Community Priority #3

Leadership Development, Civic Engagement and Community Pride
Community Leadership and Engagement Definition

- **Community leadership development** is the cultivation of individual knowledge, skills, and dispositions as well as collaborative processes that help initiate and sustain change in communities. Effective community leadership development:
  - Occurs at the individual, small group, and coalition/community levels
  - Results in strong leadership across all areas of civic life and attends to developing the next wave of leaders
  - Values public participation, shared leadership, capacity building, and inclusivity
Community Leadership and Engagement Definition

- **Community Engagement** is the process of intentionally involving community members in collective efforts. Typically through groups or involvement to improve the community, engagement may include co-creating a vision, building on assets, defining issues, finding solutions, and taking action.
CED Defined Scope

CEDIK & faculty in CLD provide training and material support to UK Extension Agents and community stakeholders:

1. Facilitate community leadership development at different levels:
   - **Individual** - develop a leader mindset (knowledge and dispositions)
   - **Small group** - develop interpersonal skills to lead others in a group or team
   - **Coalition/community** - develop organizational processes and community engagement strategies to connect and lead multiple stakeholders/groups

2. Plan, implement, and evaluate projects/programs using logic models and other programming tools to achieve more intermediate and long-term outcomes

3. Intentionally involve community members in co-creating a vision, defining and prioritizing issues, identifying and building on assets, finding or developing solutions, and taking action
CED Existing Resources

Community leadership development

Broader Programs
- Kentucky Extension Leadership Development
- Youth Engagement Leadership Program
- Providing Healthy Community Connections
- Strengthening Skills for Leading Others
- Lemons to Lemonade (responding to conflict)

UK Extension professional development
- Working with elected officials
- Facilitation and resolving conflict
- Community Power Dynamics
- Public engagement
- Hosting Community Conversations
- Effective Communication Skills

Community engagement

- Inclusive strategic planning process
- Downtown re-development (design, form, and placemaking)
- Wayfinding (signage and walkability)
- First Impressions
- Community Coaching
- Community Forums
**CED Indicators and Outcomes**

<table>
<thead>
<tr>
<th>Sample Outcomes</th>
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<tbody>
<tr>
<td>• Positive change in leadership knowledge and dispositions as measured by program-specific pre/post-assessment</td>
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<tr>
<td>• Number of participants who report new leadership roles and opportunities undertaken</td>
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<td>• Number of new alliances or networks formed through some type of formal agreement or MOU</td>
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<td>• Number of meetings held where more than one stakeholder/group participates to discuss visioning, define or prioritize issues, identify or build on assets, identify or develop solutions, or develop a plan to act</td>
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<td>• Number of plans (new or revised) adopted and that have begun to be implemented in community, agency, local government, business, and disaster</td>
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CED County Examples

- Leadership Clark County
- Leadership Montgomery County
- YELP – Bath County
- Lincoln & Kenton County – Healthy Community Connections
- Extension Coordinated or Assisted programs that build the capacity of community members to effectively create change in their counties.
## CED Future Work and Timeline

### Future Planned Work

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<th>Expand programmatic training and educational resource products</th>
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<tr>
<td>Tools for working with coalitions (coalition building/coalition coaching)</td>
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<td>Expanded KELD resources</td>
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<td>Methods and processes for facilitating community participation</td>
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<td>Working with local colleges/universities on community development projects</td>
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<td>Identifying community leadership development priorities (assessment tools)</td>
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<td>Helping elected officials understand marginalized/under-represented populations</td>
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<td>Facilitating change through local government</td>
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<th>Expand capacity to respond to stakeholder requests and direct them to helpful resources</th>
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<td>“Questions to Consider When Planning to...” pre-action/collaboration sheet</td>
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<td>Community readiness assessment (self-study or facilitator-led)</td>
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<tr>
<td>Finding Important Learning, Training, and Engagement Resources (FILTER) tool - Online database/decision tree for identifying relevant resources to meet stakeholder needs</td>
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<tr>
<td>Create ready-to-use, do-it-yourself (DIY) resources for stakeholders to use on their own</td>
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<td>Develop train-the-trainer versions of programs where demand regularly exceeds offerings</td>
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4-HYD Defined Scope

• 4-H programs, projects, and activities help youth in identifying their personal leadership characteristics and develops their capacity as current and future leaders.

• An element of leadership development should be inherent in all 4-H programming (communications, teamwork, etc) as a base level of education.

• More in-depth leadership development experiences should be available to interested youth through officer positions, leadership conferences, and other “higher level” forms of involvement.

• Our goal is that they leave the program with a better understanding on their individual assets contributing to their leadership ability AND having had an opportunity to grow and develop as a leader.

• 4-H programming considers civic engagement (civic pride, commitment to the community) as an integral part of leadership development.
4-HYD Existing Resources

• 4-H Club Participation (membership, officer positions, teamwork, etc).
• Local, Regional, and State level conferences
• 4-H Leadership Development curriculum
• Achievement Program, Communications Programs, Etc.
4-HYD Indicators and Outcomes

Common Measures 2.0

• Interest in Community Service & Giving Back
  • Engagement in community and engagement with community issues, Youth participation in community service and volunteer, Contributions

• Community Awareness
  • Youth participate in community service and volunteer; Youth will engage in civic involvement, Youth will maintain future intentions for civic engagement
4-HYD County Examples

• All 4-H program in Kentucky should be demonstrating multiple examples of leadership development:

  • Indirectly (through general involvement in programming), and,

  • Directly (through intentional and specific leadership experiences)
4-HYD Future Work and Timeline

• Continue to develop ways to document and share the impact of 4-H’s leadership programming efforts.

• Our challenge is not with developing leadership and community engagement but *documenting* the impact.
ANR Scope of Work

• Leadership
• Participation
• Engagement
• Innovation
ANR Existing Resources

- Ky Agriculture Leadership Program (KALP)
- Community Innovation Lab
- Ky Water Quality Program
- Ky Forest Leadership Program
- County Agricultural Investment Program (CAIP)
ANR Existing Resources (Cont’d)

• Master Gardener
• Master Horseman
• Master Grazer
• Master Woodlands Stewards Program
• Master Cattleman
• Master Logger
ANR Indicators and Outcomes

- # in KALP
- Programs in Community Innovation Lab
- # of individuals completing Master programs
- # of water quality plans in use in a community
- # of new individuals assuming new leadership roles in local Ag sector
- # of individuals reporting new Ag or related community roles
ANR Future Areas of Work

• Kentucky Agricultural Leadership Program
• More exposure - Community Innovation Lab
• CAIP w/ local Ag leadership
• Ky Forest Leadership Program
• Recruit individuals for the Master programs
• Use new & existing programs to encourage community participation and engagement
Defined Scope within FCS

• Building the capacity of volunteer leaders is critical for the sustainability of communities that support and strengthen families.

• Committed to engaging, educating, and empowering local citizens to investigate issues, make responsible decisions, and take ownership of solutions.

• Community efforts are designed to promote healthy lifestyles throughout the lifespan.
FCS Existing Resources

- KELD Curriculum
  - Developing Core Leadership Skills
  - Organizational Leadership Skills
  - Utilizing Skills to Strengthen Communities
- Kentucky Extension Homemakers Association
- Master Clothing Volunteers
- Champion Food Volunteers
FCS Indicators and Outcomes

• Knowledge
  • Awareness
  • Education

• Behaviors
  • Practice personal leadership skills in clubs, schools and community outreach.
  • Improved skills in communication, problem solving, or group process in addressing organizational issues and needs.
  • Apply skills to assess needs, develop programs and implement solutions for community problems

• Long-Term
  • Kentucky communities’ health and economy are strengthened through strong local organizational leadership
  • Community problems are solved through active engaged local leaders.
FCS County Examples

• Chamber Leadership Programs
• County Leadership Programs
• KEHA Leadership Program
• KELD
# Beginning Draft of Logic Model

**Leadership Development, Civic Engagement and Community Pride – Logic Model - DRAFT**

### Inputs
- All Program Areas
- University of Kentucky and KSU Specialists
- Agents
- Other UK and KSU Experts
- Curriculum

### Activities
- KALP
- CAIP
- Community Innovation Lab
- KY Water Quality Program
- KY Forest Leadership Program
- KEHA
- Master Clothing Volunteers
- Champion Food Volunteers
- Communications Programs
- 4-H Clubs
- 4-H Leadership Development Curriculum
- Achievement Program
- 4-H Teen conference
- KELD
- YELP
- Coalition Building
- UK Agent Development programs
- First Impressions
- Community Coaching
- Strategic Planning

### Outputs
- Participation
  - Agents
  - Youth
  - Chambers of Commerce
  - Schools
  - Farmers
  - Elected officials
  - Non-profits
  - Industry

### Initial Outcomes (KSA)
- Increase knowledge of effective leadership skills.
- Develop/Enhance the leadership skills of youth and adults.

### Intermediate Outcomes (Behavior Change)
- Citizens informed about community systems, better connected to communication networks, more confident and skilled in identifying and implementing strategies for systemic change.
- Graduates informal leadership roles increase their involvement/action.
- Graduates of leadership programs initiate civic engagement.
  - Strategic plans are inclusive and strategies are adopted.
  - Number of new alliances formed.
  - Increase in diversity of individuals taking on leadership roles.
  - Youth participate in community service and volunteer.
  - Youth will engage in civic involvement.
  - Youth will maintain future intentions for civic engagement.

### Long Term Outcomes (SEEC)
- Communities are equipped with competent, effective leaders.
- Community members engage others to initiate projects.
- Civic engagement is possible and desirable for community members.
- Communities become more prosperous.

### Situation
Youth and adults in Kentucky need programming support to enhance skills for influencing change.
- Provide educational opportunities that build and nurture effective and engaged adult and youth leaders.
- Encourage use of civic engagement techniques and listening sessions.

### Assumptions
- Leaders have had formal training on how to be a leader, but many have not.
- No one is responsible for training the next generation of leaders.

### External Factors
The nation is at a time of public discourse and significant conflict.
- Kentucky’s leaders are predominantly older, white, and male while the demographics of the state have changed to reflect more diversity.
- Investing in leadership and civic engagement is not a quick and easy fix.
- Many individuals are promoted because they are good at their job but receive no formal leadership training.
Next steps

• One logic model for this community priority. All activities and reporting associated with Leadership Development, Civic Engagement and Community Pride will be all together in one place, regardless of program area.

• Program leaders will be pulling together specialists and agents to create teams to support new initiatives.

• Working with the Plan of Work timeline as best we can, but some projects will require pilot projects in advance of formal curriculum release.
Questions or comments?