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HANDBOOK FOR
NEEDS ASSESSMENTS
IN OHIO'S AGING NETWORK

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TABLE OF CONTENTS

I.	INTRODUCTION.....	1
II	PLANNING FOR A NEEDS ASSESSMENT	2
III.	CONSIDERATIONS IN THE DEVELOPMENT OF THE ONECA NEEDS ASSESSMENT INSTRUMENT	4
IV.	SAMPLING	6
V.	DATA COLLECTION AND ANALYSIS	9
	Recruiting and training interviewers	
	Sample agenda for interviewer training	
	Sample memo to interviewers prior to training	
	General characteristics of a successful interviewer	
	Interviewing procedures	
	Sample need assessment introductory statement	
	Sample follow-up memo to interviewers	
	Now what? Options for data analysis	
VI.	OTHER NEEDS ASSESSMENT TECHNIQUES	21
	Key informant	
	Group techniques	
	Existing records	
	Social indicators	
	Rates under treatment	
	Existing data bases	
VII.	COSTS OF NEEDS ASSESSMENT.....	24
	Estimates of costs	
	Examples of budget from a AAA	
IX.	REPORTING	27
	Sample Summary Report	
X.	SUMMARY.....	31
XI.	RESOURCES	33
XII.	SAMPLE NEEDS ASSESSMENT INSTRUMENTS.....	34

Needs Assessment Developed by Scripps Gerontology Center.

Fairfield Older Adult Network Survey Developed by the Institute for Local Government

Administration and Rural Development (Athens, Ohio) and the Fairfield Older Adult
Network Steering Committee.

INTRODUCTION

Each state and Area Agency on Aging (AAA) is required, by the Older Americans Act, to periodically conduct a needs assessment. The Ohio Network of Educational Consultants in the Field of Aging (ONECA), in connection with the Ohio Association of Area Agencies on Aging, and with the encouragement of the Ohio Department of Aging (ODA), developed this Handbook as a guide for a useful, affordable needs assessment process. The Handbook describes the needs assessment process, and provides suggestions for sampling and materials for training interviewers. This resource also includes an instrument that was developed, pretested, piloted, and successfully used in several needs assessments over the past several years. The survey measures community based long-term care needs in local communities, counties, or regional areas of the state. The Handbook also describes the costs associated with conducting a needs assessment, and presents some alternative techniques to a survey approach.

The primary function of the AAA is to plan and develop a comprehensive and coordinated service system. In order to accomplish these goals, the agencies must undertake systematic assessment of older persons' needs in the community by identifying deficiencies and gaps in the service delivery system, and by outlining solutions to meet these needs and bridge the gaps. None of the above can be done unless a good comprehensive plan is developed to measure these needs. This Needs Assessment Project was designed to help meet these needs. The assessment process described in the following pages can also be used by local community organizations, coalitions, or agencies seeking to understand the needs for long-term care services for older adults in their community.

PLANNING FOR A NEEDS ASSESSMENT

The fundamental purpose of a needs assessment is to document the discrepancy between the current state of affairs and the desired state of affairs for a given group of individuals. By comparing the current to the desired state of affairs, an agency can take action-- set priorities, re-allocate resources, develop new services. In order for this process to be maximally effective, the entire needs assessment process must be systematic. Assuming that you plan to complete the needs assessment process in nine months, the following timetable and list of tasks is a general guide that can be modified to meet the specific goals and objectives of a particular agency.

Month 1:

- ◆ Appoint the responsible person and implementation staff for project; consider contracts with researchers, consultants that may be required.
- ◆ Develop timetable, budget, and assign responsibilities.
- ◆ Write a statement of purpose and determine the content of the needs assessment.
- ◆ Establish coalitions and working groups as necessary.

Month 2:

- ◆ Develop and refine instrument(s).
- ◆ Award contracts (if applicable).

Month 3:

- ◆ Design and select sample.
- ◆ Publicize upcoming interviews.

Month 4:

- ◆ Recruit and train interviewers.

- ◆ Conduct interviews.

Month 5:

- ◆ Enter data into computer and conduct analyses.

Month 6:

- ◆ Write first draft of survey results.
- ◆ Conduct focus groups, public hearing(s), and gather other data as necessary.
- ◆ Identify audiences for reporting results.

Month 7:

- ◆ Revise draft of results, incorporating data from surveys, and focus groups, and other sources.
- ◆ Prepare appropriate versions of the report for various audiences.

Month 8:

- ◆ Review of report by advisory group.
- ◆ Develop dissemination plan: news releases, public hearings, other presentations, distribution of written report.

Month 9:

- ◆ Disseminate report.

CONSIDERATIONS IN THE DEVELOPMENT OF THE ONECA

NEEDS ASSESSMENT INSTRUMENT

A critical task in the needs assessment process is deciding upon a needs assessment instrument.

Although there are a multitude of existing needs assessment instruments, several ONECA representatives developed a needs assessment instrument as part of this project. The four assumptions underlying the development of this instrument were:

1. In order to comprehensively assess the long-term care needs of older adults in the community, it is necessary to systematically collect data on multiple domains: (1) health impairments and limitations, (2) service use and non-use (e.g., informal support, finances, service availability), (3) demographics of the respondents (e.g., age, sex, race, income, etc.), (4) household structure, and (5) social support.
2. It is more informative to focus on older adults' needs for assistance with activities of daily living, including personal care and home management, than it is to focus on whether a particular service is necessary. By focusing on needs rather than existing services, agencies have the flexibility to design the most effective and appropriate services.
3. A needs assessment should document older adults' needs for the purposes of realistic planning, rather than solicit a "wish list" of needs to which the AAA's cannot respond.
4. A telephone methodology is the most efficient in terms of time and cost, although the instrument should be designed in such a way that it could be used to record information in an interview format, from either older adults or proxy respondents. Face-to-face interviews provide an opportunity for more open-ended discussions, and often make the respondent feel more comfortable, but are very time consuming. Mailed surveys are impersonal, do not allow for any exploration of what the respondent might mean, and often have a low rate of return. Based on these reasons, we recommend phone interviews.

Several additional considerations guided the development of this instrument, which is included, along with other sample needs assessments, at the end of this Handbook. Specifically, the needs assessment instrument was designed as a standardized questionnaire to facilitate data collection, computer entry, and analysis; to permit intra-district comparisons; and to allow data to be aggregated for regional and/or statewide documentation of need.

SAMPLING

One of the greatest challenges in any research project is deciding how to sample. This is one of the areas in which the advice of an expert is a worthwhile investment. The first decision you will have to make is between a random, representative sample and a convenience sample. A convenience or availability sample is the selection of respondents because they are readily available. For example, going to senior centers, retirement communities, nursing homes, or churches is a good way to find older people in your community who might participate in your needs assessment. However, each of these groups is unique in some way (healthy or not; mobile or not; socially active or not, etc.). Therefore a survey based on any combination of these groups will produce biased results.

For most needs assessments, a random sample of the older population is most likely desired. A random sample allows you to make general statements about the older people in your community. Even though it is a good idea, drawing a random sample is a challenge. There is no complete list of all the older people in your area. Some researchers use random digit dialing, in which a randomly generated list of phone numbers is called. However, when we are seeking only older respondents, this approach is not efficient since most households do not include an older person. In addition, not all older people have phones.

A fairly efficient and effective approach to random sampling is the use of voter registration records. Most county Boards of Elections can generate a list of names and addresses of registered voters above a certain age. Sometimes there is a charge for this service, and often the lists will not be completely accurate. Some registered voters will have moved, and, most importantly, not everyone registers to vote. Because of this latter issue, voter registration samples are biased in a particular direction. They tend to underrepresent individuals with lower education and fewer economic resources.

It is also possible to purchase a list from any one of a number of market research organizations. These lists can be tailored to the exact specifications of the agency. They tend to be more complete and accurate than voter registration lists, but are costly and are not guaranteed to be exhaustive.

Another approach to sampling that can be used in conjunction with voter registration lists or other purchased lists is to interview a group of people randomly selected from waiting lists collected from agencies in the area. The advantage of this approach is that you will hear from people who require services and can provide you with information about areas of greatest unmet need. The disadvantage of this approach is that such a sample is not representative of the older population in general, since these folks already have need for assistance of some kind. Another option is to sample from lists maintained by the Ohio Bureau of Motor Vehicles. To learn more about this option, contact the Ohio Department of Aging, Planning, Development, and Evaluation Unit at 614-466-5390.

Once you have a sampling frame, or list from which to choose the names of the people you will survey, you must decide upon a sample size and sampling strategy. How many names will you choose from your list(s), and how will they be chosen? Sample size is dependent on a number of factors, including the heterogeneity of your population and the kind of analysis you hope to do. The greater the diversity among the older people in your survey, and the more extensive the subgroup analyses you hope to do (such as comparing men and women, rural and urban groups), the greater the necessary sample size.

Because sample size calculation is quite complicated, and because the validity of your results will depend on the adequacy of your sample, a researcher should help with your sampling strategy. You may have a researcher on staff, but if not, it is recommended that you seek the advice of a research consultant to help determine a sample size and a sampling strategy.

To summarize, there are a number of sampling strategies, and each strategy has certain strengths and weaknesses. When selecting a sampling strategy for a specific project, carefully evaluate these strengths and weaknesses so that the strategy you select is as appropriate as possible.

DATA COLLECTION AND ANALYSIS

Before your data can be collected, you need to inform the public that such an assessment is going on in their area. Needs assessment is a public process. One way to inform the public of the assessment is a press release distributed in the relevant newspaper(s). The press release should describe why the needs assessment is being conducted, what the needs assessment entails, and who is conducting the needs assessment. (It is also a good idea to report the results of the needs assessment in a press release.) Upon informing the public about the needs assessment, data can be collected from respondents in a variety of ways. There is extensive literature on the advantages and disadvantages of various forms of data collection, including mailed surveys, phone interviews, and face-to-face interviews. In general, phone interviews are cost effective and valid ways to collect needs assessment data from the older population.

Well-trained interviewers are essential. Agencies typically use volunteers or staff to do the interviewing. Paid professional interviewers are always an option, but will increase the cost of your project exponentially.

Recruiting and Training Interviewers

Since there is often a limited budget available for the needs assessment process, it is usually cost effective, and methodologically sound, to use volunteers to help you collect your data. The two most important aspects of working with volunteer interviewers is to recruit selectively and to train thoroughly. Recruit interviewers who are good communicators, reliable, and committed to the research process. It is ideal to recruit interviewers who have some level of experience with the process. Some agencies have been able to use staff to complete some of the phone interviews. On average, it is helpful to have enough volunteers/staff members so that each will have no more than twenty interviews to complete.

Effective interviewer training accomplishes three objectives: (1) communicates to the volunteers the crucial importance of their contribution to the needs assessment process, (2) reinforces the skills and characteristics of a successful interviewer, and (3) conveys a clear sense of the purpose of the assessment

instrument as a whole, as well as each question on the survey so that interviewers are completely informed and comfortable with the instrument.

The interviewer training session is also an ideal time to discuss issues of local context. Specifically, the wording of the introductory statement and even the wording of the questions can be improved based on input from the volunteers about the local culture. The volunteers will usually know more about the people in the community, their preferences, values, and attitudes toward participation in a survey than will the researcher.

On the following pages are samples of interviewer training materials, including a sample agenda for a training session, training materials, and a sample of an introductory statement that was revised following an interviewer training session.

Sample Agenda for Interviewer Training

- I. Welcome and introductions
- II. Role of the interviewer in the needs assessment process
- III. General characteristics of a successful interviewer
- IV. Interviewer skills
- V. Review of the questionnaire
 - purpose of the process
 - meaning of items
- VI. Review of introductory statement
- VII. What to do in difficult situations
- VIII. Logistics: timing of the interviews, making call backs, substituting for non-respondents, getting help with problems, returning completed forms
- IX. Comments, questions, concerns
- X. Thanks

Sample Memo to Send to Interviewers Before Training Session, or to Review During the Training Session

TO: Needs Assessment Interviewers

FROM:

DATE:

As you know, the time and energy you are contributing to this needs assessment are essential to the success of the project. Your efforts are sincerely appreciated.

The materials in this packet are intended to provide you with some basic information about interviewing techniques. We hope this information will make your job easier. Several points are made repeatedly throughout the materials, and I am going to raise them again here because of their importance. The interviewer has a large responsibility in any survey - - you are the one person who can ensure complete, accurate information. Accomplishing this involves two major tasks: (1) the interviewer must, in a short period of time, establish a comfortable, friendly, sincere relationship with the person being interviewed; (2) the interviewer must use the questionnaire accurately and consistently in each interview.

In setting up the friendly relationship with the respondent, several factors are important:

--The respondent must feel that his/her acquaintance with the interviewer will be pleasant and satisfying.

--The respondent needs to see the survey as being important and worthwhile.

--Barriers to the interview in the respondent's mind need to be overcome. He/she must be assured that there are no right or wrong answers, that his/her responses will be kept completely confidential, and he/she needs to understand how the information will and will not be used.

In order to accomplish these goals, the interviewer needs to be familiar and comfortable with the interview instrument and with the purposes of the survey. In our interview training session, we will strive to address these issues, answer any questions, anticipate problems, and review basic interviewing techniques.

Again, thank you for your involvement in the survey. We are looking forward to a professional completion of this important project.

General Characteristics Of a Successful Interviewer

The interviewer must be:

1. Completely honest in his/her work
2. Reliable and conscientious
3. Utterly objective in his/her manner of asking questions
4. Faithful and neutral in recording answers
5. Interested in people; understanding and warm
6. Able to inspire people's confidence and put them at ease

The interviewer must be sure to:

1. Study all questions until you know what they mean and are familiar enough with them so you can really ask the questions instead of blindly reading them.
2. Interview yourself by answering each question thoughtfully. Then interview someone else, for practice.
3. Re-read your instructions between interviews--you may pick up points you missed before or correct errors you have begun to make.

The interviewer should initially strive to put the respondent at ease and maintain a friendly, interested demeanor. The most important part of an interview is the rapport, the relationship that is established between the interviewer and the respondent. The qualities of neutrality, warmth, responsiveness, and a casual, positive approach are very important.

NEUTRALITY: As an interviewer, you merely soak up information. Your job is to record that information regardless of whether you think it good, bad, indifferent, boring, or exciting. You need to create an open, permissive atmosphere in which the respondent feels completely free to express any feelings or viewpoints.

Don't--by word, action, or gesture--indicate surprise, pleasure, or disapproval at any answer. Even a slight change in your facial expression will cue a respondent that you have reacted to his answer.

Don't attempt to influence responses in any way. All that really counts is what the person really thinks or feels about the subject. Thus:

--Never suggest an answer. And don't give your own opinions.

--For the same reason--so the response will not be influenced in any way--you must ask questions exactly as they are worded and in the same order every time. Each interview must be done the same way to assure uniform and reliable results.

--If a respondent doesn't understand a question, repeat it exactly as written rather than explain it.

Otherwise you might "give away" or lead the respondent to give the answer you may be expecting.

Repeat the question only twice, using the probing techniques we have discussed, then go on if the person still doesn't understand it.

CASUAL, POSITIVE APPROACH: You are not a government spy out on a secret mission. If you pursue your assignment too grimly, respondents are forced to the defensive, and they won't tell you what they honestly think.

Approach the interview pleurably and let the respondent enjoy it, too. Assume that he/she wants to express his opinion and wants to be interviewed. You are giving the respondents a chance to express themselves on matters that may be important to them. Your attitude about the importance of each person's responses will be communicated and will encourage the respondent to be open with you.

Interviewing Procedures

General points:

- Follow instructions carefully
- Read the questions just as they are written, and in the order in which they appear.
- Always ask all of the questions
- Try to “isolate” the respondent. Make sure that distractions are minimized. Ask if this is a good time for him/her to talk on the phone.

Helpful hints:

1. Usually the first meaningful reaction to a question is the important or "right" one. Don't record any changes in an answer to a past question if you have already gone to other items. Note at the point at which he/she wishes to go back that the respondent now indicates he/she would say something else.
2. Don't record a "don't know" answer too quickly. People say, "I don't know" when stalling for time, to arrange their thoughts. The phrase merely may be an introduction to a meaningful comment, so give the respondent a little time to think.
3. When straight "yes" or "no" answers are accompanied by qualification such as "Yes, if..." or "No, unless...", be sure to record the comments, even if no space has been provided for them. Later they may reveal something important about the question which was not anticipated.
4. Record comments or remarks just as they are given. The exact words people use to describe their feelings are important. Try to avoid summarizing comments in your own words, unless the remark is so lengthy that you cannot write down every word. In such a case, make notes that give the sense and the style of the comment. Use abbreviations that are understandable, so that, in checking over the interview, you can fill in the content of the answer.

5. If an individual does not give an adequate response to a question, or if he/she seems to misunderstand the question, it is very important that the interviewer be careful not to put an answer in the respondent's mouth, or to suggest a "correct" answer. If the respondent (1) requests an explanation, (2) hesitates and gives no reply, or (3) gives an inappropriate reply, the interviewer should repeat the question with the prefacing remark, "Let me read that question again and make sure I understand your answer." If the respondent still does not give an adequate response, a careful rewording of the question may be rendered, without changing the meaning of the statement. If a question is reworded, BE SURE TO RECORD IN THE MARGIN THE WORDING THAT EVOKED THE RESPONSE.
6. Keep talking as you write. Ask the second question as you record the response to the first. Start the respondent thinking about a question. If you let a silence grow, the respondent may become distracted or bored or may change his/her mind.
7. Focus the respondent's attention on the questions. If he/she wants to talk about a new car, politely but firmly redirect his/her attention back to the question.
8. Get all the information you are asked to get. That means that you must ask every question and record every answer in the correct place. A questionnaire with serious omissions or errors may have to be discarded. The analyst cannot guess answers. Therefore, it is advisable to check over the questionnaire at the end of each interview before you hang up or before you leave the respondent's presence. You can't supply answers after you end the interview. Say, "Now, let's see if we've got everything," to allow yourself time to look over each question to see that it is answered and the answer recorded correctly. After you hang up the phone or leave the respondent's house, it is a good idea to check the questionnaire again to fill out answers that may have been abbreviated during the interview, and to once again make sure that all the information is there.

Sample Needs Assessment Introductory Statement

Hello, my name is

May I please speak to.....?

Hello, I'm a volunteer from County adult services (name agency if that would be helpful to listener). We are doing a study, with University, to find out more about the kinds of services older people in our county need. I hope you will be willing to answer some questions for me. It won't take very long--just a few minutes. Your answers will be completely confidential. Your questionnaire will be numbered so your name will never be connected to your answers. All of the information we gather will be reported for the entire group we talk to; no one individual's answers will ever be discussed. We hope to be able to use this information to do a good job of planning for and providing services in the future. Would you be willing to answer our questions? Is this a good time to talk for a few minutes without interruptions?

If the respondent is hesitant:

--Tell him/her that their name was selected randomly from voter registration lists (or whatever strategy was used), and their participation is important because their responses represent a whole group of people.

--Tell them that they can stop any time if they feel tired, or can refuse to answer questions that may seem too personal. Remind them that the whole thing should take no longer than about ten or fifteen minutes.

--If the respondent seems concerned about the "legitimacy" of this survey, you can encourage them to call you or someone else at your agency or an appropriate member of the research team to verify the importance and validity of the study.

What to do if respondent says:

"I don't want to" -- gently ask if this is an inconvenient time and whether another time would be better.

"I can't right now" -- agree on a time to call back.

Person you are asking for isn't home-- ask for a more convenient time to call.

Person you are asking for isn't able to answer a survey-- ask if the person on the phone could answer for the named individual. At the end of the survey, make sure you note that you talked to a proxy, and give some brief information about why the older person couldn't answer for him/herself. Also record the relationship of the proxy to the named person. If this information doesn't emerge out of the earlier questions, ask for this information at the end.

Sample Memo to Follow up Training Session; Deals with Questions that were Raised, Changes that were Made, and Logistics

Memo to: Needs Assessment Interviewers

From:

At long last, here is your packet for the County Needs Assessment. Your packet includes 25 questionnaires (please complete at least 20), and a copy of the introductory statement. The questionnaire and the introductory statement have been revised according to our last discussion. Also included in this packet is your sample list. The list includes the person's name, street address, and two-letter designation for the area within the county in which they live. Please note that your list will have checkmarks by some of the names; try to contact those people first. If, after three tries, you cannot reach one of the "firstround" people, try the unchecked names. Be sure to make notes next to the names to indicate the questionnaire ID number if you completed the survey for that person, or a notation about why you weren't able to interview the checked person. In assigning ID numbers, give all of your surveys your initials, then just number the completed surveys sequentially. Please return your lists along with the completed surveys.

For those of you who will be making long distance calls, just keep track of them and submit a statement to Council on Aging and you will be reimbursed.

Thanks for your patience and for your efforts in conducting this needs assessment. If you have any questions or concerns as you proceed, please do not hesitate to contact me. My office number is xxx/xxx-xxxx, and my home phone number is xxx/xxx-xxxx. I'll plan to pick up completed questionnaires in the next two weeks, but I'll check first to see that all packets have been turned in to Contact Person.

Good luck and happy interviewing!

Now What?: Options for Data Analysis

Once the needs assessment data have been collected, a normal reaction is "Now what?" Clearly, the challenge is to summarize the wealth of information contained in individuals' responses to the needs assessment tool into a useable summary that can be used by your agency to set priorities, re-allocate resources and/or develop new services. If you are not particularly familiar with data analysis techniques, this challenge can be fairly daunting. But with the assistance of an individual who is skilled in the process of data entry/analysis and good data statistical software, this process is straightforward and very rewarding. After all, it is through this process that you will gain valuable information regarding the questions that prompted the needs assessment in the first place.

It is important that one person be responsible for overseeing data entry and conducting data analysis. This person might be recruited from within your agency, or you might recruit a researcher/consultant for this role. In any case, this person must be experienced in the data analysis process. This person will be able to determine whether your agency has computer resources necessary to conduct data analysis (e.g., spreadsheet software such as Excel or more comprehensive data analysis packages such as SAS or SPSS) or whether the analysis process must be conducted "off site."

OTHER NEEDS ASSESSMENT TECHNIQUES

Up until this point, we have focused on needs assessment survey instruments that can be administered to either older adults or proxies, either via telephone or face-to-face interviews (with an emphasis on telephone surveys due to their relative efficiency in terms of time and cost). However, there are other techniques than can be used for the purposes of needs assessments.

Key Informant Technique

The key informant technique relies on information collected from community expert(s). Experts can include public officials; directors, staff members, or board members of community agencies; or practitioners. The data are usually collected using an interview format. The advantages of the key informant technique are that it is efficient (in terms of time, money, logistics), it permits in-depth exploration of selected topic(s), and it facilitates network building between assessment team and the informants. The disadvantages of the key informant technique are that the selected key informant(s) might have gaps in their knowledge and/or biases that influence the information that they provide.

Group Techniques

As a general strategy, group techniques involve public meetings where people come together to express their opinions about a particular issue. These techniques differ in terms of the recommended number of participants, the role of the leader/facilitator, and the desired outcomes of the process. Based on the specific purpose of a particular group, different sampling strategies can be used to influence the composition of the forum. For example, certain subgroups of the population might be targeted to assure that they are adequately represented in the forum, or efforts might be made to assure that the composition of the forum is demographically diverse. Within the community format technique, there are several distinct

techniques that can be employed. Two examples of these techniques are the community group forum and the focus group.

Community Group Forum Technique

The community group forum technique can best be described as a "town meeting" that calls together members of the community to discuss topic(s) of concern. The desired outcome of community group forums is an understanding of community members' attitudes, opinions, and perceptions of needs. A forum should last approximately two hours, and optimally be limited to 50 participants, although it is possible to conduct larger forums. Community group forums are typically tape recorded for later analysis. Community group forums can be structured in a number of ways (e.g., open-ended questions, brainstorming techniques). Considerations for planning and implementing a community group forum include selecting a leader (either internal or external to the group) to conduct the forum, obtaining a heterogeneous group of participants, and providing participants with a clear statement of the purpose of the forum. The advantages of the community group forum technique are that it allows multiple ideas to emerge, and provides opportunities for discussion. The disadvantages are logistics (e.g., scheduling space), difficulty obtaining a representative audience, and it is possible that a small number of participants can monopolize the forum.

Focus Group Technique

The focus group technique is a structured process that is used to interview relatively small groups of participants (i.e., 8-12). The purpose of a focus group is to obtain participants' in-depth views regarding the particular problem. Focus groups usually last approximately two hours, and are structured to capitalize on interaction between participants and the trained group leader, who functions as a facilitator. Groups are conducted by a team that includes a facilitator and a note-taker. Typically, homogeneous groups of participants comprise a focus

group. If there is interest in obtaining the opinions of diverse groups of people, then multiple groups might be conducted. The major planning considerations are preparing open-ended questions that will elicit a lot of information, and creating an environment in which participants understand that confidentiality and trust are respected. During the actual group, after the purpose of the technique is presented, there is a predisposition phase during which participants are guided into the questions. Following the group, participants are debriefed. Analysis typically proceeds in two phases. First, the facilitator and notetaker review the notes together to identify major themes. Then the two independently review the data and meet to resolve discrepancies before formal analysis occurs. Advantages of the focus group technique is that it allows for in-depth exploration and analysis of themes, and multiple groups can provide insight from diverse perspectives. The disadvantages are logistics (e.g., time consuming), the technique requires a trained skilled facilitator, the results are not necessarily generalizable, and it is typically necessary to conduct multiple groups.

Existing Records and Databases

Many local, state, and federal agencies and institutions maintain records that can be used in a needs assessment. Existing records and databases can provide information on utilization rates, characteristics of clients, and can be used to examine trends over time. The advantages are that this technique is efficient (in terms of time, money, logistics), and it is possible to examine trends in indicators over time. The primary disadvantages are assuring the reliability and validity of the information.

COSTS OF NEEDS ASSESSMENTS

There are two major categories of cost associated with conducting a needs assessment: direct and in-kind. Direct costs are “paid out” and require some source of funding– most often part of an agency’s administrative budget. In-kind costs include staff time that is devoted to the project, and time that might be donated by your consultant and/or a local university or college researcher. The overall costs, as well as the distribution of costs among direct and in-kind categories, will depend upon decisions that are made about which parts of the project are contracted out, which tasks are handled by volunteers and which by staff, and what kind of negotiations are possible with your research contractor.

Following is a sample budget for one county needs assessment. Obviously, consultant rates will vary, as will the exact nature of contracted and donated services.

Sample Budget for a Needs Assessment

TASK	PERSONNEL/TIME	COST
<p>Questionnaire Construction: Principal Investigator working with aging coalition.</p>	<p>Principal Investigator (university faculty member) - 2 Days</p>	<p>In-kind contribution (est'd value: 2 days @ \$500 = \$1000)</p>
<p>Sampling: Drawing voter registration, checking against client list, replacing non-respondents and working phone numbers, adding waiting list/client sample.</p>	<p>Principal Investigator (university faculty member) - 3.5 Days</p>	<p>2.5 days in-kind (est'd value: 2.5 days @ \$500 = \$1250); 1 day @ \$500</p>
<p>Interviewing: Training: (Preparation of materials, session, and follow-up).</p> <p>Interviews: Over 220 completed interviews, including time for training (1/2 day X 6 people), phone calls.</p>	<p>Principal Investigator (university faculty member) - 2 Days</p> <p>Volunteers - 14 FTE Days</p>	<p>1 day in-kind (est'd value: \$500); 1 day @ \$500</p> <p>In-kind from coalition (est'd value: \$1120) & Phone value: \$500</p>
<p>Data Analysis & Reporting: Codebook creation, data entry, data cleaning.</p> <p>Data analysis, report writing, review of findings with coalition & AAA.</p>	<p>Graduate Student - 4 Days</p> <p>Principal Investigator (university faculty member) - 4 Days</p>	<p>In-kind (est'd value: \$320);</p> <p>1 day in-kind (est'd value: \$500); 3 days @ \$500 = \$1500</p>
<p>TOTAL DIRECT COSTS</p>		<p>\$2,500</p>
<p>TOTAL COSTS INCLUDING IN-KIND SERVICES</p>		<p>\$7,690</p>

Budget Notes:

The total direct cost for this assessment was \$2,500.00. It is important to realize that the Principal Investigator donated \$3,250 of in-kind services, which does appear in the budget above. The coalition also donated the equivalent of 14 full days of interviewer time, plus the use of the telephones for a value of \$1,620.00, which is included above. The only other element of in-kind services came from a graduate student, who donated about \$320 of work. Including in-kind services, the total cost of this project was \$7,690.00. From a research standpoint, to conduct a survey of this magnitude for under \$10,000.00 is considered a real bargain. The final cost, minus the in-kind services, came to a total of \$2,500.00.

It is important to note that in working with your principal investigator you discuss with them the option of providing some in-kind services. A request for donated services can even be included in the request for proposal. It is also possible to negotiate with the principal investigator and reduce the cost of the needs assessment by doing some of the tasks yourself, such as the survey work that was done in the sample project. These agreements need to be made in advance and put into writing to avoid confusion or problems later on in the project.

Most local university individuals who would serve as a principal investigator would be willing to donate some in-kind services to a project benefiting their community; this cooperation and coordination is just a good example of academia working with the service provider network.

REPORTING

Several groups of stakeholders will likely be interested in the findings of the needs assessment. A summary report should be prepared with a general audience in mind, with more technical and detailed reports available to agency personnel, funders, and researchers. The following report was written for a general audience. It was used as the basis of presentations at public hearings, to county administrators, and for media releases. The tone and content of this document has been successful in several counties. Obviously, the report should be tailored to the specifics of the areas under study, and to the goals of the needs assessment as outlined in the planning phase of the process.

A Sample Summary Report

Needs of Older Adults in an Ohio County

The aging of our society is well documented. Comparable to the trends in our nation, the number of older people in County will increase significantly over the next thirty years. The number will increase from.....to..... by the year 2010. During that same time period, the number of those needing at least a moderate level of assistance with tasks of everyday life is projected to grow to approximately Motivated by the increasing numbers of older adults and the changing role of the government in funding services for older adults, the Council on Aging of the Cincinnati Area, Inc. (the designated area agency on aging for County) sponsored a study to find out how older adults in County are currently getting by. The study was conducted by the Scripps Gerontology Center. Interviews were done by volunteers from various community organizations and agencies in the county. A random sample of the 60+ population was drawn from voter registration lists. Since this sample very likely underrepresents some segments of the population, a second sample was drawn from the waiting lists and current client lists of agencies serving the older population. From the random sample, one hundred and eighteen interviews were conducted over the phone, during the spring of 1997. From the client sample, we analyzed data from one hundred and two interviews.

The sample of people interviewed appears to be a good demographic representation of the older population in the county on such characteristics such as race, gender, and marital status. As Table 1 shows, the sample was about 66% female, 97% white, with an average age of 76. Respondents ranged in age from 60 to 98. About 44% of the people surveyed lived alone, and about 56% lived with either a spouse, with children, or both. Women in the group were more likely than the men to live alone and to be widowed.

To find out what kind of help older people need with their everyday lives, we asked several kinds of questions. From a list of fourteen activities that are important for being able to live in one's own home, we asked three things: do you need help with this activity, do you currently get some help with this activity, and do you need more help than you are currently getting with this activity. Table 2 shows the findings from these questions. Of this very diverse, random sample, 75% of the group needed help with at least one of these activities, and 36% needed help with three or more of them. This level of need found for a random sample that includes a fair share of

healthy "younger" older people sends an important message about current and future needs for this county. The tasks for which the largest percentages of people said they needed assistance include: help with housework, transportation, shopping, completing insurance forms, meal preparation, bathing, getting around unassisted, and handling money. These activities are obviously very important for being able to live independently in one's own home. All of these activities have consequences for the health, safety, and well-being of the older person. The need for help with meal preparation, for example, has consequences for proper nutrition and continued health. Help with bathing often involved concerns about safety.

When we asked about whether the person is currently getting some help with these tasks, about 60% said that they were getting help from their families. When we looked just at the "older" older population (75+), 73% said they were getting help from families. This percentage parallels national numbers about the role of families in helping their older family members cope with activities of daily living. About 36% of our sample said they were also getting help from community agencies with some of these tasks, and 21% said they get help from friends and neighbors. These findings are a significant statement about the important help being provided by family, friends, and the existing network of agencies. As a community, we can be proud of the work we are currently doing to assist older people in staying in their own homes and living their lives as independently as possible. However, this current system of help is not meeting all of the needs of the older population. In our study, 30% of the respondents said that they need more help than they are currently getting. While family, friends, and agencies are probably doing as much as they possibly can, this help is not currently sufficient to meet all the needs of the older population. And the system will be increasingly strained as the numbers of older people continue to grow.

The tasks for which the largest percentages said they need more help than they are currently getting include: help with housework, transportation, shopping for groceries or clothes, meal preparation, and help with taking a bath or shower. The availability of adequate help with these tasks is crucial for older people to stay safely in their own homes.

Several important themes emerged from this study. The older people of County seem to be managing to get by with help from family, friends, neighbors, and agencies. Even though family, friends, and agencies are currently providing a significant amount of help, there is a high level of unmet need in the older population. Our survey, the findings from the client samples, and the waiting lists from agencies in the area, attest

to this unmet need. The involvement of families in the lives of older adults in County speaks clearly to the fact that home-based services are a benefit to the older person, and to their families. Assistance for older people means help for the entire family.

In order to verify and give voice to the findings from this study, a public hearing was held at the senior center in Wilmington. Older people, their family members, and agency personnel filled the room. The citizens who presented testimony did indeed support the findings of the study. They also conveyed some important additional messages. It was not uncommon to have people read testimony from someone who was physically unable to be at the hearing; these speakers sometimes represented family members, sometimes Senior Center members, and sometimes they spoke for the clients on their volunteer home-delivered meal routes. There were many heart-warming stories of connections, relationships, and courage; there were also many heart-wrenching stories of inadequate services, depletion of emotional and financial resources, and gaps in the system. It was very clear that the services currently being provided help to meet basic needs for food, safe shelter, and also for essential human contact. It was also clear that the current system sometimes lets people down because of limited funds and narrow scope of services. Those who testified gave a picture not only of unmet needs, but they also named specific services that should be added or expanded, include respite care, adult day care, safe and affordable housing, help with the legal system, long-term care options, meals, transportation, income security, and home repair.

Based on the findings of the survey and the testimony given at the public hearing, the County community of families, agencies, and friends can be proud of what we are doing to promote the dignity and independence of our older residents. We also need to be proactively seeking solutions to the serious gaps in the current system.

SUMMARY

This Handbook represents an important collaborative effort among ONECA members and the aging network, including the AAAs and ODA. We think that it represents a model for partnerships among universities and community agencies.

Our committee used as a starting point an assessment tool developed to measure the community based long-term care needs of Butler County, Ohio for its 1996 older adult levy services campaign. This tool was developed by the Scripps Gerontology Center for the Council on Aging of Southwestern Ohio. Within a six month period, the Committee completed the task of revamping this needs assessment and tested it in Clinton County, Ohio, in the winter of 1997. The needs assessment survey was conducted by a group of volunteers furnished by a coalition of local service agencies. The coalition also provided the phones to contact the clients. Dr. Suzanne Kunkel from Scripps Gerontology Center, Miami University, served as the Principal Investigator and provided both the technical assistance and data analysis. The Council on Aging of Southwestern Ohio (Area Agency on Aging) provided the coalition coordination and financed the assessment costs. The AAA and the coalition in Clinton County announced the results of the needs assessment at a public hearing organized to seek citizen input on community based long-term care. The results of the public hearing and the needs assessment generated enough interest to convince the county commissioners to put a long-term care issue on the ballot for senior services. In May of 1997 the citizens of Clinton County passed a 1-million dollar levy that raised a half million dollars a year, or two and one-half million dollars for a five year period.

The needs assessment process has been very successful in a number of counties. We hope that this manual will be useful to a variety of agencies seeking to understand the needs of

their older population. We appreciate feedback and suggestions for revisions and additions to be included in future editions of this Handbook.

RESOURCES

Backstrom, C.H., & Hursh, G.D. (1963). Survey Research. Northwestern University Press, 1963.

Kirschner and Associates, Inc. (1982). Interviewer Field Manual. Albuquerque, NM.

Laboratories for Population Statistics (1973). Planning the Research Interview. University of North Carolina, Chapel Hill.

Samuels, B., Ahsan, N., & Garcia, J. (1995). Know your community A step-by-step guide to community needs and resources assessment. Chicago: Family Resource Coalition.

Warheit, G. J., Bell, R. A., & Schwab, J. J. (1979). Needs assessment approaches: Concepts and methods. Washington, DC: Government Printing Office.

1. Respondent number _____

2. Sex: male ___ female ___

3. What is your date of birth? (month / day / year) _____

4. Now I am going to read you a list of everyday activities that people sometimes need help with. For each of the activities I'm going to ask if you need help with that activity. We are also interested in whether you are getting some help now, and if so, whether you need more help than you're getting right now.

The help you need and the help you are getting might be help of another person in doing the task or reminders from another person about the task.

Note to interviewers: First ask, "Do you need help to"? Then, "Do you currently get help with"? Then, "Do you need more help than you are currently getting with"? Then "If you are receiving help, who provides the service - agencies, families, friends"?

	Needs Help		Is Currently Receiving Help		Who Provides the Help (Agency, Family or Friends)			Needs More Help	
	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to use the telephone?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help getting to places out of walking distance?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to go shopping for groceries or clothes?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to prepare your own meals?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to do your own housework?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to take your own medicine?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to eat on your own? (feed yourself?)	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to dress and undress yourself?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to take care of your own appearance? (combing hair, shaving?)	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to get around by yourself?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to get in and out of bed?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to take a bath or shower?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to get to the bathroom on time?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help to handle your own money to pay bills?	Y	N	Y	N	Agency	Family	Friends	Y	N
Do you need help completing insurance or Medicare forms?	Y	N	Y	N	Agency	Family	Friends	Y	N

5. Are there things around your house that need repair that make you concerned about your safety? Yes ___ No ___
If yes, what repairs or changes need to be made to help keep you safe?

Note: To make sure that we have talked with a broad representation from the county, I am going to ask you some questions about your marital status, living situation, and other characteristics. If any of these questions make you uncomfortable, feel free to skip them.

6. What is your current marital status?

Married ___ Divorced or Separated ___ Widowed ___ Never married ___

7. Who, if anyone, lives with you? (Circle all that apply)

Lives alone ___ With spouse ___ With Children ___ With other relatives ___ With non-relatives ___

8. What is your race and/or ethnic background?

Black ___ White ___ Asian or Pacific Islander ___
Native American ___ Other ___

9. Could you please tell me whether your personal income is above, below, or just about \$1,000 per month.

Above \$1,000 per month ___ Below \$1,000 per month ___ About \$1,000 per month ___

If none of the above, it is _____ per month

10. Does the above income include money from other members of your household, or only your income?

Other members of household _____ Who _____

My income only _____

11. Are there other kinds of services that you need that we have not mentioned? Yes ___ No ___

If yes, please list:

Thank you very much for taking time to answer our questions. The information you have provided will be very helpful in designing services for older adults in the future.

Is the respondent the older person or a proxy? Older person ___ Proxy ___

If Proxy, what relationship to the named person? _____

If you talked with a proxy, please briefly explain why.

Fairfield Older Adult Network Survey

Anonymous and Confidential

Here is a list of activities or services people 60 and over may need. If you are:

- 60 and over – answer for yourself.
- 40-60 and a caregiver to an older adult – answer for that person.
- 40-60 but not a caregiver – answer for when you reach 60, what services you might want available.

Use pen or pencil.

Correct Mark:

Incorrect Mark:

Type of Activity/Service

Please Read Across

Transportation to

- Medical appointments
- Shopping for food
- Shopping for clothing
- Drug store
- Recreational Activities
- Other: _____

Banking and Finance

- Writing checks
- Paying living expenses
- Funeral planning
- Financial planning
- Completing tax forms
- Other: _____

If you are receiving this help, from where?

(mark all that apply)

- Agency in Fairfield County
- Family or friends
- Church/religious group
- Agency not in Fairfield County
- Other (please explain)

Are you receiving help with the following?

Yes No

- Yes No
- Yes No
- Yes No
- Yes No
- Yes No
- Yes No

If you are not receiving this help, why not?

(mark all that apply)

- Do not need help with this
- Never thought about this before
- Cannot afford this service
- Family responsible to provide
- Will not share financial information
- Other (please explain)

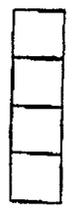
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Please turn to other side

Fairfield Older Adult Network Survey

Type of Activity/Service	Are you receiving this help with the following?		If you are receiving this help, from where? (mark all that apply)					If you are not receiving this help, why not? (mark all that apply)				
	Yes	No	Agency in Fairfield County	Family or friends	Church/religious group	Other (please explain)	Do not need help with this	Never thought about this before	Cannot afford this service	Family responsibility to provide	Will not share financial information	Other (please explain)
Life Skills												
Personal care assistance (dress, walk, bath)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meal delivery to home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meal preparation at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chores (house and yard work, laundry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respite care for caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central information service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Care												
Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-home nursing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-home therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-patient rehabilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paying medical expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior day care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on next page



Fairfield Older Adult Network Survey

Type of Activity/Service

Please Read Across

Type of Activity/Service	Are you receiving this help with the following?		If you are receiving this help, from where? (mark all that apply)				If you are not receiving this help, why not? (mark all that apply)					
	Yes	No	Agency in Fairfield County	Family or friends	Church/religious group	Other (please explain)	Do not need help with this	Do not know how/where to obtain	Family thought about this before	Family responsibility to provide	Will not share financial information	Other (please explain)
Legal Assistance												
Wills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Living wills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power of attorney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guardianship issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreational Activities												
Wellness programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church/religious activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing												
Retirement housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted living facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing home placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home repair/modifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Please turn to other side

Fairfield Older Adult Network Survey

Anonymous and Confidential

1. What do you feel is the biggest problem being faced by Fairfield County seniors?

2. Are there other kinds of services you need that we have not mentioned?

3. Where or who would you call if you needed help obtaining services?

In order to compare your responses to others, please answer a few questions about yourself or the person you are a caregiver to:

1. Gender?

Male Female

2. Township/city of residence?

- Amanda Berne
- Bloom Clearcreek
- Greenfield Hocking
- Liberty Madison
- Pleasant Richland
- Rushcreek Violet
- Walnut Lancaster City

4. Marital status?

- Married Never married
- Widowed Divorced or separated

5. Household income in 1999?

- Less than \$10,000 \$10,000 to 14,999
- \$15,000 to \$24,999 \$25,000 to \$34,999
- \$35,000 to \$49,999 \$50,000 to \$74,999
- Over \$75,000 Don't know

6. Living situation?

- Alone
- With spouse or family member(s)
- With non-relatives

3. Birth date?

/ /
 / /

(mm/dd/yyyy)

7. Are you filling this out on behalf of:

- Yourself Someone else

8. If you are filling this out on behalf of someone else, what is your relationship to that person?

- Spouse/family member
- Friend/neighbor
- Paid caregiver

9. Are you presently a caregiver for someone aged 60 or older?

- Yes No

Thank you for completing this survey! Please return the survey in the enclosed, postage prepaid envelope before April 20, 2000.
 ILGARD, 143 Technology and Enterprise Building, The Ridges, Athens OH, 45701