

V(A). Planned Program (Summary)

Program # 29

1. Name of the Planned Program

Community Leadership Development for Youth and Adults

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	84%			
806	Youth Development	16%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	4.0	0.0	0.0	0.0
Actual	3.0	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
122115	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
122222	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Form planning committee; assist with organizational development, fund development, and tailoring content to local community need. Provide facilitation, training, workshops, retreat, field trips and

exchanges with other communities, conduct planning with education class for use of learning.

2. Brief description of the target audience

Targeted audience is all social groups in the community, including low-income and minority, youth (age 14-18), adults. No limitation on gender, ethnic or religious diversity, lifestyle choice, etc. Also targeted among adults will be those who are currently serving in a leadership role in an agency, organization, neighborhood, club, community, business or aspire to serve.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	2500	400	900	25
Actual	3275	33	998	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year: 2010
 Plan: 0
 Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2010	Extension	Research	Total
Plan	0	1	
Actual	1	0	1

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of indepth leadership programs held.

Year	Target	Actual
2010	32	21

Output #2

Output Measure

- Number of volunteer hours assisting.

Year	Target	Actual
2010	125	737

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Percent of participants reporting changes in personal growth and self efficacy; community commitment; shared future and purpose, community knowledge and civic engagement.
2	Percent increase in number of participants reporting new roles and opportunities undertaken.
3	Number of community projects/plans developed.
4	Number of community projects/plans implemented.
5	Sustained capacity for community leadership development: the number of programs which continue after at least 5 years.
6	Dollar value of grants and resources leveraged/generated from community projects/programs.

Outcome #1

1. Outcome Measures

Percent of participants reporting changes in personal growth and self efficacy; community commitment; shared future and purpose, community knowledge and civic engagement.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Percent increase in number of participants reporting new roles and opportunities undertaken.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of community projects/plans developed.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	5	6

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Community leaders are the central force in effectively mobilizing people to address local issues. Frequently, community leaders wonder how to achieve the kind of success they dream about and recognize that they cannot be successful alone or without greater personal capabilities. Effective citizen leaders translate knowledge and commitment into hands-on action to engage in building community networks, make well-informed decisions and find real solutions.

What has been done

Programs engaged local leaders and citizens in developing a program adapted to the community

in urban and rural areas. Past participants helped plan and deliver cohort programs. Several have formed nonprofit organizations to support their programs. Other programs being implemented include Step Up to Leadership that is co-delivered with community action agencies to low income persons.

Results

Warren County participants are working with three colleges to bring post-secondary educational opportunities to residents. Three St. Charles County developed a concept for service and are planning to establish a non-profit organization. Shannon County participants developed and received funding for Senior Citizen Appreciation Day, city beautification, and Personal Hygiene Education Week. Other projects included the Hollister School family night to include Hispanics, Warren County Homeless Veteran's dinner and welcome packets for community newcomers. Henry County's participants indicated great willingness to design a community project.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #4

1. Outcome Measures

Number of community projects/plans implemented.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	2	6

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A number of concerns facing communities demand leadership. The contemporary arena in which community actions are pursued can seem overwhelmingly complex. For example, community organizations and political subdivisions such as cities, school districts, library boards and counties continually struggle to find qualified residents to serve as council, board and commission members.

What has been done

Programs engaged local leaders and citizens in developing a program adapted to the community in urban and rural areas. Past participants helped plan and deliver cohort programs. Several have formed nonprofit organizations to support their programs. Step Up to Leadership is co-delivered with community action agencies to low income persons.

Results

Step up to Leadership, developed collaboratively with the Missouri Association for Community Action in 2005, is being used across the state by the Community Action Agencies to develop leadership skills among their constituents. In some areas, Extension faculty are part of the training teams and the program is being delivered in partnership. Mini-grants up to \$500 were available to CAA participants (through funding from the Dept. of Social Services) by application to support their efforts to take a lead in promoting activities that directly benefit low-income people or help to strengthen their community. Participants focused on working with food pantries, spousal and child abuse, housing policies, weatherization, and a number of critical community issues. EXCEL programs in Warren County, St. Louis and other areas also implemented programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #5

1. Outcome Measures

Sustained capacity for community leadership development: the number of programs which continue after at least 5 years.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	18	19

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In order to build sustainable communities research shows their needs to be programs that teach members of the community about the communities. Effective communities provide community

leadership programs to build a critical mass of citizens educated about their community to fill leadership roles as they become open over time. Community leadership development is a means of succession planning.

What has been done

Cohort programs with multiple sessions have been designed based on research that longer programs increase skill and knowledge acquisition and graduate commitment to leadership roles. Evaluation data has been used for improvement. Programs provide activities for alumni engagement, opportunities to gain additional skills and knowledge. Some existing programs expanded from local to regionalized focus.

Results

The EXCEL (EXperience in Community Enterprise and Leadership) program celebrated its 26th year in 2010. More than 7,569 youth and adults have graduated from the EXCEL (EXperience in Community Enterprise and Leadership) program since 1984 in over one third of Missouri's counties. Nineteen programs have been active for 6 years or more. More than 278 Randolph County EXCEL graduates are serving their community, and community collaboration has increased significantly since the program began there in 1984-yielding increased opportunities and benefits for all county residents. A number of programs have created their own nonprofit organization to support the ongoing program. Two regional programs are operating in northern Missouri where population is less dense. The new Northeast program expanded an already excellent county program; participants began to think more regionally about how to grow their communities. After all, not many of us stay within our resident county to shop and/or to work.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #6

1. Outcome Measures

Dollar value of grants and resources leveraged/generated from community projects/programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	5000	31500000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In order to build sustainable communities, capacity for leadership has to be built in a way that engages a critical mass of citizens in hands-on and applied learning about leadership and about their communities.

What has been done

Cohort programs with multiple sessions increase skill and knowledge acquisition about effective community leadership and the community itself while actively engaging participants and program alumni in community application and their passions.

Results

Camden County needed a new high school to better serve the growing school district. A bond issue failed three times before the community decided to consider raising the school levy to the maximum of \$2.75 before a fourth vote. Over several years, EXCEL participants worked with the school system through study groups and a foundation to pass the bond issue and follow up with a lease purchase agreement for \$11 million for a total of \$31.5 million and completion of an exemplary school. A recently completed new highway adjoining the school grounds adds to the school's value in the community. Former Superintendent Dr. Ron Hendricks commented that without the community support and programs like EXCEL that build human and social capital, the project would not have been successful.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Millions of dollars are spent every year by governments, foundations, and the private to support leadership programs as a way to better the future of communities. Despite this long history of investment, until recently virtually no evaluation effort focused on the impact of leadership development on community wellbeing. Due to time and resource limitations little quantitative data was collected consistently across programs. Factors

affecting outcomes include limitations of faculty time and pressures with decreased state and local funding, a hiring freeze for duration of fy2010 and continuing; limitations imposed by the economic downturn for program sponsors, participants and leaders and their demands and interests changing. Finally tracking participants and communities for outcomes over longer periods of time is both difficult and expensive, and the causation effect becomes problematic due to other factors that influence action in the community arena. To be noted is that the impact upon individuals is often felt for years. Measuring impact in the community has been and remains a significant and more challenging task.

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)
- During (during program)

Evaluation Results

Several years ago, the NCRCD convened a research group which was able to secure an NRI grant to look at the impacts of the leadership development efforts in multiple states. This NRI study shows community leadership development programs are yielding engaged, new, and diverse rural and urban leaders. On average each local program conducted in the last three-five years resulted in 10 community projects including the finance and building of a new Camdenton high school and aquatic center in Moberly. In FY2010, 51 such leadership programs added to the capacity for Missouri's future.

First, a significant difference between and within groups demonstrated the effect of the leadership program. Participants want to become leaders or improve their leadership skills. The study showed programs were effective in helping them achieve these goals as seen by the greater increases in their impact scores compared to those in the control counties with no leadership program.

Second, the assessment of community leaders' knowledge and skills in the control group was higher than that of the leadership program participants raises some interesting questions. Perhaps a secondary, contextualized effect provided program participants with a new framework for assessing what they know and what they can do while those in the control group did not have this framework to use. As a result of participants "recalibrating" their thinking about effective leadership in the community with a new framework, they understand their strengths and weaknesses differently than those in the control counties. In addition, survey participants in the control counties were given a five-year framework for assessment of their individual attributes while those in the treatment group represent a more diverse group in terms of the length of time since they had completed their educational program experience.

Finally, we should not disregard the very real finding that learning from experience is still a good teacher. As shown by the results for the control group, they also felt they had learned things during the five year period they were asked to use as a reference frame for this study. This suggests that community leadership education efforts should make more

effective use of experience and experiential learning activities in their overall program design.

Measuring impact in the community has been and remains a significant and more challenging task. A significant research need is establishment of the economic impact of community leadership programs for the community.

Key Items of Evaluation

Community leadership development programs have continued to participate in evaluation efforts on a voluntary basis producing a small number of cases in the benchmark data. In 2010, this continued to be the case due to lack of resources and time constraints. In 2011 programs will be required to participate in an evaluation survey that is being used in a multi-state NRI funded project. A plan was designed by a team of state and regional faculty that includes a demographic questionnaire at the beginning of the program, a post/pretest (survey); individual session assessments, anticipated actions and actions taken assessment (North Central Region recommendations), and creation of a process for focus groups for long-range evaluation efforts. The evaluation process will be centralized for use across the state. Administration of the survey questionnaire will take place approximately six to twelve months following the end of the educational program. Scores from benchmark data will be used for comparison of scores over time.

Important findings reported in a multi-state NRI project, Impact of Community Leadership Education in the New Economy support the argument that participation in community-based leadership development education programs produced significant learning when compared to those in control counties where no programs were available. There were larger gains in learning and attitude changes among those participating in these programs than for those who did not.

Descriptive statistics show there is a dominance of women participants in the programs. This finding leads to the need for a discussion regarding "is leadership in rural America being re-gendered?"

Hortencia Miranda, a graduate of the Taney County Step Up to Leadership, upon receipt of a \$500 mini-grant through the Community Action Agency, created the first annual family activity night focusing on diversity in the Hollister school district by giving Latino parents the opportunity to become more involved in their children's education and to meet other families in a fun and relaxed atmosphere. Hortencia wanted to start a group that would help Latino parents and children get more involved in school activities. She said language and other cultural barriers either kept parents from getting involved or made them feel unwanted. She also got a principal, and several teachers involved. About 100 parents and children participated. The \$500 was used to cover the expenses for 100 t-shirts, flags and paper products for the dinner families helped provide. After the event the group continues meeting and organizing events that bring them closer, work as a group, and raise funds for the next annual event. A support group of parents has been formed to start helping at the school and become active in community activities. And Hortencia feels more committed to making a difference and being a positive influence to the people around her.