there any specific circumstances that the trainer should be aware of and/or consider when designing the workshop?