

SUMMIT REPORT



IOWA STATE UNIVERSITY
Extension and Outreach

SUMMIT REPORT

BACKGROUND

The *Advance: 2011 Leadership Summit* for Iowa State University Extension and Outreach was no ordinary annual conference. It was a “summit” — an essential step in transforming ISU Extension and Outreach, asking us to lay the foundation for more deliberate decision-making, effective program implementation, and coordinated, planned action across the organization.

The summit, held November 3-5, 2011, occurred at a pivotal time in the history of ISU Extension and Outreach. Since 2009, several profound changes affected us as an organization, impacting employees, partners, and clients, changes such as: significant staff reductions due to the 2009 restructuring and a series of retirement incentive options; leadership changes within extension and the university; and budget cuts as seen in furloughs, limited pay increases, hiring freezes, and reduced presence in the counties. In addition, extension councils experienced changes associated with the 2009 restructuring as they took on additional responsibilities, including human resource management, program promotion, local needs assessment, and fiscal and office management. Since late 2008, the domestic economic recession and severe flooding and storms challenged ISU Extension and Outreach staff to respond in crucial ways to be a continual resource to lowans, while managing our personal lives touched by these disastrous situations. While some changes were assimilated; others continued to generate unresolved issues.

In her introduction to the summit concept, Cathann Kress, Vice President for ISU Extension and Outreach, commended the work of ISU Extension and Outreach, but identified the following issues as remaining unresolved. She said:

- Ad hoc style of operating — While it’s important to be flexible, we also need processes in place that all of us can understand and follow, so everyone knows the parameters in which we operate. In an organization as complex as ours, systems must be transparent and understood, so everyone knows how to connect and influence the processes.
- Extension and Outreach faculty and staff on campus and throughout the state seem unsure of the basic principles and values of the organization. While variety across programs and locations is a good thing, and we don’t want “one size fits all,” we need to reaffirm our common core so we have one set of fundamental principles that guide decision-making at all levels.

PARTICIPANTS

A record number of participants — more than 500 Iowa State University and county staff, faculty, administrators, extension council members, and others from 89 counties and campus — attended the summit in Ames. All participants shared common interests in strengthening ISU Extension and Outreach to ensure we continue to add value to both the institution and the citizens of Iowa whom we serve.

OBJECTIVES

The *Advance: 2011 Leadership Summit* brought together those most knowledgeable about ISU Extension and Outreach issues and challenges — and the educational programs we support and provide to lowans — to candidly discuss the fundamental principles that should guide our work, as well as areas of strength, opportunities for improvement, and priorities to guide future decision-making and partnerships. Vice President Kress defined ISU Extension and Outreach as a community-based educational organization, providing ongoing access to education because we are uniquely able to anticipate issues, act in catalytic ways, and stick around for the long haul.

The summit challenged us to identify gaps in current processes and practices, and to develop action steps based on group consensus. The fundamental principles, actions, and priorities developed at the summit represented the collective vision about top priorities and what needed to be done to ensure that

- ISU Extension and Outreach educational programs will be relevant to the challenges lowans face today, and
- Our programs will be appropriately designed and resourced to produce meaningful, measurable outcomes.

“I’ve been to two previous annual meetings. This is the best one. I’m already liking this one. It’s like, let’s do something.”

ACTIVITIES AND PROCESSES

During this leadership summit, we were encouraged to pursue big ideas. It was a time to focus on our mission and explore partnerships we could build, the learning opportunities we could create, and the structures that would be most efficient to best serve lowans and our institution in the years ahead.

Methods

The summit was composed of several layers of activity, information gathering, and events:

- Reflection panels, panel discussions, a keynote speech, and a capstone address from people knowledgeable about ISU Extension and Outreach
- Three breakout sessions that engaged participants in active discussions in small groups and whittled down key points to submit back to the entire summit assembly
- Follow-up general sessions, taking place after each breakout session, which brought all participants back together as one large group for voting on categorized, small group submissions
- Roundtable discussions that highlighted model partnerships, programs, and practices
- A Saturday session for extension council members that engaged them in a shortened version of the process

In addition, the summit venues (Gateway Hotel and Conference Center on day one and the Scheman Building on day two) provided a large enough setting and appropriate layout for many small, independent conversations to take place. The outcomes of the summit and the items chosen for action essentially came from what transpired in the breakout sessions. Breakout Sessions One and Two were held on the first day and Breakout Session Three was held on the second day of the summit. Participants were divided into 20 groups for the first and second breakout sessions and into 21 groups in the third breakout session, with 15-25 participants in each group for each session.

Groups in the first breakout session were formed based on similar content area or role within ISU Extension and Outreach as identified by participants when they registered for the summit (for example, regional directors, campus specialists, county extension educators, extension council members, etc.). This approach was chosen to limit inhibitions and enable participants to work comfortably and openly discuss issues. Groups for the second breakout session were formed randomly so participants would hear different perspectives. The third breakout session was conducted within work groups, but using geographic location as a criterion as well. This approach was chosen to encourage participants to come up with common priorities for action.

The breakout sessions were aided by facilitators and recorders who had the opportunity for training prior to the summit. The summit logistics team selected 60 recorders and facilitators from the ISU Extension and Outreach staff directory, with selection based on facilitative skills of staff members. The facilitators and recorders participated in two online training sessions organized by the ISU Extension IT department. Staff members had the option to view the archived training sessions if the two live online sessions conflicted with their schedules. The training sessions focused on how to facilitate and record the discussions of the different breakout sessions by using SharePoint technology, implemented for the summit.

After each breakout session, the logistics team reviewed the submissions from all the work groups to identify the highest priority items for large group voting. Priority one submissions were reviewed and like ideas categorized together, followed by second and third priority submissions for additional ideas to include in the final list of items for the large group vote. Each category was identified with the number of groups submitting it as a top priority. The logistic team’s goal was to create five to seven voting options from each breakout session, including descriptions of each option to account for variations in concepts within each category. The voting options and descriptions were read aloud before each large group vote.

Goals

In the summit’s opening general session, Vice President Kress set the stage, outlining the summit’s three goals:

- 1) Define and agree upon the fundamental principles of ISU Extension and Outreach.

- 2) Identify action items that align with the fundamental principles.
- 3) Prioritize the action plans to guide decisions for allocating resources.

In the first breakout session, summit participants defined and agreed upon the fundamental principles of ISU Extension and Outreach. To frame the discussion, Vice President Kress charged participants to think about the principles that guide our decisions, behavior, and priorities in ISU Extension and Outreach. Facilitators led participants through focused small group conversations designed to identify how ISU Extension and Outreach operates today and to determine what fundamental principles the organization should use to guide decision making for the future. Within each small group, conversation sub-groups of two to three participants generated key principles. Then each small group discussed and synthesized ideas to generate three fundamental principles to bring forward to the entire assembly. Later all participants voted to determine a set of agreed upon fundamental principles.

Principles from the small groups were combined into the following list of potential fundamental principles for ISU Extension and Outreach, and participants cast their votes:

Potential Fundamental Principle	Percentage Voting
1. Needs assessment (stakeholders and clients) — Ongoing needs assessment, taking into account relevant and emerging issues, county needs, staff, and stakeholders	14.14%
2. Provide research-based educational programs — Integrity of education based on research	22.18%
3. Partnerships — Extension and Outreach cultivates internal and external partnerships, relationships, and teamwork, while exhibiting respect, integrity, and trust	18.16%
4. Responsiveness — Flexibility in delivery methods and quick response	7.62%
5. Local presence and connectivity — Engaged and increasing the amount of networking	13.47%
6. Impact — Measurable outcomes that create significant value and impact	14.31%
7. Resource stewardship — Effective use of all resources (staff, money, time)	10.13%

During the second breakout session, summit participants identified action items that aligned with the fundamental principles. Again working in facilitated small groups, participants identified action items that would advance the organization toward excellence. Each group prioritized a list of action items and provided a short description of the top priority. At the end of the day, all participants voted to identify a set of action items for the coming years.

Action items from the small groups were combined into the following list of action items for ISU Extension and Outreach, and participants cast their votes:

Potential Action Item	Percentage Voting
1. Needs assessment (current and emerging) — Ongoing, systematic approach for current and emerging needs; tied to existing research and informs future research agendas	19.47%
2. Partnerships (internal and external) — Listen and leverage; identifying relevant, internal and external partners to expand and enhance program development and resources	21.72%
3. Professional development — Professional development for all Extension and Outreach roles	15.98%
4. Structure — Structure Extension and Outreach resources (such as personnel, programs, funding, and technology) for maximum impact	8.09%
5. Communication — Better communication and knowledge sharing within the organization and externally	12.30%
6. Impacts — Methods to aggregate outcomes throughout the organization; to drive access to resources, needs assessment, program development, and marketing	11.68%
7. Program development (brought up from priorities 2 and 3) — How we coordinate focused, higher quality, less duplication of programs	10.76%

In the third breakout session, summit participants prioritized the action plans to guide decisions for allocating resources. This third breakout session was conducted in work-related groups. Each group identified how it would support the agreed upon action items from the second session. Each group agreed on three top priorities to share during the final large group session. All participants collectively voted to determine the priorities that would guide decisions in ISU Extension and Outreach for allocating resources.

Priorities from the small groups were combined into the following list of potential priorities for ISU Extension and Outreach, for which participants cast their votes:

Potential Priority	Percentage Voting
1. Develop a sustainable structure and culture — My workgroup will help ISU Extension and Outreach develop a sustainable structure and culture to provide professional development (training plan, commitment, part of performance evaluation).	16.51%

2. Develop or acquire PD curriculum — My workgroup will help ISU Extension and Outreach develop or acquire professional development curriculum (anticipatory, new employee orientation, council training, HR, academy).	12.23%
3. Mentorship — I will become a mentor for the organization.	6.90%
4. Resource allocation — My workgroup will advocate for and/or contribute time and money for professional development (202 accounts, state funds, county funds, grants).	9.82%
5. Planning and coordinating systems — We will help develop and support systems to improve internal communications, coordination, and collaboration (sharing information, including appropriate people).	18.18%
6. Partnerships and collaborations — We will invest in building and supporting meaningful partnerships that align with our mission.	19.96%
7. Needs assessment — We will contribute appropriate people and tools for a needs assessment system.	16.41%

Extension Council Session

A separate program was organized for extension council members on the third day, although many council members also participated in the first two days of the summit. Council members were asked the same questions that summit participants were asked during the breakout sessions, and extension council members discussed, prioritized, ranked, and voted for the top three action items that they would support.

Two fundamental principles rose to the top during the extension council voting: 1) providing research-based educational programs that have 2) measurable outcomes that create significant value and impact.

Council members selected three actions necessary for ISU Extension and Outreach to thrive:

- 1) Listening and leveraging internal and external partnerships;
- 2) Better internal and external communication and knowledge sharing; and
- 3) An ongoing, systematic approach for connecting current and emerging needs with research.

The top three actions the council members supported were

- 1) Developing county partnerships within regions,
- 2) Communications between counties with similar demographics, and
- 3) Serving as advocates for ISU Extension and Outreach.

Presentations

Iowa State University Provost Elizabeth Hoffman and President Gregory Geoffroy welcomed summit participants, calling them a “treasured resource for Iowa, the nation, and the world” and encouraging them to use the summit as a time to focus on the future and the challenges that ISU Extension and Outreach could and should address for 2050 and beyond.

During “Stepping Stones: What Is Working Well, and What Is Not,” four panelists — Andrea Nelson, ISU Extension and Outreach, Polk County; Terry Maloy, president of the Iowa Association of County Extension Councils and Monroe County extension council member; Daren Mueller, Agriculture and Natural Resources program specialist; and Donna Donald, Families program specialist — further prepared the summit participants for the task ahead by reflecting on their perceptions of the current environment within ISU Extension and Outreach. The panelists recognized positive extension attributes, including the passion we have for our work, the breadth of our programs, examples of bold leadership, and an increase in counties working together. They also noted negative factors affecting our work, including tensions and a lack of understanding and appreciation between organizational sectors. They cited examples in which professional development of staff, council members, and volunteers, along with a better understanding of ISU Extension and Outreach and its processes, were necessary for our future. To summarize, one panelist said, “We’re not on the same page — some people haven’t opened the book ... (for some) it might be time to turn in their library card and get out of the library.”

Comments made by a second set of panelists — Jane Halliburton, former Story County Supervisor; Kim Snook, American Trust and Savings Bank officer; and Sal Alaniz, Mt. Pleasant entrepreneur — transitioned summit participants’ from deliberations about fundamental principles to identifying actions that aligned with those principles. The panelists encouraged participants to recognize and celebrate our successes; then, invoking a business mentality, posed introspective questions about our partnerships, products, clients, and competition. One panelist challenged participants by asking, “Is our business model becoming obsolete?”

As Session Two small group results were prepared for large group voting, Mitchell (Mitch) B. Owen, Mitchen Incorporated chief operating officer, encouraged participants to create change during his presentation, “Catching Waves in the Sea of Change.” Owen, frequently awarded for his leadership, vision, and development skills, cautioned us to catch the wave or risk getting lost at sea. He closed his presentation by suggesting, “You live life with rules in your head. They’re good rules. They’re efficient. Sometimes they get in the way. Are our rules keeping us from seeing opportunities?”

Roundtable discussions on Friday morning were mini-workshops highlighting model partnerships, programs, and practices. Participants moved to two different presentations during the 45-minute session. Each presentation was a combined workshop and poster session. Roundtables focused on initiatives that

- Were organized in unique ways,
- Highlighted unique partnerships,
- Served or developed unique audiences,
- Addressed emerging issues, or
- Featured outreach beyond Iowa’s borders.

The goals for the roundtables included highlighting best practices and promising programs, providing examples of specific programs, and identifying common issues and strategies for implementing programs.

Iowan Ginny Wilson-Peters provided the capstone address on the summit’s second day. Twelve years ago, Wilson-Peters started Integrity Integrated, a leadership development and training organization, to carry out her personal mission to nurture and inspire others to reach for the stars. She encouraged summit participants to “start from where you are” and create positive change through leadership. She defined four keys to leadership:

- Start from where you are.
- Follow your passion, and the rest will come.
- Create vision, set goals, and push yourself to do things you don’t think are possible.
- Continually focus on building relationships.

Vice President Kress closed the summit, noting that it was not the end, but the beginning. “The summit marks the start of the new way we are going to do business in ISU Extension and Outreach. From now on, we are all going to be on the same page, working from the same blueprints, singing from the same choir book — choose your favorite analogy,” Kress said. “We have a lot of knowledge and best practices — and it would be good to have systems to share them. Think of the extraordinary capacity we would have if we could stand on each other’s shoulders.”

OUTCOMES

“The exciting part is that it’s occurring — and the engagement. We’re shaping our future. Even though we have an administration, we also have ownership. It’s personal.”

ISU Extension and Outreach builds partnerships and provides research-based learning opportunities to improve quality of life in Iowa. Not surprisingly, summit participants identified several consistent ideas as the fundamental principles that should guide our decision-making and provide the overall compass for our work.

- **Purpose:** ISU Extension and Outreach has as its core purpose to provide research-based educational programs.
- **Partnership:** ISU Extension and Outreach accomplishes its goals through the development of diverse and meaningful partnerships.
- **Impact:** Through our purpose, and in partnership, ISU Extension and Outreach provides relevant, needs-driven resources and as a result, creates significant impact in the state of Iowa.

Based on these fundamental principles, participants were challenged to identify what ISU Extension and Outreach should be doing in the next two to three years to thrive. In small, facilitated groups, participants identified numerous actions and later in the large group, they cast their votes to collectively determine the following top three action items:

- ISU Extension and Outreach will invest in meaningful partnerships.

- ISU Extension and Outreach will refine a system to collectively identify emerging and current needs.
- ISU Extension and Outreach will develop and support a structure to sustain professional development.

During the final breakout session, participants were asked how they would support the agreed-upon action items. Their discussions focused on priorities that their individual work groups and teams were willing to carry out and that they believed should shape our collective action for the future.

Four highly consistent priorities surfaced:

- We will invest in building and supporting meaningful partnerships that align with our mission.
- We will develop and support systems to improve internal communications, coordination, and collaboration.
- We will contribute appropriate people and tools for a system of needs assessment.
- We will develop a sustainable structure and culture to provide professional development for extension employees at every level, as well as county extension council members and volunteers.

The summit provided a platform for honest conversation about the current state of ISU Extension and Outreach. It also began an approach to change that is transparent and inclusive. By recording results at small group levels, changing group composition at each of the three breakout session stages, recording written as well as group exchanges, and using an electronic, real-time voting system, the stage was set for meaningful results and a collective vision for the future.

“This is all good conversation. But now I want administration to take it all and make it specific. Give us direction.”

SUMMARY

The *Advance: 2011 Leadership Summit* provided a one-of-a-kind opportunity to come together and discuss how we in ISU Extension and Outreach, as a team, could “advance” toward excellence. Our work environment had changed, the economy had changed, our clients and partners had changed, our resources had changed, and our leadership had changed, creating an organization working in an ad hoc manner without a guiding plan for conducting business. The time was right to gather those most knowledgeable about ISU Extension and Outreach and have honest, open conversations.

During the summit we agreed upon the fundamental principles that would guide decision-making and provide the overall compass for our work. With a general consensus built around these principles, we then identified the appropriate actions that should be taken in the next three years to thrive as an organization.

Collectively, the fundamental principles, action items, and priorities that we agreed upon now serve as the basis for shaping our future. At all levels, our organization needs to review these priorities and consider how we refocus ourselves.

In the next few weeks, an Administrative Response will be shared from the Vice President’s office, outlining actions that will be taken by administration in support of the summit plan.

No matter what any individual’s role is with ISU Extension and Outreach, we are asked to be one team with a common mission and common principles. We are all part of moving us forward. The decisions we make each day contribute to the success — or failure — of the organization. Together we can be a part of a meaningful endeavor—a relevant, vibrant organization, fully committed to anticipating issues, acting in catalytic ways, and supporting Iowans over the long haul.

NEXT STEPS

The ISU Extension and Outreach Administrative Response to the *Advance: 2011 Leadership Summit* will follow, including

- plans for the organizational structure,
 - a business plan, and
 - a strategic plan in light of these results.
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APPENDICES

The information contained in these appendices to the Summit Report has been transferred here as submitted on note cards and through the summit electronic database.

- Session One
- Session Two
- Session Three
- Extension Council Session

SESSION ONE

BREAKOUT SESSION ONE: WHAT ARE THE FUNDAMENTAL PRINCIPLES OF EXTENSION AND OUTREACH?

(Breakout session assignments were made prior to the event by summit logistics team; assignments were included in participant registration packets. Participants were grouped in "like" groups by similar content area or role, as identified by participants during registration process.)

Directions given prior to large group dismissal:

In this breakout session, you will be encouraged to think about the principles that guide our decisions, behavior, and priorities. Facilitators will lead you and your teammates through a focused conversation designed to identify the fundamental principles we operate by today and then determine what principles we should use to guide our decision making for the future. The recorder from each breakout group will record the top three fundamental principles from each session. Principles will be voted on by the entire group later today to determine a set of agreed upon fundamental principles.

This document includes the following related to breakout session one:

- **Small group conversation note cards**..... pages 7-12
Cards contain participant ideas generated during small group session. Not all groups submitted cards.
- **Small group priorities**..... pages 12-22
Contains small group discussion and voting to determine top three priorities. This information appears as it was entered into the electronic template by small group recorders.
- **Large group voting descriptions**..... page 22
Small group priorities were compiled and grouped by summit logistics team for voting.
- **Large group voting results**..... page 22
Large group reconvened; all participants voted.

SMALL GROUP CONVERSATION NOTE CARDS

GROUP #1 cards:

Card 1

- Provide unbiased, research-based information/education from Iowa State University to clientele
- Vision – stay true to vision/mission in the face of changing funding sources
- We are responsive and proactive

Card 2

- Honesty, transparency, trusting clientele to process the information we provide
- Keeping in mind the public good responsibility
- Decision making based on our financial needs or our clientele's needs
- Long vs. short term clientele
- Solutions vs. fundamentals
- Education vs. service

Card 3

- Provide unbiased, research-based information/education to citizens of Iowa
- County, field and campus team to provide information
- Fulfill job requirements

Card 4

- Helping people with questions and concerns on a daily basis
- Priorities for generating revenues to continue outreach
- Ability to respond to emergencies and identify trends (flexibility)

Card 5

- Honesty
- Responsive/listening
- People-oriented

GROUP #2 cards:

Card 1

- Use of science-based, unbiased information to solve relevant short and long term issues of Iowans
- Multiplying and increasing our effectiveness through key relationships and partnerships
- Create information that is available to everyone

Card 2

- Focus on clients needs
- Mission
- Partnerships and teamwork

Card 3

- Iowa State University Extension and Outreach plans of work must accurately reflect the needs of our clients and partners, but we must also set aside some availability for emergency issues.
- Iowa State University Extension and Outreach must create and cultivate effective relationships with external partners, especially other universities, in order to create a network of resources we can leverage to better serve our audiences.
- Iowa State University Extension and Outreach must still be able to address individual client requests, even from non-traditional audiences and diverse interests.

Card 4

- Needs of clientele
- Present non-biased information
- Anticipate new research directions and problems

Card 5

- Make a positive impact in the lives of individuals and communities
- Build partnerships within and outside of Extension to better leverage our resources to make an impact on Iowans
- Generate revenue

Card 6

- Understand that Iowa's competitive advantage is agriculture production and allied industry
- Commit to professional integrity, bringing research based, applicable education, because it is our hallmark uniqueness
- Produce outcomes, results and solutions because change matters.

Card 7

- Improving client situation
- Meeting industry needs with available resource funding
- Funding stream dictates direction

GROUP #3 cards:

Card 1

- Client needs
- Research-based and peer reviewed

Card 2

- Make a difference in someone's life
- Client service is on top of the list
- Nothing is as important today as taking care of clients' needs
- Leverage resources to better serve the needs of the citizens of Iowa and beyond

Card 3

- Relationships with key partners
- Helping Iowans better
- Invest/contribute to the future of Iowans
- Science-based information
- Solving current and future issues

Card 4

- Unbiased
- Represent ISU
- Represent common good
- Science/research-based
- Topics of current needs/relevant

Card 5

- Research-based
 - Topics of current needs, issues or concerns
 - Programming that is available for all people
 - Unbiased
 - Working with others in collaborative ways
-

GROUP #4 cards:

Card 1

- Creative use of resources
- Assess individual county needs
- Manage staff

Card 2

- Get results
- Utilize manpower (staff) effectively
- Connect to non-traditional (urban) and ag-related areas in counties

Card 3

- Access to all
- Reaching underserved groups
- Sharing resources

Card 4

- Provide non-biased, research-based information that's available to every citizen of Iowa
- Listen to input of county councils
- Coordinate resources on campus that would aid counties

Card 5

- Good stewards of resources
 - Champions for Extension
 - Identifying needs – grass roots input
-

GROUP #5 cards:

Card 1

- Help Iowans become better ... (producers, processors, manufacturers, consumers, etc.)
- Provide science-based information
- Develop partnerships to enhance ability to reach goals

Card 2

- Finding the priorities that provide the most impact per investment of time or resources to serve the public
- Listen to constituents at all levels of the program
- Look for innovative ways to continue to expand the effectiveness of the program by reaching new audiences

Card 3

- Building of relationships of farmers, industry and of current and future needs of agronomic information
- Knowing the key points of contact people
- Time management

Card 4

- Providing scientific, unbiased information to Iowans
- Activities that impact most individuals
- Keep commitment

Card 5

- Meeting the needs of the client comes first
- Get word out about programs
- Programming and information offered should guide clients to creating a healthier, more sustainable environment

Card 6

- Make life better for Iowans
- Fulfill the missions of my funding sources

Card 7

- Respond to current or emergency needs
- Conduct demonstrations or research to teach clientele

Card 8

- Improve the profitability of ag producers and/or ag professionals
- Provide a bridge between campus & public to put research to work
- Improve the quality of life of Iowans

Card 9

- Putting research-based discoveries into practice
- Lead the incorporations of profitability and sustainability
- Deliver information in a variety of ways

Card 10

- Learning more about clients and their work
- Input from evaluations, partnerships to glean information
- Input from clients

Card 11

- Research-based information
 - Risk management, cost-benefit decisions
 - Reach Iowans
-

GROUP #6 cards:

Card 1

- Maintain integrity
- Provide relative, anticipatory information
- Be accessible and responsive

Card 2

- Is my work today research-based?
- What has been on fire the longest?

GROUP #7 cards:**Card 1**

- Needs that data tell us

Card 2

- Does it improve the greater good?
- Does it create lifelong skills?
- Does it result in an asset for future use?
- Does it address a recognized need?

Card 3

- Do we have the research-based expertise?

Card 4

- Do the best you can on the important things
- Specifically define target audience
- Don't assume you know the audience's wants and needs to get information
- Fully utilize all resources
- Treat everyone with respect

GROUP #8 cards:**Card 1**

- Are we making a significant impact with the depth and breadth of our education?
- Are our efforts providing transformative education?

Card 2

- Start with the people/needs of the community
- Building relationships includes partnering and using available resources
- Research-based information makes us unique

Card 3

- State priority programs guide work
- Clientele outcomes should guide priorities
- Evaluation is essential and thought of from the beginning
- Diversity should be a key thought in guiding our programs

Card 4

- Focus on efforts that will have significant and sustained impact
- Build partnerships to multiply our educational outreach and to reach underserved audiences
- Evaluate research efforts for cost effectiveness

Card 5

- Empowering clients in an effective and productive manner
- Provide public value
- Provide cutting-edge, trusted, biased, research-based education

GROUP #9 cards:**Card 1**

- Must sustain local identity
- Good partnership for both/all and opportunity for on-going work
- Resources available

Card 2

- Use research-based information
- Look at what is best for youth
- Respond to questions

Card 3

- Timely and relevant works to audiences
- Build capacity for program sustainability

Card 4

- Use current and research-based information/technology
- Provide quality long term, transformational learning experiences

GROUP #10 cards:**Card 1**

- Central elements of 4-H
- Needs of all stakeholders drive work time – prioritized programming and futuristic approach

Card 2

- Relevance – is this what the audience needs, and delivered in the way they need
- Team building – who can help me do this better

Card 3

- Impact – who, what
- Priorities – national, state, local
- Team mentality – campus, county, state and across the border are all part of the team
- Research base
- Inclusive groups – open to all

Card 4

- Relational – maintain personal relationships
- Partnerships – community and organizational
- Resource – reliable, trustworthy

Card 5

- Outreach, serving/meeting people where they are at
- Impact
- Good teams

Card 6

- Mission driven
- Integrity – trust in all that we do
- Caring and servant leadership applied to meet audience needs

Card 7

- Alignment – from national to county, input from all levels
- Local needs determine/drive programs
- High quality programs

GROUP #11 cards:**Card 1**

- Trusted source, research-based and unbiased information
- Understand and reshape boundaries across system (professional ethics, program rules, governing bodies, etc.)
- Proactive vs. reactive – understand community needs/emerging issues

Card 2

- Raising money to support 4-H'ers and extras
- Iowans support Extension and Outreach and making them lifetime supporters
- Giving support to clients' needs

Card 3

- Team work and responsibility of roles
- Deadlines – partnering with organizations, building relationships
- Up-to-date information and materials

Card 4

- Serving clients to the best of our knowledge and ability
- Identifying priorities and partnerships that benefit Iowa State University Extension and Outreach as well as clients
- Uniform orientation of staff at all levels to understand Iowa State University Extension and Outreach, our partners and how to find answers

Card 5

- Using outreach to keep people coming in the door
- Reaching youth by going where youth are
- Maintaining Extension's visibility by partnering with community organizations
- Partnering with community organizations to save money
- How does what I am doing benefit others?
- Decisions made by day to day traffic and duties
- Providing outreach to ensure healthier lifestyles in the community
- Referencing resources available (money and people)
- Be sure we are utilizing community resources and partnerships
- Benefit as much of the population as we can by staying within research-based guidelines
- Be proud and visible

Card 6

- Putting the citizen first (walk-in, phone calls, in programs, etc.)
- Long-term value for client
- Positive first experience

Card 7

- Bring Extension resources and knowledge to the citizens of Iowa
- Meet the needs of clients and maintain local presence
- Build partnerships to share resources and reach larger audiences

Card 8

- Making the resources available to the citizens in our counties
- Valuable education

GROUP #12 cards:**Card 1**

- Provide research-based information and curriculum
- Continue to meet the needs of our citizens – changing as the times/resources change
- Understand your audience and meet their needs

Card 2

- Effective use of county funds – keep tax payers in mind when planning programs
- Communication – county staff, field/program specialists, campus
- Educational value – partnering with other agencies (teamwork)

Card 3

- Professional support (field and campus)
- Prioritizing is important for day to day functioning
- Fixing

Card 4

- Provide research-based information to meet our clients' needs
- Collaborate and partner with other organizations who have similar goals/missions to be able to invest in programs to meet local needs with decreasing funds
- Recognize emerging needs among all levels and develop partnerships and programs to address those needs
- Continue to build relationships in local communities so citizens are more aware of the services we provide

Card 5

- Finding a balance between serving the most people and people

who need the programming the most

- Finding technological resources for staff – bridging the gap between the public we are serving and our colleagues

Card 6

- Partnering with and being visible in the community, while being needs driven
- Prioritizing so each project gets completed

Card 7

- County offices deal with people and their requests
- Daily work is driven by the people and their needs
- Putting out fires as they occur

Card 8

- Facilitate needs assessment process
- Bring research-based program opportunities to the community
- Partnerships can be developed after needs assessment

Card 9

- Programming opportunities have been shared

GROUP #13 cards:**Card 1**

- Trusted advisor which provides transformational solutions
- Deliver research-based educational programs with uncompromising integrity

Card 2

- Proactively address issues facing our clients
- Provide education so the client develops their own solution
- Work with target clients who are invested in learning

Card 3

- Improve quality of life in Iowa through research, education and technical assistance through partnerships with universities, colleges and government agencies
- Fair, honest, impartial responses to requests using the best solutions
- Understand the problem, solve it, teach the solution and help where needed

GROUP #15 cards:**Card 1**

- Empowerment
- Partnership
- Inclusive

Card 2

- Impact on appropriate audiences
- Research-based programs
- Timelines and relevance

Card 3

- Meeting needs of clients (both explained and perceived)
- Team approach
- Passion

Card 4

- Market Iowa State University Extension and Outreach in a positive manner through promotions of actions and results
- Iowa State University Extension and Outreach needs to be a catalyst for change – be a leading factor in that change through education
- Iowa State University Extension and Outreach needs to best serve its clients by determining best practices with implementation of action plans with clear outcomes and expectations

GROUP #16 cards:

Card 1

- Decision making needs to be team-based – we are part of a team, what we do today affects what others are able to accomplish or complete tomorrow
- Stay relevant
- Involvement from all levels
- Build relationships between campus, county and community
- Technology – if you want us to use it, help us to learn how
- Look at creating partnerships for programming

Card 2

- Following guidelines/policies/procedures dictated by federal, state and university authorities
- Fiscal responsibility and wise stewardship of limited resources

Card 3

- Builds capacity in people through research-based educational opportunities
- Develops relationships and partnerships through respect, integrity and trust
- Provides public value through quality programming that addresses client needs while being good stewards of limited resources

Card 4

- Serving clients to the best of our ability
 - Being respectful to people and situations
-

GROUP #17 cards:

Card 1

- Guide my work – what has the greatest impact/audience
- Use communication to make decisions

Card 2

- Open and honest
- Respect support services
- Well-trained staff

Card 3

- Following the mission
- Develop materials that communicate clearly
- Develop materials that fulfill the mission
- Serve the needs of administration
- Support county offices/staff
- Support program areas
- Determine what will best serve the people of Iowa

Card 4

- Determine how to best serve stakeholders while staying fiscally sustainable
- Prioritize to impact the most as efficiently as possible
- Impact, cost efficiency and accountability

Card 5

- Support staff to help them carry out mission
- Provide problem solving both short and long term

Card 6

- Support the IT for Extension
- Develop new technology as tools for Extension
- Adapt to change willingly
- See change as an opportunity and not a burden
- Look for new ways to expand outreach

Card 7

- Helping others
- Outreach/partnership
- Efficiency

Card 8

- Outreach
- Local presence
- Partnerships

Card 9

- Supporting those by providing information with tools to do it effectively

Card 10

- Iowa State University Extension and Outreach must ensure its education materials and methods are build to suit a variety of needs
- Iowa State University Extension and Outreach must educate Iowa
- Iowa State University Extension and Outreach must deliver research-based, up-to-date and useful information

Card 11

- Build partnerships that allow us to reach Iowans with the most pertinent information in the most effective and efficient manner
- Be relevant and timely

Card 12

- Share research-based information to public for all to benefit
- Listen to needs of Iowans and find solutions
- Partner with others to help spread resources and staff

Card 13

- Take information from the university to the people so that they can make better decisions and improve their quality of life
 - Research-based, trustworthy and timely information
-

GROUP #18 cards:

Card 1

- Community needs
- Focus
- Promotion
- Retention
- Research-based
- Guidance
- Partnerships

Card 2

- Audience needs and reality should be the focus of Iowa State University Extension and Outreach
 - Relationships are more important than tradition
 - One Extension for Iowa with the same fundamental principles across the system
 - Leadership structure recognizes global and local roles
-

GROUP #19 cards:

Card 1

- Has to fit with our mission
- Has to create value for the clients but also for Iowa State University Extension and Outreach
- Are we fulfilling any unmet needs?

Card 2

- Time-sensitive requests/needs
- Manage people/projects
- Calendar and meetings
- Funded outreach and research work
- Explore new methods and ideas

Card 3

- Honesty
- Integrity
- Effectiveness
- Transparency
- Inclusiveness
- Tenure/professional development

Card 4

- We choose activities that create significant value and impact.
- We operate efficiently and effectively to manage use of our skills and resources.
- We work to maximize and leverage partnerships with local, state and national groups that work on similar goals.

SMALL GROUP PRIORITIES

GROUP #1 - Facilitator/Recorder(s): Brenda Allen and Steve Adams ; Brenda Schmitt

Priority #1 - Provide unbiased, research-based information and education

Description:

- Provide unbiased, research-based information and education to citizens of Iowa
- Provide unbiased, research-based information from Iowa State University / education to clientele
- County, field and campus team to provide information
- Keeping in mind the public good responsibility. We have a responsibility to the tax payers.

Priority #2 - We are responsive, pro-active and client oriented

Description:

- Responsive / listening – don't follow the expert model. Work with them and listen to their needs.
- Think long-term and think about the emergencies.
- Helping people with questions and concerns on a daily basis – bottom up; communication is important; be accessible on campus
- Respond to emergencies and identify trends (flexibility) – having enough base resources so that if something comes up we can respond quickly

Priority #3 - Stay true to vision / mission in the face of changing funding sources

Description:

- Vision – stay true to vision / mission in the face of changing funding sources, flavors of the day, etc. – sometimes grants or funding will make you work outside the mission or vision.

Group Discussion:

- Helping people with questions and concerns on a daily basis - bottom up; communication is important; be accessible on campus
- Priorities for generating revenue to continue outreach; granting agencies influence our priorities...this is a current reality that is not likely to change. Have to work outside the mission in order to carry on the mission.

- Ability to respond to emergencies and identify trends (flexibility) – having enough base resources, so that if something comes up we can respond quickly.
- Provide unbiased, research-based information / education to citizens of Iowa
- Provide unbiased, research-based information from Iowa State University / education to clientele
- County, field and campus team to provide information
- Fulfill job requirements – sometimes you have requirements of a grant that you have to follow through even if it is outside our mission.
- Honesty, transparency, trusting clientele to process the information we provide – unbiased – objective. Information is messy and we need to be able to boil it down so they understand it.
- Keeping in mind the public good responsibility. We have a responsibility to the tax payers.
- Decision making based on our financial needs or our clientele's needs – resources driving the system (long vs. short term clientele; solutions vs. fundamentals; education vs. service)
- Sometimes we feel the need to give them the whole ball of wax rather than just the piece they need to solve their problem. (i.e., there are 3,200 pages of rules and regulations for the farmer – tell him what he needs to know based on his location, activity, etc. Don't waste his time with all 3,200 pages of info)
- Honesty (unbiased – honest with self and everybody)
- Responsive / listening – don't follow the expert model. Work with them and listen to their needs.
- People oriented – customer / client oriented
- Vision – stay true to vision / mission in the face of changing funding sources, flavors of the day, etc. – sometimes grants or funding will make you work outside the mission or vision.
- We are responsive and pro-active...think long-term and think about the emergencies.

GROUP #2 - Facilitator/Recorder(s): Terry Steinhart, Cindy Baumgartner (Kim Brantner)

Priority #1 - Research based, relevant, short and long term and emerging issues

Description:

- Solve relevant short and long term issues of Iowans
- Flexibility, balancing act

Priority #2 - Partnerships and relationships

Description:

- Build deeper relationships with clients, partners, or co-workers to ask better questions in the facilitation of resource allocation (public, private) and foster action
- Recognize and utilize the resources of the land grant system as well as other partnerships as well as other partner resources

Priority #3 - Education for all and client focused integrity, behavior changes, impacts, confidentiality

Description:

- Needs of clientele present non-biased info – impact
- Make a difference in their lives

- Dedicated to producing outcomes, results solutions, changes
- Group Discussion:
Fundamental Principles:
- Dedicated to producing outcomes, results solutions, changes
 - Build deeper relationships with clients, partners, or co-workers to ask better questions in the facilitation of resource allocation (public, private) and foster action
 - Needs of clientele present non-biased info – impact
 - Solve relevant short and long term issues of lowan’s flexibility, balancing act
 - Recognize and utilize the resources of the land grant system as well as other partnerships as well as other partner resources
 - Make a difference in their lives
- Subgroup 1:
- Make positive impact in lives for families and communities
 - Build partnerships within and outside of ext to better leverage our resources including time to make an impact on lowans
- Subgroup 2:
- Professional integrity bringing resource base applicable education because it is our hallmark, our uniqueness
 - Dedicated to producing outcomes, results solutions, changes
 - Understand that lowa’s comparative advantage is agriculture production and allied industry
- Subgroup 3:
- Improving client situation including profitability and quality of life
 - Meeting industry needs with available resource funding
 - Funding stream dictates direction
- Subgroup 4:
- Needs of clientele present non-biased info – impact
 - Confidentiality
 - Anticipate research new direction and problems that they don’t know exist
- Subgroup 5:
- Work plans accurately reflect client needs and leaving time for emerging issues (flood – example) reactive organization
 - Recognize and utilize the resources of the land grant system as well as other partnerships as well as other partner resources
- Subgroup 6:
- Use the science based and unbiased information to solve relevant short and long term issues of lowan’s
 - Flexibility, balancing act
 - Multiplying and increasing our effectiveness through key relationships and partnerships
 - Create information that is available to everyone
- Subgroup 7:
- Focus on client needs and impact
 - Mission focus partnerships and teamwork

GROUP #3 - Facilitator/Recorder(s): David Baker; J. Arbuckle

Priority #1 - Identify our clients and needs

- Description:
- Research-based identification of problems; solutions to problems

Priority #2 - Ensure that resources are used for greatest impact

- Description:
- Partnerships
 - Relationships

Priority #3 - Strengthening communication within organization

- Description:
- Campus and field, county-to-county, etc.
 - Durable networks
- Group Discussion:
- Research-based and building partnerships
 - Principles: Impact and efficiency
 - Visibility and maximizing bang for the buck
 - Visibility, quality, and impact
 - Locally embedded, relationship driven, needs based
 - Research-based in subject matter and process. Methods and subject matter should both be research-based.
 - Honesty and integrity
 - Listen to the public’s needs
 - Utilizing existing resources well
 - Larger role in economic development and listening to communities
 - What does the client need?
 - Evaluate existing/available resources
 - Base decisions based on needs and potential impact
 - Evaluate what is being done to measure impact, maybe put a dollar value on impact
 - Practical solutions to community needs (beyond research-based)
 - Trust
 - Making sure we are meeting obligations to key stakeholders and keep them engaged
 - Decisions based on available resources
 - Enhancing resources for communicating with constituents and campus/specialists to know what programs and resources are available
 - Must fit mission, must be doable with available resources, must meet needs of public
 - Meeting educational needs
 - Realistic outcomes
 - Can we accomplish goals-resources available
 - More effective networks within organization-field/campus/admin
 - Extension viewed as leaders, facilitators, catalysts, especially in crisis
 - Partnerships-internal and external-pooling resources meet needs
 - Relationships between
 - Research-based, good information
 - Greatest impact given resources
 - Following mission to guide all decisions, actions
 - Reverse order of mission: improve quality of life first. Customer first in mission statement
 - We follow our land grant university mission to bring research-based programming to all citizens based on needs identified by councils, partners and customers.
 - Are we utilizing strategic partnerships to use resources in an efficient way
 - Strategic partnerships
 - Deliver programs that really have impacts, relative to investment. Focus effort on high-impact activities
 - Use delivery methods that are most effective.
- Discussion Points:
- Provide access to underserved, those most in need of assistance, perhaps non-traditional audience. How to decide which clientele to serve?

- Where are places of most potential? There are needs assessments, we have skills/info to address them. Increase community resilience (?). Putting ourselves out of business
- Greatest impact with efficient use of resources.
- Solving problems.
- Extension can no longer stand alone, we must partner with others that fit our mission, while ensuring that counties know which partners have integrity.
- Prioritize activity by what our strengths and resources are.
- Identify areas where other agencies and orgs, businesses are meeting needs.
- Address market failure
- Utilize grass-roots, bottom-up approach to addressing needs

GROUP #4 - Facilitator/Recorder(s): Lisa Berkland, Denise Schwab, Kapil Arora

Priority #1 - Assess county needs.

Description:

- Assess needs for providing the education.

Priority #2 - Efficient and effective use of management and staff

Description:

- Guiding, training, supporting, focusing on needs, to serve needs of the county.

Priority #3 - Good stewards of financial and human resources in meeting needs

Description:

- Be prudent in use of county tax funds in meeting the needs identified.

Group Discussion:

Subgroup 1

- Will this get results (result measuring).
- Connect to Non-traditional Urban and Ag related areas in the county (target).
- Utilize person-power (staff) availability effectively (economizing).

Subgroup 2

- Good stewards of resources.
- Research based unbiased information/education.
- Identifying needs (grass roots input, underserved audience).

Subgroup 3

- Assess county needs.
- Managing staff (train/support rather than hire/fire policy).
- Creative use of resources.

Summarized as:

- Efficient and effective use of management of staff.
- Assess county needs.
- Good stewards of financial and human resources meeting needs.
- Respond to needs with unbiased research and education.
- Likelihood of making an impact and getting results.

Discussion focused on the following themes:
 assessing county needs, meeting county needs, managing

resources effectively and fairly, balancing program specialists with county needs, staying legal, learning about extension resources, taking care of staff, not afraid of change but not changing without cause, working smarter and staying focused, setting policy, hiring and firing of staff, evaluate county needs and fill them, write grants and look for services to provide for needs, assess needs of county/region, prioritize needs according to resources and staff, support staff

GROUP #5 - Facilitator/Recorder(s): David Seilstad and Gordon Bonnes; Gail Castillo, recorder

Priority #1 - Interpret & provide research based education

Description:

- Interpret and provide research-based education to improve the lives of lowans through practice and developing relationships using the tools at our disposal.
- Forming and enhancing partnerships with clients, constituents, local staff, etc.

Priority #2 - Current & emerging issues

Description:

- Awareness and delivery of current and emerging issues through relationships.

Priority #3 - Prioritizing programming

Description:

- Prioritizing programming for greatest impact for investment of time and resources.

Group Discussion:

Subgroup 1

- Forming and enhancing partnerships/relationships with industry, clients, etc.; awareness of current issues that come up through the season and delivering timely info; client input, are we meeting client needs and are clients utilizing the information to better their lives

Subgroup 2

- Interpret and provide research-based education to improve the lives of lowans through practice and relationships using the tools at our disposal; prioritizing programming for greatest impact for investment of time and resources; listen to our extension constituents and make necessary changes to meet their needs

Subgroup 3

- Provide science based, unbiased information to lowa stakeholders; recognize and respond to emerging needs; provide education that improves profitability and/or quality of lives for lowans

Subgroup 4:

- Guide lowans into incorporation of profitability and sustainability and environmental protection utilizing relationships with clients and quality of life; we value clients' needs are paramount; put research based discoveries into practice on lowa farms and homes through relationships
- Discussion that Extension does not just provide information; Extension educates and puts research into practice

- Relationships seem to be a theme/thread that runs throughout our statements

Summarized to: (votes)

- Value client and constituent needs (3)
- Interpret/provide research based education (13)
- Guide clients to profitability/sustainability & quality of life through relationships (4)
- Form/enhance partnerships & relationships with clients (6)
- Prioritize programming for greatest impact for investment of time and resources (6)
- Awareness of delivering current and emerging issues through relationships (7)

GROUP #6 - Facilitator/Recorder(s): Annette Brown and Cathy Strohehn; Connie Cunningham

Priority #1- Integrity of information based on science.

Description:

- Research based
- Unbiased/independent/credible

Priority #2 - Customer/client focused

Description:

- Building capacity to create healthy people, economies, and environment
- Facilitating connections
- Don't just provide answers, but help clients to understand issues so they can make informed decisions on their own.

Priority #3 - Integrity of staff and system

Description:

Professionalism

- Transparency of processes
- Improving communication channels
- Protect the legacy of Extension and Outreach
- Communicate the land grant mission

Group Discussion:

Priorities: (votes)

- What is most beneficial for our audience? (0)
- Don't just provide answers, but help clients to understand issues so they can make informed decisions on their own. (8)
- Demand by partners. (0)
- Is my work today research based? (4)
- What has been on fire the longest? (0)
- How do we stop letting attrition make decisions? (0)
- Maintain integrity of staff and system. (6)
- Provide relative and anticipatory information. (3)
- Be accessible and responsive. (3)
- Transparency/involvement. (0)
- Integrity of information based on science. (10)
- Find uses for new technology/application and share information with stakeholders. (0)
- Customer needs are being satisfied. (0)
- Customer focused. (3)
- Build partnerships/giving credit to Extension when credit is due. (1)

- Listen to clients to solve local needs. (2)
- Build capacity to create healthy people, communities, and environment. (4)
- Facilitate connections. (4)

GROUP #7 - Facilitator/Recorder(s): Greg Brenneman, Derek Thompson, Jenn Bentley

Priority #1 - Addressing recognized priorities and needs

Description:

- What is the data telling us? Needs (Anticipated or Current)
- Address a recognized need (globally and locally)
- Not assume how target audience wants/needs information
- Serve all lowans-even those underrepresented in our needs assessment by councils and staff

Priority #2 - Creating positive behavior change

Description:

- Creating lifelong skills
- Measurable

Priority #3 - Utilize research-based, resources and expertise

Description:

- What can we do well?
- Utilizing our connections in the field and campus
- Research base that we can access

Group Discussion:

Priorities and Needs (votes, 19 possible)

- What is the data telling us? Needs (Anticipated or Current)
- Address a recognized need (globally and locally)
- Not assume how target audience wants or needs to get information
- Serve all lowans-even those underrepresented in our needs assessment by councils and staff
- Research-based, resources, and expertise-what can we do well? (12)
- Positive behavior change-creating lifelong skills (13)
- Policies/guidelines dictate what we do (0)
- Healthy people, healthy lives, healthy environments (0)
- Adult education principle (non-traditional students) (1)
- Embrace change (0)
- Think globally (climate, financial situations, focus that it will benefit lowans) (4)
- Fairness and stability (compensation, recognition, respect)- within the organization and the people we serve (1)
- Results in asset for future use (1)
- Specifically defining what our target audience is (0)
- Working on building partnerships (0)

GROUP #8 - Facilitator/Recorder(s): Daleta Christensen; Virgil Schmidt

Priority #1 - Extension and Outreach must build partnerships to multiply our education outreach engagement with lowans.

Description:

- Vital to have partners. Building relationships includes partnering and using available resources. Build partnerships to multiply our education outreach and reach underserved audiences. Working with partners and interdisciplinary to reach target audiences
-

Priority #2 - Extension and Outreach must provide cutting edge, trusted, unbiased research-based transformative education.

Description:

- Provides cutting edge trusted unbiased research-based transformative education. Research-based information makes us unique.
-

Priority #3 - Extension and Outreach must focus on efforts that have sustained and significant impact.

Description:

- (Depth and breadth)
 - Sustained benefit to lowans' life
 - Transformative education
-

Group Discussion:

- Provides cutting edge trusted unbiased research-based transformative education. Research-based information makes us unique.
- Focus on efforts that have sustained and significant impact (depth and breadth)
- Vital to have partners. Building relationships includes partnering and using available resources. Build partnerships to multiply our education outreach and reach underserved audiences. Working with partners and interdisciplinary to reach target audiences
- Start with the people needs of the community leads to priority programming. Clientele outcomes guide priorities
- Evaluation essential from the beginning
- Diversity, i.e., economics, family structure, culture, etc. are key from the beginning
- Being proactive: Helping clients understand and prepare for global events and national trends.
- Effective marketing of all we offer: to the public and our own staff
- Research-based
 - Grass roots input
 - Vital to have partners
 - Empowers clients in productive effective manner
 - Provides public value
 - Start with the people needs of the community leads to priority programming
 - Building relationships includes partnering and using available resources
 - Research based information makes us unique
 - Focus on efforts that have sustained and significant impact

- Build partnerships to multiply our education outreach and reach underserved audiences
 - Evaluate outreach efforts for cost effectiveness
 - Effective marketing of all we offer: to the public and own staff
 - Staff that are professional and have integrity for programming that fits our mission
 - Working with partners and interdisciplinary to reach target audiences
 - Are we making a significant impact; looking at the depth and the breadth
 - Are our efforts providing transformative education
 - Being proactive: Helping clients understand and prepare for global events and national trends.
 - Clientele outcomes guide priorities
 - Evaluation essential from the beginning
 - Diversity, i.e., economics, family structure, culture, etc. are key from the beginning
-

GROUP #9 - Facilitator/Recorder(s): Larry Tranel and Kristi Cooper; Beth Doran

Priority #1 – Partnerships

Description:

- Mutual partnerships for in-depth programming but maintain integrity, identity when forming partnerships.
-

Priority #2 – Volunteers

Description:

- Expand infrastructure for volunteer development system.
-

Priority #3 - Research/best management practices/transformational

Description:

- Use current and research-base information/curriculum/technology to provide quality, long-term transformational learning experiences.
-

Group Discussion:

- Fundamental Principles that guide work
 - When there is potential for serious impact on an unmet need and it matches our competency. Are there research and best practices around the topic/issue? Is there an opportunity for a partnership/teamwork or relationship building internally or externally?
 - Research-based and available to all. Clear, consistent message from campus to counties. True-needs assessment, transformational learning, not chasing money or numbers or personal agendas.
 - Equitably divide time between all responsibilities. Mutual partnerships for in-depth programming. Using current research-based curriculum/technology. Keep clients needs in mind.
 - Focus on positive youth development and empower youth/adults. Partner with other orgs to improve and grow programs. Make best better!
 - Form partnerships that address/assess community needs. Quality long-term learning experience. Volunteer development system.

- Growing a quality program. Infrastructure of volunteers. Communicate mission through public – chamber of commerce and other community venues.
- Work needs to be timely and relevant to audience. Build capacity for growth and program sustainability. High value of personal relationships.
- Maintain integrity, identity when forming partnerships.
- Fundamental Principles you use to make decisions on how you use your time
- Fundamental Principles you use to make decisions about your work today
- Future ISUE&O what Fundamental Principles do we need to use in making decisions about the work we do in this organization

GROUP #10 - Facilitator/Recorder(s): Donna Donald

Priority #1 - Stakeholder needs - relevance, realistic, responsive

Description:

- Extension will utilize the 3 Rs – relevance, realistic, responsive to identify and address stakeholders’ needs.
- Stakeholders include clients, staff, volunteers, extension council members.

Priority #2 - Alignment from national to state to county - mission driven

Description:

- Driven by the same mission with consistency, focus, not competing with each other. Operating with integrity. We are all on the same page.

Priority #3 - Relationships and partnerships

Description:

- Internal and external. Staff as a team. Form respectful and positive relationships within the organization and the communities.
- Relationships and partnerships are the beginning of the Core Theory of Success leading to critical thinking, quality actions, and deeper relations in Extension and Outreach.

Group Discussion:

- Alignment from national to county - following mission mandates
- Local needs that drive the programming
- Provide high quality programs
- Mission driven
- Align priorities
- Integrity, truth in what we do
- Caring and servant leadership to meet audience needs
- Outreach – serving and meeting people where they are at
- What is the need, what is the issue and how it will impact and provide value to community growth and development
- All good teams know their “why” – why they do what they do and the purpose
- Alignment and integration of program direction – national, ISU Extension and Outreach
- Priorities
- Impact on the who and the what
- Maintain personal relationships
- Partnerships – community and organizations

- Purposeful outcomes – are our programs purposeful
- Relevance – is this what the audience needs and is it delivered in the way it needs to be
- Team building – who can help me do this better than I can do alone or how can I help someone else do their job
- Needs of stakeholders
- Build on the relevance approach – realistic and responsive, is there a local need, is it something we can provide (or should)
- Core theory of success – focusing on the relationships before the development
- Audience, client and stakeholder needs (and competing interests)

GROUP #11 - Facilitator/Recorder(s): Abbie Gaffey, Carol Ehlers

Priority #1 - Client/stakeholder/relationships-service

Description:

- Make lowans lifetime supporters of extension by providing positive experiences, research based and unbiased information...based on their needs.

Priority #2 - Actively build and sustain partnerships

Description:

- Actively build and sustain mutually valuable partnerships to share resources and reach larger audiences.

Priority #3 - Adequate staffing, training and resources

Description:

- Provide ongoing support and training to educate staff to know and understand ISU and ISU Extension and Outreach resources, mission and policies.

Group Discussion:

- Client/Stakeholder/Relationships-Service
- Partnerships/Organizations/
- Internal Operations/Staff Development/ Training
 - Put the client first (walk-in/phone/program) (1)
 - Look for long term value for client (1)
 - Make sure client has positive experiences with us (1)
 - Bring resources and knowledge to the citizens of Iowa (1)
 - Meet the needs of clients and maintain a local presence in every community (1)
 - Build partnerships and relationships to share resources and reach larger audiences (2)
 - Be a trusted source – research based and unbiased information available to all (1/3)
 - Understand and potential reshape and reallocate boundaries, professional ethics, program rules, governing bodies etc. (across the system) and make sure understands all things unshakeable (3)
 - Be proactive vs. re-active understanding and getting ahead of emerging issues (3)
 - Reach the people by being where the people are (1)
 - to make sure that we are providing services that reach a wide audience by staying within the research-based guidelines (3)
 - Utilizing community resources and partnerships to make sure we have the resources available, both money and people (2)

- Squeaky wheel external/internal people and annual calendar that directs our energy/time (1/3)
- Serving our clients to the best of our abilities- walk-in/call-in/ other office staff people, 4-H'ers, farmers.(1)
- Identify our priorities and make sure our partnerships benefit ISUE (2)
- Make sure staff know and understand what ISU and ISUE is and what we can all do; and issues with turn-over and if staff don't know how to find answers we do not know how to help our clients (3)
- Make sure lowans see the needs and are treated well at county level (1)
- Make lowans lifetime supporters of extension (1/2)
- Teamwork and responsibility and to get work to respect other peoples roles and what they are doing and get our own work done as well (3)
- Partnership with organizations and build relations were integral in what we do (2)
- Maintain up to date information and materials (3)

GROUP #12 - Facilitator/Recorder(s): Alan Vandehaar, Jody Gatewood--Cindy Fletcher

Priority #1 - Provide research-based information

Description:

- ISUE must educate clients that our information is based on research (vs perhaps some information that is on the web)

Priority #2 - Partnering and being visible in the community while also being needs driven

Description:

- Partnering is important, but ISU Extension and Outreach needs to make sure we market and are visible with signage, materials. We must reflect the principles of the Justice Statement and be needs based.

Priority #3 - Effective use of county funds

Description:

- We must be very careful to make sure we are making effective use of resources and ask what will the end-result going to be with the use of resources – staff time, money, etc. The educational value of resource use is the bottom line. The source of tax dollars and programming must be considered. We need to carefully look at budgets for programs. If there is part time staff can they share computers? We want to avoid wasting money.

Group Discussion: (votes)

- Provide research-based information (17)
- Continue to meet the needs of citizens – changing times (10)
- Effective use of county funds (12)
- Communication among county, field specialists, campus and county web pages must be kept current (8)
- Community relations are key – knowing the people (1)
- Partnering and being visible in the community while also being needs driven (14)
- Helping bridge and understand the technology gap – both colleagues and the public (2)

- Balance between serving the most people and serving those with the greatest needs (1)
 - Collaborating and partnering with other organizations with similar goals to meet client needs (3)
 - Recognizing emerging national, state and local needs and building partnerships to meet those needs (2)
 - Prioritizing is important for day-to-day functioning (4)
 - Understand your audience and meet their needs
- Providing research based information to meet client needs
Education value with partnering with other agencies – teamwork and research based

GROUP #13 - Facilitator/Recorder(s): Diane Van Wyngarden and Marisue Hartung; Sarah L. Francis

Priority #1 - Provide research-based educational programs

Description:

- Provide research-based educational programs that improve the quality of life in Iowa with uncompromising integrity

Priority #2 - Proactively address issues facing our clients

Description:

- Proactively address issues facing our clients with future-focused programming

Priority #3 - Anticipate, listen, and respond to shareholders needs

Description:

- Anticipate, listen and respond to shareholders needs with research-based knowledge that adds measurable value

Group Discussion: (votes)

Fundamental principles that guide your work:

- Understand the problem, solve the problem, teach the solution and help where needed (1)
- Provide clients with the tools needed for them to find their own solutions (7)
- Provide research-based educational programs that improve the quality of life in Iowa with uncompromising integrity (26)
- Truly understanding clients needs and the value we bring so we don't become self-serving (2)
- Trusted advisor that provides transformational solutions (6)
- Provide client-driven quality service on time (6)
- Frequently reevaluate priorities to most effectively serve clients' needs (1)
- Proactively address issues facing our clients with future-focused programming (initially a tie [9 votes]; after second vote: 15)
- Anticipate, listen, respond to shareholders needs with research-based knowledge that adds measurable value (initially a tie (9); after second vote (10)
- Fair, honest, impartial responses to requests using the best solutions (2)
- Continuously bringing increased knowledge and awareness to businesses and surrounding communities aligned with all CIRAS programs and Extension & outreach goals (0)
- Strive for personal continuous improvement (1)
- Maintain a strong network of employees to meet targeted needs (2)

- Work with target clients who want to learn and who are financially invested in the learning (2)
- Integrate perspective of the shareholders to sustain & improve future programming (5)

GROUP #14 - Facilitator/Recorder(s):

Priority #1 - Extension and Outreach must cultivate internal and external partnerships, relationships, teamwork to implement the ISU Extension and Outreach mission

Priority #2 - Extension and Outreach must bring public value to lowans

Description:

- The better we do public value education, the less we will have to worry about communicating it.

Priority #3 - Extension and Outreach must work from an asset based model when addressing needs.

Description:

- Versus deficit based needs model.

Group Discussion:

Subgroup 1

- Is information research or evidence based
- Teamwork and networking
- Is what we are doing in our day to day work leading us towards mission or vision drift

Subgroup 2

- Building partnerships to build positive change for people economies and environments
- Building on the assets of the people in our communities
- If we are doing the right work meeting peoples needs we will increase production

Subgroup 3

- Public value
- Partnerships and relationships
- Meeting client needs now and into the future

Subgroup 4

- Implementation of ISU Extension mission to meet needs of people we serve and support the staff that addresses the issues.
- Provide support for councils, staff and clients for the improvement and sustaining of extension.
- Develop a program planning process to identify issues and needs.
- Establish committees that develop programs, evaluation, public value, and impact statements.

Subgroup 5

- Capacity building, creating opportunities, for success
- Needs assessment – both public and staff (extension family)
- Implementation (adaptation) of change
- Technology is an example

Discussion:

- Internal and external partnerships, relationships, teamwork
- Public value (the work we are doing is the work that needs to be done, not the public value statements)

- If we are creating it, we won't have to worry about talking about it so much
- Work from an asset model based upon needs
 - Community-based
- Extension and Outreach must cultivate internal and external partnerships, relationships, teamwork to implement the ISU Extension and Outreach mission.
- Extension and Outreach must bring public value to lowans.
- Extension and Outreach must work from an asset-based model when addressing needs.

GROUP #15 - Facilitator/Recorder(s): Wade Weber, Mary Kaufman, LuAnn Johansen

Priority #1 - Mission and vision/charge

Description:

- Priorities determined by CECs and/or Administration
 - Timeliness and relevance
- Needs of clients perceived and explained
- Impact making on audiences
 - Research based, non-biased and best practices
- Accountability

Priority #2 - Building relationships

Description:

- Internal partnerships
 - County communication inclusivity
- External partnerships
- Outreach skills

Priority #3 - Management of resources

Description:

- People in the right roles
- Staff skill development

Group Discussion: (votes)

Top 2-3 fundamental principles that should guide our decision making for the future

- Management of resources (time, people, money, etc.) (10)
 - People in the right roles
 - Staff skill development
- Mission and vision/charge (14)
 - Priorities determined by CECs and/or Administration
- Timeliness and relevance
 - Needs of clients perceived and explained
 - Impact making on audiences
- Research based, non biased and best practices
 - Accountability
- Building Relationships (10)
 - Internal partnerships
 - External partnerships
 - Outreach skills
- Empowerment of people (staff & clients) on how to learn (0)
- Passion for the organization, working as a team, for programs (3)
- Circle of Courage (belonging, independence, generosity, mastery) (0)

GROUP #16 - Facilitator/Recorder(s): Michael Cooley, Coletta, Weeda

Priority #1 - Values internal and external relationships/partnerships by exhibiting respect, integrity and trust.

Priority #2 - Provides public value through quality programming that addresses client needs while being fiscally responsible stewards of limited resources.

Priority #3 - Builds capacity in people through research-based educational opportunities

Group Discussion:

- Builds capacity in people through research-based educational opportunities
 - Values internal and external relationships and partnerships by exhibiting respect, integrity and trust
 - Provides public value through quality programming that addresses client needs while being fiscally responsible stewards of limited resources.
-

GROUP #17 - Facilitator/Recorder(s): Mary Weinand, Rachel Klein, Jean Kent

Priority #1- Listen to clients and determine best medium to deliver their stories; Flexibility in delivery methods and quick response to program needs and clients' needs; User friendly/convenient

Priority #2 - Extension & Outreach needs to promote their identity to ensure public & financial support.

Priority #3 - How to use limited resources (staff and finances) to reach the most people, using various communication tools

Group Discussion: (votes)

- Research-based, trustworthy, timely, vital education information to lowans in the way they need or want, in whatever form that may be. (4)
 - Extension & Outreach needs to promote their identity to ensure public and financial support. (8)
 - What affects the most people (0)
 - CER & IT participate in program planning (1)
 - Provide structure & flexibility for staff (1)
 - Listen to clients & determine best medium to deliver their stories. Flexibility in delivery methods & quick response to program needs and clients needs. Be user friendly/convenient (11)
 - How to use limited resources (staff and finances) to reach the most people, using various communication tools (8)
 - Be efficient, relevant and timely (7)
 - Choose what will most benefit lowans and benefit Extension's research & impact (1)
 - Look for ways to reach new audiences - under 40. (4)
-

GROUP #18 - Facilitator/Recorder(s): Joani Schweitzer/ Cheryl Heronemus

Priority #1 - Building capacity to meet the needs of lowans

Description:

- Building and maintaining partnerships and collaborations to build capacity and improve quality of life with lowans based on their needs
-

Priority #2 - One Extension and Outreach

Description:

- One Extension across Iowa with purposeful goals, defined roles, with shared fundamental principles
-

Priority #3 - Purposeful resource allocation

Description:

- Purposeful allocation of all resources to make the most difference in lives of lowans with research based guidance and partnerships
-

Group Discussion: (votes)

- Building and maintaining partnerships and collaborations to build capacity and improve quality of life with lowans based on their needs (13-7)
 - Purposeful allocation of all resources to make the most difference in lives of lowans with research based guidance and partnerships (12-1)
 - One Extension across Iowa with purposeful goals, defined roles, with shared fundamental principles (11-5)
 - Relationships with clients are more important than tradition
 - Foster innovative human development learning opportunities (3)
-

GROUP #19 - Facilitator/Recorder(s): Terry Janssen, Dori Goble (Facilitator)

Priority #1 - We choose activities that create significant value or impact. Generating relevant outcomes and generating revenue with scarce resources and personnel to meet clients' needs and priorities.

Description:

- Activities, needs and resources must align with the university and state mission.
 - Must think of long-term and not just short-term
-

Priority #2 - We work to maximize and leverage partnerships with local, state and national groups in order to apply research to our work in the field and educate the public.

Description:

- Research has multiple definitions, from sources, relationships, research in the field.
 - Need to find resources that match the relevant needs in the field.
 - Research needs to be understandable and useable to our clients. Delivered in a convenient format.
 - Establish relationships that are long-term.
-

Priority #3 - Promote internal networking so that we know who is doing what so we can work more collaboratively.

Description:

- Sharing of knowledge, enterprise wide support. Stakeholders overlap. More cross-disciplinary development of programs and services is needed.
- Interface with other Extension networks and with campus. Researchers need to know the needs. Timely issues are critical. When issues come up we need to be proactive vs. reactive.
- Database of issues or people to connect all of the different facets of resources

Group Discussion: (votes)

- We choose activities that create significant value or impact. Generating relevant outcomes and generating revenue with scarce resources and personnel to meet clients' needs and priorities. (13)
- We work to maximize and leverage partnerships with local, state and national groups in order to apply research to our work in the field and educate the public. (10)
- Promote internal networking so that we know who is doing what so we can work more collaboratively. (5)
- We choose activities that create significant value or impact. (8)
- We operate efficiently to maximize use of our resources and skills. (0)
- We work to maximize and leverage partnerships with local, state and national groups. (7)
- In the past there was a vacuum of enterprise wide leadership and so the field has self-organized; had to prioritize on our own, more decisions in the field. (0)
- The partnerships that buy out our time are very important, out of the necessity for financial preservation. To pool resources but partnerships governs our activities (0)
- Generating relevant outcomes and generating revenue with scarce resources and personnel to meet clients' needs and priorities. (5)
- How do you appeal to people's economic interests by promoting long term economic and social interests and promote quality of life. (0)
- How to create and maintain social networks and promote grass-root efforts that emerge through gaps and promote greater inclusion and diversity of voice (2)
- Needing to promote internal networking so that we know who is doing what so we can work more collaboratively. (5)
- What is currently funded? (0)
- Time sensitive requests from clients and co-workers (1)
- Marketability of programs, expanding connections and content knowledge we already have. (0)
- Apply research to our work in the field. Bringing research to the people (3)
- Collaboration with the council regions through strategic planning (0)
- We need commonality but also flexibility. (0)
- Integrity, honesty, transparency, inclusivity and effectiveness (2)
- Proactive vs. reactive as a goal (1)
- Provide resources/information and accessibility to everyone. (0)
- Catalyst for change (1)
- Connecting and collaboration of resources and people (1)

- Information needs to be easily accessible to remove duplication and streamline for reporting. (0)

GROUP #20 - Facilitator/Recorder(s): Linda Cline, Sue Henderson

Priority #1 - Iowa State University Extension and Outreach needs to increase the amount of networking and marketing

Description:

- Need to have strong presence in each county including all staff and extension council members. All staff needs to be in the community organizations to be connected to community to increase marketing and awareness

Priority #2 - Iowa State University Extension and Outreach must provide access to resources for targeted audiences

Description:

- Use communication at all levels, internally and externally to serve the needs of the county and move Iowa forward.
- Must use technology and research for immediate response to emergencies and unforeseen events.
- Make sure that community (and all staff) know what resources we have to provide to clients

Priority #3 - ISUEO needs to define what we are really good at and do that very well

Description:

- Set priorities and use time responsibly
- Partner with who fits the need
- Find a balance between money and audience

Group Discussion:

1. Communication

ISUEO must provide access to resources for targeted audiences

- Use communication at all levels, internally and externally to serve the needs of the county and move Iowa forward.
- Must use technology and research for immediate response to emergencies and unforeseen events.
- Make sure that community (and all staff) know what resources we have to provide to clients

2. Priorities

Define what we are really good at and do that very well

- Set priorities and use time responsibly
- Partner with who fits the need
- Find a balance between money and audience

3. Awareness

Iowa State University Extension and Outreach needs to build leaders in Iowa and global community

- Need to have strong presence in each county including all staff and extension council members. All staff needs to be in the community organizations to be connected to community to increase marketing and awareness.

Subgroup 1

- Serve the needs of the county to reach out
- Who will benefit and how it will be a return back to the county (money, networking with different groups)

- Serve with priorities and responsibility – partner with who fits the need, balancing act between money and audience
- Meeting the needs of the community and having the community know what we do – marketing

Subgroup 2

- Communication internally and externally at all levels
- Flexible – nothing is set in cement, at all levels
- Prioritize for funds

Subgroup 3

- Must use tech and research for immediate response to emergencies and unforeseen events – making sure that community and staff know what resources we have to provide to needed clients

- Building leaders in Iowa and global community – we must be leaders and build leaders

- Must provide access to resources for targeted audiences

Subgroup 4

- More personal contacts
- Moving Iowa forward – guiding conversations between Extension youth and families

Large Group Voting Descriptions

What are the fundamental principles of Extension and Outreach?

1. Needs Assessment (Stakeholders & Clients) (Groups 2, 3, 4, 7, 10, 11) Ongoing need assessment taking into account relevant and emerging issues, county needs, staff and stakeholders.
2. Provide research-based educational programs (Groups 1, 5, 6, 12, 13) Integrity of education based on research
3. Partnerships (Groups 8, 9, 14, 16, 18) Extension and Outreach cultivates internal and external partnerships, relationships, teamwork exhibiting respect, integrity and trust
4. Responsiveness (Groups 15, 17) Flexibility in delivery methods & quick response
5. Local Presence and Connectivity (Group 20) Engaged and increasing the amount of networking.
6. Impact (Group 19) Measurable outcomes that create significant value and impact
7. Resource Stewardship Effective use of all resources (staff, money, time)

All submissions will be noted and captured in the final report. Priorities listed in 2 and 3 contained an additional reoccurring theme of resource stewardship.

LARGE GROUP VOTING RESULTS

1.) Have you used a “Clicker” before today?

Responses	Percent	Count
Yes	77.02%	295
No	22.98%	88
Totals	100%	383

2.) Which group are you representing at the Summit?

Responses	Percent	Count
Administration	5.70%	22
Campus Staff	21.76%	84
County	29.02%	112
County Council	3.63%	14
Faculty	6.22%	24
Program Specialist	29.79%	115
Regional Director	3.89%	15
Totals	100%	386

3.) Fundamental Principles/Core Values (multiple choice)

Responses	Percent	Count
Needs assessment (stakeholders & clients)	14.14%	169
Provide research-based educational programs	22.18%	265
Partnerships	18.16%	217
Responsiveness	7.62%	91
Local presence and connectivity	13.47%	161
Impact	14.31%	171
Resource stewardship	10.13%	121
Totals	100%	1195

SESSION TWO

BREAKOUT SESSION TWO: KEEPING OUR FUNDAMENTAL PRINCIPLES IN MIND, WHAT SHOULD WE BE DOING IN THE NEXT 2-3 YEARS FOR EXTENSION AND OUTREACH TO THRIVE?

(Breakout session assignments were made prior to the summit by summit logistics team; assignments were included in participant registration packets. Participants were formed randomly in “unlike” groups so participants would hear different perspectives.)

Directions given prior to large group dismissal:

During this breakout discussion, each group will be challenged to identify action items that align with the agreed upon fundamental principles from session one that will advance the organization towards excellence in the coming years. Your group will be asked to prioritize the list of action items and provide a short narrative of the top priority for the second large group voting session to identify action items for the coming years.

This document includes the following related to breakout session two:

- **Small group conversation note cards**..... pages 23-28
Cards contain participant ideas generated during small group session. Not all groups submitted cards.
- **Small group priorities**..... pages 29-39
Contains small group discussion and voting to determine top three priorities. This information appears as it was entered into the electronic template by small group recorders.
- **Large group voting descriptions**..... page 39
Small group priorities were compiled and grouped by summit logistics team for voting.
- **Large group voting results**..... page 39
Large group reconvened; all participants voted.

SMALL GROUP CONVERSATION NOTE CARDS

GROUP #1 cards:

Card 1

- Continue to provide
- Principle of impact – it’s not just numbers
- Find new ways of measuring impact
- Arm them with information and research-based programs
- Give tools to be self-sufficient
- Develop strong partnerships
- Continue responsive and proactive

Card 2

- What actions
- Determine what citizens in Iowa need
- Look at market/client segments
- Improve internship partnerships
- Leverage our specialties
- Don’t just provide answers but help clients to understand issues so they can make informed decisions
- Stay well informed on the current and upcoming issues

Card 3

- Needs assessment – with connection to university we should be key in the development and implementation

- Impact – evaluation for continued money and support
- Partnerships – be facilitators to bring partners to the table
- Research-based materials utilized in all programs

Card 4

- Use assessment tools and results to drive part of their research
- Use assessment results to help identify groups to partner with
- One-on-one formal assessment surveys to identify community needs

Card 5

- Always looking for partnership opportunities to share resources
- Needs assessment – meeting the needs of the citizens
- Provide

Card 6

- Streamline focus
- Measure impact
- Enforce team

GROUP #2 cards:

Card 1

- For some programs/needs research is limited so needs drive or should drive research
- Needs assessment needs to be connected to current research
- Communicate to develop relationship with decision makers
- Partnerships should be developed based on the potential partners’ need for the program benefits and clients benefits

Card 2

- Better access to marketing materials – market to the people
- Can research be validated via something other than “Internet” research (university as a whole involved)
- Create evaluation team and a marketing team
- Needs assessments with staff
- How can we better serve the community?
- What tools and professional development would benefit?
- Professional development for extension councils

Card 3

- Clients are effective partners from beginning to end of the program planning process
- Open and effective communication channels internally and externally that best utilizes the latest in technology
- Develop an organization-wide system that strengthens internal relationships

Card 4

- Innovative and creative proactive vs. reactive
- Nurturing Iowa State University Extension and Outreach advocates in local level
- Needs assessment – feedback from constituents
- Impacts to share with community
- Create demand for our products

Card 5

- Internal awareness among university departments
- Counties having access to offering by campus
- Awareness and communication
- Stay true to our roots

- Ignore fads
- Continue to do what we do best
- Build local partnerships

Card 6

- Better communication
- Research impact
- Survey
- Focus groups
- Needs assessments

GROUP #4 cards:

Card 1

- Respond to economic issues/drivers
- Do more targeted needs assessments
- Do more effective impact assessments
- Use internal partnerships for holistic programming

Card 2

- Develop partnerships with other agencies and organizations to establish a broader physical presence in each county
- Ease of websites
- Evaluating current programs, making sure they are producing outcomes

Card 3

- Intense training – specifically regarding what impact means
- More interaction between subject matter expertise specialists and frontline
- Performance expectations – evaluations based on expectations
- Consequences for not meeting expectations
- Individual
- Group
- Region

Card 4

- Identify needs from wants and how to handle the differences when considering expectations
- Provide leadership on how to tie the needs assessment with individual positions and areas
- Partner with other individuals that already have expertise in certain areas instead of expecting to train everyone in all skills

Card 5

- Develop strategic/key partnerships
- Outreach – needs of the county (assessment)
- Identify other programs we can offer support internally and capture externally

Card 6

- Each individual position description should include seeking and building relationships at the local, state or national levels
- Offer recognition to those who succeed
- Invest in time and resources for staff to stay informed on emerging trends
- Conduct research in the field and communicate emerging needs to researchers
- Establish clear extension leadership structure

GROUP #5 cards:

Card 1

- Programs focus more on outcomes and develop systems to aggregate those outcomes

- Develop new value adding partnerships with colleges to expand outreach opportunities
- Identify emerging issues of new and existing clientele
- Rapidly provide diverse programs through targeted and coordinated interactions with partners

Card 2

- Identify relevant partners to develop and grow research opportunities, program development delivery, needs assessments and other resources
- Iowa State University Extension and Outreach will build ongoing needs assessments into our everyday interactions with clients and partners
- Develop a process and tools for programs that will document impact and outcomes

Card 3

- Needs assessment by region for prioritizing
- Marketing
- Coordination among counties to develop programming that meets needs of multiple counties
- Coordinate what resources available by specialist so readily available for others to utilize
- Avoid recreating the wheel

Card 4

- Identify needs
- Ask many people what their needs are, don't ask people what the state needs
- Resource allocation of identical needs
- Use our resources to address identified needs
- Building trusting partnerships while maintaining its integrity

Card 5

- Continue to offer educational programs as more emphasis on sharing and expanding – allow time to develop programs
- Search out new groups with similar issues/solutions
- Implement new systems to record impact

GROUP #6 cards:

Card 1

- Networking
- Identify needs
- Ask questions
- Matching needs with programs and partners
- Follow-up to determine impact

Card 2

- Making sure programming is based on documented needs and delivered based on how clients want to receive it
- Promote ourselves by sharing stories of our impact so more people partner with us and know about us
- More program/field specialists in the counties to address all local needs and requests

Card 3

- Develop "how to" training on impact identification and reporting
- Building in program/staff accountability for impact
- More effect training for county/new staff on available/new programs

Card 4

- Drive research, match the interests of funding sources with community needs
- Share a list of stakeholders and partners we have successful work with to discover new opportunities

Card 5

- Professional development on finding and using resources that are available
- Streamline communication between counties and campus
- Actively engage with community colleges to the extent that includes teaching assignments by program specialists

Card 6

- Providing research-based, unbiased, independent answers to questions
- Improved communication and informed decision making through partnerships as a result of our educational programming

GROUP #7 cards:**Card 1**

- Strengthen professional development
- Staff orientation
- HR guideline
- Define roles/responsibilities
- Effective internal organization structure
- Program review
- Website overhaul
- Good teaching modules
- New system for accessing information

Card 2

- Research-based
- Determine priority initiatives
- Partnerships
- Impact

Card 3

- ROI to client
- Extension impact public value
- Reform faculty system

Card 4

- Evaluate all programs to see if we are being effective or just busy
- Survey clients to see if we are meeting the needs of our partners and stakeholders
- Access and provide individuals and families with necessary programs to improve their quality of life
- Clearly write expectations of required educational research-based curriculum and programs

Card 5

- Gather data on other states' success/best practices
- High tech permeates our delivery method
- Need to go low tech to make it personal
- Gather feedback face-to-face
- Partnerships with churches, media and grocery stores to get our word out
- Low tech./high tech. – maintain high tech. to emphasis high touch

Card 6

- Prioritize where we can have the greatest impact
- Do better marketing – keep the brand
- Assess what science we need from a research base
- Define criteria for the partnerships
- Support county offices – local presence
- Connection across Extension system
- Assistance in evaluation and impact measurement

GROUP #8 cards:**Card 1**

- Increase professional development in:
 - Needs assessments
 - Access to leading research
 - Determine needs assessments best practices
 - Determine impact and value potential for service area
 - Innovative and relational marketing

Card 2

- Anticipate clients' needs
- Look for outside resources – have a backup plan
- Demonstrate to clients the value of research-based education

Card 3

- Increase marketing and visibility
- Partner with people and build relationships
- Quality programs done well and what research is needed
- Find work done within problems
- Sound good information
- Research for all target audiences

Card 4

- Develop needs analysis encompassing local, state and national representation
- Use face-to-face and mass marketing to build partnerships both locally and broadly
- Build a more clear bridge between ISU researchers and Extension

Card 5

- Continue credible research
- Define partnerships
- Strengthen evaluation and needs assessment process
- Know your clientele
- How do you reach your stakeholders?
- Resource management
- Research-based education – conduct more research, meet with researchers to get summaries of projects
- Partnerships
- Impact
- Needs assessment – survey, pre/post tests
- Develop process for formal and on-going needs assessment
- Communicate needs to clients, staff and partners
- Evaluate for impact – medium and long-term impact
- Accountable to clients
- Communicate to clients, staff and partners
- Foster relationships and communication with clients, staff and partners

GROUP #9 cards:**Card 1**

- Communication flowing both directions so that outreach and research can continue to be partners and increase effectiveness
- Needs assessment on both local level and research level for real life situations

Card 2

- Stay true to the principle of research-based information and education
- Prioritize such that we are known for the things we do well instead of the many things we don't do

- Understand what expertise is available elsewhere, perhaps create a clearinghouse for these professional services such that Extension can coordinate, but not overlap, efforts
- Work on marketing efforts such that Iowa State University Extension and Outreach publications and projects are prioritized on search engines
- Create alliances that are ongoing and mutually beneficial
- Don't change for change's sake

Card 3

- Look for innovative, new ways to deliver programming – reach various audiences
- Continue to invest in research
- Networking at all levels
- Good communication to establish needs
- Needs assessment
- Maintain presence at local county level
- Assist with developing and marketing research-based programs
- Look for resources and partnerships to supplement shrinking tax funding

Card 4

- Defined outcomes
- Sequential learning – structured programs
- Inclusive systematic engages everyone
- Research reflects the needs
- Information is data driven
- Work with local areas

Card 5

- Create professional development opportunities to teach core competencies for all staff
- Perform on-going needs assessments, evaluations and continuous process improvement
- Work in multi-county teams to develop programming ideas and methods that may work across current regional boundaries

Card 6

- Have a local leadership summit on needs
- Community analysis of what is available
- Follow-up with partnerships
- Educate about Extension – marketing
- Educate staff on research-based information
- Utilize specialists
- Better network of staff – understand job roles
- Consistent framework of system
- State level creates partnerships with other state organizations that could trickle down
- Needs assessment
- Explore new ways to educate clients
- Conduct programs

GROUP #10 cards:

Card 1

- Having programs that address the specific needs of our area – actual needs
- Partnering with like-minded businesses, etc. in the community
- Quality, not quantity to maximize impact
- Position ourselves to effectively compete
- Demonstrate proven practices
- Formalize networking
- Use research-based delivery methods

Card 2

- Don't ask how we can compete without the Internet but how to compete on the Internet
- Be proactive about determining how we deliver programming
- Systems to streamline processes
- Develop attitude that promotes and values co-learning
- Research-based delivery methods for quality programs

Card 3

- Delivery is huge – meeting people's needs, customer-friendly, energy
- Research is a two-way street
- Marketing

Card 4

- Research-based programs
- Better communication between Extension
- Partnership
- Communication needed between all to know what's available for programming
- Always look for new groups to partner with
- Find different ways to communicate with different groups
- Find better ways to market your program
- Conduct surveys and find ways to walk with the public

Card 5

- Partnership training for staff
- Go to potential clients to survey what their needs are
- Provide programs and use our research and include Iowa State University Extension and Outreach branding on materials

GROUP #11 cards:

Card 1

- Improve collaborations (internal) and partnerships (external)
- Hire impact and needs assessment specialist
- Identify clients who will benefit from our programs

Card 2

- Needs assessment to next level
- Who wants what they need?
- Learn how to connect in an effective way
- Deliver multi-level education

Card 3

- Use technology to promote what we offer
- Developing apps
- Social media
- Directory of current and prospective partners statewide
- Across organization needs assessments

Card 4

- Website – more user friendly, promote easier paths to get information, higher place on search engines
- County and staff better informed about programs, offerings and paths to offer
- Partnerships – see what they offer so not duplicating, collaborate
- Impact – if working, accurate ways to judge, ask verbally for input
- Needs assessment – what they want, not what we think they want

Card 5

- Identify and evaluate potential partners
- What is impact, how do we assess it, how to share it
- Needs assessment – staff needs

Card 6

- Discover better ways to reach younger generations and underserved populations

- Create better needs assessment tools and use the information collected
- Have campus develop more statewide and national partnerships to benefit everyone
- More staff development on educational programs/resources, assessments and evaluations

GROUP #13 cards:

Card 1

- Do ongoing research on our clients
- Market research
- Look for partnerships to help with this research
- Review to make certain structure of Extension encourages results
- Try to make county employees more responsive to Iowa State University Extension and Outreach

Card 2

- Help to develop purposeful, planned assessment resources so we can measure impact, share it at all levels and base decisions on it
- Need training to help with skills to build relationships and partnerships

GROUP #14 cards:

Card 1

- Research-based
 - Identify partnering programs
- Partnerships
 - Use partnerships wisely
- Impact
 - Build trust relationships
 - Use short term program to build on and offer long term programs
 - Create evaluation tools
- Needs assessment
 - Identify clients
 - Do not duplicate programs
 - Find our niche

GROUP #15 cards:

Card 1

- Research-based
- Partnerships
- Impact
- Needs assessment

Card 2

- How do we prioritize and strategize to meet needs, recognizing that:
 - Each county will have some needs similar and some needs different; and
 - We can't do everything, are often better positioned to do some things than others
- How do we deal with the campus/field issue?
 - Communication
 - Everyone participates
 - No hierarchy between state paid/county paid staff
 - Roles – who does what and who decides
- How do we honor and respect other organizations in our communities as being able to meet citizen needs themselves and our best place might be to raise their capacity to do that better rather than compete with them for resources or participants?

- There are lots of needs assessments already done. We need to use it and anticipate what's coming.
- We need to do real cross-disciplinary programs. We have internal competition.

Card 3

- Assistance with evaluation and impact
- Develop database to manage client base and impact
- Assistance with grant writing/revenue generation

Card 4

- Develop a networking system to facilitate collaboration
- Build partnerships with professional/non-profit organizations to leverage content and audiences
- Assess current structure/portfolio programs to determine needs and gaps and opportunities for connections

GROUP #17 cards:

Card 1

- Need to be cutting-edge – technology and research
- Fill in gaps – don't duplicate services
- Play the role of facilitator – get the right people to talk
- Measure what we do

Card 2

- Secure financing for programs via user fees, grants, etc.
- Perception is stronger than reality – we need to market what we do well
- Show our clients where our information comes from and how to obtain it

Card 3

- Need to provide quality programs that have all four characteristics
- Look to technology to reach more younger people and offer more online programs when convenient for the client
- Encourage councils to invest in programs as needed
- Secure funding for additional staff

Card 4

- Professional marketing to make the Extension not a secret
- Repackage our services for 21st century to answer the needs of our clients

Card 5

- Standardized needs assessment for creating or improving programs
- Standardized assessment to measure impact of the delivery
- Identify partners that will lead to program offerings

Card 6

- Coordinate needs assessment specific to geography and program areas
- Provide decision making resources to help audience navigate critical decisions for their families, kids, businesses, farms, etc.

Card 7

- Know what each unit is doing internally and why they are doing it
- Have time to partner with a variety of colleagues/entities
- Needs assessments turns to asset assessment
- Make sure all curricula used is research-based and not just pulled at random from the Internet
- All staff need assistance with writing quality success stories highlighting public value

GROUP #18 cards:

Card 1

- Promote and document impact of programs

- Nation-wide networking
- Improving communication channels with all staff

Card 2

- Bridge gap between campus researchers and counties so that Extension is included within the process
- Integrative Extension programs that have evaluation/impact measures included
- Better alignment between units for more interactive approach
- Improve communication/listening between campus and field, field and communities and Extension and public
- Identify how best to engage current and future potential stakeholders
- Tap into non-Extension resources and staff

Card 3

- Professional development through various methods on all areas from technology, programs, communications, etc.
- Partnerships and relationships need to be developed, grown and nurtured to make clearer and better communications through all levels of the organization
- Impacts need to be clear through surveys of staff and clients to align the goals of the organization

GROUP #19 cards:

Card 1

- Expanding partnerships due to limited staff in the field
- Address urban vs. rural audiences
- Marketing
- Needs assessments
- How to get more exposure
- Partnerships more visibility – talk to clients

Card 2

- Initiate cross program connections and interactions
- Focus – limit scope
- Understand impact
- Understand POW – more focus
- What we or client are missing, proactive needs assessment future

Card 3

- Cultivate and develop partnerships and diversified funding sources
- Don't be shy – quantify and communicate our impact
- Build better internal networks between field and campus

GROUP #20 cards:

Card 1

- More networking of researchers across ISU and Iowa to interact more fully with Iowa State University Extension and Outreach and help determine the impact of our programs
- Conduct formal needs assessment annually that determines educational needs and priorities of non-Extension users conducted by non-Extension people

Card 2

- For smaller programs with nontraditional groups, call together a focused evaluation group, who use different techniques, also campus people involved more
- We need more community partnership and county level
- For small offices, have a substitute coverage to allow OA and others to leave to build “pre-partnerships”

Card 3

- Recording impacts and successes

- Adapt programs to changing audiences
- Communicate that we provide research-based, unbiased information

GROUP #21 cards:

Card 1

- Educate Extension councils on how to conduct needs assessments, why they are important and how to use results
- Build relationships between state, county and communities
- Identify research-based programs which can be used by county educators for the one hour educational needs

Card 2

- Begin with the end in mind. When designing a research-based education program, consider possible partnerships, define the needs and develop survey items/methods to gather impact several months before beginning the effort.

Card 3

- Involve other research facilities in the campus that have not been involved with Iowa State University Extension and Outreach in the past
- Step back and re-evaluate every program in Extension every 2-3 years with the goal of improving the impact and tools of the program
- Connect with research facilities on campus

Card 4

- Education of council members/county committees on opportunities, programs, policies, etc. so they are better able to make decisions regarding the direction of Extension
- Create partnerships to reach larger audiences especially looking at non-traditional partners
- Look at programs and evaluate to see which are having the most impact

Card 5

- Look to external partnerships with industries, foundations and universities

Card 6

- Resource development
- Extension needs to position itself to be a major component of the next university campaign

Card 7

- Connect with clientele/constituents
- Focus
- Informal needs assessments
- Formal needs assessments
- Partner with organizations and agencies to make best use of valuable resources
- Encourage scholarship across all program areas – put research into practice
- Youth-adult partnerships to really look at youth issues and how community can solve challenges

Card 8

- Establish specific communication guidelines between all levels of staff to make sure research-based information gets to the clients as they need it
- Work with program specialists and council to identify client needs and set up programming
- Establish standard titles and job descriptions for staff
- Work with program specialists and all county staff to identify needs

SMALL GROUP PRIORITIES

GROUP #1 - Facilitator/Recorder(s): Mary Kramer, Karen Lathrop

Priority #1 - Develop a needs assessment instrument.

Description: Use information to focus and streamline programming.

Priority #2 - Clearly define measurements to determine outcomes

Description: Measure impacts and communicate to create public value

Priority #3- Create strategic partnerships around the needs and priority areas.

Description:

- Determine with whom to partner
- Identify the resources and talents that may be pooled from the partnership

Group Discussion:

- Select 3-5 issues that cut across programs areas
- Determine measurable outcomes and policy targets related to those issues.
- Seek out and develop strategic partnerships that will help us meet our outcomes and policy targets.
- Focus our program and streamline and measure the impact.
- Enforce team delivery at all levels... county, area, field state.
- Always look for partnership opportunities to share resources.
- Meet the needs of citizens by following the needs assessment.
- Provide good customer service and help people get what they need with good quality information.
- Develop a needs assessment to determine which programs that we would focus on and develop evaluation for impact.
- Be a facilitator in bringing partners & stakeholders to the table to address the needs and to deliver the services.
- Look at market/client segments and see what resources we have and what we can acquire and how to serve the market/client segments.
- Improve our internal partnerships between county, campus and field to improve and leverage our specialties.
- Explain issues so that clients can make informed decisions.
- Stay well informed on current and upcoming issues through professional improvement.
- Assessment is a beginning point with one-to-one formal survey process to determine community needs.
- Utilize assessment information as a fundamental driver for research and development.
- Utilize assessment information to determine what type of strategic partnerships we should develop.
- Give people the tools to teach them where resources are and help THEM to solve the problems.
- Continue with the research-based programs and bring them to Iowa communities who have the need.
- Develop more strong partnerships.

GROUP #2 - Facilitator/Recorder(s): Dan Lane, Byron Leu, Himar Hernandez,

Priority #1 - Create professional development opportunities

Description:

- For county, councils and ISU E&O staff.
 - Technology education.
-

Priority #2 - Develop a holistic approach to program/product development

Description:

- Develop a process to develop, define, deliver and evaluate programs with sustained and diversified funding.
 - Define the product (evaluate and upgrade constantly).
-

Priority #3 - Share long term impacts and evaluations

Description:

- Clients are effective partners from beginning to end. Involve them in the planning phase, share results, and follow up to document long term impacts.

Group Discussion:

- Allow the needs assessment from the communities that we serve to drive new research and programs, (and reverse) whole university approach
 - Communication with decision makers
 - Partnership according to the product (programs)
 - Technology (to show that we are in the cutting edge) for programs and communications; training for staff.
 - Identify experts and programs and create a way to easily access it. (We need to know what we have in order to sell it). Need awareness and communications (self-awareness) example: ISU outsourcing without considering E&O.
 - Have a process to develop, define, deliver and evaluate programs with sustained and diversified funding.
 - Define the product (evaluate and upgrade constantly).
 - Better access to marketing: How do we create demand?
 - Nurturing ISU E&O advocates
 - Long term impacts: Buy in from the clients (clients are effective partners from beginning to end) / evaluations
 - A system to enhance internal relationships (campus staff, field staff, county staff)
 - Innovative in creating and repackaging programs (updates, improvements): Create demand
 - Need more effective ways to document impacts
-

GROUP #3 - Facilitator/Recorder(s): Andrew Larson, Linda Fischer

Priority #1 - Professional development for all Extension roles

Description:

- Staff and council members, volunteers
- Technology, coaching, internal exchange program, program evaluation training, human resource training for staff and council members

Priority #2 - Focused, fewer, and higher quality programs

Description:

- Focused on what we are best trained to do and staff permission to say "No"
- Need to make sure we do good needs assessment.

Priority #3 - Staff inclusiveness

Description:

- Interdisciplinary and collaboration of different staff roles, including county, field, state staff across geographic boundaries

Group Discussion:

Subgroup 1

- Professional development for staff - technology, coaching skills, etc
- Streamline processes relating to priority areas
- Exchange program- mini immersion so campus come to field, field to campus, interdisciplinary also

Subgroup 2

- Build partnerships with other professionals internal and external and other universities
- Create an area wide work plan that includes impact assessment
- Reach underserved audiences - we need to be doing this

Subgroup 3

- Demonstrate impact through systematic evaluation for every program
- Demonstrate sound research programming for our program content through, among other ways, more systematic peer review.

Subgroup 4

- Closer integration between research and outreach
- Listen to stakeholders to identify areas of need, then focus resources on programs that will achieve an impact
- Develop external partnerships, linkages, and client contacts - listen and leverage

Subgroup 5

- Remove geographic boundaries in the expertise/educational model - focus expertise on subject rather than geographic boundaries
- Develop clearly defined roles and responsibilities
- Focus education program offerings-narrowing programs down to specific expertise

Subgroup 6

- Professional development for all – staff and council members
- Inclusiveness – county based staff, regional specialists, directors across program areas
- Marketing – county dollars could pay for some advertisements and informational delivery (tired of being the best kept secret in Iowa!)

1. Professional development – all Extension roles–staff and Council members, volunteers
2. Inclusiveness – underserved audiences
3. Inclusiveness – staff – interdisciplinary and collaboration of different staff roles, including county, field, state staff across geographic boundaries
4. Streamline processes relating to priority areas
5. Develop external partnerships, linkages, and client contacts – listen and leverage

6. Build evaluations to determine impact as a requirement of programs – basic accountability – hire staff so we have evaluators in every program area
7. Focused, fewer, and higher quality programs – focused on what we are best trained to do and staff permission to say "No"

GROUP #4 - Facilitator/Recorder(s): Joyce Lash, Dan Loy

Priority #1 - Develop strategic relationships and build trust w/ other agencies and organizations to each individual position description shall include job responsibility of seeking relationships at local state or national level with recognition to those who succeed.

Priority #2 - Effective impact assessment (training or professional assistance) and do intense training on definition of impact; evaluate current programs making sure they are producing outcomes.

Priority #3 - Use internal partnerships (more holistic programming).

Group Discussion:

Condensed group action items (votes)

- Effective impact assessment (training or professional assistance) and do intense training on definition of impact; evaluate current programs making sure they are producing outcomes (13)
- Improved interaction between subject matter specialist and front line county people (3)
- Performance expectations and evaluations based on those expectations (0)
- More consequences for not meeting expectations (0)
 - o Establish a broader physical presence in each county for better geographic accessibility/multiple locations (2)
- Invest in time and resources for staff to stay informed on emerging trends (4)
- Conduct research in the field and communicate emerging needs to researchers (1)
- Establish a clear extension leadership structure (1)
- Develop strategic relationships and build trust w/other agencies and organizations to each individual position description shall include job responsibility of seeking relationships @ local state or national level w/recognition to those who succeed (15)
- Improve the ease of website for 18-29 year-olds and seniors (1)
- Identify needs from wants and how to handle differences when considering expectations (2)
- Provide leadership on how to tie the needs assessment with individuals and areas (0)
- Partner w/other individuals that already have expertise in certain areas instead of expecting to train everyone in all skills (getting away from jack of all trades, master of none theory) (2)
- Needs of the counties–summits to understand and give ownership to needs (0)
- Identify program (i.e., DOD, USDA) we can offer support internally and capture externally, showing the diversity of extension (3)
- Respond to economic drivers (3)
- Targeted needs assessment using partners (5)
- Use internal partnerships (more holistic programming)(5)

GROUP #5 - Facilitator/Recorder(s): Anna Letsche, Jeff Macomber

Priority #1 - ISUEO will make a concerted effort to identify relevant internal and external partners to grow local, state and national research opportunities, program development and delivery and resources.

Description:

- Develop new value added partnerships with colleges (ISU) to expand outreach.
- Build trusting partnerships while maintaining our integrity

Priority #2 - ISUEO will build ongoing needs assessment of current and emerging needs into our every day interaction with new and existing clients and partners.

Description:

- Needs assessment of clients, staff . . . to do program
- Asking individual what their needs are
- Identify emerging issues of new and existing clientele

Priority #3 - Coordinate what resources we have to avoid duplication and making existing programming available.

Description:

- Using current resources we have to address needs we identified.
- Coordination of programming and marketing to meet the needs of multiple counties

Group Discussion:

- ISUEO will make a concerted effort to identify relevant internal and external partners to grow local, state and national research opportunities, program development and delivery and resources.
- Develop new value added partnerships with colleges (ISU) to expand outreach.
- Build trusting partnerships while maintaining our integrity.
- ISUEO will build ongoing needs assessment of current and emerging needs into our every day interaction with new and existing clients and partners.
- Need assessment of clients, staff . . . to do program.
- Asking individuals what their needs are.
- Identify emerging issues of new and existing clientele.
- ISUEO needs an evaluation process and tools for programs that will document impact and outcome.
- Programs focused more on outcomes and develop systems to aggregate those outcomes.
- Allow time to develop programs.
- Rapidly provide diverse programs through targeted and coordinated interaction with partners.
- Market programs.
- Coordinate what resources we have to avoid duplication and making existing programming available.
- Using current resources we have to address needs we identified.
- Coordinate programming and marketing to meet the needs of multiple counties.

GROUP #6 - Facilitator/Recorder(s): Mark Licht, Becky Nibe

Priority #1 - Connect programming & research to documented needs & deliver appropriately

Description:

- Making sure programming is based on documented needs and delivered based on how clients want to receive it.
- To drive research, match the interests of funding sources with community needs.
- Match needs with programs & partners
- Streamline communication between counties and campus

Priority #2 - Identify & report impact with system accountability

Description:

- Develop “how to” training on impact identification & reporting
- Build in program/staff accountability for impact
- Follow-up to determine impact – 13
- Build capacity of staff members to identify & report impact.
- Promote ourselves by sharing stories of our impact so more people partner with us and know about us.

Priority #3 - Professional development at all levels

Description:

- More effective training for county/new staff on available/new programs
- Professional development on finding and using resources that are available
- Everybody needs professional development – subject matter, technology, What is Extension?, teaching for impact and everything else.

Group Discussion:

- Provide research-based educational programs
- Partnerships
- Impact
- Needs assessment (clients & stakeholders)
- Making sure programming is based on documented needs and delivered based on how clients want to receive it.
- To drive research, match the interests of funding sources with community needs.
- Match needs with programs & partners
- Streamline communication between counties and campus
- Promote ourselves by sharing stories of our impact so more people partner with us and know about us.
- More program/field specialists in the counties to address all local needs & requests.
- Develop “how to” training on impact identification & reporting
- Build in program/staff accountability for impact
- Follow-up to determine impact
- More effective training for county/new staff on available/new programs
- Professional development on finding and using resources that are available
- Providing research-based, unbiased, independent answers to questions

- Improved communication & informed decision making (for our customers) through partnerships as a result of our educational programming (unconventional and new)
- Actively engaged with community colleges to the extent it includes teaching assignments by program specialists.
- Networking – identify needs asking questions “What are the issues you need” 40 & under especially
- Share a list of stakeholders & partners with whom we’ve successfully worked to discover new opportunities.
- Identify new audiences

GROUP #7 - Facilitator/Recorder(s): Lesia Oesterreich, Jacki Luckstead

Priority #1 - Professional development and orientation

Description:

- Strengthen professional development (staff orientation grounded in our mission, Human Resources, defining roles and responsibilities of who does what, effective teaching)
- Just do it – Extension fundamentals.
- Clearly written expectations of required educational research base curriculum and programs.

Priority #2 - Improve marketing of ISUEO

Description:

- Do better marketing of ISUEO – keep the brand.
- Tell our story more effectively to general public – value proposition; train staff in elevator speech.

Priority #3 - Increase public value through program and effective delivery

Description:

- Prioritize where we will have public value.
- Determine priority initiatives.
- Intentional, effective organizational structure (program review and prioritizing, using logical models to drive decisions, using current program materials, user-friendly websites etc., easy access, rapid response)
- Program review. Reassess all programs for effectiveness.

Group Discussion: (votes)

- Prioritize where we will have public value. Determine priority initiatives. Intentional, effective organizational structure (program review and prioritizing, using logical models to drive decisions, using current program materials, user-friendly websites etc, easy access, rapid response.) (6)
- Explore nontraditional partners. Define what partner means and develop asset map of our partners. (7)
- Develop impact template to record public value and provide training for staff. (3)
- Assess assets (positives) instead of negatives. (3)
- Do better marketing of ISUEO – keep the brand. Tell our story more effectively to general public – value proposition; train staff in elevator speech. (8)
- Assess what science we need from a research base. Reform faculty tenure system, with concept of supporting research applicable at local level. (7)

- Strengthen professional development (staff orientation grounded in our mission, Human Resources, defining roles and responsibilities of who does what, effective teaching) Just do it - Extension fundamentals. Clearly written expectations of required educational research base curriculum and programs. (10)
- Build capacity in people, money and time in areas of the state that are low in resources. (6)
- Engaging partners in needs assessment buy-in. (2)
- Program review. Reassess all programs for effectiveness. (3)
- Survey clients to see if we are meeting their needs. Maintain high tech, enhance low tech, face-to-face. (7)
- Survey land grant university extension in other states &review their best practices. (1)

GROUP #8 - Facilitator/Recorder(s): Amber Matthiesen, Melissa O'Rourke

Priority #1 - Needs assessments

Description:

- Develop formal, on-going and/or reoccurring local and statewide needs assessment processes that use best practices (e.g., focus groups, interviews, environmental scanning, representative sample(s)) and includes processes for training Extension staff to utilize this needs assessment process.

Priority #2 - Partnerships/relationships

Description:

- Develop tools to assist the Extension community to learn methods and advantages of building and maintaining effective local and statewide relationships which lead to partnerships that produce meaningful outcomes. This includes building a strong bridge between Iowa State University campus researchers and the Extension community.

Priority #3 – Marketing

Description:

- Develop and expand a marketing and communications program that informs stakeholders (clients, partners, public) the value and impact of research-based educational programs offered by Extension & Outreach and assists in building partnerships.

Group Discussion

Subgroup 1: To continue credible research.

- To define partnerships.
 - To strengthen the evaluation & needs-assessment process.
- Subgroup 2: Developing formal & ongoing needs assessments.
- Communicate the needs assessments to clients, staff & partners.
 - Evaluate for impact – includes medium & long-term impact.
 - Foster relationships & communication.
- Subgroup 3: Determine impact & value potential for service areas.
- Determine needs assessment best practices, where we value listening, think-tanks and focus subgroups.
 - Increase professional development in regards to accessing leading research and assessing the need for that research.
 - Innovative & relational marketing.

Subgroup 4: Anticipate clients' needs.

- Look for outside resources (e.g., I don't always have a dietician available, I need a back-up plan).
- Demonstrate to clients the value of research-based education (e.g., local garden club and Master Gardener club – don't combine)

Subgroup 5: Develop a needs analysis that encompasses local, state and national representation. We want it to be re-occurring and reach diverse or unheard populations.

- Use face-to-face and mass-marketing to build partnerships both locally and state-wide.
- Build a clear bridge between Iowa state researchers and Extension.

Subgroup 6: Increase marketing and visibility for our target audiences.

- Have quality programs done well.
- Partner with people and build relationships.

GROUP #9 - Facilitator/Recorder(s): Earl McAlexander, Joy Rouse

Priority #1 - Assessment

Description:

- Needs assessment – Perform ongoing needs and outcome assessment, evaluation, and continuous process improvement to determine impact

Priority #2 - Professional development/core competencies

Description:

- Core competencies and technical expertise; knowledge of resources available

Priority #3 - Coordination/partnerships

Description:

- Work in multi county teams to develop programs, ideas and methods that may work across current region boundaries
- Create local and statewide partnerships and to communicate the impact to others involved
- Understand what expertise available elsewhere and create a clearinghouse so extension can coordinate in providing research-based information that does not overlap

Group Discussion:

- Defined outcomes
- Inclusive system that includes everyone; create a program of evaluation (see behavior change); staff development for evaluation
- Develop benchmarks
- Look for innovative new ways to deliver programming/reach various audiences
- Pursue different avenue/changing communities/what partners are out there doing more than just surveying council members for needs
- Maintain presence at local county level
- Look for resources and partnerships to supplement shrinking tax money
- Understand what expertise available elsewhere and create a clearinghouse so extension can coordinate not overlap
- Work on marketing efforts so that ext publications and projects are prioritized on search engines
- Create alliances that are ongoing and not one time agreements
- Conduct needs assessments
- Education of staff on research-based information and

communicate resources available

- Create local & statewide partnerships & communicate the impact to others involved
- Communication flows in both directions so that outreach and research can continue to be partners and increasing effectiveness
- Needs assessment on both local level and research level for real life situations
- Create professional development opportunities to teach core competencies for all staff
- Perform ongoing needs assessment, evaluation, and continuous process improvement
- Work in multi county teams to develop programs ideas and methods that may work across current region boundaries

GROUP #10 - Facilitator/Recorder(s): Joani Schweitzer, Kati Peiffer

Priority #1 - Better communication & knowledge sharing between county office, specialist, campus to improve internal communication.

Priority #2 - Partnership training for staff.

Description:

- Find new ways to partner.

Priority #3 - Research-based information on the Internet needed to compete so our information is coming up first.

Description:

- Internet as a partner.

Group Discussion:

Research-based

- Research needs to be a 2 way street. Not just us delivering, it needs to include citizens providing direction for needs for research-based knowledge.

Partnerships

- Partnership training for staff. Find new ways to partner.
- Partnering with like minded businesses in community. Not being a silent partner. Partnering with groups who have same value as Ext.
- Better communication and knowledge sharing between county office, specialist, campus. Improve internal communication

Impact

- Provide programs and use ISUEO research and include ISUEO branding and materials. Request and measure impact (positive public value) and use part of marketing
- Stakeholder needs
- Making Extension visible by going to potential clients to survey needs-don't mail, personal connection
- Conducting surveys and finding ways to contact public to find other partners who have similar missions and community needs.
- Having programs who address special needs of our area not needs we prescribe. Be involved in your communities so information goes 2 ways.

Delivery

- Staff is trained to create a quality customer friendly program that conveys energy and is valued. Use ISU methods for teaching. Need to be facilitators

- Research-based information on the Internet – need to compete so our information is coming up first; Internet as a partner.
- Delivery-meeting people's needs on how we deliver it.
- Better ways to market programs-logic model.
- Research and use best practices for alternative delivery methods

GROUP #11 - Facilitator/Recorder(s): Jeanne Warning, LuAnn Johansen

Priority #1 – Technology

Description:

- Website – more user friendly – easier paths – promote website – get higher place on engine
- Discover better ways reach younger generation and underserved population
- Use technology to promote what offer – develop apps – utilize social media

Priority #2 - Needs Assessment

Description:

- Needs assessment that focuses on what they (clientele) need and match with our offerings – Identify clients who benefit from our program

Priority #3 – Partnerships

Description:

- Identify ways to cooperate with others who are providing similar programs and work together.
- Partnerships – not duplicating – internal and external. Join civic organizations. Partner with schools. Chambers. etc.
- Grant writing and having dedicated people to help within each discipline and go across

Group Discussion: (votes)

Needs assessment – who wants what we have to offer that they need

- Identify clients who benefit from our program (7)
- Create better practical needs assessment tools (0)
- Need for cross discipline needs assessment (0)
- Needs of our staff – technology education, to provide quality program at all levels (2)

Partnerships – local we are making. Campus help with developing statewide and national partnerships benefit everyone (0)

- Identify ways to cooperate with others who are providing similar programs – work together. Partnerships – not duplicating – internal and external. Join civic organizations. Partner with schools. Chambers (5)
- Identify and evaluate potential partners – what are our/their non-negotiable, can we partner, when get out (0)
- Improve collaborations internal and external -- with rewards (4)
- Partnership – directory current and prospective partners (2)

Research-based

- Learn how to connect in a fast, effective way (3)
- Deliver multi level education (3)
- Technology (16)
- Website – more user friendly – easier paths – promote website – get higher place on engine (0)

- Discover better ways reach younger generation and underserved population (0)
- Use technology to promote what offer – develop apps – utilize social media (0)
- Grant writing and having dedicated people to help within each discipline and go across (5)

Impact

- What is working – accurate way to judge – develop appropriate metrics – how to share (1)
- Impact – dedicated staff for impact evaluation (4)
- County office want to be a destination (1)
- Staff development including assessment and evaluation tools and make matrix of programs and contacts (0)

GROUP #12 - Facilitator/Recorder(s): John Roberts, Anthony Santiago

Priority #1 - Visioning of research-based needs and provide staff resources to develop expertise

Description:

- Anticipate (visioning) future researched-based needs of stakeholders and provide resources for staff development to keep current in their areas of expertise

Priority #2 - Partnerships to determine needs

Description:

- To partner with council, staff, and clients, to determine local needs in the community, county, region, and area

Priority #3 - Identify measurable impacts meaningful to stakeholders and partners

Description:

- Identify impacts using measurable data that is meaningful to stakeholders and partners

Group Discussion:

- Develop tools to help volunteers spread the word about Extension
- Identify untapped partners who best align with assessed client needs
- Emphasizing the research-based and unbiased aspects of Extension
- Use local testimonials to tell the Extension story
- Development of learner centered evaluation tools that demonstrate impact
- Collaborate with appropriate partners to generate DIVERSIFIED funding that yields impact
- Extension is to broker those with needs and those with a need to spend money
- Improve presentation of our impact to key stakeholders
- A researched based needs assessment conducted by a third party every three years
- An extension focused marketing effort
- A researched based program that people know was made in Iowa

GROUP #13 - Facilitator/Recorder(s): Sherry Glenn, Carol Schneider

Priority #1 - Structure Extension for maximum impact

Description:

- Review to make sure the structure of extension encourages results and is not a barrier to achieving impact of extension and the university at all levels, local, regional, state, national and international level.

Priority #1 cont'd

- Visibility, engagement and feedback.

Priority #2 - Increase awareness of Extension impact

Description:

- Better recognition for what Extension is and does needed first - related to the human life line. If people don't know about Extension it is hard to deliver programs.
- PR campaign for better recognition.

Priority #3 - Training for better/effective partnerships

Description:

- Need training in developing and building effective partnerships and relationships.

Group Discussion:

Provide research-based education

Partnerships

- Others in the community have similar interests in market research.
- Need training in developing and building partnerships: need relationships.
- Will the partnership have relationships to help do relevant work?
- Which flag flies higher, Iowa citizens or ISU?
- Does ISU allegiance get in the way?

Impact

- Review to make sure the structure of extension encourages results and is not a barrier to achieving impact of extension and the university at all levels, local, regional, state, national and international level.
- Visibility, engagement and feedback . Thank you video good advertising; should be used again and elsewhere.

Needs Assessment

- Extension should do more ongoing market research with our clients so we know our client better.
- Need data base of who are not currently our clients.
- Cross market programs to clients if they are browsing - do in online publications.
- Training and development so we can do our job better. Or campus staff help us as a market research team.
- Public good is going out and doing it for free. The end user is able to benefit and shares with others for public good.

Better recognition for what Extension is and does needed first - related to the human life line. If people don't know about Extension it is hard to deliver programs. Need PR campaign for better recognition.

GROUP #14 - Facilitator/Recorder(s): Linda Naeve, facilitator; Janet Smith, recorder

Priority #1 - Expand and emphasize Extension's lead role in partnerships.

Description:

- Extension's role in partnerships can be lost.
- Professional development for staff in identifying, creating and maintaining appropriate partnerships.
- Partnerships use wisely. Don't duplicate programs regardless of whether it is research-based. Fewer resources so be careful with who we choose to partner with. We can focus on something not being focused on. Use resources for greatest impact.
- Partnership aspect has lost connection with the agricultural market. Research on campus goes to industry rather than to the farm. Lost connection with the farm...they go to industry... Invisible partner to producers. How do we reconnect with producers...next gen producers doesn't know about extension only know industry. No connection to ISU. They can get quicker response from industry. First 100 years we had the market...the market has grown past us.

Priority #2 - Connect ISU researchers and their research to clients

Description:

- Communicate through professional development to all staff to reach clients. Improve the ability to find information on ISU Extension website and find way to find a better way for ISU info to show up on Google.
- Research-based programming – improving quality of the information provided to the public. Niche is better than Google solutions that are researched-based. Insuring that answers are grounded in research-based.
- Science and research. We are biased – towards science.

Priority #3 - Create qualitative and quantitative evaluation tools to measure program/project impact in the field.

Description:

- Documentation of impacts. Continue to document, training for staff in better documentation of outcomes. Counting heads at a meeting is easy, behavioral change documentation is hard.

Group Discussion: Action Plans/Items

Subgroup 1

- Research-based programming – improving quality of the information provided to the public. Niche is better than Google solutions that are researched – based. Insuring that answers are grounded in research-based. Science and research. We are biased – towards science.
- How do we get clients to care about research-based. Get our answers to show up first on Google. Have heard staff make recommendations from Google. Need staff training on appropriate answers. System not in place to give coaching in how to find correct information.
- Increased professional development at all levels so that everyone understands in knowing what research is and how to interpret it. In hiring all positions – what training do they get??

- Impacts: Documentation of impacts. Continue to document, training for staff in better documentation of outcomes. Counting heads at a meeting is easy, behavioral change documentation is hard.
 - Assistance in documenting outcomes would be helpful.
- Subgroup 2
- Partnership aspect lost connection with market. Research on campus goes to industry rather than to the farm. Lost connection with the farm...they go to industry
 - Invisible partner to producers. How do we reconnect with producers...next gen. producers doesn't know about extension only know industry. No connection to ISU. They can get quicker response from industry. First 100 years we had the market...the market has grown past us.

Subgroup 3

- Research and identify priority programs. Don't allow personal agendas, dollars to dictate programming.
- Build on MG and other volunteer programs so research base can grow. Train trainer and volunteers to expand programming.
- Consistency in programming.
- Partnerships use wisely. Don't duplicate programs regardless of whether it is research-based. Fewer resources so be careful who we choose to partner with. We can focus on something not being focused on. Use resources for greatest impact.

Tool or checklist for staff to know how to partner effectively and how to partner effectively:

- Maintain integrity and identity.
- Impact-build trust in relationships. May start with a short term one time program leading to longer term transformational programs.
- Beyond programs influence legislation – so that research information is making a great impact.
- Create an evaluation tool to measure impact in the field.
- Identify clients who do we really need to be working with.
- Deliberate broad-based needs assessment tool.

Research-based

- Research-based programming – improving quality of the information provided to the public. Niche is better than Google solutions that are researched based. Insure that answers are grounded in research-based – science and research. We are biased – towards science.
- How do we get clients to care about research-based. Get our answers to show up first on Google. Have heard staff make recommendations from Google. Need staff training on appropriate answers. System is not in place to give coaching in how to find correct information.
- Increased professional development at all levels so that everyone understands what research is and how to interpret it. In hiring all positions – what training do they get??
- Beyond programs influence legislation – so that research information is making a great impact.

GROUP #15 - Facilitator/Recorder(s): Frank Owens, Renee Sweers

Priority #1 - Role with partnerships

Description:

- What is the ISUEO role in that partnership?
- Honor and respect other expertise besides ISUEO... sometimes we are not the best people to be in the lead... sometimes our best role is facilitator, evaluator, etc.

- How do we get in the best seat... and then how do we count the impact when we are in another role
- Build partnerships with professional/and non-profit organizations to provide content to them and they also can provide content to our audiences

Priority #2 – Communication

Description:

- Disconnect between campus and field – communication, everyone participates
- Who is out there and how can we find them... field to campus and vice versa. Address campus/field communication
- Disconnect, role confusion, who decides what is going on, what is going on with county paid staff and what does that mean?

Priority #3 - Prioritize programs to evaluate

Description:

- Impacts can be collected state-wide– a variety of ways to collect the data
- Think through ways for staff to deliver and report to our partners

Group Discussion: (votes)

Cross Marketing within our agency and all other agencies, i.e. cross marketing to 4-H families about other ISUEO programs that are coming up

- Needs assessment of extension councils, stakeholders and partners – bring a list of needs to councils-councils rank and prioritize these for their county; go to where people are to collect needs... banks, worksites; linkage of partnerships, needs assessment and expected impact; consider existing data; methodology, not just subject matter; complementary methods for delivery (8)
- Prioritize programs to evaluate... so that impacts can be collected state-wide – a variety of ways to collect the data; Thinking through ways for staff to deliver and report back to our partners (9)
- Role with partnerships: what is the ISUEO role in that partnership? Honor and respect other expertise besides ISUEO... sometimes we are not the best people to be in the lead... sometimes our best role is facilitator, evaluator, etc. ... How do we get in the best seat... and then how do we count the impact when we are in another role; build partnerships with professional/and non-profit organizations to provide content to them and they also can provide content to our audiences (12)
- Research base: What is the research base? Do we always deliver programs that are research-based? Are we best positioned at ISU to address the issue... is it up to date? (3)
- Prioritize and strategize actions: Some counties are similar; some counties have specific needs to them. Limited resources – how to determine what needs rise to the top; lack of consensus regarding who decides what the priority programs are...based on local county data if not on the state priority program lists?
- Address campus/field communication: disconnect, role confusion, who decides what is going on, what is going on with county paid staff and what does that mean?
- Disconnect between campus and field – communication, everyone participates; need to know who is out there and how can we find them – field to campus and vice versa

- Need to do REAL cross-disciplinary programs: People are protecting their own role/subject matter, turf, etc. ... Iowans care about issues... they want to know what ISUEO can do to address an issue... not what program area did the response come from. (We have internal competition.)
- Wish list from administration:
 - Provide direct assistance to measure impact; assistance to evaluate
 - Data bases to manage client base, impact
 - Field staff needs assistance with grant writing/revenue generation
 - Disagreement in system about what the priorities are... we are a conglomeration of so many different people
 - Campus can do a lot more for us
 - Buy-in around priorities; does the data support my program, and if not, what does it mean for me and my role in the organization
 - Cross Marketing within our agency and all other agencies, i.e., cross marketing to 4-H families about other ISUEO programs that are coming up; train volunteers to help with marketing

Some of these are systems (2 Themes coming out):

- Communication (11)
- Inter-disciplinary programs (6)
- Internal working: Develop an inter-unit networking system to develop collaboration: get groups to talk to each other-share best practices

GROUP #16 - Facilitator/Recorder(s): Michelle Temeyer

Priority #1 - Needs assessment

Group Discussion:

Needs

- Program specialist develop strategic plans within key county, industry and offices annually based on needs assessment
- First find out "needs" rather than impact not vice versa
- More formalized needs assessment (Wisconsin has 3 year cycle) for families, youth, and business and whittle down to counties. County by county needs assessment (like we used to do). Programs are implemented on real need and not just what we want.
- Invite companies to help us determine their educational needs
- Create focus groups to develop and identify types of partnerships – streamline partnerships. Include collecting impact statements. True needs assessments that include appropriate partners.

Impact

- Establishing quantitative methods of impact.
- Need template for collecting impact data so that we can articulate public value. Find better way to measure (collect) data. Share outcomes, successes and failures with others

Partnerships

- Directors to empower specialists to develop their key relationships
- Identify non-traditional stakeholders/partners for outreach
- Process to check/match our partners to match with our mission. Are they in conflict?
- Strengthen partnerships in families, food and nutrition (outside youth programs like 4-H)
- Need ability to reach/access state partnerships so that we can access same partners locally.

Professional development

- Increases in partnerships leads to funding

- Delivery methods – need to relook at this – on-line methods, flip videos, use of technology? Are there better methods to deliver?
 - Professional development – increases awareness of further research programs, provide more effective collaborative research within agronomy (farm cooperation with farm providers – take research and spreads out to providers). Provides impact data.
 - Identify new funding streams (through partnerships)
 - Establish internal process – flow of information
- How do we celebrate success in the community? We need to be sure that we have nonbiased research. What is non-biased and research-based research? Do we know what that is? Should extension be more closely linked to our research base? How do we correct non-research-based programs/activities/things that we are currently doing?

GROUP #17 - Facilitator/Recorder(s): Virgil/Barbara

Priority #1 - Marketing

Description:

- Professional marketing to make the Extension Service not a secret.
- Awareness of what others do.
- What's the message, to whom, how do get it there.

Priority #2 - Developing partnerships

Description:

- Partnerships- internal =know what each unit is doing & why they are doing what they do
- Have time to partner w/a variety of colleagues/entities... value time it takes to form the partnerships (nurture)
- Play the role of facilitator- get the right people at the table- fill in the gaps- not duplicate services

Priority #3 - Evaluation/Assessment

Description:

- Assessment of assets
- Develop and implement standardized needs assessment for creating or improving programs (pre-program mandatory)
- Develop and implement standardized assessment to measure impact after delivery (mandatory)
- Coordinate needs assessments specific to
 - Geography
 - Program areas

Group Discussion:

- Need to be cutting edge: technology and research
- Play the role of facilitator- get the right people at the table- fill in the gaps- not duplicate services
- Measure what we do- with every impact (evaluation) survey also ask- what are the needs

1. Professional marketing to make the Extension Service not a secret.
2. Repackage our services for 21st century to answer the needs of our clients – touch all supporters of ISU Extension and make them vocal about – corporate, scientific, individuals
 - Buy into 1 and 2 to help make them happen
 - Don't stop at borders with what we do.

- Need to provide quality programs that have all 4 characteristics
- Look to technology to reach more, younger people and offer more online programs when convenient for them. More programs for youth other 4-H.
- Encourage councils to invest in programs as needed. Secure funding for additional staff.
- Develop and implement standardized need assessment for creating or improving programs (pre-program mandatory)
- Develop and implement standardized assessment to measure impact after delivery (mandatory)
- Identify partners that will lead to program offerings.
- Coordinate needs assessments specific to a) geography and b) program areas.
- Provide decision-making resources, research, etc. to help audience navigate critical decisions for their families, kids, businesses, farms, etc.
- Partnerships- internal = know what each unit is doing and why they are doing what they do
- Have time to partner w/a variety of colleagues/entities... value time it takes to form the partnerships (nurture)
- Needs assessment turn to asset assessments
- Make sure all curricula used is research-based and not just pulled at random from the Internet...provide references to research during all of our work.
- All staff need assistance w/writing quality success stories highlighting public value

Action items (votes)

1. Marketing (21)
 - Professional marketing to make the Extension Service not a secret.
 - Awareness of what others do.
 - What's the message, to whom, how do get it there.
2. Evaluation (11)
 - Standardized evaluation tools
 - Star rating for our programs by clientele.
 - Staff assigned to evaluation
3. Needs assessment (10)
4. Developing partnerships (16)
5. Developing resources (financial and other) (5)

GROUP #18 - Facilitator/Recorder(s): Chris Mondak, Holly VanHeel

Priority #1 - Communication and professional development

Description:

- Improving internal communication channels with all staffing from county to state level.
- Focus on professional development to build capacity.
- Target information to specific staff audiences.

Priority #2 - Integrative programming

Description:

- Integrative Extension research-based programs that have evaluation/impact measures included.
- Better alignment between Extension units (Ag, Families, Youth, CIRAS, Communities) for more integrative approach.

Priority #3 - Partnership development

Description:

- External partnerships and relationships need to be developed and grown/nurtured to make clear and better communication and enhanced programming.

Group Discussion:

- Area media specialist will promote and document impact of programming. Improve external communication to get the information to media outlets.
- Nationwide networking of all land-grant universities across the country (bolster eXtension)
- Improving internal communication channels with all staffing from county to state level. Focus on professional development to build capacity. Target information to specific staff audiences.
- External partnerships and relationships need to be developed and grown/nurtured to make clear and better communication.
- Desired impacts need to be clear through surveys of staff and clients.
- Bridge the gap between Extension and non-Extension researchers so that Extension is included with the process.
- Integrative Extension programs that have evaluation/impact measures included. Better alignment between Extension units (Ag, Families, Youth, CIRAS) for more integrative approach.

GROUP 19 - Facilitator/Recorder(s): Carol Peterson; Bryan Whaley

Priority #1 - Organize and make more accessible the most current research so it is easy for local staff to find and disseminate.

Description:

- Movement for specialist on campus to give an alert with information which may be impacting what issues may be coming or need addressed.

Priority #2 - Define internal and external partnerships.

Description:

- How do you build and expand the partnerships by looking at money sources, volunteers & helps. Relationships so they can be developed.

Priority #3 - Develop best practices for conducting short and long-term needs assessments, collecting and sharing impacts.

Description:

- Develop best practices for conducting short and long-term needs assessments, collecting and sharing impacts.

Group Discussion:

- Addressing urban vs. rural audiences, how do we address them
- Marketing, more exposure, going where they are
- Organize and make more accessible the most current research so it is easy for local staff to find and disseminate
- Define internal and external partnerships, relationships so they can be developed
- How do you build and expand the partnerships by looking at money sources, volunteers and helps?
- Develop best practices for conducting short and long-term needs assessments, collecting and sharing impacts.
- Initiate cross program connections & interactions within extension and outreach.
- People are in silos (programmatic, geographic, etc.)

- Diversity with different ways of thinking; utilize the knowledge base of the entire extension system.
- Diverse teams create better solutions than the smartest teams
- Extension & Outreach needs to be more focused in our activities and the Plan of Work (POW) needs to reflect that.
- Represent extension at all times.
- Build trusted nonbiased information.

GROUP #20 - Facilitator/Recorder(s): Kristen Rutherford, Gary Hall

Priority #1 - Successes and Impacts. Determine recording and reporting/dissemination of impacts.

Priority #2 - Know our current and prospective customer's needs and how they are changing.

Priority #3 - Develop professional expertise for staff to enhance partnerships and competence and to bring ideas to fruition.

Group Discussion:

Subgroup 1

- Cultivate and develop partnerships and diversify funding sources. Be patient
- Don't be shy, quantify and communicate impacts of our work
- Build better internal networks between field and campus - fight the constipation of higher education

Subgroup 2

- When programs that reach underserved audiences highlight the success and focus the evaluation impacts and connect the subgroups
- For small offices that have 2-3 have a substitute person coverage to allow staff and office assistants to actually leave the building to allow for pre partnerships
- Need for more community partnerships
- County level partnerships
- Video conferencing with a coach to bounce ideas off of in small offices. Hourly labor and not employee status for the coaching

Subgroup 3

- Record our impacts and successes
 - Grants and funding requires this reporting. Show impacts and success to let people know what we did
- Adapt programs to changing audiences
 - New immigrants coming to Iowa has expanded.
 - Veterans coming back to Iowa
- Communicate that we provide research and unbiased information
 - Some are more ready to accept information from salesman than from Extension
 - Partnerships with private companies need to be aware we are not affiliated with the company

Subgroup 4

- More networking of researchers across ISU and Iowa to interact more fully with ISUEO and help determine the impact of our programs (especially economic impact)
- Conduct formal needs assessment annually that determines educational needs and priorities of non-Extension users conducted by non-Extension people.

1. Successes and impacts. Determining recording and reporting/dissemination of impacts

2. Knowing our current and prospective customer's needs and

how they are changing.

3. Develop professional expertise for staff to enhance partnerships and competence and to bring ideas to fruition
4. Communication between campus and field needs to be improved.
 - Provide research and unbiased information
 - One needs to know what the other is doing
 - Communicate between researchers

LARGE GROUP VOTING DECISIONS

Keeping our fundamental principles in mind, what should we be doing in the next 2-3 years for Extension and Outreach to thrive?

1. Needs Assessment (Current / Emerging) (Groups 1, 6, 8, 9, 12, 16, 19) Ongoing, systematic approach for current and emerging needs. Tied to existing research and informs future research agendas.
2. Partnerships (Internal and External) (Groups 4, 5, 14, 15) Listen and leverage. Identifying relevant, internal and external partners to expand and enhance program development and resources.
3. Professional Development (Groups 2, 3, 7, 18) Professional development for all Extension roles
4. Structure (Groups 11, 13, 19) Structure Extension resources (such as personnel, programs, funding and technology) for maximum impact.
5. Communication (Groups 10, 18) Better communication and knowledge sharing within the organization and externally
6. Impacts (Groups 20, 21) Methods to aggregate outcomes throughout the organization to drive access to resources, needs assessment, program development and marketing.
7. Program Development (brought up from second and third priorities) How we coordinate focused, higher quality, less duplication of programs

LARGE GROUP VOTING RESULTS

1.) Which group are you representing at the Summit?

Responses	Percent	Count
Administration	4.63%	15
Campus Staff	18.83%	61
County	26.23%	85
County Council	4.94%	16
Faculty	4.63%	15
Program Specialist	35.49%	115
Regional Director	5.25%	17
Totals	100%	324

2.) What should we be doing in the next 2-3 years for Extension & Outreach to thrive?

Responses	Percent	Count
Needs assessment	19.47%	190
Partnerships	21.72%	212
Professional development	15.98%	156
Structure	8.09%	79
Communication	12.30%	120
Impacts	11.68%	114
Program development	10.76%	105
Totals	100%	976

SESSION THREE

BREAKOUT SESSION THREE: SETTING PRIORITIES

(Breakout session assignments were made prior to the summit by summit logistics team; assignments were included in participant registration packets. Participants were formed randomly in "unlike" groups so participants would hear different perspectives.)

Directions given prior to large group dismissal:

The third breakout group will be conducted in work-related groups. This session will focus on identifying how your workgroup will support the agreed upon action items from session two. You will agree upon the top three to be shared during a final large group voting session designed to help guide decisions on resource allocation.

This document includes the following related to breakout session three:

- **Small group conversation note cards.....pages 40-47**
Cards contain participant ideas generated during small group session. Not all groups submitted cards.
- **Small group priorities.....pages 47-59**
Contains small group discussion and voting to determine top three priorities. This information appears as it was entered into the electronic template by small group recorders.
- **Large group voting descriptions.....pages 59-60**
Small group priorities were compiled and grouped by summit logistics team for voting.
- **Large group voting results.....page 60**
Large group reconvened; all participants voted.

SMALL GROUP CONVERSATION NOTE CARDS

GROUP #1 cards:

Card 1

- Have a similar meeting in the county to discuss partnerships and needs (internal)
- Have regional advisory meetings w/ each program area as needed (external)
- Have regional trainings on technology – webpage, flip cameras, clickers, Constant Contact

Card 2

- Systems to more easily access existing needs assessment data
 - Client database
 - Regional issue database
 - Tech to share resources, ideas, etc.
 - Page of links to reports, data
- Be present in community to find partnerships that will build organizational momentum and impact
- Be judicious about county partnerships that are not creating greater impact
- Professional development – share staff strengths to build regional teamwork
- More training for everyone

Card 3

- Specific processes for partnerships

- Be present in the community to establish relationships so we can define what partnerships will mean moving forward
- Need from campus a guideline for partnerships, levels of partnership, etc.
- Internet as our partner!
- Needs assessment
 - We need guidelines to be sure assessments are meaningful and relevant as well as software to have effective delivery
- Professional development
 - Have relevant and consistent training through various formats

Card 4

- Work together in regions and disciplines and build external partnerships to support programs through constant interactions, meetings, training and brainstorming.
- Needs assessment – log phone calls – ask informally what further help they need
- Professional development – training and mentoring

Card 5

- Needs assessment – study demographics, audiences; streamline our focus to a few areas to work on across disciplines
- Partnerships – external – training staff what to look for in strategic partners that will help us meet our goals. Internal – sharing systematic steps within our workgroup – communication
- Professional development – focus on task development now, not personal development. What helps us do our job better?

GROUP #2 cards:

Card 1

- Internal – regional meetings; regional updates to include programs going on
- External – reach out to current; regional meetings use REED to be connector

Card 2

- Specific point of contact for specialist in county offices with specific expertise rather than a generalist view
- Community needs – GET OUT THERE! Communication- Friends of ISU Extension and Outreach – membership opportunities
- State staff talk with, not at county staff – collaborate with and help implement checks and balances; training system – develop skills; train our successors NOW

Card 3

- Partnership – what can we do for you? Bring both internal and external together and find priorities
- Needs assessment – continually process get new falls; region 12 assessment? How often? Manageable – can't be everything to everyone
- Professional development
 - Target needs of staff (on all levels) asking people what they really want for training.
 - Provide more to extension councils.
 - Training outside of our system, break up trainings

GROUP #3 cards:

Card 1

- Staff training for technology/professional development for all staff levels
- In-depth new staff training for staff at all levels
- New staff mentoring program (2-4 days) that transitions into a career coaching program
- Internal team/relationship building.

Card 2

- Create needs assessment tools for counties/regions
- Need of basic orientation tools for new staff – basic extension and outreach; not based on specific position; general information
- General information on Extension and Outreach for potential partners (15 minute presentation)

Card 3

- Partnership
 - Who are our internal and external partners? Define.
 - MOU agreement, any organization, funding/volunteer
 - Can't count on ISU as internal partners – using other colleges for resources
- Needs assessment
 - Councils will determine what they want to do with their dollars. Going outside the system for programming
 - Councils will be more entrepreneurial
 - Needs assessment – involve expertise in discussions help region identify needs of councils and county
 - We have more staying power than other organizations

Card 4

- Partnership – internal and external
- Needs assessment – current and emerging; look to projects funded
- Professional development - \$\$ - USDA; industry: commodity: CECs

Card 5

- Marketing – example Master Gardeners, PAT across county and regional lines!
- Supply technology if we are suppose to use and keep up
- Needs assessment – local and statewide; regional meetings, sharing to be more efficient OA level.

GROUP #4 cards:

Card 1

- Action items
 - Periodic needs assessment survey monkey internal and external
 - Quarterly develop a tool that will capture input to get current and emerging issues (survey monkey) internal, then external
 - Professional development – do regional training (technical); establish programming structure with roaming OA trainer (PA)

Card 2

- Inform program specialists what external partnerships might be available in the county
- Assist extension councils with professional development/training
- Assist extension councils with needs assessment
- Evaluate our programs – leg work asking the communities what type of education people need
- Professional development – more training opportunities for software and program planning. For county staff and extension councils.

- Educate councils what's involved with programs and what office staff does, including available partners

Card 3

- Our group will evaluate the programs to know if they meet the need of the community or there is something else that we need to do to bring the attention of our clients.

Card 4

- Partnerships – work with program specialists. Council, local agencies, to provide programming that would be impactful for our county residents.
- Professional development – program coordination, that part of my job is not clearly defined. Would be good to have more guidance in this area, along with more opportunities for professional development, even software training.
- A county-wide needs assessment would be great information. I'm not sure how the best way to handle this would be however. There are so many people out there that don't know what we do or only know a certain part of Extension.

Card 5

- How can my work group support these action items?
 - Develop county needs assessment documents
 - Partner with university to find resources to distribute and tabulate needs assessments
 - Encourage partnership between counties, regions as well as campus partnerships
- 1. Provide trainings at county and regional level on marketing and impact subjects
- 2. Do an assessment of what the staff want including delivery methods they want...bottom up
- 3. Staff picks top three training areas. Administration budgets for professional development (including travel of trainers)
- 4. My work team will strive to build partnerships across the state.

Card 6

- Recognize partners – even make a list; require and encourage staff to get out of office to establish partnerships
- Needs assessment strategic planning process with trained facilitator. Identify one program per area to make a priority topic
- Professional Development – write and implement short term and long term goals

Card 7

- Better focused needs assessment – in different areas it will be different. Communication to clients – preferred way. Dollars to provide equipment and training
- Professional development – train volunteers, staff and others about assuring research-based info is utilized and shared. Make sure staff is trained in programs used.
- As a team, develop and plan on which partners will benefit from extension programs.
- Appropriate partnerships

Card 8

- Professional development - Some staff needs training on handling client requests for information – to ensure is science-research based (our niche). Includes why – sorting Internet data, etc.
- Professional development – more clarity on useful technology – an assessment of what really works to serve clients vs. the most recent tool, then training so all can be proficient.

- Partnerships – internal – strengthen ties between campus, field and campus paid staff (role of leadership team). Campus staff (not just an info resource). Strengthen relationships between specialists and county staff and help field specialists somehow create better communications with councils.
- Needs assessment – I find the generic needs assessments we've done historically to be virtually worthless. If we are going to do it, we need to figure out how to do it well.

Card 9

- How can my work group support?
 - Celebrate current partnerships
 - Is there someone who can relay better professional development info? Locally, local outreach ex: web develop
 - Expand listening sessions
- How will I support?
 - County listening sessions (better format for data gathering and evaluation – need best practices)
- How to make partnerships more official?
 - Go back to school
 - More professional dev. opportunities! And explanation of how to access
 - Bridge between ISU research and people in field : access to leading research ("ISU approved")
 - Look beyond Iowa for professional development to encourage innovation

Card 10

- Do more multi-region professional development staff and council across regional – inform council by region or multi region (could be by connect)
- Extension should meet as subgroups (different programs) all together to help plan and work together – cross market as early as possible – including to councils.
- People in different areas should plan a few new efforts for people not currently connected to Extension
- Provide opportunities to visit with staff and councils and support
- Hosting a showcase of Extension to legislature, staff and councils once a year.

GROUP #5 cards:

Card 1

- In order to do professional development – delivered by technology – we need reliable Internet – consistent across the state. Nothing looks more unprofessional than to have glitch internet.
- Needs to be a variety of methods of needs assessment – by program work groups
- Partnerships extension needs to be a catalyst to share resources and not duplicate services

Card 2

- External partners – be active in community, reach out to non-traditional groups. All staff in office should. Private businesses, other youth organizations. Create relationships.
- Internal – work with other staff, communication is KEY, share ideas and resources on campus, regionally statewide.
- Professional development – standard training on policies, procedures, and specialized to position. Additional training on teaching adults. Program sharing with other specialists, coordinators.
- Needs assessment – more participation – broader group. Program interest/needs survey. Community involvement "what

issues are you facing?" Ideas include service groups, school visits, senior centers. Look where we haven't before.

Card 3

- Build the internal partnerships/communications – need to know each other first
- Collaborate with county and campus to create new programs that are needed.
- Professional development – technology – tools, how to, instruction, what works best – job shadowing

Card 4

- Open to change: and everyone on board or willing to be open to change. All staff members need to be visible in the community and not in the office. Face to face.
- Brainstorming sessions
- Involve youth community – county council – community members in everything
- Professional development – all counties need to be trained with the same info. Help from counties to make guidelines; they are the best resource we have

Card 5

- Think locally/ act regionally
- Joint efforts, help guide, for common good
- Need to set up area conference calls, etc. With several areas to help build partnerships and development without re-inventing the wheel. They did this at one time before (like Iowa Ag Team).

GROUP #6 cards:

Card 1

- Needs assessment – Families Ext. could facilitate a process for all county needs identification with low income families
- Partnerships – develop an internal system so we know who already has contacts with other agencies.
- Professional development – invite other staff to view already created webinars

Card 2

- Technology
 - webinar, Skype
 - need training (contract, current topics)
 - database
 - Professional development, partnerships, programs, expertise (updated annually to know what everyone is doing and evaluation tool)
 - Webinar database so everyone has access
- Needs assessment – use current resources with low-income families to assess with future programming and education
- Professional development – (this will also build partnerships)
 - Adult education
 - Technology (webinar, connect)
 - Etiquette
 - Stress management
 - Time management
 - Develop appropriate partnership
 - Need plan with goals – multiple year
 - Latest technology and university support (iPad, smartphone)
 - Health (exercise, diet)

Card 3

- Connecting with field specialist to hear needs
- Connect with farmers & producers to hear needs, informal & formal (focus groups, survey)

- Form bridges with current programs to strengthen
- Provide seminars, webinars and answer phones to my expertise
- Open communication
- Suggestion of database (searchable) to know everyone's expertise and current projects

Card 4

- Partnerships/needs assessment – Identify and visit with 2-3 organizations with whom we've not worked. Non-traditional audiences – assess needs, focus groups
- Professional development
 - Create competencies for all staff – tie to professional development and performance evaluation
 - Lead learning circle – about effective teaching
 - Training on how to access, understand and interpret data to inform programming

Card 5

- Internal – stronger partnerships between all specialists in our unit, regional directors and county staff so everyone can know what everyone else is doing. Cross market interdisciplinary programming
- External – private and public relationships – to promote programs – resources – more staff
- Improve the flow of needs information between campus and counties for “how can we better serve each other”
- Needs assessment by non-extension staff of non-extension users
- Prof. – technology; program evaluation and impact; public value; team building

Card 6

- Work group can identify current and untapped partnerships (collaborations) that connect Extension to lowans needs/issues.
- Identify a needs assessment process (use plan) across areas – who, how often
- Design a professional development system that is anticipatory with skill building

Card 7

- Work group can help define desired partnerships that connect Extension to lowans needs and issues.
- I will understand, critique and add input to specific action items.
- Work group supports the specific action items by understanding the various audiences and Iowa's needs.
- Defined list of partnerships – request referrals

GROUP #8 cards:

Card 1

- Communication in house, community, campus, staff trained for professional development to do needs assessments, programming
- Look at data other community organizations have already done. Grants – partner financially with community organizations/businesses to help support programs
- Support at every level

Card 2

- Be connect to clientele – partnerships develop criteria for relationships “what do we have offer”
- New hires and county staff need greater professional development. Analyze needs of staff – this cannot be one size fits all.

- Professional development needs to be strongly developed for county staff and new hires. A variety of professional development opportunities need to be available

Card 3

- Professional development
 - Need to share with state/region what is needed to be trainings and staff need to be willing to share and learn.
 - Work on improving communication and relationships between all levels of staff and councils
- Partnerships – identify potential partners as a region and share between counties and other departments. LOOK outside the box and work with new groups on identifying partners. Better ways to keep track of 4-H alumni, farmer committee/council members, ISU Alumni to use as partners/spokespeople
- Needs assessments – discuss several different ways to do needs assessments locally/regionally/statewide – maybe even visiting other groups/organizations to do them

GROUP #9 cards:

Card 1

- Partners – foster a better working relationship between NRCS and FSA and Extension
- Professional development – day training for council members in all areas including HR, and expectation for the clients
- Training in goal setting and programming for staff and council members and in getting results
- Make regional meetings to shape info on jobs, activities and partnerships
- Contact colleges, help with program content.

GROUP #10 cards:

Card 1

- Identify project area priorities/needs and who our internal or university partners/experts are/could be and start to cultivate those relationships – set meetings to talk about mutual benefits.
 - Before determining programming/training, make sure it's a need by CYC/YPS – and delivery is when/where accessible for them – not just what we think is needed
 - Needs assessments tools or strategies that help to identify youth needs and matching 4-H programs at regional/local levels.

Card 2

- Needs assessments – help partner with county staff/extension councils to identify community strengths and build stronger relationships among regional youth program specialists, campus-based youth program specialists and county staff, county extension councils
- Partnerships – continue to develop relationships with county level staff; continue consistent connections with both internal and external partners; stronger emphasis of partnerships with our academic home (College of Human Sciences)
- Professional development – stronger emphasis on scholarship (poster presentations and conference presentations at national conferences); stretch ourselves to learn new technologies (lunch-n-learn); strengthen our skills in writing success stories that illustrate public value

Card 3

- Develop comprehensive, detailed and consistent new staff training plan – regularly delivered, on campus, including mentors for each new county staff hired.
- Build a 4-H team – county staff is eyes and ears in the field. Could include Kaizen events, planning team events, professional dev. activities and mentor groups
- Bring the team together once a year to do needs assessment and planning based on the local needs they identify and support. Part of that is also identifying things that may no longer be necessary as well as means of delivery.
- Professional development tailored to role

Card 4

- Professional development
 - Systematic offering
 - Subject matter offering
- Professional develop plan – accountability
- Needs assessment - Purposeful discovery of campus cutting edge research
 - Create high quality campus partnerships – barriers and incentives

GROUP #13 cards:

Card 1

- Expand collaboration outside the community/county
- Extending hand to help other staff to help them work with Hispanic population
- Share what we already have
- Make sure all agencies needed to met needs are at the table
- Check with agencies to see if representation has changed
- Town Craft – have more formal arrangement for communities working together

Card 2

- Partnerships
 - Be present in community and build those relationships
 - Presentations, booths, schools, make the contacts
 - Put together marketing package
- Needs assessments
 - Just ask
 - Informal, open-ended questions? What need?
 - Advisory group – youth/community people in the know
- Professional development
 - Online training opportunity
 - More offerings from ISU
 - Better structure when employee starts with Extension

Card 3

- Side 1...Me
 - Identify what my clients actually need to get the most out of their experience.
 - Identify some partners or collaborative groups to work with and provide positive youth development
 - Learn more about my role with Extension and Outreach to provide better support to staff and clients
- Side 1...Us
 - Work collaboratively to share resources, ideas and info
 - Work together to develop a co-wide or regional survey/Needs assessment.

• Side 2

- Partnership – don't recreate the wheel; use 4-H partnership training. To begin an all-Extension basic partnership training (give Marisue and Judy time to work on it)
- Allow staff time to get out of the office to learn more about other organizations and businesses to create potential partnerships (go to meetings, visit other organizations/ business offices, etc.)
- Ask clients what they want, but hit the road running to visit with others that we don't know.

Card 4

- Orientation – new and current employees
- Step outside our partner box
- Needs assessments
 - On-site – go to folks
 - New ways to accomplish
 - Benchmark how other organizations are doing needs assessments

Card 5

- Provide time and resources for research and development to seek and build relationships for potential partnerships.
- Provide time and resources for professional development in three areas:
 - Skill building specific to our position
 - Program innovation
 - Identification of emerging trends
- Hire a grant writer for our unit to secure those resources

Card 6

- Internal partnerships – work teams from different departments to learn about others do but also may lead to working together on a project or promoting others to groups we are working with
- Professional development on building partnerships at all levels state to county
- Regional or county needs assessments

GROUP #14 cards:

Card 1

- Support: need action before support. How do we make a partnership? How do I draw up a contract? Who is responsible for training and equipping new staff for specific job roles? We need professional development on specific roles and on extension's scope of offerings.
- Mentoring for newer staff – need criteria for mentors – high level of quality to work and due compensation for mentoring services provided – so it becomes a priority –do something like public school system mentoring for staff. Needs to be at every level state/region/county.
- Go where the people are to assess needs. Require actual face-to-face time with people. Don't replicate data already existing. Rural areas need more hands on needs assessments due to less secondary data available. State programs/initiatives may not align with county needs – how do we get resources to counties that have needs not the same as state focus?
- Structural issues – who gets to decide who makes decisions? Who disseminates info? Need to link in key players, identify key players on state/regional/cty levels and put them together.
- Support actions: Be embedded in the community – know what's going on. Know the needs, know the stats/info on the community. Be able to adequately present info to players – all levels

- Be at the right place at the table. Bring info – whether directly to recipient or to service providers. Build capacity – don't duplicate services. Work within systems to bring research base
 - Neutral 3rd party.
 - Community leader role. Difference between rural and urban – and that's OK. Honor other's expertise.
 - Don't try cookie cutter approach

Card 2

- Common theme
- Role clarify – Clarification of roles, communication, who is responsible for what, who decides what
- Method clarify – can we facilitate?
- What are expectations for professional development – opps and expectations of new staff through existing staff
 - Mentor – skill sets/talents – who is an expert on what
 - Train in person /meet specific needs
 - Recognize and accept that rural and urban function differently, yet can have the same mission. The right seat at table might be different in different places

Card 3

- Professional development – update staff lists, make funds available to attend participate in webinars/online training, invite others to attend programs for PD, incorporate mini training into work team meetings, funding training for councils as well as staff
- Partnerships – developing partnership across age groups (youth involved in adult programs to partner with older farmers), rural/urban partnership, update 4-H alumni/booster lists, nurture existing partnerships, improve internal communication
- Needs – incorporate collecting needs with evaluations, add questions to blogs/facebook to collect input, use clickers to incorporate needs questions into programs anonymously

Card 4

- Use activities we already doing to be intentional about gathering needs assessment and resources (\$) to incentivize
- Clearing house of expert resources that can be called upon (i.e., fundraisers, evaluations, content knowledge), where is Extension on website
- Recommendations – offer partnership course to all (University of Minnesota)

Card 5

- Partnerships
 - Join/contact local, state, national associations/commodity groups
 - Redefine our work group interdisciplinary
 - Increase visibility in metro areas to ensure support across the state
- Needs assessment
 - Listening/advisory groups – including macro/micro, non-users
 - Data gathering methods
 - New and variety
 - Bank of ?s to use
- Professional development
 - Immersion into multi-disciplinary field to campus/includes counties campus to field
 - Coaching
 - Technology – social networking and iPads for everyone

Card 6

- Quarterly 4-H volunteer networking. Attend local boards, coalitions. Small and large group peer groups and contacts
- Always look at what we do and make sure it is in line with goals. Listening to what people say and do it.

- If you want to give us power let us use it.
- Are we just talking or are we really going to do what we talked about?
- How are we going to evaluate and be held accountable?

GROUP #15 cards:

Card 1

- Need additional staff to fulfill some of the needs we have already identified and are only partially meeting this need right now – a real problem especially if it is a fee-based program
- Community/Extension conference with clients and partners to share needs and success stories
- Need something like program builder for all extension
- Need system wide client/partner data base

Card 2

- Process: Annual conference/workshop with our partners and in our subject matter (Communities). We could hear of emerging issues, strategies and programming to address them.

GROUP #17 cards:

Card 1

- Professional development academy – training immediate training for all new employees – what's our mission, immersed in "extension;" continuous, set process to orient all extension employees
- Needs assessment – keep track of clients inquiries and look for emerging trends/concerns
- Internal partnerships – Develop a system for sharing ideas, areas of expertise, foster a network (formal/informal)

Card 2

- Professional Development – Identify areas of need for appropriate audiences and set up training/professional development. Make professional development accessible and share the financial burden between campus and county
- Partnership – internal – establish specific communication guidelines between all levels of staff to make sure research based information gets to the clients as they need it and in an understandable format.
- Needs assessment – program specialist, county staff and councils work together to identify needs – along with external partners. Share information and match programming with needs

Card 3

- Create a partnership data base accessible to all
- Defined work teams – can be defined by region, need, set leadership – objectives
- Eliminate duplication of grant requests – for priority grant programs. Application at statewide level. Data base of grant applications.
- Set date for application of new software other technologies. Bring back T1 service to all counties

Card 4

- Need to learn needs assessment – how/what to do. Transition needs into wants.
- Form partnerships to get at low-hanging fruit most efficiently. Focus on strengths, how to strengthen
- Professional development derived from needs assessment. Marketing – methodology at local level.

GROUP #19 cards:

Card 1

- Develop relationship with partner that transfers down to every level. Examples – Cattlemen's Assoc., co-op, Missouri, FSA, NRCS. Strengthen relationships with local partners – banks, feed comp.
- Better communication between state, regional and county extension. More periodic updates and feedback.
- More regional training – computer technology. Face-to-face

Card 2

- Partnerships
 - New partners and get acquainted with old ones (Farm Bureau)
 - Partner with agencies that can track impact – partner instead of duplications, (chasing \$)
 - Share ideas with neighboring counties – local presence
- Needs assessment
 - Share/train county staff. More funding for a local presence – higher more qualified
- Professional development
 - Local: Web-based opportunities regional
 - Don't recreate the wheel. Incentives for Nat'l conference

Card 3

1. Training face to face or Adobe Connect on all subject areas/processes. Not recording
 2. Weekly media updates on what's going on at local office
 3. Official introductions of REED/PS to local people thru open houses
 4. Extension council that works well together
- Partnerships:
 - Introduce REED/specialists to "stakeholders" @ open house
 - Weekly column in local papers
 - Weekly radio spots and interview
 - Needs assessment: Looks @ assessments that have done and follow through!
 - Professional development:
 - Job shadowing/cross training on a special day
 - Adobe Connect trainings
 - Face to face trainings with professional svc.
 - Recordings as backup last resort

Card 4

- Partnership
 - Direct contact – continued (not only when asking for money) establish more
 - councils need to do some of that
 - promote our programs among other partners
- Needs assessment
 - Continue to do them each year
- Councils to check with county supervisors
- Surveys
- Feed back on previous needs assessments
- Professional development
- Clear leadership structure
- Everyone needs it (councils too – HR)
- Technology!
- How much are we to spend in professional development?
- Conflict resolution

Card 5

- Establish new relationships with targeted individuals and agencies and under-served audiences.

- Develop professional development plan – individual among all staff based on staff needs.
- Internal partnership – need to be developed and enhanced as much/more as external.

Card 6

- Partnership
 - Getting to know staff and employee in other counties to know what you're working with – may have common position
 - Face to face * spending time
- Professional development
 - Get to know council members and county employees
 - Relationships
 - Work with them to find out needs!
 - Sharing new information within Extension
 - Provide PD based on needs
- Needs assessment
 - County council members' feels?

GROUP #20 cards:

Card 1

- Make professional development a measurable priority by mandatory inclusion as a weekly activity, including activities other than formal classes
- To develop clear communication plan for developing formal and informal partnerships, include the do's and don'ts and empower the specialist to develop these partnerships
- Establish cross functional teams to assess ongoing program activities that could be shared, developed or give best practices.
- Develop clear communication plan for formal and informal partnership development, including the do's and don'ts and empowering specialists to act.

Card 2

- Identify best practices, both internally and beyond.
- Establish professional development opportunities – networking, grant writing, assessment tools
- Networking, collaboration, and communication

Card 3

- Seek out partnerships with professional organizations in our areas of expertise.
- Organize a set of general professional development core courses that each extension employee would have to take will not be limited in the type or form of training. Could include overviews of different units within extension.
- Develop common process for needs assessment. Expand tools to go beyond traditional assessment.

Card 4

- How workgroup can support these action items:
 - Investigate and share best practices, train with and develop solutions with, other ISU Extension and Outreach program areas.
 - Recurring internal cross-area meetings/communications between similar job types
- How I will support
 - More interaction and regular communication with local extension offices
 - Streamline process for developing professional partnerships.

Card 5

- Develop value adding, multi-entity partnerships to enhance and coordinate strategic initiatives
- Implement ongoing formalized surveys of clientele to understand emerging trends to direct Extension and college outreach activities.
- Provide Extension-wide professional development on interpersonal skills.

GROUP # Unknown cards:

Card 1

- “Outership”
 - Develop internship that extension staff participates in at client organizations/situations. Trend identification and analysis
 - Everyone in Extension should have to provide 3 trends they see on an annual basis. They provide research paper on how they could affect any one of them. Tied to performance review.
 - Host “the gathering group.” Resource/client gathering at regional locations. Have regional committee to focus on their location.
 - Provide seed data to help clients/ISU Extension and Outreach set the stage for visioning past needs assessments. What we do is want assessments, we need to do is actual future needs assessments.
 - “Limitless thinking”
 - “I am not as interested in what you want as I am interested in what you need!”
 - You have many wants on the top of
- Partnerships
 - Show example of our RMT- third party system
 - Show how we use PSAs and Pos to utilize third parties
 - Who how we make third party decisions
- Professional development
 - Focus on PD that supports client impact
 - Needs assessment

GROUP # Unknown cards:

Card 1

- Partnership – develop a tool to analyze appropriate partnerships that align with mission, diversify funding and generate impact.
- Professional development – provide resources that ID the future trends to develop programming and then fund in those areas. PD needs teaching skills as well as subject matter
- Needs assessment – utilize the RTC process in development of a state-wide targeted audience needs assessment for all of Extension – third party conducted.

GROUP # Unknown cards:

Card 1

- Partnership
 - Who can help see where we are not the best?
 - Who is doing what we are doing or want to do?
 - How can we get money thru partnerships?
 - Who can help us improve Iowa?
 - What will add to our prestige?
 - What will our cultural environment be in 10-15 years?
- Needs assessment

- How can we transform “needs” to “wants”
- What are the three or 4 or 5 big issues we want to operate in
- Is there an appropriate relationship among demographic constituents
- Where can we pick low-hanging fruit
- Can they be replicated throughout the state
- Does this play to our strengths
- Professional development
 - Working with groups
 - Mechanics of group thinking
 - Marketing
 - Needs assessments
 - Critical path planning

SMALL GROUP PRIORITIES

GROUP #1 - Facilitator/Recorder(s): Kate Olson, Kendra Crooks

Priority #1 - Define what partnerships are and guidelines on to proceed

Description:

- Partnerships: define what partnerships are – not all going to be the same, be present in the community to establish relationships before moving forward with partnerships. Who’s going to promote it, who’s the players and contacts (rapid response). Guideline from campus on partnership levels. Define what is partnership and guidelines on how to proceed with them

Priority #2 - Regional trainings and not just campus based on technology

Description:

- Regional trainings and not just campus based on technology. More constant contact, how to use clickers, flip cams, Web page, etc. More training opportunities for volunteers and councils through all levels of staff in system

Priority #3 - Web search optimization - Web is a partner

Description:

- Web search optimization - Web is a partner (not have Extension button on computer, but have Google - so how do we create an identity? - smart page

Group Discussion:

Needs

- Systems to more easily access already existing needs assessment data. Regional resource database to share strengths, ideas and curriculum. State level, one-page assessment to find out data needs for county/region, instead of going to all program areas.
- Needs assessment guidelines to be sure assessments are meaningful and relevant as well as software to have effective delivery (training on how to do need assessment using technology). Follow-up for needs assessments – what do now have the information.
- Needs assessment – formal, also need informal. Log phone calls, ask informally what needs are.

- Sharing with other counties and across region to know what's worked well.
- Using the data to streamline focus and use across the disciplines. Professional development
- Regional trainings and not just campus based on technology. More constant contact, how to use clickers, flip cams, web page, etc. More training opportunities for volunteers and councils through all levels of staff in system. More training opportunities for volunteers and councils through all levels of staff in system
- Training offered in areas weak in and mentor to call upon for support for all levels
- Professional Development – focus on task development that will help us do jobs better vs. recent personal dev. for all levels

Partnerships

- Being present in community to find partnerships in the community that creates momentum and be judicious about current partnerships.
- Partnerships: define what partnerships are – not all going to be the same, be present in the community to establish relationships before moving forward with partnerships. Who's going to promote it, who's the players and contacts (rapid response). Need guideline from campus on partnership levels. Define what is partnership and guidelines on how to proceed with them
- Similar summit meeting at county level with internal thinking.
- Regional advisory meeting/focus group in all 5 program areas that meet on as needed basis. (ex flooding)
- External partnerships need multiple contacts with them to build relations.
- Externally need to train staff in what to look for in strategic (effective) partner - help us meet our goals
- Sharing systematic steps within our workgroup

Subgroup 1

- Similar summit meeting at county level with internal thinking.
- Regional advisory meeting/focus group in all 5 program areas that meet on as needed basis. (ex flooding)
- Regional trainings and not just campus based on technology. More constant contact, how to use clickers, flip cams, web page, etc.

Subgroup 2

- More network and sharing time in system to help discussion issues and partners
- Contact list by program areas on who to call upon for needs and programming (should be done automatically like used to)
- Partnership: define what a partnership is, who's going to promote it, who's the players and contacts (rapid response)

Subgroup 3

- Web search optimization – Web is a partner (not have Extension button on computer, but have Google – so how do we create an identity? - smart page)
- Systems to more easily access already existing needs assessment data. Regional resource database to share strengths, ideas, curriculum. State level one page to find out data needs for county/region instead of going to all program areas.
- Being present in community to find partnerships in the community that creates momentum and be judicious about current partnerships.
- More training opportunities for volunteers and councils through all levels of staff in system

Subgroup 4

- Partnerships: define what partnerships are – not all going to be the same, be present in the community to establish relationships before moving forward with partnerships.
- Guideline from campus on partnership levels. Define what is partnership and guidelines on how to proceed with them.
- Needs assessment guidelines to be sure assessments are meaningful and relevant as well as software to have effective delivery (training on how to do needs assessment using technology). Follow-up for needs assessments – what do now have the information.

Subgroup 5

- Needs assessments – sharing with other counties and across region to know what's worked well. External partnerships need multiple contacts with them to build relations.
- Needs assessment – formal, also need informal. Log phone calls, ask informally what needs are.
- Professional development – training offered in areas weak in; and mentor to call upon for support.

Subgroup 6

- Needs assessment – using the data to streamline focus and use across the disciplines
- Externally need to train staff in what to look for in strategic (effective) partner – help us meet our goals
- Sharing systematic steps within our workgroup
- Professional development – focus on task development that will help us do jobs better vs recent professional development

GROUP #2 - Facilitator/Recorder(s): Phyllis Zalenski, J. Arbuckle

Priority #1 - Needs Assessment tools for staff

Description:

- What needs assessment tools are necessary and adequate to sufficiently and efficiently identify needs? (i.e., Use program specialists to help assess local needs within the broader context. Use extension council input, end of meeting evaluation, etc.) Make process easy for staff and clients alike.

Priority #2 - Better definition of roles and responsibilities to help county staff work with program specialists

Description:

- Better definition of roles and responsibilities to help county staff work with program specialists. Sometimes things vary according to person.
- Checklist regarding details such as making copies, press release, fliers, etc.
- Standardize process to make working together easier (i.e., specific point of contact for specialists in county offices with specific expertise rather than a generalist).

Priority #3 - Target training to staff by needs

Description:

- For example, newer employees do not have same professional development opportunities that have been offered to staff that have been around for a while (i.e, families county-delivered programs).

Group Discussion:

Internal partnerships

- Regional updates from regional director could include every county's programs so that county staff knows what's going on in other counties.
- Better definition of roles and responsibilities to help county staff work with program specialists. Sometimes things vary according to person. Checklist regarding details such as making copies, press release, fliers, etc. Standardize process to make working together easier (i.e., Specific point of contact for specialists in county offices with specific expertise rather than a generalist).

External partnerships

- Regional director as point of contact or information source regarding what regional agency or organization resources/partnerships are. Let county staff know where opportunities for programming lie (e.g., Elderbridge). Regional updates/newsletter.
- Better determine what community partner needs are, and whether align with Extension's priorities.

Needs assessment

- We need to go out to find out what needs are. Talk to people and talk to each other. Listen more carefully. Look to other/partner agencies and organizations for their needs assessments. Are there needs that Extension can meet? Use existing data. Look to neighboring counties.
- Do at the regional level then plan programming at the regional level accordingly. Include councils.
- What tools are necessary and adequate to sufficiently and efficiently identify needs? (i.e, Use program specialists to help assess local needs within the broader context. Use extension council input, end of meeting evaluation, etc.) Make process easy for staff and clients alike.
- Participation as a measure of demand, but give programs time to develop (one year too little time).

Professional development

- County program committee (i.e., extension councils, other county entities) empowerment. Are there resources for professional development for program committees to help them to prioritize and better articulate needs?
- Target training to staff by needs. For example, newer employees do not have same professional development opportunities that have been offered to staff that have been around for a while (i.e, families county-delivered programs).
- Professional development opportunities list/menu. Training on county-delivered programs.
- Campus and regional staff needs to collaborate better with county staff. Not as teacher-student, but as partner. Not just a hand-off of tools and materials. The relationship needs to be more collaborative and less hierarchical.
- Provide a "ladder" of progressive professional development opportunities that build on each other toward goals, career path.
- We need to ensure that we are sufficiently preparing new staff to carry on Extension's mission. Mentoring newer staff (informal). Make informal mentoring a part of job ethic.

GROUP #3 - Facilitator/Recorder(s): Alan Ladd, Kapil Arora

Priority #1 - Staff development for how they fit into the New Extension & Outreach Model and what role is expected of them.

Description:

- In-depth staff training for technology and professional development for all staff levels
- New staff mentoring program that transitions into a career coaching program.
- Need of basic orientation tools for new staff, i.e. What is Extension for someone who does not know Extension?

Priority #2 - Continued skill development for all staff

Description:

- Professional development of staff to deliver new products in the education market.
- Supply technology that we are supposed to use and train to keep up with it.
- In-depth staff training for technology and professional development for all staff levels

Priority #3 - Create needs assessment protocol for use in county and regions.

Description:

- Identify and/or create new tools for assessment as needed.
- Define the process for use of tools and how to use results.
- Involve internal and external partners.
- Implement results for development of new products, resource allocations, and targeting new audiences.

Group Discussion:

Subgroup 1

- Staff training for technology and professional development for all staff levels
- In-depth new staff training for staff at all levels
- New staff mentoring program that transitions into a career coaching program
- Internal team/relationship building

Subgroup 2

- Create needs assessment tools for counties and regions.
- Need of basic orientation tools for new staff, i.e. What is Extension for someone who does not know Extension?
- General information on Extension and Outreach for potential partners (~15 minute presentation).

Subgroup 3

- Councils need to evaluate programs for effective use of county tax dollars.
- Professional development of staff to deliver new products in the education market.
- Identify effective internal and external partners.

Subgroup 4

- Marketing – example Master Gardeners, PAT across county and regional lines.
- Supply technology that we are supposed to use and train to keep up with it.
- Regional meetings for more sharing to be more efficient – OA level.

GROUP #4 - Facilitator/Recorder(s): Bob Dodds, Jennifer Bentley

Priority #1 - Comprehensive orientation and training plan

Description:

- Multi-region development for staff and councils
 - an assessment of trainings staff want (bottom up), including delivery methods
 - Offer more training opportunities including software and program training for county staff and extension councils
 - New staff training/orientation (county paid staff) – Mentor
 - Training volunteers, staff, and others about assuring the use of sharing information on research-based materials
 - Educate councils about what is involved in programs and what county staff does to help the program succeed and involve the partner
 - Cross-marketing as early as possible including councils (meetings, Connect sessions, conference calls)
-

Priority #2 - Develop, recognize, and strengthen internal/external partnerships

Description:

- Develop a list of appropriate partnerships based on needs assessments
 - Access to grant writers and program developers who work across regions or state on a specific topic
 - Access to research and current programming; strengthen internal relationships (campus to field, county and councils)
 - Develop a strong industry relationship and partner with them to develop a needs assessment and program
 - Recognize our partners and develop a database of partners
-

Priority #3 - Focused needs assessment

Description:

- Focused needs assessment
- Resources to support best communication with consumers
 - Needs assessment as a skill set; training on needs assessment tools (surveys, evaluation)
 - Periodic survey monkey to staff on emerging issues and current needs (internal and external)
 - Partner with the university to find resources to distribute and tabulate needs assessment
 - Evaluate programs, go right to the communities and ask them what they need

Group Discussion:

- Program showcasing and awareness
 - Hosting a showcase of Extension programs for staff, legislators, councils at least once a year
-

GROUP #5 - Facilitator/Recorder(s): Andrea Ryan, Kim Brantner

Priority #1 - Professional development needs to be provided at all levels for all employees in all positions. This organization needs staff development.

Description:

- In order to do professional development delivered by technology, we need reliable Internet consistent across the state. Nothing looks more unprofessional than a glitchy Internet.
 - Professional development – technology – tools – how to instructions, what works best, job shadowing
 - Standardize training on policies and procedures to position. Additional training on teaching adults. Program sharing with other specialists and coordinators.
 - All counties need to be trained with the same info. Help from counties to make guidelines - they are the best resources we have.
 - Communicate through training/info.
-

Priority #2 - Extension needs to be a catalyst to get the campus, field, and community to share resources and not to duplicate services. Joint effort, help guide for common good.

Description:

- Be active in community and reach out to non-traditional groups. All staff in office should create relationships. Share all resources and ideas on campus, statewide.
 - Build internal partnerships/communication – need to know each other first.
 - Collaborate with county and campus to create new programs that are needed.
 - Think locally, act regionally
 - Need to set up area conference calls with several areas to help build partnerships and develop without reinventing wheel
 - Open to change and everyone on board. All staff members need to be visible in the community and not in the office. Face to face.
 - Brainstorming sessions.
 - Involve youth committee, county council, community members in everything.
 - Show appreciation to others and work as a team.
-

Priority #3 - Needs assessment developed by a variety of methods with community involvement with partners old and new

Description:

- Needs assessment - more participation and broader groups. Program interests/needs survey. Community involvement - what issues are you facing? Service groups, school visits, senior centers. Look where we haven't looked before.
- Problem solve with partners to see needs.

Group Discussion:

Subgroup 1

- To do professional development delivered by technology we need reliable Internet consistent across the state. Nothing is more unprofessional than glitchy Internet.
- Needs assessment needs to have a variety of methods by program work group.
- Extension needs to be a catalyst to get the right people to share resources and not to duplicate services.

Subgroup 2

- Be active in community and reach out to non-traditional groups. All staff in office should create relationships. Share all resources and ideas on campus, statewide.

- Standardize training on policies and procedures to position. Additional training on teaching adults. Program sharing with other specialists and coordinators.
- Needs assessment – more participation and broader groups. Program interests/needs survey. Community involvement - what issues are you facing? Service groups, school visits, senior centers. Look where we haven't looked before.

Subgroup 3

- Build internal partnerships/communication – need to know each other first.
- Collaborate with county and campus to create new programs that are needed.
- Professional development – technology, tools, how to instructions, what works best, job shadowing

Subgroup 4

- Think locally, act regionally.
- Joint efforts, help guide for common good.
- Need to set up area conference calls with several areas to help build partnerships and develop without reinventing wheel.

Subgroup 5

- Open to change and everyone on board. All staff members need to be visible in the community and not in the office. Face to face.
- Brainstorming sessions.
- Involve youth committee, county council, community members in everything.
- All counties need to be trained with the same info. Help from counties to make guidelines – they are the best resources we have.

Subgroup 6

- Communicate through training/info.
- Problem solve with partners to see needs.
- Show appreciation to others and work as a team.

GROUP #6 - Facilitator/Recorder(s): Brian Dunn, facilitator; Gail Castillo, recorder

Priority #1 - Professional development system that is anticipatory and skill building

Description:

- Define a professional development system that is anticipatory and skill building.
- Create competencies for all staff and tie to professional development and performance evaluation: good practices on adult education, technology education, how to answer the phone (etiquette), time management, stress management, health (exercise and diet), latest technology and university support (iPad, smart phone, etc.), need for a multi-year plan for staff (how will you plan to professionally develop your career?), webinar development, Skyping.

Priority #2 - Identify all current partnerships and look at gaps across system

Description:

- Identify current and untapped partnerships (collaborations) that connect ISUEO to lowans needs and issues (ID all current partnerships and then look at the gap that is across the system of what is and what could be).

Priority #3 - Searchable professional development / partnership database

Description:

- Database to be easily searchable for professional development/ partnership/expertise of colleagues for strengthening our partnerships and programs

Group Discussion: (votes)

- Define a professional development system that is anticipatory and skill building; create competencies for all staff and tie to professional development and performance evaluation: good practices on adult education, technology education, how to answer the phone (etiquette), time management, stress management, health (exercise and diet), latest technology and university support (iPad, smart phone, etc.), need for a multi-year plan for staff (how will you plan to professionally develop your career?), webinar development, Skyping (15)
- Identify current and untapped partnerships (collaborations) that connect ISUEO to lowans needs and issues (ID all current partnerships and then look at the gap that is across the system of what is and what could be) (9)
- Database to be easily searchable for professional development/ partnership/expertise of colleagues for strengthening our partnerships and programs (6) (9 in tie-break)
- Needs assessment of non-extension users conducted by non-extension people (6) (8 in tie-break)
- Develop stronger partnerships between all specialists in our unit, REEDs, county staff... so everyone knows what everyone else is doing (cross-marketing, interdisciplinary programming, needs information) (3)
- Build private and public partnerships, to promote programs and increase resources / be more effective with resources (0)
- Identify and visit with 2-3 organizations with whom we have not worked before to build non-traditional partnerships (1)
- Better access to families (such as low income families) for future programming ... partner with those staff who already have relationships with under-represented audiences (for example families staff already have relationships with different audiences, they could help other program areas reach under-represented audiences) (2)
- Identify needs assessment process that will cross program areas, including time line...who and how often (3)
- Lead a learning circle on effective teaching (and give people a chance to practice) (1)
- Training/professional development on how to access, understand, and interpret data to inform our program (2)
- Program evaluation and impact – research public value so people know what their dollars are returning, team building (1)

GROUP #7 - Facilitator/Recorder(s): Report not filed

GROUP #8 - Facilitator/Recorder(s): Brenda Ranum

Priority #1 - Connectedness and communication for partnerships and needs assessment.

Description:

- Connectedness and communication for partnerships and needs assessment
 - Communication and relationships for all three action items
 - Communication in house, campus and community
 - Seamless support in the Extension system at every level
-

Priority #2 - Professional development needs to be strongly developed for county staff and new hires.

Description:

- Professional development needs to be strongly developed for county staff and new hires.
 - Analyze the needs of staff related to professional development.
 - Staff need to be trained for needs assessment and programming.
-

Priority #3 - New and creative ways to approach action items, utilizing technology and alumni

Description:

- Better support for using technology for councils, clientele, staff
- Partner financially with community organizations and businesses, including sharing of their data

Group Discussion:

- Connectedness and communication for partnerships and needs assessment
 - Analyze the needs of staff related to professional Development
 - Professional development needs to strongly developed for county staff and new hires
 - Communication and relationships for all three action items
 - New and creative ways to approach action items, utilizing technology and alumni
 - Partner financially with community organizations and businesses, including sharing of their data.
 - Better support for using technology for councils, clientele, staff
 - Communication in house, campus and community
 - Seamless support in the Extension system at every level
-

GROUP #9 - Facilitator/Recorder(s): Terry Janssen, Cindy Baumgartner

Priority #1 - ISUEO will provide ongoing professional development for Extension councils, volunteers, county, state, & campus staff.

Discussion:

- HR training (employment law; responsibilities; evaluation of staff- hiring, training, supervision, firing, etc; professional development plan)
- Needs assessment – need statewide tools (campus resources- training tool, people identified to train) – to capture statewide profile on what needs are; council needs program plan on what needs are (state, region, local); learn different aspects;

build leadership among volunteers – ongoing training when there's turnover

- Facilitation (partnerships, relationships)
 - Specific day-long for HR training designed Extension councils
-

Priority #2- ISUEO will provide training on how to build and manage partnerships.

Description:

- Need assistance with how to create partnerships, how to move relationships/contacts into partnerships, how to dissolve partnerships when they are not working.
 - Need better communication on statewide partnerships and programs. Some are not known & need to share.
 - Keep county staff informed on partnerships happening
-

Priority #3 - Regions will go through a strategic planning process to identify priority program focus.

Description:

- Regions will have meetings to share information on jobs, current activities, and partnerships (overlaps, gaps).
- They will identify priority areas for regions to focus on interdisciplinary ways.
- They will identify program outcomes identified with measurement tools in place to measure impact and then intentional programming to meet those outcomes.

Group Discussion:

- Professional development – councils and staff HR; relationship training, – soft skills); partnership training (business, strategic planning); facilitation training (all staff across board); needs assessment training and model needed (staff and councils)
- Volunteer development – each program area and development volunteer structure; re-engage with stakeholders; develop strategic partnerships/relationships
- Program sharing – communication with all on what everyone is doing
 - Regional strategic plan – identify priority area for region to focus on in interdisciplinary way; identify program outcomes identified with measurement tools in place to measure impact; then intentional programming to meet those outcomes
 - Professional development – facilitation training; training on how to assess program/evaluating/data collection/processes/ how to do pre & post evaluation.; professional development on program development – creating a matrix for programs & resources that already exist; need for communication coaching; better identification on how to inform staff on what resources are available from the state level to be able to better implement at county level
 - Partner& foster a better working relationship with NRCS & FSA
 - Professional development – day long training for extension council members – HR, expectations of performance of council members
 - Training in goal-setting for staff and council members and in evaluation results
 - More regional meetings to share information on jobs, current activities, and partnerships (overlaps, gaps)
 - Contact local colleges or other educational institutions for interns to assist with programming activities

- Partnerships – skills on how to build partnerships and how to dissolve those not working; statewide partnerships not known; keeping county staff informed on partnerships happening
- Evaluation and needs assessment – need statewide tools (campus resources – training tool, people identified to train) – to capture statewide profile on what needs are
- Council needs program plan on what needs are (state, region, local); learn different aspects; build leadership among volunteers – ongoing training when there’s turnover
- Annual professional development plan – for each individual in all positions in Extension
- Technology classes available to understand new techniques
- More mentorship opportunities (maybe multiple mentors?) for new staff

GROUP #10 - Facilitator/Recorder(s): Barb Wollan, Donna Donald

Priority #1 - Build a system-wide 4-H team.

Description:

- Relationships between state staff, regional specialists, county staff, extension councils, youth, and volunteers
- Build a 4-H team.

Priority #2 - ISUEO system-wide professional development plan

Description:

- ISUEO system-wide professional development plan, system offerings, subject matter offerings, including individual professional development plans with accountability.
- Continue to strengthen our skills in writing/sharing 4-H’s public value. Strengthen scholarship (poster presentations, presentations at national events).

Priority #3 - New 4-H staff training

Description:

- Develop comprehensive, detailed and consistent new staff training plan regularly delivered on campus including mentors.

Group Discussion:

Needs

- Partner with county staff and extension councils to identify community and staff needs and strengths/assets.
- Needs assessment tools or strategies that help to identify youth needs and matching 4-H programs at regional/local levels

Training/professional development

- Before determining programming or training make sure it is a need by CYCs and YPs and delivery is when and where accessible for them.
- Develop comprehensive detailed and consistent new staff training plan regularly delivered on campus including mentors.
- ISUEO systemwide professional development plan, system offerings, subject matter offerings, etc.
- Continue to strengthen skills in writing/sharing 4-H’s public value.
- Strengthen scholarship (poster presentations, presentations at national events).

Partnerships

- Relationships between state staff, regional specialists, county staff, extension councils, youth, and volunteers. Build a 4-H team.

- Relationships with campus partners - purposeful discovery of cutting edge research that we can transfer to our positive youth development programming.
- Identify project area priorities and needs and who are our internal or university partners or experts. Start to cultivate those relationships and talk about mutual benefits.

GROUP #11 - Facilitator/Recorder(s): Sue Henderson, Carol Ehlers

Priority #1 - External funding support from partnerships

Priority #2 - Increase communication through structured interdisciplinary work groups

Description:

- Utilize professional development day to do break-out sessions and network, increase communication concerning these partnerships and grants/research and impact and future of the partnership

Priority #3 - Professional development/networking/internal-external opportunities to build relationships

Description:

- Working group and partners: ISUEO needs to share resources, \$, provide those external groups with resources/information/ publication/formal needs assessment for funding partner
- Conference for professional development – face-to-face networking and find out what internal partners are doing concerning grants
- Go to trade shows, meetings, conferences, federal agencies, trade associations, outreach – seek out emerging trends (are in the economic development business)
- How do you determine and calculate “match dollars” for funding agencies?

Group Discussion:

Partnerships (internal/external)

- Working group and partner share resources, \$, provide those external groups with resources/information/ publication
- Joint conference for professional development
- Need to have partners define what it takes to do the work that they are asking you to do, request of project that may cost more than they are willing to pay: both external & internal- being able to know “real cost”
- Understanding real cost, \$ needs match, look to ISUEO match and getting an issue of time – % time EASE; have to turn away projects because have no more time to allocate to new grant funded projects – have to turn %’s away
- Better communication both external/internal concerning partnerships, grants; review is the research helping the clients – process of meetings face-to-face
- Become more familiar with mission statement to know what a beneficial partnership would be and could better identify those types – then would like salary support from university and operating budget from university for current soft funded staff. (Need budget for travel, printing, etc.) Must select projects currently that allow Extension education so as to meet operating budget.

- Grant world will be multi-institutional, beyond state, is a part of operating culture, is very difficult, has progressed over many years, time intensive, academic entrepreneurs, may have partners that may not always meet all of mission
- Issue of match will become huge problem; giving up “internal match” is too difficult; issue of 80 CEEDs lost were on match list
- Fragmented grant work and internal competition: pesticide safety, master gardener – know the system and styles and method have a coordinator to go to; gaps ag practices – so every shop is competing for same grants needing interdisciplinary – grant agencies know that internally we are competing against each other – needs program leaders to resolve this; i.e., local foods, need focus groups/ issue groups to address internal grant competition and need Dean/ VPs with 1 group application from ISU, not 15 applications
- Lack of matching funds & operational budgets
- Funded by soft money – have much internal connections and time required to share information working with 10 universities other states to be able to access \$6M grant and seems to be the future and must have administrators on board to facilitate that process. Much prep and background work necessary and communication at all levels. Partnerships in and out of state and stakeholders, large selection of entities that share interest in projects, very long list to satisfy the customer.
- Issue does the mission/ can we just look at our mission and still be there to be available to our customers, do we turn away things not related to our mission? Does administration need to help in this process?

Needs assessment (current/emerging)

- ID Client need through interaction
- Go to trade shows, meetings, conferences, federal agencies, trade associations, outreach – seek out emerging trends (are in the economic development business)
- Looking for opportunities to find partners to address needs assessment and operating dollars; end product is having a needs assessment in conjunction with the partner
- Share membership roster with organizations so can do needs assessment towards program AND – 2 advisory committees – may be willing to give \$’s but have little to offer for identified needs as they may not know; in some cases need to go directly to advisory group clients – go beyond and or with them because they may not know how to do it; spend their \$’s to do needs assessment for them;
- Need to get input from non-client groups
- Need to train our clients better, tell them why we need their input; standard evaluations; they don’t know how to respond to the opportunity to give input;
- Use of other technology opportunities to collect input
- Professional development
- Utilize professional development day to do break-out session and network, increase communication concerning these partnerships and grants/research and impact and future of the partnership

GROUP #12 - Facilitator/Recorder(s): Cheryl Heronemus, Cindy Fletcher

Priority #1 - Allow time to build meaningful relationships with our external clients.

Description:

- Allow time to build meaningful relationships with our external clients.
- We talk to them and don’t spend enough time listening to them.

Priority #2 - Reduce administrative processes that are barriers to building partnerships.

Description:

- Reduce administrative processes that are barriers to building partnerships (ex: creating partnerships is very challenging – purchasing, OSPA). Barriers make us less competitive in grant seeking.

Priority #3 - Standardized, balanced input processes along with ongoing informal needs assessments.

Description:

- Standardized, balanced input for needs assessments across teams and levels.
- Need to get feedback across society. We need ongoing, informal needs assessment from core partners and do a better job to share our findings systematically.

Group Discussion:

- Standardized, balanced input for needs assessments across teams and levels. Need to get feedback across society. We need ongoing, informal needs assessment from core partners and do a better job to share our findings systematically.
- Develop a conference that engages counties and campus to actually listen; listening sessions would allow deeper connections to identify needs and emerging problems. Some content presented and time to listen
- Develop protocols for identifying partners; create a database of instate and out of state partners. Partners should reflect needs/programs. We could do a better job linking counties with partners that have relationships with campus
- Use needs assessment to develop agenda for professional development content.
- We need to set standard fees for cost recovery when working with partners.
- Need encouragement and financial support for participation in conferences to gain national visibility for ISUEO through regional and national professional societies.
- Allow time to build meaningful relationships with our external clients. We talk to them and don’t spend enough time listening to them.
- Develop a support system to lead to appropriate technologies (i.e., Facebook, etc.) for communication with internal and external partners.
- We need stronger relationships with community colleges may be teaching credit or noncredit courses, stronger ties with on campus faculty and office staff at the community colleges.
- Reduce administrative processes that are barriers to building partnerships (ex: creating partnerships is very challenging – purchasing, OSPA). Barriers make us less competitive in grant seeking.
- We need an asset assessment within Extension as well as our partners to complement needs assessment boundaries
- Professional development in soft skills – outside our content expertise

- Work hard to broaden our network of resources – leveraging what we know with what others know – tearing down state boundaries

GROUP #13 - Facilitator/Recorder(s): None Reported

Priority #1 - TIME and RESOURCES for professional development

Description:

- Provide TIME and RESOURCES for professional development in five areas:
 - Skill building specific to position
 - Program innovation
 - Identification of emerging trends
 - Partnership building
 - Conduct regular employee orientation

Priority #2 - System commitment to execute partnership building.

Description:

- Provide TIME and RESOURCES (money, staff, time, etc.) for research and development to seek and build relationships for potential partnerships.

Priority #3 - On-going regional- and county-base needs assessments

Description:

- Communicate on-going regional- and county-based needs assessments to the state to assist with priority program identification.

Group Discussion: (vote)

Partnership

- Use 4-H partnership training to begin an all Extension basic partnership training (external partnerships)
- Encourage work teams from different areas to discuss what each team is doing in a structured discussion (internal partnerships).
- Provide TIME and RESOURCES (money, staff, time, etc) for research and development to seek and build relationships for potential partnerships. (9)
- Be a presence in the community (small Extension team) that will lead to building relationships.
- Finding similar needs outside our traditional service areas. Step outside “partner box”; look for new and nontraditional partnerships
- Make sure everyone is “at the table”? Is it the appropriate group; is everyone included?
- Allow staff time to get out of office to learn about other offices and organizations to create potential partners.

Needs assessment

- Start going to the people. Try new ways to conduct needs assessment. Benchmark how other organizations are conducting needs assessments.
- Just ask: more informal discussion of how we can better serve them; have advisory group (community members in “the know” of the community needs).
- Communicate on-going regional- and county-based needs assessments to the state to assist with priority program identification. (7)

- Use participatory research methods to gather information in an informal way.

Professional development

- Provide TIME and RESOURCES for professional development in five areas: 1. skill building specific to position; 2. program innovation; 3. identification of emerging trends; 4. partnership building; 5. conduct regular employee orientation (15)
- Hire grant writers for Extension units (4H, Families, Communities, CIRAS, Ag) to acquire funding.

GROUP #14 - Facilitator/Recorder(s): Gary Hall, Rich Wrage

Priority #1 - Relevant, systematic, well-funded professional development for all levels of staff.

Description:

- Professional development – less resources available, funding and time including county staff and councils, addresses all learning styles, look at variety of ways, visit programs in other parts of state/region, high level of quality across the state is difficult, PD is not necessarily in Ames, webinars, etc. Customer service skills, priority, funded and available to all staff

Priority #2 - Easy access to all of knowledge data bases, profile with picture, sortable, searchable, internal partnership

Description:

- Easy access to all of knowledge data bases, profile with picture, sortable, searchable, internal partnership

Priority #3 - For needs assessment, gather non ISUEO people, intentional collection of data from ALL, all demographics, users and potential users, recognize local efforts, not just a one shot deal, all levels

Group Discussion:

Subgroup 1

- Use activities that we are already doing to be intentional about gathering info for a needs assessment; survey’s ?’s, think about resources to provide incentives
- Have a clearing house of expert resources that can be called upon.
- Partnership course for all (4-H did U of MN)

Subgroup 2

- More concerted effort to (re)connect with each other, volunteer network, attend local meetings, contact with peers
- Look to see that what we do is in line with goals. If given power, allow us to do it.

Subgroup 3

- Look at new ways of doing needs assessment: tools, procedures, macro and micro tools, include non-extension clientele.
- More support, % of cost recovery be set aside for professional development
- Special effort for county employee professional development
- More internal sharing beyond regions
- Sharing packet of resources
- More time to network with like organization

Subgroup 4

- Clarify roles, communication who decides?
- Client outcomes limited by structure
- Let expert be experts

- Expectation, allowed to opt out of PD? County staff, low resource counties, who has expertise, resource bank of talents, E harmony for ISUEO, subject matter and methods
- Needs to be recognition of different ways to do things

Subgroup 5

- Professional development
- Update staff lists
- Make \$ available for training
- Webinars, on-line training
- Invite staff to programs learn methods
- Incorporate mini trainings into work team meetings (like ag team)
- Partnerships
- Nurture existing
- Multi age groups
- Update alumni & booster list
- Improve internal communication

Subgroup

- Incorporate into evaluations, clickers
- Use social media to ask questions for needs input

Subgroup 6

- Join or initiate new contacts with groups
- Redefine work groups into interdisciplinary teams
- Increase visibility in populated areas – brand
- Multiple data gathering method, non ISUEO, bank of ?’s
- Immersion experience in other discipline areas, county staff, internal partnerships
- Tech training, coaching skills, social networking

GROUP #15 - Facilitator/Recorder(s): Terry Torneten, Adrienne Jansen

Priority #1 - Efficient collaboration

Description:

- Coordinate duplication of efforts across Extension units.
- Better connectivity or collaboration between Extension units on common themes will yield greater efficiency.
- Develop plans of work that cross units.

Priority #2 - Needs assessment and professional development

Description:

- Strong need for assessment and professional development at all levels from top to bottom.

Priority #3 - Host annual workshop to enhance stakeholder partnerships.

Description:

- Each unit could host an annual workshop with our partners to listen, problem solve and share.
- We could share what we’ve been working on and invite others to learn about what we do and bring ideas for new projects. We’d share our data; our partners could share their data.

Group Discussion:

- Each unit could host an annual workshop with our partners to listen, problem solve and share. We could share what we’ve been working on and invite others to learn about what we do

and bring ideas for new projects. We’d share our data; our partners could share their data.

- Each individual and group needs to spend time contemplating these questions so ISU can get some guidance (upgrade plan of work process).
- Strong need for assessment and professional development at all levels from top to bottom.
- Develop a catalog of assets and products (people, their skill sets, and partnerships). It’s difficult to know who does what; who has what skills to offer when a need is identified. (College of Design has worked on this; Program Builder is another option)
- Look into past client list for future clients
- Look at needs assessment that was completed 2010; partnering with organizations already working with that clientele.
- Some needs have been identified that have not been addressed because of lack of staff time.
- Coordinate duplication of efforts across Extension units. Better connectivity or collaboration between Extension units on common themes will yield greater efficiency. Develop plans of work that cross units.
- Look at the county offices as franchises of Iowa State University Extension and Outreach.
- County staff and campus staff are treated differently (benefits, pay, training opportunities)

GROUP #16 - Facilitator/Recorder(s): Craig Hertel, LuAnn Johansen

Priority #1 - Professional development – create a culture that prioritizes specific, measurable

Description:

- Need structure and resources (using internal and external opportunities) to carry out professional development plans in a variety of teaching methods. Consider using existing structures to bring in more focus on professional development.
- Prioritize professional development within our existing Extension culture and structure and measure during performance review process based on identified skills and needs with a structure to measure progress quarterly.

Priority #2 - Needs assessment – improve structure for thorough, comprehensive

Description:

- Significant improvement of our structure, process, and training to do more careful, thorough needs assessment (including input from counties, field, and researchers) for focused decision making that leads to program development with specific priorities

Priority #3 - Internal partnerships – focus on accountability

Description:

- Clear expectations and clear structure for accountability for fulfilling the mission and desired outcomes for team leaders, middle managers, and team players

Group Discussion:

Internal partnerships

- Additional communication through blogs & other methods with specific, valued information not just talking (budget updates, HR updates, etc)
- Creation of interdisciplinary (field, counties, campus, departments, program units), issues (current & emerging) teams – through discretionary (seed) money and then apply for grants
- Clear expectations and clear structure for accountability for fulfilling the mission and desired outcomes for team leaders, middle managers, and team players
- ISUE & O being one cohesive team to build on team strengths
- Focus to a manageable set of programs

External partnerships

- Collaborate with international sector across ISU (between colleges) with good coordination to avoid duplication
- Needs assessment (current and emerging)
- Needs assessment coupled with skills assessment of employees, which blend into a plan (not restructure) to gain effective, efficient production
 - Significant improvement of our structure, process, and training to do more careful, thorough needs assessment (including input from counties, field, and researchers) for focused decision making that leads to program development with specific priorities

Professional development

- Create surveys to identify staff needs or skills and develop professional development plans in all areas (technology, interpersonal, subject matter, communications, management, etc.)
- Create a place for staff to make suggestions throughout the year.
- Need structure and resources (using internal and external opportunities) to carry out professional development plans in a variety of teaching methods. Consider using existing structures to bring in more focus on professional development.
- Prioritize professional development within our existing Extension culture and structure and measure during performance review process based on identified skills and needs with a structure to measure progress quarterly.
- Professional development that provides specific training to be able to carry out roles as a team manager, project leader, team member
- To provide support and tools to meet expectations

GROUP #17 - Facilitator/Recorder(s): Jerry Chizek, Steve Johnson

Priority #1 - Training academy for all new staff, council and volunteers (inside and outside extension)

Description:

- Welcome to Extension packet
- Consistent staff orientation
- Ongoing training for all staff, council and volunteers inside and outside extension (includes localized needs assessment)
- Get act together before we take our show on the road.

Priority #2 - Focused needs assessment to leverage impacts

Description:

- Tracking client inquiries (trends, concerns)
- Prioritizing “needs” to “wants” segue

Priority #3 - Create a partnership database

Description:

- Grants (bibliography, contacts)
- Checklist to identify partners
- Social media (Facebook, etc)

Group Discussion:

- Training academy for all new staff, council and volunteers (inside and outside Extension) (21)
 - Welcome to Extension packet
 - Consistent staff orientation
 - Ongoing training for all staff, council and volunteers inside and outside Extension (includes localized needs assessment)
- Focused needs assessment to leverage impacts (7)
 - Tracking client inquiries (trends, concerns)
 - Prioritizing “needs” to “wants” segue
- Create a partnership database (5)
 - Grants (bibliography, contacts)
 - Checklist to identify partners
 - Social media (Facebook, etc)
- Provide communication guidelines (4)
 - Identifies information flow from field to campus, campus to field, field to client
 - Exit plans, for staff
 - Professional development – training academy for all new staff (immersion for all Extension employees), both new staff and training for existing staff
 - Needs assessment – tracking client inquiries, identify emerging trends and concerns
 - Partnerships – foster a network (internal and external) for sharing of ideas and expertise across county/regional lines
 - Create a partnership database - who, what, etc.
 - Define work teams (region, need) with leadership and set of objectives i.e., flood work team
 - Eliminate duplication of grant requests (prioritize efforts statewide) with database with grants posted (i.e., bibliography, summaries with links)
 - New technology needs guidance and specific dates adoption (i.e., Windows 7, T-1 back to county) with system to access technological assistance
 - Professional development – training for appropriate Extension audience delivered both on campus and off campus, i.e. Cougar Mountain, Content Management System (CMS)
 - Needs assessment – work with all levels of staff (see Group 1) and everyone knows process for identifying needs, share information
 - Partnerships (internal) – establish specific communication guidelines (need notes); large disconnect from county to state exists, reestablish trust

Order of action items is of concern:

- Professional development is priority, new job in new world, understand how marketing in specific areas, critical path planning – develop, market, execute and evaluate at more local level, how to conduct a needs assessment (drive to local level)
- Needs assessment – transform needs into want assessment, i.e., people buy why they want, not necessarily what they need, assess what we can do that plays to our strengths and pick low hanging fruit (fast, easy, showy)

- Partnerships (external) – to get money and meet needs, build our communities, ie population trends;
 - Get act together before we take our show on the road.
 - Suspicion exists on methodology used to conduct group feedback

GROUP #18 - Facilitator/Recorder(s): Linda Fischer, Karen Lathrop

Priority #1 - Engage all departments at the planning stages

Description:

- Engage all departments and CER and EIT in the planning process, including partnering, program development and needs assessment.
- Bring all parties to the table in the decision-making process including support staff to make things happen
- Track client needs by determining their needs by studying the market trends. (Chat boxes, hot topics, etc.)

Priority #2 - Evaluate whether we met target audience needs.

Priority #3 - Dedicate funds for professional development

Description:

- Dedicated funds for external professional development and to create a one-stop website (Intranet) for internal staff orientation, information and professional development.
- Look outside our own silos and use Extension resources to grow.

Group Discussion:

- Track client needs by determining their needs by studying the market trends (chat boxes, hot topics, etc).
- Dedicated marketing team that will address high tech and low tech and high touch (malls, libraries, kiosks, food pantries, day cares, schools etc.)
- Bring all parties to the table in the decision-making process including support staff to make things happen.
- Dedicated funds for professional development
- Expand partnerships to non-traditional extension groups especially in urban areas.
- Talk to those who don't know about us with emphasis on personal contact. Everyone markets and promotes Extension.
- Look outside our own silos and use Extension resources to grow.
- Put Communications and External Relations and EIT at the planning stages for partnering, program development and needs assessment.
- Evaluate whether we met target audience needs.
- Create a one-stop website (Intranet) for internal staff orientation, information and professional development

-
1. Put Communications and External Relations and EIT at the planning stages for partnering, program development and needs assessment. Bring all parties to the table in the decision-making process including support staff to make things happen. Track client needs by determining their needs by studying the market trends (chat boxes, hot topics, etc.).
 2. Marketing talk to those who don't know about us with emphasis on personal contact. Everyone markets and promotes Extension. Dedicated marketing team that will address high tech and low tech and high touch (malls, libraries, kiosks, food pantries, day cares, schools etc.)

3. Dedicated funds for external professional development and to create a one-stop website (Intranet) for internal staff orientation, information and professional development. Look outside our own silos and use Extension resources to grow.
4. Expand & create new partnerships with non-traditional groups especially in urban areas.
5. Evaluate whether we met target audience needs.

GROUP #19 - Facilitator/Recorder(s): Bob Owen, Gene Mohlin

Priority #1 - Target training based on staff/council needs/ competencies w/ multiple delivery methods

Description:

- Regional training that is more face to face vs. self directed
- Improved communication between state, regional and county
- More periodic updates
- Training face-to-face or Adobe Connect on subject areas/ processes
- Develop professional development plans for individuals among all staff based on staff needs
- Share and train county staff
- Local and Web-based opportunities (regional)
- Eliminate duplication
- Incentives for national conference
- Professional development based on county employee and council members' needs
- Use of technology, conflict resolution, HR, professional development
- Individualized professional development

Priority #2 - Clarify organizational leadership and role responsibilities

Description:

- Clear leadership structure
- Supervision & role responsibilities
- Job descriptions
- Flow chart
- Management; accountability

Priority #3 - Create partnerships and resource development and enhancement

Description:

- Direct contact and continued contact with partners
- Councils as vehicle for building partnerships
- Promote programs through partnerships
- Develop relationships that filter to all levels, i.e., cattlemen association
- Internal partnerships need to be developed and enhanced as much as external
- Establish new relationships with targeted individuals, agencies and underserved audiences
- Develop new partners and re-acquaint with old
- Partner with agencies that can assist in impact
- Share ideas

Group Discussion:

- Spending time to know employees, council members, improved communication
- Clear leadership structure
- Complete needs assessment each year, use surveys, i.e., council and supervisors (alignment); feedback on assessments; weekly media updates on actions in local office; official introductions of REED/PS to local people through open houses; direction from council members on issues, sharing new information, determine needs
- Direct contact and continued contact with partners; councils as vehicle for building partnerships; promote programs through partnerships; develop relationships that filter to all levels, i.e., cattlemen association; internal partnerships need to be developed and enhanced as much as external; establish new relationships with targeted individuals, agencies and underserved audiences; develop new partners and re-acquaint with old; partner with agencies that can assist in impact; share ideas
- Regional training that is more face to face vs. self directed; improved communication between state, regional and county; more periodic updates; training face to face or Adobe Connect on subject areas/processes; develop professional development plans for individuals among all staff based on staff needs; share and train county staff; local and Web-based opportunities (regional); eliminate duplication; incentives for national conference; professional development based on county employee and council members needs; use of technology, conflict resolution, HR, professional development
- More funding for local presence and hire more qualified staff

GROUP #20- Facilitator/Recorder(s): Dan Morrical, Jill Weber

Priority #1 - Develop a partnership assessment tool.

Description:

- Develop a tool to analyze appropriate partnerships that align with mission, diversify funding and generate impact to match our client needs for quick response and future focus, develop value-adding, multi-entity (internal and external) partnerships to enhance and coordinate strategic initiatives

Priority #2 - Needs assessment via third party that relates our client needs

Description:

- Develop assessment tools appropriate to targeted audience. As practitioners we share best practices.
- Provide resources that identify the future trends for the development of programming and then fund professional development in those areas, develop assessment tools appropriate to targeted audience. As practitioners we share best practices.

Priority #3 - Formal orientation and professional development is a system including initial training and ongoing development

Description:

- Organize a set of general professional development core courses that all extension employees make professional

development a measurable priority by mandatory inclusion as a weekly activity other than formal classes would have to take. (include overviews of all extension areas)

Group Discussion:

- Develop a tool to analyze appropriate partnerships that align with mission, diversify funding and generate impact to match our client needs for quick response and future focus
- Investigate/identify and share best practices (internal and external), train with and develop solutions with other ISU E and program areas
- Develop value-adding, multi-entity (internal and external) partnerships to enhance and coordinate strategic initiatives
- Understand all existing resources, don't be redundant, partner instead
- Seek out partnerships with professional organizations in our areas of expertise
- Make professional development a measurable priority by mandatory inclusion as a weekly activity other than formal classes
- Outernships/reverse internships – a month a year in your clients shoes
- Provide resources that identify the future trends for the development of programming and then fund professional development in those areas
- Develop assessment tools appropriate to targeted audience. As practitioners we share best practices.
- More communication and interaction with the county office
- Implement ongoing formalized surveys conducted by a third party of targeted clientele to understand emerging trends to direct extension and college outreach activities, i.e., consider using the regional trade center model.
- Organize a set of general professional development core courses that all extension employees would have to take (include overviews of all extension areas)
- Develop clear communication plan for formal and informal partnership development, including the dos and don'ts and empowering specialists to act.
- Install limitless thinking by providing a process.
- The gathering group/regional/cross-functional teams that will bring their constituents and clients and resources together to determine program activities
- Professional development should include personal written training plans
- Establish cross functional teams to assess ongoing program activities that could be shared or developed.

LARGE GROUP VOTING DESCRIPTIONS

How will your workgroup support the agreed upon action items from session two?

Professional development (Groups 3, 4, 5, 6, 9, 13, 14, 16, 17, 19) Yesterday, professional development was selected as the third ranking priority and today, professional development surfaced as the number one priority when all professional development actions (structure, time, resources, accountability) were pooled together.

1. Develop a sustainable structure and culture – My workgroup will help Iowa State University Extension and Outreach develop a sustainable structure and culture to provide professional development (training plan, commitment, part of performance evaluation).
2. Develop or acquire professional development curriculum – My workgroup will help Iowa State University Extension and Outreach develop or acquire professional development curriculum (anticipatory, new employee orientation, council training, HR, academy).
3. Mentorship – I will become a mentor for the organization
4. Resource allocation – My workgroup will advocate for and/or contribute time and money for professional development (202 accounts, state funds, county funds, grants)
5. Planning and coordinating systems (groups 1, 8, 10, 11, 15, 18)
We will help develop and support systems to improve internal communications, coordination and collaboration (sharing information, including appropriate people).
6. Partnerships and collaborations (Groups 12, 20) – We will invest in building and supporting meaningful partnerships that align with our mission.
7. Needs assessment (Group 2) – We will contribute appropriate people and tools for a needs assessment system.

LARGE GROUP VOTING RESULTS

1.) How long have you been with ISU Extension & Outreach?

Responses	Percent	Count
0 – 1 year (training wheels)	14.29%	41
2 – 5 years (newbie)	25.78%	74
6 -10 years (still a rookie)	17.07%	49
11 – 20 years (fully vested)	20.91%	60
21 – 30 years (better with age)	12.20%	35
More than 30 years	9.76%	28
Totals	100%	287

2.) Which group are you representing at the Summit?

Responses	Percent	Count
Administration	7.17%	22
Campus Staff	22.80%	70
County	26.71%	82
County Council	5.86%	18
Faculty	5.54%	17
Program Specialist	26.38%	81
Regional Director	5.54%	17
Totals	100%	307

3.) How will your workgroup support the agreed upon action items from session 2?

Responses	Percent	Count
Professional development		
• Develop sustainable structure & culture	16.51%	158
• Develop or acquire curriculum	12.23%	117
• Mentorship	6.90%	66
• Resource allocation	9.82%	94
Planning & coordination systems	18.18%	174
Partnerships & collaborations	19.96%	191
Needs assessment	16.41%	157
Totals	100%	957

EXTENSION COUNCIL SESSION

COUNCIL PRINCIPLES, ACTION PLANS, AND PRIORITIES

On Saturday morning Nov. 5, a summary and outcomes from the previous two days' summit was shared with county council members who had not participated in the Thursday and Friday events. The Saturday morning session included small group work that mirrored the work conducted the prior two days to determine corresponding council principles, action plans, and priorities.

This document includes the following related to the county council leadership summit:

- **Small group conversation note cards..... page 61**
Cards contain participant ideas generated during the small group session.
- **Council voting descriptions and results pages 61-62**
Small group priorities were compiled and grouped by summit logistics team for voting.

SMALL GROUP CONVERSATION NOTE CARDS

Card 1

- Impact
- Research
- Measuring data
- Evaluation

Card 2

- Research-based programs
- Local presence
- Needs assessment
- Partnerships

Card 3

- Needs assessment, communicate with partners and determine impact
- Identify resources
- Process to identify partnership gaps

Card 4

- Need to develop partnerships
- People don't know we exist – need to do a better job of self-promotion
- How do partnerships and local presence and connectivity differ?

Card 5

- Counties need to connect to the specialists on campus more
- Communicate to know what people are out there to provide information
- Know where Extension is working in our communities
- Communication – internally and externally

Card 6

- Communication and partnership
- Impact – measureable for public value
- Needs assessment
- Closer connection between research and applications

- We will ask our regional director to come up with good ideas
- Find out what needs assessments have been done and how we can address those needs
- Encourage regional meetings to include staff, council and specialists

Card 7

- Communication is huge
- Cross promotion of programs – partner locally
- Survey on community meetings
- Extension council speaking and working with community groups to spread the word – council members being educators

Card 8

- We need to be known – local presence
- Lack bilingual resources
- Impact goals along with local presence
- Impact number of people

Card 9

- Research-based programs
- Impact results
- Review programs and needs
- Professional development
- What can Extension councils do to move that forward?

Card 10

- Partnerships – allow for non-duplication of services, discover a shared vision, synergize internal resources
- Needs assessment – see what staff needs, see what community needs
- Local presence – need to be visible so folks know who to talk to

Card 11

- County level – sit down with community partners to have an open discussion on what needs are and what Extension can do or doesn't need to do
- Regular communication using personal/electronic/print methods
- Utilize preexisting data for needs assessments
- Train – use resources from Iowa State University for proper data collection
- Help with networking county-wide/region-wide partnerships

COUNCIL VOTING DESCRIPTIONS AND RESULTS

1.) Have you used a "Clicker" before today?

Responses	Percent....	Count
Yes.....	92.86%.....	13
No.....	7.14%.....	1
Totals.....	100%.....	14

2.) What are the fundamental principles of Extension and Outreach?

- **Needs assessment (stakeholders & clients) (Groups 2, 3, 4, 7, 10, 11)**
Ongoing need assessment taking into account relevant and emerging issues, county needs, staff and stakeholders.
- **Provide research-based educational programs (Groups 1, 5, 6, 12, 13)**
Integrity of education based on research
- **Partnerships (Groups 8, 9, 14, 16, 18)**
Extension and Outreach cultivates internal and external partnerships, relationships, teamwork, exhibiting respect, integrity and trust
- **Responsiveness (Groups 15, 17)**
Flexibility in delivery methods & quick response
- **Local Presence and connectivity (Group 20)**
Engaged and increasing the amount of networking
- **Impact (Group 19)**
Measurable outcomes that create significant value and impact
- **Resource stewardship**
Effective use of all resources (staff, money, time)

Fundamental principles/ core values (multiple choice)

Responses	Percent....	Count
Needs assessment (stakeholders & clients)	11.11%.....	1
Provide research-based educational programs	22.22%.....	1
Partnerships.....	11.11%.....	1
Responsiveness	0%	0
Local presence and connectivity.....	11.11%.....	1
Impact.....	33.33%.....	3
Resource stewardship	11.11%.....	1
Totals	100%	9

3.) Keeping our fundamental principles in mind, what should we be doing in the next 2–3 years for Extension and Outreach to thrive?

- **Needs assessment (current and emerging) (Groups 1, 6, 8, 9, 12, 16, 19)**
Ongoing, systematic approach for current and emerging needs. Tied to existing research and informs future research agendas.
- **Partnerships (internal and external) (Groups 4, 5, 14, 15)**
Listen and leverage. Identifying relevant, internal and external partners to expand and enhance program development and resources.
- **Professional development (Groups 2, 3, 7, 18)**
Professional development for all Extension roles
- **Structure (Groups 11, 13, 19)**
Structure Extension resources (such as personnel, programs, funding and technology) for maximum impact.
- **Communication (Groups 10, 18)**
Better communication and knowledge sharing within the organization and externally
- **Impacts (Groups 20, 21)**
Methods to aggregate outcomes throughout the organization to drive access to resources, needs assessment, program development and marketing

- **Program development (brought up from second and third priorities)**

How we coordinate focused, higher quality, less duplication of programs

What should Extension and Outreach be doing in the next 2-3 Years? (multiple choice)

Responses	Percent....	Count
Communication & partnership.....	24.39%.....	20
Connection between research & applications	20.73%.....	17
Needs assessment	21.95%.....	18
Impact – measurable and public value	23.17%.....	19
Infrastructure between Extension & research.....	9.76%.....	8
Totals	100%	82

4.) How will your workgroup support the agreed upon action items from question #3?

Professional development (Groups 3, 4, 5, 6, 9, 13, 14, 16, 17, 19)

Yesterday, professional development was selected as the third ranking priority and today, professional development surfaced as the number one priority when all professional development actions (structure, time, resources, accountability) were pooled together.

- **Develop a sustainable structure and culture**

My workgroup will help Iowa State University Extension and Outreach develop a sustainable structure and culture to provide professional development (training plan, commitment, part of performance evaluation).

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My workgroup will help Iowa State University Extension and Outreach develop or acquire professional development curriculum (anticipatory, new employee orientation, council training, HR, academy).

- **Mentorship – I will become a mentor for the organization**

- **Resource allocation**

My workgroup will advocate for and/or contribute time and money for professional development (202 accounts, state funds, county funds, grants).

- **Planning and coordinating systems Groups 1, 8, 10, 11, 15, 18)**

We will help develop and support systems to improve internal communications, coordination and collaboration (sharing information, including appropriate people).

- **Partnerships and collaborations (Groups 12, 20)**

We will invest in building and supporting meaningful partnerships that align with mission.

- **Needs assessment (Group 2)**

We will contribute appropriate people and tools for a needs assessment system.

What should Extension and Outreach be doing in the next 2-3 Years? (multiple choice)

Responses	Percent....	Count
Communication & partnership.....	24.39%.....	20
Connection between research & applications	20.73%.....	17
Needs assessment	21.95%.....	18
Impact – measurable and public value	23.17%.....	19
Infrastructure between Extension & research.....	9.76%	8
Totals	100%	82