



APPEAL

ASIAN PACIFIC PARTNERS FOR EMPOWERMENT, ADVOCACY AND LEADERSHIP

Conducting Needs Assessments for Tobacco Control in Asian American and Pacific Islander Communities



This needs assessment educational kit was designed to help those who work with Asian American and Pacific Islander (AAPI) communities on tobacco prevention and control to better design and implement their activities and programs.

The goals of this kit are:

- to learn how needs assessments can benefit your tobacco control activities and programs
- to learn about the different types of needs assessments and which ones work best with your AAPI tobacco-control activities and project
- to learn how to conduct various types of needs assessments

This kit is divided into:

1) a question and answer section, 2) a detailed description of various types of needs assessments, 3) case studies of needs assessments done in the AAPI community, 4) a worksheet, 5) a list of resources and 6) a glossary of terms.



Questions and Answers

○ What is a needs assessment?

Before you begin your tobacco control activities or programs, it is important to first to understand the impact of tobacco on your community and what your community can do about it. A needs assessment can do this, and it can also assist you in finding specific ways to tailor and develop your tobacco control activities and programs so they are more culturally appropriate and effective in their approach and message. Whether you are developing health education materials or starting a tobacco cessation program, it is important to know what your community feels and needs.

There are several types of needs assessments, each varying in its purpose and length of time it takes to implement. You may find that some can help you reach your goals, while at the same time others may not. This educational kit will guide you to make these decisions.

○ How can needs assessments benefit my community?

Because your program is being designed to benefit the community, needs assessments can help your activity and program to identify potential resources and partners, save money and avoid misdirection. A needs assessment can also help you answer some important questions about your community, such as:

- How important are tobacco issues to the community in relation to other issues?
- What are barriers that hinder your community from addressing tobacco prevention and control?
- What level of impact does the tobacco industry have on encouraging tobacco use in your community?
- Who in the community do you need to reach?
- What does your community already know about tobacco control issues?



- Who in the community could you meet, learn from and collaborate with?
- Where can your AAPI community go to get culturally competent tobacco education materials or cessation counseling?

○ How can I encourage my community to be involved in needs assessments?

When encouraging the community to collaborate with you, it is important that they know your activity and program goals and how the needs assessment will be used to improve the health status of the community.

Make sure your organization has a good relationship with the community. Some communities may have had a negative experience when participating in research activities in the past, which can result in distrust. Keeping them continuously informed and involved in your work can help you develop a strong and trusting relationship with them. Get support from community leaders or organizations who have an established relationship with the community.

There are various ways to recruit your community to participate, including offering cash or gift incentives, providing a light meal and promoting in the ethnic media.

○ Who can help me with our needs assessment?

There are many organizations and individuals that can help you to develop and disseminate your needs assessment. For example, coalitions, community based organizations, and the APPEAL network and staff can assist in the development process. The results can be disseminated through businesses, faith-based organizations, local politicians, schools and youth programs.

○ Our needs assessment doesn't reveal a problem. Does that mean there isn't a problem in our community?

Evaluate the process you used to develop and implement your needs assessment to ensure that everything was done appropriately. For example: Were all of the questions asked clearly worded and culturally competent? Did enough people participate to significantly impact your results? Did you take into consideration diversity issues such as gender and age?

Your results may have been right — maybe there is not a problem. However, consider looking at trends over time. Doing a future needs assessment may show that the situation could be getting worse or better.



What are the Different Types of Needs Assessments?

There are various types of needs assessments that you can do. We will be focusing on the following types:

- 1 Focus groups
- 2 Key informant interviews
- 3 Surveys
- 4 Community resource inventories
- 5 Observations
- 6 Opinion polls

I. Focus groups

Why are focus groups helpful?

A focus group is a group interview where participants can freely discuss their feelings and give feedback on an issue. The creative exchange of ideas and synergy that happens during the discussions can be very powerful. Some information that you can obtain through focus groups include: assessing the cultural competency of an outreach strategy or

education materials, or getting insight on how the community feels about tobacco control issues.

Preparing for the actual focus group:

Choose a central and easily accessible location to have the focus group. The more comfortable the atmosphere and space are, the more comfortable the participants will be in the discussion. Focus groups are a 1-2 hour facilitated discussion, and the group size is usually less than 10 people. However, the preferred group size may vary according to

Conducting Focus Groups on Smoking in the Hmong Community

In St. Paul, Minnesota, the Wilder Research Center (WRC) collaborated with the Hmong American Partnership to conduct focus groups with Hmong adults to learn about how to conduct phone surveys in their community, how to ask smoking-related questions during the survey, and to gauge their opinions on smoking and smoking cessation.


Participants were recruited through English as a Second Language (ESL) and adult basic education classes. With respect to Hmong gender dynamics and to ensure that participants felt comfortable to answer the questions, two separate focus groups were conducted (male and female). The male participants were either smokers or former smokers, while female participants either lived with or knew a smoker. Traditional Hmong food and a small cash incentive were provided as incentives.

Prior to the focus groups, fourteen discussion questions were prepared and translated in Hmong. Questions included “What do you think would be the most effective way to help cigarette smokers in the Hmong community quit smoking”, and “List reasons people might feel uncomfortable participating in a 20 minute telephone interview”. The two focus group sessions were conducted in Hmong, each lasting about 2 hours long. They were both done in the evening, to accommodate for school and work schedules and child care needs. The size of each group ranged from nine to thirteen participants, allowing for comfortable, in-depth conversation.

In addition to using the results to better implement the Wilder Research Center phone survey, focus group facilitator Mou Lee learned more about how transnational tobacco has influenced her community. For example, the male focus group talked about how they were given cigarettes as a form of payment for serving in the Vietnam War and war in Laos, resulting in their addiction to tobacco. All smokers agreed that they would utilize available resources that could help them to quit smoking, and were eager to know what was available.

Lessons learned and recommendations:

- Many of the participants did not have transportation, so free rides were provided to and from the focus groups
- If the original discussion questions are written in English, make sure that they are translated into the appropriate language and reviewed for accuracy
- Be sure to set up a convenient time that accommodates the varying schedules of the participants



which cultural group you are working with. For example, some cultures may feel more comfortable in a smaller group, such as 6-8 people.

Focus groups can be recorded either on tape, video or in writing. Be sure to have the consent of all participants before recording the sessions on audio or video tape. Keep in mind that some AAPI communities may not feel comfortable with a tape or video recorder, so be sure to have someone available to take good notes.

Identify the focus group facilitator.

In working with limited-English speaking focus groups, it is important to identify a facilitator that is bilingual and bicultural. A good facilitator is also someone who knows how to guide a discussion that is inclusive of all participants and respects the culture and diversity within the group. Facilitators should have a firm grasp or good understand of the discussion topic and be able to answer questions in an unbiased, neutral manner.

Prepare the discussion questions.

Prepare open-ended questions, which are more useful in generating discussion. These types of questions allow the person to answer more freely, as they choose. If appropriate, they should be translated using simple language.

Determine who should be in the focus group.

The group should be representative of the community who can best answer your discussion questions. The criteria may vary among age, ethnicity, gender, immigration status, languages spoken, tobacco use, etc.

Remember that if you have a wide age range for your program, it is important to have either representation from all ages or conduct separate focus groups.

Recruit focus group participants.


There are many ways to recruit community members to participate in focus groups, for example: phone calls, distributing flyers, promoting through ethnic media, announcements at English as a Second Language (ESL) or adult language classes, or working with community leaders to help spread the word. Be strategic in where and how you recruit, keeping in mind the group that you want to work with.

Providing small incentives is another way to recruit participants. Examples include cash incentives or gift certificates and promotional items like keychains, mugs or totebags. Offering healthy ethnic food at the focus group is an example of a culturally appropriate incentive, because it recognizes and respects their culture.

One challenge of recruiting can be finding participants that exactly fit your criteria. If you are in this situation, try conducting a focus group that can provide an alternative perspective on the same issue. For example, if you are trying to understand male smoking patterns and are having difficulties recruiting participants, an alternative would be to recruit females who are exposed to secondhand smoke from their spouses.

Choosing when to have the focus group.

The best time to convene a focus group varies depending on individuals that you are recruiting. Daytime or weekends may pose a problem for those who



work and/or have children. Nighttime focus groups may also be difficult because community members may have night jobs. Because of the wide range of availability, assess your community to find out which times may work best for them.

2. Key informant interviews

How are key informant interviews helpful?

A key informant interview is a one-on-one interview with an individual who either knows the impact of tobacco on that community or is familiar with tobacco control issues. Examples of key informants include: community leaders or advocates, health care providers, tobacco cessation counselors, youth leaders, politicians, business owners, religious leaders or users of tobacco. Interviews are conducted either in person or by phone with questions prepared by the interviewer in advance.

What can I learn from key informant interviews?

You can take the data from these interviews to find out more about how to develop and implement your program. Develop the questions based on what you think they can answer best with their experience.

How are key informant interviews different from focus groups?

Focus groups are different because they are conducted in group format rather than individual interview. The people that you are talking to may vary among

each type of needs assessment. You can always opt to combine both of these types of needs assessments, and conduct a focus group with key informants!

Preparing for the actual interviews:

Call in advance to arrange the appointment with the individual. Key informant interviews usually range from about 30-45 minutes, and are tape recorded to ensure that important information is captured. The set questions should be the same for each interview, which makes it easier when you develop a summary report. You can expand on any question during the interview if you find that you are not getting the depth of information you seek.

3. Surveys

How are surveys helpful?

Surveys are another way for you to learn more about your community's knowledge, attitudes, and/or behaviors around issues on tobacco use. Surveys can be conducted in person, over the phone, or self-administered.

Developing your survey.

This type of needs assessment requires a lot of time and preparation. The survey should be focused on asking questions of the community that can inform and help you evaluate your project. You can adapt questions from other surveys (with permission), or develop your own survey. It is important to be culturally appropriate and have the survey translated in the appropriate

language(s). Also make sure that questions are clear, concise and contain no inappropriate language. Pre-testing your survey with a small sample before you start can help you avoid future problems.

Recruiting survey participants.

Trust within research is a serious issue, especially among indigenous groups (e.g. Marshall Islanders) and other AAPIs that have been historically treated unfairly by the U.S. government and other agencies. If your organization has a well-established relationship with your community, it will be easier for you to recruit people to participate in the survey.

Incentives such as grocery gift certificates or promotional items can help. Promoting and publicizing the survey in ethnic media is another method of recruiting participants.

The group of survey participants can be either a random sample or convenience sample. A random sample of participants all have an equal and independent chance of being chosen in a less biased manner. A convenient sample of participants is selected based on their readiness and availability to participate when they were needed. Because of this, the sample may be biased.

Conducting the Youth Tobacco Survey in the Commonwealth of the Northern Mariana Islands

In order to further develop youth tobacco prevention and education activities and programs in the Commonwealth of the Northern Mariana Islands (CNMI), the CNMI Department of Public Health collaborated with the public school system and parents to implement the Commonwealth Youth Tobacco Survey (CYTS). The DOH worked closely with the Centers for Disease Control and Prevention (CDC) to develop the survey, which was adapted from the 1999 U.S. National Youth Tobacco Survey, and field tested in CNMI. With this survey the DOH was able to track data about youth (grades 6-12) behaviors and attitudes around smoking.

Prior to the survey implementation, the CNMI Department of Public Health put out advertisements about the survey on the radio, television, and in local newspapers. Informing the public about the survey and how it would benefit the community helped everyone to feel a sense of ownership over the survey because it affected all of the youth in the community.

Classroom teachers administered the surveys in class along with a trained field interviewer. After three months of planning and implementation, 2809 surveys were completed. Analysis of the CYTS survey showed that CNMI high school students are more likely to smoke than middle school students. The survey also found that youth were able to obtain cigarettes and other tobacco products in a variety of ways, revealing that laws banning underage purchases needed to be more strictly enforced. Copies of the report were distributed to schools and relevant health sectors in CNMI. The data is also being used to improve youth tobacco control programs and as a supporting document to secure additional funding.

Lessons learned and recommendations:

- Cultural and social influences add to the complexities of trying to understand the knowledge and behaviors of youth and tobacco use
- Not all participants are fluent in English, so have bilingual and bicultural interviewers, or translate the survey
- Maintain ongoing dialogue with collaborative partners throughout entire survey process
- Work closely with the community to feel a sense of ownership

4. Community resource inventory

How are community resource inventories helpful?

A community resource inventory is a good planning tool for comprehensively assessing tobacco control resources and influences in your community. With this information, you can also find out where there are resource strengths and gaps, and how the gaps may be filled.

Conducting a community resource inventory.

Look for trends and resources in the community that address the wide range of tobacco control issues, for example:

- Youth tobacco control issues — youth groups and organizations, local schools, clubs
- Policy — local ordinances, youth access policy, excise tax, public policy, organizational policy, event sponsorship, settlement funds
- Education programs
- Cessation — self-help cessation, group cessation, referral services
- Advocacy — community organizing
- Financial support — foundations or organizations that offer funding for tobacco control programs for your community
- Cultural strengths — What are the strengths and foundations of the culture?
- Tobacco industry presence — Look in the community for tobacco advertisements, promotions, logo placement, and sponsorships. Is the industry's presence in your community countering the available tobacco control resources?

Also talk with existing organizations (i.e. community coalitions or your local health department) to see what they know. They could also possibly help you compile a community resource inventory. Conducting a comprehensive resource inventory helps you more fully understand the influences of tobacco in your AAPI community on a broad scale range, which in turn helps you design your program and activities more effectively.



5. Observations

How are observations helpful?

Observations are a way to see first hand the behaviors of your community around tobacco control issues. They can answer questions such as: Who is smoking or using tobacco? Where are they buying cigarettes? Who is selling tobacco to minors? Where are people smoking? What types of tobacco industry advertisements or promotions are in the community? It is important not to be obtrusive when doing the observations, even if you consider yourself as part of the community you are observing.

Who is involved?

If necessary, you can informally interview or talk with community members to clarify situations you have observed. Taking notes of your observations and conversations is helpful for when you write up your report.

6. Opinion polls

How are opinion polls helpful?

Opinion polls are a simplified form of survey. Examples of opinion polls can be found in magazines and news shows, asking questions such as “Who would you vote for president?” Only a few questions are asked,

and they are usually not very detailed, requiring a yes/no answer or another simple response. An example of how an opinion poll can ask a tobacco control related question could be “Do you think smoking should be restricted in public places?”

Who is involved?

Usually the polls are asked to a large sample of people in order to get a general public opinion.

Implementing opinion polls:

A few questions are asked to random individuals, which can be done over the phone, in person, or over the internet. Opinion poll data can be gathered very quickly.

APITEN's Tobacco-Free Sponsorship Campaign: Opinion Polls

For more than a decade, the tobacco industry has been trying to buy loyalty and trust in our AAPI communities by sponsoring community organizations and activities. The Asian and Pacific Islander Tobacco Education Network (APITEN) wanted to learn how the AAPI community felt about industry sponsorship, so they collaborated with their consortium partners to administer opinion polls in AAPI communities across California.

APITEN's consortium members had a history of participating in local AAPI community annual New Years and holiday festivals, and between 1998-99 they administered opinion polls in self-administered and interviewer format to over 600 people at 11 different events. In addition to demographic questions, the polls included ten “yes/no” questions in the following areas: tobacco sponsorship and promotional items, environmental tobacco smoke, cessation services, master settlement agreement, and transnational tobacco. APITEN summarized their analysis results according to the above categories. For example, 73% of respondents prefer to attend community events where smoking is not permitted. APITEN also did a summary analysis cross-referencing the results with demographics of the participants, and found that those with more years of schooling had a higher awareness of no-smoking laws in the community versus those with less years of schooling. All of the results were compiled into a report for distribution to AAPI tobacco control advocates, ethnic media, and funding agencies. Included in the report are demographic information, result trends, and a brief summary analysis.

Lessons learned and recommendations:

- Train culturally competent community members to administer the surveys
- Realistically plan the time it will take for preparation, pre-testing, implementation, and analysis
- Keep questions in the same order when translating polls into various languages
- During data analysis, be consistent in how the answers are tracked and coded (such as ethnicity, language capabilities, etc.)
- Double check your analysis to make sure your data is correct



Analysis, Dissemination and Evaluation

Once you've collected your needs assessment information, you can analyze it by reviewing notes, summarizing themes and tallying up data. Then, results are typically presented in a report format that presents the data and overall themes of the analysis. Needs assessments such as focus groups, observations, community resource inventories and key informant interviews are better qualitatively, for example as a summary analysis. Surveys and opinion polls can be reported both qualitatively and quantitatively in a numerical and statistical format. Comparing and contrasting data results can bring out interesting trends in answers. Based on these trends, you can understand the knowledge, attitudes and behaviors of your target community.

Disseminating the needs assessments results benefits the community and also guides your project goals. Make sure that the needs assessments participants get copies of the results, which shows how you benefitted from their participation, as well as your

appreciation for their work. Also send the report to organizations and individuals that can potentially assist you in reaching your project goals (i.e. funders). Results of your needs assessments can also be shared with the community through press releases in the ethnic and mainstream media.

Evaluating the needs assessment process

After conducting the community needs assessment, it is important for the people who worked on it to reflect upon the development and implementation process. Doing this can improve your process for future needs assessments. Here are some questions to think about: What were the strengths and weaknesses? How easily were you able to get community members to participate and respond? What barriers were you faced with and how were they overcome? What aspects would you keep or change?

Needs Assessments:

Advantages and Disadvantages

Method	Advantages and Disadvantages
Focus Groups	<ul style="list-style-type: none"> + Access information that cannot be measured quantitatively + Learn more about areas surrounding your focus topic that you had not previously anticipated + Allows in-depth discussion and exchange of ideas - Challenging to get all participants at the same time - Qualified facilitators needed to clarify discussion. - Groups are small in sample size
Key Informant Interviews	<ul style="list-style-type: none"> + Access detailed information that cannot be measured quantitatively + Obtain expert opinions about your area of focus + Conducting one-on-one interviews helps to clarify questions that arise during discussion + Inexpensive + Strengthens relationships with community and community leaders - Answers may be biased - Information cannot be generalized to the entire population - Information is only applicable to the specific AAPI group that they have experience with - Sometimes only first person point of view
Survey	<ul style="list-style-type: none"> + Reach a large group of people + Works towards scientifically rigorous, valid data - Time intensive to conduct rigorous surveys - Limits the respondents' answers to questions that are available - Can be expensive if community is dispersed

KEY: + advantages
– disadvantages

Method	Advantages and Disadvantages
Community Resource Inventory	<ul style="list-style-type: none"> + Inexpensive + Helps prevent duplication of resources + Useful for identifying potential partners + Learn strengths and weaknesses of community - Needs to be routinely updated - A comprehensive CRI takes time to conduct
Observations	<ul style="list-style-type: none"> + Inexpensive + Can get info from a lot of people in a short time - Observer should be skilled in knowing what to look for - Notes should be objective - Notes may be biased - Not all behaviors can be observed - Quick observations often only provide a glimpse into the community - Not easily quantified
Opinion Polls	<ul style="list-style-type: none"> + Inexpensive + Can get information from a lot of people in a short time - Does not allow for in-depth responses

KEY: + advantages
 – disadvantages

What various types of tobacco control programs


The following chart shows the different tobacco control activities that can benefit from a needs assessment. Cross reference the needs assessment with the tobacco control activity to see examples of how your program can benefit from that needs assessment. The types of needs assessments are listed in order from least time intensive to most time intensive.

	Observation	Interviews	
Materials Development	Observe number and quality of existing materials	Have individual review the material(s)	
Community Outreach <i>i.e. faith based, schools, community events, etc.</i>	Observe community tobacco use, tobacco industry presence	Learn from community leaders about tobacco issues at these organizations and/or events	
Youth Mobilization Program	Observe youth programs, tobacco use, tobacco industry presence	Talk with experts, (including youth) strategies	
Cessation Counseling Program	Observe community tobacco use, what cessation programs exist, tobacco industry presence	Talk with experts, (including smokers and former smokers) about strategies	
Counter Advertising	Observe tobacco industry presence, what counter-ads exist	Talk with someone familiar with the history of tobacco advertising trends over time	
Business Compliance of Tobacco Laws	Observe which businesses do/do not comply with laws	Talk with people about businesses to focus on or collaborate with	
Organizational or Legislative Policy	Observe if individuals do/do not comply with policies	Talk with organization leaders or legislators about needed policies	

can benefit from a needs assessment?

	Focus Groups	Community Resource Inventory	Opinion Poll	Survey
	Have focus group review education material(s)	Find out what resources and materials are available	Get opinion on if tobacco education materials help	Have focus group review education material(s)
	Learn what intervention strategies are most influential and trusted	Find out what organizations/events you can participate in, what programs you can adopt	Get opinions on AAPI tobacco control issues	Learn what intervention strategies are most influential and trusted
	Learn KAB*, what works to bring youth together	Find out what other programs can be adapted	Find out youth opinions on smoking	Learn KAB*, what works to bring youth together
	Learn KAB* and what programs would work	See what other programs can be adapted	Get opinions on cessation counseling programs (i.e. are they helpful?)	Learn KAB* and what programs would work
	Learn what media or ads are most eye-catching and effective in getting their message across	Learn who is considered popular in the ethnic media, identify ethnic media channels	Learn what media your community utilizes	Learn what media or ads are most eye-catching and effective in getting their message across
	Learn about the barriers to complying with laws	Identify number of convenience stores, markets, and restaurants in community	Learn public opinion about business compliance	Learn about the barriers to complying with laws
	Learn what employers or constituents feel about policies	Find politically influential people in your community, learn what policies are in place	Learn if constituents would support a certain policy	Learn what employers or constituents feel about policies

*KAB = Knowledge, attitude and behavior



How to Conduct a Needs Assessment on Tobacco Control for AAPIs

1 Identify the community that you want to assess

Take into consideration that there is a large spectrum of people that you can assess on tobacco-related issues. They can vary by age, ethnic group, immigration status, education level, socioeconomic status, tobacco use or non-tobacco use, family members of tobacco users, gender, sexuality, etc.

2 Identify what you want information on

There are many areas of tobacco control that you can assess for your community, i.e. prevalence, second hand smoke, youth issues, feedback on educational materials drafts, designing a cessation program, etc.

Community leaders can be valuable resources to guide you on what tobacco control issues there are in the community, and how they can be addressed.

3 “Don’t reinvent the wheel”

Before you begin your needs assessment, make sure that a similar one has not already been done. One way to find out is to conduct literature searches. Go to the library or search on the internet (i.e. Medline) for articles under the subject that you are interested in. Librarians can help you with your search as well.

You can also talk with organizations that have done similar work and find out what they have done. This could also be a time to find organizations to collaborate with as well.

4 Identify what you can do with the resources that you have

Figure out a budget to conduct your needs assessment, and see if it fits in realistically with the resources you have to work with - don’t forget to take into consideration staffing and time. Programs and activities with lower budgets can do less costly and time intensive methods of needs assessments.



5

Get community support and participation

Promote your program and activities to the community to get their involvement and support. Establishing and maintaining a strong and trusting relationship is key.

6

Develop your needs assessment tools

Prepare the needs assessment tools, which includes ensuring that it is in the appropriate language and geared for the appropriate audience while helping you get the information that you need. Test the tools out with a small group beforehand to make sure that it is ready to implement.

7

Conduct the needs assessment

This is probably the most time consuming and labor intensive part of your needs assessment, but it is also the most important. Be sure to include ongoing process evaluations as you conduct the needs assessment, checking in with your staff to make sure that the implementation process is working as anticipated. This can help you anticipate potential challenges and barriers that you may face.

8

Analyze the information and disseminate the results

The way the information is analyzed and presented is critical for you to understand how tobacco issues impact your community. The results also show the community the benefit of doing the needs assessment and can help educate others on how to better reach their program goals.



Additional Resources

Fink, Arlene (ed). *The Complete Survey Kit: Volumes 1-9*. Sage Publications: International Education and Professional Publisher, 1995.

Krueger, Richard and Casey, Mary Anne. *Focus Groups: A Practical Guide for Applied Research, 3rd edition*. Sage Publications: Thousand Oaks, 2000.

Patton, Michael Quinn. *Qualitative Evaluation and Research Methods, 2nd Edition*. Sage Publications, 1990.

Glossary

Biased sample: a sample that is not selected in an objective way; a sample that is not representative of the larger population (as opposed to a random sample).

Closed ended questions: these type of questions have clear answer choices. For example, yes/no, a/b, scales between 1-5, etc.

Convenience sample: a group of needs assessment respondents who were selected based on their readiness and availability to participate when needed.

Culturally competent: bilingual and bicultural in the culture being addressed

Incentives: gifts that you can offer to a needs assessment participant, to thank them for their valuable input and time.

Needs assessment: a tool to find out more about your community in order to help you plan your intervention better.

Open ended questions: these types of questions allow the person to answer more freely, as they choose. There are no limitations to how they want to answer

Random sample: a group of needs assessment respondents who were selected in an objective way, and therefore are more likely to be representative of the larger population.

Priority population: this is the specific group that you use in looking for as participants in your needs assessment.

Notes:

Have questions? Call, write, or e-mail us at:

APPEAL 300 Frank H. Ogawa Plaza, Suite 620, Oakland, CA 94612

Phone: (510) 272-9536, fax: (510) 272-0817, e-mail: appeal@aapcho.org

Also check APPEAL's web page at www.appealforcommunities.org



APPEAL

Asian Pacific Partners for Empowerment, Advocacy and Leadership (APPEAL) is a national network of individuals and organizations committed to working towards a tobacco-free Asian American and Pacific Islander (AAPI) community. APPEAL's mission is to prevent tobacco use and improve the health status in the AAPI community through network development, capacity building, education, advocacy, and leadership. APPEAL is currently a project of AAPCHO.

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