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A study of the needs identification process used by Iowa State University Extension to develop the 1996-2000 state program of work

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A study of the needs identification process used by
Iowa State University Extension to develop the 1996-2000 state program of work

by

Richard Joseph Wrage

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE

Major: Agricultural Education and Studies

Major Professor: B. Lynn Jones

Iowa State University

Ames, Iowa

1998

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Graduate College
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This is to certify that the Master's Thesis of

Richard Joseph Wrage

has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy

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CHAPTER 1. INTRODUCTION

Extension educators are very concerned about meeting the needs of their clients.

Extension educators have used various methods over the years to determine what the needs of their constituents are and, in a timely manner, deliver what is necessary to fill those needs.

The abbreviated version of the mission of Iowa State University Extension is to help Iowans make better decisions. In order to accomplish this mission, Extension must place needs identification as a high priority. In order to help Iowans make better decisions, Extension needs to determine ahead of time what those decisions will be about. Extension needs to find or conduct the appropriate non-biased research and put it into a format that will help clients make better decisions.

Iowa State University Extension (ISUE) places a great deal of emphasis in the area of determining client needs. The structure or organizational chart of Extension is based on meeting client needs. Most position descriptions list determining client needs as one of the duties and responsibilities of every staff member. At annual performance appraisals, all field staff are evaluated on their efforts and accomplishments in determining client needs. Incorporating needs identification into all levels of ISUE is evidence that identifying needs is a priority.

Since its beginning, ISUE has utilized a process to identify client needs and develop plans of work to address those needs. In the past, ISUE has undertaken a process of developing a plan of work every four to five years. The development of the 1996-2000 plan of work follows this pattern.

The research question is: In the minds of Extension field staff, were the processes utilized in the needs assessment process useful to the meaningful design of the 1996-2000 ISUE four year plan of work?

When a need is identified, ISUE's role is to assess that need to determine if there are resources available to address that need and if it falls within the scope of ISUE's mission. If it

is determined to be a need that Extension should address, then staff members determine the best way to fulfill that need. Depending on the need, this process can take but a few seconds to as much as a few years. A client who has a need to locate a particular farming custom rate can have the appropriate response very quickly. Whereas a more complex question that involves many individuals and communities will take longer to address and maintain. An example of this would be the needs for housing in a county.

Many times the same needs are identified across the state. It is for needs such as these that area or statewide efforts are put into fulfilling these needs without each individual county or field specialist duplicating the planning and delivery of programs.

This study will utilize the needs identification sheets, the time allocation sheets, and the responses to the survey of staff opinions to examine the needs assessment process used by ISUE to develop its 1996-2000 plan of work. The purpose of this document is to describe the needs assessment process utilized by ISUE in developing in 1996- 2000 state plan of work, to compare current research on needs assessments to this process, and to make recommendations for future assessments. A portion of these purposes will be fulfilled by describing the needs assessment process used by ISUE in Chapter 4. This will refer to data gathered from the needs identification stage of the process and to data gathered from time allocation sheets. These sheets tell us about the amount of time field staff intend to dedicate to a particular program. Finally, a survey was conducted to discover the attitudes and opinions of the field staff concerning the needs assessment process. These stated purposes will be fulfilled utilizing these three data sets, the literature review, and the discussion contained in this document.

There are several operational questions which will be posed to frame the broader research question. The answers to these questions will contribute towards fulfilling the purposes of this document. Those operational questions are:

- Did this plan identify the needs of Iowans?

- Who was involved in identifying the needs?
- What methods were used and which were used most often and why?
- How many Iowans were involved?
- Were all Iowans given the opportunity to participate?
- What were the identified needs?
- How was it determined which needs would have Extension resources allocated to them?
- Were similar needs grouped into categories?
- Who was involved in this process and what were the results?
- Did the state program of work accurately reflect the needs identified by Iowans?
- What was the field staff's opinion of the program of work?
- What was the field staff's opinion of allocating time to a specific need?
- What was the staff's opinion toward completing the time allocation sheets?
- What could have been done to make the process more effective?
- How much time did staff dedicate to the process?
- Why did staff utilize the methods that they did?
- How did the 1996 process compare to previous ones?
- Why did staff complete the needs identification forms and the time allocation sheets?
- Did staff feel that they actually had input into the process or did they feel that the needs had already been identified by the administration?
- When a need identification process is used, ultimately we want to know if the staff feel that the process will help them to serve their clients better.

The objectives of this study are to describe the needs identification, assessment, and analysis process, to look at how this process compares to current research, and to make

recommendations for future processes and to answer the questions stated above. Using information gathered on the needs identification sheets, the 1997 state program of work, the staff time allocation sheets, and the survey of staff's attitudes and opinions about the process, these questions can be explored.

Definition of Terms

Base programs: Major educational efforts. Ongoing priority programs; for example, 4-H Youth Development.

CEED: County Extension Education Director. Individual responsible for administration and educational programming at the county level.

Education: A process of bringing about changes in behavior of people; i.e., interests, desires, understanding, attitudes, knowledge, skills, abilities, and practices.

Extension program: Agreed upon priority needs, concerns, problems and interests that fall within the scope of the Extension units responsibilities; plans for education to meet the priority needs.

Field Specialist: Individual responsible for educational programming in a specialized field in a defined cost to counties.

Field staff: Extension agent whose home base is off-campus.

Interdisciplinary program: Planned in response to issues that cut across program areas.

Issues: Matters of wide public concern arising out of complex problems.

Issue programming: Educational programming to address societal issues. Usually an interdisciplinary effort. Extension considers its resources, expertise, and knowledge base when deciding which issues to address.

Major program: A statewide targeted area of need for which many individual and team educational efforts are planned, implemented, and evaluated.

Objective: Should be specific, achievable, and measurable. Achieving this is a step on the way to meeting a goal.

Plan of work: A written outline of strategy that describes the problem or concern, objectives to be achieved; learned experiences, activities, and events planned; time to be devoted to each activity, event, and/or learning situation; and who will assume primary leadership.

Program development: The continuous series of processes that include planning, designing programs and plans of work, implementing the plans, evaluating, and reporting accomplishments.

Program evaluation: The process by which evidence or data, objectives, and/or criteria are used to make judgments about program accomplishments.

Program leadership: The responsibility of staff members at every level to provide dynamic direction for program development and initiative.

Program planning: The process of involving committee(s), council(s), Extension staff and other resource persons to determine needs and priority problems.

State Specialist: Individual with in-depth knowledge of a particular content area.
Campus-based.

Strategic planning: Long-range planning that includes assessment of the surrounding situation.

Teaching plan: A detailed outline that states specific learner objectives, subject matter to be taught, educational techniques, aids and materials to be used, and plans for evaluation.

CHAPTER 2. REVIEW OF RELEVANT LITERATURE

This chapter will review the relevant literature for the identification, assessment and analysis of client needs, as well as the Government Performance and Results Act of 1993. There will also be a review of what some other states have used for their needs assessment processes, along with a summary of the chapter.

A need is a basic element of both individuals and society. For Extension to fulfill its mission, there can be little doubt that needs must be accurately identified. In order to study the process utilized by Iowa State University Extension to develop its plan of work, the importance of determining the basic elements or needs is a logical place to start.

To begin, a basic definition of needs is in order. This will be defined in the context of the needs of individuals, groups and society. Normative needs are those defined in relation to an agreed standard which is determined by an authoritative source; those individuals or groups who fall short of this standard are identified as being in need. However, it was recognized that this definition of need was likely to reflect at least in part, the value judgments and interests of the professional groups involved. This would, in turn, differ from felt needs of individuals, i.e. those needs that are identified by individuals themselves. Felt need is not the same as expressed need since felt needs may, for a variety of reasons, not be expressed. Finally, comparative need refers to the needs of a group of individuals relative to those of another group with similar characteristics. For Bradshaw real needs can be identified where these four perspectives coincide; as in Figure 1 (Percy-Smith, 1996 p. 7).

One aspect of the needs assessment process that presents a challenge to analysts is the necessity to separate “needs” from “wants”. Wants can be defined as those things which employees (and organizations) feel would be beneficial, even nice, but which, when viewed realistically, do little to filling a deficiency (McClelland, 1995, p. 12).

Needs identification is a process of describing problems of a target population and

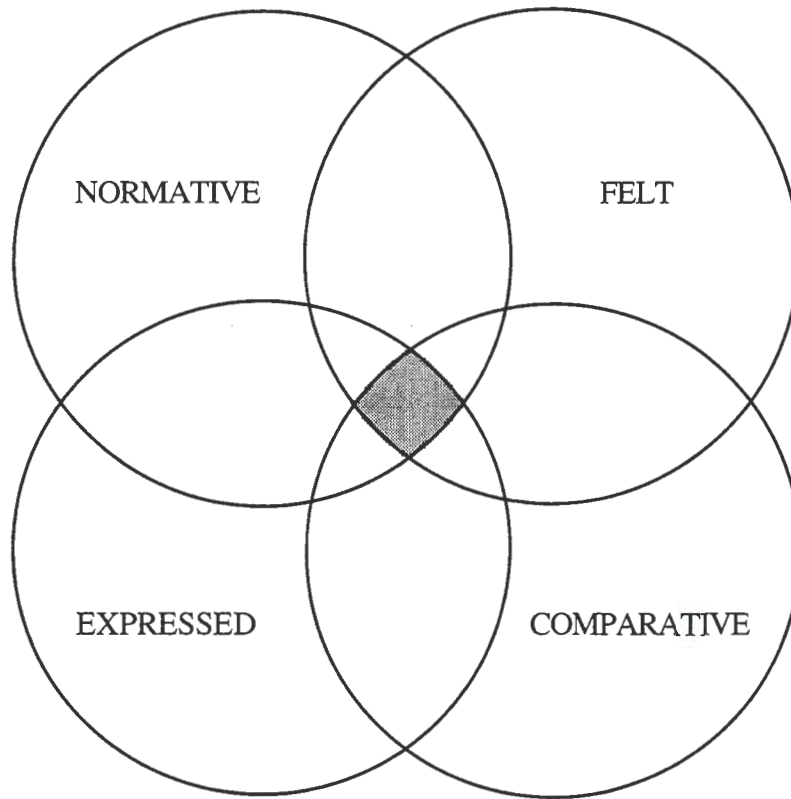


Figure 1. The Needs Circle Model

solutions to these problems (McKillip, 1987). Needs identification is one of the first steps in the needs assessment process. The importance of identifying needs is of the utmost for organizations. As noted author William Tracey observed: “Obviously, organization and group needs are very important; they must be met if the organization is to prosper; the consequences of failing to meet these needs are far-reaching and can be disastrous for any enterprise- poor morale, low productivity, declining profits, and high turnover with its associated costs” (McKillip, 1987, introduction).

The citation above points out the importance of a thorough and accurate needs assessment. All organizations have to meet needs in order to prosper. On the other hand, organizations who fail to meet these needs must face the potential consequences.

According to the University of Florida, the Cooperative Extension Service is generally described as a dynamic educational system oriented to the development of educational programs designed to meet, within the limitations of its legislative mandate, the changing needs of a diverse public. If the focus of Cooperative Extension is directed toward helping people to meet their needs through educational programs, then those needs must be identified and understood by those directing the effort towards change (U. of Florida, 1997).

Certainly those individuals who are directly affected should be involved in the needs identification process. In the case of Extension, the clients are the consumers of the products that are prepared, so they are directly affected by getting accurate identification of needs and should be involved in the process. Although insights into the needs of groups can be gained through a number of sources, the involvement of a target clientele, either directly or indirectly, would facilitate accuracy in identification. The involvement of clientele is also based on the premise that desirable decisions are more likely to result if several minds seek them together. Therefore, involving clientele to gain their collective wisdom is perceived as facilitating more desirable decisions in all aspects of the Extension effort (U. of Florida, 1997).

Patrick Boyle said that involving citizens in decision making has important implications for program development. He said that involving citizens provides three basic premises in program development. These are: more accurate decisions about the relevant needs and opportunities for which continuing education programs will be reached when clientele are involved, the involvement will speed up the process of change, and that involvement itself is a learning experience (Boyle, 1981, p. 95).

Needs assessment is another means of citizen participation. By using the tools of social scientists, it is possible to help groups, communities, and even entire nations express their real concerns more accurately (Johnson, 1987, p. 19).

There are many processes that can be used to identify needs. The University of Florida Extension has put forth a process that is conceptually simple. But considerable thought and

effort can be required to conduct a quality needs assessment. The basic strategy for Extension programming is outlined below:

1. Collect and analyze data. An understanding of the current situation in your county is critical to needs identification. You then can begin to formulate ideas on what your needs are in your county and which ones are significant.
2. Meet with your advisory committee to solicit their opinions. You will need their support, ideas, and legitimation. The latter is especially important because the public statements of support, solicitations of resources, and other forms of help by advisory committee members can mean the difference between failure and success of your programs.
3. Discuss county trends with your advisory committee. The information that you share with members can give them a new perspective on what issues are important for Extension to work on. You should use information drawn from various sources. Your discussions with your advisory committee can be an educational process, in which everyone develops a better understanding of issues facing the community as a whole, not just one segment of residents or another.
4. After this educational process, you again solicit your advisory committee's opinions. The interactive process can better clarify what the significant problems are in your county, and, more importantly, what priority you should give to each one. But remember, as the Extension professional, you must make the final decision on what problems are appropriate for Extension programs (U. of Florida, 1997).

Sources of information to identify problems is another area to look at. As mentioned earlier, the clients or customers are certainly the main source of information to identify normative, comparative, and expressed needs as well as advisory committees or Extension councils. Other sources include: other standing committees, coalitions and partners, personal observation and casual conversation, the news media, surveys, public meetings, focus groups, secondary data, public figures, and public records to look at the current situation and trends.

Once one or more needs have been identified, find the target audience to which it corresponds. The identification of needs means there is an implicit audience, but this audience should be described as part of the plans for implementing a program. In addition, several other considerations are important to specifying the target audience. These are: Is the need and target audience consistent with the mission of Extension, is the need widely distributed, or is it too narrow to be effective for Extension to address, can the target audience be identified and contacted, and what is the likelihood of this audience participating in an Extension programming effort (U. of Florida, 1997).

Once needs have been identified, the second phase or the needs assessment process begins. A needs assessment is a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program and organizational improvement and allocation of resources. The priorities are based on needs (Witkin & Altschuld, 1995, p. 4). Another way to define it is that a needs assessment evaluates the importance and relevance of the problems and solutions (McKillip, 1987, p. 7). To Extension the question is if the particular need is something that is relevant to the mission, vision and values, does the system have the resources to address the need, if it is a priority and if it is something on which Extension can have an impact.

Assessing the needs is a critical step in the process. Who conducts the assessment is not as critical as how they conduct it. If the assessors remain focused and without bias, true priorities can be realized. The reasons for conducting an assessment are obvious. They are conducted to derive information and perceptions of values as a guide to making policy and program decisions that will benefit specific groups of people. Its purpose is to make decisions regarding priorities for program or system improvement. Needs assessments offer a useful and rational approach to identifying and describing the specific areas of need, discovering factors contributing to perpetuation of need, and devising criteria for plans to meet or ameliorate the need (Witkin & Altschuld, 1995, p. 5).

The practice of doing formal needs assessment has only recently come onto widespread use. To be sure, people have always had needs, and there can be little doubt that they have always expressed them, especially to those close to them in family or community who they perceive can help satisfy their needs. The opportunity for people to express needs and organize their behavior to satisfy them is fundamental to human existence. But the contemporary idea of normal needs goes beyond individuals formal expression and dependence on each other for their satisfaction. The emergent use of needs assessments is largely traceable to fundamental changes in society and how it goes about providing for certain needs of its members (Johnson, 1987, p. 20).

There are essentially two ways of undertaking and implementing a needs assessment: purchase and use commercially available assessment instruments, or develop the ability to custom design needs assessment systems (McClelland, 1995, p. 24). There are advantages and disadvantages to both. The main reasons for using a commercially available instrument are that they: have standardization (i.e., validity is significant), allow a certain degree of customization, are relatively inexpensive, and are easy to use. Some disadvantages are: reliability is questionable, they claim to be useful as a cross purpose tool (a one size fits all tool), standardized instruments are not objective or comprehensive enough, and no matter how customizable the instrument may be, it is highly unlikely that it can be modified to the extent needed (McClelland, 1995, p. 25).

There are several needs assessment models put forth from various researchers. Five will be highlighted here. The discrepancy model is the most straightforward and widely used. The marketing model is fairly new to human services and education, but will probably gain favor with continued budget restrictions and increased emphasis on the wants of consumers. The decision-making model emphasizes utilization of the needs analysis itself by attending to the values and information needs of decision makers (McKillip, 1987, p. 20).

The discrepancy model (Kaufman & English, 1979) involves three phases: goal setting, determining what ought to be; performance measurement, determining what is; and discrepancy identification, ordering differences between what ought to be and what is.

The marketing model provides a means of planning for a total organization, covering issues beyond need analysis. This marketing perspective can contribute useful ideas to need analysis. This model also has three components: selection of the target audience; choice of competitive position, distinguishing the agencies services from those offered by others; and development of an effective marketing mix, selecting a range and quality of services that will maximize utilization by the target audience.

The decision-making model also has three stages. The first stage is the modeling stage, where need identification takes place. The second stage is the quantification stage. In this stage measurements contained in the first stage are transformed to reflect the decision makers values and interests. The final stage is the synthesis process. It provides an index that orders options on need (McKillip, 1987, p. 20-27).

A process of needs assessment was put forth by Stufflebeam in 1985. He said that the process of conducting a needs assessment consists of six sets of activities, with ten steps, as follows.

1. Identify the clientele (or target group)
2. Setting purposes of needs assessment
3. Preparing to do a needs assessment:
 - step 1: Communicating a decision to complete a needed assessment with a commitment to planning.
 - step 2: Identify persons who will be involved in the planning and overseeing of the needs assessment.
 - step 3: Develop specific objectives for the needs assessment.
 - step 4: Determine budget and time frame.

4. Gathering desired needs assessment information
 - step 5: Selecting survey methods and designing data collection techniques.
 - step 6: Collecting data.
5. Analyzing the needs assessment information
 - step 7: Analyzing data and determining points of agreement and disagreement.
6. Setting priority and planning action
 - step 8: Ranking the needs from most critical to least critical.
 - step 9: Selecting those needs for immediate attention.
 - step 10: Developing specific objectives, plan of action, and evaluation procedures for selected problems (Stufflebeam, 1985).

In a newer model, called the three phase model, authors Belle Ruth Witkin and James Altschuld (1995) provided a flow chart for their needs assessment model. The preassessment phase is exploratory, to investigate what is already known. This includes determining the methods, scope and focus of the assessment and gaining a commitment from stakeholders. It also outlines two documents that are outcomes of this phase. These are an agreement to conduct the assessment, and a document that outlines the work to do. The second phase is the assessment phase where the actual data is gathered. In this phase the need is determined by utilizing data gathered in phase one (what is) and comparing to what should be. The outcomes of this stage are a set of needs statements in order of priority. In the final phase, a postassessment is the bridge to use the data. This phase sets priorities, considers solutions and designs plans for action. This phase also puts forth a plan to evaluate the process. The three phase model is shown in Figures 2,3, and 4. *space missing*

The third phase of the needs assessment process, needs analysis, is a decision making stage. Needs have been identified and assessed, now what is to be done with them? Nearly all models of needs analyses presume that decisions will be made about competing needs. Needs analysis is used for budgeting, descriptions, planning, testimony to community awareness, and

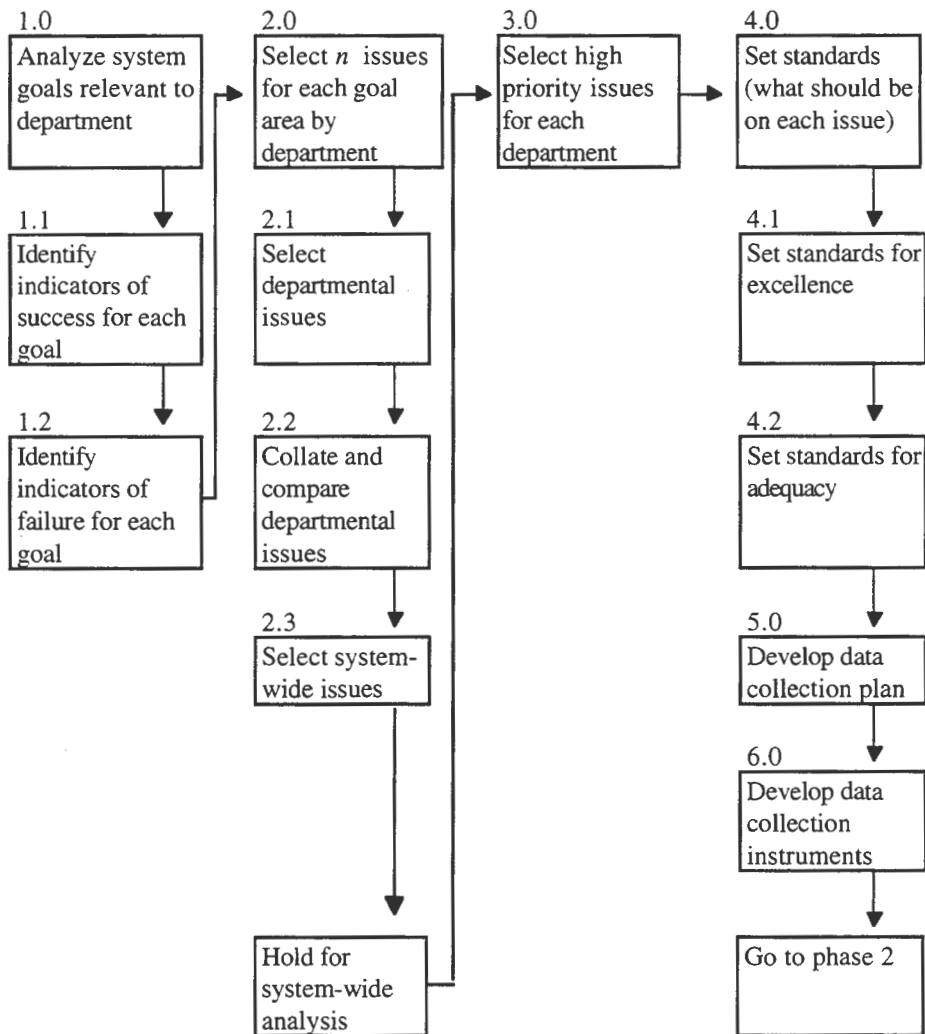


Figure 2. Phase 1-Preassessment (Witkin & Altschuld, 1995, p. 34)

advocacy in possible grant preparation. Whatever the uses, the role of systematic analysis of need is the reduction of uncertainty. Someone is uncertain about what, if any, programming should be added or reduced. Need analysis seeks to reduce this uncertainty (McKillip, 1987, p. 19).

In needs identification, uncertainty concerns the problems of a target population and solutions available for these problems. In needs assessment, uncertainty concerns the best actions (or non actions) to be taken to meet these needs. In need analysis, the goal is the reduction of uncertainty (McKillip, 1987, p. 19).

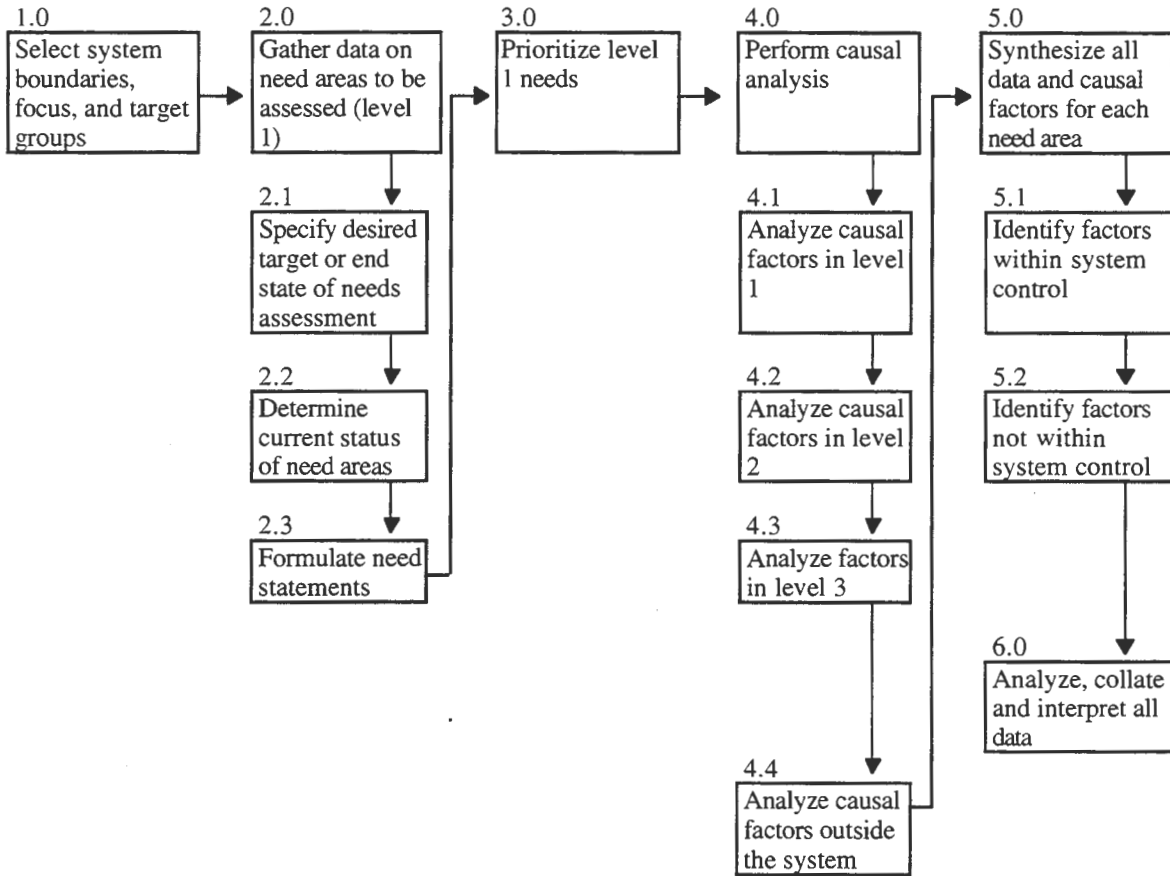


Figure 3. Phase 2–Assessment (Witkin & Altschuld, 1995, p. 41)

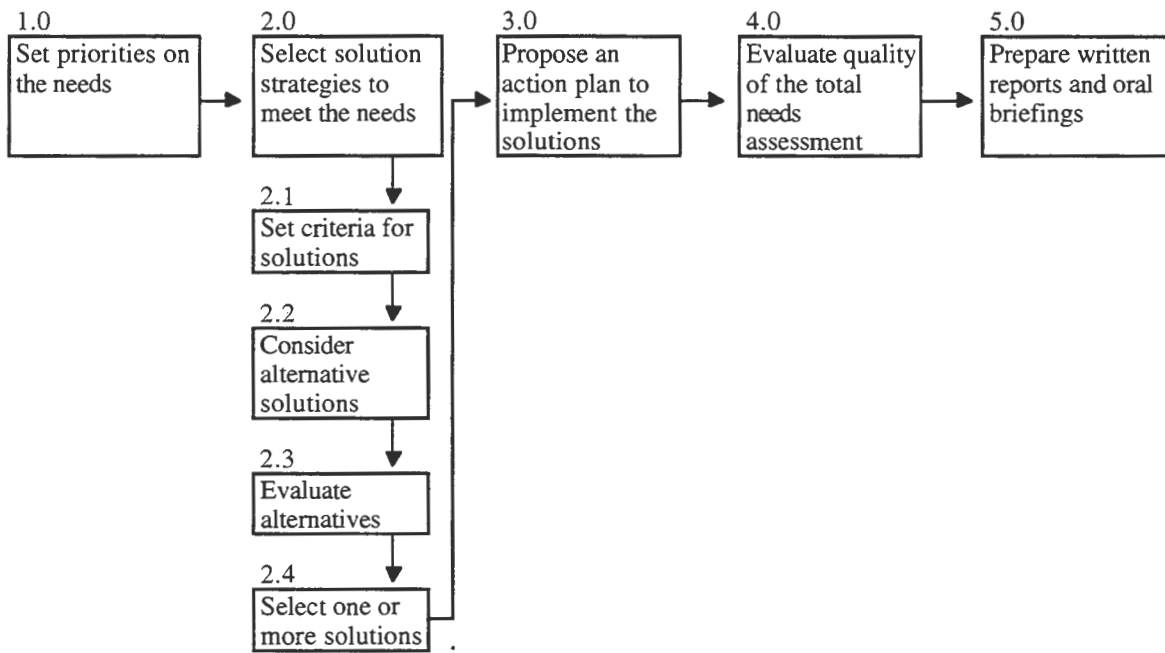


Figure 4. Phase 3–Postassessment (Witkin & Altschuld, 1995, p. 77)

Another issue to consider is that needs assessment is of increasing concern to policy makers for a number of reasons. First, a number of new policy developments require by law, or strongly recommend, that needs assessments be carried out. Second, in an environment of scarce resources, being able to demonstrate relatively high need in your area can bring with it some extra resources. Third, and relatedly, widening inequities have resulted in a rediscovery of poverty and a concern to focus what resources are available on those who are in greatest need. Fourth, developments in the way in which the public services are organized and managed have resulted in an environment in which needs assessment is recognized as an essential input into the policy process (Percy -Smith, 1996, pp. 3, 4).

This leads to the Government Performance and Results Act (GPRA) of 1993. The GPRA is seeking to improve the efficiency, effectiveness, and public accountability of federal agencies and aid in congressional decision-making. While other performance measurement laws have been passed, GPRA is the first law requiring agencies to set goals pertinent to the agencies mission and provide means to accurately measure these goals (GPRA, 1993). This will have a major impact on all governmental agencies including the Extension Service. Needs identification, assessment, and analysis may well be required in order to generate the goals for each agency. In fact, the Act includes language which insists that agencies seek broadly defined "stakeholders" to participate in the goal setting and measurement process (GPRA, 1993).

The purpose of the Act is to:

1. improve the confidence of the American people on the capability of the Federal Government, by systematically holding Federal agencies accountable for achieving program results;
2. initiate program performance reform with a series of pilot projects in setting program goals, measuring program performance against those goals, and reporting publicly on their progress;

3. improve Federal program effectiveness and public accountability by promoting a new focus on results, service quality, and customer satisfaction;
4. help Federal managers improve service delivery, by requiring that they plan for meeting objectives and by providing them with information about program results and service quality;
5. improve congressional decision making by providing more objective information achieving statutory objectives, and on the relative effectiveness and efficiency of Federal programs and spending; and
6. improve internal management of the Federal Government (GPRA, 1993).

In order to facilitate the act, each agency head is required to submit three separate plans. First, the head of each agency shall submit to the Director of the Office of Management and Budget and to the Congress a strategic plan for program activities. Secondly, the Director of Office of Management and Budget shall require each agency to prepare an annual performance plan covering each program activity set forth in the budget of such agency (GPRA, 1993). These plans will encompass at least the next five years and will be tied to performance plans. Finally, it is required that the head of each agency shall prepare and submit to the President and the Congress a report on program performance for the previous fiscal year (GPRA, 1993).

This Act is obligatory to USDA, the Cooperative Extension Service, and to ISU Extension because it requires Extension to prove its impact on clients. Senator Stevens (R-Alaska), on July 24, 1997, reportedly threatened to cut funding to agencies that did not deliver adequate strategic plans by the deadline (GPRA, 1993). This implies that the future funding for an agency may well rest upon the submission of prompt and thorough documents directly to the OMB. Senator Stevens, who chairs the Senate Appropriations Committee, said that it was his intention to use appropriations to ensure that agencies produce acceptable plans. Although he later backed away from his threat, he did ask Raines (Franklin Raines, Director of the OMB) to help draft legislation to provide penalties for agencies that fail to complete

adequate plans (GPRA, 1993). The GPRA will have a definite impact on the importance and accuracy with which Extension develops, implements and executes its need identification, assessment and analysis process.

Other states have designed needs assessment processes to develop their state plans of work. A variety of methods have been used by other states in developing their plans. A brief description from plans of work for several states follows.

The Minnesota Extension Service (MES) developed a plan to listen to its customers and employees. It was developed by the Program, Staff and Organizational Development Office of the MES. The purpose was to inform and guide future decisions within MES related to: future directions, observations and outcomes, accountability and reporting, unmet needs of customers, and the level of satisfaction or dissatisfaction with MES programs.

A citizens advisory committee, composed of MES staff, set out to conduct twenty focus groups throughout the state, each containing five to seven participants, over a two month period. A research based approach was utilized involving training, protocol, standardized questions, tape recorders, field notes and reports. A one day debriefing was held for all advisory committee team members to share their results. A total of twenty-three focus groups were conducted. These focus groups were targeted at three groups of people: ten groups were targeted at customers, seven groups targeted at government representatives, and six groups targeted at the MES staff (Krueger, 1995).

In Indiana, Purdue University's strategy for the four year plan of work 1992-95 began with the county extension office staff. The staff and community leaders participated in planning meetings to identify major issues effecting their communities. These issues were then translated by the local Extension personnel into a county plan of work. This task was a means of involving the public in identifying local issues. In Indiana, a program is defined as a planned sequence of educational experiences focusing on a major effort over a period of a year or more. County staff submitted a uniform statewide document stating the counties needs,

goals, plans of action, and results. On this form, staff were to identify the number of working days they anticipated this programming effort would require.

Using the county plans of work as well as other resources, several campus specialists and program leaders developed a state plan for each of twenty six targeted programs. Thus, these target programs represented the issues and concerns recognized as being relevant both at the county and university levels (Kerper, 1992).

The Extension Service in South Dakota utilized two approaches - an informal and a formal needs assessment. The informal was just that - agents, specialists, administration listening and questioning clientele about needs, issues and concerns during ongoing Extension programs or contacts with clientele.

The formal approach involves a needs assessment meeting in each county of the state. With guidance from administration, county agents invite a representative selection of community/county residents to participate in a needs assessment meeting. These meetings were basically a focus group and used to identify needs, issues and concerns in the county. They were not limited to needs, issues and concerns that Extension might address. A nominal group process was used to help them put these in priorities.

A nominal group process was conducted with specialists to determine needs, issues, and concerns they had identified during the year. These were also prioritized by the specialists. The specialists grouped the needs identified into categories based on the responses received. These were reviewed and revised by the total administrative staff. Most recently, this came to eleven issues or needs. During the annual Extension conference, all agents and specialists were divided into eleven writing teams to develop the state plan of work. These teams were appointed, not self-selected so that there was a mix of program areas/disciplines involved as appropriate (Burton, 1996).

For the 1995-1999 program cycle, Wisconsin counties were asked to select among several strategic planning options. In most cases, the county worked with a core planning

committee (the Extension Education Committee, a group selected by that committee, or appointed by the county board). This committee, along with the county faculty, identified county residents from whom to solicit input. Emphasis was placed on involving diverse groups of local citizens including key decision makers, influentials, volunteers and Extension-related groups.

Input was solicited either by the county Extension agents and/or the core planning committee. Methods used included the nominal group process involving multiple groups, a Delphi process of repeated rounds, or a sample survey of county residents. Where the county had recently been through or was going through a strategic planning process involving Extension, no separate process was undertaken.

County faculty summarized and reported the county identified needs back to the state electronically. Various state-level groups reviewed the county data: specialist groups and administrative leadership. Key word searches and tabulations were run. The Associate Dean chaired the process of analyzing and summarizing the data. Central concepts were sorted into themes from which emerged four major issues. The administrative leadership group worked to define and articulate four issues (cross-program) and central themes within each of our four program areas. Wisconsin purposefully included more options and flexibility in this planning process than they had used in the previous process (Taylor-Powell '96).

In October of 1993, Kansas State University used eight town meetings for strategic program planning. This was done to insure an external customer-oriented focus and broad based local input. Two hundred forty-four meeting participants and seventy-five council members invested four and a half hours each into the town meeting process. Each participant also received an opinion survey prior to the town meeting and council members of host counties received a follow-up survey. This process was used to identify a list of needs. The list provided comprehensive documentation of the issues that were on Kansan's minds in October of 1993 (Wooten, 1993).

The principles that have evolved from this literature review are that there are steps in conducting a comprehensive needs assessment process. These steps include a study of what currently exists, targeting an audience, gathering data using input from clients and citizens, assessing the needs against the purposes of the organization, and analyzing the needs for the potential impact an organization could have on those needs.

This review of the literature looked at several models for the identification, assessment and analysis of needs. It looked at the importance of GPRA to the Cooperative Extension Service and it reviewed how some other states conducted their respective needs assessment processes. It spoke to the importance of needs assessments in the future and of its importance to Extension.

CHAPTER 3. METHODS

The methods utilized to research the needs assessment process used by ISUE revolve around collecting three sets of data. These are the needs identification sheets from each of Iowa's counties, the field staff's time allocation sheets, and the results of a survey conducted to determine the attitudes and opinions of the field staff. Each of these data sets will be discussed here.

The first set of data involved the methods used to identify the needs in each of Iowa's counties. This data was collected using the needs identification sheet which can be found in Appendix K. Each County Extension Education Director (CEED) was asked by ISUE to conduct a needs assessment utilizing whatever method or methods they felt would provide them with the best results. ISUE asked the CEEDs to complete the needs identification sheets utilizing the data from their needs assessment efforts with input from the Field Specialists serving that county and prioritized by the local Extension Council. The researcher obtained these forms from ISUE administration. The forms were analyzed to see how the needs were discovered. The frequency that each need was mentioned, the methods used for needs identification, the geographic location of each need and the number of citizens involved in identifying those needs was also studied. The number of Extension Council members present when the list was prioritized in each county was also noted. A complete description of the ISUE needs assessment process can be found in Chapter 4.

During the ISUE needs assessment process, the researcher was in attendance at two of the seven area meetings where the counties needs were brought together to form the area needs. The researcher was able to interview participants and organizers during the process. The researcher also attended the meeting to prioritize the identified needs for the state program of work and one of the initiative and base committee meetings where the program planning process to meet these needs began.

In the fall of 1996, the researcher developed a survey instrument that would measure the opinions and attitudes of ISUE field staff concerning the needs assessment process. After weighing many options, it was decided to utilize the technology of ISUE to facilitate this research. Electronic mail was available and being used by all ISUE field staff. Therefore, it was decided to survey the entire population via electronic mail rather than using a sampling method to minimize sampling error. The size of the population was 268. The survey design was researched and advice was received on formatting electronic surveys from the ISU Statistics Department. The survey instrument was field tested with Extension staff and completed in late November 1996.

The Human Subjects Review Committee approved the project on November 20, 1996.(Appendix N) This approval is required by all research done at Iowa State University involving human subjects. Extension administration sent out an electronic message (Appendix O) on December 3 to all field staff requesting their response to the instrument. This message was requested by ISUE administration and the researcher felt it might improve the response rate. A cover letter (Appendix P) was electronically sent explaining the purpose and the goals of the survey on December 4. The actual survey instrument (Appendix Q) was sent on December 6 to all ISUE field staff. A follow-up letter was sent to non-responders electronically on December 15, 1997. (Appendix R) The list of staff to survey was received from an ISUE staff database maintained by the Extension Finance Office that was updated to be current on December 3. The researcher used this database to export e-mail addresses to Eudora Pro and send the survey to the field staff. This database was also utilized to track responses to the survey and follow-up with non-responders.

Completed questionnaires were being returned almost immediately, with a return rate of 32% in 7 hours. The rate of return in one week was 63%; two weeks 79%, and in three weeks 80%. The response acceptance period was closed on January 1, 1997 with a total return rate of 80.6%. Nearly all respondents completed usable surveys. Several of the newer staff

responded that they did not feel qualified to complete the instrument and chose not to do so. Only one respondent stated that they did not understand the directions to the survey and chose not to participate. The survey was tabulated using Stat-View software from Abicus. The data was entered into the program from the e-mail responses and a statistical analysis was conducted. The data gathered from this instrument was analyzed and studied during January and February, 1997.

ISUE also asked the field staff to complete a time allocation sheet. The researcher was able to obtain this information from ISUE administration. This data was studied to determine staff's use of time, and how they intended to use their time. The number of staff that said they would allocate time to each plan number was recorded and the number of full-time equivalencies were calculated for both campus and field staff.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter will look at the results of the methods described in Chapter 3. The operational questions that were posed in Chapter 1 were:

- Did this plan identify the needs of Iowans?
- Who was involved in identifying the needs?
- What methods were used and which were used most often and why?
- How many Iowans were involved?
- Were all Iowans given the opportunity to participate?
- What were the identified needs?
- How was it determined which needs would have Extension resources allocated to them?
- Were similar needs grouped into categories?
- Who was involved in this process and what were the results?
- Did the state program of work accurately reflect the needs identified by Iowans?
- What was the field staff's opinion of the program of work?
- What was the field staff's opinion of allocating time to a specific need?
- What was the staff's opinion toward completing the time allocation sheets?
- What could have been done to make the process more effective?
- How much time did staff dedicate to the process?
- Why did staff utilize the methods that they did?
- How did the 1996 process compare to previous ones?
- Why did staff complete the needs identification forms and the time allocation sheets?
- Did staff feel that they actually had input into the process or did they feel that the needs had already been identified by the administration?

- When a needs identification process is used, ultimately we want to know if the staff feel that the process will help them to serve their clients better.

This chapter is divided into several sections. The sections are a description of the ISUE needs assessment process, the survey results and the time allocation results. A discussion concerning each topic is included.

The ISUE Process

This section will describe the needs assessment process that ISUE utilized to develop the 1996-2000 state program of work. One of the first stages in the plan to be implemented was in the summer and fall of 1995. ISU Extension field staff were asked to identify the needs of the clientele in their specific geographic area. For County Extension Education Directors (CEEDs), this meant a single county, and for Field Specialists (FS's) this area could be as small as three counties to as large as thirty three counties. These field staff were asked to use whatever needs identification methods they felt were appropriate for their area. This was done to follow up on the often expressed idea that local staff know how to assess their clients needs better than do campus staff. It was also felt that needs identified by multiple processes might be even more reflective than by one single uniform process. An example of the needs identification sheet can be found in Appendix K. CEED's were asked to complete this form after their needs were identified. The information in Appendix A is taken from these forms and shows what methods were used in each county, the number of times that method was used, and the number of citizens involved. This data tells us that more than 26,600 Iowans were involved in the needs identification process. There were 93 public meetings held across the state with more than 3,400 Iowans present, according to the Extension field staff. The specific purpose of these meetings was to identify the needs of Iowans. This follows the history of Extension, which is to attempt to be a client centered organization. This philosophy remains at the core of Extension today.

There were 79 separate surveys conducted involving more than 22,350 citizens. Secondary data included such things as census data, financial data, family and youth social indicators, agriculture business data and various other resources. Observation and other methods include things like speaking directly with individuals and groups and first hand experience by Extension staff and Extension Councils. This reinforces Extension as a central figure in local involvement and the concept of collaborative efforts in helping people solve problems.

The number of Extension Council members being present is significant because they represent the final group of people to identify needs locally. Also, the Extension Councils are significant because preparation and adoption of programs are part of their responsibilities according to section 176A.8 of the Iowa Code. Extension Council members, along with the CEED's, were asked to identify on the needs identification sheets the top five needs for their particular county. These needs have been identified by the various methods mentioned previously and also with input from the Field Specialists. The Extension Council members played a significant role in each county because they were asked to prioritize the locally identified needs. These sheets were then turned in at a meeting of each of the seven areas of Iowa State University Extension. These meetings were held between January 4 and February 20 of 1996. At each meeting Iowa State University Extension field staff (CEED's and FS's) were broken into smaller groups of five to eight and asked to discuss the needs and answer the questions on the sheet titled statewide needs identification 1997-2000. An example of this sheet appears in Appendix B.

In the groups, CEED's and FS's were asked to unduplicate the needs as best they could and place them on a flip chart to share with the others. They were also asked a couple of critical questions to discuss and share. These questions were: Does your list represent the necessary 'stretch' you believe will be required to address the needs of Iowans during the

1996-2000 period? Is it visionary? Do you believe the needs represented by your client base are reflective of your total population base?

These questions were asked to give CEED's and FS's the opportunity to reply to these critical questions. It asked field staff if they used methods that would allow them to look at not only the needs of today's clients, but also of those of the future. It also gave field staff the opportunity to reflect on the validity of their efforts and if it was representative of their total population base.

From these lists of needs formed in the smaller groups and from the discussion revolving around the critical questions, an area needs list evolved. The overall needs identification, assessment and analysis plan is detailed in the flow chart in Appendix C.

Each of these smaller groups shared their needs and the discussion that revolved around it with all of the other smaller groups. From this discussion rose an area list of needs. The area lists ranged in size from twenty nine to forty-four needs. The topics that these included were very broad. They included some topics that Extension has traditionally been involved with such as agricultural profitability, as well as some new topics such as strategic management.

The Program Directors (see organizational chart in Appendix D) were also present at each one of these area meetings so that they would have an understanding of the discussion that went on in the field concerning the identification of the needs. Their role was primarily to listen to what off-campus staff were saying about the needs of Iowa's citizens.

The Program Directors also put together a list of statewide needs prior to the area meetings. They did this with the input of the state staff, data they had gathered from University partners, federal partners and advisory groups. This list of sixteen needs is included with those of the seven Extension areas. These lists tallied up to be 264 identified needs before duplications were eliminated. These can be found in the Appendix F titled, "250 Identified State Needs."

The researcher was in attendance at two of the seven area meetings, the Central Iowa Area and the East Central Iowa Area. At each of these meetings, the researcher had the opportunity to interview several of the staff members involved. In the East Central Area in particular, staff had seen the list developed by the previous areas. It is possible that this may have biased them or led them to think that they may not have arrived at any different needs so they would not put forth an effort in the days process. One individual was looking at the needs list that he had identified and immediately looked at the other areas needs list to see how well they matched. Another individual who had seen the other areas lists was concerned that "the states major concerns may not be addressed...the list is already narrowed down to Extension feasibility. Why? Because we asked Extension people and volunteers for these needs." A Field Specialist stated that he liked this process and that it was very "grass roots" and participatory; much more so than previous processes. He enjoyed the opportunity to be involved in a counties needs identification focus group and felt ownership in the process. Another Field Specialist stated that the process was bottom-up at the beginning, but because of the funneling done by the administrative team, that it becomes a top-down process.

The next stage was to produce a single, unduplicated list that would serve as the basis for the assessment process. Some work was done prior to the meeting of the administrative team plus 12 staff members of March 12, 1996. A message was sent to the seven Area Directors asking them to select an individual from their respective areas that they viewed as the best holistic, critical thinker among their staff. This would result in fourteen individuals from the field on the needs assessment team. Area Directors then as a group, would develop a list of field based representatives with consideration given to the following: position (CEED or Field Specialist), urban/rural, length of employment (shorter or longer), female and male representation, subject matter background (area of interest or expertise).

The five Program Directors were each asked to select one campus-based individual who they view as representative of their major program focus. This would result in ten members serving on the needs assessment team from campus.

The Interim Vice Provost for Extension and the Associate Vice Provost for Extension Field Operations were invited to attend the needs assessment meeting as well. This resulted in twenty-six total members to the needs assessment team. (See Appendix E for the selection of staff for March 12, 1996 Needs Assessment Meeting)

The State Projects and Evaluation Specialist and his staff along with the Program Directors studied the 250 identified needs by the seven Area meetings (Appendix F) and eliminated any duplications and needs that were very similar in nature. The result of this left fifty specific areas of need.

These fifty needs were sent to the members of the needs assessment team. With these, they were to begin to filter the needs through a set of criteria. Specifically, they were asked to carefully study the list of fifty needs and rate each one as to whether it was high, medium, or low in terms of its priority for Extension programming for 1996-2000. Specific criteria to utilize in the prioritization process were: ISUE's vision, mission and values (see Appendix G), frequency that the need was mentioned, federal requirements for initiative and base programs, and statewide programmatic balance. Members were asked to make these rating and return them to the State Projects and Evaluation Specialist by March 7, 1996.

The scoring of the needs list by the needs assessment committee was tabulated and prepared for the meeting. The points to the left of each need is the total number of points (H=3, M=2, L=1) accumulated by the committees scores. They were then ranked based on the scores and categorized by a percentage of the top score. This list can be found in Appendix I titled, "Scoring Of The Needs."

The meeting was held on March 12, 1996 with the intent to leave the days meeting with eight to ten major priorities (with subsets) toward which Extension programming and staff

could be focused on in 1996-2000. The administrative team would then utilize the list to appoint initiative, base, and special committees to develop programming to address these needs.

The researcher was in attendance at this meeting. It began with committee members spending better than two hours reviewing the raw data on the needs identification sheets. These sheets had been grouped into folders containing the duplicated and similar needs. The white sheets, which were the needs identified by the Program Directors were also included in the folders. Members then proceeded to discuss the needs and attempt to prioritize them through a series of votes.

During this discussion, the group was also asked to identify those cross-cutting issue which would receive special attention in program development and delivery during 1996-2000. Cross-cutting issues were those issues that may be included in all programs, and do not necessarily stand alone or fit neatly into another category. They are issues like diversity, technology, quality of life, and critical thinking skill development which could be addressed in any Extension program.

Early in this meeting, the researcher felt that the participants worked diligently at studying the folders. Of the six tables, two were working very studiously and intently going about their analysis. The other four tables were also working, but had some questions about their task. They shared concerns with their peers as well as the leaders of the meeting.

Reviewing the raw data on the needs identification sheets did change the opinions of some group members. Ranking these needs ahead of this meeting was done based on the criteria mentioned earlier, but probably contained some personal bias. At least three of the members stated during the discussion that their opinions had changed by reading the folders. One member stated, "If we stray far from the data, then we are being subjective."

The discussion in the afternoon was often hard to keep focused on the task. Committee members were concerned that some of the topics were too broad or that one may not be

distinguishable from another. Questions arose about initiative and base committees and how they relate to today's process. Others were concerned with immediacy; is the group looking at a one year plan, or a true four year plan. The group also seemed to have difficulty with talking about needs versus talking about programs.

One participant said, "You could drive a Mac truck through the outcomes of this meeting four years ago- way too broad." Another participant suggested removing needs from the list that may not belong. Still another quickly replied that we cannot remove any needs, but we can place a lower priority on it.

Cross-cutting issues were identified throughout the discussion and recorded on a separate sheet of newsprint. These were discussed and narrowed down to four issues. They were determined to be: diversity, quality of life, technology and computers, and coping with change.

The general discussion of the group was that the cross-cutting issues need to be considered and built into programming directed to any needs at every level. The high needs group should be the area considered for concentrated state-wide programming efforts and should have a high incidence of multi-disciplinary programming. Those needs in the mid-level may be of extreme importance to a single unit or a large sector of the population may be a candidate for intra-disciplinary programming. In all likelihood those needs in the lower level, are those that would not be considered for statewide programmatic effort. More localized resources might need to be developed for programming towards those needs.

The group finally decided on eight needs in the high priority group and twenty-one in the mid-level group. This list can be found in Appendix I titled, "Scoring Of The Needs List By Group Of Twenty-Two, March 12, 1996".

At the close of the meeting, after members were thanked for their participation, one of the Program Directors asked committee members, "Please; do not go home and say they decided this and I didn't agree- be positive, for the good of the system".

The following morning, on March 13, 1996 a message was sent to all campus staff, Field Specialists and CEED's explaining the assessment process and sharing the prioritized list of needs with the rest of the staff. It began by summarizing the events of the previous day. It explained that the general discussion of the group was that cross-cutting issues need to be considered and built into programming directed to any needs at every level. The needs group should be the area considered for concentrated state-wide programming efforts and should have high incidence of multi-disciplinary programming. Those needs in the mid-level may be of extreme importance to a single unit or a large portion of the population and may be candidates for inter or intra-disciplinary programming. In all likelihood, those needs in the lower level are those that would not be considered for state-wide programmatic effort. More localized resources might not be developed for programming towards those needs.

Each Program Director studied the high and medium level priorities that pertained to their area. With their staff, they began to formulate plans as to how they could address these needs. They put together committees in each program area that would address the priority needs. A message was sent to all staff on April 15, 1996 inviting staff who had an interest in a particular area to join a committee to work on that need. Staff were asked to let the appropriate Area Extension Education Director or Program Director know of their interest to serve. Final decisions to be made regarding committee membership will be based on staff interest and balance of programming and subject matter concerns. Committees were to be announce in mid-May.

Two basic types of committees were formed; base committees and initiative committees. A base committee is essentially a committee that is addressing a long term, ongoing need. That need is a very important element to many citizens. It is a broad based and of significant importance to all or most of society. An initiative committee is a committee that addresses needs that are of a shorter term that rise out of a base committee. This committee deals with more focused needs and is involved in more intense work.

Base and Initiative committee responsibilities include: working with administrative liaisons using current data and needs assessments to establish priorities in the committees program arena, prepare state-wide plan of work for the committees program arena, actively identify and develop new programs, resources and innovative methods, market the program resources/methods throughout the ISUE system, identify inservice needs and initiate and support inservice offerings, develop evaluation indicators and forms to collect data for annual report, write an annual report and review the state-wide plan of work for yearly adjustments. The researcher had the opportunity to attend and observe the building sustainable communities base committee on April 19, 1996. The purpose of the meeting was to: clarify the needs that pertained to this committee, develop a process to identify the outcomes, (How will we know if we succeed in addressing these needs?), decide on organization to meet these outcomes and decide on this committees role in the process.

During the meeting, a copy of what was needed from this committee was distributed. It stated that for each plan number the committee should develop a situation statement, goals, objectives, target clients, impact indicators, measurement plans, and an implementation plan. Discussion began by reviewing pertinent needs as summarized by a committee member (a CEED). There was some debate as to how the needs should be numbered for reporting codes and it was decided to try to keep it as simple as possible and use one number (220) for all of the elements of community capital that make up sustainable communities. Three other reporting numbers (221, 222, 223) were used for other community related needs.

At one point, the discussion got to the point of asking what was feasible, plausible, and doable. The Program Director asked the question, are we using all of the information gathered to this point or throwing it away. The committee definitely decided it wanted to use the information and continued with their discussions.

On March 22 the Program Leaders met and placed each of the high level and mid-level needs into reporting codes for the formation of the state plan of work.. This was done after

some work by committee members within each program area. The initiative and base program reporting codes are the numbers that are used to identify each initiative or base committee and are used by staff for evaluation of programming efforts. The state plan of work (see references) was distributed to all Extension staff on July 15, 1996.

At this point, all Extension field staff were asked to complete a time allocation worksheet. The instructions to complete the forms called for staff members to design what they intended to accomplish. These instructions can be found in Appendix L titled "Individual POW Instructions". The time allocation sheet was to be thought of as a contract between the individual and ISUE. It was what the individual agrees to try to deliver and ISUE intended to support in terms of effort and impact. A planning sheet was to be filled out for each plan or reporting number with more than ten days allocated towards it. This gave individuals the opportunity to identify the methods used to impact the need. These forms were due to the Area Directors and State Evaluations and Special Projects Specialist by September 3, 1996. A compilation of the time allocation sheets can be found in the Appendix M.

Survey Results

This section will look at the results of the survey of staff opinions. It will be done in three sections; a staff time section, a section on the effectiveness of the process and a category dealing with other survey results. It will look at a set of questions from the survey, discuss the results and include a comment or comments received from the respondents on that topic. The complete set of questions and the statistical results can be found in Appendix Q and Appendix S respectively. Comments received from survey respondents can be found in Appendix T.

Staff Time

The ISUE field staff were asked about the amount of time they spent identifying local needs. What was discovered was that the majority spent less than ten hours identifying local needs. When asked if field staff should allocate time to a specific program over sixty percent agreed that staff should do this. A comment from the survey said, “Completing a plan forces you to analyze if you indeed have a balanced program and if indeed you are planing and then spending your time where you think you do...” Another comment said “Needs assessment is an ongoing process that every professional should be engaged in within the scope of their assigned area and mission of the organization. Organizational planning requires a collective effort and thus some needs identification and time allocation must be reported on a regular basis.” The field staff felt that it was very appropriate for them to allocate time to a specific program.

When the field staff were asked about their reaction to completing the time allocation sheets, they felt there was little value in completing them. The field staff felt this way both prior to completing the sheets and after completing them. One comment said, “While I preferred the process used this year over processes used the previous two processes; I am not sure the planning sheets I completed will be of much value to me, my supervisors or administration”.

The field staff were also asked what the relationship was between their time allocation sheets and their daily routine. The response was that field staff felt that there was very little relationship between them. Forty-five percent said the relationship was low. A comment was, “I have not made much use of the time allocation sheets yet, I need to set an hour aside each month for scheduling.” Another comment said, “The value of needs assessment should not be underestimated. We need, though, opportunities to better integrate the results of our needs assessment into our daily routine.”

Finally, The field staff were asked what it was that had an influence on how they spend their time each day. The majority of the staff time is spent with clients, items demanding immediate attention, the mail, and short term priorities. One comment said, “In a busy county office, walk-in clients and phone calls dominate the work load, regardless of a long-range planning or needs identification. I feel that it is of some value to think through that time allocation, but to put it into days is very unrealistic for me. I multi-task so often and am overbooked so often that I never spend a day doing any one effort, unless it is an actual teaching event. Even with the system of days, I’ve overbooked again- which means lots of time working at home.”

Effectiveness Of The Process

The field staff were asked if the state plan of work was reflective of their local needs. Over forty percent thought the plan did include their local needs compared to less than twenty percent who felt it did not contain their local needs. The field staff’s opinion was that this process will not help them to serve clients better. There was a strong opinion that the process used would not help them to better serve clients. Field staff also said they completed the needs identification sheets and the time allocation sheets more for their supervisor, themselves, and the good of Extension, than for their clients.

The field staff did not feel that the process was very effective in identifying the real needs of Iowans. About thirty percent said the process was more ineffective at revealing the real needs of Iowans, about twenty-two percent thought it was effective and forty eight percent had no strong opinion. Several comments received spoke to the ineffectiveness of the process. One comment said, “Needs assessment and program planning are very difficult but important tools. But like any research the quality of the outcome can only be achieved by the integrity of the researcher. Our staff people are funny about manipulating things to insure the need for the continuance of their jobs or doing things they like to do. I’m not sure they can be unbiased in

the needs identification process and therefore do not feel the results are totally indicative of the needs of Iowans.” Another comment said, “I have concern about the overall needs identification process. For many years reports come from one hundred county offices, but only ten of those counties are home to two-thirds of the state population. This process highly overstates the needs of rural Iowa.”

Other Survey Results

The field staff did not like the process used. About forty percent of the respondents did not like the process used and about seventeen percent did. Compared to the needs assessment processes used in the past by ISUE twenty seven percent said this process was better and eighteen percent said it was worse. One comment said, “I liked the needs assessment process. It is something I need to do continually, but when the system puts due dates on it, I make sure that it gets finished, to the council, and written up for future use.” Another comment stated, “I have been in Extension for many years and have used a variety of plans or methods over the years. I don’t feel that the one we just used is any better or worse than others.” One respondent said, “As a FS and being in Extension over fifteen years, I have yet to see a needs assessment that comes up with any new ideas or problems other than what I believe to be farmers needs. I would think most FS’s would feel this way.”

Nearly forty-three percent of the respondents replied that they felt the process was directive. Only twenty three percent felt they were active participants in the process. One comment said, “This is an evolving process. We will always be directed by the people and problems we serve and react to.” Another stated, “The final outcome came as a top-down directive from Ames. The needs which were developed countywide and area wide were so generalized that Ames could pick and choose from their own agenda and claim input.” Another comment said, “This year’s program planning seemed to be a “You do this” from ISU, rather than the process we used last year.” Finally, a comment said, “I was at the sorting process

meeting in Ames. That was a big joke. The administration had their mind already made up so it was a waste of time.”

Does the field staff favor including local needs in program planning? Respondents said yes. Over eighty-eight percent were in favor of including local needs. One comment said, “Local needs should be included in program planning, but sometimes we don’t feel like these are areas that we should be concerned about. The needs of the state level are where we are pushed to do programming.”

Discussion

There is little doubt that the ISUE field staff are a professional group of educators trying to accomplish great things. The survey shows that field staff have agreed that assessing the needs of their clients is of the utmost importance for themselves, for Extension and for their clients. They also agree that it is important to present a plan to address these needs. Question 10 of the survey, and several comments indicate that one of the difficulties for the field staff in conducting a needs assessment process is in finding enough time to complete it. The survey results also say that although this is true, field staff did not spend a lot of time on needs assessment. The survey also shows that nearly 1 out of 4 respondents spent more than 20 hours conducting needs assessments, however over 50% spent less than 10 hours.

The survey reveals things that influence extension field staff’s time in order from most to least are: items demanding immediate attention, walk-in and call-in clients, short term priorities, mail and co-worker correspondence. Continuing down to the least influence on field staff’s time are: internal extension committee responsibilities, their supervisors, long term plans, and future goals or mission. The field staff also said that there is only a slight relationship between there allocated time and their actual time spent.

The majority of the field staff respondents (162) said they completed the time allocation sheets and the needs identification forms for their supervisors compared to only 66 respondents

who did so for their clients. The other two possible choices as to why they completed the forms were split about equally. 104 respondents completed them for the good of extension and 102 said they completed them for their own good.

The staff also say that although they do not feel there is much value to completing the time allocation sheets, they agree that field staff should do this. They felt this way both prior to completing the time allocation forms and after their completion. Question 14 tells us that extension field staff feel they should allocate time to a specific program effort. This is one way that they can focus their efforts on priority issues. Questions 7 and 8 tell us that the field staff's reaction concerning the value of completing the time allocation sheets was that they were of little value.

The field staff also said that they did favor choices for identifying needs in the process, and also that they preferred previous processes over this years process. Field staff felt that the process was more directive than participative and they did not like the overall process in general. Another problem discovered in this research is that the field staff did not necessarily feel that the process would help them to better serve their clients.

By a large margin, the field staff agreed that the state program of work should include local needs and that outcomes of this process did generally include their local needs, although they did not feel that the process was very effective in identifying the real needs of Iowans. These findings will be discussed further in chapter 5.

Qualitative results were garnered from the comments received from the survey respondents. All in all, the field staff agreed that a needs assessment process is a very important tool. The researcher grouped these comments into categories according to their similarity. The majority of the comments speak negatively about the process. The scope of the process was criticized, one comment referred to the process as a lumbering giant. However, there were also a number that spoke positively of the process. A comment mentioned that they liked the process; it was something that they needed to do continually, but when the system

puts due dates on it, they make sure that it get finished, to the council, and written up for future use. There were several comments that mentioned that the needs assessment process was not very timely. One comment said that by the time a County Extension Council identifies a need and Extension puts it into the planning process, we have missed the cutting edge.

Several comments spoke negatively towards the reason for conducting a needs assessment process. For example, one comment said that this years program planning seemed to be a “you do this” from ISU. Many respondents felt the process was more for the administration and campus than for the good of clients. For example, one comment says that ISU needs to find a better system; the current system seems to be too focused on serving the institution. Some felt that Extension administration and State Specialists had a certain needs that would have appeared in the state program of work regardless of the identified local needs.

The responses to each question in the survey points to the fact that ISUE field staff are very diverse. Every question had responses in both the highest and lowest possible categories. The responses reveal that, on the whole, there is some skepticism among staff about the process used to identify needs, about the time spent on the process versus the benefits of the process, and about the process being of benefit to them to better serve their clients. It also reveals that field staff would like to be involved and participating in the needs assessment process and that local needs should be included in the state plan of work. The seventy-eight comments received from respondents can be found in Appendix U.

Time Allocation Results

The time allocation results tell us that field staff intended to allocate time to each of the specified state plan of work numbers. It also reveals that the amount of time allocated for each plan numbers. Field staff said they would spend the most time on county administration, followed closely by local needs not included in the state plan of work. The next two plan numbers with the most time allocated to them were agriculture profitability and 4-H program

management. The least amount of time was allocated to forestry. The numerical results of the time allocation sheets can be found in Appendix M.

CHAPTER 5. CONCLUSIONS

In preparing this document, I am both the researcher and the practitioner. My role within ISUE is that of a County Extension Education Director (CEED). I both participated in the needs assessment process and studied it at the same time. The methods utilized and findings of this study have been soundly based on research. In drawing conclusions from this research, I will draw upon both my role as an extension field staff member and as that of a researcher.

Chapter 1 put forth several operational questions to frame the research question. Those questions were:

- Did this plan identify the needs of Iowans?
- Who was involved in identifying the needs?
- What methods were used and which were used most often and why?
- How many Iowans were involved?
- Were all Iowans given the opportunity to participate?
- What were the identified needs?
- How was it determined which needs would have Extension resources allocated to them?
- Were similar needs grouped into categories?
- Who was involved in this process and what were the results?
- Did the state program of work accurately reflect the needs identified by Iowans?
- What was the field staff's opinion of the program of work?
- What was the field staff's opinion of allocating time to a specific need?
- What was the staff's opinion toward completing the time allocation sheets?
- What could have been done to make the process more effective?
- How much time did staff dedicate to the process?

- Why did staff utilize the methods that they did?
- How did the 1996 process compare to previous ones?
- Why did staff complete the needs identification forms and the time allocation sheets?
- Did staff feel that they actually had input into the process or did they feel that the needs had already been identified by the administration?
- When a need identification process is used, ultimately we want to know if the staff feel that the process will help them to serve their clients better.

I believe the process did identify the needs of Iowans. Over 26,000 Iowans were involved in identifying these needs. Nearly all Iowans had the opportunity to participate in various needs assessment methods detailed in Chapter 4. The results of these methods and the identified needs are summarized in Appendix A. The process of narrowing down the identified needs, what criteria was used to do this, and who was involved in the process has been described in Chapter 4 in the section on the process ISUE utilized. The results of the balance of the operational questions are described below.

There is little doubt that the ISUE field staff are a professional group of educators trying to accomplish great things. The survey shows that field staff have agreed that assessing the needs of their clients is of the utmost importance for themselves, for Extension and for their clients. Question 10 of the survey, and several comments indicate that one of the difficulties for the field staff in conducting a needs assessment process is in finding enough time to complete it. The first question of the survey instrument asked field staff the amount of time that they spent preparing local needs. Multiplying the number of responses for each option by the midpoint of that range (the minimum was used in the upper range) results in a total of about 3,022 hours devoted towards local need assessment. Dividing this number by the total responses to question one (204) results in an average of about 14.8 hours per field staff.

Generally, this means that field staff devoted less than two days preparing local needs. The question defined preparing local needs as that time that was spent on surveys, public meetings, gathering secondary data, making observations and compiling data. Considering that this process was to identify ISUE's four year plan of work, less than two days or one half day per year is very little time.

In my opinion, five days would be a minimum that should be spent identifying, assessing, and analyzing local needs. The survey indicates that about ten percent of the respondents spent at least five days. A program of work that utilizes a full needs assessment process takes at least this much time to conduct. It may not be done in five consecutive days, but over parts of many days. The survey also shows that nearly 1 out of 4 respondents spent more than 20 hours; however over 50% spent less than 10 hours.

The ISUE field staff overwhelmingly agree that they prefer options for identifying local needs. The process used to develop the 1996-2000 program of work allowed CEED's and Field Specialists the freedom to choose whatever methods they were comfortable with to identify local needs. For the most part, question 3 reveals that field staff agreed that the state program of work did include their local needs.

One of the problems discovered in this research is that the field staff did not necessarily feel that the process would help them to better serve their clients. Part of the answer to this problem may lie with the response to another question on the survey concerning why the field staff completed the needs identification sheets and the time allocation sheets. The majority of the field staff respondents (162) said they completed the forms for their supervisors compared to only 66 respondents who did so for their clients. The other two possible choices as to why they completed the forms were split about equally. 104 respondents completed them for the good of extension and 102 said they completed them for their own good. This suggests that at least some field staff feel that this process was for internal purposes only and not necessarily to promote extension's mission.

This research shows that although ISUE field staff agreed that it was appropriate to allocate time to a specified program, they felt that it was of little value to do so. They felt this way both prior to completing the time allocation forms and after their completion. Question 14 tells us that extension field staff feel they should allocate time to a specific program effort. This is one way that they can focus their efforts on priority issues. Questions 7 and 8 tell us that the field staff's reaction concerning the value of completing the time allocation sheets was that they were of little value. This suggests that the plans and time allocations may not come to fruition. Also, part of the reason the field staff feels this way lies in the fact that they filled out the time allocation sheets more for their supervisor than for their clients. It may also suggest that field staff feel it is important to allocate a certain number of days to address a certain need, but to report this information to supervisors is of little value. As for the actual relationship between the completed time allocation sheets and their typical daily routine, the field staff felt that there may be a slight relationship.

The things that influence extension field staff's time in order from most to least are: items demanding immediate attention, walk-in and call-in clients, short term priorities, mail and co-worker correspondence. Continuing down to the least influence on field staff's time are: internal extension committee responsibilities, their supervisors, long term plans, and future goals or mission. It is apparent that the majority of field staff's time is spent on short term priorities rather than a long term mission.

Another very interesting piece of information gathered from the survey was that field staff did not feel that the process was very effective in identifying the real needs of Iowans. A portion of the reason for this opinion lies in the fact that the staff felt the entire process was more directive than participative. If the field staff feels that this process is more of something that they were directed to do and did not feel ownership or participation in the process, this may in part explain why they feel it was not very effective in identifying the real needs of

Iowans. This may also be true because in general, the field staff felt that they did not like the process used.

The comments received with the survey instrument revealed a broad spectrum of staff opinions. Again, the sentiment of the importance of need assessment and the need for it was strongly expressed. There were those who wrote very favorably of this particular process and those who did not. There seemed to be a strong feeling that the process was of more value to the administration and to campus than it was to the field staff. Several comments mentioned that this process appeared to be more serving the institution than the clients. The administration of ISUE utilized the information gathered from this process to prepare reports for ISUE's stakeholders as well as the Federal partners in the Cooperative Extension system. This may become even more important if full implementation of the GPRA should occur.

Other comments were concerned with the amount of time it took between identifying needs and delivering programs. Several other comments mentioned that extension administration, committees, teams, and individuals needed to be more visionary and to look to the needs of the future rather than reacting to today's needs tomorrow.

The comments and the survey reveal a struggle that is going on within Extension between those who want the freedom to choose the best way to assess needs based on the individuals talents, those who would like some structure and direction as to the best methods to use, and the needs of the administration to gather data both for internal use and for its Federal partners.

The GPRA as explained in Chapter 2 is real and will have a definite impact on ISU Extension. Extension's Federal partners and funding sources are requiring plans that are very carefully orchestrated and designed for a specific impact to occur. ISUE must be able to provide these plans.

After considering all of the data gathered for this study, I believe that in the minds of the ISUE field staff the process used to clarify the needs of Iowans was not useful to the meaningful design of the 1996-2000 four year ISUE plan of work. The field staff felt that a

less cumbersome process could have been utilized to identify the needs of Iowans and prepare the state plan of work.

CHAPTER 6. IMPLICATIONS AND RECOMMENDATIONS

The basis of the process used by ISUE to develop its 1996-2000 program of work was solidly based. The literature review provides evidence that needs assessment involves citizens and utilizes a process of needs identification, assessment, and analysis. Although none of these stages is particularly easy, or an exact science, the ISUE process did follow these stages.

Some of the problems discovered with this process were related more to how the stage was implemented rather than whether or not it should have been implemented. In the field staff's opinion, the process became a "lumbering giant" in part because of the vastness of the needs identified. About 250 needs that were identified by the seven extension areas are in Appendix F. Obviously this list had to be narrowed down. Whenever there is an analysis process, judgments must be made. As soon as the analysis process began, some of the original flavor of the locally identified needs was lost, also losing some of the field staff's confidence in the final product. This will probably occur no matter what process is used; somebody has to make some decisions for the system.

It should be noted that the intent of the state program of work is to be reflective of all the needs identified collectively. It will not contain all of the locally identified needs of each county or area.

Much of the erosion of the staff's confidence in the process occurred on March 12, 1996. This was the meeting of the 26 people known as the assessment team. The selection of these team members is described in Appendix E. This may have been a legitimate method to select team members, but the results of this meeting severely eroded the confidence in the process. In order to accomplish the task of narrowing down about 250 identified needs to a manageable number of about 20, many needs that appeared to be similar were combined into a broader category. Although this may have been essential, it did create broad topics that included many needs and appeared to be vague.

One of the comments made in the survey was by a field staff who was at the meeting on March 12. This person felt that the day was a “big joke” and that the administration team members had already made up their minds, so it was a waste of time. A comment such as this from a participant is an indication something may have been wrong with the process used that day. Extension may have been better served either to have not had such a meeting, or to have utilized different methods that day. The comment goes on to say that “the word is out on what happened that day” which may have further led to skepticism of the field staff about the process.

The field staff felt that they had gone to great lengths to identify their local needs, and they did. Appendix A indicates that a great number of methods were used involving over 26,000 Iowans. The staff used these methods because they felt comfortable using them, and believed that they would help them to identify the true needs for their geographic area. The flexibility to choose the needs identification methods in the local county was promoted by Extension’s administration. The fact that, on average, field staff spent less than two days addressing needs identification may point out a couple of issues. Perhaps staff underestimated the time used to do real needs identification. Informal needs identification is an ongoing venture that may not have been considered by some staff. Direct training on needs identification with field staff may be warranted.

The staff survey says that field staff felt that this process would not help them to better serve their clients. The Extension field staff are professionals who are doing ongoing needs assessment and therefore do not feel that a thorough process would help them to better serve their clients. Ongoing needs assessment by field staff includes: conversations with individual clients, working with groups, teams and coalitions, studying current research, studying communities for indicators of need, conducting formal needs assessments periodically, and utilizing other methods. Their ongoing work helps them to serve clients better, but they are not stopping periodically to put it down on paper.

The purpose of a time allocation sheet should be to better allocate and justify the staff's use of time. This research says that much of the field staff felt that there was little value to completing the time allocation sheets. As suggested earlier, this may be in part due to the fact that staff say they completed them more for their supervisors than for their clients. They also stated that there was a slight relationship between the time allocation sheets and their actual daily routine. The question is, which came first, the daily routine or the time allocation sheets? The answer is the daily routine. This suggests that field staff may have unknowingly completed the time allocation sheet to mirror their daily routine, thus the relationship. Many of the comments received concerning the time allocation sheets stated that it was good for field staff to have to stop and reflect about where they are spending their time.

The time allocation sheets are not new to Extension, or to Iowa. In the past, field staff were asked to allocate their time to their local needs. Purdue University staff allocated their time in the 1992-1995 Indiana assessment process as well.

This research also reveals that much of Extension field staff's time is spent working on current issues rather than long term goals. This is not unique to ISU Extension. Any organization that has a broad focus and is ongoing will be faced with the same challenges. The survey results explain some of the good things about the staff's use of time and some of the negative aspects.

On the positive side, field staff report that responding to client needs is a major influence on how they spend their time each day. This has to be looked upon as a positive and in line with ISUE's mission. The survey also showed that the field staff's time was not being taken by their supervisors. This suggests that paperwork, reports and the requests of supervisors do not take a lot of time. The final positive attribute that will be addressed was that not a lot of time is being spent with internal committees. The field staff feel that they are allowed to do their jobs without spending a lot of time on internal issues.

On the less positive side of the field staff's time is that they were not looking long term. They appeared to be bogged down with immediate needs and did not often get to future goals or plans. This is something that ISUE needs to address and will be discussed more later. Area meetings designed to look long term would help staff begin focusing more on the future.

The instrument also revealed that the field staff did not like the process and that it did not reveal the true needs of Iowans. As mentioned earlier, staff perceive themselves as doing ongoing needs assessment and may not view any process as likable. One of the comments written by a respondent suggests that the real needs of Iowans were not discovered because whenever an organization asks their staff and their regular customers about their needs, the same responses will be heard year after year. This suggests that the identified needs were inherently biased because of who was asked. With such a large number of citizens included in the needs identification process, not all of them could have been regular ISUE clients, many of them may have been external to the organization, especially the needs identified through secondary data and surveys conducted outside of Extension. The real needs of Iowans probably were identified, but it was perceived by some that certain needs were overlooked or underestimated.

Another comment from a specific respondent brings up two good points that should be addressed. First, is that when new needs are identified and programs developed to address those needs, another program must be discarded to allow resources to be focused on the new need. Extension as a whole is not very good at dropping old programs. This may be because they remain effective in certain parts of the state, because they may be viewed as more important by staff who have a lot of ownership with that particular program, and because it may be funded by an outside source.

The second portion of the comment deals with the counties representation of Iowa. The comment states that for many years reports have come from one-hundred counties, but only ten of those counties are home to two-thirds of the states population. Thus, the process highly

overstates the needs of rural Iowans. This is a legitimate concern and may also help explain why the field staff felt that the process did not accurately reflect the needs of Iowans.

In Chapter 1, the question was raised about all Iowans having the opportunity to provide input into the process. Researchers would likely agree that it is unrealistic to solicit the opinions of every member of a large, dispersed population. Nearby states such as Kansas and Minnesota have developed and implemented needs identification processes that utilize a sampling of the states citizens. These sample groups were chosen to be representative of the larger population of the state. Minnesota utilized twenty focus groups with five to seven people per group to represent their state. Kansas utilized eight town meetings involving two-hundred-forty-four people and seventy-five Extension Council members to represent their states population.

In each of these instances, the needs identification process was organized and carried out by specialists. This type of methodology may eliminate much of the skepticism of the ISUE field staff. The field staff would be able to utilize their formal and informal ongoing needs assessments to help guide them to better serve clients, and also to utilize the data gathered from the sampling of state citizens. The element of the time commitment to the process would be greatly reduced and they would not feel as though this was something that was being forced on them. Therefore, I would recommend to ISUE that the state needs assessment process utilize a sampling method.

Some negative aspects of the sampling method are that field staff and clients may not feel that the identified needs are representative of the state because they are unsure of who was asked. The process would not be something that most field staff would participate in, therefore they would not feel ownership in the process and might be less likely to believe the outcomes.

The balance of the positive and negative aspects of conducting needs assessments by the sampling method would have to be weighed by the staff and administration of ISUE. The

possibility may be a subject of further research to be conducted involving several states and processes used over a period of time.

To further the study of the identification, assessment and analysis of need, I suggest that a new approach be taken. Throughout this thesis and in most published literature on the topic of needs , it has become apparent that the terms used by various authors and researchers have different meanings. Needs assessment has been used interchangeably with needs identification and needs analysis. I would propose the idea of a needs clarification process (B. L. Jones, personal communication, October 8,1997). This is defined as the overall process of needs identification, assessment and analysis, as well as other issues vital to a successful process. Needs clarification is an overall defining term that describes not only the process used to identify, assess and analyze needs, but also to evaluate the process, and do all of this with an eye towards the future. The needs clarification process is based on the three phase model discussed in Chapter 2. Witkin and Altschuld describe their model as having three distinct phases. The first is the preassessment phase which is to investigate what is already known. The second phase is the assessment phase where data is actually gathered and the third phase is the postassessment phase that sets priorities, considers solutions and designs plans for action.

The word clarification was chosen because it does just that; it clarifies that all of the stages are utilized for their purpose and to produce the needs that can and should be addressed by an organization. It helps to place the focus on the impact of the organization on the needs, not the individual steps used to arrive at the outcomes. This approach would also better define the outcomes based programs as described in the GPRA.

The methods used to identify needs currently are too focused on the present and the past. This is pointed out in this research, as well as in current literature. The needs clarification process insures in all stages that an organization looks not at where their clients are, but where they will be. In the needs identification stage, organizations are looking for the needs of their clients that will be addressed in the future. These needs may or may not be a part of the current

situation. In the needs assessment stage, the clarification process is not only addressing the needs that the organization can and should address now because they fall within their scope and mission, but also the organization's ability to do so in the future. The organization may or may not be in a position to address these needs currently. In the needs analysis stage, the organization will be analyzing and prioritizing needs based on the organizations abilities to address these needs in the future. The organization may not have the resources to address them currently but will be able to in the future.

Finally, the clarification process looks to evaluate each stage along the way (formatively) and to evaluate the process used as a whole (summatively). This needs clarification process can be more thoroughly discussed and researched when each stage is looked at as a part of the process rather than a process in and of itself.

The GPRA requires that governmental agencies put forth a written plan that will demonstrate that the agency is having an intended impact upon society. Funding for this agency may well be based on an agency's ability to put forth a plan and produce measured, desirable results in a timely manner. This idea is not new to Extension. ISUE and most other states have been putting forth a state plan for many years, as well as requiring their staff to put together a plan of work. The actual process of implementing the GPRA is still a matter of indecision. In an electronic message from B. H. Robinson on October 16,1997 there were some changes to the requirements of the Cooperative State Research, Education, and Extension Services (CSREES) for the GPRA. First, the Office of Management and Budget (OMB) and the Departmental Office of Budget and Program Analysis (OBPA) recognized that that CSREES is unique and complex as a Federal agency in that both the agency and its statutory partners plan and take action leading to specific results. Second, that states are at varying points in research, education, and extension planning, leading to concerns about using a template for GPRA reporting. Because of this, the template is no longer required to be used

and the deadline to receive state plans has been moved back to February 1, 1998. (Robinson, 1997)

In an electronic mail from George Cooper, the co-chair of the GPRA working group, also on October 16, 1997, there are some changes and clarification to the GPRA reports. Among other things, a GPRA submission from each state is desirable, but not required. The civil rights section will not be required with this submission, and GPRA planning and reporting are at an early stage and perfection is not required nor likely. (Robinson, 1997)

The aforementioned changes to the GPRA requirements are a sign of indecision on the part of the federal government. What was once a very popular and strongly worded act is becoming something less. Does this signal that the federal government is indeed more interested in reports, as it has been in recent history, than in planning? The current indecision concerning the implementation of GPRA leaves its requirements in question. In the mean time, agencies should be taking steps to align themselves with the GPRA requirements.

Recommendations for future ISUE needs clarification processes are to:

- utilize a sampling method to identify needs.
- incorporate all phases in the needs clarification process.
- implement an evaluation plan- both formative and summative.
- involve clientele and non-clientele.
- communicate with the field staff and keep them involved.
- make the final ranked needs as specific as possible.

I recommend that ISUE utilize a sampling method in its needs clarification process. This would reduce much of the field staff's concerns about the time required of them to in an already busy schedule. The field staff should be kept informed at all stages and involved as much as possible. This process should include all phases of the needs clarification process; the

identification, assessment and analysis of needs, as well as an evaluation plan to measure the effectiveness both during and after the process. This process should include a significant number of citizens that are representative of the state. Finally, the ranked needs should be well defined and easily fall within the mission of ISUE.

Recommendations for further study include the following:

- A study comparing the needs clarification processes of several states and the staff's opinion of the process used.
- A study of the actual time field staff spend on various state plan of work numbers versus the time allocated on the time allocation sheets.
- A study of the actual budgeted campus and field staff full time equivalencies (FTE's) compared to the time allocation sheet FTE's and the needs of Iowans.
- A study of the effects of GPRA on the Cooperative Extension Service after it has been fully implemented for several years.

APPENDIX A. COUNTY METHODS AND PARTICIPANTS

| County | present Extension Council members | Public Meetings | number involved in PMs | Surveys | number involved in surveys | Secondary Data | observ. & other methods | total # methods used | Total # of people |
|-------------|--|--------------------|------------------------------|---------|----------------------------------|-------------------|-------------------------------|----------------------------|-------------------------|
| Adair | 8 | 4 | 99 | 1 | ? | | | 5 | 107 |
| Adams | 8 | | | 1 | 475 | | 1 | 2 | 483 |
| Allamakee | 7 | 1 | 8 | | | 1 | 1 | 3 | 15 |
| Appanoose | | | | | | | | 0 | |
| Audubon | 7 | 2 | 59 | | | 1 | 1 | 4 | 66 |
| Benton | 7 | 2 | 36 | | | 1 | | 3 | 43 |
| Black Hawk | 8 | 1 | 6 | 1 | 31 | | | 2 | 45 |
| Boone | 7 | | | | | 1 | 1 | 2 | 7 |
| Bremer | 7 | | | 4 | 407 | | | 4 | 414 |
| Buchanan | 8 | | | 1 | 95 | 1 | 1 | 3 | 103 |
| Buena Vista | 6 | | | 1 | 21 | | | 1 | 27 |
| Butler | 4 | | | | | | 1 | 1 | 4 |
| Calhoun | 6 | | | 1 | ? | 1 | | 2 | 6 |
| Carroll | | | | | | | | 0 | |
| Cass | 8 | 1 | 30 | | | | | 2 | 38 |
| Cedar | 5 | 3 | 36 | 2 | 304 | 1 | 1 | 7 | 345 |
| Cerro | 8 | | | 1 | 24 | | | 1 | 32 |
| Gordo | | | | | | | | | |
| Cherokee | ? | | | | | | | 0 | |
| Chickasaw | 9 | 1 | 20 | 1 | ? | 1 | 1 | 4 | 29 |
| Clarke | 5 | 1 | 8 | 1 | 400 | 1 | 2 | 5 | 413 |
| Clay | 9 | 2 | 65 | | | 1 | 1 | 4 | 74 |
| Clayton | 8 | 2 | 22 | | | 1 | | 3 | 30 |
| Clinton | 9 | 1 | 8 | | | 1 | 1 | 3 | 17 |
| Crawford | 6 | | | | | | | 6 | |
| Dallas | 6 | 2 | 36 | | | 1 | 1 | 4 | 42 |
| Davis | 7 | | | 2 | 383 | | | 2 | 390 |
| Decatur | 6 | 2 | 16 | | | 1 | 2 | 5 | 22 |
| Deleware | 9 | 1 | ? | | | 1 | 2 | 4 | 9 |
| Des Moines | 6 | 1 | 22 | | | 1 | 1 | 4 | 28 |
| Dickinson | ? | | | | | | 1 | 1 | 0 |
| Dubuque | 9 | 3 | 674 | 2 | 530 | | 1 | 6 | 1213 |
| Emmet | 6 | | | 2 | 429 | 1 | 1 | 4 | 435 |
| Fayette | 9 | 1 | 25 | 1 | 41 | | 2 | 4 | 75 |
| Floyd | 8 | 1 | 35 | | | | 1 | 2 | 43 |
| Franklin | 8 | 2 | 64 | 3 | 1144 | | 1 | 6 | 1216 |
| Fremont | 9 | | | 1 | 13 | | | 1 | 22 |
| Greene | | | | | | | | 0 | |
| Grundy | 8 | | | 2 | 1530 | | | | 1538 |
| Guthrie | 8 | 1 | 30 | | | 1 | 1 | 3 | 38 |
| Hamilton | 7 | | | 2 | 89 | 1 | 1 | 4 | 96 |
| Hancock | 7 | | | | | 1 | 1 | 2 | 7 |
| Hardin | 9 | 2 | 46 | 2 | 359 | 1 | 1 | 6 | 414 |
| Harrison | 7 | 2 | 35 | 1 | 50 | | 1 | 4 | 92 |

| County | present Extension Council members | Public Meetings | number involved in PMs | Surveys | number involved in surveys | Secondary Data | observ. & other methods | total # methods used | Total # of people |
|----------------|--|--------------------|------------------------------|---------|----------------------------------|-------------------|-------------------------------|----------------------------|-------------------------|
| Henry | 8 | | 145 | 2 | 135 | | 1 | 9 | 288 |
| Howard | 9 | | | | | | | | 9 |
| Humboldt | 5 | | | | | | | | 5 |
| Ida | 4 | 1 | 8 | | | 1 | 2 | 4 | 12 |
| Iowa | 8 | | | 1 | 11 | | | 1 | 19 |
| Jackson | ? | 1 | 290 | | | | | 1 | 290 |
| Jasper | 7 | 1 | 8 | | | | 1 | 2 | 15 |
| Jefferson | 9 | 2 | 66 | 1 | 9 | | | 3 | 84 |
| Johnson | ? | | | 2 | 113 | 1 | 1 | 4 | 113 |
| Jones | 8 | | | 1 | 60 | | | 1 | 68 |
| Keokuk | ? | 1 | 45 | 1 | 80 | 1 | | 3 | 125 |
| Kossuth | 9 | 1 | 60 | 2 | 111 | 1 | 1 | 5 | 180 |
| Lee | 7 | 1 | 36 | 1 | 35 | | | 2 | 78 |
| Linn | 8 | 1 | 11 | 1 | 116 | 1 | 1 | 4 | 135 |
| Louisa | 6 | 2 | 75 | 1 | 55 | 1 | 1 | 5 | 136 |
| Lucas | 7 | 1 | 83 | 1 | 150 | | | 2 | 240 |
| Lyon | 6 | | | | | | 1 | 1 | 6 |
| Madison | ? | | | | | | 2 | 2 | 0 |
| Mahaska | ? | | | 1 | 3 | | | 1 | 3 |
| Marion | 7 | | | | | | 2 | 2 | 7 |
| Marshall | ? | 1 | 35 | 1 | ? | 1 | 1 | 4 | 35 |
| Mills | 8 | | | 2 | 103 | | 1 | 3 | 111 |
| Mitchell | | | | | | | | | 0 |
| Monona | 7 | 1 | ? | 2 | 500 | | 1 | 4 | 507 |
| Monroe | 7 | 1 | 12 | | | | | 1 | 19 |
| Montgomer y | 9 | 1 | 20 | 1 | 9 | | 1 | 3 | 38 |
| Muscatine | 6 | 1 | 50 | 1 | 1100 | | | 2 | 1156 |
| O'Brien | 5 | | | 1 | 15 | | 1 | 2 | 20 |
| Osceola | 7 | | | 2 | 73 | | 1 | 3 | 80 |
| Page | 8 | 2 | 39 | 1 | 16 | 1 | 2 | 6 | 63 |
| PaloAlto | 5 | | | | | | | | 5 |
| Plymouth | 5 | | | | | | 1 | 1 | 5 |
| Pocahontas | 4 | 2 | 63 | 1 | 480 | | | 3 | 547 |
| Polk | 8 | 4 | 167 | | | | | 4 | 175 |
| Pott E | ? | 1 | ? | 1 | ? | | 1 | 3 | 0 |
| Pott We | 7 | 2 | 25 | 1 | 15 | | | 3 | 47 |
| Poweshiek | ? | 1 | 54 | 1 | 70 | 1 | 1 | 4 | 124 |
| Ringgold | ? | 1 | 10 | 1 | 47 | | 1 | 3 | 57 |
| Sac | 5 | | | | | | | | 5 |
| Scott | 8 | 1 | 39 | 2 | 8070 | 1 | 1 | 5 | 8117 |
| Shelby | 8 | 1 | 6 | 1 | 150 | | 1 | 3 | 164 |
| Sioux | 9 | | | | | | 1 | 1 | 9 |
| Story | 5 | 1 | 19 | 1 | ? | 1 | 1 | 4 | 24 |
| Tama | ? | 2 | 29 | | | | | 2 | 29 |
| Taylor | 4 | 2 | 54 | 1 | 532 | 1 | 2 | 6 | 590 |
| Union | 9 | 1 | 200 | 1 | 326 | | 1 | 3 | 535 |

| County | present Extension Council members | Public Meetings | number involved in PMs | Surveys | number involved in surveys | Secondary Data | observ. & other methods | total # methods used | Total # of people |
|-----------------------|--|--------------------|------------------------------|---------|----------------------------------|-------------------|-------------------------------|----------------------------|-------------------------|
| Wapello | 9 | 1 | 25 | | | | | 1 | 34 |
| Warren | 8 | 1 | 8 | | | 1 | 4 | 6 | 16 |
| Washington | 6 | | | 1 | 80 | 1 | | 2 | 86 |
| Wayne | 5 | 1 | 45 | | | 1 | 1 | 3 | 50 |
| Webster | ? | | | | | | | | 0 |
| Winnebago | 5 | | | 3 | 672 | | 1 | 4 | 677 |
| Winneshiek | 7 | 1 | 50 | | | 1 | 1 | 3 | 57 |
| Woodbury | 6 | 3 | 204 | | | | 3 | 6 | 210 |
| Worth | 5 | 1 | 10 | | | | | 1 | 15 |
| Wright | 4 | 1 | 35 | 2 | 309 | | | 3 | 348 |
| Area Wide Events * | | | | 3 | 2864 | | | 3 | 2,864 |
| Totals | 584 | 93 | 3,424 | 79 | 22,634 | 38 | 72 | 282 | 26,642 |

Secondary Sources or Area Wide Surveys

*NW Iowa Ag Team "Field and Feedlot" Survey 342 Respondents

*NW Iowa Families Survey 80 Respondents

*Y2FS, Youth FS's Survey 2442 Respondents

Iowa Kids Count

Iowa Family Profile

Iowa Concern

Kids Count Report Cards

Enhancing Financial Literacy

Census

Census of older Youth

Iowa Department of Public Health

Farm Safe

Iowa Department of Education

Iowa Youth Survey

AHEO-Survey of American Teens

Consumer Federation Of American Express

Search Institute

"Troubled Journey", by Dr. Peter Bensen, 1991

This list may not be totally exhaustive.

The 'other' category may include Focus Groups if no numbers reported, if numbers are included it has been grouped as a Public Meeting.

APPENDIX B. STATEWIDE NEEDS IDENTIFICATION SHEET

Please share the needs identified by the CEEDs in your group and, as best as you can, unduplicate them and place them on the flip chart provided. Then post them for the entire group to see.

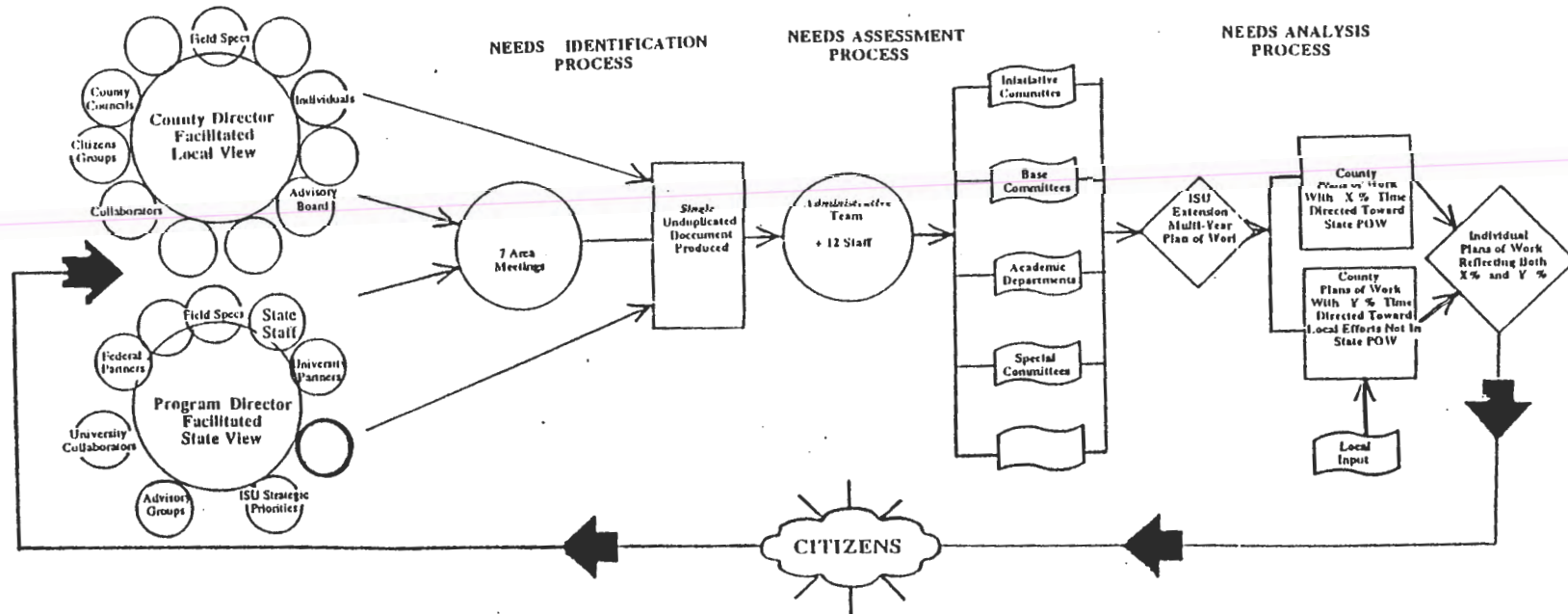
Discuss the 2 questions posed below and prepare to share your groups comments and ideas with the total group.

Does your list represent the necessary “stretch” you believe will be required to address the needs of Iowans during the 1996-2000 period? Is it visionary?

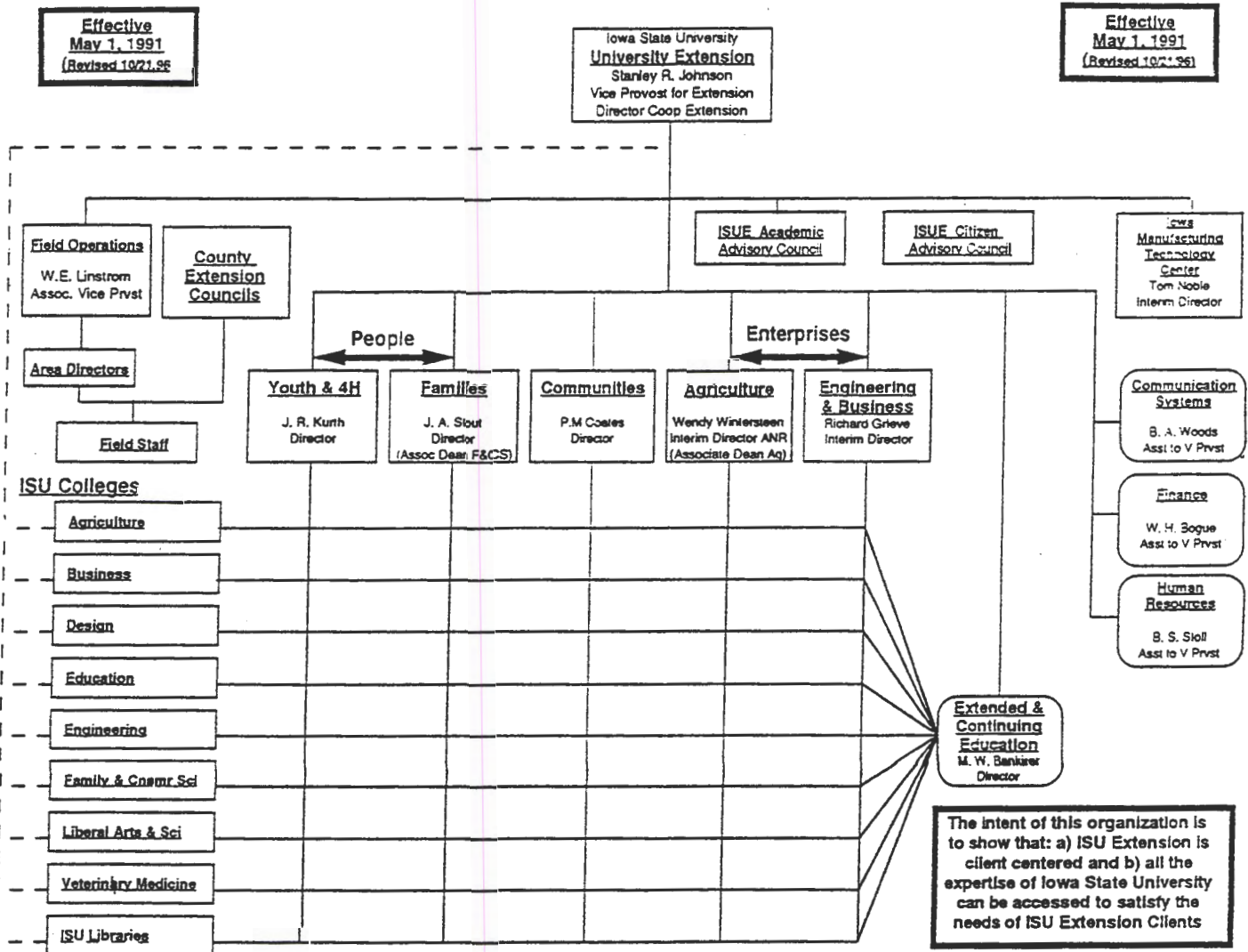
Do you believe the needs represented by your client base are reflective of your total population base?

APPENDIX C. PLAN OF WORK PROCESS FLOW CHART

IOWA STATE UNIVERSITY EXTENSION
 MULTI - YEAR PLAN OF WORK PROCESS
 1997 - 2000



APPENDIX D. ISU EXTENSION ORGANIZATIONAL CHART



The intent of this organization is to show that: a) ISU Extension is client centered and b) all the expertise of Iowa State University can be accessed to satisfy the needs of ISU Extension Clients

APPENDIX E. SELECTION OF STAFF FOR MARCH 12 MEETING

Rationale A very inclusive process is underway that identifies the broad based needs of Iowans as seen through the eyes of our County Councils, County Directors, Field Staff, Campus Staff, and Program Directors. Considerable care has been taken to ensure that the process represents the views of all **Extension Partners** at the community, campus, state, and national levels. One major intent of the process has been, and will continue to be that the efforts are not top-down, or bottom-up, or side-in. That rather, the process is all of these things, with each holding significant importance.

The selection of individuals who can be seen as representative of this rationale, as we prioritize the needs through our assessment process, will be absolutely vital to the overall success of the subsequent **Plan of Work** and its carry out.

Selection The 7 Area Directors are asked to each select one individual from their area who they view as the best **Holistic Critical Thinker** among their staff. This will result in 14 individuals from the field. Area Directors then, as a group, will need to visit to develop the field based representation using some of the following considerations:

- CEEDs
- Field Specialists
- urban/rural
- short term/long term
- female/male
- subject matter

Area Directors are asked to select one AEED to communicate your list of representatives to Lynn Jones by **February 12**. Lynn will handle communication and instructions to the group.

The 5 Program directors will each select one campus-based individual who they view as representative of their major program focus, i.e. Families, Communities, business & Industry, etc. This will result in 10 Individuals serving on the team from campus.

Nolan Hartwig and Bill Linstrom will be asked to attend as well, making the Assessment Team number 26. Lynn will serve as facilitator.

Outcome The Needs Assessment meeting has but one intended direct outcome. The intent is to leave the days meeting with a list of 8-10 **Major Priorities** (with subsets) toward which extension programs and staff efforts will be focused during the 1996-2000 period.

This list will be forwarded through our Initiative and Base Committee Program Development Process and will result in the **ISUE 1996-2000 Plan of Work**.

APPENDIX F. 250 IDENTIFIED STATE NEEDS

(Presented Before Elimination of Duplications)

44 Needs Identified by East Central Area...February 20, 1996

Economic stability and labor resources
 Generation to generation farm transition
 Family financial planning
 Development of self-esteem and leadership for youth
 Agricultural profitability
 Competitiveness in farm production
 Availability of skilled employees
 Support for community development
 Parent education
 Learning discipline in nutrition and health practices
 Substance abuse prevention
 Reduction of agricultural government regulations
 Strategies for sustaining rural communities
 Creating greater opportunities for youth to enter the agricultural professions
 Need for strong family units
 Financial, nutritional, and personal management skills to deal with change
 Education on individual and group collaboration
 Education of agricultural producers in diversification
 Family safety
 Home horticulture
 Better knowledge of what ISUE is
 Business planning education
 Training to assist ISUE staff in incorporating Quality of Life issues into all programming
 Organic agriculture Education
 Support information for child care
 Conflict resolution and violence prevention in families
 Youth life skill development Agricultural budgeting, records, cost analysis, computers
 Quality of life education
 Ability of families to adjust positively to change
 Rural/urban connectedness
 Strategies for competitive agricultural production
 Prevention of teenage pregnancy
 Growing cultural diversity
 Development of conscientious waste management practices that support neighbors
 Strengthening bonds between parents and children
 Entrepreneurship training for farmers that would help them utilize their skills
 Affordable housing for young wage earners
 Increased living alternatives for older people
 Promotion and strengthening of family values
 Diversity awareness
 Farmers capability to manage new technologies
 Youth and adult leadership development
 Value added economic growth
 Industrial development and support

42 Needs Identified by the South East Area...February 1, 1996

Education about parenting
 Help in dealing with the results of gambling
 Increase in employment and earning capacity for the labor force
 Affordable housing
 Sustainable agriculture
 Reduction of solid waste
 Financial skills and management for youth and families
 Property valuation assistance
 Financial management skills for farmers
 Increasing farm profitability through better management and risk reduction
 Balancing work and families
 More effective marketing of farm commodities
 Drug, alcohol, violence awareness
 Parenting and pregnancy programs beginning in school
 Improving self-esteem in youth
 Cooperative livestock production groups and alliances
 Stream water quality enhancement
 Internet literacy education
 Regional cooperation
 Urban/rural residential conservation education
 Policy education concerning government rules and regulations
 Available high quality child care
 Opportunities for involvement in positive youth development activities
 Strengthening of connections between agriculture and communities
 Family responsibility for their health
 Threats of STDs resulting from early age sexual activity
 Continuing education activities for agribusiness professionals
 Value added agriculture
 A work force educated to assume roles in manufacturing
 Adults need to assume responsibility in setting good examples for children and youth
 Retail business sector improvement
 Baby boomer financial futures planning
 Using the food pyramid
 Rural dating
 Balance between Agriculture and Environment
 Effective stress management skills
 Strengthening Family values
 Critical thinking training for employees
 Safe pesticide handling
 Youth At Risk Programming

36 Needs Identified by North East Area...January 16, 1996

Coping with stress
 Water quality research and demonstration
 Intergenerational farm transfer
 Dealing with manure produced by livestock operations
 Social upheaval in family structures
 Family financial problems

Farm debt management
 Understanding new technologies
 Community leadership and visioning
 Violence prevention
 Life skills development
 Community health
 Parenting skills
 Computer skills
 Economic development for small rural communities
 Farm record keeping
 Workplace readiness in youth
 Profitable farming
 Financial management education for women
 Swine odor reduction
 To slow the decline of livestock enterprises
 Environmental awareness and regulations by farmers
 To build positive attributes in youth
 Better commodity marketing understanding among farm producers
 Ramifications of ethics and morality issues
 Understanding problems of the information age
 Added value in Iowa agriculture
 School enrichment
 Cooperation versus competition
 Help in assimilating available information
 Solid waste reduction
 Information and adoption of healthy nutritional habits
 Credit use by college-aged youth
 Helping youth deal with negative peer pressure
 Farm structures for the next century
 Problems of an aging population

29 North West Identified Needs...December 19, 1995

Using emerging crop and livestock technologies in a cost efficient manner
 Producers need education in the use of risk management tools when government payments are gone
 Providing for families needs on low incomes
 Help youth learn life planning and career development
 Help youth learn life skills
 Budgeting and personal finance education for all ages
 Education for rural community leaders
 Education for rural community leaders
 Education for adolescents and young adults on building positive relationships
 Learning how to live in a culturally diverse community
 Decreasing stress to increase satisfaction of life
 Using livestock enterprise records to determine priorities
 Education on environmental concerns
 Training for transfer of assets from one generation to the next
 Adoption of healthy lifestyles to reduce the risk of chronic disease
 Help in using emerging technologies for increased personal satisfaction
 Parent education
 Community economic development with emphasis on capacity building

Help for improving communication between cross generational farmers
 Helping youth increase scientific literacy
 Chronic disease prevention
 Understanding the impacts of violence, by and on youth
 For youth to gain financial decision-making skills
 Strategic planning, risk management, marketing and records management in agriculture
 Reduced threats to youth development, substance abuse, violence, stress
 Sustaining rural communities
 Utilization and practice of fundamental education
 Building self-confidence and Family Values in youth and adults
 Livestock producers need to do a better job of managing the nutrients of manure
 Education on childcare to providers and parents

29 Central Identified Needs...January 4, 1996

A safe environment for older kids to socialize with peers
 Quality child care (staff, training, affordability, availability)
 Affordable housing in rural communities
 Animal waste management
 Supporting small-town businesses
 Retention of young people
 Better control of agricultural production expenses
 Analytical thinking skills
 Long-range planning to deal with rapid change, growth, and agricultural restructuring
 Sustainability of agriculture and businesses
 Family resiliency
 Families and youth need skills to implement healthy lifestyles
 Elderly caregiving
 Priority setting skill development
 Alternative income sources to support families
 Need for schools and families to work together
 Public policy education on aging
 For individuals and families to plan and manage resources and human capital
 Community and individual leadership development
 Land use and zoning problem solving
 Environmental compatibility
 Decreasing delinquent behavior and substance abuse
 Help small- to medium-sized manufacturers stay in business
 Implementing agricultural technology
 Strategic plan development by agricultural producers
 Child safety environments (playground, in the home, in child care centers)
 Coping with industrialization and consolidation of agriculture
 Keeping pace with changing technology

39 South West Identified Needs...December 20, 1995

Rural people need a vision for lifestyle and environment in transition for agrarian to ??
 Cost control in cow/calf herds
 Building family relationships
 More effective marketing of farm commodities produced
 Greater farm income with reduced risk
 Greater opportunities to enter agriculture as a profession

Need more jobs with better pay
 Balancing work and families
 Drugs, alcohol awareness, violence
 Leadership development
 Increased farm income through value added production and processing
 Increased farm profitability through better management and risk reduction
 Housing and transportation needs of older people
 Major changes in farming practices to effect weed pressures and environmental regulations
 Youth program structure changes to include alternative, individualized, and flexible strategies
 For citizens to have a greater understanding of impact of community structure and leadership
 Greater family and community interaction
 Agricultural diversification training
 Strategic planning for communities
 Adoption of health lifestyles
 Newsletter for those over 55
 Parenting and pregnancy programs from birth through 6th grade
 Parent education during pregnancy
 Improved cooperation among businesses and citizens to sustain small-town businesses
 Strengthening family units
 Improved self-esteem in youth
 Attracting and sustaining businesses
 Diversification of the economy
 Waste handling
 Weed and insect control management
 Agricultural commodity marketing
 Home horticulture and pest related problems
 Building family strengths
 Using critical thinking to cope with change
 Stress reduction
 Addressing diversity in rural areas
 Communities working on a common cause
 Parental involvement in youth programs
 Need for programs that develop responsible youth

29 North West Identified Needs...December 19, 1995

Using emerging crop and livestock technologies in a cost efficient manner
 Producers need education in the use of risk management tools when Govt. Payments are gone
 Providing for families needs on low incomes
 Help youth learn life planning and career development
 Help youth learn life skills
 Budgeting and personal finance education for all ages
 Education for rural community leaders
 Education for adolescents and young adults on building positive relationships
 Learning how to live in a culturally diverse community
 Decreasing stress to increase satisfaction of life
 Using livestock enterprise records to determine priorities
 Education on environmental concerns
 Training for transfer of assets from one generation to the next
 Adoption of health lifestyles to reduce the risk of chronic disease
 Help in using emerging technologies for increased personal satisfaction
 Parent education

Community economic development with emphasis on capacity building
 Help for improving communication between cross-generational farmers
 Helping youth increase scientific literacy
 Chronic disease prevention
 Understanding the impacts of violence, by and on youth
 For youth to gain financial decision-making skills
 Strategic planning, risk management, marketing and records management in agriculture
 Reduced threats to youth development, substances abuse, violence, stress
 Sustaining rural communities
 Utilization and practice of fundamental education
 Building of self-confidence and Family Values in youth and adults
 Livestock producers need to do a better job of managing the nutrients of manure
 Education on childcare to providers and parents

29 North Central Identified Needs...December 7, 1995

Strategic Planning Training for Farm/Non-Farm Businesses
 Education on Balanced Lifestyles
 Property Transfer Education
 Financial Management Education
 Retention Planning for Rural Population
 Promotion of Positive Family Values
 Employment opportunities for displaced farmers
 Life skills and career education for youth
 Environmentally Friendly Manure Management Education
 Building positive attributes in youth
 Increased marketing skills for agricultural producers
 Nutrition and dietary practices education
 Environmental awareness and regulation education
 Increased dialogues between agricultural and business sectors
 Community leadership education for understanding rural communities
 Value-added product information for economic development
 Coordination of comprehensive parent education opportunities
 Citizen responsibility for parenting skills
 Improving indoor and outdoor air quality
 Business and industry training to enhance skills for utilization of in-house equipment
 Capacity to understand and access affordable health care options
 Enhance financial literacy of youth
 Education for custodial grandparenting
 Violence prevention education
 Sustainable communities education
 Increased agricultural technology for agriculture
 Tourism and welcome center development
 Aging issues and diseases of the elderly
 Education on healthy lifestyles

16 Program Directors List Of Statewide Needs...November 29, 1995

Housing (affordable, accessible, retrofitting)
 Sustainability of Rural Iowa
 Parenting Skills
 Personal Responsibility for Health

Agricultural and Industrial Profitability
To Address Rural Environmental Concerns
Supportive Environments for Children and Youth
Managing Change In Agriculture and Industry
Leadership Development
Family Resiliency
Teen Pregnancy Prevention
Youth And Family Violence
Scientific and Technological Literacy In Youth
Family Financial Stress
Balance Between Competition and Cooperation

APPENDIX G. ISUE MISSION, VISION, VALUES

IOWA STATE UNIVERSITY

University Extension

Mission

ISU Extension is a client-centered organization that provides research-based, unbiased information and education to help people make better decisions in their personal, community, and professional lives.

Vision

ISU Extension leads the nation in education outreach among land grant universities. Extension's strength is applying research and knowledge to critical Iowa needs and issues.

To do so, we create and facilitate positive partnerships with private and public entities to meet people's needs.

■

Our clients identify needs in their personal, work, or community lives, and become active partners in an ISU Extension educational process.

■

We blend practical know-how with subject matter knowledge, empowering people to fulfill their needs and create new opportunities. We use technology, as appropriate, to best serve our clients. We and our diverse clientele are lifelong co-learners.

■

Extension staff members are enthusiastic and flexible. We create, innovate, and take risks to achieve success. We promote and encourage work/family balance, personal and professional development, and continuous process improvement.

■

Extension shares unbiased research with Iowans, communicating their needs back to ISU researchers. Extension has a strong relationship with County Extension Councils.

■

ISU Extension is a trusted educational organization.

Our partners respect Extension's research, knowledge base, and facilitation skills.

Values

- Satisfy clients. Exceed client expectations.
- Respect people. Practice the Golden Rule.
- Improve continuously. Do it better today.
- Decide rationally. Find the facts.

... and justice for all. The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination regarding race, color, national origin, religion, sex, age, and disability.

APPENDIX H. NEEDS PRIORITIZATION MEETING

Lynn Jones, 9:14 AM 3/1/....March 12 Needs Prioritization Meeting

1

Date: Fri, 1 Mar 1996 09:14:33 -0600

Content-Type: text/plain; charset="us-ascii"

To: programdirectors, areadirectors, vpforext, x1linstr, x1ehlers, x1gilbet, x1delane, x1sanson, x1zach, x1pbrown, x1hertel, x1morris, x1years, x1vander

From: x1jones@exnet.iastate.edu (Lynn Jones)

Subject: March 12 Needs Prioritization Meeting

Cc: x1wrage

Thanks to each of you for agreeing to further participate in the ISUE Program Development Process. Your thinking will help shape a great deal of the System Focus for FY1997-2000.

As you are aware, 8 Needs identification meetings have been conducted at the area and state levels. Clientele, Staff, Faculty, and other stakeholders have identified 50 specific areas of need. The next phase of the process is to begin to filter those needs through a set of criteria. The results of this filtering will be very useful in helping ISUE prioritize its efforts over the 4 year period.

Specifically, you are asked to carefully study the list of needs that follows. Your task is to rate each need as:
3 = HIGH 2 = MEDIUM 1 = LOWin terms of its priority for extension programming for 1997-2000.

Specific criteria to utilize in your prioritization are:

- * ISUE Vision, Mission, Values (attachment)
- * Frequency of Mention (indicated by number in parenthesis before each listed need)
- * Federal Requirements (Initiative and Base Programs Attachment)
- * Statewide Programmatic Balance

Please make your ratings and return them via E-mail to me at x1jones. I MUST receive your ratings no later than noon this coming Thursday March 7.

Our Face-To-Face meeting will be held on Tuesday March 12. We will gather in the OAK Room of the Memorial Union from 10:00 AM—3:00 PM. The intended outcome of our meeting is a prioritized listing of needs. The Administrative Team will utilize the list to appoint Initiative, Base, and Special Committees to develop programming to address the needs.

Please call if you need further clarification. Lynn Jones 515-294-0898
x1jones

Mission: ISU Extension is a client-centered organization that provides research based, unbiased information and education to help people make better decisions in their personal, community, and professional lives.

Vision: ISU Extension leads the nation in education outreach among land grant universities. Extension's strength is applying research and knowledge to critical Iowa needs and issues. To do so, we create and facilitate positive partnerships with private and public entities to meet people's needs.

- * Our clients identify needs in their personal, work, or community lives, and become active partners in an ISU Extension educational process.
- * We blend practical know-how with subject matter knowledge, empowering people to fulfill their needs and create new opportunities. We use technology, as appropriate, to best serve our clients. We and our diverse clientele are lifelong co-learners.
- * Extension staff members are enthusiastic and flexible. We create, innovate, and take risks to achieve success. We promote and encourage work/family balance, personal and professional development, and continuous process improvement.
- * Extension shares unbiased research with Iowans, communicating their needs back to ISU researchers. Extension has a strong relationship with County Extension Councils.
- * ISU Extension is a trusted educational organization. Our partners respect Extension's research, knowledge base, and facilitation skills.

Values:

- * Satisfy clients. Exceed client expectations.
- * Respect people. Practice the Golden Rule
- * Improve continuously. Do it better today.
- * Decide rationally. Find the facts.

Federal Base Programs For FY96

Agricultural Competitiveness and profitability
 Community Resources and economic development
 Natural resources and environmental management
 Family development and resource management
 Leadership and Volunteer Development
 Nutrition, Diet, and Health
 4-H and Youth Development

Federal Initiatives Programs for FY-96

Food safety and quality
 Children, youth and families at risk
 Communities in economic transition
 Sustainable agriculture
 Water quality

IOWA NEEDS LIST (*indicates the need was identified through both the area process and the state process)

- * (35) Positive attributes in youth
 - (18) Youth Life Planning and Career Development
 - (14) 4-H Organizational Issues
- * (1) Youth Science and Technology Literacy
 - (1) Helping Schools and Parents Work together
- * (7) Child Care
- * (6) Financial Education For Youth
- * (4) Teen Pregnancy Prevention
- * (3) Competition vs Cooperation In Youth
 - (3) Constructive use of Free time In Youth
 - (2) Youth In Community Decision Making
- (12) Appropriate Jobs
- * (5) Industrial Competitiveness
 - (5) Retail and Service Business Development
 - (2) Worker and Skill Training
 - (6) Entrepreneurial Business Development
- * (41) Family financial management
- * (17) Violence Prevention
- * (10) Ageing
- * (18) Family Nutrition and Wellness
- * (19) Individuals and Families Coping with Stress
- * (27) Parent Child Relationships
- * (26) Building Family Strengths/resiliency
- * (14) Community Leadership Development
- * (4) Adult/Youth Leadership Development
- * (23) Viable Communities
 - (5) Affordable Housing
 - (1) Reduced Federal Funding
 - (2) Quality of Life
 - (2) Solid Waste
 - (1) Organic Production
 - (3) Increased Ag Regulations
 - (3) Pasture and Forage Management
 - (4) Home Horticulture
 - (6) General Environmental Concerns
 - (6) Declining Livestock Farms
- * (6) Sustainable Agriculture
- * (10) Ag Financial Management
 - (8) Ag Emerging Technologies
- * (11) Ag Strategic Planning
- * (13) Ag Marketing
- * (16) Changing Agriculture
- * (16) Value Added Agriculture
- * (21) Transitioning 2 Generation Farms

- * (25) Manure Management
- * (32) Agricultural Profitabiliity
 - (1) Rizeing Tax on Agricultural Land
 - (2) Air Quality
 - (6) Technology/Computers
 - (6) Diversity

APPENDIX I. SCORING OF THE NEEDS

| | |
|--|-------------------------|
| 55 - Family Financial Management | |
| 53 - Building Family Strengths- Resiliency | |
| 52 - Viable Communities | |
| 51 - Positive Attributes of Youth | 90% of TOP SCORE |
| 50 - Industrial Competitiveness | |
| 50 - Violence Prevention | |
| 49 - Manure Management | |
| 49 - Agricultural Profitability | |
| 48 - Ag Financial Management | |
| 46 - Value Added Agriculture | |
| 46 - Changing Agriculture | |
| 45 - Ag Strategic Planning | |
| 45 - Family Nutrition & Wellness | 80% of TOP SCORE |
| 45 - Parent Child Relationships | |
| 44 - Youth Life Planning and Career Development | |
| 44 - Aging | |
| 44 - Community Leadership Development | |
| 44 - Individuals and Families Coping with Stress | |
| 43 - Transitioning 2 Generation Farms | |
| 42 - Sustainable Agriculture | |
| 42 - Ag Marketing | 70% of TOP SCORE |
| 42 - Entrepreneurial Business Development | |
| 41 - Declining Livestock Farms | |
| 38 - General Environmental Concerns | |
| 38 - Diversity | |
| 37 - Child Care | |
| 37 - Technology and Computers | |
| 37 - Ag Emerging Technologies | |
| 36 - Affordable Housing | 60% of TOP SCORE |
| 36 - Financial Education For Youth | |
| 35 - Retail and Service Business Development | |
| 34 - Teen Pregnancy Prevention | |
| 32 - Home Horticulture | |
| 32 - Adult & Youth Leadership Development | |
| 31 - Appropriate Jobs | |
| 30 - Youth In Community Decision Making | 50% of TOP SCORE |
| 30 - Competition Vs Cooperation In Youth | |
| 29 - 4-H Organizational Issues | |
| 28 - Youth Science and Technology Literacy | |
| 27 - Worker and Skill Training | |
| 27 - Pasture and Forage Management | |
| 26 - Quality of Life | |
| 26 - Organic Production | |
| 25 - Air Quality | |
| 24 - Helping Schools and parents Work Together | |
| 24 - Reduced Federal Funding | |
| 24 - Increased Ag Regulations | |
| 23 - Constructive Use of Free Time In Youth | |
| 22 - Rising Tax on Agricultural Land | |
| 20 - Solid Waste | |

APPENDIX J. PRIORITIZED NEEDS RELEASE

Lynn Jones. 9:41 AM 3/13.....NEEDS PROCESS

Good Morning:

Yesterday a team of Area Extension Directors, Extension Field Staff, Program Directors, and Campus Staff met to draw the Needs Identification portion of our work to a close and begin the Needs Assessment phase of our 1997-2000 Planning Cycle. The needs identification work began early in the fall with CEEDs and Program Directors initiating concurrent processes to identify needs from the perspective of all of ISU Extension's Partners from the local, area, state, and national arenas. The task of the group who met yesterday was to assess that group of needs and determine a starting point for prioritization of how ISUE focuses its attention over the next 4 years. The group used several criteria for their prioritization, including: Frequency of mention by counties and campus in the identification process, programmatic balance, ISUE's mission, vision, and values, and federal initiative and base program requirements.

Between now and the first part of April, Program and Area Directors will be determining what programmatic initiative, base, and special committees will need to be appointed (or re-appointed) and who will be asked to serve on those committees. These committees will assess the potential for ISUE state-wide impact on the higher priority and cross-cutting needs. They will then be involved in the development of programming to bring about those impacts. Program Directors will also involve the Associate Deans for Research in a discussion of the prioritized needs in early June. Such efforts will result in the 1997-2000 State Plan of Work, which will be developed and released later in the summer. From that State POW and local initiatives, will come individual plans of work.

The general discussion of the group was that the Cross-Cutting issues need to be considered and built into programming directed to any needs at every level. The high needs group should be the area considered for concentrated state-wide programming efforts and should have a high incidence of multi-disciplinary programming. Those needs in the mid-level may be of extreme importance to a single unit or a large sector of the population and may be candidates for inter- or intra-disciplinary programming. In all likelihood, those needs in the lower level are those that would not be considered for state-wide programmatic effort. More localized resources might need to be developed for programming toward those needs.

Lynn Jones. 9:41 AM 3/13....NEEDS PROCESS

Each person, and there are many, who has contributed to the needs identification and assessment process thus far is to be commended for your good work. Many of you will be involved in the program development process, and each of us in different ways in delivery and evaluation. Thanks to everyone for continuing to make the ISU Extension Planning Process a participatory one inclusive of all our partners.

THE LIST

Final Scoring of Needs List By Group of Twenty-Two, March 12, 1996

CROSS CUTTING ISSUES

Diversity
Technology & Computers
Quality of Life
Copeing With Change

HIGH NEEDS GROUP

Family Financial Management
Building Family Strengths- Resiliency
Viable Communities
Positive Attributes of Youth
Industrial Competitiveness
Violence Prevention
Manure Management
Agricultural Strategic Management

MID-LEVEL NEEDS

Value Added Agriculture
Changing Agriculture in the economy
Family Nutrition & Wellness
Parent Child Relationships
Youth Life Planning and Career Development
Aging
Leadership Development
Transitioning 2 Generation Farms
Sustainable and Production Agriculture
Ag Marketing
Entrepreneurial Business Development
Declining Livestock Farms
General Environmental Concerns
Child Care
Affordable Housing

Lynn Jones. 9:41 AM 3/13....NEEDS PROCESS

Retail and Service Business Development
Teen Pregnancy Prevention
Home Horticulture
Appropriate Jobs
4-H Organizational Issues
Youth Science and Technology Literacy

LOW-LEVEL NEEDS

Competition Vs Cooperation In Youth
Worker and Skill Training
Air Quality
Helping Schools and parents Work Together
Reduced Federal \Funding
Increased Ag Regulations
Constructive Use of Free Time In Youth
Rising Tax on Agricultural Land
Solid Waste

APPENDIX K. NEEDS IDENTIFICATION SHEET

ISUE Priority Needs Identification

Please fill in all of the applicable blanks on this page. Each of them has a particular relevance to the entire process.

What is the Need:

Describe the need, including indicators of size or scope of the concern need in your county:

What other local organizations are working on this need?

What is the local role of Extension in these efforts?

SUBMITTED BY: _____ **County:** _____ **Date:** _____

Reviewed By County Extension Council _____ **Date** _____ **Number Present**

Please identify how the need was determined to be a priority. Use check marks and provide numbers for all that apply to this need.

Need Identified By:

_____ Public meetings, (other than Extension Council)
identify number of clients involved _____

_____ Surveys:

Title of Survey _____ Number surveyed _____ Date _____

Title of Survey _____ Number surveyed _____ Date _____

_____ Secondary data, (identify sources and size of sample)

_____ Observation, (explain)

_____ Other, (explain)

APPENDIX L. INDIVIDUAL PLAN OF WORK INSTRUCTIONS

The following instructions and process replace the old system of 6 month POW that called for filling out a specified (row & column type) form twice each year.

The Plan of Work is an ongoing, continuous process. It is the staff members' design for what they intend to accomplish and is reflected in the first five parts of the Individual Plan of Work:

- days planned per year
- Initiative/Base Program # and Title
- planned impacts/desired results of my effort
- appropriate indicators
- cross-cutting issues

This portion of the Individual Plan of Work will be completed on an annual basis. As new programming opportunities arise individuals are expected to add to their work copy of the plan, then formally update the following annual plan reflecting the new programming.

The bottom item on the Individual Plan of Work, which gives greater detail on day-to-day activities, will be updated by staff members on a 6 month basis. This portion calls for methods to accomplish the planned impacts/desired results and calls for information about clients, individual roles, timing, and location.

Staff are expected to complete a **Planning Sheet** that supplies the above information for each program plan number in which they allocate 10 or more days on the **Time Allocation Form**.

Plan Sheets are to be provided for #600 Local Needs (not covered on State POW) when 10 or more days are planned on the Time Allocation Form, as well.

Under Plan #400 County Administration (for CEEDs only) a Plan Sheet is not required. In its place County Directors should develop and submit a statement of their major goals for the year relative to the administrative portion of their professional role.

County Directors and Field Specialists each develop Individual Plans of Work. There are no formal county plans of work, only individual.

The Individual Plan of Work should be thought of as a contract between the individual and Iowa State University Extension. It is what the individual agrees to try to deliver and ISUE intends to support in terms of effort and impact.

Though details are incomplete at this time, plans and support for the measurement of impact on a state-wide basis are in the works and will be shared as soon as they become available. This should not keep individuals from evaluating impacts on a more localized basis and you are encouraged to seek system support in doing so.

What goes to whom?

Time Allocation Sheets

- Field Specialist...1 to AEED...1 to Program Director...1 to Lynn Jones...1 for personal use
 - CEED.....1 to AEED...1 to Lynn Jones.....1 for personal use
- (staff are expected to utilize the appropriate Time Allocation Form as provided)

Planning Sheets

- Field Specialist...1 to AEED...1 to Program Director...1 for personal use
 - CEED..... 1 to AEED...1 for personal use
- (staff may feel free to copy and use the Planning Sheet as provided, or create their own as long as it contains the information requested)

Time Allocation Sheets and Planning Sheets are due by September 3, 1996.

APPENDIX M. TIME ALLOCATION SUMMARY BY PROGRAM TITLE

Initial Data Analysis For 1997 Time Allocation From Field and Campus Based Extension Staff

| Plan# | Program Title | Days Allocated | | | # of Staff | | | Converted To FTEs | | |
|----------------------|--|----------------|---------------|---------------|--------------|------------|--------------|-------------------|-------------|------------------|
| | | Field | Campus | Total | Field | Campus | Total | Field | Campus | Total |
| 101 | Agricultural Strategic Management | 1119 | 0 | 1119 | 82 | 0 | 82 | 7.0 | 0.0 | 7.0 FTE |
| 102a | Competitive Livestock Systems | 1522 | 1942 | 3464 | 78 | 18 | 96 | 9.5 | 12.1 | 21.6 FTE |
| 102b | Manure Nutrient Management | 1392 | 114 | 1506 | 96 | 4 | 100 | 8.7 | .7 | 9.4 FTE |
| 103 | Youth and Family Violence Prevention | 1261 | 65 | 1326 | 81 | 4 | 85 | 7.9 | .4 | 8.3 FTE |
| 104 | Family Financial Management | 1839 | 260 | 2099 | 82 | 4 | 86 | 11.5 | 1.6 | 13.1 FTE |
| 210 | Agricultural Profitability | 3336 | 2542 | 5878 | 110 | 26 | 136 | 20.9 | 15.9 | 36.8 FTE |
| 212 | Conservation Reserve Program | 493 | 0 | 493 | 52 | 0 | 52 | 3.1 | 0.0 | 3.1 FTE |
| 213 | Adding Value & Enhancing Agricultural Products | 615 | 0 | 615 | 53 | 0 | 53 | 3.8 | 0.0 | 3.8 FTE |
| 214 | Commercial Horticulture | 512 | 0 | 512 | 18 | 0 | 18 | 3.2 | 0.0 | 3.2 FTE |
| 220 | Building Community Capital | 1967 | 3677 | 5644 | 83 | 36 | 119 | 12.3 | 23.0 | 35.3 FTE |
| 230 | Environmental management/Sustainable Ag | 118 | 3412 | 3530 | 14 | 30 | 44 | .7 | 1.3 | 2.0 FTE |
| 231 | Land,Water,Energy Resource Management | 382 | 0 | 382 | 34 | 0 | 34 | 2.4 | 0.0 | 2.4 FTE |
| 232 | IPM & Plant Nutrient Management (ICM) | 731 | 0 | 731 | 39 | 0 | 39 | 4.6 | 0.0 | 4.6 FTE |
| 233 | Pesticide Applicator Training | 1011 | 0 | 1011 | 90 | 0 | 90 | 6.3 | 0.0 | 6.3 FTE |
| 235 | Forestry | 67 | 0 | 67 | 22 | 0 | 22 | .4 | 0.0 | .4 FTE |
| 240 | Family Strengths | 138 | 150 | 288 | 19 | 2 | 21 | .9 | .9 | 1.8 FTE |
| 241 | Parenting | 1079 | 105 | 1184 | 83 | 2 | 85 | 6.7 | .7 | 7.4 FTE |
| 242 | Childcare | 661 | 35 | 696 | 52 | 3 | 55 | 4.1 | .2 | 4.3 FTE |
| 243 | Aging | 216 | 110 | 326 | 36 | 2 | 38 | 1.4 | .6 | 2.0 FTE |
| 244 | Children, Youth, and Families At Risk | 1563 | 481 | 2044 | 85 | 9 | 94 | 9.8 | 3.0 | 12.8 FTE |
| 245 | Housing | 111 | 175 | 286 | 20 | 2 | 22 | .7 | 1.1 | 1.8 FTE |
| 250 | Nutrition, Diet, and Health | 82 | 0 | 82 | 15 | 0 | 15 | .5 | 0.0 | .5 FTE |
| 251 | Food Safety | 368 | 40 | 408 | 30 | 1 | 31 | 2.3 | .3 | 2.6 FTE |
| 252 | Nutrition and Health | 1619 | 200 | 1819 | 59 | 3 | 62 | 10.1 | 1.3 | 11.4 FTE |
| 253 | Expanded Food nutrition Education Program | 316 | 136 | 452 | 13 | 1 | 14 | 2.0 | .9 | 2.9 FTE |
| 260 | 4-H Youth Development | 639 | 279 | 918 | 26 | 10 | 36 | 4.0 | 1.7 | 5.7 FTE |
| 261 | Positive Youth Development | 1509 | 70 | 1579 | 80 | 2 | 82 | 9.4 | .4 | 9.8 FTE |
| 262 | 4-H Program Management | 3039 | 621 | 3660 | 96 | 7 | 103 | 19.0 | 3.9 | 22.9 FTE |
| 263 | School To Work | 301 | 40 | 341 | 28 | 1 | 29 | 1.9 | .3 | 2.2 FTE |
| 264 | Youth Science & Technology Literacy | 355 | 140 | 495 | 36 | 1 | 37 | 2.2 | .9 | 3.1 FTE |
| 265 | Youth At Risk Sites | 125 | 0 | 125 | 4 | 0 | 4 | .8 | 0.0 | .8 FTE |
| 266 | Youth CRD | 194 | 40 | 234 | 18 | 1 | 41 | 1.2 | .3 | 1.5 FTE |
| 267 | Urban Youth | 196 | 40 | 236 | 7 | 1 | 8 | 1.2 | .3 | 1.5 FTE |
| 280 | Farm Safety | 357 | 264 | 621 | 59 | 4 | 63 | 2.2 | 1.7 | 3.9 FTE |
| 290 | Consumer Horticulture | 558 | 480 | 1038 | 41 | 3 | 44 | 3.5 | 3.0 | 6.5 FTE |
| 400 | County Administration (CEEDs Only) | 3640 | 0 | 3640 | 87 | 0 | 87 | 22.8 | .0 | 22.8 FTE |
| 500 | Civil Rights | 686 | 53 | 739 | 202 | 12 | 214 | 4.3 | .3 | 4.6 FTE |
| 600 | Local Needs Not Covered On Statewide POW | 3463 | 4 | 3467 | 145 | 1 | 146 | 21.6 | .0 | 21.6 FTE |
| Column Totals | | 38,319 | 15,475 | 53,794 | 2,175 | 190 | 2,365 | 234.9 | 76.8 | 311.7 FTE |

APPENDIX N. HUMAN SUBJECTS REVIEW COMMITTEE

Last Name of Principal Investigator Wrage

Checklist for Attachments and Time Schedule

The following are attached (please check):

12. Letter or written statement to subjects indicating clearly:

- a) purpose of the research
- b) the use of any identifier codes (names, #'s), how they will be used, and when they will be removed (see Item 17)
- c) an estimate of time needed for participation in the research and the place
- d) if applicable, location of the research activity
- e) how you will ensure confidentiality
- f) in a longitudinal study, note when and how you will contact subjects later
- g) participation is voluntary; nonparticipation will not affect evaluations of the subject

13. Consent form (if applicable);

14. Letter of approval for research from cooperating organizations or institutions (if applicable):
Iowa State University Extension

15. Data-gathering instruments

16. Anticipated dates for contact with subjects:

First Contact: December 1, 1996
Month / Day / Year

Last Contact: March 15, 1997
Month / Day / Year

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

March 15, 1997
Month / Day / Year

18. Signature of Departmental Executive Officer Date Department or Administrative Unit

Richard Kauter 11-18-96 *Ed S*

19. Decision of the University Human Subjects Review Committee:

Project Approved Project Not Approved No Action Required

Patricia M. Keith
Name of Committee Chairperson

11/20/96
Date

PM Keith
Signature of Committee Chairperson

The committee recommended that Rich Wrage, P.I., include his name on the letter to subjects. Rich Wrage, P.I., indicated he would include his name on the electronic message that he is sending to his subjects.

GC: 8/95

- Per Rich Wrage, P.I.
11/21/96

APPENDIX O. VICE PROVOST SUPPORT LETTER

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
University Extension


Associate Vice Provost
120 Currier Hall
Ames, Iowa 50011-2050
515 204-5770
FAX 515 204-4715

11-18-96

Dear Human Subjects Review Committee,

Rich Wrage has my support in his research project to survey the County Extension Education Directors and the Field Specialists of Iowa State University Extension about the needs identification process used to prepare the state program of work. This information will be used by Iowa State University Extension to evaluate the process. I also understand that this information will be used for partial fulfillment of a thesis in a Masters Degree Program.

Sincerely,


William Linstrom
Associate Vice Provost
Iowa State University Extension

APPENDIX P. RESEARCH SURVEY COVER LETTER

December 4, 1996

Dear CEED's and FS's,

In a couple of days you will be receiving a survey through electronic mail that will be used to evaluate the plan of work process implemented by ISUE in 1996. A message from Bill Linstrom on December 3 mentioned that this survey was coming. I am the County Extension Education Director in Boone County and I will be using this data in a masters thesis. I am very interested in getting your opinions of the process used to create the 1997-2000 State Program of Work for ISU Extension.

I will be asking you a couple of questions concerning several of the steps involved in the process. Therefore, it is important that you can recall these steps. Specifically, in late 1995 and early this year, every county was asked to fill out a yellow ISUE priority needs identification sheet with local needs identified by various methods and reviewed by Extension Councils. This was then turned in at an Area meeting that was attended by the Program Directors. Field Specialists submitted local needs to directors or to Lynn Jones. These documents, along with the 1997-2000 ISUE POW, and the most recent time allocation sheets will be covered in the survey.

Each returned survey will have all identifiers removed to ensure confidentiality. If you have concerns or comments please call me at the Boone County Extension Office at (515) 432-3882.

This survey will be used to evaluate the POW process and benefit not only all of extension, but each of us involved in the process.

Please take the time to complete the survey.

Sincerely,

APPENDIX Q. RESEARCH SURVEY INSTRUMENT

Directions: Please answer the following questions using the single whole number or letter which best corresponds to your opinion. Use the "reply" function, answer each question, and then send back your completed survey.

Below each question will appear the symbol "====>"
Be sure to place your response to the right of this symbol.

Section 1-Identifying Local Needs.

1. How much time did you spend preparing your local needs? (including time spent on surveys, public meetings, gathering secondary data, making observations, and compiling needs)
A) 1-4 hours B) 5-10 hours C) 10-20 hours D) 20-40 hours E) more than 40 hours

====>

2. This year's process allowed individual Extension staff to select methods to identify local needs. Do you favor choices for the needs identification process?

favor 5 4 3 2 1 do not favor

====>

Section 2-The Program of Work

3. Are the programs in the state POW reflective of your local needs?

yes 5 4 3 2 1 no

====>

4. Based on your responses so far, how does this years needs identification process compare to previous ones?

better 5 4 3 2 1 worse

====>

5. Will this process help you to serve clients better?

yes 5 4 3 2 1 no

====>

6. Why did you complete the yellow needs identification sheets and the time allocation sheets? (X all that apply)

A for myself====>

B for my clients====>

C for my supervisor====>

D for Extension====>

E other _____====>

F other _____====>

Section 3-The Time Allocation Sheets

7. What was your initial reaction concerning the value of completing the time allocation sheets?

much value 5 4 3 2 1 little value

====>

8. What was your final reaction concerning the value of completing the time allocation sheets?

much value 5 4 3 2 1 little value

====>

9. In your opinion, what do you feel is the relationship between your time allocation sheets and your actual daily routine?

high relationship 5 4 3 2 1 low relationship

====>

10. What degree of influence do each of the following have on how you actually spend your time each day?

much influence 5 4 3 2 1 little influence

A items demanding immediate attention====>

B walk in and call in clients=====>

C long term plans=====>

D short term priorities (to do list)=====>

E notes and information from coworkers=====>

F mail or Email=====>

G future goals or mission=====>

H committees (like the extension council or youth committees)=====>

I supervisors=====>

J other _____=====>

Section 4-The Overall Process

11. Do you feel this process was effective in identifying the real needs of lowans?

effective 5 4 3 2 1 ineffective

==>

12. Do you feel this process was more participative or directive for you?

participative 5 4 3 2 1 directive

==>

13. Do you, as an Extension employee, like the process used to develop the 1997-2000 State Program of Work?

yes 5 4 3 2 1 no

==>

14. In general, do you feel Extension staff should allocate time to a specified program effort?

yes 5 4 3 2 1 no

==>

15. What is your opinion about including identified local needs in the program planning process?

favorable 5 4 3 2 1 unfavorable

⇒

16. Please use the space below for any additional comments.

⇒

17. Would you like to receive a summary of this survey?

1) yes 2) no

⇒

Thank you for your time!

APPENDIX R. RESEARCH SURVEY FOLLOW UP LETTER

December 15, 1996

Dear CEED's and FS's,

On December 6 you received a survey that will be used to evaluate the plan of work process implemented by ISUE in 1996. I hope that you will find the time to complete it. I am the CEED in Boone County. I, like you understand the degree of importance of needs identification and analysis. I believe that all processes can be improved and the spirit of this research is to seek improvement. Although this will be used as partial fulfillment of a thesis, it will benefit you and all of ISUE. I am very interested in getting your opinions of the process used.

Each response will have all identifiers removed to ensure confidentiality. If you have concerns or comments please call me at the Boone County Extension Office at (515) 432-3882.

Please take about 5 minutes to complete the survey.

Sincerely,

APPENDIX S. RESEARCH SURVEY RESULTS

| | | | | | | | | | |
|--|---------------|-------------------|----------------------|------------------|-----------------------|-------|--------------------|--------------------|-----------|
| Q1 Time spent identifying local needs | A) 1-4 Hours | B) 5-10 Hours | C) 10-20 Hours | D) 20-40 Hours | E) more than 40 Hours | | | | |
| Results (ranges in %) | 15.7 | 36.8 | 23.5 | 14.7 | 9.3 | n=204 | | | |
| Q2 Do staff favor choices for needs process? | Do not favor | | | | | Favor | Mean | Standard Deviation | Responses |
| | 1 | 2 | 3 | 4 | 5 | x | sd | n | |
| Results (scale in %) | 1.0 | 2.5 | 15.2 | 37.7 | 43.6 | 4.20 | .85 | 204 | |
| Q3 Does state POW reflect local needs? | No | | | | Yes | | | | |
| | 1 | 2 | 3 | 4 | 5 | | | | |
| Results (scale in %) | 4.4 | 13.6 | 40.3 | 36.4 | 5.3 | 3.25 | .91 | 206 | |
| Q4 Needs identification process comparison to previous ones. | worse | | | | better | | | | |
| | 1 | 2 | 3 | 4 | 5 | | | | |
| Results (scale in %) | 5.1 | 13.3 | 54.4 | 25.1 | 2.1 | 3.06 | .82 | 195 | |
| Q5 Will process help to serve clients better? | No | | | | Yes | | | | |
| | 1 | 2 | 3 | 4 | 5 | | | | |
| Results (scale in %) | 13.9 | 18.3 | 43.0 | 20.3 | 4.5 | 2.83 | 1.05 | 202 | |
| Q6 Why staff completed needs and time sheets. | A) For myself | B) For my clients | C) For my supervisor | D) For Extension | E) Other | | | | |
| Results (in %) | 50.5 | 32.7 | 80.2 | 51.5 | 1.5 | | | (For CEED's) | |
| Q7 Initial reaction to value of time sheets. | little value | | much value | | | mean | Standard Deviation | Responses | |
| | 1 | 2 | 3 | 4 | 5 | x | sd | n | |
| Results (scale in %) | 22.0 | 36.8 | 26.0 | 13.7 | 1.5 | 2.36 | 1.02 | 204 | |
| Q8 Final reaction to value of time sheets. | little value | | much value | | | mean | Standard Deviation | Responses | |
| | 1 | 2 | 3 | 4 | 5 | x | sd | n | |
| Results (scale in %) | 20.8 | 30.2 | 31.2 | 15.8 | 2.0 | 2.48 | 1.05 | 202 | |
| Q9 Relationship between time sheets and daily routine. | Low | | | | High | | | | |
| | 1 | 2 | 3 | 4 | 5 | | | | |
| Results (scale in %) | 15.8 | 30.0 | 34.0 | 17.2 | 3.0 | 2.62 | 1.04 | 203 | |

| Q10 Degree of influence each has on the time spent each day. (scale results in %) | | | | | | | | |
|---|-----|------|------|------|------|------|--------------------|-----------|
| | Low | | | | High | Mean | Standard Deviation | Responses |
| | 1 | 2 | 3 | 4 | | | | |
| A) Items demanding immediate attention. | 4.0 | 2.0 | 5.9 | 31.7 | 56.4 | 4.35 | .97 | 202 |
| B) Walk-in and call-in clients. | 5.0 | 7.0 | 9.0 | 27.0 | 52.0 | 4.14 | 1.15 | 200 |
| C) Long term plans | 5.0 | 22.3 | 46.0 | 20.8 | 5.9 | 3.00 | .93 | 202 |
| D) Short term priorities. | 0.5 | 3.5 | 25.9 | 51.7 | 18.4 | 3.84 | .78 | 201 |
| E) co-worker correspondence. | 2.5 | 14.1 | 39.4 | 35.9 | 8.1 | 3.33 | .91 | 198 |
| F) Mail or E-mail. | 2.5 | 11.9 | 35.3 | 43.8 | 6.5 | 3.40 | .87 | 201 |
| G) Future goals and mission. | 6.5 | 38.5 | 31.5 | 20.0 | 3.5 | 2.76 | .96 | 200 |
| H) Committee work. | 8.9 | 22.8 | 24.3 | 35.1 | 8.9 | 3.12 | 1.13 | 202 |
| I) Supervisors | 8.5 | 21.6 | 35.2 | 23.6 | 11.1 | 307 | 1.11 | 199 |
| J) Other (5 listed below) | 100 | 0 | 0 | 0 | 0 | - | - | 5 |

J1-Program Directors, J2-Program management details, J3-People I supervise, J4-The teachable moment, J5-Local programs and multi-agency work.

Q11 Was the process effective in identifying real needs?

| Results (scale in %) | Ineffective | | | | Effective | Mean | Standard Deviation | Responses |
|----------------------|-------------|------|------|------|-----------|------|--------------------|-----------|
| | 1 | 2 | 3 | 4 | | | | |
| | 5.8 | 24.3 | 48.0 | 20.0 | 1.9 | 2.88 | .86 | 206 |

Q12 Process was more participative or directive

| Results (scale in %) | Directive | | | Participative | | Mean | Standard Deviation | Responses |
|----------------------|-----------|------|------|---------------|-----|------|--------------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| | 9.8 | 32.9 | 33.8 | 19.1 | 4.4 | 2.75 | 1.02 | 204 |

Q13 Did you like the process used?

| Results (scale in %) | No | | | | Yes | Mean | Standard Deviation | Responses |
|----------------------|------|------|------|------|-----|------|--------------------|-----------|
| | 1 | 2 | 3 | 4 | | | | |
| | 15.8 | 25.1 | 44.8 | 11.8 | 2.5 | 2.60 | .97 | 203 |

Q14 Should staff allocate time to a specific program?

| Results (scale in %) | No | | | | Yes | Mean | Standard Deviation | Responses |
|----------------------|-----|-----|------|------|------|------|--------------------|-----------|
| | 1 | 2 | 3 | 4 | | | | |
| | 0.5 | 8.0 | 30.2 | 44.7 | 16.6 | 3.69 | .86 | 199 |

Q15 Do staff favor including local needs in program planning?

| Results (scale in %) | Do not favor | | | | Favor | Mean | Standard Deviation | Responses |
|----------------------|--------------|-----|-----|------|-------|------|--------------------|-----------|
| | 1 | 2 | 3 | 4 | | | | |
| | 0.5 | 3.9 | 7.3 | 41.7 | 46.6 | 4.3 | .81 | 206 |

Note: Any guides to interpret tables...such as exact wording, see Appendix X.

APPENDIX T. COMMENTS FROM THE RESEARCH SURVEY

Question 16. Please use the space below for additional comments.
(78 comments)

I sometimes think that by the time we have identified the problem, the solution and programming already needs to be done. I also think that many issues aren't addressed when it comes to having councils identify needs especially if councils aren't diverse.

You were right--it took very little time to complete this survey! I'm sorry I put it off this long, both for your sake and because I don't remember the process as well as I might have earlier.

This is an evolving process. We will always be directed by the people and problems we serve and react to.

For me, this was a much easier process because it was very much like what I had done in another state, and I was very used to it.

I don't recall that every county had a special Needs Committee or the Extension Council meet to identify the needs in their county and to help set priorities. If that occurred in every county, then the 4 year plan is well-founded. If not then there may be something missing.

I don't understand every question, such as "Participatory vs. directive", but I gave it my best shot.

I have not made much use of the time allocation sheets yet, I need to set an hour aside each month for monthly scheduling.

As a specialist I think I spent less time gathering information and doing surveys and needs assessments than CEED's.

It was hard to apply the State POW's in the youth area when developing individual 6 month planning worksheets.

There is no, one, good way to do a plan of work. There does need to be some consistency in how it is done, so that an overall plan can be presented to the "gods of requisition." I see the plan of work being more a political necessity, as well as a practical necessity

This years process was more heavily influenced by staff needs perception than actual client involvement and client needs determination. Limited client involvement happened in the process. Then everything someone wanted ended up in one of the major initiatives anyway.

I often have a very frustrated feeling when it comes time to do POW planning. It seems that we get used to doing it one way, then they change the planning process. I think they are trying to get a more uniform planning process but to the perspective, that has not happened.

I do not like being told by a state specialist or the vice provost that I need to have from three to four manure management programs in my county, because this is a state program effort. Give me the money or the program information that is available and our local groups including extension council, veterinarians, producer groups, and local staff will know how many sessions----if any----to have on a particular topic. We try to correlate program efforts with locally identified issues and needs that bring the resources of Iowa State University to the greatest numbers of people in one particular locale.

My first time through part of the process was confusing, because there were two phases of it happening at the same time, and I was unable to sort that out from the information I received -- this was obvious to people who had been around longer, however. We don't spend any think time--being visionary or thinking beyond immediate crises--we are always running to catch up with needs if we wait until they filter up through our yearly needs ID process--then we must have a committee to decide whether they are important and who and how to address--we are so slow its no wonder we are not seen as relevant--we would lose a race with an elephant!!

Several years ago we formed futuring committees; the one I worked with as a FS met only once. It seemed like a good idea to get some visionary minds together at the local level to give us input. I think we should be including that kind of needs ID as well and putting more emphasis on it. Guess there is nothing that said we couldn't do that--I just doubt that it was done much in our most recent effort.

We have no focus, we can't manage to say no or decide what it is we really want to do; no one's pet program is ever discontinued no matter how irrelevant, so what real good does the program planning process really do us?

CIRAS/MTC have not really been involved with this process

Clarification on #10 I my area director doesn't demand I attend certain Extension events or demand X time spent on certain programs. If such a request is made and the very few times a request has been made I would willingly spend the time necessary.

While I preferred the process used this year over processes used during the previous 2 processes--I am not sure the planning sheets I completed will be of much value to me, to my supervisors or to administration.

CIRAS did not complete individual POW's this year as has been done in the past.

Completing a plan forces you to analyze if you indeed have a balanced program and if indeed you are planning and then spending your time where you think you do....A specialist would look at the time sheets differently than we do due to the specialization of their work and the required generalization of a CEED's.

The allocation of only 40 days to county administrative duties is delusional--much more time is needed on administration, especially during special periods such as the filling of staff vacancies, negotiating leases, or moving the office.

Allocating time a year in advance is guesswork at best.

In a busy county office, walk-in clients and phone calls dominate the work load, regardless of long-range planning or needs identification. I feel that it is of some value to think through that time allocation, but to put it in days is very unrealistic for me. I multi-task so often

and am overbooked so often that I never spend a day doing any one effort, unless it is an actual teaching event. Even with the system of estimating days, I've overbooked again - which means lots of time working at home.

I felt that this year's process did not do a good job of linking field specialists and Ceeds in needs identification at the local level.

I believe that it was harder for field specialists to do program planning as we do not have access to the committee structure in the counties at the CEED's do.

The value of needs assessments should not be underestimated. We need, though, opportunities to better integrate the results of our needs assessments into our daily routine.

Needs assessment can happen as you do your job, when your interacting with clientele, coworkers, business professional, at training seminars, etc.

The process as it stands is almost totally screwed up. We get this lip service from administration about doing needs assessments in each county, bringing those together for area and state lists. This was totally wasted time and effort. The list of priority and issues was already completed as they are based on the initiatives that the feds fund. A secondary source of inspiration for the list of priorities and issues is the state legislature and special interest groups that have enough political clout to get ISU's attention.

Quit making us jump through a bunch of hoops that don't mean anything outside of our counties. It looks good for the reports, but the reports can be written without making us spend all the unnecessary time jumping through hoops so some administrator looks good and makes others feel good. The needs in my county have absolutely no bearing on what initiatives the feds will fund. Let's just come out and admit it. Tell us where the feds will be throwing the money, what hot buttons we have to touch and get out of our way so we can design programs that meet the needs of our local people. We are intelligent enough to furnish information back to administration that will make all the do-good funders happy as a pig in mud.

I liked the needs assessment process. It is something that I need to do continually, but when the system puts due dates on it, I make sure that it gets finished, to the council, and written up for future use!

I was confused by the form this year. Guess I was used to the one used the previous year.

Local needs should be included in program planning--but sometimes we don't feel like these are areas that we should be concerned about. The needs of the state level are where we are pushed to do programming.

The process was very nebulous. For the most part I was not directly involved. It was fairly "do this to please the system" There will always be a tension between us as the 'experts' deciding what Iowa's citizens 'need' on one hand, and on the other, basing our programs totally on what the clients 'say' they need...the dilemma for us as professionals is to balance these two competing perspectives and to reconcile them as well as we can.

Also- on question 1, I think you should have specified a time frame ..year, month[which one]? The yellow sheets were not a representative sample of needs in counties. I believe there was an opportunity for staff to influence the results.

Not all CEED's have equal subject matter ability therefore work priorities and time allocations are deceptive. Also, it is difficult to dedicate time to a program area if you do not have expertise in an area.

Question 6 should have been split in two. My reasons for filling out the needs identification form were very different than my reasons for filling out the time allocation sheets.

The needs identification process is a lumbering giant. Everyone has their own agenda and is impressed with a wide variety of impacts depending on areas of expertise. Unfortunately, I do not have any recommendations, except that Extension staff are very capable and creative people and if allowed to shine, they will.

As a field specialist I do ongoing needs assessment. Identifying needs is not difficult in my areas of specialization. The difficulty is in prioritizing the needs as we have done. We need to be ahead of the curve; especially if the issue requires research. Extension is real good at identifying problems but we often struggle to deal with these problems which are usually very complex.

Thanks for putting this survey together. I am quite interested in the results of this evaluation effort.

Needs assessment and program planning are very difficult but important tools. But like any research the quality of the outcome can only be achieved by the integrity of the researcher. Our staff people are funny about manipulating things to ensure the need for the continuance of their jobs or doing the things they like to do. I'm not sure they can be unbiased in the needs identification process and therefore do not feel the results are totally indicative of the needs of Iowans.

Issue and Base plans are so vague and incomplete, that they don't accurately reflect reality -- which makes planning less valuable. They become a dumping ground where we squeeze our actual plans into instead of becoming the starting point for our planning.

I have been in extension for many years and have used a variety of plans or methods over the years. I don't feel that the one we just used is any better or worse than others, thus my middle of the road answers. While the plan helps me think my work through at the time I'm doing it, once we get to daily work schedules my efforts are driven more by requests and emerging issues rather than "the plan." I realize it's necessary to have some sort of plan, but I think we often err on the side of trying to be too structured with it.

I take the time when I see that grassroots shift and want to get the dialog of future direction, I just wish that field specialists would look more at this information and less at filling state specialist commitments for programs. Unfortunately sometimes we have too many boxes established that end up blocking service to the counties grassroots needs

The process was a sham. The final outcome came as a top down directive from Ames. The needs which were developed countywide and area wide were so generalized that Ames could pick and choose from their own agenda and claim local input. Local Council members were frustrated that none of their work showed up in the end product.

This year's program planning seemed to be "YOU DO THIS" from ISU, rather than the process we used last year. I have always been a strong believer in letting the local people assist the CEED in an effort that identifies programming needs at the grassroots level.

Extension staff in the field who are active (out and about) and good listeners, are doing continual needs assessment and program identification. A formal system is more important for higher administration than it is for individual field staff.

I feel plans are very personalized. Some individuals need more detail than others and each have very unique ways of fulfilling this need to be effective in their jobs. The paper work that is generated by administrative in a one form fit all format, seldom will meet the needs of all or are so generic meet the needs of none.

ISUE needs to find a better system. The current system seems too focused on serving the institution, takes too much staff time, and if an agent is good, he or she already has a full time job servicing local requests.

Why not limit (reduce the volume) of POW time -- have CEEDS select 1, no more than 2 areas, of program leadership concentration for each of the 4 program areas?

Personally, I liked the 4 month POW work sheets. Problems & needs change.

Hope these thoughts are helpful?

I liked the old system

1. I'm having a hard time remembering what happened.
2. I would like a process that reflects our real life, or one that admits that the State specialists need this to identify where they should work more than the field staff do, or that administration needs it at the Federal and State level for funding, or etc.

I didn't feel the state POW for agriculture was applicable to central Iowa. A prime example is the Manure Nutrient Management program.

I was at the sorting process in Ames in March. That was a big joke. The administration had their mind already made up so it was a waste of time. Even when some Area Directors tried to make some comments they were basically told to shut up. This kind of assessment is NOT effective at all. The word is out on what happened. I think that most directors have a pretty good handle on what is going on and if they don't then they won't have their county's support. I work hard to help my clients as the rest of my staff and am sick of spending valuable time going to Ames to make some highly paid staff happy.

The state initiative on managing manure nutrients has dominated my programming for this winter regardless of local needs.

I believe needs identification is an important process in identifying current and emerging issues. The problem is if the needs identified coincide with the clients learning curve.

Local Clientele need to be in the forefront with regard to program needs.

I feel that there are times that local needs really get lost in the state process

Need a blend of local area and state input on programming. Dr. ideas on program planning may change some of our methods and programming in the future.

I think the process is only successful when all staff involved in a county program make the time to discuss and plan together. Each of us working in our own subject matter does not result in a successful program effort. I believe all parties need to be at the table planning together, as difficult and frustrating as that may be.

Each county is somewhat different depending on the industry and values of property along with tax base. Therefore the needs of the counties are different to a degree. Developing new programs may not always be the answer- some would like to finish things that have been started others would like to use some of the good material that we received in years past. All in all we need to look to the future and deliver methods that fit the needs of people and their life styles. Learning is important but time and money are great factors that must be considered. Extension needs to look at the year 2010 to see were we will be and how people will be learning. Basically more people will be using computers and people will be working out of their homes via the net. Exciting - YES, except for the people who do not have access to the net. A huge fear is that there will be a larger division of people and their abilities. With the question of Spanish speaking people and Spanish being considered as an acceptable language in some states this will also become a larger problem. One which the State and the University may need to address in 2000 plus.

The process was well-planned and seemed effective in the area staff level where we shared the ideas and concerns we heard. Many concern as always is that the people have a perception how extension can help them and we have a perception of how we can help them too!

Meshing of the state-directed programs has always been a challenge and probably not to be discourage but communicated as program planning will reflect changes of society. Let's be on the right side of the "tracks" when called upon to provide service to our clientele.

There will never be a perfect way to get local input and combine it to have significant state-wide programs that serve everyone's local needs. We have to allocate time in the best way we can based on both local needs and emerging issues of which clients may not be aware. Then we have to have flexibility to work our plan as best we can. Many unforeseen issues come up each 4-year period (floods, for example), staff changes can make a big difference in having materials on time, and even snowy weather in Iowa affects what gets delivered and how long it takes.

The process did not provide an instrument that I can use to manage programs. It did not provide the freedom to combine county needs with state programs. The process used the previous 3-4 years provided a framework which one could plan programs, use as a guide to carryout and evaluation, use with field specialist for scheduling and use to discuss accomplishments with administration. Our needs assessment is ongoing with clients and organizations in our county. Trying to do needs assessment by calling a group together for a one time activity is absolutely worthless. I thought Extension was suppose to be practicing Total Quality Management! The last needs assessment activity has created an extreme amount of stress as I try to fit my county in to State expectations and still have a program that fits the needs of my clients.

I found time allocation difficult for part time person also did not like the individual emphasis--made difficult to put together an integrated county program--I liked being able to page through the other format and check the county program against focus, goals and direction for the county.

I thought the process was OK. I just wasn't able to get a lot of local input. I had two processes for getting input and participation was low each time. I have other ideas for getting input next time, and hope that I have the flexibility to check them out.

By the time a county Extension Council identifies a need, and we put it into our planning process, we've missed the cutting edge. We need plenty of flexibility to meet the current needs of our clients, when they first arise. It seems like ISUE program planning process is designed to help the campus focus on what they will address and to help administrators decide how to evaluate staff. To be truly responsive to clients, we must anticipate the needs, not wait until 3/4 of the counties have identified something as a need. By the time this happens, we're into intervention strategies vs. prevention.

Staff and their programs should be evaluated on the merit of the program, how many citizens are engaged and benefiting from the program, and the eventual outcome; not how quickly it was accomplished and if it matches the state's initiatives.

I feel that the needs identification process is valuable if it is used to help us focus our work. Unfortunately, it seems that we are good at identifying new needs but seldom are we good at stopping old services. I have concern about the overall needs identification process. For many years reports come from 100 offices, but only 10 of those counties are the home to 2/3 of the state population. This process highly overstates the needs of rural Iowa. Frankly, I don't mind this if we would define our service as one that serves rural Iowa. I do have a problem with it when we say we serve all people.

I have seen many processes used over the years and by the time an issue makes it through the system it is either old or taken over by another agency. When it comes to meeting the needs of my clientele, I feel I have been more successful than the system in general because I look at national trends, read the research, read several national publications in my subject area, attend national level trainings, and most of all listen to the people I work with. More times than not, I feel that I am dragging the system and by the time they catch on to an issue, I have already been programming in that area for some time and am ready to move on to something else. It is a case of the organization running to keep up with their soldiers--and not doing it very well.

I continue to be frustrated with the one-size-fits-all mentality of Extension and the slowness of response from the University.

As a FS and being in Extension over 15 years, I have yet to see a needs assessment that comes up with any new ideas or problems other than what I believe to be farmer's needs. I would think most FS's feel this way. Also, it is disappointing to hear needs specified for which Extension has already developed materials that address the problem or has held educational events in the last few years.

After the local needs get passed through the area and state committees you can't recognize them anymore.

Time allocation (14) Some staff are faster than others in some areas. We will take different amounts of time and effort.

15--That's what extension is all about. From visiting with CEEDs, I got the idea that some problems that rose to the top were not necessarily identified in their counties--yet they were expected to participate. Probably two sides.

16--I either didn't understand the POW process or don't think it's very useful--at least to me.

I use my local needs assessment a great deal in planning my program. However I think our local priorities get lost at the state level and we get told what the state priorities are going to be, regardless of local input. The day allocation is not a very helpful tool in day to day program operation. We need to have a more detailed program plan written out. This not only keeps staff on track but is useful with council and clientele.

Felt the needs finally selected were so smoothed that they did not accurately reflect local needs.

Needs assessment is an ongoing process that every professional should be engaged in within the scope of their assigned area and mission of the organization. Organizational planning requires a collective effort and thus some needs identification and time allocation must be reported on a regular basis.

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