

**Outreach Sufficiency:  
Model Partnership Self-Assessment  
Needs Assessment Steps and Tools**

**P-12 Project  
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Scenarios				
<b>Situation</b>	<p>A university theatre and dance department presents an off-campus Saturday program for preschool children. Many of the children go on to take more advanced dance and theatre classes, and the department sees this as a recruitment tool as well as an outreach effort.</p> <p>As a promotional effort, the university has rented a facility to house the Saturday program, and has offered paying jobs to help with the promotion to students volunteering with the Saturday school.</p>	<p>Admission levels are low for minority students from high-density urban areas. This fact has not escaped the notice of numerous postsecondary institutions located within your metropolitan area.</p> <p>At the same time, the state legislature is looking to increase college enrollment of underrepresented populations. Those postsecondary institutions successful in recruiting these students will be tagged for funding increases.</p> <p>Although the institutions compete for students, there is consensus that economies of scale and realities of dissemination require these institutions to work together on student recruitment.</p>	<p>A school district approaches a college of engineering with a request to help improve aspirations and achievement of K-12 students in the areas of math and engineering that are based on the district's strategic plan.</p> <p>University experts help the school system by developing after school programs and overnight camps that meet the district's specifications.</p>	<p>A school district and Allied Health faculty at a university co-wrote a proposal and secured a grant to develop and implement a service-learning course related to diabetes-prevention in middle school children. The initial presentation that was developed and implemented in seventh-grade classes was not well received by teachers.</p> <p>The school district, Allied Health, and additional university units worked together to develop a sound presentation that is acceptable to teachers and understandable by seventh-grade students.</p>
<b>What We Say We're Doing</b>	Collaborating with an external partner	Working together to increase minority enrollment	Improving the educational delivery system	Working together to achieve a shared vision that satisfies mutual self-interests
<b>What We're Actually Doing</b>	Hiring and renting	Seeking to increase our own minority enrollment	Using our expertise to meet a client-driven need	Proceeding through an ongoing cycle of the partnership components
<b>Type of Partnership We Actually Have</b>	No "partnership"	Competitive partnership	Supportive partnership	Collaborative partnership
<b>Predominant Partnership Concepts</b>	Not applicable	Membership – trust, commitment, self-interest; Shared Vision; Environment; Process/Structure	Process/Structure; Environment; Resources	All

## Partnership Sufficiency Barometer

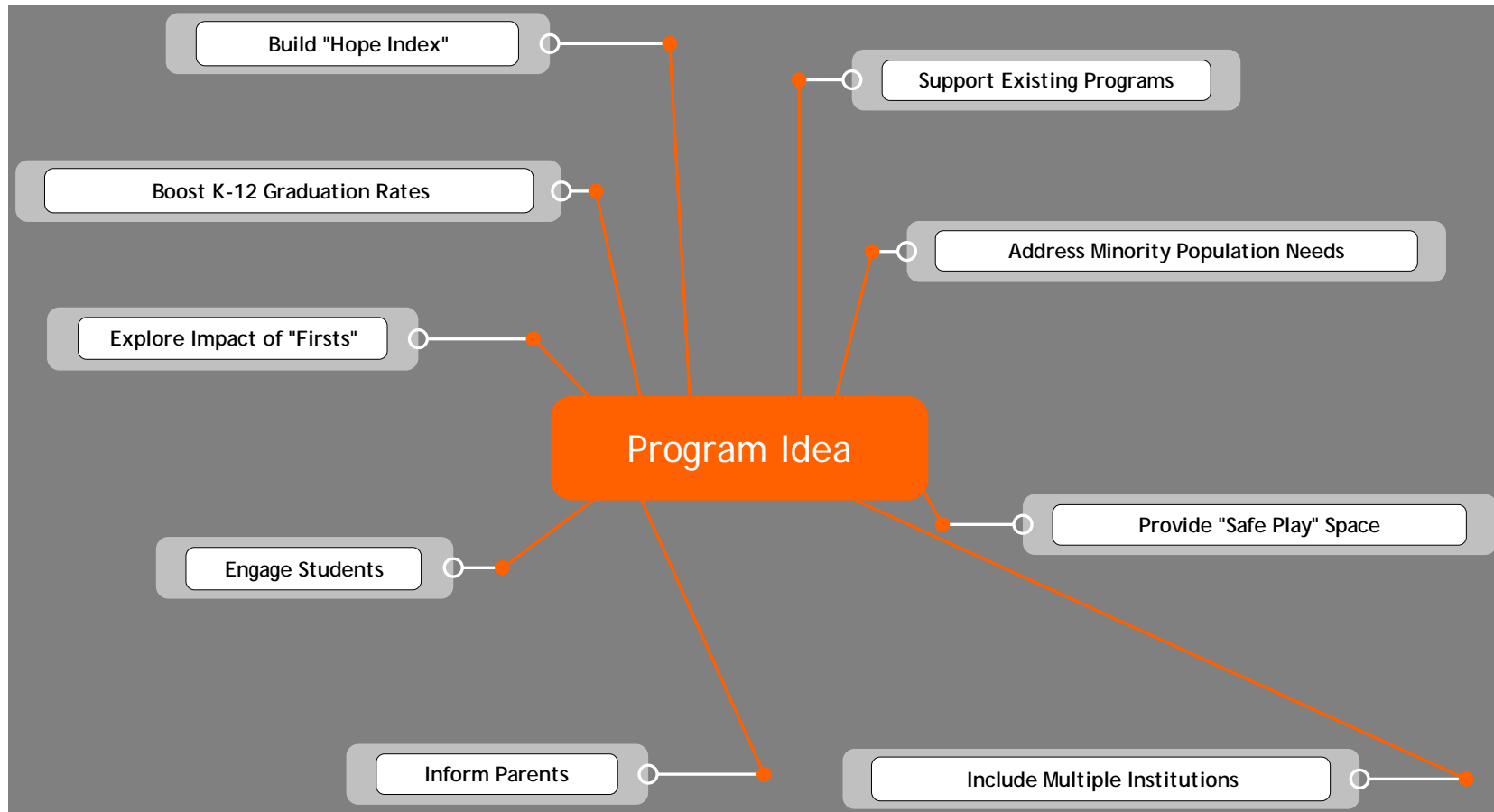
Partnership Concept	Best Practices	Partner				Self			
		Low 1	2	3	High 4	Low 1	2	3	High 4
<b>1. Environment</b>									
Culture	Clearly recognize, acknowledge, and work to understand differences in the cultures of partner organizations	1	2	3	4	1	2	3	4
Equity	Acknowledge, value, and respect the different perspectives, talents, and unique contributions of the stakeholder; ensure parity in resources and decision making	1	2	3	4	1	2	3	4
Leadership	Share power among formal and informal leaders who span organizational boundaries	1	2	3	4	1	2	3	4
<b>2. Shared Vision</b>									
	A shared sense of critical needs as the catalyst for the partnership's vision, which is focused on a clearly defined mission	1	2	3	4	1	2	3	4
<b>3. Membership</b>									
Diversity	Include depth and breadth of membership with complementary strengths and diverse perspectives	1	2	3	4	1	2	3	4
Commitment	Demonstrate commitment by devoting time, allocating resources, and attending to the attainment of partnership goals	1	2	3	4	1	2	3	4
Relationships	Build productive working relationships characterized by respect, understanding, openness, accountability, and trust	1	2	3	4	1	2	3	4
Trust	Build trust by understanding each partner's perspectives, valuing partners' needs, managing conflict, and designing a program with shared goals and mutual benefits	1	2	3	4	1	2	3	4
Self-Interest/Benefit	Provide tangible, equitable (not equal) benefits for all partners involved	1	2	3	4	1	2	3	4

<b>4. Process/Structure</b>									
Decision Making	Aim for democratic situations in which the decision-making process is group majority or group consensus	1	2	3	4	1	2	3	4
Organizational Structure	Structure the partnership with written documents that clearly define roles, responsibilities, and policies	1	2	3	4	1	2	3	4
Adaptability/Flexibility	Evolve in response to changing conditions while remaining focused on the shared vision and adjusting strategies to accomplish goals	1	2	3	4	1	2	3	4
Evaluation	Uses ongoing, cyclical processes for measuring outcomes and determining whether strategies are supporting goals	1	2	3	4	1	2	3	4
Continuity/Sustainability	Periodically reassess the mission and vision, secure funding, and institutionalize collaboration	1	2	3	4	1	2	3	4
<b>5. Communication</b>	Use multiple communication tools and channels to ensure that partners are well informed and members feel free to share opinions and perspectives	1	2	3	4	1	2	3	4
<b>6. Resources</b>	Make significant investments of human, fiscal, and other resources including time	1	2	3	4	1	2	3	4

**NOTE:** See the literature review for discussion of these concepts and best practices.

## Mind Mapping – Building the General Concept

Brainstorm Program Idea. Try to identify as many main components or constructs as possible.  
Build from the center out. Main Ideas are central, with supporting constructs surrounding them.



## Preassessment of Potential Partners

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Goal of Partnership:

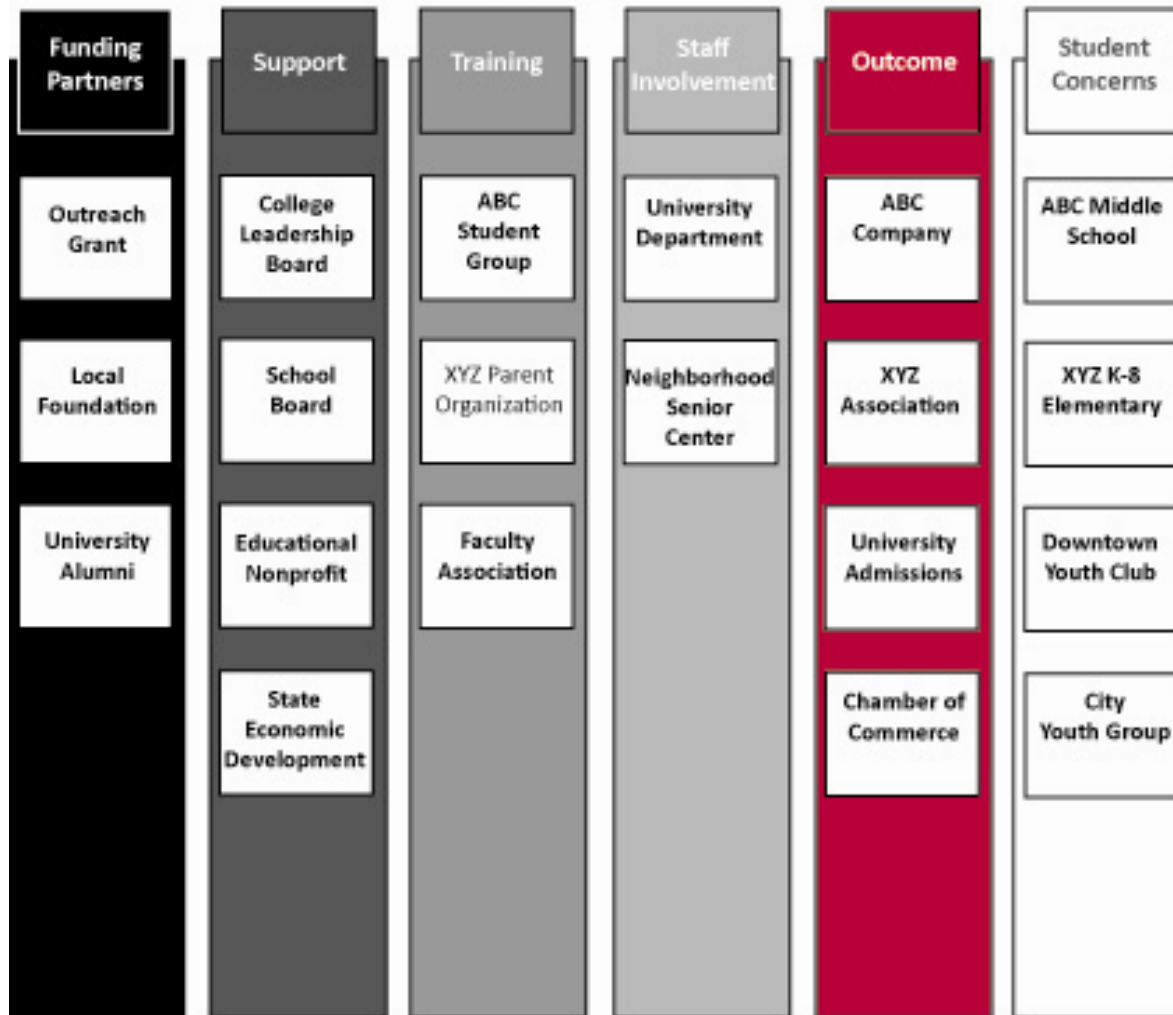
Concerns and Probable Consequences:

What Is Known about Potential Partner		Information to Gather on Potential Partner	
<b>Facts</b>	<b>Sources</b>	<b>Facts</b>	<b>Sources</b>
<b>Opinions</b>	<b>Sources</b>	<b>Opinions</b>	<b>Sources</b>

**NOTE:** Additional columns may be added as needed, e.g., to indicate who will be responsible for gathering the information and target dates. Opinions and their sources are likely to reflect potential problems or barriers to partnership efforts.

**Source:** Adapted from Altschuld, J. (2003). Korean Educators Workshop.

### Possible Organizations



Some potential partners are obvious; however, that is not always the case. When determining partnership need, a scanning of the community is warranted.

Begin by listing those groups and organizations that are likely to be suppliers or contributors to the program.

Next, look for community providers —grassroots or informal groups that are already working on the problem being addressed by the proposed program and partnership.

Then, list any groups that operate in direct competition with the proposed program.

Finally, by compiling all three previous groups, a subset of potential partners should emerge.

Source: Adapted from Lauffer, A. (1982). *Assessment tools for practitioners, managers, and trainers*. Beverly Hills, CA: Sage.

## Scanning the Environment

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis is valuable if viewed with an internal/external dimension added.

There are three levels of service delivery to consider when scanning the environment:

Level 1, the institutional level—establishes the partnership policies

Level 2, the staffing level—works through the operational problems to enact the policies

Level 3, the recipient level—is the ultimate focus of the problem addressed in the partnership or program

Programs are often based upon what Level 2 is able to deliver, as opposed to the needs of Level 3.

Questions to consider when completing a SWOT Analysis:

How do we want to be regarded?  
Who will we be?  
Whom are we serving?  
Whom should we serve?  
What are we doing?  
What should we be doing?  
How are we viewed by those important to us?  
How should they view us?  
How are we regarded by those not important to us?

### Sources:

Altschuld, J. (2003). Course packet: Evaluation methods; principles of needs assessment I; Education Policy and Leadership 836. The Ohio State University; Grade A Notes.

Witkin, B. R. & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage.

Worthen, B., Sanders, J., & Fitzpatrick, J. (1997). *Program evaluation: Alternative approaches and practical guidelines*. New York: Addison Wesley Longman, Inc.



## Environmental Scanning Worksheet – List and Rank Top Four Only

Internal Scans	Institutional - Policy Level	Staff/Faculty – Delivery Level	Students/Community – Recipient Level
<b>Strengths</b>			
<b>Weaknesses</b>			

External Scans	Institutional - Policy Level	Staff/Faculty – Delivery Level	Students/Community – Recipient Level
<b>Opportunities</b>			
<b>Threats</b>			

## Needs vs. Wants

With the goal of sufficiency in a partnership, all parties involved need to be aware of each other's and their own needs and wants. What must happen for the partnership to succeed (needs)? What would be wonderful to augment the partnership, but is not essential to its success (wants)? Here are three examples of needs and wants in action. **Note:** The first example is not a partnership, but a simple example of needs vs. wants.

### Example #1

Tommy, a high school athlete, can swim the 100-yard breaststroke with a time of 1:02.06. Tommy's dream is to break the U.S. time trial record of 57.58 by the end of the season. In order to do that, he hopes to get a time of 59.00 in order to qualify for the OHSAA "Hardware Round." The best time for a swimmer in his district for the 100-yard breaststroke is 1:01.00, but Tommy feels confident that he can get at least a 59.50 if he maintains his level of training and progresses as expected. If Tommy can at least qualify for the state meet with a 59.80, he will feel that he is on track for meeting his goal of ending the season successfully.

### Example #2

A university and a school system are planning a daylong event together, with the focal activity of the day being the students' attendance at a special event. There are certain nonnegotiable items involved in the day, such as minimum attendance of at least 1,000 students as well as transportation and admission to the event that bring the money *needed* to \$25,000. During the planning discussions, ideas emerged for purchasing t-shirts for the day, providing meals for the students instead of having them bring their own, and providing a "goodie bag" for each student with small items from university departments, which would bring the amount of money *wanted* for this event to \$40,000. Ideally, the planners of the event would like to have as many as 3,500 students attend, but they expect to have at least 3,000. The target amount of funds that they hope to raise is \$30,000. The event cannot happen on less than \$25,000, but \$40,000 would be ideal.

### Example #3

Roger recently decided to enter a photography project to his local county fair for 4-H. He really wants to get a blue ribbon on his project, and possibly have the chance to go to the state fair for even better prizes. He has to decide whether to attempt digital photography or standard film photography. He needs at least a standard point-and-click film camera, which costs about \$30, with the added expense of film, which costs about \$8 for a 4-pack of 400-speed film. He also has to consider the cost of developing the film, about \$10 per roll of film. If he stays with film photography, however, he wants a nice SLR camera, which costs \$350-\$450, as well as \$100-\$200 for any additional lenses he wants to buy. If Roger decides to use a digital camera, he no longer has to buy film, and can instantly decide to delete pictures that are poor in quality. A basic digital camera runs about \$100, whereas a good quality, digital SLR camera runs about \$1,000, with similar expenses for additional lenses. Developing the photos can be cheaper, since he can print them on his home computer, paying only about \$5 for a package of photo paper. So, to participate in a photography project, he needs to spend at least \$50 for a basic film camera, film, and developing costs, but he wants to use some of the best equipment available, which would cost over \$1,000.

## Need vs. Want Worksheet

A need is something that is necessary. An unsatisfactory condition exists without this “something.”

A want is what is desirable, but not necessary.

Example #1: <i>Swimming the 100 Yard Breaststroke for High School Men</i>	
<b>Current Status</b>	1:02.06
<b>Ideal Situation</b>	57.58 (U.S. Time Trial Record)
<b>Desired Situation</b>	59:00 (OHSAA Qualifying Time for “Hardware Round”)
<b>Expected Condition</b>	59.50
<b>Norms for Organization</b>	1:01.00 (Season Best for District)
<b>Minimal Satisfaction</b>	59.80 (Qualifies into State Meet)

Example #2: <i>University-School Partnership</i>	
<b>Current Status</b>	Desire for partnership
<b>Ideal Situation</b>	\$40,000 and 3,500 kids; sunshine, goodies, hot meals, no negative media or complaints
<b>Desired Situation</b>	\$30,000, 3,000 kids, no rain, food, goodies, good press coverage
<b>Expected Condition</b>	\$30,000, 3,000 kids, no rain, goodies, press releases
<b>Norms for Organization</b>	Unknown for first-time event, development office has history of raising similar funds
<b>Minimal Satisfaction</b>	\$25,000 to cover transportation and admissions, alternate rain location, 1,000 kids

Adapted from B. R. Witkin & J. W. Altschuld (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage

Example #3: 4-H Photography Project		
	Digital camera	Film camera
<b>Current Status</b>	Desire to enter photography project	Desire to enter photography project
<b>Ideal Situation</b>	\$1200 (camera & lenses) +\$5/pack of photo paper	\$650 (camera & lenses) +\$12 to develop per roll of film
<b>Desired Situation</b>	\$100 (camera) +\$5/pack of photo paper	\$35 (camera) +\$12 to develop per roll of film
<b>Expected Condition</b>	\$125 (camera and paper)	\$50 (camera and film/developing)
<b>Norms for Organization</b>	\$150 (camera and paper)	\$65 (camera and film/developing)
<b>Minimal Satisfaction</b>	\$100 (camera and 1 pack photo paper)	\$35 (camera and 1 roll film with developing)

**Blank Worksheet**

<b>Current Status</b>	
<b>Ideal Situation</b>	
<b>Desired Situation</b>	
<b>Expected Condition</b>	
<b>Norms for Organization</b>	
<b>Minimal Satisfaction</b>	

**Source:** Adapted from Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage.

## Cause and Effect – Fishboning

*If-Then Statements* should follow a logical progression that is tied to the operation of the program.

Each “fin” or “tail” is a main component of the desired effect.

Continue until all ideas are exhausted.

Example: Effect = Higher high school graduation rates

Fin #1 = Improve teacher preparation

Details = Align professional development with standards

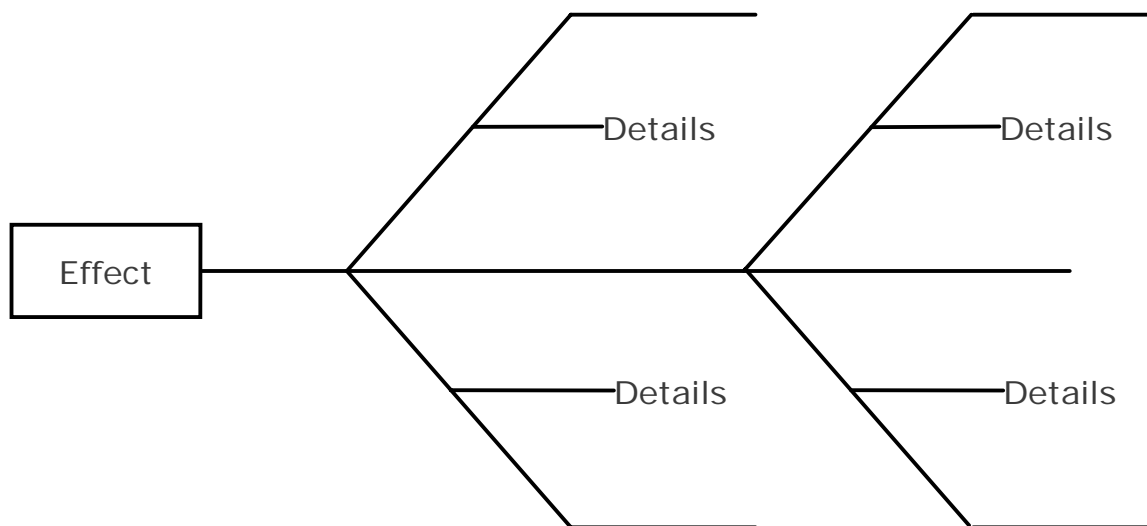
Details = Revamp preservice pedagogy and coursework

Fin #2 = Address nonacademic barriers to success

Details = Improve parent participation

Details = Institute mentoring program

Details = Build access and aspiration partnerships with university



**Source:** Adapted from Jones, M., & Limes, K. (1988). *Gone fishing*. Unpublished manuscript, Ohio State University College of Education, cited in Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage, p. 246.

## Partnership Logic Model

Statement of the situation or problem that program or partnership is designed to address				
Partnership Goals	Goal #1	Goal #2	Goal #3	Goal #4
Strategies				
Who Benefits				
If-Then Statements				
Short Term Outcomes				
Medium Range Outcomes				
Long Term Outcomes				
Supporting Data				
Best Practices				
Literature Review and Research				
Criteria: Short – Long Range				
Meeting Schedule				
Reporting Schedule				

Ordering within the Logic Model begins with a statement of the problem and then a listing of the prioritized goals. Operational strategies should be spelled out so that all partners understand and agree with the overall strategic plan governing the partnership.

The *If-Then Statements* refer to specific program operations. (Ex: If I work out everyday, then I will get into better shape.) Outcomes should be divided into short, mid-range and long-term depending upon the nature of the partnership, as should Meeting and Reporting Schedules.

The criteria for evaluation should reflect the *If-Then Statements* as well as the Supporting Data, Best Practices, and the Literature Review.

### Sources:

Chen, H. T. (2005). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness*. Thousand Oaks, CA: Sage.

Jones, R., & Young, V. (2004). *CIDA evaluation guide: Overcoming challenges, delivering results, meeting expectations, making a contribution*. Gatineau, Quebec: Canadian International Development Agency.

McLaughlin, J. A., & Jordan, G. B. (2004). Using logic models. In J.S. Wholey, H.P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical evaluation* (2nd ed.). San Francisco, CA: Jossey-Bass.

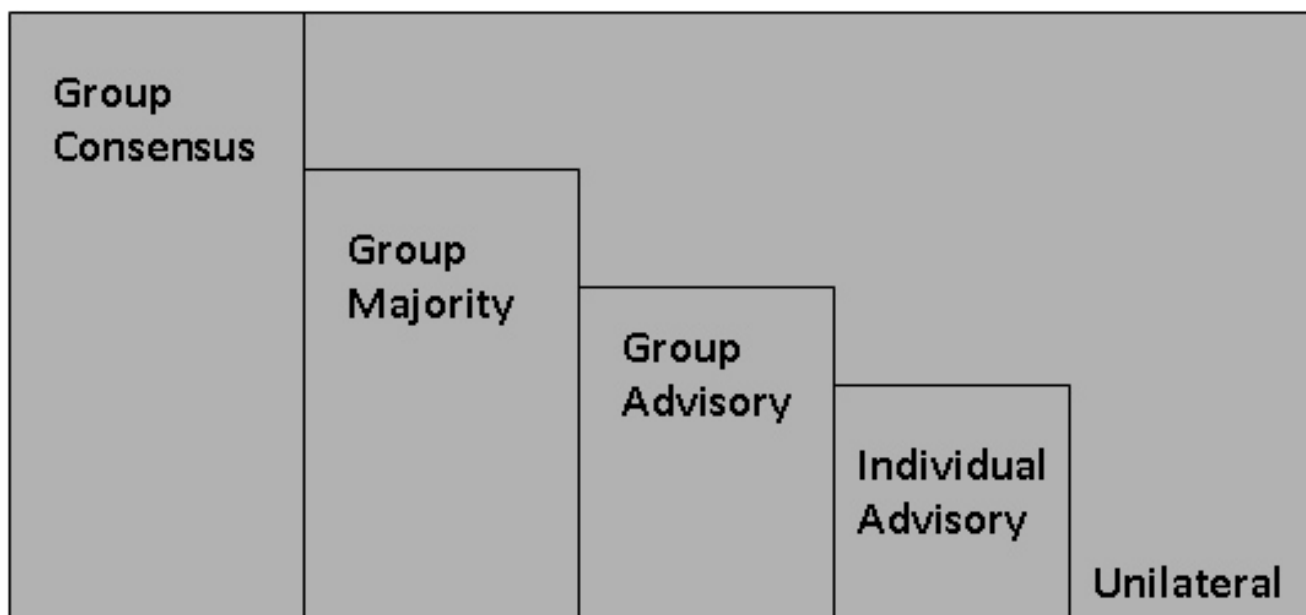


## Administrative Roles for Decision Making

Role	Function	Aim
Integrator	Brings together divergent positions	To achieve consensus
Parliamentarian	Facilitates open discussion	To support reflective deliberation
Educator	Explains and discusses issues	To ensure acceptance of decisions
Solicitor	Solicits advice from participants	To improve quality of decisions
Director	Makes unilateral decisions	To attain efficiency

**Source:** Hoy, Wayne K., & Miskel, Cecil G. (2005). *Educational administration: Theory, research, and practice* (7th ed.). New York: McGraw-Hill, p. 328.

## Decision-Making Groups and Their Functions



<b>Who is involved?</b>	Leader and Group	Leader and Group	Leader and Group	Leader and Selected Individuals	Leader
<b>Nature of involvement?</b>	Group shares information, analyzes, and reaches consensus.	Group shares information, deliberates, and votes on action.	Group shares information, analyzes, and recommends.	Individuals provide data, discuss, and recommend.	No group involvement
<b>Who makes the decision?</b>	Group by Consensus	Group by Majority Rule	Leader with Advice	Leader with Advice	Leader Alone

**Source:** Adapted from Hoy, Wayne K., & Miskel, Cecil G. (2005). *Educational administration: Theory, research, and practice* (7th ed.). New York: McGraw-Hill.

## Strategic Planning Steps

1. Needs Assessment for Partnership Capacity and Program Development
2. Action Planning
3. Implement the Partnership/Program
4. Conduct Formative Evaluation of Partnership/Program
5. Determine and Discuss Revisions/Alterations
6. *Modify Partnership/Program*
7. *Implement Alterations*
8. *Conduct Summative Evaluation of Partnership/Program*
9. *Determine and Discuss Revisions*

↑ Repeat Steps 6-9.

**Source:** Adapted from Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage

## Things to consider

1. Demographic Changes
  - Shifts in populations
  - Changes in within the target population
2. Technology
3. Legal and Political Issues
4. Social/Cultural Awareness of diverse needs and understandings
5. Economic Forces
  - Trends shaping current economies
  - Government expenditures affecting the specified constituencies
  - Funding patterns: changes; public/private sources
6. Organizational Forces
  - Leadership changes
  - Facilities
  - Structural/administration situation

**Source:** Altschuld, J., and Fahey, D. (2005). Evaluation and research in education. In Charles R. Hancock and Peter V. Paul (Eds.), *Essays on the role and nature of research within the Ph.D. program in education*. Columbus, OH. Ohio State University Carnegie Institute on the Doctorate.

## Research or Evaluation?

	Research	Evaluation
<b>Motivation</b>	Personal interest or curiosity of the researcher (personal motivation)	Need for a decision on the part of policymakers and/or stakeholders (decision-makers) motivation
<b>Goals/Objectives</b>	Create generalizable knowledge, prove theory, test theory	Determine worth or value of a specific project or process Facilitate real-world decisions
<b>Audience</b>	Other researchers via articles in public, refereed forums, etc. Small audience in the short run, large audience in the long term	For the most part, the audience is limited and focused on specific decision makers and stakeholders
<b>Generalizability</b>	Strives to generalize across time and situations, cultures, etc.	Focus remains on one specific situation
<b>Degree of Autonomy for Researcher</b>	Ideally, free to explore concepts without bias and political pressure (apolitical)	Subject to political influences Jobs of others and/or even the evaluator could be at risk
<b>Criteria for Success</b>	Reproducibility of results (others must be able to be duplicate the effort) Internally and externally valid	Taps into critical decision-making process Believable and understandable to decision-makers and stakeholders Ultimately leads to decisions
<b>Techniques</b>	All research methods (quantitative and qualitative) are used but more often limited to a single methodology Causality and control factors	Multiple sources and methods are more often used or advocated by evaluators In addition to same methods used in research, needs assessments, cost analysis, and others are used more often in evaluation

**Source:** Altschuld, J., and Fahey, D. (2005). Evaluation and research in education. In Charles R. Hancock and Peter V. Paul (Eds.), *Essays on the role and nature of research within the Ph.D. program in education*. Columbus, OH. Ohio State University Carnegie Institute on the Doctorate.