Evaluation of the Ford Institute Leadership Program
2011 Report

South Columbia County Cohort 2

Prepared for:

Ford Institute FOR COMMUNITY BUILDING

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EXECUTIVE SUMMARY OF THE FORD INSTITUTE LEADERSHIP PROGRAM
2011 EVALUATION REPORT

In 2011, the evaluation was able to explore six research questions and illuminate the impact of the Ford Institute Leadership Program on individuals and communities. In five of these six areas the evaluation is able to draw conclusions about the results of the Leadership Program, based on the high volume of data collected related to the questions. With respect to the Leadership Program's contribution to vital rural communities, the data collected thus far is able to provide only preliminary insight into the impacts of the program.

Does the Leadership Program develop effective community leaders?

Participant self-reports indicate that at the conclusion of the Leadership Development class the Ford Institute Leadership Program has developed leadership skills and cultivated leadership behavior among individuals. The program increases, to similarly high levels, participants' knowledge and skills, as well as their odds of engaging in community leadership activities. Indeed, the application of skills starts during the class itself, as respondents report using leadership skills in their volunteer work, at home, with friends, and at work to listen more actively, resolve conflicts, run effective meetings, communicate better, and make decisions.

Does the Leadership Program contribute to increased civic engagement?

Immediately following the conclusion of the Leadership Development class, participants report that their motivation to engage in civic life has increased as a result of the program. Increased motivation is an important precursor to increased frequency of civic engagement activity, and the results of the evaluation suggest that this foundation is being built among participants. Not only is the program increasing participants' motivation to engage in civic life, the program is making participants highly motivated to engage.

Do outcomes vary by aspects or attributes of the program, individual participant, organization, or community?

The extent to which participants gain leadership skills and increase their odds of engaging in community leadership activities as a result of the class varies slightly across participants by some individual and class attributes. These attributes include: the participant's pre-training skills and odds of engaging in community leadership activities, gender, race, employment status, age, previous leadership training experience, MBTI temperament type, cohort, and percentage of youth in the class. Though these factors structure the gains participants make from pre to post, these characteristics exert only small levels of influence.

The extent to which participants experience increased motivation to engage in civic activities as a result of the class varies slightly across participants by similar attributes. A participant's pre-training motivation, gender, MBTI temperament type, cohort, and percentage of youth in LD class were all associated with participants' level of change to their motivation to engage in civic activities. Though these factors help explain change in motivation from pre to post, these characteristics exert only small levels of influence.

What barriers may limit leaders' engagement in community work?

Many former Leadership Development class participants have encountered barriers to engaging in community work since the end of the class. Most common are personal and family-related issues that have limited people's time to take on leadership activities in the community, but respondents indicate experiencing other barriers to their community involvement as well. The analysis revealed that despite the barriers many individuals faced in their engagement in community work, these barriers only somewhat limited their amount of leadership activity in the last year.

Does the Leadership Program contribute to vital rural communities?

Participants report that most of their communities have greater capacity to work together effectively, as a result of the Foundation's investment in the development of their human capital and cultivation of network connections. In some instances, this improved capacity has been leveraged by individuals to initiate or re-energize community projects aimed at improving conditions in the area. Though most of these projects strive to improve social, environmental, economic, or additional capacity conditions in the community, many of them are not directed at or capable of realizing changes to their communities in ways represented by the Institute's vitality indicators.

The analysis also found that many participants feel that the cohort project provides an important opportunity for their communities to benefit environmentally, socially, or economically and thus the project is very important to the Leadership Program's perceived impact on communities.

What suggestions do past Leadership Program participants have for future Ford Family Foundation support in their communities?

In response to the open-ended question about how The Ford Family Foundation can continue to support community leaders, their organizations, and their communities, survey respondents suggested a large number of diverse options. Based on the suggestions and comments made by respondents a variety of potential adjustments could be made to the first five years and later stages of the Leadership Program. Short-format, advanced training could be offered to past participants. More training could be offered to groups of individuals who currently hold the power in the community or who could hold that power in the future. Periodic emails with motivational lessons about leadership, organizational management, or collaboration could be sent to past participants.

In addition, funding for specific projects, organizations, or general projects to improve rural communities that are locally-appropriate and locally-identified could be continued. The Leadership Development class could be adjusted to increase the diversity of class participants, reduce or better explain the time commitment of the class, and modify the curriculum structure. The Foundation could help convene community members so they might collaborate on projects, help organize the community around strategic planning, or help organize the community around community visioning efforts. And finally, the Ford Institute Leadership Program could make some adjustments to the cohort project that might reduce frustration, burn out, and attrition. It is important to note, that it seems that many of these suggestions are currently being pursued in the Pathways Program or have been implemented in recent semesters of the Leadership Program.

INTRODUCTION

Purpose

In 2003, The Ford Family Foundation initiated a comprehensive training program designed to increase the vitality of rural communities in Oregon and Siskiyou County, California. The core strategy was to provide training to increase the leadership skills of individuals from rural communities, the effectiveness of rural community organizations, and the degree of collaboration in rural communities. From 2003 to 2011, over 3,000 individuals from 73 communities have participated in the Leadership Program.

In 2007, The Ford Family Foundation contracted with a team of evaluators from Oregon State University (OSU) to design and conduct an outcome evaluation focused on the results of the Ford Institute Leadership Program, also referred to as the Leadership Program. Specifically, the purpose of the evaluation is to examine the extent to which the program builds:

- More effective community leaders,
- Stronger networks of leaders within and across rural communities,
- Stronger community organizations and networks of organizations, and ultimately
- Vital rural communities.

In order to assess these outcomes, the team of evaluators from Oregon State University began working collaboratively with the Ford Institute for Community Building to design a robust outcome evaluation.

Accomplishments

The evaluation began with the review and analysis of all evaluation data that had been collected from 2003 through 2007. Then in 2008, the OSU evaluation team established a systematic evaluation structure for the Leadership Program. The system was designed, with the input of the Institute staff and other stakeholders, to better gauge the impact of the program on individuals, organizations, and communities. Quantitative and qualitative data collection tools have since been developed and implemented to gather information from Leadership Program participants and others about the impact of the program. With those data, each year a

sub-set of evaluation questions have been systematically examined by the evaluation team since 2008. The findings have shed some light on the extent to which: participants become effective community leaders and increase their civic engagement as a result of the program, strong networks of community leaders develop as a result of the program, the capacity of organizational members increases as a result of the program, and communities have been affected by the program. Though much has been learned about the impact of the Leadership Program since the evaluation began in 2007, the complexity and nature of the program's long-term goals necessitates a multi-phased examination of the ways in which it has affected individuals, organizations, and communities.

In 2011, the evaluation was able to explore the following research questions:

- Does the Leadership Program develop effective community leaders?

- Does the Leadership Program contribute to increased civic engagement?

- Do outcomes vary by aspects or attributes of the program, individual participant, organization, or community?

- What barriers may limit leaders' engagement in community work?

- Does the Leadership Program contribute to vital rural communities?

- What suggestions do past Leadership Program participants have for future Ford Family Foundation support in their communities?

In five of these six areas the evaluation is able to draw conclusions about the results of the Leadership Program, based on the high volume of data collected related to the questions. In one area, namely the Leadership Program's contribution to vital rural communities, the data collected thus far is able to provide only preliminary insight into the impacts of the program.

To examine those research questions in 2011, the following data were collected and analyzed using quantitative and qualitative methodologies:

- Leadership Development class 4th weekend survey (2009, 2010, and Spring 2011 cohorts)

- Leadership Development class past participant surveys (2003 to Fall 2008 cohorts)

- Community case study interviews

Though the analysis of some of these datasets will take time in order for them to fully reveal the answers to the evaluation questions, they all contribute to the evaluation team's ability to better understand the immediate and longer-term impacts of the Leadership Program on individuals, organizations, and communities.

In addition to analysis of the data listed above, in 2011 follow-up data from Spring and Fall 2010 Effective Organizations training participants were collected via a 12-month follow-up survey and data were collected from Spring and Fall 2011 Effective Organizations training participants, immediately following the conclusion of the training, using a new method of survey delivery. Finally, the 90 community case study interview transcripts were coded by a professional qualitative data analyst to prepare the dataset for future analysis.

In 2011, the evaluation of the Ford Institute Leadership Program also focused on disseminating past evaluation findings to academic audiences. A presentation of evaluation findings was given to members of the Rural Sociological Society and members of the Community Development Society at the societies' annual meeting in Boise, ID. In addition, a manuscript outlining the preliminary findings regarding the community impact of the Ford Institute Leadership Program was developed and submitted for review to a special issue of the Journal of the Community Development Society.

METHODS

Leadership Development

In 2008, the Leadership Development (LD) outcome survey was developed by the OSU evaluation team to assess the immediate impacts of the Leadership Development (LD) training on participants' competence, beliefs and behaviors, and motivation to act as leaders in their communities. Preliminary results of this survey were reported in the 2008 Ford Institute Leadership Program Report based on data collected from Fall 2008 LD participants (Sektnan, Etuk, Pratt, Bowman, and Rennekamp, 2009). The survey continued to be implemented in all Leadership Development communities from Spring 2009 through Spring 2011. The survey was administered at the end of the last day of training by the Rural Development Initiatives, Inc. (RDI) trainers who facilitated the training in the respective communities. Completed surveys were returned anonymously to the Ford Institute for Community Building (the Ford Institute) where they were entered into EpiData, a data entry program. Those data were subsequently provided to the evaluation team at Oregon State University.

Data from the LD outcome survey were then matched to demographic information, participant information, and class-level characteristics using a unique ID code. Demographic information was supplied by participants when they applied for the Leadership Development training. Questions in the application pertinent to the evaluation included: age, gender, employment status, occupation type, elected official status, race/ethnicity, education, income, previous leadership experience, and organizational involvement. For organizational involvement, participants listed up to five organizations in which they currently work, are a member, or actively volunteer, including their role in the organizations, length of involvement, and hours per month of involvement. Participant information and class-level characteristics were received from the Ford Institute databases. Information regarding the participant included: Myers-Briggs Type Indicator® (MBTI) and involvement with all aspects of the Ford Institute Leadership Program. This includes involvement with Leadership Cohorts 1-4, Conference of Communities, Effective Organizations, Community Collaborations, Regional Conferences, Regards to Rural conference, or participation as a Leadership Program nominator. Class-level characteristics

included the number of males, females, graduates, and youth under 18 years of age in the class. Also included was the name of the lead RDI trainer, number of Community Trainers involved in the class, geographic region served, curriculum version used, and class project title.

Response Rate

From Spring 2009 to Spring 2011, the Leadership Development training was held for 61 classes in 52 communities. Of the 2,046 individuals who applied for the training, 1,431 took the Leadership Development training. Of those, 1,138 completed the outcome survey at the end of the training. Using the unique ID code, it was possible to match survey data to demographic and participant data for 948 participants. Table 1 displays the number of individuals who applied, participated in the training, completed the survey, and were able to be matched on all data sources by year. Only participants who were matched on all data sources were used in the following analysis; these individuals represented 65% of participants who participated in the Leadership Development training.

Table 1

Leadership Development Response Rate by Year				
	Applied	Participated	Completed LD Survey	Matched on All Data Sources
2009	810	550	444	427
2010	902	679	492	372
Spring 2011	334	233	202	149
	2,046	**1,462**	**1,138**	**948**

Survey respondents represented all 52 hub communities that participated in LD between Spring 2009 and Spring 2011. The percentage of LD participants responding to the survey ranged from 42% to 88% across hub communities. See Appendix 1 for a list of hub communities, including response rate by community, cohort, and year.

Outcome Survey

The outcome survey assessed participants' competence, beliefs and behaviors, and motivation to act as leaders in their communities using a retrospective pretest format. In a retrospective

pretest survey design, at the end of the training sequence participants are first asked to rate their perceived level on each item at the current time (post training). Then participants are asked to rate how they felt on the same items before the training began (pre).

In the first section of the survey, participants were asked to rate their competence before and after the training for 28 specific leadership skills. Examples of items include:

- Identifying community needs and assets
- Working with different personality types
- Networking in a group of community leaders
- Public speaking in a variety of settings
- Building consensus within groups
- Managing conflicts

Participants were then asked how likely they were to engage in 24 leadership beliefs and behaviors before and after the training. Example items include:

- Sharing ideas with others in a variety of settings
- Feeling a strong sense of civic responsibility
- Valuing others' ideas, opinions, and perspectives
- Listening carefully to what others have to say
- Encouraging others to participate in community leadership
- Working to ensure the basic needs of community members are met

Participants were also asked to report how motivated they were to engage in civic activities before and after the training. Out of the 17 items, examples include:

- Engage in community affairs
- Run for elected office
- Become an advocate for a policy or issue
- Serve on community task forces or boards
- Volunteer in the community
- Participate in fundraising efforts in the community

In the final section, participants were asked how frequently they have used leadership skills from the training in other settings, including in the class project, with family and friends, in

volunteer work, and at their place of employment. If participants had applied skills in other settings, they were asked to give examples of how they had used or shared these skills. The final questions asked participants to share how they saw this training impacting their community in the longer term and how the training has impacted them personally.

Data Analysis

The combined outcome survey and background quantitative data were analyzed to assess whether participants reported statistically significant changes in competence, beliefs and behaviors, and motivation as a result of the training. In addition, further analysis was conducted to see if changes in outcomes varied by attributes of the individual and class.

Analysis Variables

In order to analyze the data in a clear and intuitive way, survey items were grouped based on their conceptual linkages. Under each section of the survey (competence, beliefs and behavior, and motivation), five broad categories were defined based on similarities among the items. Using these concept groups, analysis of changes in competence, beliefs and behavior, and motivation could be done without having to run separate analyses on each of the 69 items in the survey. In addition, by grouping items we can get more specificity in results than if we were to only aggregate all items into a total score for knowledge, behavior, and motivation.

Cronbach's alpha coefficients were used to measure the internal reliability of the concept groups. Alphas indicate how well a set of variables or items fit together to represent one dimension or concept. Alpha coefficients range from zero to one; an alpha of .60 to .70 indicates an acceptable reliability and .80 or higher indicates a good reliability. All concepts were found to have an acceptable internal consistency (For alpha statistics, see Appendix 2).

Competence Concepts.

Participants' competence in leadership areas was divided into five broad categories: Community, Communication, Working with Groups, Project Management, and Networking. For the pre and post means, standard deviations, and Cohen's *d* statistics for each item, see Appendix 3.

Table 2

Competence Concept Groups
Concept Group and Definition
Community
Understanding community conditions, assets, needs, and issues, Building awareness of and investigating solutions for community issues and problems, Identifying elements of a vital rural community
Communication
Public speaking in a variety of settings, Engaging in active listening, Giving and receiving constructive feedback, Emphasizing the positive aspects of a problem or situation
Working with Groups
Working with different personality types, Understanding strengths and weaknesses as a community leader, Facilitating, sharing responsibilities within and across, and developing a shared vision within groups, Utilizing effective meeting techniques, Managing conflict
Project Management
Using strategic project planning techniques, Setting project goals, Developing project budgets, Involving stakeholders in activities, Marketing a project, Recruiting and retaining volunteers
Networking
Coaching and mentoring others, Networking within a group of community members, Networking with people from other communities

Belief and Behavior Concepts.

Participants' beliefs and behaviors in leadership areas was divided into five broad categories: Self-Reflection, Relating to Others, Communication, Community, and Networking. For the pre and post means, standard deviations, and Cohen's *d* statistics for each item, see Appendix 4.

Table 3

Belief and Behavior Concept Groups
Concept Group and Definition
Self-Reflection
Thinking about how personality and beliefs influence leadership behaviors, Changing previously held beliefs when presented with new information, Recognizing strengths and limitations as a community leader, Staying committed when things go wrong

Belief and Behavior Concept Groups (continued)
Concept Group and Definition
Relating to Others
Considering how behavior affects working with others, Valuing others' ideas, opinions, perspectives, and new ways of thinking about community issues, Respecting the opinions and beliefs of people who are different, Sharing leadership responsibilities among group members
Communication
Sharing ideas with others in a variety of settings, Listening carefully to what others have to say, Encouraging others to share opinions
Community
Feeling pride in your community and valuing its history, culture, and traditions, Feeling a strong sense of civic responsibility and believing you can make a difference, Considering how community decisions affect the local environment and economy, Working to ensure that the basic needs of community residents are met
Networking
Encouraging youth and others to participate in community leadership, Actively developing networks to assist with community building, Seeking resources outside of the community to assist with community building

Motivation Concepts.

Participants' motivation to engage in civic activities was divided into five broad categories: Self-Reflection, Relating to Others, Communication, Community, and Networking. For the pre and post means, standard deviations, and Cohen's *d* statistics for each item, see Appendix 5.

Table 4

Motivation Concept Groups
Concept Group and Definition
Governance
Engaging in community affairs, Running for public office, Voting in elections, Becoming an advocate for a policy or issue, Participating in long-term public processes despite the presence of conflict and differences of opinion
Collaborate
Working with others in the community, Helping mobilize community members to work together on a common goal, Working with others to improve rural communities

Motivation Concept Groups (continued)
Concept Group and Definition
Support Organizations
Participating in fundraising efforts in the community, Serving on community task forces or boards
Serve Others
Serving others in the community, Volunteering in the community
Be a Community Leader
Working to improve the social, economic, and environmental conditions in the community, Learning more about community leadership, Being a community leader

Changes in Competence, Behavior, and Motivation

Participant scores from the retrospective pre and post were compared for the analysis of change in competence, beliefs and behavior, and motivation. Dependent t-tests were used to calculate whether there was a significant change in participant reports before and after the training. Significant results indicate there is a statistical difference between the means for the pretest and posttest ($p < .05$). In addition, a Cohen's d statistic was used to determine the size of effect of the training on the means pre to post. Cohen's d scores less than .50 indicate a small effect, scores from .50 to .79 indicate a moderate effect, scores greater than .80 indicate a large effect (Cohen, 1988).

Relationship of Participant and Program Attributes to Leadership Outcomes

In order to assess the impact of the individual participant characteristics and class-level characteristics on the leadership outcomes, data were analyzed using multilevel modeling (MLM) and Ordinary Least Squares (OLS) regressions. The outcomes explored in this analysis include the average difference for each section (competence, beliefs and behaviors, and motivation) and the average difference for the 15 concept groups falling under those broader categories. The average difference is computed by first calculating average post-training scores and average pre-training scores. Adding up the participant's post-training scores on each item (ranging from 1 to 4) in the section or concept and dividing it by the number of items in the

section or concept group yields the average post-training score. This is repeated for the participant's pre-training score on the same section or concept. Then, the average pre-training score is subtracted from the average post-training score to create an average difference score from pre to post. This number is then regressed on the factors hypothesized to explain the variation in average differences in competence pre to post across all participants. Therefore, this analysis seeks to answer the question: are individual or class-level characteristics related to how much a person's skills, motivations, or behaviors differ or change from pre to post as a result of the Leadership Development class.

Multilevel modeling (MLM) is a technique used to account for data that have a nested structure. In multilevel samples, individuals are not completely independent of each other because they reside within distinct, non-random groups. In the Ford Institute Leadership Program, people are nested within hub communities. Multilevel models estimate separately the variance between people within the same group, and the variance between groups (Hox, 2002). If the variance between groups is high, then individuals within one group are more similar to each other than they are to individuals in other groups. If this is the case, the MLM technique must be used instead of Ordinary Least Squares (OLS) regression, in order to account for non-independence of the nested data. Ordinary Least Squares regression is inappropriate to use on such nested data because the data violate the independence assumption of OLS regression and make OLS-derived estimates incorrect (biased). Not all nested datasets automatically require multilevel modeling, however. If there is no variation across groups (i.e. hub communities), the data can be analyzed using OLS multiple regressions (Peugh, 2010).

In order to assess whether multilevel modeling was needed for the Leadership Development data, unconditional models (without individual or class-level characteristic predictors) and conditional multilevel models (with individual or class-level characteristic predictors) were evaluated. Interclass correlations (ICC) and design effect statistics were calculated from these models. The ICC is defined as the proportion of difference score variation that occurs across groups as well as the expected correlation between difference scores of two participants from

the same group. An ICC close to zero indicates that there is little difference score variation across groups, all difference score variation occurs across people, and traditional analysis can be used to analyze the data. Multilevel modeling is commonly used when ICC is greater than 0.05 (Micceri, 2007). Design effect statistics do two things: 1) they quantify the extent to which the independence assumption of OLS regression is violated via the standard errors estimates and 2) they provide an estimate of the multiplier that needs to be applied to OLS standard errors to correct for the negative bias that results from nested data (Peugh, 2010). Design estimates greater than 2.0 indicate the need for multilevel modeling (Muthen & Satorra, 1995)

In the case of the Leadership Development data, interclass correlations ranged from .00 to .04 for section and concept outcomes (difference scores from pre to post), indicating that only 0 – 4% of variance is across hub communities. Similarly, design effect statistics ranged from 1.07 to 1.68, indicating little effect of independence assumption violations on standard error estimates. Further, in comparing models, the parameter estimates along with their standard errors did not vary significantly between multilevel models and OLS regressions. Therefore, it was determined that multilevel modeling was not needed and, instead, OLS multiple regressions would be used to analyze the data.

Ordinary Least Squares (OLS) regression is a widely employed method which uses multiple characteristics to understand the variability in a single outcome. OLS multiple regression examines the extent to which a unit increase in an independent variable, like income, affects the outcome variable, net of other factors that vary across individuals. In this analysis, a stepwise OLS regression technique was employed to facilitate the specification of a statistical model which contains only statistically significant variables. Please refer to Appendix 6 for a detailed explanation of the analytic method. Variables emerging as significant from the stepwise regression analysis model were re-run in a regression model to include a larger number of survey respondents and to include the necessary comparison categories that made up the cohort categorical variable.

Leadership Development Past Participant Surveys

In 2009, data from individuals who went through the Leadership Development class between 2003 and 2008 were collected. The research team collected these data via two instruments: the Leadership Development population survey and the Leadership Development 12-month follow-up survey.

The population survey solicited information from individuals who went through the Leadership Development class between Fall 2003 and Spring 2008. The 12-month follow-up survey solicited much of the same information as the population survey, but was distributed to individuals who went through the leadership development class in Fall 2008. Though the two questionnaires differed slightly in their content, their overwhelming overlap facilitated their combination into one dataset that can be used to answer a variety of evaluation questions. These surveys will be referred to as the past participant surveys.

Both the 12-month follow-up and population survey were distributed using the same multi-method, six-point approach.[1] Of the 2,146 people who participated in Leadership Development classes between Fall 2003 and Fall 2008, contact information was available for all but 22 individuals. Combining both online and mail collection methods, a total of 1,125 participants responded to the past participant surveys for a response rate of 52%. On the population survey, respondents had the opportunity to explain how the Leadership Program has affected their communities in an open-ended question. The overwhelming majority (92%) of survey respondents provided some response to this question (844 individuals out of 918). These statistics show that overall response to the surveys was quite high.

Data Analysis

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[1] The surveys were first distributed via email using SurveyMonkey™ online survey software. All members of the target population were sent up to three emails (one per week) with personalized links to the survey. Three and a half weeks after the initial email, individuals who had not returned a survey (either due to non-response or due to a lack of valid email address) were sent a survey packet via U.S. mail. One week after the survey was delivered to an individual via mail, a follow-up thank you and reminder postcard was mailed. Three weeks after the initial survey packet was mailed to individuals, non-respondents received a second follow-up letter and replacement survey packet one week later. The mailed questionnaire contained the exact same questions as the online survey.

Data from the Leadership Development past participant survey used in this report were analyzed using descriptive techniques. Open-ended response data were coded using an inductive approach to identify themes. Once the themes were identified and coded from the responses, the number of responses made in reference to each theme was tallied by the research team. Themes that were mentioned often receive more weight in the discussion than those that were mentioned only occasionally. Preliminary results of this analysis were presented and discussed in the 2010 Ford Institute Leadership Program Evaluation report (Sektnan, Rahe, Etuk, & Bowman; 2011).

Community Case Studies

In 2010, community case studies were conducted in order to gather information from residents of two hub-communities that took part in the Ford Institute Leadership Program. The study design was motivated by a desire to learn about the extent to which local action, collaboration, and leadership affect the vitality of the local area. While gathering information about how local actions have affected the community, information was simultaneously gathered about the extent to which the Ford Institute Leadership Program has played a role in these changes.

The two hub-communities in Oregon that were selected as case studies were Wallowa County and Coastal Douglas. These communities were chosen because the third cohort of the Leadership Development class had been completed at least one year prior to the spring of 2010 and they were in different regions of the state, but had fairly similar economic bases, population sizes, and distances to urban areas with population greater than 50,000. These two communities were also chosen because they varied in their community vitality before receiving the Leadership Program. One hub was high in community vitality in 2000 and the other was low in community vitality in 2000 (before the onset of the Leadership Program in 2003).[2] Contrasting the two communities in this way will allow for later analysis of the differential effects the Leadership Program has on best- and worst-case scenario communities.

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[2] Community vitality was an indexed value of the 29 indicators of vitality that were chosen by the Ford Institute for Community Building. The index is a composite of z-scores for each of the indicator values, across communities. Communities are *above average* in overall vitality if they have a positive community vitality index score, *average* in overall vitality if their community vitality index score is close to zero, and *below average*, or not vital, if they have negative average overall vitality scores.

In order to investigate community change and the impact of the Leadership Program on community vitality, semi-structured interviews with 40 residents of Wallowa County and 50 residents of the Coastal Douglas area were conducted. Fifty percent of the Coastal Douglas interviewees and 60% of the Wallowa County interviewees were Leadership Program participants. In order to select Leadership Program participants for the interviews, lists of past participants were obtained from the Ford Institute. These lists were randomized to facilitate the selection of a sample to be contacted for the study. Non-participant community members were identified and recruited based on telephone book and internet searches for individuals representing different sectors of the community, as well as snowball sampling techniques. Potential case study participants were contacted up to five times to participate: twice via email and up to three times by phone. No interview requests were denied.

Interview participants were asked to identify the ways they had been engaged with community organizations and projects. In addition, they were asked their opinion of the community, perceptions of community change within their area of interest, their perceptions about the role of leadership in the community, and the role of the Ford Institute Leadership Program in the community.

Data Analysis

The community case study interviews were transcribed and then coded using an inductive process. For this report, only the transcripts of former Leadership Program participants were analyzed. Therefore, the data presented represent half of all case study participants; namely, 47 individuals who have taken part in some component of the Ford Institute Leadership Program. Preliminary results of this analysis were presented and discussed in the 2010 Ford Institute Leadership Program Evaluation report (Sektnan, Rahe, Etuk, & Bowman; 2011).

RESULTS

To understand the impact of the Ford Institute Leadership Program on participants, a series of research questions were posed in 2011. The findings of this examination are discussed in the following sections, organized by question.

Does the Ford Institute Leadership Program develop effective community leaders?

In order for the Leadership Program to be viewed as developing effective leaders, it must be evident that program participants first gain leadership skills and then that they apply them in their lives and communities. As effective leadership development follows this sequential pattern, it is important to structure the evaluation in such a way to reflect this time-order.

In Fall 2008, a survey assessing the immediate impacts of the Leadership Development (LD) training on participant's competence, beliefs and behaviors, and motivation to act as leaders in their communities was implemented. Preliminary results for the Fall 2008 cohorts were reported in the 2008 Ford Institute Leadership Program Report (Sektnan, Etuk, Pratt, Bowman, and Rennekamp, 2009). In 2011, follow-up analysis was conducted using data from 948 participants who completed the Leadership Development class between Spring 2009 and Spring 2011.

Demographic characteristics of this sample are similar to those reported in previous reports. On the following page, Table 5 summarizes the demographic and background characteristics of this sample. See Appendix 7 for additional demographic and class characteristics.

Table 5

Mean, Standard Deviation, and Percentages of Demographic and Background Characteristics			
	N	Mean	SD[3]
Age of Participant (at time of application)	937	42 years	17.42
Years of education complete	925	14.08	3.04
Income[1]	639	$59,745	$36,155
Years lived in community	941	14.63	12.38
Number of oranizations[2]	948	2.20	1.57
Average hours per month worked with organizations	750	30.46	37.10
Gender	942	65% Female	35% Male
Race/ethnicity	930	86% White	14% Other
Employed for pay	845	70% Yes	30% No
College degree (Associate's or higher)	939	47% Yes	53% No
Elected official	937	10% Yes	90% No
Previous leadership experience	945	46% Yes	54% No
Myers-Briggs Type Indicator® (MBTI) Temperament Type	N		Percent
NF-Idealist	351		42%
NT-Rationals	212		25%
SJ-Guardian	179		21%
SP-Artisan	102		12%
[1]Mean of midpoint of income categories, does not include Fall 2009 participants. [2]Number of organizations was limited to a maximum of five. [3]Standard deviation is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation. Standard deviation is calculated as the square root of variance.			

In order to determine if the Ford Institute Leadership Program develops effective community leaders, analysis was divided into two sub-questions which illustrated two unique aspects of effective community leadership:

- Feelings of competence with leadership skills
- Application of leadership skills

Do participants feel more competent as leaders?

Leadership competence was gauged through responses to the Leadership Development outcome survey. As mentioned previously, the survey items were grouped into five concepts. Dependent t-tests of equal means were conducted on participants' pre-training and post-

training competence levels for each concept in addition to the Cohen's *d* statistic. Section and concept group findings are displayed in Table 6. See Appendix 3 for complete findings by item.

Table 6

Pre to Post Change in Competence Section and Concept Groups							
		Pre/ Before		Post/ After		Difference		Cohen's *d*
	N	Mean	SD	Mean	SD	Mean	SD	
Competence Section	**947**	**2.35**	**0.59**	**3.22**	**0.40**	**0.88**	0.52	**1.23**
Community	947	2.21	0.69	3.21	0.50	1.00	0.63	1.18
Working with Groups	947	2.38	0.63	3.28	0.43	0.91	0.57	1.19
Networking	947	2.30	0.74	3.19	0.57	0.89	0.59	0.95
Project Management	947	2.22	0.71	3.07	0.53	0.85	0.62	0.96
Communication	947	2.66	0.65	3.35	0.45	0.68	0.67	0.87

Dependent t-tests were used to calculate significance levels. **All results were significant at *p* < .05**, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .80 indicates a large effect.

As Table 6 indicates, comparing pre-training means to post-training means participants reported increased competence in all five concept areas as a result of the training. According to Cohen's *d*, the size of the change was large. On average, participants reported that they were moderately to very competent in all leadership areas at the end of the training (*Mean* > 3.00), and reported being somewhat to moderately competent before the training. In addition, participants reported varying degrees of change across competence concepts. The greatest gains were made in the area of understanding of community conditions, assets, needs, and issues, where the average difference in competence was a one point increase from pre to post. Competence in working with groups and networking showed similar amounts of change pre to post (.91 and .89 respectively), and both were greater than changes reported in project management competence. Competence in communication showed the least amount of change from pre to post. These findings are based on dependent t-tests of equal means across concept groups; all of which were significant (*p* < .05).

In addition, participants who reported low competence at the beginning of the training had the largest increase in competence, compared to those who rated themselves higher at the

beginning of the training. For example, participants who rated themselves as *moderately competent* (3 or greater on a four-point scale) across competence items, reported a .20 point increase from pre to post and participants who rated themselves as *somewhat competent* (between a 2 and 3) had a .82 point increase in competence from pre to post. By contrast, participants who rated themselves as *not competent* (2 or less) across competence items before the training, showed an average 1.30 point change from pre to post. Therefore, participants who reported the least amount of competence at the beginning of the training showed the most improvement. The Leadership class was able to bring all participants to similarly high levels of competence.

Among the competence concept groups, the survey data indicate that participants experienced greatest improvements to their competence in understanding community issues due to the class. Comparisons of pre and post levels of community competence for individual survey items reveal significant increases, particularly in the area of identifying elements of a vital rural community. With respect to the communication concept, participants rated themselves as significantly more competent in a range of communication skills, including active listening, giving and receiving feedback, and emphasizing the positive aspects of situations. Participants also reported increased competence in working with groups. Participants indicated that they understood themselves better, were able to develop a shared vision in a group, build consensus, and utilize effective meeting techniques as a result of the training.

In addition, participants reported feeling significantly more competent in activities related to project management. This included feeling more competent in involving stakeholders, and using strategic planning techniques on projects. With respect to competence in networking, participants rated themselves as significantly more competent in networking activities, including networking with individuals within and outside of their community as well as coaching and mentoring others.

How do participants apply what they learned during the Leadership Program?

Intended application of leadership skills was gauged through responses to the Leadership Development outcome survey. In particular, respondents were asked to report how likely they were to engage in certain behaviors and hold certain beliefs before and after the training. As mentioned previously, the survey items were grouped into five concepts. Dependent t-tests of equal means were conducted on participants' pre-training and post-training beliefs and behaviors for each concept. Section and concept group findings are displayed in Table 7. See Appendix 4 for complete findings by item.

Table 7

Pre to Post Change in Beliefs & Behaviors Section and Concept Groups								
		Pre/ Before		Post/ After		Difference		Cohen's d
	N	Mean	SD	Mean	SD	Mean	SD	
Beliefs and Behaviors Section	**942**	**2.60**	**0.58**	**3.52**	**0.37**	**0.91**	0.55	**1.33**
Networking	941	2.28	0.77	3.38	0.54	1.09	0.61	1.16
Self-Reflection	942	2.54	0.61	3.46	0.41	0.93	0.60	1.26
Community	941	2.66	0.72	3.55	0.46	0.89	0.68	1.04
Relating to Others	941	2.76	0.64	3.61	0.40	0.85	0.65	1.12
Communication	941	2.78	0.68	3.58	0.45	0.80	0.75	0.98
Dependent t-tests were used to calculate significance levels. **All results were significant at $p < .05$**, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .80 indicates a large effect.								

As Table 7 indicates, comparing pre to post means participants reported increased likelihood of engaging in all five behavior concept areas as a result of the training. According to the Cohen's *d*, the size of the change was large. On average, participants reported that they were moderately to very likely to engage in beliefs and behaviors at the end of the training (*Mean* > 3.00) and were only somewhat to moderately likely to do so before the training. In addition, participants reported varying degrees of change across belief and behavior concepts. The greatest gains were made in networking behaviors, such as actively developing networks to assist with community building and encouraging others to participate in community building, followed by gains in self-reflecting as a community leader and feelings about the community. Beliefs and behaviors in relating to others and communication showed similar amounts of

change pre to post. These findings are based on dependent t-tests of equal means across concept groups; all of which were significant ($p < .05$).

In addition, participants who reported that they were less likely to engage in leadership beliefs and behaviors at the beginning of the training showed the most positive change, compared to those who rated themselves higher at the beginning of the training. For example, participants who rated themselves as *likely* to engage (greater than 3) across belief and behavior items, reported a .37 point increase from pre to post and participants who rated themselves as *somewhat likely* (between a 2 and 3) had a .98 point increase in competence from pre to post. Whereas, participants who rated themselves as *not likely* before the class (less than 2) across behavior items, showed on average a 1.58 point change from pre to post. Therefore, participants who reported the least likelihood of holding various beliefs or doing various activities at the beginning of the training showed the most improvement. The Leadership class was able to bring all participants to similarly high levels of leadership behaviors.

Survey data clearly indicate that participants were more likely to engage in community leadership due to the class in all concept areas. Comparisons of pre and post levels of networking reveal significant increases, particularly in the area of actively developing networks to assist with community building and seeing resources outside of the community to assist with community building. With respect to the self-reflection concept, participants rated themselves as significantly more likely to recognize their strengths and weaknesses as leaders and to think about how their personality affects their leadership behaviors as a result of the class.

Participants also reported increases in their belief that they could make a difference in the community and felt that they were more likely to work to ensure the basic needs of community residents are met. Participants indicated that they were better able to relate to others as a result of the training, including sharing leadership responsibilities and valuing new ways to think about community issues. With respect to the communication concept, participants rated

themselves as significantly more likely to share ideas with others and listen to what others have to say due to the training.

Settings of Skill Application

On the final weekend of the Leadership Development class, participants were asked how often they had used their new leadership skills in each of five different settings. At the time of the survey, participants only had the four months of the LD class to apply the skills so their responses to this question should reflect the nearest and easiest opportunities for skill application. Despite this limited time window for skill application, 95% of respondents indicated that they had used their new leadership skills in at least one setting occasionally to frequently and 42% reported using their skills in four settings occasionally to frequently by the end of the class. Table 8 reveals the percentage of participant respondents who had used their leadership skills never to rarely or occasionally to frequently in each of the five different settings.

Table 8

Settings of Skill Application		
	% Never to Rarely	**% Occasionally to Frequently**
Cohort Project	19%	81%
Family & Friends	19%	81%
Volunteer Work	21%	79%
Employment	31%	69%
Other	83%	17%

As Table 8 shows, close to 80% of respondents used their leadership skills occasionally to frequently in the cohort project, with family and friends, or in their volunteer work. A slightly smaller percentage of respondents used their skills this often in employment settings, but those in the never to rarely category likely include those who were not employed at the time of the survey (there was no "not applicable" response category). Finally, 17% of respondents indicated they used their leadership skills occasionally to frequently in some other type of setting, such as school, church, sports teams, and boards.

In a follow-up question on the survey, participants were asked, "If you have used or shared the skills you have learned in this training in any of the above settings, please give an example." Of the 948 survey respondents, 717 (76%) provided a response to this open-ended question. Though some respondents gave examples of the specific types of settings in which they applied leadership skills, the majority provided examples of the types of skills they used in different settings. The types of skills respondents reported using were diverse and no particular skill stood out as most used. Of the 686 codes assigned to all of the comments, no one skill represented more than nine percent of the codes (equivalent to approximately 60 comments). Figure 1 depicts the frequency of comments made regarding the use of each type of leadership skill respondents reported using.

Figure 1

Skills Applied during LD training period

(bar chart, x-axis: # of comments)
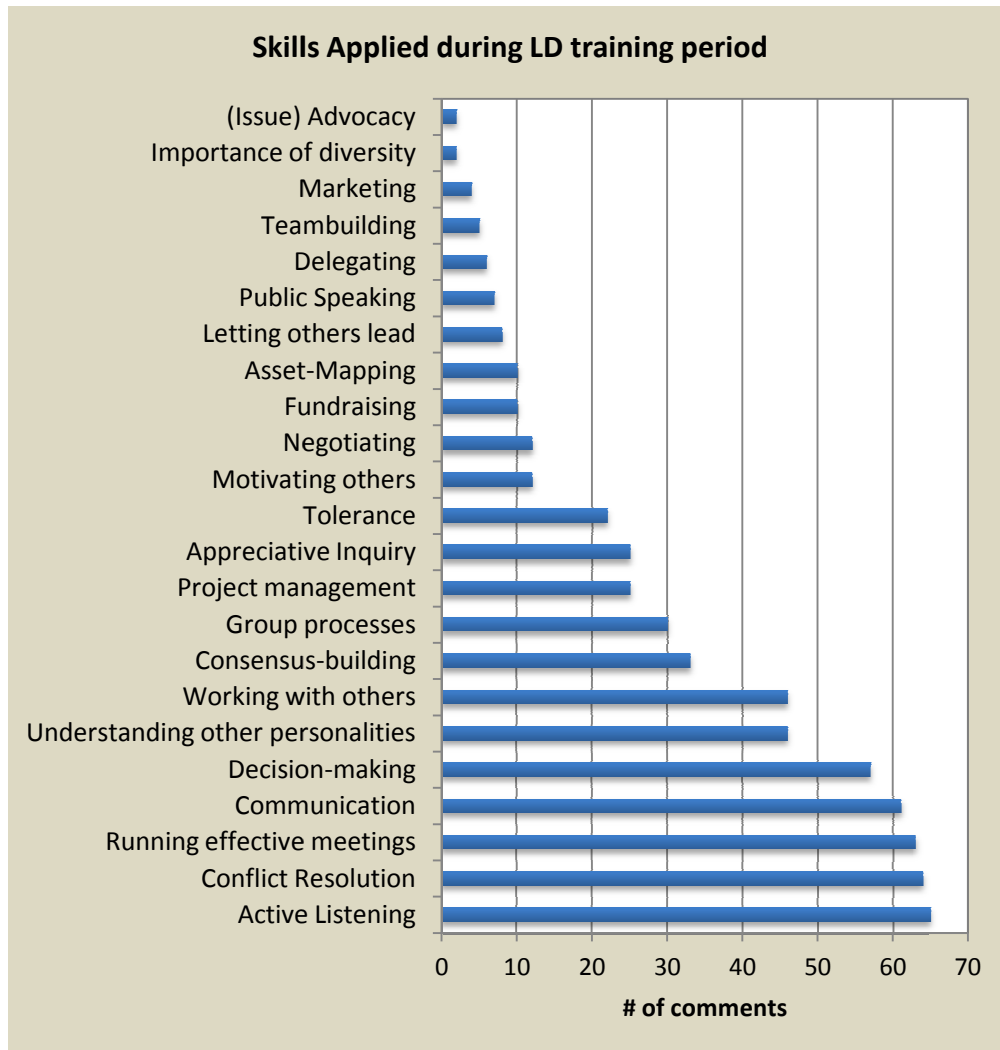
As Figure 1 depicts, the most common skills respondents reported using were those related to: active listening, conflict resolution, running effective meetings, communication, and decision-making. Some of the less commonly cited skills listed in the figure were related to these top five, such as consensus-building; some respondents talked about using consensus building techniques to make decisions in groups. Also, according to the LD class curriculum some of the skills referred to specifically by respondents that are listed here as unique skills may be sub-sets of other skills also listed here as unique, such as the skills for understanding other personalities. These skills may be taught in conjunction with and as part of the skills for working with others. That overlap should be borne in mind when interpreting these findings.

The respondents who cited using active listening skills at some point during the four months of the LD class talked about how they are now much better at listening fully and completely to others and waiting until they fully understand the points before formulating an opinion or a response. As one student respondent put it,

> *"When there is a disagreement with a group of classmates, I have learned to listen to what their point of view is and understand where they are coming from, instead of persuading them to see my point of view without giving them a chance to speak."*

Employing active listening skills was often cited as a way to diffuse conflict and build better relationships with colleagues and family members.

Over 60 participant respondents reported using or sharing conflict resolution skills with family members, on the cohort project, in employment settings, and in volunteer work. Most respondents reported that conflicts were resolved and relationships were improved as a result of their using conflict resolution skills they learned. Those who did not report positive outcomes simply did not report an outcome, so it is not clear if the skill application resulted in positive, negative, or no change to the situation.

Over 60 respondents also reported using skills learned in the Leadership Development class to run meetings more effectively. They spoke of using their new skills to establish agendas,

manage time better during meetings, and set meeting objectives. Most often these skills were used in work or organization settings, and sometimes respondents went on to explain that the techniques yielded positive outcomes.

Using communication skills learned in the Leadership Development class was another common application by participants. Often, respondents talked about their new communication skills helping them assert themselves better in group situations. Active listening was also often mentioned in conjunction with communicating better, as respondents talked about better understanding the other person's perspective before formulating a response through active listening, and that response being better received as a result. Communication thus was often discussed as a two-way street of listening carefully and then responding in a thoughtful, but assertive manner by participants.

The fifth most common skill used or shared by Leadership Development class participant respondents were decision-making techniques. The Fist-to-Five technique was the most popular of the specific decision-making techniques cited by respondents. Respondents observed that by using Fist-to-Five they were able to "*reach consensus with far less 'huffing and puffing,'*" feel confident that they were pleasing everyone, get group unity on a decision, and let contributors feel validated in the decision-making process. Other decision-making techniques were cited specifically by respondents, but they were far less common than Fist-to-Five. Brainstorming techniques, dot voting, and the Circle Press were each cited two to seven times by respondents, indicating they were used, but not cited by many participants.

The remaining leadership skills listed in Figure 1 were cited fewer than 50 times by respondents. Though slightly less popular than the top five skills applied, these remaining skills demonstrate the diversity of skills that participants apply immediately after learning them in the class. Very broadly speaking, most of these remaining skills aid in interactions with other people in a group-setting. Project management, asset-mapping, fundraising, marketing, and issue advocacy are the only skills respondents mentioned that do not directly relate to working

or interacting with others, but do relate to other critical aspects of community leadership. These types of skills are important for establishing or participating in community initiatives that foster rural vitality. For this reason, it is important that program participants use these skills, but it is not surprising that at the end of the class relatively few report having used them, given the limited amount of time for the opportunity to arise to work on community initiatives.

Do Outcomes Vary By Attributes of Participants or the Class?

Previous sections of this report reveal that participants in Leadership Development classes experienced significant and positive gains in many aspects of competence and behavior due to the class. While most participants at the end of the training experienced significant gains in competence and high likelihoods of engaging in leadership behavior, there is some variation in those outcomes across individuals. In order to explore this further, regression analyses were completed to determine whether any of this variability in gains to competence and behavior could be accounted for by the participants' background characteristics or characteristics of the classes in which they participated.

Individual and Class Characteristics

Ordinary Least Squares (OLS) regressions were used to explore the relation between individual participant or class characteristics and gains in competence and behavior as a result of the class. The outcomes explored in this analysis include the average gain for each section (competence, beliefs and behaviors) as well as the average gain for the ten concept groups falling under those broader categories.

Factors related to individual participants included in the analysis were: the participant's pre-training rating of competence or behavior, gender, race/ethnicity, employment status, education (Associate's degree or higher), previous leadership experience, experience as an elected or appointed official, Myers-Briggs Type Indicator® temperament type, and whether the individual participated in other Ford leadership programs or was a youth (18 years or younger) at the time of the class. The number of organizations participants listed (up to five) was also included in the regression analysis, as was the average hours involved with these organizations

per month. Factors related to the class that were included in the analysis were: class size, cohort number, the percentage of females in the class, and the percentage of youth in the class.

With a regression analysis, it is possible to determine both the extent to which an individual independent variable is a significant predictor of an outcome, but also the extent to which the regression model itself (all variables) is statistically significant. To that end, only the regression models and the independent variables that were significant at the $p < .05$ level or better are reported.[3]

In the following figures, the size of the colored bubbles corresponds to the amount of variation in the dependent variable (the variable listed in the central circle), which can be explained by each independent variable (variables in the outer circles). Therefore the larger the outer circle, the more that particular variable is related to the central variable. Regression coefficients are reported as betas, which are standardized to be on the same scale (standard deviation units), allowing for comparison of effect size.

Competence

OLS regression results revealed five individual-level factors as significant predictors of the average gain in leadership competence from pre to post, net of all other factors. Pre-training competence, a participant's gender, race/ethnicity, employment status, and youth status at the time of the training were all associated with change in competence from pre to post. No class-level variables were significant predictors of the variation in gains to leadership competence as a result of the leadership class. Figure 2 displays the standardized coefficients (betas) for each of the significant predictors of competence change. Fifty-six percent of the variation in competence gains pre-training to post-training can be explained by these five variables. Appendix 8 lists the standardized coefficients (betas), standard errors, and unstandardized

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[3] The significance levels used are .05, .01, and .001, indicating that one can be 95%, 99%, and 99.9% confident that the true population value indeed differs from zero as the model indicates.

coefficients (B) for the significant individual and class characteristics. A complete discussion of the effect of each characteristic can be found starting on page 29.

Figure 2: Results of OLS Regression on Difference in Competence Pre to Post
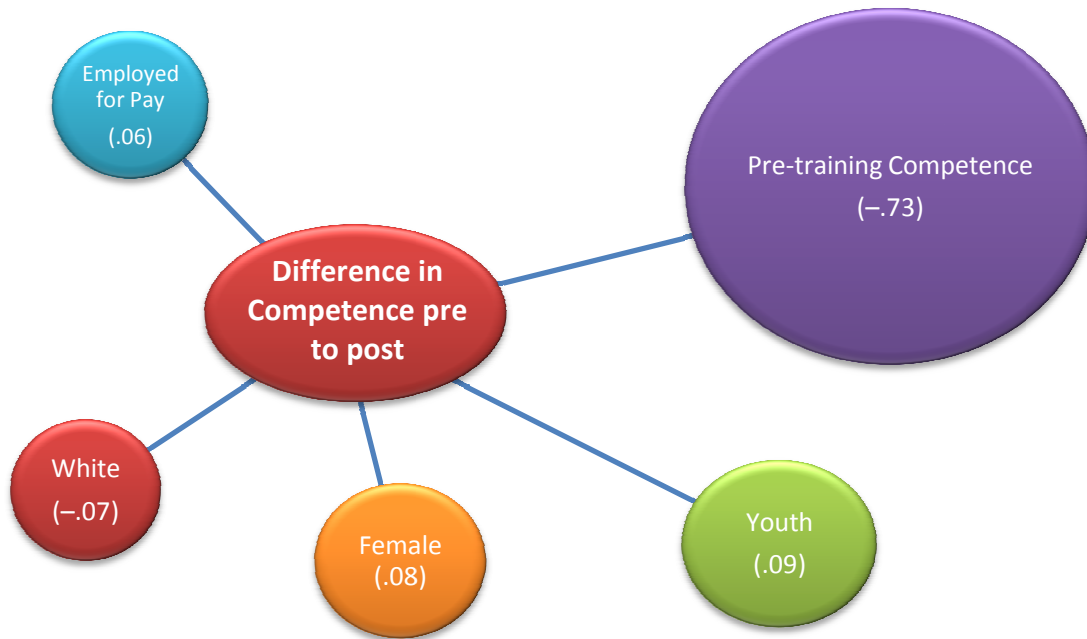
Note: OLS regression analysis used to determine if individual and class characteristics predicted activity level in the past year. Only items that were significant at $p < .05$ are reported here, others were included in the regression model. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 756.

Competence Concept Groups

In order to further understand the relation between leadership outcomes and background characteristics, OLS regressions were also conducted with the concept groups in the competence section. Regression results revealed six individual-level factors and one class-level factor as significant predictors of the average increase in leadership competence concept groups from pre to post. As Table 9 indicates, an individual's pre-training competence, a participant's gender, race, employment status, youth status at the time of the training, previous leadership training experience, and the percentage of youth in the class were all associated with differences to participants' competence among each of the concept groups. Table 9 displays the standardized coefficients (betas) for each of the significant predictors of competence change for concept groups. The percent of the variation in competence concept

group change explained by these variables, revealed by the R^2 statistic, ranged from 45 – 57% across concept groups. A complete discussion of the effect of each characteristic can be found starting on page 29.

Table 9

Standardized Coefficients (betas) for Change in Competence Concept Groups					
	Community	**Communication**	**Working with Groups**	**Project Management**	**Networking**
	Beta (β)	Beta (β)	Beta (β)	Beta (β)	Beta (β)
Pre-Training Level	−.72	−.74	−.75	−.70	−.65
Female	.06	----	.06	----	.09
Employed	----	----	.08	----	.08
White Race/Ethnicity	−.06	−.06	----	----	----
Youth[1]	----	----	.10	----	.09
Previous Leadership Experience	----	.05	----	----	----
Percentage of Class Youth	----	----	----	.05	----
R^2	.53	.54	.57	.49	.45

Note: Only reporting for characteristics that are significant at $p < .05$, others were included in the regression model.
[1]Considered Youth if 18 years or younger. For all results, see Appendix 8.

Discussion of Characteristics

As reported above, OLS regressions were used to determine whether variation in gains to overall competence and competence concept groups was due to characteristics of individuals or the Leadership Development classes in which they participated. It is important to note that although these characteristics were found to be statistically significant, the sizes of the effects are quite small. Therefore, any changes to program recruitment or design based on these findings should be made with caution.

In the following section, the effects of each significant characteristic on participants' competence gains are discussed. In some cases, hypotheses as to why these attributes are associated with Leadership Program outcomes are also presented. In order to validate these

hypotheses, further data collection and analysis would be required, most likely in the form of interviews or focus groups with the key sub-populations of interest.

In the previous figure and table, regression coefficients were reported as betas, which are standardized to be on the same scale (standard deviation units), allowing for comparison of effect size. To facilitate interpretation, betas were either converted to unit changes (points) or reported as unstandardized coefficients (B) in the following discussion of some variables. Unstandardized coefficients (B) represent the point-based effect of the variable on the outcome.

Pre-Training Levels

Of variables included in the OLS regressions, pre-training competence had the largest effect on gains in overall competence and competence concept groups pre to post. For each standard deviation (SD) unit increase in pre-training overall competence (SD = .59), participants experienced .73 standard deviation units (SD =.52 points) lower change in overall leadership competence. Though this variable had the largest effect, because the scale of potential change ranges from -3 to +3, 73% of .52 points can be considered a substantively small effect size.

This effect is also found for all five competence concept groups. Pre-training levels of competence were significant predictors of change in competence for understanding community, communication, working with groups, project management, and networking. In particular, for each standard deviation increase in pre-training competence, participants reported .73 standard deviation units less of a gain in community competence, .74 standard deviation units less of an increase in communication competence, .75 standard deviation units less of a gain in competence regarding working with groups, .70 standard deviation units less of an increase in project management competence, and .65 standard deviation units less change in networking competence.

Though small, the effect indicates that, on average, those who came into the training with higher competence reported lower gains in competence from the training, compared to those who came into the training with less competence in these areas. This is not surprising, as those who come into the training with higher leadership competence cannot gain as much as those who come in with low competence. This finding confirms that participants improved their levels of competence with the training, but also shows that where people started had an important effect on how much competence they gained through the training.

Gender

Being female was positively associated with gains in overall competence, net of pre-training competence and other background characteristics. Females reported an average of a .08 point greater increase to their overall leadership skill competence than males completing the LD class (B coefficient on six-point scale ranging from -3 to +3). Females also reported .06 points greater gains in competence related to community and working with groups as well as .09 points greater gains in networking competence. Although gender was found to be a statistically significant predictor of differences in competence pre to post across participants, the effect of gender is quite small.

Employed for Pay

At the end of the training, participants who were employed felt they gained slightly more from the training than those who were not employed. More specifically, according to the B value of the coefficient, participants who were employed rated themselves as gaining, on average, .08 points more overall competence on a six-point scale, .11 points more competence related to working in groups, and .12 points more competence in networking (See Appendix 8 for B and beta values). Although the effect is small, being employed may provide participants a relevant and immediate setting in which specific leadership skills, such as building consensus, conflict resolution, or facilitating group discussions can be used. These participants with the opportunity to apply the skills during the four month time-frame of the class in their work settings thus experience slightly greater gains in competence as a result.

Race/Ethnicity

Participants who were White reported slightly lower gains in competence than gains made by participants who were not White. More specifically, participants who were White rated their competence as changing pre to post, on average, .10 points less than non-Whites on a six-point scale for overall competence, .12 points less for items related to community competence, and .12 points less for items related to communication. In other words, non-White participants in the LD training reported slightly higher gains in leadership skill competence than Whites in the program, after controlling for pre-training levels and other characteristics. While non-Whites had slightly higher gains, it is important to remember that they are a minority of LD participants, representing only 14% of participants.

Youth

For participants who attended the LD class from 2009 to Spring 2011, age was collected at the time they applied to take the leadership class. Age was then used to determine whether participants were considered youth. At the time of application, 20% of participants were 18 years of age or younger. Regression results show that being a youth participant was positively associated with overall competence gain, net of pre-training competence and other background characteristics. Youth reported an average of .13 points greater gains in competence than non-youth completing the LD class (B coefficient on six-point scale ranging from -3 to +3). In addition, youth reported .07 points greater change in competence related to working with groups and .16 points more change in networking competence. Although statistically significant, this difference based on age is minimal.

In order to further explore this relation between youth and competence outcomes, independent t-test analysis was used to explore the difference in means on overall competence. As found with regressions, youth participants had slightly higher gains than non-youth (*Mean* = 1.04 vs. *Mean* = .84, on six-point scale). There was also a significant difference between means for pre-training overall competence between youth (*M* = 2.39) and non-youth (*M* = 2.65, on four-point scale), indicating youth entered the training with less leadership skill

competence than non-youth. There was no significant difference between youth (M = 3.43) and non-youth (M = 3.54) for post-training scores. This suggests that youth had larger gains as a result of the class because they came into the training with lower competence in the leadership areas. The training served to bring them up to a similar level to adult participants and therefore they experienced higher gains in competence as a result of the training.

Previous Leadership Experience

Participants reported whether they had any leadership training before the leadership class on the Leadership Development application. Just over half of the participants (54%) had leadership training prior to taking the leadership class. Previous leadership experience only explained variation in changes to competence with respect to items in the communication concept group, which includes skills such as public speaking, active listening, emphasizing positive aspects of problems, and giving and receiving constructive feedback. Participants with prior leadership experience reported more improvement in these skills than participants without prior leadership experience, although the effect is very small. On average, those with previous leadership experience reported gains of .06 points more (B value, on a six-point scale) than those without previous leadership training. Perhaps these individuals had a basis for understanding in these topics that the LD class was able to build on more strongly than for others.

Percentage of Youth in Class

The only significant class-level variable predicting competence concept group outcomes is the percentage of youth in the Leadership Development class. The percentage of youth in the LD classes ranged from 0 to 100%, with an average of 23% of the class being youth participants. Results indicate that as the percentage of youth in the class increases, participants report more improvement in competence related to project management. More specifically, for each standard deviation unit increase in the percentage of youth (SD = 18%), the gains in project management increase by .05 standard deviation units (SD = .62 points). On a six-point scale, 5% of .62 points is a very small effect. Perhaps having youth in the class influences, to some degree,

the way project management content is taught or practiced in the LD class, so that all individuals benefit through increased understanding of the material.

Beliefs and Behaviors

OLS regression results revealed five individual-level factors as significant predictors of the average improvement in leadership beliefs and behaviors. A participant's rating of their pre-training beliefs and behaviors, gender, race/ethnicity, employment status, and MBTI temperament type were all associated with change in beliefs and behaviors from pre to post. No class-level characteristics were significant predictors of gains in beliefs and behaviors due to the class. Figure 3 displays the standardized coefficients (betas) for each of the significant predictors of gains in beliefs and behaviors. Sixty-four percent of the variation in belief and behavior change across participants can be explained by these six variables. Appendix 9 lists the standardized coefficients (betas), standard errors, and unstandardized coefficients (B) for the significant individual and class characteristics. A complete discussion of the effect of each characteristic can be found starting on page 36.

Figure 3: Results of OLS Regression on Difference in Beliefs and Behaviors Pre to Post
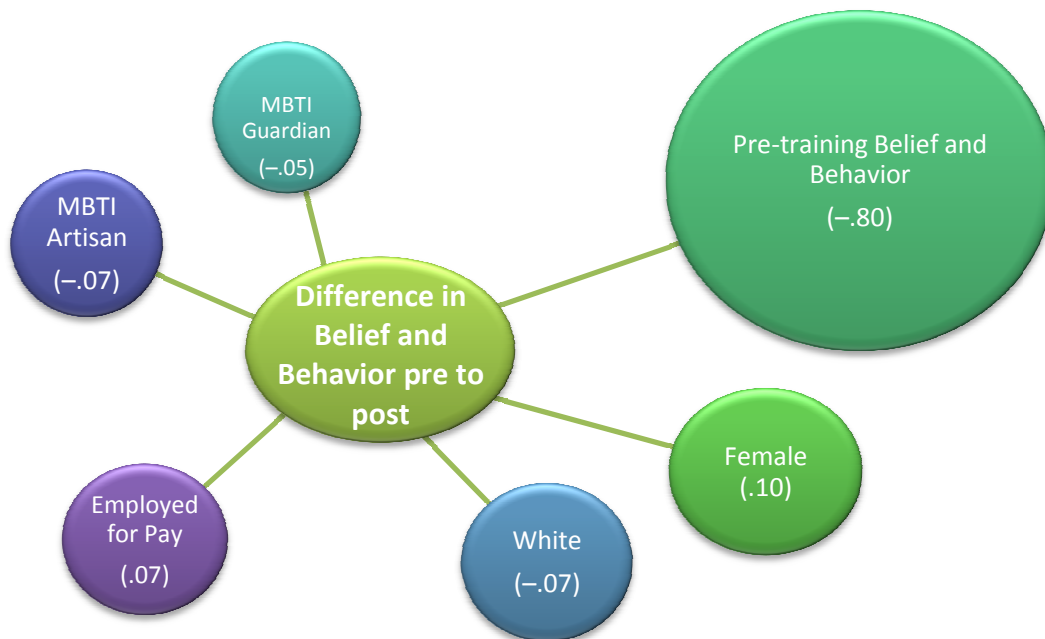
Note: OLS regression analysis used to determine if individual and class characteristics predicted activity level in the past year. Only items that were significant at $p < .05$ are reported here, others were included in regression model. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 765.

Belief and Behavior Concept Groups

In order to further understand the relationship between outcomes and background characteristics, OLS regressions were conducted with the concept groups in the belief and behavior section. Regression analysis revealed six individual-level factors and two class-level factors as significant predictors of the average increase in behavior concept groups from pre to post. As Table 10 indicates, an individual's pre-training likelihood of behavior, a participant's gender, race, employment status, previous leadership training experience, MBTI temperament type, cohort, and the percentage of youth in the class were all associated with changes in belief and behavior concept groups from pre to post. Table 10 displays the standardized coefficients (betas) for each of the significant predictors of belief and behavior change for concept groups. The percent of the variation in behavior concept group change explained by these factors ranged from 58 – 65% across concept groups (as revealed by the R^2 statistic). A complete discussion of the effect of each characteristic can be found starting on page 36.

Table 10

Standardized Coefficients (betas) for Change in Behavior Concept Groups					
	Self-Reflection	Relating to Others	Communication	Community	Networking
	Beta (β)	Beta (β)	Beta (β)	Beta (β)	Beta (β)
Pre-Training Level	−.81	−.81	−.79	−.78	−.75
Female	.08	.08	.09	.07	.09
Employed	----	----	----	----	.12
White Race/Ethnicity	----	----	----	−.05	----
Previous Leadership Experience	.05	----	----	----	----
MBTI Artisan[1]	−.07	−.05	----	−.05	----
MBTI Guardian[1]	−.05	−.05	----	----	----
Cohort 2[2]	----	----	----	----	−.07
Percentage of Class Youth	----	----	----	----	.06
R^2	.61	.65	.62	.62	.58

Note: Only reporting for characteristics that are significant at *p* < .05, other factors were included in the regression model. [1]Compared to participants with MBTI Idealist temperament type. [2]Compared to participants in Cohort 1. For all results, see Appendix 9.

Discussion of Characteristics

As reported above, OLS regressions were used to determine whether variation in the gains of overall belief and behavior and belief and behavior concept groups was due to characteristics of individuals or the Leadership Development classes in which they participated. It is important to note that although these characteristics were found to be statistically significant predictors, the size of the effects are quite small, therefore, implications regarding program implementation should be drawn with caution.

In the following section, the effects of each significant characteristic on gains in participants' likelihood of beliefs and behaviors are discussed. In some cases, hypotheses as to why these attributes are associated with Leadership Program outcomes are also presented. In order to validate these hypotheses, further data collection and analysis would be required.

In the previous figure and table, regression coefficients were reported as betas, which are standardized to be on the same scale (standard deviation units), allowing for comparison of effect size. To facilitate interpretation, betas were either converted to unit changes (points) or reported as unstandardized coefficients (B) in the following discussion of some variables. Unstandardized coefficients (B) represent the point-based effect of the variable on the outcome.

Pre-training Behavior, Gender, Employment, Ethnicity, Previous Training, and Percentage Youth
Pre-training likelihood of behavior, a participant's gender, being employed, being white, having previous leadership training, and the percentage of youth in the class all showed similar patterns of results for belief and behavior as was found for competence. To avoid repetition, a simplified discussion of these variables will be included here. For full results, see Appendix 9.

Participant pre-training behavior was found to be a significant, negative predictor of gains in overall behavior and all five concept groups. Though the effect is small, this indicates that those who came into the training with higher likelihoods of behaviors, reported lower gains in behaviors from the training, compared to those who came into the training with lower

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likelihood of behaviors in these areas. As expected, those who were already doing behaviors before the class, have less to gain in this area as a result of the class.

Being female was positively associated with overall gains to behavior and belief likelihoods and gains in all five concept groups, with .10 - .15 point (B coefficient) increases across outcomes. At the end of the training, participants who were employed felt they increased their likelihoods to engage slightly more in overall behavior (.12 points) and in networking (.20 points) than those who were not employed. Participants who were White reported gains that were slightly lower than gains by participants who were not White in the areas of overall behaviors (–.11 points) and community beliefs and behaviors (–.10 points). Previous leadership experience was significantly associated with differences in participants' likelihoods of engaging in activities or holding beliefs about items in the self-reflection concept group pre to post. Participants with prior leadership experience reported slightly more improvement (.06 points) to their beliefs and behaviors with respect to these skills than participants without prior leadership experience. The percentage of youth in the class was a significant predictor of only networking behaviors, with the people in classes with higher proportions of youth reporting more gains to their networking beliefs and behaviors than those in classes with fewer youth. Like with competence, although these results were found to be statistically significant, the effects are quite small.

Myers-Briggs Type Indicator

During the Leadership Development class, participants completed the Myers-Briggs Type Indicator® (MBTI) personality questionnaire. This inventory is designed to identify certain psychological differences across people and is used in the leadership class to help participants better understand how they and others respond in different situations. A useful way to group the sixteen MBTI preferences is to place individuals into four temperament categories: SJ-Guardians, SP-Artisans, NF-Idealists, and NT-Rationals. Out of the Leadership Development class participants, 42% were NF-Idealists, 25% were NT-Rationals, 21% were SJ-Guardians, and 12% were SP-Artisans. According to research by Myers, McCaulley, Quenk, and Hammer (1998), 46.4% of the general population are SJ-Guardians, 27% are SP-Artisans, 16.4% are NF-Idealists,

and only 10.3% are NT-Rationals. Based on this research, NF-Idealists and NT-Rationals appear to be overrepresented while SJ-Guardians and SP-Artisans appear to be underrepresented in Leadership Program participants when compared to the general population.

Regression results show that MBTI temperament type was associated with overall gains to behavior and beliefs as well as with specific gains in behaviors related to self-reflection and relating to others. When compared to NF-Idealists, participants who were SP-Artisans and SJ-Guardians reported slightly lower gains in overall behavior (.13 and .07 points, respectively), self-reflection (.09 and .07 points), and relating to others (.08 for both). In addition, SP-Artisans reported slightly lower gains in community-related behaviors (.10 points) than NF-Idealists. Although statistically significant, this difference based on MBTI temperament type is minimal.

Cohort

As part of its initial model, the Ford Institute Leadership Program hosts three Leadership Development trainings in each community. The first cohort is led primarily by Rural Development Initiatives, Inc. (RDI) facilitators, while the second and third cohorts are led by Community Trainers in partnership with an RDI trainer. Communities that started the Leadership program in the early years have also had a fourth cohort of the LD class, and in one community a separate youth version of the class was held at the same time as the cohort 3 class, yet was considered a cohort 4. Of LD classes held between Spring 2009 and Spring 2011, 363 participants were in cohort 1, 287 participants were in cohort 2, 238 participants were in cohort 3, and 60 participants were in cohort 4. Due to the small number of participants in cohort 4, cohorts 3 and 4 were combined for the analysis.

Regression results show that cohort was only associated with gains in networking behavior. When compared to cohort 1, participants who were in cohort 2 reported slightly lower gains in networking behaviors. More specifically, cohort 2 participants reported .11 points (B value) less of a gain to their likelihoods of engaging in networking behaviors than participants in cohort 1.

Although included in the regression model with cohort 2, there was no significant difference between participants in cohort 1 and those in cohort 3 or 4.

Summary of OLS Findings

OLS regression results revealed seven individual-level factors and two class-level factors as significant predictors of change in leadership competence and behavior from pre to post, net of all other factors. Significant individual characteristics predicting changes in competence included: the participant's pre-training competence, gender, race, employment status, youth status at the time of the training, previous leadership training experience, and percentage of youth in the class. Significant individual characteristics predicting changes to participants' likelihoods of engaging in leadership behaviors and holding various beliefs about community leadership included: the participant's pre-training behavior, gender, race, employment status, previous leadership training experience, MBTI temperament type, cohort, and percentage of youth in the class.

Throughout this section hypotheses, as to why these attributes are associated with Leadership Program outcomes, were put forth. It is important to note that these remain untested and are not able to be substantiated with the current data. It is also important to keep in mind that although these results were found to be significant, the effect sizes are very small.

Leadership Summary

In summary, analysis of data collected from Spring 2009 to Spring 2011 participants shows evidence that effective community leaders are being developed by the Leadership Program. After the training, participants report experiencing significantly higher levels of competence in leadership skills and significantly higher likelihoods of engaging in leadership behavior than they had before the class. With these skills, participants are working more productively in their class projects, volunteer work, employment, and with family and friends. The most common skills respondents reported using in those settings were those related to active listening, conflict resolution, running effective meetings, communication, and decision-making. In addition, participants who reported the least amount of competence and leadership behavior at the

beginning of the training showed the most improvement. The Leadership class was able to bring all participants to similarly high levels of competence and leadership behaviors.

It was also found that attributes of individuals and the LD classes in which they participated were associated with gains in competence and participants' likelihoods of engaging in leadership behaviors. Though these factors structure the gains participants make from pre to post, many of these characteristics exert only small levels of influence.

Does the Ford Institute Leadership Program contribute to increased civic engagement?

Civic engagement refers to the involvement of community residents in formal and informal government and non-governmental affairs; examples include voting, participating in voluntary associations, or advocating for an issue. These activities are based on the Ford Institute for Community Building's vision of successful citizens. The Ford Institute has identified successful community citizens as people who engage in community governance, collaborate, support community organizations, serve others, work productively, and live purposefully.

One way to gauge participants' transformation into successful citizens is through their motivation to engage in their communities' civic affairs. In particular, on the Leadership Development outcome survey, respondents were asked to report how motivated they were to participate in civic activities in their communities before and after the training. As mentioned previously, the survey items were grouped into five concepts. Dependent t-tests of equal means were conducted on participants' pre-training and post-training motivation for each concept in addition to the Cohen's *d* statistic. Section and concept group findings are displayed in Table 11. See Appendix 5 for complete findings by item.

Table 11

Pre to Post Change in Motivation Section and Concept Groups								
		Pre/ Before		Post/ After		Difference		Cohen's *d*
	N	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	
Motivation Section	**934**	**2.55**	**0.73**	**3.40**	**0.48**	**0.85**	0.62	**0.96**
Collaborate	934	2.57	0.83	3.56	0.52	1.00	0.62	1.02
Be a Community Leader	934	2.50	0.83	3.46	0.57	0.96	0.77	0.96
Support Organizations	934	2.49	0.91	3.38	0.65	0.89	0.78	0.79
Governance	934	2.40	0.77	3.13	0.60	0.72	0.74	0.74
Serve Others	934	3.06	0.84	3.69	0.50	0.63	0.76	0.65
Dependent t-tests were used to calculate significance levels. **All results were significant at *p* < .05**, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .80 indicates a large effect.								

As Table 11 indicates, comparing pre to post means, participants reported increased motivation in all five civic activity concept areas as a result of the training. According to the Cohen's *d*, the size of the difference in motivation pre to post was large. On average, participants reported that they were moderately to very motivated in all civic activity areas at the end of the training (*Mean* > 3.00) compared to being somewhat to moderately motivated before the training. In addition, participants reported varying degrees of change to their motivation by concept. The greatest gains were made in motivation to collaborate, such as helping mobilize community members to work together on a common goal, followed by gains in motivation to be a community leader and support organizations, such as by serving on community task forces or boards. Motivation to participate in governance and motivation to serve others were the concept groups with the fourth and fifth ranked areas of gains due to the training. These findings are based on dependent t-tests of equal means across concept groups; all of which were significant (*p* < .05).

In addition, participants who reported low motivation to engage in civic activities at the beginning of the training had the largest increases in motivation, compared to those who rated themselves as more highly motivated at the beginning of the training. For example, participants who rated themselves as *moderately to very motivated* (greater than 3) across civic activity items, reported a .20 point increase from pre to post and participants who rated themselves as

somewhat motivated (between a 2 and 3) had a .89 point increase in motivation from pre to post. Whereas, participants who rated themselves as *not motivated* (less than 2) across motivation items before the training showed, on average, a 1.42 point change from pre to post. Therefore, participants who reported the least amount of motivation at the beginning of the training showed the most improvement. The Leadership class was able to develop all participants to similarly high levels of motivation to engage in civic activities.

Participants rated themselves as experiencing the greatest gains to their motivation to collaborate as a result of leadership training (1.0 point difference pre-training to post-training). All individual items of collaboration were statistically significant in their differences pre to post, showing an increase in participants' motivation to engage in all aspects of collaboration as a result of the training. Among the collaboration items, participants reported the greatest gains to their motivation to work with others in their community as well as encourage other community members to work together toward a common goal.

Participants reported a slightly smaller increase in their motivation to be a community leader, but here again participants reported statistically significant increases in their motivation to engage in all aspects of community leadership. Among the community leadership items on the survey, participants reported greatest gains in their motivation to learn more about community leadership and be a community leader, as a result of participating in the leadership class.

Coming in third among the civic activity motivation concept groups, for the extent to which participants reported experiencing increases to their motivation as a result of the LD class, was motivation to support organizations. Participants reported, on average, a .89 point increase to their motivation to support organizations due to the Leadership class. There were only two items in this concept group and participants reported experiencing the greatest gains in their motivation to serve on boards and task forces as a result of the class.

On average, participants reported .72 points difference pre to post in their motivation to engage in governance; the fourth largest overall gain in motivation resulting from the class. For the concept of governance, all five items showed statistically significant increases in participants' motivation to be engaged in governance or play a leadership role in their community pre-training to post-training. Among the five governance survey items, participants indicated that the LD class most improved their motivation to participate in long-term public processes, despite the presence of conflict and differences of opinion, and engage in community affairs.

Finally, participants reported their motivation to serve others was least affected by the leadership class, but, on average, participants realized gains to their motivation to participate in this aspect of civic life by .63 points. Notably, serving others was the aspect of civic life that participants began the class most motivated to do, and left the class most motivated to do. There were only two survey items related to this concept group and of those two items, participants reported the greatest gains in their motivation to serve others.

Do Outcomes Vary By Attributes of Participants or the Class?

Overall, many participants reported increased motivation to engage in civic activities as a result of the Leadership Development class. While most participants experience increases to their motivation as a result of the training, there is some variation in outcomes across individuals. In order to explore this further, regression analyses were completed to determine whether any of this variability in gains to motivation could be accounted for by the participants' background characteristics or characteristics of the classes in which they participated.

Individual and Class Characteristics

Ordinary Least Squares (OLS) regressions were used to explore the relation between individual participant or class characteristics and gains in motivation as a result of the class. The outcomes explored in this analysis include the average gain for the overall motivation section as well as the average gain for the five concept groups falling under that broader category.

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Factors related to individual participants included in the analysis were: the participant's pre-training rating of motivation, gender, race/ethnicity, employment status, education (Associate's degree or higher), previous leadership experience, experience as an elected or appointed official, Myers-Briggs Type Indicator® temperament type, and whether the individual participated in other Ford leadership programs or was a youth (18 years or younger) at the time of the class. The number of organizations participants listed (up to five) was also included in the regression analysis, as was the average hours involved with these organizations per month. Factors related to the class that were included in the analysis were: class size, cohort number, the percentage of females in the class, and the percentage of youth in the class.

With a regression analysis, it is possible to determine both the extent to which an individual independent variable is a significant predictor of an outcome, but also the extent to which the regression model itself (all variables) is statistically significant. To that end, only the regression models and the independent variables that were significant at the $p < .05$ level or better are reported.[4]

In the following figure, the size of the colored bubbles corresponds to the amount of variation in the dependent variable (variable listed in the central circle), which can be explained by each independent variable (variables in the outer circles). Therefore the larger the outer circle, the more that particular variable is related to the central variable. Regression coefficients are reported as betas, which are standardized to be on the same scale (standard deviation units), allowing for comparison of effect size.

Motivation

OLS regression results revealed two individual-level factors and one class-level factor as significant predictors of the average gain in overall motivation to engage in civic activities from pre to post, net of all other factors. Pre-training motivation, MBTI temperament type, and cohort were all associated with change in motivation from pre to post. Figure 4 displays the

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[4] The significance levels used are .05, .01, and .001, indicating that one can be 95%, 99%, and 99.9% confident that the true population value indeed differs from zero as the model indicates.

standardized coefficients (betas) for each of the significant predictors of competence change. Fifty-eight percent of the variation in gains to motivation can be explained by these variables. Appendix 10 lists the standardized coefficients (betas), standard errors, and unstandardized coefficients (B) for the significant individual and class characteristics. A complete discussion of the effect of each characteristic can be found starting on page 46.

Figure 4: Results of OLS Regression on Difference in Motivation Pre to Post
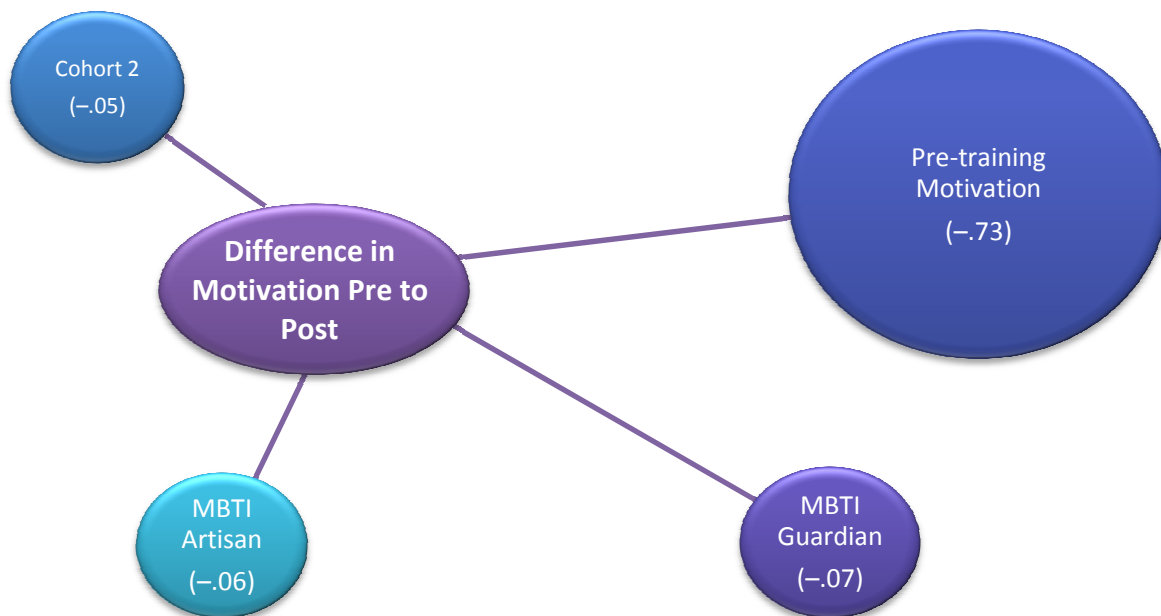
Note: OLS regression analysis used to determine if individual and class characteristics predicted activity level in the past year. Only items that were significant at *p* < .05 are reported here, other variables were included in the regression model. Beta (β), reported above, is the standardized coefficient (expressed in standard deviation units). N = 932.

Motivation Concept Groups

In order to further understand the association between outcomes and background characteristics, OLS regressions were conducted with the concept groups in the motivation section. Regression results revealed three individual-level factors and one class-level factor as significant predictors of the average increase in motivation across concepts groups from pre to post. As Table 12 indicates, an individual's pre-training motivation, a participant's gender, MBTI temperament type, and cohort were all associated with change in motivation concept groups from pre to post. Table 12 displays the standardized coefficients (betas) for each of the

significant predictors of motivation change for concept groups. According to the R^2 statistic, the percent of the variation in motivation concept group change that is explained by these factors ranged from 43 – 66% across concept groups. A complete discussion of the effect of each characteristic can be found starting on page 46.

Table 12

Standardized Coefficients (betas) for Change in Motivation Concept Groups					
	Governance	Collaborate	Support Organizations	Serve Others	Be a Community Leader
	Beta (β)	Beta (β)	Beta (β)	Beta (β)	Beta (β)
Pre-Training Level	−.65	−.80	−.71	−.81	−.76
Female	----	.08	----	.09	----
MBTI Artisan[1]	−.07	−.05	----	----	----
MBTI Guardian[1]	−.08	−.05	----	----	−.08
Cohort 2[2]	−.65	−.65	----	−.65	----
R^2	.43	.63	.51	.66	.57

Note: Only reporting for characteristics that are significant at $p < .05$, other characteristics were included in the regression model. [1]Compared to participants with MBTI Idealist temperament type. [2]Compared to participants in Cohort 1. For all results, see Appendix 10.

Discussion of Characteristics

As reported above, OLS regressions were used to determine whether variation in gains to overall motivation and motivation concept groups was due to characteristics of individuals or the Leadership Development classes in which they participated. It is important to note that although these characteristics were found to be statistically significant predictors, the size of the effects are quite small. Therefore, changes to the design of the program based on these findings should be made with caution.

In the following section, the effects of each significant characteristic on participants' motivation gains are discussed. In some cases, hypotheses as to why these attributes are associated with Leadership Program outcomes are also presented. In order to validate these hypotheses, further data collection and analysis would be required so implications must be taken carefully.

In the previous section, regression coefficients were reported as betas, which are standardized to be on the same scale (standard deviation units), allowing for comparison of effect size. To facilitate interpretation, betas were either converted to unit changes (points) or reported as unstandardized coefficients (B) in the following discussion of some variables. Unstandardized coefficients (B) represent the point-based effect of the variable on the outcome.

Pre-Training Levels

Participant pre-training motivation was found to be a significant, negative predictor of gains in overall motivation and motivation concept groups. For each standard deviation increase in pre-training motivation (SD = .73 points), participants experienced .76 standard deviation units (SD = .62 points) less change in overall motivation. Where the scale of potential change ranges from -3 to +3, 76% of .62 points can be considered a substantively small effect size.

Similarly, pre-training motivation was also found to be significantly associated with the amount of gains participants experienced to their motivation to engage in governance, collaborate, support organizations, serve others, and be a community leader. In particular, compared to participants with less pre-training motivation, for each standard deviation unit increase in pre-training motivation, participants reported .65 standard deviation units less of an increase in their motivation to participate in governance, .80 standard deviation units less of a gain to their motivation to collaborate, .71 standard deviation units less of an increase in their motivation to support organizations, .81 standard deviation units less of a gain to their motivation to serve others, and .76 standard deviation units less increase in their motivation to be a community leader.

Though small, the findings indicate that, on average, those who came into the training with higher motivation to engage in civic life experienced lesser gains to their motivation as a result of the training, compared to those who came into the training with less motivation in these

areas. This is not surprising, as those who come into the training with more motivation to engage in civic activities cannot gain as much as those who come in with less motivation. This finding confirms that participants increased their motivation to engage in civic activities as a result of the LD class, but also shows that where people started had an important effect on how much they gained from the training.

Gender

Being female was positively associated with gains in the motivation of participants to collaborate and serve others as a result of the Leadership Development class, net of pre-training motivation and other background characteristics. Females reported an average of .13 points more of a gain to their motivation to collaborate than males completing the LD class (B coefficient on six-point scale ranging from -3 to +3). Females also reported .15 points greater change than males in their motivation to serve others. Although these were found to be statistically significant, the effect of gender is quite small.

Myers-Briggs Type Indicator

During the Leadership Development class, participants completed the Myers-Briggs Type Indicator® (MBTI) personality questionnaire. As noted earlier, this inventory is designed to identify certain psychological differences and is used in the leadership class to help participants better understand how they and others respond in different situations. For analysis, the sixteen MBTI preferences were combined into four temperament categories: SJ-Guardians, SP-Artisans, NF-Idealists, and NT-Rationals.

Regression results show that MBTI temperament type, net of other factors (gender, pre-training motivation, and cohort), was associated with overall motivation gain as well as with gains in governance, collaboration, and community leader motivation concept groups. With respect to overall motivation to engage in civic activities, both SP-Artisans and SJ-Guardians reported .11 points less of an increase to their motivation pre-training to post-training, compared to NF-Idealists. When compared to NF-Idealists, participants who were SP-Artisans and SJ-Guardians

also reported slightly lower gains in motivation to engage in governance (.15 and .12 points, respectively) and to collaborate (.12 and .09 points). Finally, SP-Guardians reported slightly lower gains in motivation to be community leaders (.16 points) than NF-Idealists. Although statistically significant, these differences in outcomes based on MBTI temperament type are minimal.

Cohort

As noted earlier, cohort is explored in the regression analysis using cohort 1 as the comparison to cohort 2 and a combined cohort 3 and 4 variable. Regression results show that cohort was associated with gains in overall motivation as well as the governance, collaboration, and serving others concept groups. When compared to cohort 1, participants who were in cohort 2 reported .07 lower overall increases in motivation to engage in civic activities. In addition, cohort 2 participants experienced .09 points (B value) less of a gain to their motivation to participate in governance, .08 points less of an increase in their motivation to collaborate, and .10 less of a gain in their motivation to serve others than participants in cohort 1. Although included in the model with cohort 2, there was no significant difference between participants in cohort 1 and those in cohort 3 or 4.

Summary of OLS Findings

OLS regression results revealed three individual-level factors and two class-level factors as significant predictors of the extent to which the training affects participants' motivation to engage in civic activities. Significant individual characteristics predicting changes in motivation included: the participant's pre-training motivation, gender, and MBTI temperament type. The significant class-level variables were cohort and percentage of youth in the class. Throughout this section hypotheses, as to why these attributes are associated with Leadership Program outcomes, were put forth. It is important to note that these remain untested and are not able to be substantiated with the current data. It is also important to keep in mind that although these results were found to be significant, the effect sizes are very small.

Civic Engagement Summary

In summary, analysis of Leadership Development data from 2009-2011 found that participants show a desire to be more involved in their communities as a result of the training. In particular, participants indicated that the training encouraged them to want to collaborate, be community leaders, support organizations, participate in governance, and serve others. In addition, participants who reported the least amount of motivation to engage in civic life at the beginning of the training showed the most improvement. The Leadership class was able to bring up all participants to similarly high levels of motivation to be civically engaged.

Results also point to several specific characteristics as significant predictors of the extent to which participants' motivation to engage in civic life is affected by the Leadership Development class. A participant's pre-training motivation, gender, MBTI temperament type, cohort, and percentage of youth in LD class were all associated with participants' level of change to their motivation to engage in civic activities. Though these factors help explain change in motivation from pre to post, many of these characteristics exert only small levels of influence.

What barriers may limit leaders' engagement in community work?

On the past participant surveys, training participants were asked about barriers or circumstances that limited their engagement in community work. For each item, respondents scored each barrier on a scale of one to four, where one was "strongly disagree," two was "disagree," three was "agree," and four was "strongly agree." On the following page, Table 13 lists the means, standard deviations, and percentages of participants who indicated they had experienced each specific barrier.

Table 13

Barriers to Engagement in Community Work: Means, Standard Deviations, and Percentages						
	N	Mean	SD		Disagree	Agree
Personal concerns and demands (health, family, work) limited my time for community leadership activities	1,095	2.59	0.87		44%	56%
My community has been overwhelmed by economic, social, or environmental challenges that are out of our control	1,086	2.47	0.82		55%	45%
I felt "burned out" or discouraged by the class project	1,096	2.20	0.89		65%	35%
Community work has been too frustrating for me	1,088	2.20	0.77		69%	31%
I felt overwhelmed by all there is to do in my community	1,092	2.20	0.72		72%	28%
I felt "closed out" of the leadership structure in my community	1,085	1.87	0.75		85%	15%
I was heavily engaged in community work before the Ford Leadership class and couldn't take on more afterwards	1,083	1.82	0.65		89%	11%
I have not been personally interested in the specific efforts or issues facing my community	1,092	1.69	0.69		91%	9%
Scale ranged from 1-4, where 1 was "strongly disagree," 2 was "disagree," 3 was "agree," and 4 was "strongly agree."						

Table 13 demonstrates that the greatest barrier to taking on community work in the past year was competing personal concerns and demands. The majority of participants (56%) indicated that personal concerns and demands limited their engagement by agreeing or strongly agreeing with the statement. Some participants went on to explain the types of personal concerns and demands they felt had been limiting their community work in the comments section of the survey. Predominantly, the personal barriers cited were health related; either the past participant had been experiencing health problems in the past year or a family member had. There were a few respondents who said it was simply too difficult for them to balance the demands of work, family, and community life, which has limited their availability to engage in community work.

A minority of participants identified the remaining barriers as limiting their engagement in community work. Forty-five percent of participants felt that their community has been overwhelmed with economic, social, or environmental challenges that limited their engagement in the community. In particular, a few participants commented that the recession

was creating challenges in the community, sometimes making it difficult to obtain resources for community projects. Other respondents commented that for a variety of reasons local leaders were feeling burned out or overwhelmed by the need to manage multiple challenges in the community, and that the burnout among local leaders was hindering the efforts of Leadership Program graduates. Thus these data suggest that a fair number of former Leadership Program participants feel that major challenges facing their communities have created conditions that make it difficult for them to engage in community work and potentially change their communities.

About a third of participants indicated that cohort project "burn out" represented a barrier to their taking on work in their communities. Analysis of the open-ended comments revealed different reasons for this effect of the cohort project on people's engagement in community work. Of the sixty respondents who specifically made comments about the cohort project being a source of frustration limiting their engagement in community work, three causes were cited most often: the way in which personality conflicts arose and persisted during the project, the project selection process, and the attrition of program participants during the project. Twenty-five comments were made that cited conflict in the cohort during the project leading to the deterioration of relationships among cohort members. The erosion of these relationships can lead to a lack of desire to collaborate with cohort members in the future, as one participant stated:

> *Two to four people in the group excluded others from participation [in the cohort project] because they failed to accept and recognize the group norms. False accusations of wrong-doing hurt the group ... Strong personalities are fine and well, but these characteristics ended up hurting the group as a whole because they wanted and took control away from others, thus hurting the dynamics of the group and relationships in the community.*

In addition, other respondents felt that the degraded personal dynamic among cohort members during the project resulted from a failure to apply the leadership principles taught in the training. This failure to apply the principles eroded the faith held by some participants in leadership development and caused other participants to suggest more monitoring of the

project to ensure the application of leadership principles. As these examples illustrate, dysfunction among cohort members has had a negative impact on some participants' continued involvement in the community.

The next most commonly cited reason for cohort project induced burnout was the project selection process. Twenty-four respondents commented that the rushed nature of selection, the limited consensus around selection, the large size of the selected project, and the lack of community buy-in caused them to burnout. In addition, respondents pointed out that the project selection process contributed to the degradation of the personal dynamic among cohort members and attrition of cohort members, the other two common causes of burnout from the cohort project. Regarding attrition and its effect on burnout, 23 comments were made illustrating the frustration induced by having so many cohort members leave the project as it progressed. Respondents felt the level of attrition that occurred placed too much burden on the "usual" leaders, made the project difficult to complete, and was not useful to building community. As one respondent put it:

> The class project was difficult to get completed. A lot of people dropped out for various reasons and there wasn't a lot of encouragement or support by the class facilitators to help get folks re-engaged... It makes it hard to keep the group together.

The data reveal that burnout from the cohort project limited the extent of community involvement and efforts for roughly a third of past participants. As the analysis of comments illustrates, cohort project induced burnout results from various issues that arise during the process. Most importantly, dysfunction during the project appears to turn participants off from working together in the future, which suggests collaboration among cohort members is perceived as an important impetus for engagement in community work.

Slightly less than a third of past participant respondents felt that they were already too heavily engaged in community work to take on more, while twenty-eight percent of participants reported that feeling overwhelmed by all there is to do in the community limited their engagement in community work. Very few participants indicated feeling that the remaining

three barriers had limited the extent to which they engaged in community work in the past year. The least significant barrier was lack of personal interest in the specific issues facing the community.

In addition to the barriers rated quantitatively, a few individuals mentioned additional barriers that limited their community engagement in the open-ended comment section of the survey. Several participants noted that stressed finances due to the downturn in the economy extremely limited their time to participate in community efforts. Several other respondents noted that they left the community to attend college or for work and therefore are not involved in their community. In addition, a few participants noted that they work within the local governance structure and must remain neutral on certain topics, which limited their ability to be involved in community issues. Alternatively, a few noted that by doing community work as part of their job, they did not have time to be involved in other issues outside the scope of their work.

The total barriers experienced by participants were calculated by adding up the number of barriers for which participants strongly agreed or agreed. About 44% of participants identified one to two barriers, 30% identified three to four barriers, and 11% identified five or more barriers to engaging in community work. Fifteen percent of participants reported no barriers to engaging in community work. An analysis was conducted to determine if the number of barriers experienced by participants affected their activity levels after the training. Most participants who indicated that their activity level in the past year was the same or more than before the training identified at least two to three barriers. In addition, even those with high levels of skill application, reported about two barriers to their engagement in community work. So barriers apparently did not completely hinder these individuals use of leadership skills or participation in community building and project management.

Barriers Summary

In sum, many former Leadership Development class participants have encountered barriers to engaging in community work since the end of the class. Most common are personal and family

related issues that have limited people's time to take on leadership activities in the community, but respondents indicate experiencing other barriers to their community involvement as well. Overwhelming community challenges and cohort project-induced burnout were the next most common barriers cited by respondents, though they were cited by a minority of people as factors limiting their engagement in community work. Past participants' open-ended responses provide some insight into the nature of those barriers and with respect to the cohort project can provide the Institute some guidance regarding potential changes. Finally, the analysis revealed that despite the barriers many individuals faced in their engagement in community work, these barriers only somewhat limited their amount of leadership activity in the last year.

Does the Ford Institute Leadership Program contribute to community vitality?

The ultimate goal of the Ford Institute Leadership Program is to increase the vitality of rural communities, or the ability of communities to work together and realize positive social, economic, and environmental outcomes. The Ford Institute Leadership Program uses a composite index of the 29 indicators of community vitality to judge its success in communities.[5] Aside from analyzing changes to the index of community vitality other analyses can shed light on the extent to which the vitality of rural communities has been affected by the Leadership Program.

Information gleaned from past Ford Institute Leadership Program participants via surveys and interviews can shed light on some of the ways the Leadership Program has affected the vitality of rural communities. Though it will not be possible to determine exactly how indicators of community vitality have been affected by the Leadership Program, information from past participants can reveal how communities have changed as a result of the program that might represent pre-cursors to wider-scale changes to vitality indicators. The analysis presented below represents the culmination of findings regarding past participants' perspectives on how

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[5] Vitality indicators include the following: percent of population age 25 – 34; pregnancies among 10-17 year olds per 1,000 population; percent of registered voters voting in general elections; number of arts, entertainment, and recreation establishments; miles of streams that are water quality limited; percent of civilian labor force who are unemployed; and percent of housing units that are owner occupied.

the Leadership Program has affected their communities. Future analyses of the impact of the Leadership Program on community vitality should focus on substantiating the findings discussed here by integrating the accounts of non-participant residents about the impact of the Leadership Program or by conducting statistical analyses of change in the community vitality index pre to post program.

Initial Program Contributions – Resource and Capacity Outcomes

Past evaluation results demonstrate positive impact of the Leadership Program on most individual participants. Their knowledge, skills, and motivation to be effective community leaders, as well as their networks have improved as a result of participating in the Ford Institute Leadership Program. These results indicate that the Leadership Program has increased a human capital resource in communities, namely the prevalence of trained leaders, and a social resource, namely the size and diversity of residents' networks. In fact, the two most frequently cited community impacts of the Leadership Program on the open-ended portion of the past participant survey were the increased number of effective community leaders in these rural places and the expansion of networks. By positively affecting individual community members, the data suggest that the Leadership Program has increased the human and social resources in many of the rural communities it has served.

Only a small number of interview and survey respondents reported that they did not see positive changes in their communities' human resources. Only 60 (7%) out of the 843 respondents to the open-ended portion of the survey reported observing no changes to the community or negative changes. For some, this was because they saw former participants not practicing the principles of effective community leadership that they learned in the trainings, for others this was because they saw former participants as unable to penetrate the established leadership structure or mend the strong divisions in the community, and for others it was because they felt it was too early to see change in their communities. Though potentially illuminating, the very small number of people who reported seeing no community change resulting from the Leadership Program makes it difficult to draw definitive conclusions about why the program may have limited effect in some communities.

Past evaluation results also suggest that the Leadership Program is perceived by former participants to contribute to the high levels of capacity and cohesion apparent in some communities. Therefore increasing the human capital leadership and network resources in communities appears to affect another attribute of hub-communities: capacity. These results are not found in all communities, however. Statistical and interview data reveal that low capacity and prevailing issues in the community appear to limit the extent to which the program is perceived to have affected the community. Thus the opportunity for an increase in capacity to occur in communities as a result of the program may be affected by the low level of capacity already apparent in some communities. There may be other reasons for the limited impact of the Leadership Program on some communities, but with the current data those other reasons are not clear. Future analyses or data collection efforts could seek to better understand why disparate community outcomes exist.

The open-ended survey responses and the case study interview data from past participants corroborate the results discussed above regarding community impact of the Ford Institute Leadership Program. The most commonly cited impact of the Leadership Program on communities was on capacity, due to the increased number of effective community leaders and the expansion of networks the program fostered. Of the roughly 1,300 coded comments made to the open-ended survey question about perceived community impact of the Leadership Program, approximately 900 comments (69%) were about the effects of the program on the capacity of communities. Participants reported that they now have a cadre of engaged and effective community leaders acting in official leadership roles, as volunteers, or through organizations; have improved civic processes; see community members and organizations collaborating more; have a common language; and have more effective organizations in the community. Case study interviewees discussed that the presence of newly revitalized and trained leaders, who use networks to improve the ways they work in organizations, perform their jobs, and complete community projects, and who are now able to change organizations,

all represent new capacity in the case study communities. The examples provided below illustrate some of these points.

The most frequently cited community impact of the Leadership Program was the increased number of effective community leaders acting in official leadership roles, as volunteers, or through organizations. Two hundred thirty-eight (238) comments were made about this impact of the program on the community. The increased prevalence of effective community leaders was often discussed by respondents in conjunction with having more effective civic processes and local projects that run more smoothly, aspects of a community with capacity. The responses to the survey suggest that many past participants feel that a critical mass of effective leaders has been built by the program and that these people are making a difference in their communities. One participant stated it succinctly:

> *"The leadership class has really affected my community by making more leaders in it. Now thanks to them we have lots getting done in our community."*

Some respondents went so far as to refer to their fellow participants, who are now in community roles, as a team working toward the common good of the community. Frequent mentions were made that this team was often a group of people who were not previously part of the decision-making structure for the community. Many participants thus noted that the Leadership Program prompted an infusion of new blood into the circles of "movers and shakers" in the community. Due to their common experience and language from the Leadership Program there was a high sense of trust placed in these newly active community leaders that was implicit to the comments made by past participants. Respondents appear optimistic that their communities will improve as a result of the large number of trained and effective community leaders in positions of power in their community. With time, it will be possible to assess the extent to which infusing these trained leaders into new situations has affected the way in which communities face problems.

Interviewees and survey respondents went on to articulate that the program directly affected the cultures of their respective places, which is another aspect of community capacity.

Specifically, they talked about improvements in residents' attitudes towards their communities and their willingness to be involved in community affairs. In addition, they talked about how the program encouraged interaction and integration across previously divided lines in the community, improved unity and cohesion among residents, increased community awareness and pride, and provided focus around common goals.

With respect to the program encouraging interaction across previously divided lines in the community, close to 100 respondents spoke about the Leadership Program network providing them insight into other perspectives in the community and an opportunity to bond with people they would not normally have.[6] Participants then went on to talk about the diverse networks built via the Leadership Program inspiring unity in the community. This sense of increased unity among divided groups was often coupled with statements expressing hope for and examples of increased collaboration among community members, to work toward the common good. For example, one participant explained,

> *Gilliam County has historically been split between the two largest communities - one in the north, one in the south. These two populations now talk, cooperate and even collaborate on a variety of projects and endeavors that did not happen prior to our participation in FILP. Community and County leaders are more aware of the needs and issues in the opposite end of the County, and pre-conceived ideas or notions about how each side thinks, reacts or prioritizes have been broken down. In many cases, we're working together more cohesively than we have in decades.*

Many respondents felt that an important impact of the Leadership Program on the community was the bridges it built across geographic, ethnic, class, personality, and other lines. These bridges speak to the ability of the program to improve the capacity of rural communities to

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[6] One participant went so far as to criticize the Leadership Program's decision to have a separate Latino leadership class, because she or he felt that the opportunity for cross-cultural interaction was lost. *"I would be remiss if I didn't point out the rift created by Ford Institute Leadership Program's attempt to hold a separate Hispanic/Latino leadership training course. Many felt that this effort (essentially a shortened "Spanish" version of the regular Ford Institute Leadership Program curriculum) only served to increase a cultural divide that is already a challenge for our region. The great irony is that there were strong Latino/Hispanic/Culturally Diverse leaders already participating in the main class group. I think it can and should be argued that a community is not served when its diverse populations are further isolated. Instead, there needs to be more of an attempt from all parties to seek each other out."*

work together in the future on important issues that will require solutions from a diverse base of residents.

Cohesion and unity among residents was another often-cited effect of the Leadership Program on the culture and capacity of these rural communities (about 80 comments). Respondents used words like together, close, connected, whole, cohesive, and united to describe the ways they felt the program had affected their communities. Sometimes cohort projects were cited as having the secondary or tertiary effect of fostering a sense of unity within the community. Other times participants pointed to the interactions across physical and social boundaries, which the Leadership Program encouraged by having diverse participants, as cultivating a more cohesive and unified community. Other participants pointed to the simple act of getting community members all together for the Leadership Program classes as fostering unity and cohesion within the community.

As one individual articulated, "*I see more cooperation among the people in the group, and I think this unites the county more.*" In this example, the respondent views the improved unity in the county as a result of the unity among fellow program participants; in other words, this person perceives that the actions of program participants affect the whole community. It was not clear from the interviews and survey responses analyzed, however, the extent to which members of the community who had not participated in the program were feeling more connected with each other as a result of the Leadership Program. Future analysis should seek to verify these changes to the sense of cohesion and unity in these communities with non-participant residents.

Another way in which participants talked about the Leadership Program affecting the culture of their communities was by referring to now having a set of common goals or shared purpose within their communities. Approximately 25 comments were made to this effect, and inherent to them were sentiments that members of the community had become more organized and less turf oriented. Some respondents were explicit that they felt only past participants had

embraced the notion of a shared purpose or common goals, but others were optimistic that non-participants in the community had been similarly affected. Perhaps merely due to the sheer number of past participants in the community, these respondents felt that their communities as a whole had become more focused on realizing common goals. From these data it is impossible to tell the extent to which communities at large have been encouraged to adopt common goals for their futures, however. Future research should seek to examine the extent to which these program participants' actions, beliefs, and ideas have affected those of other residents or the extent to which the proliferation of program participants has affected the community at large.

The findings from the case studies and the past participant surveys discussed above suggest that the Leadership Program has affected the capacity of rural communities in some marked ways. Trained leaders are using their skills to get community work done and the culture in many communities has become more unified and civic-minded. Also apparent from this analysis is the need for verification of these community impacts by residents who have not participated in the Ford Institute Leadership Program.

These changes to the capacity of the communities are perceived to have occurred as a result of an external entity (the Ford Institute) allocating resources to the development of these communities' human capital (their residents' abilities to be effective leaders) and their connections to fellow residents. That investment changed the perceived ability of residents in many of the hub-communities to work together effectively. The pathway of Leadership Program influence on communities thus appears to be as follows: human and network resources were targeted and changed in hub-communities, these new resources interacted with one another and with pre-existing resources and capacity, and some communities went on to experience increased capacity as a result.

Community Process Engagement and Resulting Community Outcomes

Past participant responses to the open-ended survey question and interviews with past participants reveal that some have seen their communities engage in intentional processes to

make changes and they attribute the results thereof to the Leadership Program. These community processes were discussed in the context of the cohort project, or as being the result of organized groups of people rallying around an issue after the Leadership Program. Regardless of the mode of entre into community processes, in the circumstances when community processes were engaged as a result of the program, certain environmental, social, economic, or additional capacity outcomes were noted and attributed to the program by former participants.

On the open-ended survey question 333 coded comments (25% of the codes) attributed the Ford Institute Leadership Program to community efforts being undertaken that will address or have addressed social, economic, environmental, and capacity issues. The cohort projects were cited 160 times as the catalyst for Leadership Program impact in these ways, but some participants (75) talked about community actions they attribute to the program, outside of the cohort project, that have resulted in community changes. In the case study communities a similar distribution was observed; by and large the cohort projects were cited as the facilitating process by way community issues were addressed.

Most often, participants reported that the cohort project offered the opportunity for residents to engage in a community process to improve the physical (built or natural) environment in their communities. Some examples of the cohort projects undertaken include improvements to parks, creating welcome signs, improving playgrounds, constructing bioswales, creating bike racks, or establishing recycling programs. Two of the cohort projects in the Coastal Douglas hub-community improved parks, which improved the usability of these public spaces and the aesthetic qualities of the community. Improving the visible appeal of the central city in Coastal Douglas has been a high priority issue for part of the community over the past 10 years. Thus the park projects represent an example of how a Leadership Program community leveraged its newly acquired resources and capacity to affect the physical environment in ways desired by the community, and the cohort project served as the unifying impetus for the community to engage in a change process. Though these impacts do not represent the high-level

environmental changes the Ford Institute for Community Building desires, they may represent precursors to those larger changes.

Sometimes cohort projects were cited as facilitating efforts to affect social and less often economic changes to the community as well. The social and economic impacts of the cohort projects were predominantly discussed as a consequence of some physical improvement to the environment, such as cleaning up a park encouraged people to spend more time outdoors, adding lights to the downtown area resulted in improved public safety, or renovating an auditorium resulted in new opportunities for residents to convene and access cultural events, but also for non-residents to be drawn into the community and spend money there. There were some exceptions, however, such as in the Wallowa County case study community. One cohort project there brought artists into the classroom to enhance public school art education throughout the county at a time when the school districts could no longer afford art teachers. In this case, the goal of the cohort project was to improve youth access to art education, which is a social goal. Participants interviewed felt that this community process resulted in a number of additional outcomes, namely an increased sense of community among participating artists, the exposure of local youth to the possibilities of living and working in Wallowa County, financial benefit to some artists who found new clients for their artwork, and the cultivation of artistic talents among children. In sum, this cohort project is viewed to have improved the education, culture, sense of community, and to some extent the economic outlook for artists in Wallowa County. These social outcomes come closer to some of the indicators of vitality desired by the Ford Institute, but are not likely to be visible using the indicator metrics adopted by the Institute.

Some participants also felt that the cohort projects were responsible for inspiring community pride and hope among residents that other projects and issues could be tackled within the community. These outcomes represent additional capacity as a result of the program. Thus for all four of these community outcome types (environmental, social, economic, and capacity), the cohort projects are seen by many participants as providing the impetus for changes to the

community beyond the more immediate human, social, and capacity outcomes that the majority of participants attribute to the Ford Institute Leadership Program. The cohort project, in some cases, magnified the perceived impact of the program on communities because it engaged residents in a community process that produced something of benefit to the community.

In 39 of the 52 hub-communities represented in past participant surveys and case studies, at least one participant respondent discussed seeing fellow residents engage in community-initiated processes to affect change in their communities as a result of the Leadership Program. Some of these community-initiated projects respondents talked about seeing addressed issues like childcare affordability and quality, obesity, hunger, litter control, land use, library access, public gathering places, and establishment of community visions. Often, respondents talked about these community issues now being addressed as a result of past participants meeting each other in the training and reconnecting with one another after the conclusion of the cohort project. Participants were sometimes cited as reconvening with one another to work on a topic that was rejected during the cohort project selection process or represented a spin-off of the cohort project. Sometimes this reconnection of past participants involved working together to establish a new organization to tackle an issue, other times respondents talked about these new community projects being taken on by established organizations as a result of having Leadership Program graduates in their ranks. As these examples show, some past participants see social, environmental, economic, and capacity issues being addressed in their communities due to the Leadership Program. These actions are the result of program graduates leveraging their new networks, human capital, and capacity to initiate or participate in their own community processes, outside of the cohort project.

In sum, when participants discussed the impact of the Leadership Program on their communities in ways other than having increased networks, more effective community leaders, and greater capacity they did so citing outcomes of community processes, often cohort projects. Even though the cohort project is not designed to yield community benefit as its

primary goal, it is evident through participants' comments that they perceive it positively affecting communities. The cohort projects also appear to plant seeds in the community for more changes, as people sometimes used them as spring-boards for additional community initiatives. In many communities, the cohort project has been the only community process that the Leadership Program has inspired to affect the community beyond the networks, leaders, and capacity initially discussed.

Some respondents talked about the momentum for community efforts fading out after completion of the cohort project and others explained the limited effect of the program was a result of the program undermining existing leadership or perpetuating some divides in the community. For these reasons and probably others, the Leadership Program is not perceived as having facilitated the organizing of community members into groups to initiate or participate in community processes to affect change in all communities. On the other hand, some past participants attribute the networks built by the Leadership Program as providing the potential for community processes to be undertaken after the conclusion of the program, and in some circumstance these networks have been used to facilitate the initiation of processes to realize additional community outcomes.

The engagement in new community-initiated processes observed in Ford Institute Leadership Program hub-communities is the manifestation of increased capacity at the community level. The data reveal that some organized groups of individuals or coalitions of organizations are now working toward goals as a result of the Leadership Program. These actions are consistent with the desires of the program, to work toward community change, but sometimes the goals of these community processes are not consistent with the community vitality goals of the Ford Institute. While the Ford Institute for Community Building intends to influence community change, the Leadership Development Program was not specifically designed to accomplish this goal within the first five year program. The Pathways to Community Vitality Program may do a better job helping the Institute realize this goal, with its focus on inspiring community change.

It is important to note that the data analyzed and discussed here represent the perspectives of program participants and not the views from non-participant community members. As former participants may be somewhat biased in their assessment of program impact, these findings represent the upper-bound estimate of program impact. It is likely that non-participant members of communities are unable to ascribe this level of attribution to the Leadership Program, but it is also likely that they have witnessed some improvements to their communities, particularly via cohort projects. Future analysis of the case study data will focus on the extent to which non-participant residents of the two communities corroborate the findings discussed here.

Community Vitality Summary

In the case of the Ford Institute Leadership Program, leadership development appears to be directly affecting communities in distinct ways, but not all communities have been affected equally. By increasing the leadership skills of residents the program appears to almost universally increase the human capital resources in rural communities. By bringing together a large and diverse group of fellow residents, who form cohorts and get to know one another, the program increases the quantity and diversity of rural community networks. The changes to human capital and network resources then appear to trigger a change to the perceived levels of capacity in most of the Leadership Program's hub-communities. In some communities that is where the pathway of program influence appears to end, but in others the pathway continues. In those where the program's influence continues there appears to be a conscious leveraging of the improved capacity to engage in community processes, which are perceived to affect environmental, social, and to some extent economic attributes. It is unlikely that those changed attributes would translate to improved community vitality indicator scores, however, due to the high-level nature of the Institute's indicators and the limited nature of the changes occurring in the community. The findings from the past participants surveys suggest the influence of the program is affected by the levels of capacity and cohesion pre-existing in the communities. It appears that it has been more difficult for the Ford Institute Leadership Program to affect capacity, social, economic, and environmental outcomes in places where existing capacity and cohesion were low.

What suggestions do past Leadership Program participants have for future Ford Family Foundation support in their communities?

On the open-ended portion of the past participant survey respondents were asked to comment on ways they felt The Ford Family Foundation could support them as community leaders, their organizations, or their communities in the future. Of the 1,200 respondents to the past participant survey 817 made some comment on this question. Some of the comments were simply that they did not know what the Foundation could do or that the Foundation should simply keep doing what it was doing, without specific details as to what it should continue doing. The other comments reported by participants were much more detailed, and spanned 21 broad themes. Figure 5 below shows the number of comments made in each of these 21 theme categories. See Appendix 11 for a list of all of the comments respondents made that relate to each of the top five suggestion theme categories.

Figure 5

Suggestions for Future Ford Family Foundation Support
Source: Open-ended Responses on LD Past Participant Surveys, n = 817; 901 coded comments
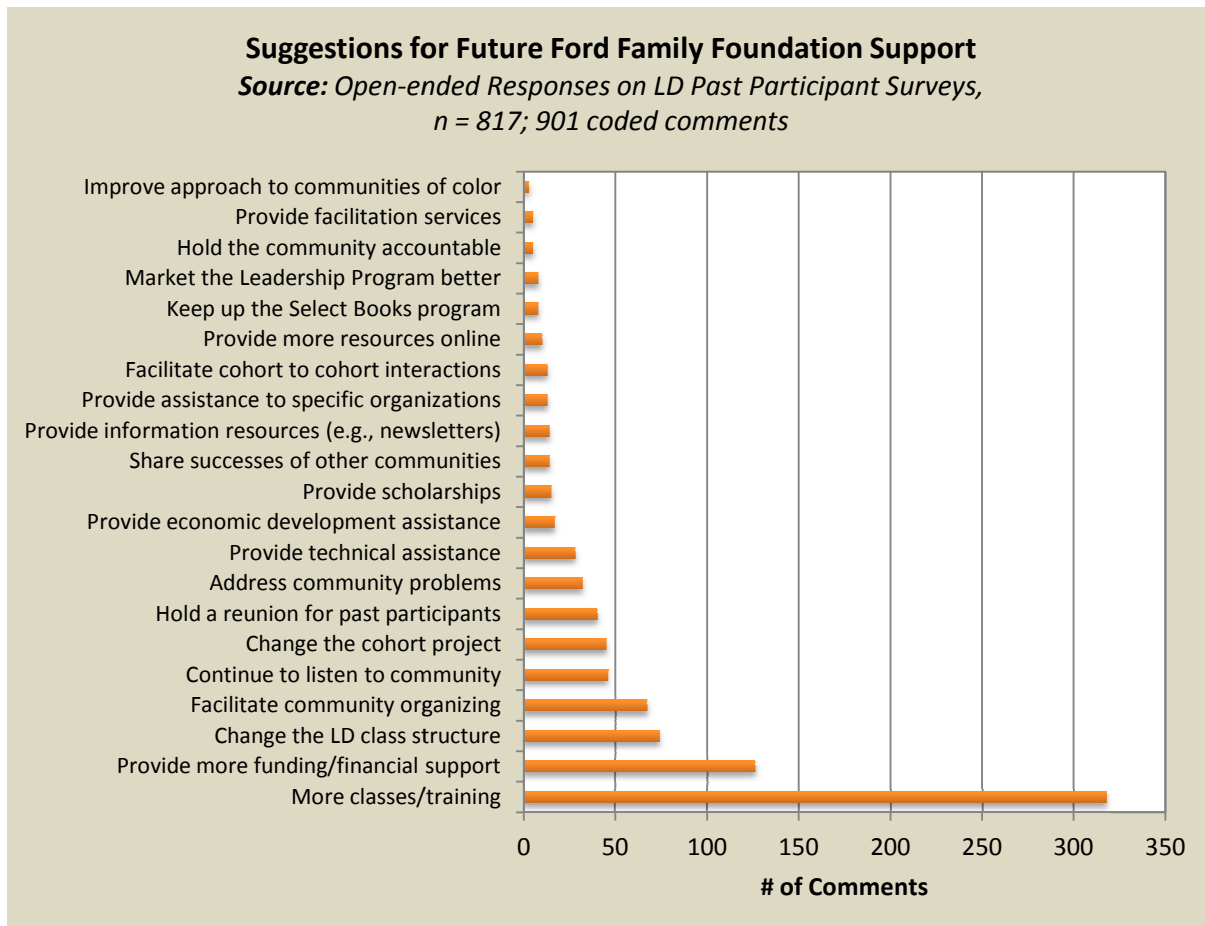
As Figure 5 shows, the most frequently cited suggestion for future efforts of The Ford Family Foundation was for more classes and trainings; over 300 comments mentioned the desire for more classes in the community. The next most commonly cited suggestions were for the Foundation to provide financial support to organizations and for projects in the community, make some changes to the structure of Leadership Program classes, and to facilitate community organizing in some fashion. Though these were the next most commonly cited suggestions their volume paled in comparison to that of the requests for more classes. Combined, these four suggestions represented 65% of all the 899 coded comments. The remaining 17 types of suggestions listed on the figure were each cited fewer than 50 times, and therefore do not reflect the opinions of a sizeable group of past participant respondents regarding suggested changes. That said, the Institute may already be making changes to the Leadership Program in ways related to these minority suggestions, in which case it may be useful to highlight some of the suggestions participants made in these regards. Detail regarding the comments respondents made about the top four suggestions will be outlined below. In addition, comments regarding the cohort project will be outlined in some detail below.

More Classes and Trainings

As Figure 5 showed, the most popular request for additional Foundation support was for more classes and trainings. Many of these comments (over 80) were simply generic requests to continue offering classes, without any detail about the type of classes they should be or who they should serve. Aside from those comments, however, the majority (about 230) did identify particular types of further training participants wished the Foundation could provide. About a third of these more detailed comments (73 comments) were requests for more in-depth training on specific topics. Many of these requests were for training on topics typically covered in the Leadership Development (LD), Effective Organizations (EO), or Community Collaborations (CC) classes like fundraising, volunteer recruitment, starting a non-profit, non-profit management, conflict resolution, collaboration, leadership, and board management. Instead of a desire for repetition of traditional program classes respondents expressed a desire for the topics to be taught in a condensed and higher-level format, concentrating on the newest developments in the topic or more detail. In addition to more in-depth training in topics

currently covered in the Leadership Program, some respondents expressed a desire for the Foundation to provide specific, focused classes on other topics like finding and applying for grants, issues facing rural communities, economic development strategies, community development strategies, fighting racism in communities, writing business plans, and social networking. Though not tallied specifically, trainings in finding and applying for grants appeared to be the most popular of these requests.

In addition to requests for more in-depth training on specific topics, close to 60 respondents requested refresher classes for Leadership Program graduates and past participants. Respondents suggested that the refresher classes cover the same topics that were taught in LD, EO, or CC, and thus help past participants remember what they learned and serve as an opportunity to revitalize and reunite the group. As one respondent put it,

> *I ponder often how we can remind graduates of what they've learned. I've witnessed that many are not practicing the methods or using the insights the program delivered. How can we gather the past graduates together for a refresher course?*

As this respondent highlighted the need for refresher courses as a way to help encourage past participants to use the skills they learned and may have forgotten, other respondents talked about the need for refresher classes in response to changes in the leadership of the community, new projects occurring in the community, and the burn out that resulted from the cohort project. Thus for a variety of reasons a fair number of past participants articulated a desire for short classes or materials to help them recall the skills taught in the Leadership Development, Effective Organizations, and Community Collaborations classes so they may continue to apply them in their communities.

Quite often, the requests for refresher classes were made in conjunction with requests for trainings in specific topics, thus the two could be acted upon jointly by the Institute, though respondents were fairly clear in their desires for short format trainings. To meet these requests, the Institute might consider novel methods of content delivery along the lines of refresher classes. Though some respondents talked about these types of classes serving as a way to

reunite past graduates, there were many more who indicated they simply wanted the information. These individuals might be well served with periodic emails with motivational lessons about leadership, organizational management, or collaboration. In this manner, the Institute could serve the need for reminders about how to be an effective community leader at low cost.

The next most commonly cited suggestion related to offering more training in communities was for the Foundation to offer more classes to targeted groups in the community. Nearly 50 comments were made in this regard. The groups that respondents suggested targeting varied, but the most common suggestions were for trainings to be offered to groups comprised only of youth, elected officials, or specific organizations. Respondents often went on to clarify that they felt this type of targeted outreach would help their communities in specific ways. For instance, targeting the leadership development of youth was discussed as a way to help communities with older populations of established leaders plan for the succession of those leaders. Targeting elected officials was discussed by other participants as a way to make real changes to the ways in which some communities are governed. As one respondent put it,

> *Do more training for our elected leaders. They continue to create "solutions" for our community behind closed doors.*

For this respondent, participating in the Leadership Program is perceived as a way to help elected leaders understand the need for and how to be more transparent in their decision making, thus potentially transforming the way community decisions are made. For those who suggested targeting specific organizations, these respondents often went on to explain the need for such training as a way to improve the more influential organizations in the community. Thus the analysis of these comments suggests that for some past participants more trainings are needed in their communities for strategic groups, namely groups of individuals who currently hold the power in the community or who could hold that power in the future.

Finally, the least common suggestions for more classes and training in communities were general requests for more Leadership Development (40 comments) and more Effective

Organizations (17 comments) classes. These requests were rarely made in conjunction with refresher courses for past graduates, so these comments can be interpreted as requests for LD and EO classes for members of the community who have not yet experienced the Leadership Program.

Provide More Funding and Financial Support

The second most common broad suggestion (124 comments) was for the Foundation to continue granting funds or increase the amount of funds granted in Leadership Program communities. About half of the respondents who made this suggestion clarified that the Foundation should fund specific projects, organizations, or general projects to improve their communities. Some of the suggestions were very specific, like fund projects to promote county and regional collaboration, community garden projects, teen centers, community recreation centers, an update to kitchen facilities in a community center, the implementation of a watershed storage model, assistance to the schools, or improvements to the library or grange.

Aside from these comments, about 11 comments were made that seemed to reflect the notion that some past participants felt the Foundation should be very careful to continue to fund projects that are locally-appropriate and locally-identified. Some of these comments appeared to be fueled by respondents' knowledge about changes to the funding guidelines of the Foundation, away from broad-scale giving to more targeted giving. In fact, three respondents went so far as to suggest the Foundation relax its granting guidelines either to allow a broader array of community projects be funded or to allow communities just outside Siskiyou County, CA to receive funds. These respondents were clearly in the minority, however, as the vast majority of people who suggested the Foundation provide more funding were doing so without requests for changes to the guidelines of its grant-making. Overall, the frequency of these comments is not surprising, given the way the question was worded, the needs of resource-limited rural communities, and the fact that the survey was given to community members who are highly aware of the needs of their communities.

Change the Class Structure

Approximately 75 respondents to the question about ways the Foundation could continue to support leaders, organizations, or communities felt that changes to the structure of the Leadership Development classes would yield that support. Respondents suggested a variety of ways the class could be changed and the most common suggestions were for the diversity of class participants to be increased (more youth, more "helper" leaders, more people who are not yet involved with the community, more people who have plans to stay in the community, fewer people who have an agenda), the time commitment of the class to be reduced or explained more clearly before people sign up for the class, and for some changes to the curriculum to occur (less emphasis on the cohort project, adjust the class sessions to be topic-specific, and have a final class after completion of the cohort project). Other types of changes to the leadership class that were suggested by past participants included addressing youth participation in different ways, involving more of the elected leadership in the classes, offering the training to specific groups, utilizing community trainers more, making minor changes to the facilitator model used, and adjusting the geographic boundaries of some hubs or including new communities in the program. None of these specific types of suggestions for changes to the leadership class were spoken to by a large number of respondents, however, so it is difficult to suggest making any major changes based on the comments made by these respondents.

Facilitate Community Organizing

Nearly 70 respondents suggested that The Ford Family Foundation could further support their communities by facilitating community organizing efforts. Most often, the suggestions were for the Foundation to help convene either past graduates or community members at large to discuss ways they might collaborate on projects or be better networked with one another. Thirty-one comments were made on the survey that echoed this request of the Foundation to "*give guidance to the community on how to come together for one major project.*" Though the Community Collaborations class may provide some guidance in this regard, there were clearly some past participants who felt that more could be done by the Institute to help their communities organize around projects.

A small number of additional comments were made illuminating different ways past participants felt the Foundation could facilitate community organizing. In twelve comments respondents voiced a desire for the Foundation to help organize the community around strategic planning and in seven comments respondents requested that the Foundation help with community visioning efforts. One participant explained in some detail the strategic planning efforts he or she wished the Foundation could support:

> *I would eagerly participate in an on-going, long-range community planning training. A significant number of our graduates wish to make a determined effort to develop a more evenly distributed economic base for our community. Eco-tourism is one area everyone can agree on as being low impact and beneficial over the long term. It would be extremely helpful to have TFFF help a core group develop strategies for successful planning and marketing of our uniquely bio-diverse region.*

Though this comment ends with a request for the Foundation to help community members with a particular project, namely eco-tourism, the crux of the request is for the Foundation to facilitate the organization of community members so they may plan an economic development strategy for their community. This is a strategic planning effort, albeit an effort of limited scope. The requests for Foundation support for visioning efforts, by contrast, were much more general requests for help creating broad-based community visions. In a couple of these comments, respondents went on to explain that they felt visioning was needed because of recent or imminent changes to the composition of their communities. In these requests for Foundation help with strategic planning or visioning, it was apparent that respondents felt the Foundation could provide that support in different ways, such as direct facilitation services, trainings to residents so they can facilitate the efforts themselves, or funding to bring in outside facilitators or to pay for other costs associated with such efforts.

Change the Cohort Project

Forty-five respondents made suggestions regarding the cohort project in this portion of the survey. The most frequent suggestion (22 comments) was for there to be better follow-up with class members as they are working through the project. As one participant put it,

> *I think maybe during a community's project they should have a refresher class for a day to help keep people on track with the lessons that we were taught. Keep you focused on*

the training that you received. Just a "check in" day to see how things are progressing and to keep the group's heads on track.

Many of the people who suggested better follow-up during the cohort project voiced frustration with the project process and the way in which class members acted upon their frustrations by exiting the group or bullying others. These respondents felt that one or two follow-up trainings or facilitated meetings could have helped reduce that frustration.

Nine respondents suggested ways the structure of the cohort project could be adjusted to reduce the frustration produced by the current model. For example, these two comments reveal some concrete suggestions for changes to the process:

> *The whole group needs a location and a facilitator so each subgroup can share monthly reports, goals and needs for our project. Scheduling a meeting is very difficult if not scheduled before the regular sessions end. Reminder emails would be necessary.*

> *Our group never did form a core leadership team except by default, and I think that was a failing that meant some of us had to shoulder a heavier burden of work/responsibility.*

These comments suggest that some ways the project could be adjusted would be for class trainers to help the class set up timelines, the leadership structure, a communication plan, and meeting dates before the class ends. Establishing these plans before the end of class would teach the group how to set up a project plan, but also better set the group up for project completion. The established cohort project plan and process to create that plan could then serve as a model for participants to use in planning future projects.

Another way in which some respondents suggested changing the cohort project was to adjust the selection process. Ten comments were coded as relating to the cohort project selection process. Among these ten comments, there were conflicting views about what those changes should be, however. Some felt that the project should be made smaller so it can be easier to finish, while others suggested it should be made larger so it might address community needs. Those who felt the project should be larger went on to explain that they felt the chosen project was a waste of the community's and Foundation's time and resources. It is possible that these

individuals dropped out of the project group out of disinterest, but it was not clear from the comments that they did. It did seem that these individuals tended to have slightly more negative views of the Foundation, felt some embarrassment about the project itself, and felt that an inappropriate lesson about pushing an unneeded project through the community was taught. In the words of one respondent:

> *To me the bottom line is just because you [the Foundation] have good intentions and are willing to back them up with money, and the people you teach also have good intentions, that doesn't mean [the project] is something the community wants or need -- listening to the WHOLE community is very important. If the project isn't popular, don't take it as a challenge you have to overcome and ignore the community!!!*

On the opposite end of the spectrum, participants who felt the project should be smaller voiced concern that the large projects do not get completed, people get burned out, it takes up a lot of time for participants who may not have been interested in the project, and it may turn some participants off of participating in community projects later. From these comments, it seems that the negative repercussions of taking on projects that are deemed "too large" are greater than the negative repercussions mentioned as arising from taking on projects that are "too small" and perceived as unneeded by the community.

While there are many possible ways the cohort project could be adjusted, it seems wise to continue with the model of a small project and continue to explain that the project is a learning opportunity not an opportunity to change the community. To that end, perhaps removing the requirement for community match would be wise. Having the requirement for community match means that cohort members have to convince other community members to give of their time and money to complete a project that might not be needed in the community, all for the purpose of providing a learning opportunity for class participants. This is a slightly awkward position in which to place participants, and an unfair position in which to place resource-limited residents. Removing the $5,000 match requirement might reduce the sense of obligation some participants feel to do a project that yields substantial community impact, and would remove the need for community residents to spend $5,000 on a project that might be of little community value. In addition, having RDI facilitators or Community Trainers set up the

structure of the project before the end of the training sessions would be advisable. The recent policy changes to withhold class graduation until completion and conducting short follow-up sessions are both consistent with the suggestions made by respondents and represent sound ways to encourage participation in the learning opportunity.

Suggestions for Future Summary

In response to the open-ended question about how the Ford Family Foundation can continue to support community leaders, their organizations, and their communities, survey respondents suggested a large number of diverse options. Suggestions ranged from providing more training to providing support to address community problems. Most common were suggestions for more classes for yet-untrained community residents in the traditional or in modified Leadership Program formats and for past participants who might need a refresher course or are interested in exploring new leadership or community development topics. Slightly less common, but still popular, were requests for the Foundation to continue providing funding for community projects, for the Ford Institute Leadership Program to make some adjustments to the structure of the leadership development class, and for the Foundation or the Ford Institute to facilitate community organizing efforts in various ways. These four types of suggestions represented the majority of all suggestions made.

Based on the suggestions and comments made by respondents a variety of potential adjustments could be made to the first five years and later stages of the Leadership Program. Short-format, advanced training could be offered to past participants. More training could be offered to groups of individuals who currently hold the power in the community or who could hold that power in the future. Periodic emails with motivational lessons about leadership, organizational management, or collaboration could be sent to past participants. Funding for specific projects, organizations, or general projects to improve rural communities that are locally-appropriate and locally-identified could be continued. The Leadership Development class could be adjusted to increase the diversity of class participants, reduce or better explain the time commitment of the class, and modify the curriculum structure. The Foundation could help convene community members so they might collaborate on projects, help organize the

community around strategic planning, or help organize the community around community visioning efforts. And finally, the Ford Institute Leadership Program could make some adjustments to the cohort project that might reduce frustration, burn out, and attrition. It is important to note, that it seems that many of these suggestions are currently being pursued in the Pathways Program or have been implemented in recent semesters of the Leadership Program.

CONCLUSION

The results of the 2011 evaluation reveal that the Leadership Program is succeeding at developing leaders with the skills and desire to work effectively with one another. These trained leaders value their communities and are more willing to engage in community affairs as a result of the program, despite the barriers many of them face. Past evaluation findings and this year's community impact findings suggest that a significant number of past participants are engaging more effectively in their communities and that this engagement is improving the perceived capacity of these rural towns.

In many, but not all, communities the Leadership Program is perceived to have gone on to affect the environmental, social, and, to a limited extent, the economic conditions. Primarily, these changes have been the result of the cohort project, but in some instances they have been the result of former Leadership Program participants coming together and working on projects after the completion of the class(es). Though it is unlikely that these projects will yield changes large enough to be visible via the Ford Institute for Community Building's community vitality indicators, they do represent steps toward vitality. The Institute would be well-served to either revisit its indicators and choose those more sensitive to the changes likely to occur in communities, revise the time-frame in which change to the indicators are expected to be visible as a result of the Leadership Program, or provide more support to communities so they can more effectively leverage their improved capacity to realize large-scale environmental, social, and economic changes.

In addition to the findings regarding the impact of the Leadership Program on individuals and communities, the evaluation has also shed light on possible ways The Ford Family Foundation might go on to support rural communities in the future. The diversity of suggestions made by past Leadership Program participants reveals that The Foundation might make any number of additional investments in the community that would be perceived by residents as appropriate and useful.

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APPENDICES

Appendix 1: Leadership Development Response Rate by Community, Cohort, and Year

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Appendix 11: Suggestions for Future Ford Family Foundation Support

Appendix 1: Leadership Development Response Rate by Community, Cohort, and Year

Leadership Development Spring 2009 – Spring 2011 Communities					
Hub Community	Total in Analysis [a]	Total in Class	Response Rate	Semester/Year Participated in Program	Cohort
Bay Area	24	32	75%	Fall 2009	Cohort 3
Bay Area Youth[2]	12	22	55%	Fall 2009	Cohort 4
Cornelius[2]	20	32	63%	Fall 2009	Cohort 3
Hood River	12	18	67%	Fall 2009	Cohort 3
Oakridge/Westfir	8	13	62%	Fall 2009	Cohort 2
Ontario Region	18	26	69%	Fall 2009	Cohort 2
Veneta/Fern Ridge	20	23	87%	Fall 2009	Cohort 2
Wasco County	19	27	70%	Fall 2009	Cohort 2
Lower Columbia/Astoria/Warrenton	22	25	88%	Fall 2009	Cohort 1
Newport/Toledo	16	24	67%	Fall 2009	Cohort 1
Pendleton	13	21	62%	Fall 2009	Cohort 1
Roseburg	26	30	87%	Fall 2009	Cohort 1
Gates/Mill City	13	18	72%	Fall 2009	Cohort 4
Monmouth/Independence	17	29	59%	Fall 2010	Cohort 3
South Lincoln County	10	24	42%	Fall 2010	Cohort 3
Union County	17	28	61%	Fall 2010	Cohort 3
Winston/Dillard	17	23	74%	Fall 2010	Cohort 3
McKenzie River	17	28	61%	Fall 2010	Cohort 2
LaPine	17	24	71%	Fall 2010	Cohort 2
Newberg	20	27	74%	Fall 2010	Cohort 2
North Curry County	13	29	45%	Fall 2010	Cohort 2
Wild Rivers Coast (South Curry/Del Norte)	13	21	62%	Fall 2010	Cohort 2
Dallas/Falls City/Kings Valley	13	22	59%	Fall 2010	Cohort 1
Illinois Valley/Cave Junction	21	32	66%	Fall 2010	Cohort 1
Silverton/Mt. Angel	9	21	43%	Fall 2010	Cohort 1
Wheeler County	12	24	50%	Fall 2010	Cohort 1
Bandon	18	26	69%	Spring 2009	Cohort 3
Vernonia	18	24	75%	Spring 2009	Cohort 3
Wallowa County	21	28	75%	Spring 2009	Cohort 3
Gilliam County	16	19	84%	Spring 2009	Cohort 2
Yreka	19	24	79%	Spring 2009	Cohort 4
Cascade Communities (Turner/Aumsville)	11	18	61%	Spring 2009	Cohort 1
Florence[1]	18	39	46%	Spring 2009/2011	Cohort 2/3
South Columbia County[1]	21	40	53%	Spring 2009/2011	Cohort 2/3
South Siskiyou County[1]	26	49	53%	Spring 2009/2011	Cohort 2/3
Ashland/Phoenix/Talent[1]	33	47	70%	Spring 2009/2011	Cohort 1/2
Jefferson/Scio[1]	36	50	72%	Spring 2009/2011	Cohort 1/2
West Valley/Willamina/Sheridan/Grande Ronde[1]	37	56	66%	Spring 2009/2011	Cohort 1/2
Baker County	16	30	53%	Spring 2010	Cohort 3
East Linn	11	26	42%	Spring 2010	Cohort 3
Tillamook	11	20	55%	Spring 2010	Cohort 3

Leadership Development Spring 2009 – Spring 2011 Communities					
Hub Community	Total in Analysis [a]	Total in Class	Response Rate	Semester/Year Participated in Program	Cohort
Grant County	11	23	48%	Spring 2010	Cohort 2
Sisters	22	27	81%	Spring 2010	Cohort 2
White City	10	17	59%	Spring 2010	Cohort 2
Applegate Valley	21	27	78%	Spring 2010	Cohort 1
Klamath Falls	27	43	63%	Spring 2010	Cohort 1
South Benton	18	29	62%	Spring 2010	Cohort 1
South Jefferson County	13	24	54%	Spring 2010	Cohort 1
Coastal Douglas	16	27	59%	Spring 2010	Cohort 4
Grants Pass	27	35	77%	Spring 2011	Cohort 1
Molalla	22	28	79%	Spring 2011	Cohort 1
Morrow County	20	27	74%	Spring 2011	Cohort 1
Woodburn/Donald/Aurora	10	16	63%	Spring 2011	Cohort 1
Total	**948**	**1,462**	**65%**		

[a]Total in Analysis is the total that were able to be matched in all data sources: Application, FICB/MicroEdge, and LD Outcome Survey. [1]Six communities had two cohorts of LD between Spring 2009 and Spring 2011 [2]Two communities had all youth classes in Fall 2009.

Participants by Cohort		
Cohort	Total	Percentage
1	363	38%
2	287	30%
3	238	25%
4	60	6%
Total	**948**	

Participants by Year		
Year	Total	Percentage
2009	427	45%
2010	372	39%
2011	149	16%
Total	**948**	

Appendix 2: *Cronbach's Alpha* **Coefficients for Pre and Post Training Concept Groups**

Concept Groups	Number of Items	Alpha Pre/ Before	Alpha Post/ After
Competence			
Community	5	.79	.88
Communication	4	.60	.73
Working with Groups	10	.83	.91
Project Management	6	.81	.88
Networking	3	.68	.77
Belief and Behavior			
Self-Reflection	6	.74	.80
Relating to Others	5	.76	.83
Communication	3	.67	.71
Community	6	.83	.87
Networking	4	.79	.86
Motivation			
Governance	5	.75	.82
Collaborate	3	.78	.84
Support Organizations	2	.57	.66
Serve Others	2	.80	.85
Be a Community Leader	5	.83	.89
Cronbach's alpha coefficients were used to measure the internal reliability of the concept groups. An alpha of .60 to .70 indicates an acceptable reliability and .80 or higher indicates a good reliability. All concepts were found to have an acceptable internal consistency.			

Appendix 3: Means, Standard Deviations, and Cohen's *d* for Competence Concept Groups

Competence Concept Groups and Items	N	Pre/ Before		Post/ After		Difference	Cohen's d
		Mean	SD	Mean	SD		
Community	**947**	**2.21**	**0.69**	**3.21**	**0.50**	**1.00**	**1.18**
Understanding the economic and social conditions in your community	947	2.37	0.88	3.18	0.66	0.82	0.75
Identifying community needs and assets	946	2.26	0.83	3.28	0.64	1.03	0.98
Investigating solutions to community problems	942	2.14	0.81	3.17	0.66	1.03	0.98
Building awareness of community issues	944	2.19	0.84	3.16	0.70	0.97	0.88
Identifying elements of a vital rural community	945	2.08	0.84	3.25	0.70	1.17	1.07
Communication	**947**	**2.66**	**0.65**	**3.35**	**0.45**	**0.68**	**0.87**
Public speaking in a variety of settings	944	2.62	0.99	3.18	0.80	0.55	0.43
Emphasizing the positive aspects of a problem or situation	945	2.61	0.84	3.38	0.62	0.77	0.74
Engaging in active listening	946	2.81	0.85	3.52	0.59	0.71	0.69
Giving and receiving constructive feedback	946	2.61	0.80	3.30	0.64	0.70	0.68
Working with Groups	**947**	**2.38**	**0.63**	**3.28**	**0.43**	**0.91**	**1.19**
Working with different personality types	947	2.63	0.84	3.52	0.61	0.89	0.86
Understanding your strengths and weaknesses as a community leader	945	2.44	0.82	3.52	0.59	1.07	1.06
Facilitating group discussions	946	2.39	0.93	3.12	0.76	0.73	0.61
Delegating responsibilities within groups	944	2.49	0.88	3.24	0.70	0.76	0.67
Coordinating responsibilities across groups	947	2.35	0.88	3.13	0.72	0.78	0.69
Building consensus within groups	944	2.29	0.83	3.25	0.70	0.96	0.88
Utilizing effective meeting techniques	945	2.27	0.88	3.24	0.66	0.97	0.88
Managing conflicts	945	2.31	0.85	3.09	0.69	0.78	0.71
Developing a shared vision within a group	945	2.39	0.82	3.35	0.65	0.96	0.91
Working with others to define a vision for your community	947	2.22	0.83	3.38	0.67	1.16	1.09
Project Management	**947**	**2.22**	**0.71**	**3.07**	**0.53**	**0.85**	**0.96**
Setting project goals	947	2.59	0.83	3.38	0.63	0.80	0.77
Using strategic project planning techniques	945	2.18	0.83	3.11	0.68	0.93	0.87
Developing project budgets	943	2.14	1.00	2.90	0.82	0.76	0.59
Marketing a project	943	2.21	0.98	3.03	0.79	0.81	0.65
Involving stakeholders in activities	944	2.02	0.87	3.04	0.76	1.02	0.89
Recruiting and retaining volunteers	942	2.19	0.88	2.94	0.73	0.76	0.66
Networking	**947**	**2.30**	**0.74**	**3.19**	**0.57**	**0.89**	**0.95**
Coaching and mentoring others	946	2.43	0.91	3.11	0.73	0.68	0.58
Networking within a group of community members	945	2.36	0.88	3.37	0.68	1.01	0.91
Networking with people from other communities	947	2.11	0.89	3.08	0.79	0.97	0.81
Competence Section	**947**	**2.35**	**0.59**	**3.22**	**0.40**	**0.88**	**1.23**

Dependent t-tests were used to calculate significance levels. **All results were significant at *p* < .05**, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .50 indicates a moderate effect.

Appendix 4: Means, Standard Deviations, and Cohen's *d* for Behavior Concept Groups

Belief and Behavior Concept Groups and Items	N	Pre/ Before		Post/ After		Difference	Cohen's d
		Mean	SD	Mean	SD		
Self-Reflection	**942**	**2.54**	**0.61**	**3.46**	**0.41**	**0.93**	**1.26**
Think about how your personality affects your leadership behaviors	942	2.59	0.83	3.60	0.57	1.01	0.99
Consider how your beliefs influence your leadership behavior	942	2.58	0.84	3.50	0.63	0.92	0.88
Change previously held beliefs when presented with new information	939	2.62	0.81	3.29	0.68	0.67	0.64
Recognize your strengths as a community leader	939	2.34	0.87	3.41	0.64	1.07	0.98
Recognize your limitations as a community leader	936	2.51	0.88	3.46	0.61	0.96	0.90
Stay committed even when things go wrong	938	2.59	0.91	3.53	0.57	0.94	0.88
Relating to Others	**941**	**2.76**	**0.64**	**3.61**	**0.40**	**0.85**	**1.12**
Value new ways of thinking about community issues	940	2.62	0.81	3.56	0.57	0.94	0.95
Consider how your behavior affects working with others	941	2.70	0.81	3.62	0.54	0.93	0.95
Value others' ideas, opinions, and perspectives	941	2.97	0.79	3.67	0.53	0.70	0.74
Share leadership responsibilities among group members rather than be "in charge"	936	2.54	0.92	3.53	0.62	0.99	0.89
Respect the opinions and beliefs of people who are different from yourself	939	2.95	0.84	3.65	0.53	0.70	0.70
Communication	**941**	**2.78**	**0.68**	**3.58**	**0.45**	**0.80**	**0.98**
Share your ideas with others in a variety of settings	940	2.60	0.91	3.49	0.62	0.89	0.81
Listen carefully to what others have to say	940	2.89	0.82	3.63	0.55	0.73	0.74
Encourage others to share opinions	940	2.84	0.85	3.63	0.55	0.79	0.78
Community	**941**	**2.66**	**0.72**	**3.55**	**0.46**	**0.89**	**1.04**
Feel pride in your community	941	2.83	0.89	3.64	0.60	0.81	0.76
Value the history, culture, and traditions of your community	940	2.86	0.92	3.62	0.60	0.76	0.69
Feel a strong sense of civic responsibility	941	2.72	0.98	3.56	0.63	0.84	0.72
Believe you can make a difference in your community	939	2.67	0.97	3.64	0.60	0.97	0.85
Consider how community decisions affect the local environment and regional economy	939	2.57	0.89	3.53	0.60	0.95	0.89
Work to ensure that the basic needs of community residents are met	938	2.33	0.93	3.32	0.69	0.99	0.86
Networking	**941**	**2.28**	**0.77**	**3.38**	**0.54**	**1.09**	**1.16**
Encourage others to participate in community leadership	940	2.49	0.90	3.55	0.61	1.06	0.97
Encourage youth to participate in community leadership	938	2.46	0.95	3.55	0.65	1.09	0.95
Actively develop networks to assist with community building	936	2.13	0.90	3.25	0.73	1.12	0.97
Seek resources outside of your community to assist with community building	938	2.06	0.92	3.16	0.77	1.11	0.92
Belief and Behavior Section	**942**	**2.60**	**0.58**	**3.52**	**0.37**	**0.91**	**1.33**

Dependent t-tests were used to calculate significance levels. **All results were significant at *p* < .05**, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .50 indicates a moderate effect.

Appendix 5: Means, Standard Deviations, and Cohen's *d* for Motivation Concept Groups

Motivation Concept Groups and Items	N	Pre/ Before Mean	Pre/ Before SD	Post/ After Mean	Post/ After SD	Difference	Cohen's d
Governance	**934**	**2.40**	**0.77**	**3.13**	**0.60**	**0.72**	**0.74**
Engage in community affairs	933	2.56	0.97	3.49	0.65	0.94	0.80
Run or apply for public office	926	1.65	0.99	2.17	1.09	0.52	0.35
Vote in elections	923	3.34	1.01	3.69	0.70	0.35	0.29
Become an advocate for a policy or issue	932	2.33	1.05	3.17	0.86	0.84	0.62
Participate in long-term public processes, despite the presence of conflict and differences of opinion	931	2.16	1.02	3.12	0.86	0.96	0.72
Collaborate	**934**	**2.57**	**0.83**	**3.56**	**0.52**	**1.00**	**1.02**
Help mobilize community members to work together on a common goal	933	2.34	0.96	3.41	0.72	1.07	0.90
Work with others in your community	933	2.92	0.89	3.74	0.50	0.82	0.80
Work with others to improve rural communities	934	2.45	0.98	3.54	0.65	1.10	0.93
Support Organizations	**934**	**2.49**	**0.91**	**3.38**	**0.65**	**0.89**	**0.79**
Participate in fundraising efforts in your community	932	2.60	1.01	3.47	0.72	0.87	0.70
Serve on community task forces or boards	933	2.37	1.09	3.29	0.84	0.92	0.66
Serve Others	**934**	**3.06**	**0.84**	**3.69**	**0.50**	**0.63**	**0.65**
Serve others in your community	934	3.00	0.89	3.64	0.57	0.64	0.60
Volunteer in your community	932	3.11	0.91	3.74	0.53	0.63	0.60
Be a Community Leader	**934**	**2.50**	**0.83**	**3.46**	**0.57**	**0.96**	**0.96**
Work to improve the social conditions in your community	932	2.55	0.99	3.50	0.68	0.94	0.78
Work to improve the economic conditions in your community	934	2.49	1.00	3.45	0.72	0.96	0.78
Work to improve the environmental conditions in your community	932	2.57	0.99	3.44	0.74	0.87	0.71
Learn more about community leadership	934	2.48	0.99	3.55	0.68	1.07	0.89
Be a community leader	934	2.40	1.07	3.38	0.81	0.98	0.73
Motivation Section	**934**	**2.55**	**0.73**	**3.40**	**0.48**	**0.85**	**0.96**
Dependent t-tests were used to calculate significance levels. **All results were significant at *p* < .05**, indicating that there is a statistically significant difference between the means for the pre-test and post-test. Cohen's *d* statistic greater than .50 indicates a moderate effect.							

Appendix 6: Stepwise Ordinary Least Squares Regression Methodology

In the analysis of Leadership Development past participant and Effective Organizations background and outcome data, a stepwise regression technique was employed to facilitate the specification of a parsimonious statistical model. Without a hypothesis or theory to test, stepwise regression techniques can be useful to researchers using an inductive approach to data analysis. In this approach, the researcher allows patterns in the data to emerge and inform the construction of theories about the topic.[7] Little theoretical work has been done to suggest ways in which individual characteristics might be associated with leadership or organizational management learning and behavior outcomes. Therefore it follows that this research effort would take a more inductive approach to examining the data. The results of this effort can then be used to help develop theories and hypotheses about how organizational management learning and behavior changes are influenced by certain attributes of individuals.

Stepwise regression models use the same estimation techniques as traditional Ordinary Least Squares (OLS) methods, but test each variable before including it in the model leading to fewer dependent variables. The models yield statistical estimates of the relationship between independent variables and the outcome (or dependent) variable, holding other factors in the model constant. OLS regression is able to isolate a "more pure" association between two variables than correlation analysis because factors that may be somewhat associated with the two variables are held constant in the model. With OLS methods it is possible to examine the extent to which a unit increase in an independent variable, like income, affects the outcome variable, net of other factors that vary across individuals. The stepwise approach to OLS regression proceeds from the idea that it is possible to arrive at a parsimonious and efficient model that estimates the relationship among a variety of variables by systematically omitting variables from the model that are not significantly associated with the outcome variable.

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[7] A deductive research approach, by contrast, proceeds first from a theory about the topic and data analysis tests the extent to which that theory is apparent in the data.

Stepwise regression starts by running an OLS regression on a model that contains many independent variables. Then the variable that has the highest p-value in the model (the least statistical significance) is noted and removed from the next version of the model to see if the significance of other variables has been affected. If there are insignificant variables in the next model, the least significant is removed again, and the model is re-run. This process continues until the only variables left in the model are those that are significant at a set p-value (a significance at the $p < .05$ level was used in this report). That final model is considered efficient because it contains only the variables that explain some variation in the outcome variable and does not include variables that contribute nothing to our understanding about how factors are related to the outcome.

For this analysis, the stepwise technique was used to illuminate the variables that are significantly associated with the outcome variables of interest. The final model was then modified slightly to reintroduce necessary omitted variables. The stepwise technique, run using STATA statistical software, does not recognize multiple category variables, like a participant's affiliation in organizations. When the model is run, these variables can become omitted if they are not statistically significant in explaining variation in the outcome variable, but this compromises the integrity of the model. All of the categories of organizational affiliation need to be included for proper interpretation of the data if one of the categories is significant. In addition, the stepwise regression limits the sample size of the data being analyzed to individuals who do not have missing values for any of the variables included in the first full model. This can decrease the sample size substantially and reduce the robustness of the model. For these reasons, after the stepwise technique revealed the significant variables, the model was re-run to include necessary omitted variables and more respondents.

Though convenient for data analysis that proceeds without a theoretical backdrop, stepwise regression has some pitfalls associated with it. The foremost is the overreliance on the data to illuminate potential theories or hypotheses about the topic of interest. Just because two variables are statistically associated with each other does not necessarily mean that they are

indicative of a generalized social phenomenon. There may be some other factor that mediates the relationship between the two variables and this factor may be omitted from the model. Concluding that the included independent variable represents the relationship between it and the dependent variable may be premature, without further analyses of the variable itself and its relationship to other factors that may be more important predictors of the outcome. It is for this reason that many researchers prefer a deductive approach to data analysis and argue that a stepwise approach inappropriately informs theory.

Statistically, stepwise regression also suffers from other problems articulated by statisticians. One problem is that the method may artificially inflate the R-squared values, which indicate the amount of variation in the outcome variable that is explained by the model's independent variables. Another is that the method may not yield the most appropriate model, with the right predictors, if there are independent variables that are highly correlated with each other (at .8 or higher). In addition, the method may produce confidence intervals for the estimated effects of an independent variable on the outcome variable that are too narrow, suggesting more precision than necessary. These problems indicate that interpretation of the findings from the stepwise regressions should be careful and conservative.

Despite these pitfalls, the stepwise technique was used for this analysis because of the lack of prior empirical work on the outcomes of interest. The interpretation of stepwise regression findings in this report will be tempered by the shortcomings of the method.

Appendix 7: Demographic and Class-Level Characteristics of Past Participants

Demographic and background data were available for the majority of the 948 Leadership Development participants. Below is a summary of who they are and what they have done as well as information about the classes in which they participated.

Who They Are

Race/Ethnicity, N = 930		
	N	%
White	797	86%
Black/African American	4	< 1%
Asian/Pacific Islander	9	< 1%
Native American, Non-Hispanic	16	2%
Hispanic-Latino	77	8%
Biracial	27	3%

Age at time of Application, N = 937		
	N	%
14–18 years	183	20%
19–24 years	34	4%
25–35 years	130	14%
36–49 years	222	24%
50–70 years	346	37%
Over 70 years old	22	2%

Education, N = 939		
	N	%
Less than High School	7	1%
Currently in High School	173	19%
HS Graduate/GED	66	7%
Some College	256	27%
Associate's Degree	68	7%
College Graduate	218	23%
Graduate Studies	151	16%

High School Level, N = 159		
	N	%
Freshman	19	12%
Sophmore	40	25%
Junior	67	42%
Senior	33	21%

Employment			
	N	Yes	Percentage
Employed for Pay	845	593	70%
Unemployed, but seeking	845	86	10%
Unemployed and not seeking	845	166	20%
Retired	938	132	14%
Self-Employed	927	219	24%

Community Tenure (Years in Community), N = 941		
	N	%
0–5 years	270	29%
6–10 years	172	18%
11–15 years	156	17%
16–20 years	125	13%
21–30 years	112	12%
31–40 years	73	8%
41–50 years	14	1%
over 50 years	19	2%

Family Income, N = 639		
	N	%
Less than 19,999	64	10%
20,000-39,999	165	26%
40,000-74,999	245	38%
75,000-149,999	125	20%
Greater than 125,000	40	6%

Note: Family income not reported by Fall 2009 participants.

Myers-Briggs Type Indicator® (MBTI), N = 844						
MBTI Type	N	%	MBTI Type	N	%
ENFJ	85	10%	INFJ	46	6%
ENFP	142	17%	INFP	78	9%
ENTJ	58	7%	INTJ	44	5%
ENTP	65	8%	INTP	45	5%
ESFJ	43	5%	ISFJ	44	5%
ESFP	32	4%	ISFP	26	3%
ESTJ	45	5%	ISTJ	47	6%
ESTP	19	2%	ISTP	25	3%

The Myers-Briggs Type Indicator® (MBTI) is a personality questionnaire designed to identify certain psychological differences. The MBTI inventory is used to help participants better understand how they and others respond in different situations.

Temperament Types, N = 844		
	N	%
NF-Idealist	351	42%
NT-Rationals	212	25%
SJ-Guardian	179	21%
SP-Artisan	102	12%
The sixteen MBTI preferences can also be categorized into four temperament types: SJ-Guardians, SP-Artisans, NF-Idealists, and NT-Rationals.		

What They Have Done

Involvement in Community Organizations				
	N	Mean	SD	Range
Number of Organizations*	948	2.20	1.57	0 – 5
Average total hours per month with all organizations	750	30.46	37.10	1 – 298
Total hours per year work with organizations	750	365.52	445.16	1 – 3576
Average length of time with organizations	788	4.76	4.78	0 – 70
*Number of organizations was limited to a maximum of five.				

Prior Leadership Experience			
	No	Yes	%
Had been elected or appointed official	89	848	10%
Had leadership experience prior to LD	430	515	54%

Participation in Leadership Program-Related Activities		
	N	%
Cohort 1	363	38%
Cohort 2	288	30%
Cohort 3	237	25%
Cohort 4	60	6%
Conference of Communities	305	32%
Effective Organizations	81	9%
Community Collaborations	32	3%
Initial Community Contact	9	1%
Nominator	67	7%
Regards to Rural	3	< 1%
Regional Conferences	1	< 1%
Community Trainers	3	< 1%
Economic Vitality Forums	10	1%
Cultivando	4	< 1%
Note: each category out of 948 participants.		

Participant Dosage, N = 948		
	N	**%**
Only Leadership Development training	882	93%
More than Leadership Development training	66	7%
Note: Dosage for only the three core components of the Ford Institute Leadership Program: Leadership Development, Effective Organizations, and Community Collaborations.		

Class-Level Characteristics

Leadership Development Class-Level Characteristics			
	Mean	**SD**	**Range**
Class Size	25	5.32	$13 - 44$
Percentage of Class Female	66%	10%	$46 - 88\%$
Percentage of Class Youth	23%	18%	$0 - 100\%$
Average Number of Youth	6	5.08	$0 - 32$
Average Number of Community Trainers per Class*	4	2.24	$0 - 9$
Percentage of Classes led by Community Trainers	64%	--------	--------
*Calculated for only cohorts with Community Trainers (cohorts 2-4)			

Appendix 8: Results of OLS Regression on Difference in Competence Pre to Post

Standardized (β), Standard Errors, and Unstandardized (B) Coefficient Effects of Significant Individual and Class Characteristics on Difference in Competence from Pre to Post

	Competence Section		Community		Communication		Working with Groups		Project Management		Networking	
	N = 756		N = 918		N = 924		N = 768		N = 942		N = 768	
	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)
Pre-Training Variables												
Pre-Training Level	−.63(.02)	−.73	−.65(.00)	−.72	−.65(.02)	−.74	−.69(.02)	−.75	−.61(.02)	−.70	−.58(.02)	−.65
Individual-Level Variables												
Female	.08(.03)	.08	.09(.03)	.06	-----	----	.07(.03)	.06	-----	----	.13(.04)	.09
Employed	.08(.03)	.06	-----	----	-----	----	.11(.04)	.08	-----	----	.12(.05)	.08
White Race/Ethnicity	−.10(.04)	−.07	−.12(.04)	−.06	−.12(.04)	−.06	-----	----	-----	----	-----	----
Youth[1]	.13(.04)	.09	-----	----	-----	----	.07(.04)	.10	-----	----	.16(.06)	.09
Previous Leadership Experience	-----	----	-----	----	.06(.03)	.05	-----	----	-----	----	-----	----
Class-Level Variables												
Percentage of Class Youth	-----	----	-----	----	-----	----	-----	----	.18(.08)	.05	-----	----
R²	.56		.53		.54		.57		.49		.45	

Note: Only reporting for characteristics that are significant at $p < .05$. [1]Considered Youth if 18 years or younger. [2]Compared to participants with MBTI Idealist temperament type. [3]Compared to participants in Cohort 1.

Appendix 9: Results of OLS Regression on Difference in Beliefs and Behaviors Pre to Post

Standardized (β), Standard Errors, and Unstandardized (B) Coefficient Effects of Significant Individual and Class Characteristics on Difference in Belief and Behavior from Pre to Post

	Belief & Behavior Section N = 765		Self-Reflection N = 932		Relating to Others N = 934		Communication N = 934		Community N = 916		Networking N = 776	
	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)
Pre-Training Variables												
Pre-Training Level	−.75(.02)	−.80	−.76(.02)	−.81	−.76(.02)	−.81	−.78(.02)	−.79	−.71(.02)	−.78	−.72(.02)	−.75
Individual-Level Variables												
Female	.12(.03)	.10	.10(.03)	.08	.10(.03)	.08	.13(.03)	.09	.10(.03)	.07	.15(.04)	.09
Employed	.09(.03)	.07	-----	----	-----	----	-----	----	-----	----	.20(.04)	.12
White Race/Ethnicity	−.11(.03)	−.07	-----	----	-----	----	-----	----	−.10(.04)	−.05	-----	----
Previous Leadership Experience	-----	----	.06(.03)	.05	-----	----	-----	----	-----	----	-----	----
MBTI Artisan[1]	−.13(.04)	−.07	−.09(.04)	−.05	−.08(.04)	−.04	-----	----	−.10(.04)	−.05	-----	----
MBTI Guardian[1]	−.07(.03)	−.05	−.07(.03)	−.05	−.08(.03)	−.05	-----	----	-----	----	-----	----
Class-Level Variables												
Cohort 2[2]	-----	----	-----	----	-----	----	-----	----	-----	----	−.11(.05)	−.07
Percentage of Class Youth	-----	----	-----	----	-----	----	-----	----	-----	----	.23(.12)	.06
R^2	.64		.61		.65		.62		.62		.58	

Note: Only reporting for characteristics that are significant at $p < .05$. [1]Compared to participants with MBTI Idealist temperament type. [2]Compared to participants in Cohort 1.

Appendix 10: Results of OLS Regression on Difference in Motivation Pre to Post

Standardized (β), Standard Errors, and Unstandardized (B) Coefficient Effects of Significant Individual and Class Characteristics on Difference in Motivation from Pre to Post

	Motivation Section N = 932		Governance N = 932		Collaborate N = 927		Support Organizations N = 932		Serve Others N = 927		Be a Community Leader N = 931	
	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)	B(SE)	Beta (β)
Pre-Training Variables												
Pre-Training Level	−.65(.02)	−.76	−.52(.02)	−.65	−.74(.02)	−.80	−.61(.02)	−.71	−.71(.02)	−.81	−.70(.02)	−.76
Individual-Level Variables												
Female	-----	----	-----	----	.13(.03)	.08	-----	----	.15(.03)	.09	-----	----
MBTI Artisan[1]	−.11(.04)	−.06	−.15(.05)	−.07	−.12(.05)	−.05	-----	----	-----	----	-----	----
MBTI Guardian[1]	−.11(.04)	−.07	−.12(.04)	−.08	−.09(.04)	−.05	-----	----	-----	----	−.16(.04)	−.08
Class-Level Variables												
Cohort 2[2]	−.07(.03)	−.05	−.09(.04)	−.07	−.08(.04)	−.04	-----	----	−.10(.03)	−.06	-----	----
R^2	.58		.43		.63		.51		.66		.57	

Note: Only reporting for characteristics that are significant at $p < .05$. [1]Compared to participants with MBTI Idealist temperament type. [2]Compared to participants in Cohort 1.

Appendix 11: Suggestions for Future Ford Family Foundation Support – Comments in Top Five Theme Categories

Each of the following five tables contain the suggestions respondents made regarding future Ford Family Foundation support that were coded as corresponding to one of the top five theme categories for the question. Each comment may contain references to more than one theme category, therefore may be repeated in multiple tables.

Table 14: Comments Regarding More Trainings/Classes Desired

Future classes should focus on community volunteer and pulling material and labor from the interested people in the community. Not on how to raise money for the carrot (5000. grant) that should be a separate class that comes when all the volunteer assets are thrown into the project -- we wasted too much time trying to make matching funds instead of working -- also you should teach a class on how to recognize when your project is not wanted. [Another comment, written on front of survey]: To me the bottom line is just because you have a good intentions and are willing to back it up with money and the people you teach also have good intentions that don't mean it is something the community wants or need -- listening to the WHOLE community is very important if the project isn't popular don't take it as a challenge you have to overcome and ignore the community!!!
I think there needs to be more emphasis placed on the long term process, or perhaps more follow-up training.
Ford Strategic Planning and business planning workshops on grants. Require communities to set goals based on documented need ie: in planning documents on scientific/economic documents rather than "brainstorming"
This is a good and tough question. We do not have any form of formal government and the "community" is spread out over 40 miles. It is difficult to get the different community groups to coordinate and work toward larger community goals. We need assistance in bringing the community groups together and identifying super ordinate goals toward which we all can work. Small assistance grants and capacity building would really help.
We have work to do. The biggest obstacle is getting the community leaders together, in one room, to discuss community issues/solutions. The great thing about the FILP and the class project: it forced us to get together, to work together, to talk. In addition, as people move, retire, etc, we need to keep training community leaders, esp. young folks, is there a maintenance program? One weekend (Fri/Sat) a year? I'd be a trainer for that. I'm as bad a anyone, can't find time to get together with my fellow grads to chew the fat.....not sure how to fix it? This is where FFF can help, we need a forum, a reason, an incentive.....
I would eagerly participate in an on-going, long-range community planning training. A significant number of our graduates wish to make a determined effort to develop a more evenly distributed economic base for our community. Eco-tourism is one area everyone can agree on as being low impact and beneficial over the long term. It would be extremely helpful to have TFFF help a core group develop strategies for successful planning and marketing of our uniquely bio-diverse region.
Our community lacks a stable financial base and a unified vision for the future. Personally, I have a vision for what it will become in the future but I don't think the community as a whole has a positive outlook on our town. Any kind of additional leadership training (student/adult) and/or small financial donations would be a huge support from the Ford Family Foundation.

Continue FILP cohorts. Sponsor community gatherings to identify projects and problems and facilitate connections and cooperation Volunteer Activities: 12 hrs recreational club meetings 20 hrs recreational club volunteer work 20 hrs county park board meetings 15 hrs county planning commission meetings 20 hrs Grange meetings (4 months member) Total 87 (rough total-I'm sure there are more) Additional Civic Organizations: Democratic Party of Oregon State Central Committee County Delegate 1 year 30 hrs/year I really appreciate the Ford Family Foundation- Their belief and investment in Philomath has been very generous and has counteracted the closed "power structure" existing and strangling this community.

Continue the leadership especially in the school. Keep in contact with us and have two-day collaboration trainings to invite new or interested people to.

provide training in fund raising give guidance to the community on how to come together for one major project

Continue to offer more advanced classes and opportunities as well as the basic leadership classes. Also scholarships to attend conferences to professional development. I remember Community Collaborations being very successful in Baker City when it was held. I think that we need more opportunities along this topic as an on going option.

Collaborative Effort training may be beneficial here as much of the time we have lots of different projects going at the same time.

Continue to offer opportunities for diverse groups/individuals to meet, be educated in community skills, practice them through projects, etc. It is a simple, powerful "intervention" for our community. Also, to offer regional and statewide opportunities to get together and learn and network -- I attended the Salem convention and the sessions and networking were excellent. Thank you.

Continue to build human potential through the Scholarships and Leadership classes. Help foster community collaborations and organization building. Help educate us on how to move more toward economic development!

Continue to have classes using the leaders they have created. Since we have had so many classes, maybe have a multi-class project. Focus being to identify and teach the people working against our positive efforts.

1- follow up workshops 2- social/network opportunities 3- more grant opps. The Ford Foundation has become quite limited in what it supports.

I think Ford Family Foundation has great training programs and that those programs are useful to developing leadership skills in me and others. Having periodic refresher courses would be a good motivator. We also need a miracle pill---we need to find ways to get people involved in the community who are otherwise not engaged in community activities. Another miracle pill is more funding. There are a number of unfunded projects that would be good for the community.

Provide information on other communities activities, their successes, and to help us find resources to continue to develop and complete new projects.

The class was wonderful. I think it is very helpful for communities. I would like to see more for the youth as well. I think the most important thing would be networking with other communities and organizations for resources and volunteer base.

Continuing education classes; networking opportunities. Forums on a regional basis to discuss oreg. issues. Additional Civic Organizations: Project Linus Volunteer 2 yrs. 100 hrs/year Lake Co Food Share Volunteer 6yrs 2 mon 100hrs/year

Work more on getting people to want to help. More work needs to be done on how to be a voluntary and leader.

Maintain their focus on funding priorities for rural communities. Continue teaching and leading people Continue leading with integrity and fun and keeping their excellent staff.

We are ready for the 'next step' in the leadership development of our community. I'd like to see 'mini-sessions' that address portions of the program, so that other community members could avail themselves of the training in smaller chunks. Signing on for the full program has been difficult or impossible for some community members, yet they are interested and willing to learn what they can. One of the things that make it difficult for small community groups, such as the Banks Community Foundation, to survive is the fact that most granting agencies, including TFFF, prohibit any of the funds to go toward even modest administrative fees. This forces an all-volunteer group to fund-raise in the community just to pay for liability /board insurance and other nominal operating costs. We'd love to see that rule change. Have a shorter, separate training program for youth. (This may be in the development process or already exist.) It was difficult to integrate (or sustain the interest of) the high school students given the content and the way the curriculum was presented. In our community, they hardly ever remained part of the class project group, yet we know that they have gone on to college or other endeavors and excelled as a result of their training, so it is valuable and necessary.

I believe that continued classes would help small communities come together to solve issues. It provides the tools for collaboration, while also an arena for brainstorming and completing a goal with unity. I would like to hear students express a positive experience from this class. I believe that adults need a few more tools when working with teenagers - it is very easy to give up on them and leave them out altogether. I would love to hear of something like that enhanced in the trainings.

Make project funding easier to access for regular folks. Maybe come for a visit and talk about the ideas and fund a project without a need to write a professional grant. Keep training more leaders!! Look at the nomination process to encourage emerging leaders more so than established leaders.

Keep up with the classes and try to get a more diverse age group within that class

Continue to do reach out for new folks and to turn to us "veterans" to help facilitate the local leadership development! Providing resources and support is huge!

Fund projects in our community. Your funding is -- I am sure necessarily so -- limited and does not fit our needs at this time--and we have lots of needs. Please continue offering training classes--they will be well attended this community is desperate for knowledge and support for volunteering.

Continue to offer skills training, the book program, scholarships and grants. Be flexible as each community has a different set of needs.

I would like to invite Ford to help with nonprofit board training and look forward to further assistance in our community center project. Thank you!

Continue to develop online resources. Continue to host new leadership cohorts. Assist us in obtaining funding for community projects.

Continue the leadership classes. Support selected community efforts.

I guess they could help out by making more leaders every year. And helping finance projects that make our community better.

Be around to sponsor more community projects and train new leaders in the community.

Continued leadership training. Continued financial grants to support community projects building community vitality.

Keep supporting us with advice on solving rural problems, leadership classes, and of course grants monies for community projects.

1) Follow-up has a way of revitalizing and encouraging past participants. 2) Support of community projects.

Be there to support FFF graduates when they need refresher information. Provide grants for special projects.

Help me understand better how to apply and receive grants for our community projects.

Provide dollars for critical projects, and continued training of sorts.

Well, my daughter's daycare has a grant w/you... :) j/k Continue to support local efforts w/financial help and trainings.

Continuing education opportunities are great (maybe offering some regional trainings so that local leaders have additional opportunities to learn and network together.) Having grant/scholarship funding available to assist with education and community projects is fabulous. I love the free books program too. Keep on doing what you're doing, it's such a wonderful investment in rural Oregon. Thank you!

I can appreciate that the Foundation has a limited resource base to deal with when considering the funding of community projects, but I feel that there could be more help offered when trying to strategize solutions and find the best partners to deal with when seeking funding. While funding tends to be high on the list of priorities for my concerns, I know that continued support of learning opportunities also are needed for community members.

In these tough times, scholarships for our youth to get into college, help with grants for the schools and groups in our local community to complete vital projects, and continues with the leadership classes.

Continue the workshops Reach out to new/veteran leaders New Projects

Continue to offer training such as "effective organizations", workshops on strategic planning, grant writing and offer mini-grants to assist non-profits in gaining the support necessary to become a viable and sustainable asset to the community.

Continue matching grant opportunities and availability of additional leadership classes within our struggling community.

Continue with the grant program in small communities and continue the leadership classes as they will help our community become more outreached and more self sufficient, not only in our community but in our county and eventually on a State level.

Helping financially and continue the Leadership classes. It is all so appreciated. The kindness and patience and generosity.

I would love for a Leadership Program to come to the Coos Bay area, as we are rural and in need of what the Ford Family Foundation could offer this community. Other help for me, would be information about grants I could utilize for the Belloni Ranch in bettering our organization to help the youth.

Keep doing the training at the grass roots level. Have follow on training and conferences to get the different classes together so we can hear what they are doing or done. Please keep approving grants to assist small towns improve themselves.

we have formed a group to work to have better communication between non-profit groups that impact Bandon. It would be helpful if TFFF could continue with small amounts of funding and occasional "refresher" classes in leadership etc.

Refresher class Grants to help get projects started

Continue as you are. Make more people aware of the grant money available, what it could be used for and how to get it.

Continue to offer grants that benefit the community as a whole, and offer training in areas that may be deficient. I think that in this electronic age, it would be a great benefit to offer web sites and training to non-profits at little or no cost.

Help work w/us to understand issues, connect us to money.

keep teaching and helping us with the bigger grants when you feel you can.

Training, possibly some funding.

Just continue doing what you're doing the support structure is the most helpful thing as is the financial support. :)

As a very poor community, the city is dependent on volunteers. Hopefully the Ford Family Foundation will continue to support (grants, training etc) in our rural settings.

Scholarships, more leadership classes and grants.

Be there for financial support and continue to offer the class to rural communities like this one.

Fund parenting classes for ever!!! Keep Leadership classes going forever.

Continued opportunities for leadership training sessions along with some financial support. You are doing a great job bringing key people together!

The foundation grants are a wonderful way to support rural communities. The education and training programs should be repeated as long as there are additional people who are interested in participating.

continue to provide support to our community when the need arise (either trainings or grants)

Keep interested in our progress as a community. Through grants and training.

Continue to offer encouragement, advice, classes and funding for community projects and organizations.

The Ford Family Foundation has been great to our little community. I believe they are a highly valuable asset to our community! They could continue to have a role in our town with their community awareness, available classes for personal growth (skill building, effective meetings, and volunteer recruitment) and financial contributions.

1) Offer "refresher course" on some key skills as listening to/identifying all stake holders, obtaining consensus in diverse groups, etc. - let others in comm. orgs. take these refresher courses too.

Keep offering these classes. Give refresher course.

Keep up the good work!! Continue with the leadership classes, and the subsequent trainings. All of it is good. The more people that go through the trainings, the better off we will all be, and the more accomplishments can be completed efficiently.

If the Ford Family continues to have leadership classes, effective organization classes, and related classes, bringing in new people each time, my community will truly learn to come together, take things in control, and possibly move on to apply those skills to bigger things.

do another 5 year cycle for the whole canyon

Brainstorming Ideas: -Offer a refresher course for the class -Offer short weekend workshops that give an overview of materials -Offer short weekend workshops on "hot" topics (high priority topics) -Blog for problem areas in a question and answer format -Have the powerful community leaders take the class -Try a class that is for one specific organization and its leadership, so that each member can be more effective individually and as a group.

All most all of our elected boards are in dysfunction. We need serious board training to occur. Fire Board, City Council, School Board, South lane Wheels, Community Sharing

Our community would improve with some information on responsibility and authorities of board members. I believe many of our organizations could improve and grow through board of director training. I would also like to see some discussion on the balance between volunteering and grant driven community work. This can drag a community down, when funding of personnel become the focus rather than the work of building the community.

More classes for effective organizations.

Teach targeted skills such as effective organizations, fiscal responsibilities of non-profit boards, conflict resolution, fundraising.

It has been suggested that Ford sponsor training local trainers to deliver Effective Organizations. Smaller agencies need hands-on help with basic business skills. T The youth leadership classes are dynamic and productive. More classes would benefit the community.

1. Assist as needed, facilitating and training the Effective Organizations and Community Collaboration. 2. I think most in our county missed the point, missed an incredible opportunity. Not sure why.

The Ford Family Foundation has been a great help in bringing people together to discuss and solve community problems. I would suggest that people learn some methods of bringing others into the community organizations and activities. People have other obligations and some come upon us unexpectedly.

Board Training made available Continuum of workshops Economic Development training

1) more leadership classes 2) help grant writing activities

Continued support of RDI and other resources to help us in our development of leadership skills. We need to have additional training in grant writing and capacity building processes.

Workshops on current leadership topics.

Continued training to re-enforce leadership skills and group processes.

Have more leadership class available

Continue with the leadership classes-they're wonderful!

Continue to provide leadership opportunities and classes for those most interested in becoming leaders in our community.

More leadership classes.

I like the whole idea of the leadership program. We continually need more leaders and more people to volunteer. For some, this is their first engagement.

Another leadership class like this one would be great for the "second cohort" of leaders.

Continue to invest in our education and leadership development. We are just starting to bring leaders out and into the community. Lots of work to still be done

Have the '4th' Leadership class in CG

Simply continue to train successive local cohorts each year.

Hold another leadership class

Provide continued leadership programs and classes.

give more opportunities for leadership trainings

Continue to offer leadership training opportunities.

Keep providing leadership training-sometimes repeat opportunities are necessary.

Continue holding leadership training and workshops.

The Foundation can continue to train new leaders who will continue to work towards a better tomorrow.

Offer a second year class in my area.

Offer more leadership class- getting those concepts out there. P.S. Thanks for doing this

I know that it might not be feasible, but continued leadership cohorts run by trainers who previously went through the program with the help of Ford and RDI would be awesome. Every 2-3 years would be awesome! Thank you so much for your continued support of our community!

To provide seminars and support to small groups on how to obtain and work as a non-profit. To keep providing classes for minorities (more trainings in Spanish) Support to small businesses.

1. Opportunities to bring leaders from different classes together in fun settings with additional education on leadership skills and "intentional" networking (not just "this is an opportunity to network" but a thoughtful process to build networks). No expectations for community projects but opportunities to learn and bring more diverse people together. 2. Work with the county to begin to identify and build leaders in the Hispanic community.

I would like to see specialized leadership training programs for selected individuals, with a focus on unification of local groups to target the economic and social development of Harney County.

Continue to offer the training in our communities and so increase the number of people that learn these skills... Would love to have our Federal Government (Congress and the Senate) go through these classes!!! Something might actually get done with the good of America and her people as priorities!

Because I am a program manager of a drug free coalition in Winston that specifically targets interventions with teen, I would love to work with TFFF on some youth intervention projects-- not just as a funder but as a planning partner as well. For example, I would love to have a leadership cohort made up of youth only-- maybe a week long course for members of our youth drug prevention club.

Maybe coming into the school and providing a leadership seminar for the student government class would be neat.
Continued training. Outreach to city council, administrators, utility boards
I think that many people in the community who have 'leadership' positions aren't good leaders or good managers - they just wound up being 'in charge.' It is assumed that if you're head of an organization or agency that your a good leader - not necessarily true. Sometimes there is no accountability for doing a half-assed job. I would like to see all people who are 'in charge' take management or leadership classes. especially the chapter on 'good listening skills.'
I think the original 5 year plan of building community leadership is valuable. A youth-focused leadership training might be very valuable as well.
Continue the program locally by focusing on student leaders.
Offer classes at the high school level. Not as intense as the classes we went through but give them a basis on the skills taught. It would help them deal better with other students, teachers and the prospect of college.
Provide training opportunities to service organizations, and other groups, especially youth-related Ford's mission, although uncommon, is brilliantly conceived and forever beneficial. Thank You.
Hosting ongoing trainings and professional development, continuing the book program, offering more scholarship or training opportunities for youth and adults in job transition. It's wonderful for one or two youth to receive generous funding to attend expensive private colleges, but it would impact our community in a broader way for more youth to receive more moderate support. Perhaps scholarships for leadership training, or access provided to a paid internship or long-term volunteer activity?
More classes to help get more people involved....perhaps a session dedicated to the schools
I would like to see representatives from the city council and our administrative office in the leadership cohort in year 4 and 5. I think that the benefit from the content rich curriculum and the interaction with others would create a terrific bridge between the two.
reach out to the young and new members of the community to let them know they can be leaders, and that you want to help.
Some how engage the youth.
See what other organizations could be helped.
Continue this program and possibly start one at the high school level for student leaders.
Continue the leadership classes to reach more community members and the Oakridge High School students. The students are our next leaders, and a leadership class would benefit them greatly.
Give me a college scholarship :) Bring in a youth leadership class.
It would be very helpful to other leaders and potential leaders in this town to have the skills we learned through Ford Leadership. I see several business owners and several community members who would benefit from the leadership training offered in the leadership training (FILP), if even on a smaller scale and locally.
Keep doing the classes and train more and more people. We could use more Spanish leadership classes in our area.
I honestly couldn't say, but I think there should be leadership classes completely for teens.
Continue with the next generation of leaders. Even starting in middle to elementary school with some sort of task just like in our class project.
Do more training for our elected leaders. They continue to create "solutions" for our community behind closed doors.

I think the commitment of the classes is a huge one and it would be nice if trainings could be a little less long or spread out over a longer period of time. Folks are stretched so thin here, many financially and/or time wise. I was unemployed for over 2 years and am now only employed part time. I was lucky that I had the time to participate. I would like to see the Ford Family Foundation continue to invest in leadership training, especially with youth. I also would love to see the Foundation fund efforts that create opportunities for our communities to thrive. It is a hard county for many moderate and low income families.

Deal with the local governing councils every other year and give a short class over three nights that covered some of the resolution skills taught in the regular class. Team building first and then on to some of the other training. This would have to be with each community individually in that they generally won't attend a training in a neighboring community.

Maybe offer the classes again for more trained community members.

Incorporate the leadership training elements into our schools, both now and in the future. Reaching Jr. High level would build future leaders.

I love the Leadership classes, love teaching them, love what they help to create in our community! I will be a lifelong teacher of that class, hope to see a 6th, 7th, and 8th! Would also love to see an all-youth class, would love to teach that as well! These classes create more community strength and support than I can even begin to describe to you, and they create a wealth of knowledge and a core that we can draw on forever! I really enjoy working on the Collaborations efforts as well, and will do all I can to move that effort forward as well! Thank you for believing in this concept and pouring all the time, energy, and money into our Community that you have! Your partnership has created more than you will ever know!

Continue to help provide programming, especially for youth, whether it be funding or technical support or networking or whatever.

I don't know that the Ford Family has ever offered a leadership class in Alsea. It would be perhaps a positive and effective way to organize and galvanize a very diverse community.

Sponsor another wave of leadership classes every 12 years. Continue supporting the Regards to Rural conferences. Be available for major rescue (e.g., large grant for land purchase) when 90% of the community favors a major project but is stymied by powerful interests.

Train more young people. A high School Class. (AP or college credit) would be a huge addition to our high school. The people in the last class were, for the most part, older, seasoned community leaders... Safe choices, but they had been 'around the block.'

I hope that more and more of younger business people will have the opportunity to do the Ford Leadership training. I hope that the Hispanic trainings grow and continue.

Ford Family Foundation has done a lot to develop leadership in Reedsport. If there are future projects it would be good for other Ash Valley community members to be invited. However, Ash Valley is a very separate community from Reedsport, very small. I don't know that FFF would spend much time considering Ash Valley.

Perhaps start an older leadership class.

We really are looking at a Youth Leadership Class as many of us community leaders may want to retire one day :-)! We are in the process of coming up with some potential names to see if we could create a class before we approach you. Know it is a huge commitment to take the class and it is tough to get commitment now days. Not sure if we could condense the class to encourage youth to take it ??? Some things we will have to work out but will put it on the table for now as we look at names. A great opportunity and we thank you so much for choosing our community!!! I do feel it has been beneficial to those that want to step up and lead.

Have a training in Myrtle Creek

the training for people involved has been a great asset! thank you!!!! having continuing education on how to productively run meetings, organizations, set realistic goals and how to reach out in the right direction is the best help there is.

I think ongoing brush up courses. Possibly 1-3 event series focused on the networking, identifying, collaborating on larger community issues. Perhaps creating a forum, or event where the bigger community planning is facilitated to some degree, especially to retain the greater interest of those who have been thru the program.
May have a weekend refresher course... Offer a course on Grant Writing...
I would benefit as a graduate of the program from yearly meetings with others and ongoing training in subjects related to rural community issues.
Leadership refresher with updated information about grant availability/eligibility/suitable projects.
Perhaps have occasional seminars for youth or older adults to practice leadership skills, maybe at the library, or bring in speakers for school assemblies or service clubs. Perhaps have a section of books that are recommended reading at the library or online.
Updates on new ideas to help that weren't in the previous sessions.
Facilitate networking between participating communities. Have followup get-togethers to 'tune up' our outlook on rural issues and revisit our leadership skills.
Occasional workshops, trainings, invitation to conferences-- to upgrade our skills and for networking. Support grantwriting efforts in Lake County. Thanks for all you do!
I believe that in the future, the Ford Family Foundation could support me as a community leader, my organizations and community, through follow-up or refresher classes/materials (maybe newsletters?). Perhaps also to provide a key speaker at any numerous events throughout the year(s) would be an option. The education and the tools by which we pave the way to better enrich our communities should not be lost but passed on to others; both to new members of the community as it grows and upcoming generations.
Give us a refresher in say 2 years.
Continue to come back and be involved in my community, possibly offer refresher classes, once the last leadership classes are over.
Continued education opportunities. Leadership refresher courses.
Continuing education. Refresher courses.
The Ford Family Foundation has done a considerable amount to help this community. Teaching leadership is hard. Perhaps a 1-2 day review class after 6 months or one year to remind us about what we learned and very likely are beginning to forget would be helpful.
perhaps a one-day refresher workshop in the future?
The biggest thing for me would be to keep me updated on other leadership conferences so I can continue to learn skills.
Follow-up mini workshops. Cont. willingness to support project proposals continue to support rural areas with your other programs, i.e. parent education, out of school time programs, and health services for underserved populations.
Have more compact, less time consuming classes offered as refreshers to past participants.
I ponder often, how we can remind graduates of what they've learned. I've witnessed that many are not practicing the methods or using the insights the program delivered. How can we gather the past graduates together for a refresher course? In our community the Social Capitol Luncheon failed to bring past participants back in great numbers.
It would be helpful to be made aware of any Ford Leadership group that is functioning in the Salem area...or in a more rural surrounding community. I am not adverse to travel.
Not sure maybe continued leadership training refresher courses.
Continue Education Refresher classes regional get togethers
have refresher course-
Offer simple refresher workshops that review
The continuing education classes are helpful.

I would appreciate a short, day long review of skills. Additional Civic Organizations: Senior Parent Drug & Alcohol Free Trans. 2 Years 20hrs/year
Offer more types of classes locally and more often. Follow up on participators efforts to see if they need refresher classes; or are doing great work and give your positive reinforcements.
I believe The Ford Family Foundation has done a great deal already to make my community stronger. I saw the purpose of the program as one that provides a tool to get to a sustainable future. As long as the participants in the leadership class continue to implement the principles learned during the program we can continue to become a stronger community. However, as leadership in a community changes the need to reinforce the principles learned in the leadership class will increase. A one day refresher course given at specific intervals (one year, two years, three years or ???) would be an opportunity to not only strengthen the skills learned but to introduce new research and teaching on leadership.
Continue to offer mentoring and training to class graduates and new classes.
Continue to offer opportunities for refreshing and/or expanding the skills one needs to be a leader. Also, knowing that the resources and support are there helps one to continue to persevere through bouts of discouragement and burn-out.
Maybe a couple follow-up classes to past participants. Definitely future classes because I get people asking me if there will be any more and what they can do to sign up. The classes were great in that they mandated participation by those who were serious about their community.
Come back and do a follow up class along with more leadership classes what a wonderful way to get a community working together.
I would like to see "refresher courses" or seminars so that we can reflect back on some of the things we have learned but which may have fallen into disuse.
I would like to see a refresher course. I really felt inspired by the program. After a few years you start to feel a bit removed from the processes that we learned. Our project was a drain on me (and others) so I have not been feeling like tackling another project since that one. I would love to feel inspired again.
I'd like to go through a refresher course. I feel sort of burnt out lately by our project last year, of starting the Saturday market up here. I want to see it go on, but am leary of all the work and time it took from my family.
One day only leadership refresher course. Comments on Employment: Disabled, work part time 10 hrs p/week Volunteer 15 hours p/week
Maybe an occasional- not overly lengthy refresher course.
Having occasional workshops to keep us on course.
Continue to provide a support system and opportunities for education, refresher short courses, maybe some distance learning options. I enjoyed the newsletter as a way to see what others were doing and to get some positive reinforcement. While I haven't taken advantage of it, I like the booklist. Drop in every now and then.
I haven't stayed all that connected to my classmates and I don't know who else in my community has gone through the leadership institute. Follow-up gatherings around a training or specific activity might bond us as a class. Maybe a "buddy system", or some way to connect Ford graduates.
Refresher one day courses in some of the outstanding skills needed. (IE conflict resolution) Maybe some training in boardsmanship.
Continue similar programs. Doesn't have to be with the same frequency, but atleast occasional contact to stay fresh in everyones mind. FFF's financial support in one huge project downtown was the catalyst in being able to complete the necessary fundraising for that project and their continued support in other projects makes the success of those projects more certain.
Continue with classes......... Maybe a 1 or 2 class refresher class with past graduates. Review old norms, new strategies, information, etc.
Refresher classes- sometimes skills not used every day can slip away.
I think a mini- one day refresher to boost community spirit would be great. FFF Does a great job. I feel lucky to have had the experience. Thank You.
Refresher course

More guidelines on locating and applying for grants would be very helpful for our community. There is so much that needs to be done and so little local funds available.

I think having the Effective Organizations and Community Collaborations classes is an excellent plan. I would also like to see some work done towards education about Social Networking. I think this might go far to help many more of us to be resources for each other and to help realize that being extremely independent doesn't help us to accomplish our goals.

Continue to offer leadership training in different subjects. In rural locations!!!!! Your efforts are making a difference locally, I can see and feel it.

Have a class on volunteerism. How to recruit volunteers and how to keep them. How to make a community care about their community. "Community Pride". How can I as a Ford Family Graduate promote my community.

Does the Ford Foundation give classes in grant writing??

More leadership training on adaptive leadership - leadership that looks at solutions to the root causes of deeply systemic issues.

Workshops and instruction on the following: Grant writing. How to do a budget. Non-profit management. How to get a good idea off the ground. How to write a business plan. How to do a capacity study. How to develop a fund raising plan. How to write an effective plan that will convince donors to give. How to deal with and manage donors once they have given. How to get operational grants and funding. How to get connected politically, locally, state-wide and nationally. How to partner with elected and career government officials in your community. I guess in short, lots of instruction on the fundamentals of taking an idea all the way through to fruition and beyond to sustainability. The class project was satisfying because it came to an end so you could measure your success, but most good ideas/projects need to continue to remain sucessful. How do you make sure they have the necessary sustainability piece?

I think you're doing alot, in fact I think your leadership program has really gotten the ball rolling in many projects, because the future is here. I think Heidi really has helped not only the community, but the individuals as well. We have so many ideas and projects it can be hard when competing for funding, so maybe a class on grant writing, show us how to blend projects so we aren't all competing, we need help in blending into 1 team.

Run Class on grant writing and fund raising.

I want to turn my business into a not-for-profit and there are several groups who also want to be a 501c3. We need help walking through the process. How to fill out the IRS forms, fees, etc.

I would like to see FFF support more intercultural exchanges or help organizations already doing this work to continue their efforts. A workshop about understanding racism and how it is damaging to communities would also be helpful.

Offer classes for non-profit on bookkeeping, year end reports, budgets, etc. Workshops to assist with projects in progress. As in helping to trouble shoot. Volunteer recruitment ideas and support.

Possibly how people can work within their "employment communities" to develop and promote positive change and creativity.

Education. Train us in how to write grants in order to keep started projects going. Have a focus class on fundraising o a larger scale than just local.

More training in fund raising, conflict resolution.

Continue on with periodic workshops. Provide grant resource training and identification. Avoid federal grants. Maybe establish a grant clearing house.

Train future leaders, network them, encourage big picture thought rather than the "my" little bubble approach. Hate the words "my, mine" Most organizations are comprised of their members, voter, or both so the words should be our or yours

-Provide class on parliamentary procedures Roberts rules or order - When giving a grant-step into assist with any organizational needs.

I would like to work with Grant writing, to get more experience in this arena. If I can provide a benefit to the community with the ability to get a few grants, the projects that are waiting on the back burner can be started and make some progress. I would also like to try and focus on how to recruit and retain volunteers for organizations in the community, as our volunteer force seems to be shrinking.

Continuing the present programs is good and I would think that one day area presentations are also ecxellent to renew or polish some skills. Subjects might be fund raising, a very specific method of recruiting volunteers, specific methods of getting past the dictatorial leader who had not hd the Ford class.

A training in understanding the bigger picture. How communities communicate to the state about support and she support. The small community need to understand how to become self sustaining and how to plan move to reach that level of economy.

I believe that enough people know of the Leadership class (who are interested but will not spare 60 hours for the class) to justify an abbreviated, high-energy, introductory-style class. It would likely pump up our volunteer pool. Just a thought.

Have more written materials in many public places so people would get used to seeing the name. Be open to helping communities design short trainings based on current needs. Reach out to local government groups to build name recognition and credibility.

Have programming around city government, how to participate How to bring disenfranchised groups to the table

I think we need more help in fundraising. We still have a hard time motivation and getting new volunteers.

I would like to be able to access additional training. For example, I'd like to learn how to keep the process going, how to fund various projects, how to keep the momentum going within the community so that we can see various projects become reality.

Continue to provide educational materials (books, newsletters, etc.), speakers on various new leadership trends and well as motivational speakers. People need to be rejuvenated once in awhile (annual conference). Continued grant support for projects.

I personally would like access to grant writing skills.

Inspirational or motivational speakers, a circuit, that would come back and re-inspire the community to work together and believe that we have a hopeful future.

Further support for technical skill building.

-Fundraising training (more)

Possibly offer occasional specialized seminars on different aspects of community development for graduates. Also possibly offer incentives to young scholarship recipients to major in public planning and administration. There is a huge need for qualified administrators and planners to help the rural communities.

Continued involvement and outreach to support community development.

It would be great to do a graduate institute that would bring past participants to a higher level!

Continue to offer classes to train more community members.

I believe a second class in the North Lake area would be very beneficial. Community organizations in this area have a history of imploding after a time because members don't have high skills in conflict resolution or personal communication. The leadership class does a great job of teaching these valuable skills, and I believe local organizations would greatly benefit from more members attending.

I think the leadership class was very helpful for me, and I think the Ford Family should have more classes in my community so other people can benefit from it.

You are already doing it... by naming Dallas a community that will receive classes :)

More of the same, however I would re-think using the project model. I think it (the project) becomes the object of the class rather than learning and practicing the skills.

Continuation of FLI Programs

Offer more classes

I'd like to include my teenage daughter in future training.
Continued follow-up training opportunities
Just keep providing the programs they have.
Keep up the workshops.
The ongoing education of community members will do a lot in the way of support. I believe the educatio factor is much more important than the financial support of The Ford Family Foundation.
I know the FILP program is a 5-year cycle, but i would love to be able to continue to offer this training in the future as new, interested individuals enter or grow into the community.
Just keep providing excellent, fun trainings so our communities can thrive.
Offer more training in Newberg. I'd like to see the program continue. I'd like to take more FFF classes.
Continue to offer professional development opportunities to improve knowledge and skills.
Put more people through this training - it is priceless.
Continue to offer educational opportunities for us to develop our toolbox and to encourage community problem solving for self reliant communities. I so much appreciate the time, effort and investment that TFFF made to make these classes possible and for taking on the South Curry/Del Norte contingent. The Wild Rivers Coast is a better place because of it. I should also point out that the members of the class formed a lasting bond (many of us anyway) and we are genuinely happy to see each other, and miss each other now that our project is done. We will and are working together in many other areas of the community and it would be fun to have a "what's next discussion", which has been suggested.
Continue to train others to build our community. We have great hearts that need guidance.
Provide more programs/classes such as this in the communities.
The Ford Foundation has already given me a renewed sense of community and a confidence in my leadership abilities. Continued visible support of our community is very important. I think continued expansion of the leadership program would be a great thing for our community.
-Keep providing classes to help engage new leaders, new community members, and the next generations.
The only thing that comes to mind is to have more training so that more community members can learn these valuable resources!
Training and facilitating are the things I see as the most valuable.
continue to offer classes. they are so well done & have such usable information I think they could be offered on a rotating basis & draw in many different people.
Continue to offer the leadership program, but with greater allowance for the demanding schedules of leaders in the class.
continue training
more of the same/keep training and working with our citizens- the more peple who have participation skills, the more we can accomplish together.
Continue developing leaders in the community
Continue to offer the training opportunities
-continue w/trainings, workshops to sustain enthusiasm and commitment among participants.
Stay in touch. Offer additional growth experiences. I am very grateful for the Foundations generousity.
The Ford Foundation could continue to help us train our new leaders.
Try another class.

Definitely come back, bring all class members back together again, and revisit our commitment to better our community. I think it would be great to take the strongest, most sincere members and have another class. When I say all class members, I mean from all the classes that have been held in Malin. We had some very serious members, and some not so serious; who, I think, would like to have another opportunity to "get it right".

classes that you may offer to us, either Webinars or computer classes that may cause continued interest.

Keep having these classes. I believe they do help each person be a better and more aware person in their community. Then when new things, ideas, etc. come along we are more willing to participate in them and perhaps play more of a leadership role.

Continue to offer these classes maybe even shorter ones. To involve more people. I learned that its not the classes that make great leaders. Those people are already great leaders. They just don't know it yet. The class gives them skills to put themselves out there!!

Continue to hold the leadership classes so that more people can be trained and will be there when projects and leaders and volunteers are needed.

I would really enjoy the opportunity for more FFF workshops in our community.

Just seeing continuation of the great program would be enough. Knowing that future community leaders were going through the program to make a difference in the community.

Reference tools

1. Continue to hold classes, continually building the cadre of leaders available and ready to build and strengthen our community.

Continuing the program (with less emphasis on a class project) would be an effective way to support current leaders. As a participant from rural Oregon it would be appreciated if the Foundation would have more events locally that don't require us to drive into Portland or Salem.

Keep bringing classes to Hood River.

Continue to provide training so people in the community of different back grounds come together to better our community.

Continued support the community with trainings

Continue the classes. They have been a great wealth of knowledge for aspiring community members.

Continue to provide or offer leadership training for community members. Education is the key to success.

Further trainings could be provided at times that are more convenient for those with fulltime work schedules.

I want to see the continuation of the leadership program in our community, in order to keep educating the public.

Continue to be involved with the community by providing workshops and conferences that allow more members to network.

Continue to offer classes and resources Thank You!

Keep the program going beyond the first five years.

Webinars? I have them alot in my business and love them!!

Continual your teachings. Unfortunately, you have so few hours to cram so much information into each persons head, and still make it interesting. You are one of the few organizations that offer this valuable training to people at no charge. You touch peoples lives in ways your questions don't ask. Sometimes, results can't be measured by community, but by individuals and how they conduct their lives.

Another FFL series would be awesome!

Continue having these courses so volunteerism is continuing on in our rural communities for generations to come.

Bring another training to the community.

I have found the opportunities TFFF has offered that brought a group of regional communities together to share and network valuable and would like to see that continued.
Continue the classes as much as possible!
Continue the leadership training opportunities.
More training
Continue to offer the leadership program to build skills for future community leader.
Continue offering classes to rural Oregon communities to help aid others in becoming future community leaders.
Continue to make quality training sessions available to individuals and groups.
Continue to offer leadership programs such as the on I participated in locally.
Continue to hold classes within our community and help students go to college.
Keep offering these helpful classes.
Continuing the leadership training opportunities for all levels of leadership experience.
Definitely continue with the FILP classes!!
The Ford Family Foundation can continue to provide support and easy access for any community issues or projects that may arise. I also think that any of the seminars and presentations put on by the Ford Family are productive and helpful for our community.
Class continuation, presentations on Ford Family Foundation to the general public
Continue to offer training to others.
Keep classes coming!
Continue to bring new folks into the fold. The classes are terrific and we need to continue the momentum as folks like me try to find others to give the reins over too.
continue to teach these type of classes, educating community members to be strong leaders only makes for a stronger community. This is an invaluable gift that our community has been given
Continue to offer leadership classes and try to bring real needs to the surface and mine to address them even if broad in slope impact.
Continue to offer these classes and be a resource to communities. You do great work!
continue to serve as a resource to assist and educate up and coming leaders and support for local organizations
Keep providing the training
Continue to be here for those who haven't had or for the up coming generation to take advantage of the classes, I also think that the scholarships offered by Ford is the greatest thing that has happened in particular if a student returns home with the education and a world of experience.
Continue to have a presence in the community. Continue to have classes and events for class participants.
Give a full leadership class in Scott Valley. It is actually one of the larger communities in Siskiyou County. It is just dispersed over a long isolated valley with several small towns.
1. training
Just keep offering the classes--- i believe it's important for people to come together as a community.
I would like to attend more training seminars
Keep on doing what they are doing. The more people the train the better able we will all be to make a difference together.
Continue to provide trainings and leadership opportunities by continuing to support our community.
The work community would only need to offer the classes in infrequent years The home community could use leadership classes every so often, hoping to influence new people

Education and training opportunities and resources are always needed. We rely a lot on volunteers but although a person is willing to help or take a position in office doesn't mean they necessarily have the proper education or experience for the job. This is common in one community and actually hurts the organizations.

Table 15: Comments Related to More Funding/Financial Support Desired

This is a good and tough question. We do not have any form of formal government and the "community" is spread out over 40 miles. It is difficult to get the different community groups to coordinate and work toward larger community goals. We need assistance in bringing the community groups together and identifying superordinate goals toward which we all can work. Small assistance grants and capacity building would really help.

Our community lacks a stable financial base and a unified vision for the future. Personally, I have a vision for what it will become in the future but I don't think the community as a whole has a positive outlook on our town. Any kind of additional leadership training (student/adult) and/or small financial donations would be a huge support from the Ford Family Foundation.

1- follow up workshops 2- social/network opportunities 3- more grant opps. The Ford Foundation has become quite limited in what it supports.

I think Ford Family Foundation has great training programs and that those programs are useful to developing leadership skills in me and others. Having periodic refresher courses would be a good motivator. We also need a miracle pill---we need to find ways to get people involved in the community who are otherwise not engaged in community activities. Another miracle pill is more funding. There are a number of unfunded projects that would be good for the community.

Provide information on other communities activities, their successes, and to help us find resources to continue to develop and complete new projects.

Maintain their focus on funding priorities for rural communities. Continue teaching and leading people Continue leading with integrity and fun and keeping their excellent staff.

We are ready for the 'next step' in the leadership development of our community. I'd like to see 'mini-sessions' that address portions of the program, so that other community members could avail themselves of the training in smaller chunks. Signing on for the full program has been difficult or impossible for some community members, yet they are interested and willing to learn what they can. One of the things that make it difficult for small community groups, such as the Banks Community Foundation, to survive is the fact that most granting agencies, including TFFF, prohibit any of the funds to go toward even modest administrative fees. This forces an all-volunteer group to fund-raise in the community just to pay for liability /board insurance and other nominal operating costs. We'd love to see that rule change. Have a shorter, separate training program for youth. (This may be in the development process or already exist.) It was difficult to integrate (or sustain the interest of) the high school students given the content and the way the curriculum was presented. In our community, they hardly ever remained part of the class project group, yet we know that they have gone on to college or other endeavors and excelled as a result of their training, so it is valuable and necessary.

Make project funding easier to access for regular folks. Maybe come for a visit and talk about the ideas and fund a project without a need to write a professional grant. Keep training more leaders!! Look at the nomination process to encourage emerging leaders more so than established leaders.

Fund projects in our community. Your funding is -- I am sure necessarily so -- limited and does not fit our needs at this time--and we have lots of needs. Please continue offering training classes--they will be well attended this community is desperate for knowledge and support for volunteering.

Continue to offer skills training, the book program, scholarships and grants. Be flexible as each community has a different set of needs.

I would like to invite Ford to help with nonprofit board training and look forward to further assistance in our community center project. Thank you!

Continue to develop online resources. Continue to host new leadership cohorts. Assist us in obtaining funding for community projects.

Continue the leadership classes. Support selected community efforts.

I guess they could help out by making more leaders every year. And helping finance projects that make our community better.

Be around to sponsor more community projects and train new leaders in the community.

Continued leadership training. Continued financial grants to support community projects building community vitality.

Keep supporting us with advice on solving rural problems, leadership classes, and of course grants monies for community projects.

1) Follow-up has a way of revitalizing and encouraging past participants. 2) Support of community projects.

Be there to support FFF graduates when they need refresher information. Provide grants for special projects.

Help me understand better how to apply and receive grants for our community projects.

Provide dollars for critical projects, and continued training of sorts.

Well, my daughter's daycare has a grant w/you... :) j/k Continue to support local efforts w/financial help and trainings.

Continuing education opportunities are great (maybe offering some regional trainings so that local leaders have additional opportunities to learn and network together.) Having grant/scholarship funding available to assist with education and community projects is fabulous. I love the free books program too. Keep on doing what you're doing, it's such a wonderful investment in rural Oregon. Thank you!

I can appreciate that the Foundation has a limited resource base to deal with when considering the funding of community projects, but I feel that there could be more help offered when trying to strategize solutions and find the best partners to deal with when seeking funding. While funding tends to be high on the list of priorities for my concerns, I know that continued support of learning opportunities also are needed for community members.

In these tough times, scholarships for our youth to get into college, help with grants for the schools and groups in our local community to complete vital projects, and continues with the leadership classes.

Continue the workshops Reach out to new/veteran leaders New Projects

Continue to offer training such as "effective organizations", workshops on strategic planning, grant writing and offer mini-grants to assist non-profits in gaining the support necessary to become a viable and sustainable asset to the community.

Continue matching grant opportunities and availability of additional leadership classes within our struggling community.

Continue with the grant program in small communities and continue the leadership classes as they will help our community become more outreached and more self sufficient, not only in our community but in our county and eventually on a State level.

Helping financially and continue the Leadership classes. It is all so appreciated. The kindness and patience and generosity.

I would love for a Leadership Program to come to the Coos Bay area, as we are rural and in need of what the Ford Family Foundation could offer this community. Other help for me, would be information about grants I could utilize for the Belloni Ranch in bettering our organization to help the youth.

Keep doing the training at the grass roots level. Have follow on training and conferences to get the different classes together so we can hear what they are doing or done. Please keep approving grants to assist small towns improve themselves.

we have formed a group to work to have better communication between non-profit groups that impact Bandon. It would be helpful if TFFF could continue with small amounts of funding and occasional "refresher" classes in leadership etc.
Refresher class Grants to help get projects started
Continue as you are. Make more people aware of the grant money available, what it could be used for and how to get it.
Continue to offer grants that benefit the community as a whole, and offer training in areas that may be deficient. I think that in this electronic age, it would be a great benefit to offer web sites and training to non-profits at little or no cost.
Help work w/us to understand issues, connect us to money.
keep teaching and helping us with the bigger grants when you feel you can.
Training, possibly some funding.
Just continue doing what you're doing the support structure is the most helpful thing as is the financial support. :)
As a very poor community, the city is dependent on volunteers. Hopefully the Ford Family Foundation will continue to support (grants, training etc) in our rural settings.
Scholarships, more leadership classes and grants.
Be there for financial support and continue to offer the class to rural communities like this one.
Fund parenting classes for ever!!! Keep Leadership classes going forever.
Continued opportunities for leadership training sessions along with some financial support. You are doing a great job bringing key people together!
The foundation grants are a wonderful way to support rural communities. The education and training programs should be repeated as long as there are additional people who are interested in participating.
continue to provide support to our community when the need arise (either trainings or grants)
Keep interested in our progress as a community. Through grants and training.
Continue to offer encouragement, advice, classes and funding for community projects and organizations.
The Ford Family Foundation has been great to our little community. I believe they are a highly valuable asset to our community! They could continue to have a role in our town with their community awareness, available classes for personal growth (skill building, effective meetings, and volunteer recruitment) and financial contributions.
I have an ongoing complaint about The Ford Family Foundation issue. During our seminars we ended up with a project that was by all descriptions a waste of resources and time. It was a financial drain on the community and it was a time drain on the part of the participants. When it became abundantly clear the TFFF was going to insist the project be completed, a number of folks came through and did the job - albeit begrudgingly. Part way through that process, I called the FFF and spoke to Tom (I think it was Tom) and he assured me that 'Your community will be looked on unfavorably when it asks for further Ford community grants if this project is completed.' No effort was made to discuss this controversial issue and the money and time was wasted. The project is completed but it remains an embarrassment. I feel quite badly at what I consider poor judgment on the part of the class leadership for extorting the participants to go through this during a time of financial stress in our town. Surely the resources could easily have been put to much more effective use.

Create small technical assistance grants ($500) for small groups that can use help to get on track. See non-profit operations as a major issue in the county. Boards that are not trained. Put the non-profit handbook on the book list but only available if you have attended the Effective Organizations class. Every non-profit needs that book along the way. Personally, just want to do and know more. Love the level of expertise assembled and want to have a way to keep up- Retreats or conventions to keep us all energized and meeting to change our homes and possibly the state. Need community trainers that can be certified or ??? to teach effective organizations to boards so that the cost is realistic. If they are truly in trouble, then they need other help, but most I think lack the basics -too much good ole' boy stuff going on rather than business-like environment. On a state level- contact 4-H Extension Offices for these classes. They are clueless in many aspects beyond the national program level. Need help with volunteer training, keeping volunteers, community partnerships, recruitment of youth, fiscal management, meeting structures, etc. and on and on. And, I believe that the Oregon Fair Association would benefit from these trainings being offered to Fair Boards around the state. Again, a tight group of folks, but lack some professional training for community engagement - sometimes a little too political. Look at suffering counties like Lincoln, Lane, etc.

-Technical assistance grants are very beneficial for helping w/development and specific skill building. -Small community project grants promote pride and 'spear' motivation w/in the community for larger projects. - Regards w rural was always very informative-not only in workshops but networking-scholarships needed. The Ford Family Foundation and its leadership project have been an incredible benefit to our county and its development- we literally will be forever grateful!!

Facilitate small community projects such as Oregon Main Street and help get Urban Renewal efforts started.

Support the community with grants that are worthy and will achieve some of the assets necessary that make a community and it's residents successful. This includes education, jobs, security for families and children, support community health organizations with immunizations, dental health, vision health reduce family abuse and foster mental health, and after school programs; the local Boys and Girls club enlarge facilities, such as a all purpose gym to serve more children, presently the membership is restricted because more children cannot be served. Help change a culture between that the industrial portion of the community does not want to help or be involved with the residential community, it's them verses us or a win lose attitude. support programs that reduce gang activity and that reduce cultural differences between Hispanics and whites and young people vis elderly people. Help raise the income levels of the poorest residents. The Ford Family Foundation has an outstanding record for all of the good it does and it is highly respected in the this community.

Many people in Orleans have taken the leadership courses in happy Camp. When we have asked for financial help, we were refused because we do not live in Siskiyou County. If the foundation does not wish to help us, they should have discouraged us in participating in the course.

I hope the Ford Family Foundation could relax its guidelines, which seem to preclude funding things outside of Siskiyou County Cal. We are an organization just 8 miles from the county line. Orleans and Somes Bar (in Sisk Co.) are twin towns. Our organization does restoration projects throughout Siskiyou County. And yet, we have been told Ford Family will not offer grants to us. There are many fine community projects that need funding.

Give an organization that develops AND IMPLEMENTS a comprehensive succession and youth engagement plan unrestricted dollars after the plan has proved to be successful, and can demonstrate measureable improvements because of it?

1. Make mini-grants available with a "reduction in paperwork" based on our good track record.

Focus on in-tangible projects that really work to change and/or move the needle on "root" challenges within the community. Also align with existing leadership efforts and/or community development efforts in communities.

Get more involved in the community. Larger projects make a larger splash. Bring the cohorts together after each year to build upon the participants.

Support Addressed projects/problems.

I am disappointed in the new grant structuring of the Foundation. It seems very narrow in focus. I really only see a few organizations that will even fit the criteria here in Reedsport.

I was quite disappointed with in the way the Foundation changed its guidelines. We had a proposal in that we were told was being postponed due to the chg in guidelines. Small towns have multiple nonprofits trying to increase the quality of life for all. It is very intertwined. To define mostly one segment of the community as needing help seems to ignore the effort of many. On the other hand I met some great people through this training and renewed some other friendships. We had a great time at the conference of communities. It was good to see what other communities are doing.

Provide "emergency" training so if participants identify or are involved in important decisions, and communication or processes break-down, they can call for assistance to team build and help find common ground and practices to move through conflict to a positive outcome. For example, the mayor and at least one council member in Joseph are Ford Leadership graduates, but the council communication has broken down with personal attacks, threats outside of meetings and a failure to see the positive contributions that they provide their town as a group of leaders. There are all kinds of ground rules and policies in place for their work together, but they ignore it. If there was a resource readily available at no or low cost, they might use it to help build trust and make their volunteer jobs more enjoyable and productive. Matching funds for projects are extremely helpful, both to leverage community support and other support, but also to simply have enough resources to complete projects and reward efforts. Right now a group is working to pull together a community endowment to help provide flexible locally controlled funds that would be managed by OCF and advised by a local board. At this time the organization I work for, NEOEDD, has a small amount of funding to pay for an Americorps volunteer and limited other NEOEDD staff to assist the volunteer community members. Funding from Ford Family Foundation to help continue facilitation and planning assistance would help sustain the volunteers in this important development. Most importantly, keep asking what we need and encouraging us to ask for your assistance. The relationship between community and FFF needs to be nurtured to be effective. Perhaps a local reception and face to face time with FFF staff and trustees would be helpful in building trust and understanding where our common goals intersect, and what is possible to do together.

Continue to be open to requests that are submitted to the Ford Family for help in carrying out community projects.

Wow...right now we have all the "leaders" and workers we need...perhaps funding for a project but I'd like to see the community do it themselves. And I think they will.

1) continue to bring together leadership graduates from our community as well as other to interact and share recent results and new initiatives....and let us know that others are still dealing with the same issues and challenges that we are. Opportunity for cross-community problem solving and new networking 2) Continue to support new community start ups with small operating grants...and short term gap financing for special needs

We have the desire to create change but we need available grants and people to help us apply for the grants. I belong to an organization the is too small right now to provide what is needed in/for our community. Money will make the difference as to being there for the community, staying available and enlarging as is needed, or not existing. The flesh is willing but our spirits are getting weak. Sometimes it just seems to difficult.

I am hopeful The Ford Family Foundation will continue to step forward when this community goes to them with a specific project or need. Continue to listen, give ideas and support to the needs of community leaders etc.

additional funding for projects beyond the local level @ the county level to promote county and regional collaboration

By Creating fun things for youth to do.

I am spearheading a community garden project for the secure food partners. It is a project I tried to garner a community interest in over 3 years ago. Since my participation in the leadership program I have been able to bring several vital partners on board. Ford Family support would help us move forward in a way that will guarantee success.

We don't have a teen center or a place young adults can go. We need a community Recreation Center. Swimming pool, skate park, maybe a health club. None of these exist for South County.

TFFF could contribute by funding grant requests.

Continue to back us up with future community projects.

We would love to utilize more the the FFF grants in our community. There are so many wonderful groups and committees who have wonderful goals for our City to improve it. It would be nice to use the Ford Family for either their wonderful grants or to help us find ways to access grants.

We currently have a grant written into the Ford Foundation for the purchase of our building

Give Blue Mt Community Radio a transmitter and STL. But, I think we should have those in hand shortly anyhow.

I see that Ford Family Foundation has instituted some new grant programs aimed at helping children within the communities. I have recently become involved with Vernonia Prevention Coalition which addresses community drug, alcohol, etc. problems. I was unaware our community had such serious issues - mostly our children. I would like to see FFF do more in this area.

Keep granting grants.

I suggest the Foundation make seed money available to communities and organizations. The funds should be matched by the community to confirm community interest. The foundation could make a consultant available to guide the community and its efforts. My proposal, a traditional grant process requiring equally matching funds assumes people are capable of self organizing. Many or even most of the charitable and emergency response efforts in communities are done by volunteers. I think investing in community projects rather than administratively burdensome training programs would net the Ford Family Foundation better results.

Make a donation--a sizeable donation--to the Old Mill School. My job is to raise 150,000-- I would appreciate the Ford Family Foundation making at least a 100,000.00 on behalf of the children who need extra assistance; psychology, academically...physically at Old Mill School. I, currently, have a student who benefitted from counseling services, and a colleague who has two children diagnosed with autism, at Old Mill School. I know I am asking a huge request. But, Old Mill School serves a wide variety of children and their needs. Perhaps the Ford Family had a child or knows a family that received services. Old Mill School is outstanding in their outreach to children and their families. Please support my request, Becki Goslow Philomath Middle School

We are looking at another possible grant for updating kitchen facilities in one of our community buildings.

Help with financing new library

We have just got started; we need a new Library, City Hall, sidewalks and the grange needs a Fire escape and warmer windows in the front. We hope when we get ready to work on these things that the Ford Family Foundation well help us.

Funding in partnership with community for additional projects; continue with the Technical Assistance Grant Program: just being available as a resource is such an advantageous and helpful role for the foundation to play. Thank You !

Grant for community center

Continue to support youth and good community based projects in rural communities. These are very important items for rural communities and Ford does an outstanding job with this already. Keep up the good work.

Help us develop a significant endowment fund for our public library to supplement city and library district funding. Cost of operations rises faster than tax-based funding. Help our school district to improve the level of school library services in terms of staffing, collections, and physical facilities in every building.

Help us better and screen projects access grant monies. A personal visit would be best.

Give the schools multi-million dollars of support either directly or through aid in raising funds.

The Upper Nehalem Watershed Council would like to develop a natural valley storage model for the watershed's above Vernonia to reduce flood damage to the community and improve salmon habitat and watershed health. We need help facilitating the development and utilization of the model. The Vernonia Grange - the longest continuous acting organization in Vernonia (107 years) needs assistance with making much needed improvements to the 100 year old building so it can accommodate more and more community building activities. Such as media center, food service kitchen, weatherization and green building upgrades, handicap access and restroom facilities. The grange building currently accommodates Jazzercise, personnel fitness classes, natural health and exercise classes, a lovely and very talented local theater group, civic group meetings, art shows, community dances, watershed council meetings, flood recovery classroom for the Vernonia 2nd graders and more... it has a lovely golden glow that needs to shine for another 100 years :-).

The ability to go after funding for big project like community buildings or gymnasiums in our rural area. Effective planning for grant writing. The ability to work with our tribal and local organizations.

I am interested in work w/disadvantaged youth, homeless youth. Youth affected by substance abuse, foster care and dysfunction of poverty. I would like to see the Foundation expand its work w/youth- Create sources and opportunities for those youth.

Provide us w/ a 5 yr. commitment in opening a [?] (Boys/Girls) Club. Need funding to Purchase building, manage staffing, Purchase goods, annual budgets and promote a healthy environment in such a troubled area.

Help fund and promote new projects in community

I would like to bring an educational opportunity to Coos County. It is a program developed by Oregon State University - It is the Food Biz Bootcamp. The cost may be prohibitive for our local would be entrepreneurs and perhaps the Ford Family Foundation could help underwrite the class. We have considering a business incubator type commercial kitchen and the opportunity to create and market corporate gift baskets with the products produced.

Would love to see the community projects gathered and displayed together - at the very least in a searchable database. Ideally, the community projects would come with all the supporting documentation. For the scrap project, we have press releases, fliers, notices to property owners appearing to have junk vehicles, volunteer sign-up sheets, logging forms for who donated what, etc. All that we would be happy to share with someone else taking on a project. We would love to see a simple set way to access challenge/matching funds for small community improvement projects. Communities have to raise the money/in-kind and FICB would match up to $2,500 through a SIMPLE application process. Maybe the community would need to raise double and the FICB dollars would be the last in for the project. Ready and looking forward to learning more about how the ambassador program may be expanded.

More publication as to opportunities - and stay away from the small projects - they are a waste of time

To be there to help financially in our endeavors.

Continue to make grant money available

-As always money is important, but I think equally important is creating leaders who have the ability to inspire others to reach their potential.

Give some financial support to groups and projects that are already going but need some help.

Funding.

I know that the Foundation has cut back on grants, What kind of projects will you fund.

I appreciate the grants that The Ford Family Foundation has given directly to non-profit organizations as well as to fund the Leadership Institute. I think this shows a real commitment and impact in our community.

I really appreciate the Ford Family Foundation's investment of time and resources in our community and other communities across the state. Continuing to offer community grants is a great way to support ongoing efforts.

Be willing to give more aid financially.

It could help by giving more skills and by being there financially.

Money-visit occasionally-be willing to help w/issues- help us track down people, knowledge resources.

Support for the social services. If people are too desperate to appreciate tangible projects, those projects will waste away and the money that went into them is lost.

With financial help

Support an actual organization such as the Columbia Food Bank, Amani Center, Women's Resource Center. Work as a group to provide the organization with something that is needed.

Continue the good work of the classes and help fund existing organizations to take some of the daily operational pressures off the volunteers.

Monetary support of community organizations through Foundation Grants is pivotal to making the most of the leadership training we received from TFF.

You can continue to give us grants.

1. I hope that the Ford program continues to send RDI staff to help the community trainers with new classes. I am a trainer and I worry about how we (the trainers) can manage a class when we all have full-time jobs. 2. More grants to our community that require Ford classes to work together on them.

Matching Funds

1. Continue to help fund projects thru foundation.

Offer a wider range of activities and projects that would qualify for grants.

I believe that acting in a consulting fashion is the most effective means at this point. It seems that all of the conferences and outreach are good, but perhaps a financial strain. As a community, we will come together for reasons that will show themselves over time and when we do, we would greatly benefit from financial support and leadership consultation to get our vision accomplished. i have also enjoyed the quarterly newsletters that you all put out. It is good to see what other communities are doing and I think the statewide collaboration is very good for the state of Oregon rural communities. thanks for all you do! you really do make a difference.

Create time. I feel like things are in my court now. I would like to know more about the grants. There are some things I have wanted to do but have not made the time to research out how to get them done. I think that there are some serious needs here in Rainier with the youth and the employment issues but I don't know how to tell someone else to fix it. We need to organize and deal with it.

Keep granting funds to our projects that we will use to continue to improve our community with.

Resources support

We are just in the process (4 Ford Family Leadership members)are in the process of applying for an OCF grant to develop a county wide mentoring program and if we receive the grant we may very well apply to one of the Ford for some financial support to compliment/subsidize the effort

Table 16: Comments Related to Changes to Class Structure Desired

Maintain their focus on funding priorities for rural communities. Continue teaching and leading people Continue leading with integrity and fun and keeping their excellent staff.
We are ready for the 'next step' in the leadership development of our community. I'd like to see 'mini-sessions' that address portions of the program, so that other community members could avail themselves of the training in smaller chunks. Signing on for the full program has been difficult or impossible for some community members, yet they are interested and willing to learn what they can. One of the things that make it difficult for small community groups, such as the Banks Community Foundation, to survive is the fact that most granting agencies, including TFFF, prohibit any of the funds to go toward even modest administrative fees. This forces an all-volunteer group to fund-raise in the community just to pay for liability /board insurance and other nominal operating costs. We'd love to see that rule change. Have a shorter, separate training program for youth. (This may be in the development process or already exist.) It was difficult to integrate (or sustain the interest of) the high school students given the content and the way the curriculum was presented. In our community, they hardly ever remained part of the class project group, yet we know that they have gone on to college or other endeavors and excelled as a result of their training, so it is valuable and necessary.
Make project funding easier to access for regular folks. Maybe come for a visit and talk about the ideas and fund a project without a need to write a professional grant. Keep training more leaders!! Look at the nomination process to encourage emerging leaders more so than established leaders.
Many people in Orleans have taken the leadership courses in happy Camp. When we have asked for financial help, we were refused because we do not live in Siskiyou County. If the foundation does not wish to help us, they should have discouraged us in participating in the course.
Focus on in-tangible projects that really work to change and/or move the needle on "root" challenges within the community. Also align with existing leadership efforts and/or community development efforts in communities.
1. I hope that the Ford program continues to send RDI staff to help the community trainers with new classes. I am a trainer and I worry about how we (the trainers) can manage a class when we all have full-time jobs. 2. More grants to our community that require Ford classes to work together on them.
I believe that continued classes would help small communities come together to solve issues. It provides the tools for collaboration, while also an arena for brainstorming and completing a goal with unity. I would like to hear students express a positive experience from this class. I believe that adults need a few more tools when working with teenagers - it is very easy to give up on them and leave them out altogether. I would love to hear of something like that enhanced in the trainings.
Keep up with the classes and try to get a more diverse age group within that class
Continue to do reach out for new folks and to turn to us "veterans" to help facilitate the local leadership development! Providing resources and support is huge!
It has been suggested that Ford sponsor training local trainers to deliver Effective Organizations. Smaller agencies need hands-on help with basic business skills. T The youth leadership classes are dynamic and productive. More classes would benefit the community.
I think that many people in the community who have 'leadership' positions aren't good leaders or good managers - they just wound up being 'in charge.' It is assumed that if you're head of an organization or agency that your a good leader - not necessarily true. Sometimes there is no accountability for doing a half-assed job. I would like to see all people who are 'in charge' take management or leadership classes. especially the chapter on 'good listening skills.'
Offer classes at the high school level. Not as intense as the classes we went through but give them a basis on the skills taught. It would help them deal better with other students, teachers and the prospect of college.
Provide training opportunities to service organizations, and other groups, especially youth-related Ford's mission, although uncommon, is brilliantly conceived and forever beneficial. Thank You.

I would like to see representatives from the city council and our administrative office in the leadership cohort in year 4 and 5. I think that the benefit from the content rich curriculum and the interaction with others would create a terrific bridge between the two.

Do more training for our elected leaders. They continue to create "solutions" for our community behind closed doors.

I think the commitment of the classes is a huge one and it would be nice if trainings could be a little less long or spread out over a longer period of time. Folks are stretched so thin here, many financially and/or time wise. I was unemployed for over 2 years and am now only employed part time. I was lucky that I had the time to participate. I would like to see the Ford Family Foundation continue to invest in leadership training, especially with youth. I also would love to see the Foundation fund efforts that create opportunities for our communities to thrive. It is a hard county for many moderate and low income families.

Have more compact, less time consuming classes offered as refreshers to past participants.

Continue to offer the leadership program, but with greater allowance for the demanding schedules of leaders in the class.

Further trainings could be provided at times that are more convenient for those with fulltime work schedules.

Our group never did form a core leadership team except by default, and I think that was a failing that meant some of us had to shoulder a heavier burden of work/responsibility. We've never really talked about the problems and failings of our project--because to do so would be negative--and I understand that. I am still trying to process what we could have done better so that I can take away some more positive learning from the experience. I think the program is really great--especially the networking aspect of it. But I'd recommend helping participants to pick easier-to-accomplish projects. The format of the class made it difficult to realistically evaluate potential projects in the given time frame--and in the context of the class, there is confusion about who's in charge, the facilitators or us. We did succeed--so perhaps that made it worthwhile; but I think some of us felt that we were in for more than we'd signed up for on top of our already heavy burdens of community volunteer time.

Focus energies on pre existing projects and project specific training to give community members more realistic and obtainable objectives. Train local groups more directly and individually on issues related to their projects.

I would like to see less emphasis on the project in the Leadership classes. I have participated in one class and have been a community trainer twice. In all cases, the project was very difficult, and after the class was over, the process of completing the project alienated many class members. From my perspective, the project takes away from other, more valuable, learning. If the project must stay, then I would like to see some follow-up in the community to help them through the process. Could you pay people to take the collaboration class?? We just finished our class, and the people there were, for the most part, already well-versed in collaboration. The people and organizations in our community who don't understand collaboration didn't come to the class.

The only issue I saw an area for improvement was that the class had amly leaders, so when we worked on our class project we ended up having more leaders than helpers. Somehow addressing this is class would help, to make people realize that for the purpose of the project, not everyone can lead. I tried to sit back an see how leadership , good or bad, would effect the input and effort of the volunteers.

I'm not sure. Maybe work hard to find facilitators who are truly servant leaders, who are WILLING and ABLE to set aside their own personal egos and their own personal agendas for the greater good.

I don't know, but I do not feel the facilitator we had was helpful at all. We spent the majority of our time pandering to certain individuals and she approved of this because "he needed help understanding". Personally, I did not have a good experience and would not suggest it to anyone.

Having representatives from other communities come and talk about their experiences themselves. All the material and activities presented during the workshops has a tendency to make one glaze over, if you know what I mean. I believe having guest speakers could give added impetus and motivation to the group.

Maintain the same facilitator for all of the classes and workshop as it has changed I think every single time and it is tough for even a smart woman from east Portland to understand rural Reedsport.

Put more emphasis on the development of community members and less emphasis on the project...when it comes to the student class members, balance the honor students with some C students, or failing students...more emphasis on developing people rather than what someone can contribute to the group.

Involve more youth and make sure they are not "token" participants. Their input can help the community and the organizations within it and really have a positive impact on our future and the future of Oregon.

I feel that more support for the younger, less community aware participants is important when attempting to include all participants in the project. There's only so much high schoolers can do.

Try to get more youth involved.

The class was great, the training was great, not sure how to keep it in front of us to draw from as everyone who was in that class was extremely busy with life. It seems like it needs to start earlier, in junior high, so it's an automatic way of thinking - listening, helping, being a valuable part of the community - no matter where you live.

I can't think of anything you haven't thought of yourselves. The youth group Suzanne has been doing is a great idea. I wish I'd had it around when I was young. Seeing your name on all kinds of projects all over the community makes me feel as though you are MY family. Getting disparate (or even related) groups to partner is a wonderful way to create and harness new energy. Right now I'm trying to figure out what the Audubon Society and I can do to help the County Fair.

Involve more students. The more they realize what they have in their community, when they graduate from high school or college, hopefully they will stay or come back & be part of the community they love.

I believe that it did a great job and it is hard to think of what they can do better, but being a teen in a group of 30 adults, I wish there would have been more people my age. If anything, The Ford Family Foundation should think of a way to attract high school age kids into the program. I believe it is the people of high school age who are responsible for keeping community alive and keeping it going in the future.

We need to provide the skills we learned in the leadership class to more youth within the community, but it should be in such a way that their group project does not span a year. Just knowing that the foundation is there to support us with leadership resources is really nice to have. I think the opportunities to network with other leadership classes at larger regional conferences is fantastic. I want to be able to continue having these opportunities through Ford.

I just want to see more young people involved.

Briggs Meyers personality type is a little complex, possibly look at the disc personality models. When a person is going through the course, have a home work assignment filled out by the organizations members to gauge the effectiveness and give feedback to the person.

A resource for facilitated meetings and shorter classes in the area. Few can dedicate a whole weekend a month for four months for such a broad overview of topics. Topic specific classes might be better attended?

Make the class more focused. 14 hour classes over the weekend is excessive. Two two hour sessions would be much more useful.

Perhaps a final meeting to sum up our now nearly ended process.

I have only one negative comment about the classes themselves. I found that being a college graduate and a very senior citizen that candy and sponge throwing had me leaving the room. It bothered me as being silly is not one of my strong points.

After the class we seldom see or hear from the Ford Foundation. I feel the leadership class only concentrated on projects. Anybody can do projects but they missed the goal of teaching people how to deal with the town or city problems. Think about it.

Let the real people, no one already in government have a class that is on their level..and their peers .. it had potential to be a great program but missed the mark as far as taking into account everyones feelings and ideas..

First, actually understand our particular economic/social situation. Second, help effect positive change & growth through implementation of classes tailored to our community specifically without having to involve communities that are not in the same situation, which is; Highly industrial, greater than 60% low/poverty income levels, minimal service industry, minimal highly skilled jobs, ineffective leadership both in the community and schools, a growth rate of nearly zero in the last 40 years. Third, follow through after community specific education to help implement improvement ideas developed during these classes. Forth, understand that this is an on the ground, in the community commitment, not a outside company generic development - our community has fallen beyond the point of benefiting from boiler plates presented by those who were educated in the ways of presentation but not truly understanding the actual situation.

Involve more youth. Maybe even strictly youth programs/projects?

There is a great need in the Spanish-speaking community-particularly in families w/children. There was no representation of this population in the leadership class and I know there are some great people who could benefit from more exposure in the community and programs that address this population.

I think these classes should be directed at persons with the potential for leadership who are not already community leaders. That would include more young people with demonstrated interest in civic participation. Having attended many, many workshops and consensus trainings, much of this material was fairly familiar to me.

I appreciate offering the class to the second group- there are some "community bullies" that were invited to be in that group- I hope they participate.

Solicit more participation from community members.

I guess more community outreach in order to create more community involvement.

Offer the training more for community members who are NOT involved with the active agencies in the communities, but those who would like to be more involved and then include the Leaders to introduce all that is out there in the local communities.

Bring a larger group of people together, even more diverse.

1. Provide training for our community specifically. Our class was combined with nearby communities who have different challenges, different leaders, different economic bases, and different needs. The training focus was diluted to the point we never acquired cohesion as a group. 2. Select and provide leadership training participants based on the sole criteria of: Will this person provide effective leadership skills to benefit this community in the long term? Criteria such as gender, age, occupation, race, etc are irrelevant to attaining the goal of increasing the leadership base in the community.

I wish I would have been older, or had plans to stay in that community. My spot in the class could have been more beneficial to someone who planned to have roots here.

We really appreciated the Ford Family Foundation and its help in our community. I don't want anyone to think they did anything wrong. Unfortunately people who already felt they were strong leaders kind of took charge and taught the next phase, causing some people to not take part who might have otherwise. Then if I remember right, there were not enough people to even hold the third phase.

Maybe, start by not choosing the people that already have an agenda or unchangeable conviction to be the centers of attention. Narrow the scope of training to begin with simple (yet profound) efforts such as working with children or youth, parents in long term training. After observing patterns in the neighborhoods or communities where this work is done, start to chose from within these small communities the youth and adults that can be further trained to address the needs and coordinate the resources to respond to the needs of their own communities. This approach is much more empowering. The other approach, of choosing these high powered individuals creates a scenario that is much like charity where 'we' will solve the problems for 'them'. Again, these shortfalls do not reflect at all the work and intention of the Ford Family Foundation. I have tremendous respect and admiration for their work. One of the richest experiences I've had in this community was coordinating a grant funded by the Ford Family Foundation to enhance parenting skills. The quality of accompaniment that Tom Thorburn exemplified, by visiting, calling, being ready to offer insights and always ready to encourage when needed will stay with me forever.

This class- Explain that time commitment could be 2 years or more- up front. Class was 28-30 now 6-8 doing the work.

I am thankful to have been a member of the leadership program. I was involved in the North Lake County Leadership Program and I live in South Lake County. I think I would have been better served if I was involved in a South Lake County Program. Travel time was SO limiting on my ability to be involved.

Make the classes easier to attend by not having to take so much time off work, especially when just starting a new job. It's hard to get the time off in these situations.

Stress the commitment and the time required.

Possibly allowing participation without community boundaries--for example allowing committed participants to attend future programs and training in other communities. In hope to bring fresh thoughts and information back to their community. In the hope that a community that is very transient based, as is Hood River, could/would remain energized by rural living rather than be taken over by big city refugees.

Ford Family can best help by DIRECTLY CONTACTING ELECTED LEADERS and helping them to understand the importance of training as well as the long term economic impacts of FFFLT's involvement in the community. In both class groups, there was a vacuum of city councilors, mayors, city managers, or county commissioners. As these are the primary folks holding the political power to affect dynamic economic and cultural change, they NEED to have a presence in this process.

I think a shorter commitment to the classes would bring in a wider variety of participants.

Of course grant funds are always appreciated, but I think providing some direct one-on-one board development training for individual entities would be benefical; as it was hard to get several representatives from organizations to participate in the training and it makes a difference when more than one person receives the training.

We are ready in our area to launch another leadership class. In my opinion the best help Ford Family could give is to help the already established community trainers brush up on their skills, then let them conduct training without a Ford Family representative there on a full time basis. Between sessions and after the class is over, offer times to debrief.

Be more supportive of the autonomy of Local Government

maybe give more opportunities to meet with representatives.

(Tom) could look at the projects in process do a little work to find Stakeholders (members) that do do and complete projects and allow these peoples Jane Christensen, Sheila Hale, Carol Campbell, Lon Robertson, (Teara Sue CG) Anna, Pam Rebler, Amy. For example: to decide if monies after projects should go to food pantry of the next class projects. Graduate people whom finish projects not just go to free food parties. (A lot of peoples were awarded certificates that in my soul-should never be called leaders, takers and photo shows) more like it! Maybe when I am 60 I will run for governor.

It has been discouraging that twice we have gathered groups of interested people, willing to devote time and energy, but further phases of the program were not available to us because we did not have more. You could allow small communities to proceed, even if their numbers aren't optimum.

Just continue doing the work. I was very impressed with the summit for those who had been through the train the trainers summit in Sisters. There should be more of those.

Come into Clatskanie and try to convince the leadership of the important of working together and not against each other...

Continue conference of communities and Regards to Rural events, including alumni, awards and recognition of successful projects, strategies, community efforts, etc.

Due to the variable work schedules a video based training session would be better suited for smaller communities. This would allow for greater participation from the citizens.

Table 17: Comments Related to Desire for Assistance Organizing the Community

This is a good and tough question. We do not have any form of formal government and the "community" is spread out over 40 miles. It is difficult to get the different community groups to coordinate and work toward larger community goals. We need assistance in bringing the community groups together and identifying superordinate goals toward which we all can work. Small assistance grants and capacity building would really help.

Our community lacks a stable financial base and a unified vision for the future. Personally, I have a vision for what it will become in the future but I don't think the community as a whole has a positive outlook on our town. Any kind of additional leadership training (student/adult) and/or small financial donations would be a huge support from the Ford Family Foundation.

1- follow up workshops 2- social/network opportunities 3- more grant opps. The Ford Foundation has become quite limited in what it supports.

I think Ford Family Foundation has great training programs and that those programs are useful to developing leadership skills in me and others. Having periodic refresher courses would be a good motivator. We also need a miracle pill---we need to find ways to get people involved in the community who are otherwise not engaged in community activities. Another miracle pill is more funding. There are a number of unfunded projects that would be good for the community.

Provide information on other communities activities, their successes, and to help us find resources to continue to develop and complete new projects.

Create small technical assistance grants ($500) for small groups that can use help to get on track. See non-profit operations as a major issue in the county. Boards that are not trained. Put the non-profit handbook on the book list but only available if you have attended the Effective Organizations class. Every non-profit needs that book along the way. Personally, just want to do and know more. Love the level of expertise assembled and want to have a way to keep up- Retreats or conventions to keep us all energized and meeting to change our homes and possibly the state. Need community trainers that can be certified or ??? to teach effective organizations to boards so that the cost is realistic. If they are truly in trouble, then they need other help, but most I think lack the basics -too much good ole' boy stuff going on rather than business-like environment. On a state level- contact 4-H Extension Offices for these classes. They are clueless in many aspects beyond the national program level. Need help with volunteer training, keeping volunteers, community partnerships, recruitment of youth, fiscal management, meeting structures, etc. and on and on. And, I believe that the Oregon Fair Association would benefit from these trainings being offered to Fair Boards around the state. Again, a tight group of folks, but lack some professional training for community engagement - sometimes a little too political. Look at suffering counties like Lincoln, Lane, etc.

-Technical assistance grants are very beneficial for helping w/development and specific skill building. -Small community project grants promote pride and 'spear' motivation w/in the community for larger projects. -Regards w rural was always very informative-not only in workshops but networking-scholarships needed. The Ford Family Foundation and its leadership project have been an incredible benefit to our county and its development- we literally will be forever grateful!!

Facilitate small community projects such as Oregon Main Street and help get Urban Renewal efforts started.

Support the community with grants that are worthy and will achieve some of the assets necessary that make a community and it's residents successful. This includes education, jobs, security for families and children, support community health organizations with immunizations, dental health, vision health reduce family abuse and foster mental health, and after school programs; the local Boys and Girls club enlarge facilities, such as a all purpose gym to serve more children, presently the membership is restricted because more children cannot be served. Help change a culture between that the industrial portion of the community does not want to help or be involved with the residential community, it's them verses us or a win lose attitude. support programs that reduce gang activity and that reduce cultural differences between Hispanics and whites and young people vis elderly people. Help raise the income levels of the poorest residents. The Ford Family Foundation has an outstanding record for all of the good it does and it is highly respected in the this community.

Ford Strategic Planning and business planning workshops on grants. Require communities to set goals based on documented need ie: in planning documents on scientific/economic documents rather than "brainstorming"

We have work to do. The biggest obstacle is getting the community leaders together, in one room, to discuss community issues/solutions. The great thing about the FILP and the class project: it forced us to get together, to work together, to talk. In addition, as people move, retire, etc, we need to keep training community leaders, esp. young folks, is there a maintenance program? One weekend (Fri/Sat) a year? I'd be a trainer for that. I'm as bad a anyone, can't find time to get together with my fellow grads to chew the fat.....not sure how to fix it? This is where FFF can help, we need a forum, a reason, an incentive.....

I would eagerly participate in an on-going, long-range community planning training. A significant number of our graduates wish to make a determined effort to develop a more evenly distributed economic base for our community. Eco-tourism is one area everyone can agree on as being low impact and beneficial over the long term. It would be extremely helpful to have TFFF help a core group develop strategies for successful planning and marketing of our uniquely bio-diverse region.

Continue FILP cohorts. Sponsor community gatherings to identify projects and problems and facilitate connections and cooperation Volunteer Activities: 12 hrs recreational club meetings 20 hrs recreational club volunteer work 20 hrs county park board meetings 15 hrs county planning commission meetings 20 hrs Grange meetings (4 months member) Total 87 (rough total-I'm sure there are more) Additional Civic Organizations: Democratic Party of Oregon State Central Committee County Delegate 1 year 30 hrs/year I really appreciate the Ford Family Foundation- Their belief and investment in Philomath has been very generous and has counteracted the closed "power structure" existing and strangling this community.

Continue the leadership especially in the school. Keep in contact with us and have two-day collaboration trainings to invite new or interested people to.

provide training in fund raising give guidance to the community on how to come together for one major project

Continue to offer more advanced classes and opportunities as well as the basic leadership classes. Also scholarships to attend conferences to professional development. I remember Community Collaborations being very successful in Baker City when it was held. I think that we need more opportunities along this topic as an on going option.

Collaborative Effort training may be beneficial here as much of the time we have lots of different projects going at the same time.

Continue to offer opportunities for diverse groups/individuals to meet, be educated in community skills, practice them through projects, etc. It is a simple, powerful "intervention" for our community. Also, to offer regional and statewide opportunities to get together and learn and network -- I attended the Salem convention and the sessions and networking were excellent. Thank you.

Continue to build human potential through the Scholarships and Leadership classes. Help foster community collaborations and organization building. Help educate us on how to move more toward economic development!

Continue to have classes using the leaders they have created. Since we have had so many classes, maybe have a multi-class project. Focus being to identify and teach the people working against our positive efforts.

The class was wonderful. I think it is very helpful for communities. I would like to see more for the youth as well. I think the most important thing would be networking with other communities and organizations for resources and volunteer base.

Continuing education classes; networking opportunities. Forums on a regional basis to discuss oreg. issues. Additional Civic Organizations: Project Linus Volunteer 2 yrs. 100 hrs/year Lake Co Food Share Volunteer 6yrs 2 mon 100hrs/year

Work more on getting people to want to help. More work needs to be done on how to be a voluntary and leader.

Stay involved. Help us develop a long range vision and plan. Help us find consensus based ways to solve our problems rather than strict majority rule or the most vocal and aggressive rule.

I think they should sit down with an adverse group of people from all classes and verbally have an open discussion about what they think the future should hold for their communities. The reason I think this, it is very hard to get our two small communities, together, and I believe this is the only way they will prosper. I and others, in the past have tried to pull them together without bickering. The problems we face today are not the same as the past. In the past when something needed to be done, the people of the communities hashed it out among themselves. Sometimes for a long time, but after all was said and done, the majority ruled. The reason is, people that lived here, worked here, raised their children here the People tat moved here accepted this, and everybody took pride in their communities. What happened is their way of life was eliminated. The younger generation had to move away. The older generation either died off or are tired. The people that come from other places and take their place are either retired or this is their second home. And all they think about is their own agenda and what is good for them. In future classes I think you should teach people with busy mouths to keep quiet. For example: our fourth of July. We had enjoyed it for many years. Because of people that have been doing it, have moved or are tired. We have been trying to include new people in the community to take on the responsibilities. What is happening, for the last few years Mill City & Gates have become too separated on it, because, the new people are constantly running their mouths on how incompetent things had been run by the people in the past. Most of the people that run their mouths have not lived here very long and do not seem to want to accept our way of life and that we will always find a way to pull it together. Thank You for allowing me to voice my opinion. ChuckBorgia

We need help with training on how Council & Planning Commission should work to interact with the community and work towards consensus rather than dictate to the citizens. I know that it is not all them, the citizens need to be willing to participate, but I believe if the right method can be found, I believe they could be shown why it is in their best interest to join in. I am not as involved (or at least I wasn't until just recently when I went back to my old position on a temporary basis) as I once was, but would be willing to join in again if I didn't feel like the lone voice in the crowd. When new people take positions in local government changes can be dramatic and can be a change for good, or not so good.

The Foundations has supported the development of several leadership classes in Harney County. It would be good to host another meeting to gather as many of the participants, and discuss the current isses affecting all of the communities. When the classes were held, it was over five years ago, and many new issues and concerns are affecting our communities, and I think we need to discuss this in an opern meeting.

Our community is on the brink of huge changes that include the demographics of what what our community will look like in 3, 5, 10 years. I would like the Ford Family Foundation to continue monitoring our community and asking for feedback to help our community leaders make the transition go smooth for the current citizens while embracing the new citizens. This area has been a logging/manufacturing community and will be changing into a College Community - Based on questions I hear being asked, I am not confident the community is prepared or understands what is necessary to make the transition. I am confident we all want this change to be a success - we might need some assistance in making things happen to accomodate as oppose to asking for direction from the incoming administration.

Help with strategic planning at the local government level--developing a county wide plan.

Not sure right now. Maybe reach out to local government as they struggle to find ways to meet financial deficits and the process in which they involve the community during difficult times.

We are in Idaho and to understand we are out of your area to serve. We could use help in reelecting past planning- that stayed on the shelves- and updating.

Create forums for community leaders. "visions for tomorrow"

This last class had a community fundraise for their project. It would be fun to have an alumni session with maybe or maybe not a specific project or community goal to accomplish. Maybe a visionary plan for the future that the end project could be tangible and useful for fundraising, grants community support type of Giving.

Provide visioning encounters for the community.

*** Support a regional collaboration conference to bring together the many stakeholders and address fundamental infrastructure that is not effective and is costing/wasting time and money.

Bring the members of the group together again and ensure that future leadership groups have the chance to meet and collaborate on projects. We often get caught up in our lives and current projects. As new FILP groups are trained, the formerly trained FILP members need to be invited to meet the new ones, provide guidance to them and work with them on new projects if possible. Remind them of the wonderful food you provide to entice them to come back and meet with new leadership groups. Keep me in contact with updates and future training opportunities as you have been. I will continue to attend future trainings and may sign up for the one in Bend in the spring.

I would like to see For be more proactive in truly uniting the active leaders that come out of the training for other community projects. It feels like you hold the ball for a while and once the ball gets dropped (project completed) there is no advance level of leadership. Give the gems a chance to "shine".

Maybe finding a specific community project that students and community members could work on together and complete. This would help us see the benefits of how we can make a difference in our community.

I would like to see the program draw us together across Siskiyou County. Our county is unique in the number of very small communities that we have spread all across its vast geography. I think we would benefit by encouraging these small communities to work closer together and to appreciate the individuality of communities but to recognize our interdependence. I would also like to encourage more involvement from California resources.... ie. RDI is a wonderful Oregon Agency, we may benefit more from getting more involved with the resource agencies available to us here in California. We also fall within Chico State's economic development service territory and they should be encouraged to provide assistance.

Facilitate community-wide cooperation on joint projects.

I think we are still to dependent on the few source people to get things done- we need help to build a broader base of community involvement.

We need to work on getting along as a community

There has to be a way to get all of the organizations on the same page. While the program does a good job of introducing volunteers to the concept of collaboration. Once the program ends everyone goes back to their program and focuses on it. In most communities there is the 800lb Gorilla in the group. That has established an aggressive outreach and fundraising program already. Smaller groups have a difficult time competing for available assets. There is no incentive for the larger groups to share or team build with the other groups.

I learned a lot in the community collaborations class. Support for more collaborative partnerships would go a long way toward bringing our community together; sharing information, expertise and resources.

Need more community forum building. Less physical items done and more social/human resource building. Need ways for the community to make good decisions, like open forums to discuss policies.

I would like to see the foundation help us pull all of the leadership graduates together for a check in and to determine what if any projects we could start working o in our communities as a larger team.

Keep in touch with us and as you are able to bring us together from time to time to remind us of who we are and how much we have already accomplished. It is time that tends to get us away from center and we lose focus and hope because it is inevitable that the 10% doing the 90% of the effort. I hope we can overcome that one:) Maybe it might be nice to bring all the classes together and collaborate on one project that might be clear to everyone that our community needs it.

Networking between organizations in my community. The different organizations seldom work together unless they are forced.

Continue to stay in contact and provide opportunities for graduates to network and share ideas.

Demand collaboration and sharing of resources towards common goals

The class I was in has scattered to many areas and we never were closely tied in with the second class in our area, so our class is not functioning at all anymore. I feel we could still address areas of concern in the coquille valley if we'd partnered better with the second class. Our paths of local communication have vanished.

I would truly like assistance in bringing the factions together in this city. We have people pulling against each other trying to reach the same goal. We have people who have become disillusioned with the community and chose not to participate in any way other than criticize those trying to make a difference. I understand the FFF provided guidance in Sutherlin to bring civic and community groups together to express needs, desires and methods to achieve their goals. The result in a long-lasting group meeting monthly to share experiences. It is refreshing to see representatives from various groups, public and private, sitting around the table amicably sharing. It is my dream for Oakland.

Exactly what they're doing now. Bringing together people from a variety of backgrounds who have a common interest in preserving community. The trainings give people the skills to help them move their communities and projects forward. I understand why TFFF does not have the Conference of Communities for the second training classes, but I want them to know what a valuable experience this was. So much was learned; so many skills were taught and used; so much bonding happened. A truly positive experience. Thank you.

Hopefully year three (2nd cohort) will have as great an impact on the area as did year one. Ongoing as-needed support will be valuable in implementing some of the changes that resulted from TFFF's involvement here (e.g., possible consolidation of two similar organizations). I wish some organizations (one in particular) would have taken better advantage of TFFF's offerings here, perhaps all the good that comes from your training will help motivate them to get involved. Your programs like Select Books continue to teach and guide us. It would be very interesting if TFFF sponsored a day or weekend where neighboring cohorts could get together (e.g., North Curry and Wild Rivers), which would undoubtedly expand our idea of 'local' even further and who knows where THAT might take us.

Provide a regional structure to help struggling communities focus on common themes and struggles...

Just keep bringing these groups together.

We will need a help to stay motivated doing projects. I think Ford leadership should probably visit the community, and the group that has weathered the test of time, see where we are and help give us motivation to soldier on. Maybe a class reunion or something of that nature. I would like to say that I think the the foundation does great things by getting the ball rolling, we may in time need a little push but we have our group and some new recruits coming in so hopefully we can get some new energy. Currently a lot of people, including myself, feel that in these economic times we need to focus on the family and keep our heads down and keep pushing just to get through these times.

A difficult question with no clear answer. The Ford Family Foundation's commitment to our community of the past 4+ years has been phenomenal, and our community (by this I mean the County as a whole) has been impressed and appreciated that support. Personally, I have a level of concern about what will happen at the close of the 5 year program. Even 10-11 months after the last training has come to town, we find it increasingly difficult to recruit and encourage participation. How do we - the community/community ambassadors - and TFFF partner to find a balance between continued engagement and participation together, without creating a dependence of the community on TFFF to provide or encourage positive change. We need to take responsibility for our future, no doubt, but periodic re-invigoration might also be beneficial to keep the flame burning.

more networking possibilities
I think that hosting ongoing networking events and community forums would be very beneficial.
Ford Family Foundation can keep bringing us together separate from our existing networks.
encourage and support diverse groups to 'get together'.
For the Baker City group in general, I believe it would be of benefit to identify leaders who went through the leadership class who were involved both directly and indirectly in the community conflict and sit them down and work the parties through issues and see what went wrong and tie solutions back to the leadership training. Having been through the Ford classes should have helped this process and I don't think that it did. Why???
Help with the cultural barriers that exist and find ways to bring people together.
Help to change the political discourse- stop blacklisting, exclusivity on political basis, encourage inclusive democracy.
Just be there in a consultation position and maybe set up some needed project. I don't know of a situation at present.
Keep being involved in our community, help us to get our children involved also. Thank You...

Table 18: Comments Related to Desire for Foundation to Keep Listening to the Community

Stay involved. Help us develop a long range vision and plan. Help us find consensus based ways to solve our problems rather than strict majority rule or the most vocal and aggressive rule.
Keep in touch with us and as you are able to bring us together from time to time to remind us of who we are and how much we have already accomplished. It is time that tends to get us away from center and we lose focus and hope because it is inevitable that the 10% doing the 90% of the effort. I hope we can overcome that one:) Maybe it might be nice to bring all the classes together and collaborate on one project that might be clear to everyone that our community needs it.
Continue to stay in contact and provide opportunities for graduates to network and share ideas.
We will need a help to stay motivated doing projects. I think Ford leadership should probably visit the community, and the group that has weathered the test of time, see where we are and help give us motivation to soldier on. Maybe a class reunion or something of that nature. I would like to say that I think the foundation does great things by getting the ball rolling, we may in time need a little push but we have our group and some new recruits coming in so hopefully we can get some new energy. Currently a lot of people, including myself, feel that in these economic times we need to focus on the family and keep our heads down and keep pushing just to get through these times.
Make project funding easier to access for regular folks. Maybe come for a visit and talk about the ideas and fund a project without a need to write a professional grant. Keep training more leaders!! Look at the nomination process to encourage emerging leaders more so than established leaders.

Focus on in-tangible projects that really work to change and/or move the needle on "root" challenges within the community. Also align with existing leadership efforts and/or community development efforts in communities.

After the class we seldom see or hear from the Ford Foundation. I feel the leadership class only concentrated on projects. Anybody can do projects but they missed the goal of teaching people how to deal with the town or city problems. Think about it.

First, actually understand our particular economic/social situation. Second, help effect positive change & growth through implementation of classes tailored to our community specifically without having to involve communities that are not in the same situation, which is; Highly industrial, greater than 60% low/poverty income levels, minimal service industry, minimal highly skilled jobs, ineffective leadership both in the community and schools, a growth rate of nearly zero in the last 40 years. Third, follow through after community specific education to help implement improvement ideas developed during these classes. Forth, understand that this is an on the ground, in the community commitment, not a outside company generic development - our community has fallen beyond the point of benefiting from boiler plates presented by those who were educated in the ways of presentation but not truly understanding the actual situation.

Maybe, start by not choosing the people that already have an agenda or unchangeable conviction to be the centers of attention. Narrow the scope of training to begin with simple (yet profound) efforts such as working with children or youth, parents in long term training. After observing patterns in the neighborhoods or communities where this work is done, start to chose from within these small communities the youth and adults that can be further trained to address the needs and coordinate the resources to respond to the needs of their own communities. This approach is much more empowering. The other approach, of choosing these high powered individuals creates a scenario that is much like charity where 'we' will solve the problems for 'them'. Again, these shortfalls do not reflect at all the work and intention of the Ford Family Foundation. I have tremendous respect and admiration for their work. One of the richest experiences I've had in this community was coordinating a grant funded by the Ford Family Foundation to enhance parenting skills. The quality of accompaniment that Tom Thorburn exemplified, by visiting, calling, being ready to offer insights and always ready to encourage when needed will stay with me forever.

Keep interested in our progress as a community. Through grants and training.

Continue to offer encouragement, advice, classes and funding for community projects and organizations.

Provide "emergency" training so if participants identify or are involved in important decisions, and communication or processes break-down, they can call for assistance to team build and help find common ground and practices to move through conflict to a positive outcome. For example, the mayor and at least one council member in Joseph are Ford Leadership graduates, but the council communication has broken down with personal attacks, threats outside of meetings and a failure to see the positive contributions that they provide their town as a group of leaders. There are all kinds of ground rules and policies in place for their work together, but they ignore it. If there was a resource readily available at no or low cost, they might use it to help build trust and make their volunteer jobs more enjoyable and productive. Matching funds for projects are extremely helpful, both to leverage community support and other support, but also to simply have enough resources to complete projects and reward efforts. Right now a group is working to pull together a community endowment to help provide flexible locally controlled funds that would be managed by OCF and advised by a local board. At this time the organization I work for, NEOEDD, has a small amount of funding to pay for an Americorps volunteer and limited other NEOEDD staff to assist the volunteer community members. Funding from Ford Family Foundation to help continue facilitation and planning assistance would help sustain the volunteers in this important development. Most importantly, keep asking what we need and encouraging us to ask for your assistance. The relationship between community and FFF needs to be nurtured to be effective. Perhaps a local reception and face to face time with FFF staff and trustees would be helpful in building trust and understanding where our common goals intersect, and what is possible to do together.

I am hopeful The Ford Family Foundation will continue to step forward when this community goes to them with a specific project or need. Continue to listen, give ideas and support to the needs of community leaders etc.

Funding in partnership with community for additional projects; continue with the Technical Assistance Grant Program: just being available as a resource is such an advantageous and helpful role for the foundation to play. Thank You !

Help us better and screen projects access grant monies. A personal visit would be best.

Money-visit occasionally-be willing to help w/issues- help us track down people, knowledge resources.

Continue to provide a support system and opportunities for education, refresher short courses, maybe some distance learning options. I enjoyed the newsletter as a way to see what others were doing and to get some positive reinforcement. While I haven't taken advantage of it, I like the booklist. Drop in every now and then.

Stay in touch. Offer additional growth experiences. I am very grateful for the Foundations generosity.

Someone from the Ford Family needs to be THE contact person to help support and trouble shoot when the group is working on their project.

Just having the ford family foundation in my community to support the growth is a plus.

Be there for support and encouragement on all levels.

Just keep up the support.

stay connected with us

Be available for input and guidance in developing future leaders.

Just continue to be there!!!

Listen to our needs that may come up just like you have already been doing!

Accountability and encouragement

Ask for our ideas or opinions on a subject.

Stay connected in.

Hold us accountable for the efforts and investment FFF has already made...stay somehow connected & support our future as a local organization focused on identifying & accomplishing community driven projects.

Keep in touch with the community and help with information and ideas to be able to do more projects.
I think the way the Ford Family Foundation stay in touch helps when I need information a source to go to.
Ford Family has gone above and beyond in keeping in touch with our community. Everything you have been doing or helping us do has been wonderful. Making your foundation available is wonderful and I hope you will be available in the future.
Stay connected, inform us of other/future opportunities to further our education in civic programs.
Just keep being available and doing your good works!
Check in w/participants individually during the sessions to glean ideas for facilitation guiding.
Keep in contact.
Continue to keep in contact with FILP graduates and offer the opportunity to gather graduates at venues such as the RDI annual conference. Another idea may be to have graduates contribute articles quarterly to the "Community Vitality" newsletter.
I am a firm believer in personal contact and I feel like the foundation missed the boat in not contacting attendees individually after the sessions. I think someone could have called people and done a personal one on one interview with attendees to ask "now how can we help you?" I believe you may have obtained some very valuable information and ideas.
I am not sure. I've been disappointed that I have been unable to get many other people motivated to complete the leadership program in other communities, think the timing was bad. I welcome the continued contact from the Ford family Foundation and think that itself could provide the support I need. I hope we will work together in the future somehow.
Check in, I guess, See what's up. Maybe Newspaper ad to all former attendees to contact you all (In case email/address have changed) like mine :)
I would like the Ford Foundation to visit different organizations and sit in on Board meetings to learn what is happening in our community and ways they may assist. Fund raising is always important, but we are a can-do community.
Don't forget about us. I think Reedsport is on the edge of being strong and healthy. It may take a little help and support from the foundation to help push us over that edge. With 4 cohorts of leadership graduates I can't wait to see what we come up with.
Be there for advice and support.
Not forget us. Everything that they did for us helped us stand on our two feet. But we always look for tools, such as RDI, and others.
Keep in touch. Keep inviting me to your stuff.