

Federal/State Maternal and Child Health Partnership

Technical Assistance Meeting

MCH Needs Assessment:

Concepts to Catalyst – Capacity to Competency

February 25 – 26, 2009

GWENDOLYN J. ADAM: For those of you that are coming back for round two with me, hopefully you enjoyed stretching your legs and that sort of thing. I've been instructed by the powers that'd be in the room about two issues. First of all, I can't walk past the light. Now, I am prone to using metaphor. I'm not sure exactly what that means, but I think they mean it quite literally. So, if anyone sees me going past the light, whatever that is, please let me know. The second thing is I'm going to make every effort to repeat your comments so that everybody can benefit from those including those that are on the tape. So, those are the two things that if you can help remind me or do it for me, that would be super. So, I left you with the kind of cliffhanger of how this activity apply to understanding of MCH Needs Assessment and its integration in programming. And what I love is that on the break, many of you came up here and shared different ideas about, "Wow, this has really got me thinking," or I heard, "This is like Christmas morning," the idea of doing these partnerships, okay, or comments about what a certain program acronym means, like let's kind of go back to the basic, what does LEAH besides a female's name, okay? So, already, kind of the wheels are spinning and people are thinking and creating and exchanging cards and coming

with up with ideas. I met folks from my own state, Texas, that I've heard talk on the phone or had referred to on the phone and here we are in Washington meeting.

So, my initial comments on this is the way this activity applies to an understanding of MCH Needs Assessment is it demonstrates how five, six item, non-spectacular little questionnaire can generate some energy, some immediate impact, some ideas. And what I'm hoping is that it doesn't just stop in the room, because my intent, like I said, is I'm going to take all of your feedback, and I would love for each of the tables to make sure they end up in kind of one stack so we don't lose anybody's feedback on those items. But this can be kind of a catalyst for some change for Title V programs and for MCH programs and a reciprocal effort, a new partnership. Maybe today unheard of partnership in your particular state or region or even some of these new partnerships across the nation can happen because we stopped to ask basic questions to get a sense of orientation, to get a little dot that says, "We are here." That is the power of needs assessment, even as an activity example.

So, let's also check the model. How does this relates to MCH Needs Assessment? And for the rest of the talk, we're going to be kind of walking around the model, so I'd encourage you to keep the colorful model slides, right next to your slides if you're using the notes part of it, because it'll hopefully make more sense that way. And as we go through each quadrant, I'm not going to go

through a very detailed description of every one of the pieces of information that's contained in the Needs Assessment Guidance, which there are points listed on several slides as we go that basically capture the primary content that you were asked to provide in the needs assessment. That is merely there for a reference for you. I'll quickly go through those, but as you're thinking about needs assessment and wanting to ensure you're kind of comprehensive approach to this process, I included those on the slides so that you have that as a reference. And that may make more sense as we go.

So, let's check the model. We are up in this first quadrant - in the state, formal MCH program. We're starting to kick off this discussion about the five-year needs assessment and identifying and understanding state needs, and then I have, in all caps on purpose, updates in the interim. I will say later but I want us to take a minute now. As a reviewer, I've reviewed for a couple of different regions over the years, the Block Grants. I am blown away that there are sometimes no updates to the needs assessment. Well, how can that be true? There's got to be at least some update, but I think it's about the language and about kind of an understanding of what that means and what's being asked for and that sort of things. So, what - one of my personal goals is that if for any reason you were a person who participated in the writing of the an annual Block Grant with no updates to the needs assessment before today, that you will remember and at least put like, "Hello to Wendy," or something in your update to your to your needs assessment so that in the future years you will remember us talking about

this. There's got to be some update to the needs assessment even just to say, "Hey, my stakeholders are still involved. They're still coming to meetings every now and then." Or, "We've got some partnerships that have been sustained by this," and we'll get into it later but I'm just very excited about that topic so I have to do that.

So, we're looking at this initial part. In this first quadrant, those cascading yellow boxes looking at the state capacity of urging issues, those are the steps that are articulated in the MCH Needs Assessment Guidance. And we're going to go through those very, very briefly. But in the interim years, you're asked to talk about these things and in part of the needs assessment, where you're really looking at the state's capacity and challenges regarding access to care, emerging state issues affecting your ability to meet population needs in specific areas like oral health, obesity, et cetera. And you're asked to articulate your state's involvement in and with in collaboration and coordination with other agencies, organizations. This is probably sounding familiar. We have to do this every year. It's kind of sounding familiar. Okay. And also, looking at state capacity to promote comprehensive systems of services to meet population health needs. These are places each year you're asked to talk about. What is kind of your state's capacity, what are you currently able to do, what are some things that are going to impact that emerging state issues. So - and then, looking at selection of state priority needs, and these appears both in quadrant one and two, and I'm going to get in the specifics but, again, I'm just kind of running

quickly through what you see in the guidance that you have to respond to in your annual Block Grant each year. Addressing preventive and primary care services for the designated MCH population groups, and then we get into - this is going to be where the needs assessment piece really, really kicks in, and hopefully in a different way or a renewed way for all of you - that each piece of this, all these points that I've gone through very quickly so far in that part of the needs assessment process or an ongoing reporting in the interim years can be substantiated and should be substantiated through your needs assessment. There should be sort of this direct link and the possibility for impact on priorities increases exponentially. The better your processes, the more involved your stakeholders are and the more appropriate that involvement.

So, how do we make that happen? Needs assessment is connection. It's about building partnerships. We've talked about that. The example of the training program Title V collaboration, just talking about the idea can start to make that happen, can start to build partnerships. I've got several people's cards up here already. Just about building partnerships, not because everybody wants to work specifically with me. One of - a colleague from Wyoming actually gave her card because my son really loves Wyoming and I said anything with the word Wyoming on it - he's never been there; it's just a little puzzle piece in his state puzzle but he idolizes Wyoming, so she was gracious enough to give it there. Collaboration is powerful, even in the lives of children, right? So - but my point is this - it doesn't take a lot to get some energy moving when you're looking at

creative partnerships from maternal and child health, and needs assessment is a natural way of doing that. There's this presumed sense of, okay, if you're not totally afraid that they're coming out and evaluating you to shut you down, if you can kind of get past that uh-oh feeling somebody's assessing needs with me, then you can get to a place where, "Wow, there could be some mutual benefit involved in this."

So, expressing interest goes a long way to understanding needs. Just by virtue of raising awareness to who's out there, what their interests might be, what their motivations might be, information exchange and resource pooling can start to take place. It already has even just by having this as a training example. And in an effort to identify partners, new relationships can emerge and existing ones can be strengthened. If there's an actual amount of effort, energy and focus put into building partnerships, like you sit down with a purpose, to brainstorm about all the potential creative partners that you can pull around the table, either involved directly in needs assessment or in your MCH programming practice, that energy has an impact, because you're purposely looking at partnerships, creatively constructing those. I had already asked you, how many of you all have learned about a possible new relationship, just because we focus on that with the training programs.

Well done needs assessment is representative not just of key players but all players, right? As you think about needs assessment and who to involve around

your state, there are some obvious links, but then there are those kind of creative partnerships, and they might not be the folks that have the biggest impact on your national performance measures or your state performance measures. But they're important people that affect the effectiveness of your programming or other initiatives around the state. So, for example, it's one thing for me to assess your needs about how to collaborate with the training programs, but if I don't go and talk about that with somebody, if it just stops there and I do nothing with it, it will have absolutely no impact on relationship building between Title V and the training programs. If, however, I go back and I assess needs within the training programs, I say, "Hey guys, what is getting in our way of really reaching out to build these partnerships, of raising awareness, of building these effective communication channels," then all of a sudden, I'm assessing your needs as Title V folks, the training program side, and then ideally bringing them together and it's representing all players, not just the key players.

Building partnerships to conduct needs assessments is strategic and you - if you have someone involved in the process and they feel like they have a job, they're much more invested in the outcome, right? If you think about it. If you go to a meeting to listen, you take away what you can take away and you do it the way what you want. But if you go to a meeting to participate, to work, to come up with ideas, to generate stuff, you have a much more - you're much more invested in potentially seeing where that goes. You see, the things that we contribute to and we share in the creation of matter to us. They matter. And so, you think about

building partnerships to conduct needs assessment by virtue of them being around the table. If you're going to try to affect obesity in your state and you involve partners from all across the different programs and different agencies, some state-funded, some local-funded, faith-based community, if you pool all these people together, suddenly you got kind of an army of folks that are invested in impacting your outcomes, and they don't all work for MCH but they all will make MCH work. Unconventional partnerships can produce unimaginable results.

I got very, very excited about thinking about the combination of the unique strengths and areas of expertise that are blend in when you bring training folks with practice folks, not that those are mutually exclusive categories. But if you think about the expertise that is around this room in terms of truly impacting public health and then you think about having those years and years and years of experience and wisdom out in the trenches, so to speak, be the thing that gets in to training new leaders in MCH, can you imagine the exponential impact? If the things you've learned after decade after decades of service for some of you in MCH about making it happen, if the likes of Milt Kotelchuck and Cassie Lauver and Donna Peterson are the folks that inform what we are training people to do in the MCH leadership training programs, the field is changed fundamentally. Your voices matter. And so, combining the unique strength and thinking and resources and priorities of these two programs, obviously, is going to promote the field. You can do that same thing in your individual state's needs assessments. You bring

together the wisdom of folks from child welfare education and you blend it in a sense of camaraderie and partnership in a time of scarce resources. And suddenly, you have that same kind of power to change the experiences of youth and families in your state.

I alluded to the Pacific MCH Leadership Competencies Project. That project would have never happened if these things didn't converge with the training program's initiative and Cassie's commitment to the Pacific Basin weren't somehow aligned. And now we have a project that's over a year in the making where we have representatives from all six jurisdictions in the Pacific commenting on these postings electronically looking at cultural factors affecting MCH leadership resources that are needed, how to implement the MCH leadership competencies in their respective areas. And I can tell you, every time I get one of those postings, my eyes go wide open because I am introduced to a whole new world of MCH practice in the Pacific that I never would have dreamed of. Unimaginable things can happen when people partner and where needs are considered. And that's the invitation that you have in doing MCH Needs Assessment.

So, the step model that is represented in there. Step one is engaging stakeholders, okay? It's about engaging folks, strengthening partnerships, and being able to develop effective coalitions to help the state accomplish its MCH work. And again, these step are all articulated in your MCH Needs Assessment

Guidance. Step two involves assessing needs and strengths and identifying mandates. So, looking at how well can you understand what currently is needed, what currently you can do well, and this gets in the capacity which Donna is going to talking about a whole lot tomorrow, and how well can you represent, understand and meet the fundamental level, the basic needs of the MCH population and different Title V indicators. And the MCH population groups are listed for you. The anticipated outcome in this step is to identify things that the state can do well already, just as they're all doing well, whether it's performance in an area, different rates or percentages or you're doing really well in some measure, you don't even necessarily know exactly why but it's going well for your state, and then other things programmatically to identify strengths and needs. Maybe you start to recognize that there are some resources that you don't have that would fundamentally change your ability to impact a certain measure or a certain program. The state of jurisdiction also needs to identify internal and external mandates. There are some things that are specific to your state that are mandates, that you have to do regardless of what's going on at MCH Federal, all right? And this is the step that starts to identify those. These are critical because you don't want to allow a competing mandate possibly, at least competing for your resources and energy, to get in the way of you being able to continue to do a needs assessment that can actually impact your programming. So, these are things that the state of jurisdiction is required to do regardless of what the needs assessment might indicate, so it could be actual things at your state that you will do regardless, even if it's not necessarily being shown to be effective or whatever

else. It's important to identify that as part of this process. It could include legislative, political or community-driven or cultural issues. That's one thing working in the Pacific has taught me, the fundamental importance of understanding culture and its influences. There are just some things that aren't talked about or aren't done in the Pacific. And if they don't know that as part of their MCH programming, it doesn't matter what the needs assessment says, it doesn't matter how much data they can do it, it just won't work. That is a part of this stage in developing your needs assessment.

Let's see. There we go. So, with our example, the MCH training program, looking at identifying strengths and needs and mandates. The MCH training programs, they prepare and support the workforce. Sometimes there's little direct overlap. So, for example, if you have an opening in your Title V program, for example, a state adolescent health coordinator, do you automatically turn to the LEAH programs and say, "Hey, tell me about some of your new grads, maybe some of your faculty are looking to come in MCH practice"? Some of you might. Ideally, all of you will at some point because we have the charge of preparing a workforce that is ready to go out and do that work. We are also charged with providing technical assistance and guidance to state and local and MCH program staff as we've already established. Sometimes this is happening. I mean, here I am, I'm working with you all in this need assessment talk. It does happen. It happens a lot in some states and some it doesn't. So, looking at how to

reciprocally make sure that that level of awareness is raised, this would be some strengths and needs in these programs.

An example of that, similarly in Title V, you are all engaged in multiple layers of MCH service often on issues in areas of expertise in the training program.

There's a lot of research going on around the specific issues that you all are trying to impact in your state. The training programs could be giving you all some of that information, you could be sharing a lot of information. Sometimes it happens and sometimes they don't even know - you don't even necessarily know that there is a program that's necessarily doing a lot of work there and you don't know to include in the effort. So, I think you probably get a sense that there's a lot of this sort of assessing strengths, opportunities and needs, which is where we could go from here, how do we optimize this.

This performance measure 59 gets at mandates, okay, demonstrating for you how we were looking at a needs assessment issue. In our case, this Title V training collaboration example, you have to identify mandates. For the training programs, our performance measure 59 looks at the degree to which we collaborate with state Title V agency and other MCH programs. And we're supposed to strive to be supportive and collaborate. And so, we can do that in a number of areas - service, training, continuing education, technical assistance, product development, research - any number of areas, and we're asked each annual report to evaluate how well we do this. Some examples I gave you,

despite some of the lack of sort of optimal connection I talked about, the LEAH programs, there's seven of us, all rated six out of six on those six elements - the continuing education, research, et cetera. All the programs had six out of six on those. For LEND, they average 5.4 out of six. Now, what that says is, there's a lot of collaboration that's happening. And you could look at that data - yes, ma'am? I'm sorry.

UNKNOWN SPEAKER: So, my question is, what difference if your Title V programs actually evaluate [inaudible]?

GWENDOLYN J. ADAM: The comment was - her question was, would it look different if our Title V programs actually evaluated us versus ourselves? I have to turn that over to the experts. Okay. So, opportunity, I guess, is in the eye of the beholder. So, what we're looking at, can I say that I collaborate with Title V programs? Absolutely, I can. Okay? Can I say that I'm meeting the needs of the state Title V program to do that? I can absolutely say I am not meeting the needs of the Title V because most of my Title V work is national and in Region Nine. Okay?

So, I think what we have to look at is when individual training programs evaluate themselves on this, there is the detail involved just like in any use of data, okay? There's the detail involved. Can I officially say, "Yes, I'm collaborating. Yes, I did this product with the Title V program. Yes, I did this research with the Title V

program. I did this training for them. I did this distance education. I did this technical support.” Yes, I’ve collaborated. Okay?

So that’s where - are we really just using data to do reports, the needs assessment on the shelf, or are we using data to change systems, the dynamic process that I’m talking about? And there’s a tremendous effort in the training programs to try to use these performance measures to actually have meaningful impact and have an assessment, and it has changed fundamentally over the last several years because of the work of Laura and many of the folks in her branch. But I have to say is, my challenge for all of us on the training side and the Title V side is to address the question that was asked, is would our Title V programs evaluate us the same way? And ultimately through collaboration, the answer hopefully in a year, in five years, tomorrow, might be, yeah, we’re getting better. There’s always room for improvement, but we’re getting better. But that’s the power of needs assessment. It depends on whose perspective. So, if I just ask myself, “Am I doing a good job?” Well, yeah, sure. Who’s going to say I’m going do a bad job? But if I ask my colleagues, my stakeholders, and you say, “Well, yeah, you might be doing some work, you’re making a lot of efforts but you’re not necessarily meeting my needs.” Well, good, I need to know that because then I could redirect my effort. That’s the power of needs assessment. So I love your question. Thank you for doing that.

Some programs are very strong, just like some of the aspects of the things of you assessing your MCH programs are going to be incredibly strong. And you will be able to represent that very well in your needs assessments. And some of them, you think you're doing a good job in and lo and behold, ooh, you pull together a group of stakeholders. They're like, "Well, no, not really. I've got all this needs. Nobody has asked me about them, much less met them."

So, here's, again, an example of where this idea from chemistry, the danger, "Oh, no, are we kind of surfing into an area that might be a little alarming?" Is it a grade or is it a process? That's the question you have to ask yourself as you conduct needs assessment. Are you grading yourself on MCH work? You know, we all can grope in these systems unless you did Montessori all the way through and had no grades. Get a lot of experience with wooden blocks. I love the Montessori approach, but I grew up in a grade society. We all want the good grades, right? I suspect all of you could do a needs assessment that would give yourselves six out of six, an A plus, a 100 percent. And it may or may not be accurate. But more importantly, it may or not may be meaningful. And what we're looking for is both - accurate and meaningful. So, this example demonstrated the step one of engaging stakeholders and step two, assessing strengths, needs and mandates.

Step three is looking at examining capacity. And basically, I'm going to hold off discussion on examining capacity until tomorrow because the whole presentation

that Donna is going to give is a dynamic discussion of capacity. But essentially, what we're looking at is describing resources, knowledge, access to folks that can have a capacity to impact, and have anticipated outcomes that give a better understanding of the capacity to address strengths and needs that you've identified in steps one and two. So, if it's soaring to new heights and capacity assessment, Donna's presentation tomorrow. For those of you that know Donna, it will be a wonderful discussion.

So, now, we're – any other questions on this kind of first quadrant as we're going through? Yes, sir.

UNKNOWN SPEAKER: I have a question on identifying the internal and external mandate.

GWENDOLYN J. ADAM: Okay.

UNKNOWN SPEAKER: I have a question on the mandate [inaudible] the point is clear that [inaudible] provide a certain amount of unavoidable structure or, in some cases, restrictions in the program. But I'd be interested in your recommendation about how to consider those in structuring the needs assessment. In other words, if you refer to those as givens, and those [inaudible] with the Title V national performance measures cover a lot of territory, it leaves some territory for exploration [inaudible] but certainly not as much as if you

include those problem [inaudible] performance measures derive as part of your total landscape for prioritizing and identifying needs.

So, as I think about getting two very different approaches and would give two very different results [inaudible] and I'd be interested in what your feeling is, getting the purpose of the needs assessment or how to address that because we'll all have to do - and I know it get some state priority options, but where does that fit?

GWENDOLYN J. ADAM: Okay. Great question. And I know I'm not going to get every piece of it, but for the purposes of my two rules - not going past the light and repeating the questions - the question is a very, very profound one, I think, about identifying internal mandates and looking at how in that process, if you identify the mandates and those - you assume that they are givens, essentially, that you kind of don't touch those areas because those are givens, they're automatically kind of a shoo-in, how does that limit your ability to do kind of a wide open needs assessment and truly get at some of the fundamental, maybe precursors to some of those issues or contributing factors to those issues. Is that a fair representation?

UNKNOWN SPEAKER: Yeah. Well, even, you know, if you put them aside as givens, and in a sense, you are accepting that those are priorities for your program as well as it will have to be for your stakeholders. But if you want to

challenge them and if you want to say, “Maybe those aren’t the right priorities,” even though MCH has done a lot of work, you know, it’s a bolder approach, I think, to do in your assessment. And the results can be a little bit more not controversial, a little bit more challenging, I guess, to how our Title V programs are currently structured and so forth.

GWENDOLYN J. ADAM: Yeah. I mean, your comment was that if you really do assess in those areas, and let’s say it doesn’t end up being a priority or a mandate that’s justified with data for your state, do you suddenly emerge in this very challenging, kind of, confrontational role? Is that a fair assessment? And I would love to get feedback from Cassie on that or any other players in the room, essentially, on either your experience of that in the states or the expectations federally.

My gut level reaction to that is that’s exactly what I’m doing about the training program Title V collaboration right now. Because the feedback, the performance measurement data that we have is very good. And I think it is accurate in some ways. But I do believe, based on stakeholder feedback interfacing with Title V folks like yourselves anecdotally, working with people like Donna and Cassie, going out to different places, recognizing what is and what is not happening, there are these opportunities like I have a sense of there being more. And what you’re talking about, like, maybe we are doing it. So, maybe yes, of course, teen pregnancy is an issue, and it’s a national performance measure, and yes, of

course, you have to look at it. But maybe you're not able to take your data and limit it there or it would be limiting to your data. I'm doing that with the Title V training program as an example for you. And I think it touches on what you're talking about, where the mandate is there, maybe you have some performance data over time that supports the mandate, but you have a sense of something else going on, or you have stakeholder feedback and involvement and possibly data to demonstrate it. And so, what do you do with that? And I wouldn't - this is my reaction, I love to get Cassie's on this. It is to say your needs assessment needs to be accurate and meaningful. And so, if what you know is there is more, don't stop. Find out. Build the collaborations. Are you going to change your national performance measure? Maybe. Are you going to change your practice to better meet the needs of your constituents? I suspect so.

So, I would encourage you not to limit your needs assessment on these internal mandates but to instead identify those mandates, internal and external ones, so that you can accommodate them in your process and in your planning, so that you know you meet the mandates, if they really are mandates and you cannot not do them or not change them, but it shouldn't stop learning about other things that may or may not support the mandate because maybe what's true at the national performance measure isn't in issue in your state. You still have to measure. You still have to do activities around it. You still have to report on it. Maybe you continue to fly high and not need any assistance in that area. But the information you would get around that issue could be valuable to you or your

collaborating partners in a different area. And I don't know if that addresses your question adequately but I don't know, Cassie, if you have any other comments on that or...

CASSIE LAUVER: I think that part of that is what [inaudible] capacity issue. And we recognize - I'm not sure [inaudible] and then the national performance measure [inaudible]. But I think you've answered the question about [inaudible] whether you choose to [inaudible] to work on why [inaudible]. But I think that that's probably what [inaudible].

GWENDOLYN J. ADAM: Great comment. I'll just recap, and please correct me if I'm wrong, that the national performance measures are essentially for the federal MCH Bureau to keep up with on a national level what's happening. And that your energies and intensity in terms of capacity building and looking at your in-depth needs assessment should be more focused on your state measures, which may or may not be similar to or directly related to the national measures.

CASSIE LAUVER: [Inaudible] state-specific priority [inaudible] national performance measures [inaudible] their relevant [inaudible]

GWENDOLYN J. ADAM: Okay. Did you get that? Great. Question?

UNKNOWN SPEAKER: Well, I'd like to point it out [inaudible] it's not so much what you were saying, Cassie, but we'll get [inaudible]. What we did last time then [inaudible] priorities, then we sort of [inaudible] so I know exactly where you're getting at. But this time, you know, we're not going to do that. We're going to [inaudible] sort of a [inaudible] about that. But we're really going to try to develop our priorities to be more focused [inaudible] on data and needs, just sort of have that separate [inaudible]. I don't know if that...

UNKNOWN SPEAKER: No, I think that's exactly right, and I think that that's what we're going to try to spend time on tomorrow, is that you have your priorities but you may not have the capacity [inaudible].

UNKNOWN SPEAKER: Right.

UNKNOWN SPEAKER: You may have [inaudible] for your priority really didn't come out at all as a priority in your needs assessment. You probably will be focusing resources on that. And how do you move resources in something that knowing for the last 20 or 30 years but really no longer is needed? I think Wendy talked about that earlier, just about program assessment [inaudible] your job or how do you move [inaudible] drop something that you've done, and that all has to do with [inaudible] identifying your needs and your capacity [inaudible].

GWENDOLYN J. ADAM: Okay.

UNKNOWN SPEAKER: [Inaudible] Wendy, I apologize [inaudible] tomorrow. I just want to say that we're really providing [inaudible] with information [inaudible] so that they will be prepared [inaudible]. And I just want to remind that [inaudible] part of their mandate [inaudible] oral health. And although it's not for me to say what you could talk about [inaudible] require your conversation with them about that. So, I apologize but I just wanted to get that into [inaudible].

GWENDOLYN J. ADAM: Oh, great. I - and I don't know if I'm going to be able to recap everything that's been said just now. I mean, my memory is a little limited, but I do want to highlight. You said that the Family Voices is getting information to family groups kind of nationwide, right, about how to essentially be prepared to be better stakeholders in this process and they'll have data, potentially, to contribute to the needs assessment process. So this is, again, a key resource for you as you think about engaging stakeholders that will really give you information in this particular instance from family perspective. The kind of capsule of the conversation here, looking at how do you look at things like statutory programs that get set into your MCH program that may or may not align with any of your priorities or any of your data, whether it's a national initiative or a state statutory program that you end up having inheriting essentially, and conversation about making decisions to potentially have kind of widen your priorities as a state to somehow encapsulate these programs that don't naturally necessarily fit in with what you've identified as the needs, or making the decision to kind of put them in

one basket to the side and identify them as mandates that don't fit in necessarily with your priorities and keeping your selecting priorities - about to talk about specific to the needs assessment data. And some support from Cassie around thinking about that as a capacity issue and really kind of delving into that discussion tomorrow. Is that fair? Okay. Yes.

UNKNOWN SPEAKER: [Inaudible]

GWENDOLYN J. ADAM: That's okay.

UNKNOWN SPEAKER: [Inaudible]

GWENDOLYN J. ADAM: Okay. The suggestion is just I'm going to be coming up standing very close to you as you make comments so you can talk into my microphone. I don't want to scare anyone because that - but can I walk past the light to do that? That's - okay. I feel like I'm getting into a - I'm getting some external mandates that are going along - going against my own. All right. Past the light. Okay. Here we go.

All right. So, then we're moving around the models. We're in quadrant two, which is looking at enhancing, we've already done a lot of discussion about this, but enhancing the capacity of other state systems. And here, nice segue into talking about selecting priorities for the state and for stakeholders. Sometimes these are

the same and sometimes they are very different in seeking resources. So, as we move around the model, there's your little - you are here - oh, my little -there we go. Okay. So we're right here in this quadrant. And really examining capacity is a shared initiative between the state MCH program and partners. But again, we're moving down into this collaboration with partners both formal MCH partners and informal partners that help us get the job done. So that's where we are in the model. And if we pull out those bullets when we're looking at the needs assessment process and then ongoing monitoring, it's where we're talking about reporting to constituents and collaborating to meet their kind of capacity needs, identifying their capacity, and other state-identified needs outside of MCH service capacity. This idea of looking at not necessarily mandates that go in the basket next to you as you're selecting priorities, but also at, "Okay, we've got these priorities we know as a state or we've got these mandates as national performance measures, what are your priorities, collaborating partners, and how can we use this needs assessment or our ongoing programming to potentially enhance your ability in your specific system or organization to meet your own priorities, how do we work together in this way, and to fulfill other state reporting or monitoring requirements using the Title V Needs Assessment. And really, a comment about that is that as the workgroup talked about this last summer, like making this needs assessment dynamic a very powerful kind of tool. How can you maximize your -- the results of the efforts in the statewide needs assessment? We talked about already that it's not necessarily a -- it is a document but it's not only a document, it's a process. But it's also a way for you

to potentially meet a lot of other reporting requirements for yourself and ideally your stakeholders. Talk about a way of keeping them invested. If they have to do something similar, some kind of needs assessment in their own specific organization or program and you've got them around the table and they know at the end of that their needs assessment will be done, woo-hoo. Let's do it, right? It's a very engaging way of doing that. So it can be a catalyst for statewide impact by reporting to constituents, all right? By reporting to constituents, whether these are constituents who are involved directly in your needs assessment process, or people who benefit from your needs assessment process and collaborating with them to understand their experiences and to understand their needs and to develop or find capacity to address them, and these include needs outside of MCH.

Again, we're moving into the realm of enhancing partners, looking at using the MCH needs assessment process to build other people up, not just meet our own needs. And it is an engagement tool. It works like the idea of kind of two birds, one stone. It's seems kind of violent to me so I'm thinking about two birds eating nicely up off a nice flat stone with a little bit corn or something like that, sort of an engaging thing, not sort of banging them out. But, anyway, so the product part of the needs assessment is a powerful tool, which we talked about to collaborate, to advocate, to clamor for resources especially now with the stimulus package. States have potentially an opportunity to benefit in lots of ways. Who knows what you're going to be asked to do to potentially clamor for some resources through

collaborations or other areas? And you've got up-to-date data on your population groups, by needs and priorities and performance measures, you have a way to clamor effectively for scarce resources with partners. Or maybe there funding that's potentially going in some whole other branch of state government and suddenly you hear about it and you're like, well, I'm not doing information security stuff, but boy, here's a bunch of data that's going to help you. You build partnerships by enhancing other state programs. And those partnerships that are born out of this needs assessment process are very powerful and potentially allowing you to, maybe down the road, maybe now impact what you're trying to impact. It has an -- needs assessment has an exponential, exponential possibility of impact for meeting needs, for advocacy, for documenting accountability. It's, sort of -- I seem like I'm kind of like a timeshare person, okay? And I said, think timeshare sales meets Ralph Nader.

Think about how do we, at once, market MCH through the needs that we identify in our constituents, through the capacity that we know our programs have, through telling our story with data, okay, and -- equally and at the exact simultaneous moment be absolutely accountable for what we're doing? That's what needs assessment allows us to do, to sell our program, to market our story, to really advocate for our populations and meeting their needs, and be accountable for the resources that we're using to do that. The big picture makes room for the dots to connect because needs assessment is at once about concentration and clarity. You've got to really focus in on understanding needs

and be clear about them, and it's also about strategy and accountability. All of these kinds of things are working simultaneously. Clarity and strategy in the methods are key. If objectivity is the goal, all right, we want to be objective to the extent that we can as we're using this as an advocacy tool and a marketing tool. It seems to be somewhat of an oxymoron. We're asking essentially, is this effective? Is this a priority? How can we demonstrate both, that it's both effective and a priority or neither or possibly one? That is ultimately what we're trying to do. And our focus has to be remaining on the most effective and prioritized programs in a time of great resource scarcity. And a shift in our favoritism might be in order. What a favorite program has been historically because they were documented ways for us or at least a sense that it was meeting the needs of our population groups maybe no longer fits, and that's where the shift in favoritism might come in. Connecting appropriate needs to appropriate resources requires deliberateness, like, you've got to do it on purpose.

Every now and then, you can kind of trip into possibly meeting a need that you didn't think you were going to meet, but in general MCH needs are met because someone deliberately goes out and meets them. So if you want families to feel like a partner in your CSHCN program, somebody's deliberately making that happen because they're going out in their understanding what would it -- what does it involve to be a partner? Oh, I've got to respect you. I've got to listen to you. I've got to take into account your cultural or spiritual issues that might be influencing your decision about your child's medical care. I've got to provide

access for you, possibly reimbursement for you because I know you're already missing a lot of days of work taking care of your child. All these things are in there because somebody deliberately paid attention to that need and hooked up that need with resources. And we've got Family Voices, okay? Connecting appropriate needs to appropriate resources requires deliberateness, informed decision-making, and accountability.

In terms of needs assessment, I really believe that the process is understood well, it will be meaningful. It seems like there's a fundamental lack of understanding of the power of needs assessment, I think, that makes it seem more like a labor than an opportunity. And if you walk away with nothing more -- well, I want you to walk away with two things, an intensive collaborative training program and -- I have to be honest -- and the idea that needs assessment can be this dynamic opportunity that can change systems and change people's lives. It is a task. It is a huge task and it is a report and it is all these things that you have submit online to Chris Dykton. But competing priorities and competing needs and scarce resources demand that needs assessment be a process whereby you can go confidently into the decisions that you make. And it can open up all these different opportunities. It can't be an if-then process, like, you never really know what you're going to get when you do a needs assessment, right? You never really know. You can have an idea, and it can't be an if-then thing because that you can't automatically predict -- okay, I'm going to get this and then I'm going to select these priorities; I'm going to get this information and I'm going to make

these activity changes -- because stakeholder feedback, to be meaningful, has to be integrated. So modifications in the process, what we influence should -- what we find out should influence our plans. That's the whole point of doing needs assessments.

Stakeholder should understand the needs assessment process and potential. So if we get them onboard, once we are onboard about what we're doing and why we're doing it, if we get our stakeholders onboard about it, they need to understand why is it that we're doing this, what is the process going to be? So what's this going to be involving? What's it going to involve for me? And what is its potential impact -- before they get involved, during the process, once the initial phases have been done in the reporting back to process? And I have a simple statement here. If it seems too complicated or unclear, it is. So as you're talking about your needs assessment process -- and Cassie and Michele both made a specific request to emphasize for you all -- in writing up here needs assessment this time, to really give yourself the opportunity to talk about the process. How you did the needs assessment? Describe the processes that you use to conduct your needs assessment; a methodology section for those of you who publish. If some -- and this is my advice -- if someone not directly involved in the methodology couldn't pick up your documentation of your methods of your needs assessment and follow it to complete the same process, write it differently, okay? Because what we want to do -- and there's a lot of, kind of, meta-analysis now that the division has supported -- and some of those Michele talked about this

morning -- what they're going through and looking at these needs assessments about some best practices, what are people doing, get your story out there about how you do what you do. You put so many resources and so much energy and time into it. Write your methods very, very clearly. Needs assessment process without an organized plan is kind of like going on a cross-country driving trip with no map. You'll get somewhere, see lots of interesting things, or you might just get lost, all right? Many, if not all of you, are already engaged in needs assessment process and planning for the five-year needs assessment. Some of you are really far along probably in that. Is anybody done? Okay. Good. That was a trick question, because you should never be done with needs assessment. But, anyway, the needs assessment plan is to guide you through this whole process. It is your red dot. It is your "you-are-here." So, you could easily get overwhelmed.

I mean, quite frankly, and Sam and Brian from Texas, to represent the state of Texas needs, all those population groups, it's huge. It's a big state, a lot of people. That's overwhelming. A well-done plan can keep you grounded. So, in the days where you feel like you've got all the state and you've all these focus groups and you've got all these things to analyze and all these stakeholder meetings and everything, you go check your own needs assessment plan, the methods. Here's the steps I'm going to go through so you stay oriented. That's where the orientation piece comes in even in the needs assessment planning process. Objective, knowing exactly what you want to accomplish when you're done is hugely important. We talk about that a lot in teaching and training, like,

you shouldn't do a talk unless you know what you're trying to accomplish and what you want people to walk away with at the end. The same thing is true for your needs assessment, being able to articulate specific things that you want to accomplish with your needs assessment with detail. Obviously, you want to check off the boxes and do the things you need to get your report turned in to Cassie. But having a way to assess whether or not you've achieved the ultimate goal that you have for your needs assessment process, that's a key, to make some of these changes in other systems, and impact process and understanding your own population needs. That's where the piece that's meaningful for you comes in.

If you can identify some things that you want to walk away from this needs assessment having accomplished, and then you have a way to demonstrate that you did, wow, that's so engaging. It's the way to have both process and content markers. So you should have ways to measure, okay, by a certain date and time, I should have met with these constituent groups. I should have analyzed this data, so sort of a timeline idea, some objectives around that, and then a content one. I need to be able to describe the needs, strengths, mandates in all these different population groups. Have I talked to everybody, some of those types of objectives? So, as we've kind of move through the model, the select-priority stage, we talked about some, you end up having to select priorities for representing your most important state needs out of this process, and strengths and needs to receive target efforts to try to impact those in the long run.

Inputs include not only this needs assessment process, but just in general opinions of stakeholders and the capacity issues that we're going to talk about tomorrow. The anticipated outcome will be a set of priority needs that you make to your state or jurisdiction that really captures this for your state. Priority needs can include things that have to continue these mandates. Those are going to be understood to continue. And it should also include areas where the state believes it can somehow impact if they modify, if you modify programs, if you modify energies or efforts the way resources go. Things where you can begin new interventions or initiatives, and also their -- and Donna is going to talk a lot about this tomorrow -- it can also include priorities for building capacity in your own programs.

If you identify an area where you really need to go cut capacity for MCH, that can be a priority. And Donna's going to give a really good example of that tomorrow. And then, depending on the priority selected, the state may need to seek some resources, clear refunding or other resources with collaborative kinds of steps. So I gave you this example of writing out, very, very simply and briefly, the methods that I could see is in this needs assessment form, and showing kind of where we are in the process as this navigation piece that we're at the assess, engagement, interest or motivation in some of the stakeholder groups. I've got a lot of other things to do potentially to make this a meaningful needs assessment. And this isn't like a big project -- it's becoming one. It wasn't a big research

project. It was an example I talked to Cassie and Laura about using to try to make this meaningful for you all and also have an impact. So you can see, writing up methods very, very simply, you can kind of keep yourself oriented. So, questions on quadrant II? Any? So, making sense as we're moving around, kind of, the focus, how to use this? People still awake? Anybody needs to stand up, please do so [inaudible]. So, in quadrant III, we move in to more setting targets, selecting state and national measures, really allocating resources in terms of identifying activities to impact your priorities that you've selected and then actually allocating resources, empowering people to do the work to impact the priorities that you've selected. So as we move around the model, we're now right here, come all the way around. See? We're making progress.

So if nothing else, you can use the model to assess that you've actually accomplished something. We're going right around here. And it -- for those of you who are concerned, we will be getting out fairly soon so we're also making progress in that you're almost free for your afternoon. In this quadrant or in this kind of stage of the dynamic needs assessment process, we're looking at, again, state-negotiated performance measures, identification of outcome measures and targets as well as resources allocation for activities. And so, what that looks like is using the needs assessment to make sure that, kind of, all of the stars align, if you will, that you've got your national performance measures, you've got state-selected measures that are firmly grounded in your priorities which have been

identified and established through a well-done needs assessment with stakeholder input. It's kind of the process here.

So, here, we're looking at needs assessment being interpretation and application, all right? It's kind of where the rubber hits the road, essentially. We've done all this great stakeholder engagement, we've looked at capacity, we've assessed needs, we've looked at collaborating, meeting, monitoring reporting and all of that kind of stuff. And now it's like, all right, so what are we going to do to actually impact this need? And the way that needs assessment is meaningful is if data are interpreted and applied. There's this great quote by a Buddhist monk that goes something like this, "The finger pointing to the moon is not the moon." Makes sense, right? I'm pointing to the moon. My finger is not the moon. I'm pointing to the moon. That's what needs assessment is like. The data is not the moon. The data is not the needs assessment. It's your interpretation and application of the needs assessment data. That's the moon. That's what it's for. So, if you look at data being the colors, the textures, the sounds of your needs assessment, using them to decorate the things you are trying to demonstrate for your state and for the people you are trying to impact, the interpretation of the data is the bridge between the needs assessment process and the programming, having this assessment-driven dynamic programming. So you can describe and give lots of beautiful details and data about what's going on in your state. But if you don't do that application piece, like here's what my data is

and here's what it means and here's how it's going potentially impact my activities and kind of connect those dots, you've got a product, not a process.

We're aiming for a process. If you and your stakeholders can't understand your results or apply them in a meaningful way, gather something else or enlist technical assistance to understand and apply the stuff that you're getting. So you can do lots of surveys, you could get lots of secondary data, analysis, kinds of sets and that sort of thing, but if you can't make sense of it for what you're trying to look at in terms of your state priorities and what you're trying to impact for the population, use something else, because, yes, you have to do some specific reporting on the national performance measures. I get that. But for the needs assessment to be meaningful and impacting ongoing programming, you have to interpret it, because I can look at data on youth risk behavior from your state, and being from Texas and an adolescent health person, I may interpret it completely just crazy wrong unless you interpret that for me. Because what I find concerning living in Houston and working with the youth I work with, you may or may not find concerning. The interpretation is the bridge. So then, we're able to set targets which consist of two phases essentially looking at state-negotiated performance measures to monitor state priorities that are not already monitored through the national performance ones -- and again there can be some overlap here -- and outcome-measured targets for the state and national performance measures. And what I can tell you from the reviewer side is we actually do go through these in detail, looking for trends, looking for possibilities to tie what you write in your

narratives and the interim years well as the five-year needs assessment to the data that we're seeing, like, can they explain it? And there's a lot of really rich dialogue that I suspect, some of you have been a part of in these -- the reviews that has to do with, gosh, there's such and such is going on and I don't see this in the narrative. And then I talk to you or one of the reviewers talk to you, and you have a very good explanation of what's going on, and that's about, again, trying to tell your story. And I would strongly encourage you, after hearing all the comments this morning about, from Chris about increased, like, character spacing and all of that, if you don't have room to tell your story, advocate for yourself, just advocate because I know those stories matter. Meaningful MCH targets should be based on the needs assessment, should be meaningful, measurable, understandable, and they should be nested. This is kind of an interesting word, nested. They should easily -- think like those nesting dolls. They should be easily and clearly tied to selected priorities.

If your measures have nothing to do with your priorities, why are you measuring it or why is that a priority? Help them blend. They should be meaningful for assessing real impact, and they have to pass the so-what challenge. It's very basic thing. If you look at any of your targets or measures and you think, "Okay, if I accomplish this, then so what," and it doesn't pass the so-what test, pick something else, okay? So, in seven, then we identify activities to address those priority needs that you've selected. Basically, you are just wanting to address, how are we going to impact this? We've got this as a need so now your activities,

again, should nest in there. How are we going to impact what we said we're going to impact? They should be clearly tied to the priorities, and there should be an unequivocal relationship. If not, why are you using resources in those activities? And again, if it's a mandate, say it. But otherwise, there should be a clear linking. And then, you're, again, using goal in this is to use needs assessment as a dynamic process in programming. The allocate resources stage, basically, we're going to look at people, time, money, collaborations, et cetera. Now, we've selected our priorities, we've selected our activities. The outcome is a budget, basically, that's going to direct most of your money into the ways that you have demonstrated as priorities. The activities associated with those things -- these should all match up. Your needs assessment is a tool for making this document, this annual Block Grant document, and your needs assessment process, for sure, along with your programming, all kind of come together. It pulls it together. It's your tool for doing that.

And I put in there seek resources again because once you go through that whole process, you're suddenly like, okay, we've got all these great ideas, all these activities, all these priorities, they all nest, they're really great, and we have no one and nothing to do with this. Seeking resources, again, can be maximizing of your ability to impact what you're trying to impact via shared resources and partnerships. So, for here, to kind of keep using our example, after we would select shared priorities for enhancing the collaboration between Title V, we could look at measures. So, for example, we've established measures to assure that

we're heading in the right direction. That scale of one to 10 is pretty easy to look at. If over the years it's going up in most of the regions, we're doing what we're supposed to be doing. If over the years, it's going down, we're probably not. It doesn't have to be super sophisticated to get a sense of needs assessment if you're headed in the right direction. We would identify specific activities, for example, get a training program representative involved in every needs assessment process in the country and in the jurisdictions. That would be an activity that I bet we could accomplish. Allocating resources, we'd identify people, methods of participation whether it's through phone consultation, shared research, et cetera. So, again, writing this up, this example is simple relative to what you all are doing in the states, and I respect that. But just demonstrating for you that these things are actually useable steps in the process. Questions on three? No? People still with me? Yeah. All right, so, finally, we get to the fourth quadrant. And this is up here by MCH Federal, the bureau. And so, it really becomes about monitoring and reporting progress, the annual Title V Block Grant and then also the formal five-year needs assessment. That's where we are. And it's looking at monitoring progress. And then the mystery 10 -- I don't know if you've noticed all along these question marks, [inaudible] mystery 10.

And in this, basically, all I've done on this whole block is list for you the areas as reviewers that we review your Block Grants for, all right? Those are taken directly from the review template to give you a sense of what monitoring and reporting progress is. And I just put this in here, I think that needs assessment -- I think I've

brainwashed myself about needs assessment, but the hallmark of the annual Block Grant process, everything else should be driven and guided by this even in the interim years. And again, this kind of orientation piece, that I hope that each year, you're able to look at how staying in touch with your needs assessment. It is your orientation to making sure -- and updating your needs assessment is your orientation in making sure that it continues to have a presence and an impact on your MCH programming. If, and then documenting the public input. I almost stood up and cheered today when Chris Dykton said that they doubled the character spacing for public input, that I thought I'd be a little obnoxious since most of you didn't know who I was and why I would be cheering like that. But I was very excited because I thought it was, like, thematic. It was metaphoric. We're doubling the process of public input. And obviously, I have a strong bias towards stakeholder involvement in the needs assessment process. So, you'll actually have more room to talk about your great efforts here. But if needs assessment is ongoing and dynamic and inclusive of stakeholder involvement, this part should be easy. This should be the easy part of your Block Grant. And it's not just, you know, going to an advisory board or putting an ad in the newspaper, but really being able to convey the richness each year, your interim years, and the public input process to talk about those relationships. And then looking at capacity, these are the other areas that are addressed each year that you all are very familiar with, including the accountability for addressing MCH priorities around health disparities, cultural competence, family and consumer involvement and also needs for technical assistance. So step nine looks at kind

of monitoring as an ongoing process not just in the needs assessment process, but overall in MCH programming. And the idea that there should be feedback loops in various stages if the processes are informing one another to allow for continuous input and reevaluation of what's happening.

So, really, needs assessment is evolutionary, in a sense. It should be a cumulative process around which we get people's input, we use people's input, and then the more you learn, the more you develop across the board. So the more you assess needs, the more you're able to take into consideration you're not going to need all those needs, and it's no one's expectation that you do, but that you can develop over time. The activities updates each year should be framed around the needs assessment structure and a well-done summary. This is kind of our closing thought summary. A well-done needs assessment summary really serves as the basis for you being able to do this every year, all right? And I'd like to think about that -- and we already talked about updates to the needs assessment process are often not presented. But I'd like to challenge you to make really good use of the needs assessment summary, not just in the five-year needs assessment, although it's going to be sort of the backdrop for it. But summary of needs, if well done, can serve to inform each of your interim years as well, because you can move those summary statements forward each year in your updates and respond to them, okay? Think of the idea of -- for those of you who look at cartoons, that sort of thing, to compare two photos to see what's different, and the photos look almost identical. But then, as you really start to pay

attention them, you can kind of pick up on some differences between them. And they're a challenge, maybe in a cartoon or even in a kind of a doctored photo in a People magazine or something. But you look at it, and when you're really paying attention to it, and you start out with your first photo and compare the second, that's what it needs assessment summary is going to allow you to do.

Some changes will be really clear from year to year, and some not so clear, and that's okay. But it's a nice way of engaging stakeholders, because if you have an ongoing sense that, hey, I know where we were, I know where we are now, it's very engaging. It's allowing you to kind of say, "Hey, we make a difference. We're actually doing something. There's changes in these photos from year to year." And a year might not change every measure. I'm not talking about actual counts changing every year, percentages or et cetera. I'm talking about updating your needs assessment so that you've continued to have stakeholders involved, you have a sense of what's changing and are able to represent sort of the spirit of this. And I put needs assessment here, needs assessment summary meets 2009, and I'm talking about technology not the Block Grant cycle 2009. It's, we're in an age of immediate, accessible information. We want Google access, right? We want the CliffsNotes of the CliffsNotes, for those of you who are CliffsNotes people from years past. I don't even know if they have CliffsNotes now. But anyway, we want executive summaries, abstracts, it's how we're trained to think now. Your needs assessment summary allows you to do that, to give the snapshot photo, to give the essential pieces. The challenges are there. And I

suspect you all have had some challenges in needs assessment summary. I'd like to hear that. I want to just quickly go through some strategies for change. And then if those weren't addressed, just in the interest of time, I want to hear about those as well. The problem with needs assessment summary is that it's a massive effort to do a five-year needs assessment, right? It takes a lot of energy, a lot of resources, a lot of time. It's a bear. Massive efforts are not easily represented, but the basic findings and the basic methods can be. We need to have a process, when you're thinking about needs assessment summary, of separating the initiative, which is this huge labor-intensive task from the takeaway. After all of that initiative, you're not going to be able to, in a couple of pages or a page, in a summary format, represent everything that that needs assessment did. But if you think about of somebody who's just going to click on your Web site and they're going to look for 30 seconds, what do you want them to know about your state? And so some strategies are, as you are writing your needs assessment, triage it for intro and closing sentences, like power-packed ones. And anytime you -- if you're the author or you're reading drafts or whatever, you see a power-packed kind of a summary-type sentence, copy it and put it in a separate standalone document because you'll be assembling your summary as you're going, okay?

Similarly, clarity throughout the process and recording it in a very clear way, almost like you're getting updates to stakeholders. So, for example, you invite people who are involved in your needs assessment to meet with you once a

month, you give them updates on what's happening, take those updates and put them in a file because you're basically describing your process and what the outcome is over time. It's about strategizing and being clear. You can also ask some stakeholders to sort of record minutes, if you will, of the process and use those kinds of feedback to put in your summary statements, because your summary of your needs assessment can summarize briefly the methods and briefly the outcomes that you really want people to walk away with. Summary becomes the basis for updates from year to year. What I was telling you, some foundation guide for the interim years. If you have a really well-crafted summary of your needs assessment and you put it in year one, year two, year three, year four, year five, and you kind of update from year to year, you're going to stay focused. And if you have to nest your activities and your energies around that, you'll be able to. You can assess clarity and compare your listed priorities and activities with your needs assessment. It's a way of having some internal accountability. And it connects the five-year to the interim year we talked about.

So, finally, step 10, the mystery step, is really step one again essentially. In the needs assessment guidance, you'll see it as reporting back to stakeholders. I like to think of it as either reporting back or engaging again. And so, we're right back here. And that's where it's this kind of circular continuum. And so, we're back engaging them and then we're also kind of doing this. This is the interim years, right? We're kind of everywhere. Your five-year needs assessment process gives you a way to organize this, to capture it, to highlight it, to applaud it. It's your

trophy for the work that you're doing. Now, that's kind of brainwashing, right? You came in thinking about you're going to hear about a five-year needs assessment and walk away saying it's a trophy. Okay. But it really is. I mean, think about it. It's your way to say what you're doing. And so, this is putting it all together, which is scary, but this is where the model started out with and breaking it down and presenting that way. You know, use what you can, duplicate it, do whatever you need to to make it meaningful, modify it, et cetera. It's just one way of organizing the process, the steps, and some of the criteria.

So, in summary, MCH needs assessment, concepts to catalysts. It's essential to recognize, understand, and advocate for the interdependence of Title V needs assessment and ongoing programming. They are inseparable. Needs assessment does serve as the mechanism by which we can assure stakeholder involvement, multiple needs being met simultaneously, accountable and efficient practice. Needs assessment summary is a skill. We've talked about a couple of strategies. Again, if you have specific experiences, in the interest of time, I'd like to hear about those after we finish with the group, but it is a tool and a strategy for trying to assure ongoing integration of Title V needs assessment in the programming. And even needs assessment examples can impact a system. Our Title V training example can impact the system. It was an example in training. So think about the opportunity you will have now as you go forth and do this five-year needs assessment. The opportunity is amazing. It's a catalyst for changing people, systems, possibility, and accomplishing the work we have to do. We

have a framework for doing it. If it fits for you, great. If not, modify it. But we can assure that we can connect, that we're creating constructive, relevant partners for our benefit, our constituent benefits and theirs. And I'm going to leave you with this thought: the MCH Matters, Needs Assessment, and Integrative Programming Show. Why? Let's tell our story well. So we are here, closing comments, evaluation. I thank you for your investment at this point in the conference and really just value you and thank you for all of your hard work.

UNKNOWN SPEAKER: I just want to tell you that it's really quite an effort that you presented today, and I really want to thank all of you too and I know you're in the third, fourth, [inaudible]. I get to have the -- I get to undress to give you this. I just wanted to thank Wendy for not only a great presentation, but I also want to commend you because I know that you're on your third, fourth, and fifth day of this conference, and I think to stay as tuned in as you have is commendable. And so tomorrow we'll meet again at 8:00 here. And Donna Petersen will be joining us then, too, for the last half day. So thank you very much. Thank you.

GWENDOLYN J. ADAM: And please make sure that your assessments you filled about the training program collaboration are on your tables so I can get those tonight. I don't want those to accidentally get discarded because thank you for your work. Have a great evening.