



K C L E

2015

***Kansas
Community
Leadership
Enterprise***

Participant Manual

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Paid for by the Kansas Department for Children and Families





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PREFACE

The Kansas Community Leadership Enterprise (KCLE) curriculum was funded by the Kansas Department for Children and Families (DCF) to come alongside Kansas communities, in collaboration with leaders and community members, to discuss area needs and develop community-driven solutions.

Primary Author

Charles L. Perry, MPA, is a consultant with the Center for Neighborhood Enterprise (CNE) who has more than 22 years of professional consultant experience in project management, training development, operational management, strategic planning, and program evaluation. He is an Air Force retiree, who holds a bachelor's degree in political science from Mercer University, and a master's degree in public administration from Georgia College. Charles has taught as an adjunct professor in the areas of business and management for 15 years, at Central Texas College, University of Maryland University College and Prince George's Community College. He has provided leadership and management to start, build capacity, sustain and evaluate public and private, large and small organizations. Charles has managed more than \$10 million in the delivery of training and technical assistance to more than 50 organizations in 23 states. He's also managed training programs that have impacted more than 25,000 participants. He is currently in the Doctorate of Management program at the University of Maryland University College.

Contributing Editor

George R. Williams, Ph. D. candidate in family studies, has a master's degree in marriage and family therapy. He is the Deputy Director for Faith-based and Community Initiatives for DCF. George has more than a decade of experience as a fathering practitioner, master trainer and consultant with the National Center for Fathering. He is a nationally-recognized fathering expert who has inspired and helped thousands across the country with his creative, engaging and passionate presentations and training. George has been featured in national media and has authored numerous fathering articles and teaching materials, such as *Kansas Strong Dads*, *Super Kids*, *Quenching the Father Thirst* and is a contributing author for the book, *Why Fathers Count*.



DAY1 | Module 1: KCLE SUMMIT BACKGROUND

OBJECTIVE 1: Get to know KCLE, DCF, CNE and at least 7 community people you did not know.

1.1 Purpose

KCLE is designed to come alongside Kansas communities, in collaboration with leaders and community members, to discuss area needs and develop community-driven solutions.

Together, the Kansas Department for Children and Families (DCF), CNE and you will work together for the next two days to strengthen, enhance and create a community project that is aimed at improving the human condition for children and families.

The Center for Neighborhood Enterprise (CNE) will also provide technical assistance to the community group leaders and conference call networking, pertaining to the specific needs of putting together community project proposals.

1.2 About CNE

- CNE is a 34-year-old, 501 (c) 3 nonprofit located in Washington, D.C. that specializes in training and technical assistance to effectively and efficiently strengthen the capacities of communities, empower faith and community-based organizations' ability to advocate and act on behalf of their members. The aim of CNE is to facilitate community-driven solutions to better the conditions of low-income people of all races and religions in America.
- The mission of CNE is to empower neighborhood leaders to promote solutions that reduce crime and violence, restore families, revitalize low-income communities, and create economic enterprise.
- The CNE website is: www.cneonline.org.
- CNE Contact Information:
Address: 1625 K Street, NW, Suite 1200, Washington, DC 20006
Phone: (202) 518-6500
FAX: (202) 588-0314
Email: info@cneonline.org
- Your facilitators include a combination of CNE facilitators, Kansas DCF facilitators, and community facilitators. Your CNE facilitation team includes:



-
- Charles L. Perry – Lead Facilitator
 - Antwan Diggs – Facilitator
 - Dr. Jacqueline Henry – Facilitator
 - Dr. Jennifer Read – Facilitator
 - Steve Vick – Facilitator
 - Johnnie M. Hawkins – Program Evaluator

1.3 About the KCLE guide

You have been provided materials to help facilitate your participation in this Summit. The KCLE guide, for example, is designed for you to follow the discussion and take notes at the same time. The activities and exercises can be used beyond the Summit in your personal and professional development. You have also been provided a copy of the following books:

- Woodson, R. (1998). *The Triumphs of Joseph: How Today's Community Healers Are Reviving Our Streets and Neighborhoods*. New York, NY: The Free Press.
- Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic*. New York: Free Press.

ACTION: Please briefly review the books now.

1.4 Preparation

INSTRUCTIONS: Here are some things to think about as you prepare for the two days of the Summit.

- Am I at a place in my feelings today to get the most out of the Summit? If not, can I move myself to that place?
- How open am I at sharing my feelings, thoughts and aspirations to someone other than myself?
- What processes do I need help with as we venture into this community learning?
- What things in the community do I see happening across neighborhoods, communities, townships, cities and counties?



1.A Activity: 7 ½ Things About Me

OBJECTIVE 1: Get to know KCLE, DCF, CNE and at least 7 community people you did not know.

The purpose of this activity is to write down things about you to share with others throughout the Summit to help build relationships.

INSTRUCTIONS: Take 2 minutes to write down 7 ½ things about you and why it is important to you regarding community work and your participation in serving others. The ½ thing is about something that is a goal that you have not completed. Below is an example of one thing and a ½ thing.

EXAMPLE:

7 ½ Things About Me	Why it is important to my community work
1. <i>Being a father (one thing)</i>	<i>Because I am shaping the next generation of citizens for communities.</i>
2. <i>Graduate school (1/2 thing)</i>	<i>I need specific education in social work to be more helpful.</i>



1.A Activity: 7 ½ Things About Me Worksheet

The things about me	Why it is important to my community work
1.	
2.	
3.	
4.	
5.	
6.	
7.	
7.5.	



1.B Activity: Introduce Yourself to the Group

OBJECTIVE 1: Get to know KCLE, DCF, CNE and at least 7 community people you did not know.

INSTRUCTIONS: Each person will have 20 seconds to introduce themselves by sharing their name, organization and one thing about themselves and why it is important to their community work. Also you can write down the names of the 7 people you want to meet later as they introduce themselves.

EXAMPLE: *“My name is Charles Perry and I am a training consultant with the Center for Neighborhood Enterprise. One thing about me is that I am a father of six children. This is important to my community, because I am shaping the next generation of citizens of the community.”*

ACTION: Follow the facilitator’s direction to introduce yourself.

Write down the names of the seven people you want to meet.
1.
2.
3.
4.
5.
6.
7.



1.5 Summit Agenda and Objectives

SUMMIT AGENDA

DAY 1

8 a.m. Summit Start

Module 1

KCLE Summit Background

Objective 1: Get to know KCLE, DCF, CNE and at least 7 community people you did not know.

Module 2

Principled Leadership

Objective 2: Learn principled leadership based on CNE's three core principles and Covey's 7 Habits for suggested positive personal development and refinement of individual and organizational goals.

Noon Lunch Panel

Objective 3: Learn from an organization's comprehensive community initiative.

Module 3

Critical Communities Issues

Objective 4: Explore the Kansas State of the Family report that includes the ranking of counties by 18 key indicators to child and family well-being, and identify indicators you would like to address.

Module 4

Applied Solutions-oriented Thinking

Objective 5: Understand the 18 well-being indicators, and explore ways to apply and synthesize the information into programs and services at the local level using a 7 Habits framework.

5p.m. Adjournment

DAY 2

8 a.m. Summit Start

Module 5

Transformational Leadership

Objective 1: Connect the roles, values, behaviors and leader practices to the KCLE community project.

Module 6



Comprehensive Community Development Part 1: Building the Community Project
Objective 2: Move the group to action and the creation of group-developed leadership structure and checklists for action to guide the development of the potential community projects.

Noon Lunch Panel

Objective 3: Learn about an organization’s comprehensive community initiative.

Module 7

Comprehensive Community Development Part 2: Planning & Organizing a Community Project

Objective 4: Move the group to action and the creation of consensual group-developed work plans and concepts to guide the development of the potential community projects.

Module 8

Comprehensive Community Development Part 3: Implementing and Evaluating a Community Project

Objective 5: Move the group to consensual action using the tools presented during the Summit and to move the group to agree on a timeline for next steps in the development of the potential community projects.

5 p.m. Adjournment

NOTE: A detailed agenda is available on page 57 in the Appendix.



1.C Activity: Networking 1 Break

OBJECTIVE 1: Get to know KCLE, DCF, CNE and at least 7 community people you did not know.

INSTRUCTIONS: Using items from the 7 ½ Things About Me, introduce yourself to seven others. Please feel free to share family pictures, exchange business cards or contact information and take time to find out something about them.

ACTION: Introduce yourself and take a break.

INSTRUCTIONS: Please list the contact information of the 2 new people you met.

1.
2.



DAY1 | Module 2: PRINCIPLED LEADERSHIP

OBJECTIVE 2: Learn principled leadership based on Covey’s 7 Habits for suggested positive personal development and refinement of individual and organizational goals.

2.1 Summit Expectations

INSTRUCTIONS: In this next activity we want to know what you hope to learn or experience from the KCLE Summit.

1. Briefly examine each topic area and list 1 expectation you have for each area.
2. If someone has written your expectation, simply place a check mark next to it.
3. Write down your top three expectations in your KCLE Guide.

My Top 3 Expectations for this Summit

1. My expectation for personal development is...

2. My expectation for organization development is...

3. My expectation for community development is...

***NOTE:** It is okay if you cannot think of an expectation for each area.*



2.2 Summit Learning Agreement

LEARNING AGREEMENT: A learning agreement summarizes the responsibilities or rules of all team members involved in a learning experience. This agreement can help guide us in getting the most out of this Summit.

INSTRUCTIONS: Write down one rule you think is most important for this group to help make this Summit an effective learning experience.

Learning Agreement
1.



2.3 Personal Development using 7 Habits of Effective Highly People

OBJECTIVE 2: Learn principled leadership based on Covey’s 7 Habits for suggested positive personal development and refinement of individual and organizational goals.

2.3 Section: 7 Habits Worksheet

Covey – 7 Habits of Highly-Effective People	How this Habit Applies to Me
Habit 1: Be Proactive - Take responsibility for your life.	
Habit 2: Begin With The End In Mind - Define your mission and goals in life.	
Habit 3: Put First Things First - Prioritize, and do the most important things first.	
Habit 4: Think Win-Win – Have an “everyone can win” attitude.	
Habit 5: Seek First To Understand, Then To Be Understood – Listen to people sincerely.	
Habit 6: Synergize – Work together to achieve more.	
Habit 7: Sharpen The Saw - Renew yourself regularly.	



2.A Activity: 7 Habits Goal Setting

OBJECTIVE 2: Learn principled leadership based on Covey's 7 Habits for suggested positive personal development and refinement of individual and organizational goals.

INSTRUCTIONS: Please complete the goal-setting worksheet. Write down a goal for each habit for the short, medium and long term.

EXAMPLE:

Habits/Goal	Short-term (1-5 years)	Medium-term (6-10 years)	Long-term (10+ years)
1. Be Proactive Live healthy	Exercise and eat right	Be able to continue competing in a 5K	Live longer



2.A Activity: 7 Habits Goal Setting Worksheet

Habit/Goal	Short-term (1-5 years)	Medium-term (6-10 years)	Long-term (10+ years)
1. Be proactive			
2. Begin with the end in mind			
3. Put first things first			
4. Think win-win			
5. Seek first to understand, then be understood			
6. Synergize			
7. Sharpen the saw			



2.B Activity: Networking 2 Break

OBJECTIVE 1: Get to know KCLE, DCF, CNE and at least 7 community people you did not know.

INSTRUCTIONS: Using items from the 7 ½ Things About Me introduce you to 3 others. Please feel free to share family pictures, exchange business cards or contact information and take time to find out something about them.

ACTION: Introduce to 3 new people and prepare for lunch.

INSTRUCTIONS: Please list the contact information of the 3 new people you met.

1.
2.
3.



DAY1 | Module 3: Well-being Indicators/Critical Community Issues

OBJECTIVE 4: To learn about the Kansas State of the Family report that includes the ranking of counties by 18 key indicators to child and family well-being, and identify indicators you would like to address.

3.1 KSU State of the Family Presentation

The health and well-being of children and families is vital for a healthy state and nation. The purpose of the *State of the Family: Kansas Child & Family Wellbeing Indicators Report* is to provide an overview of state-level trends and a county-by-county comparison on a number of indicators of child and family well-being. This information could aid government officials, policymakers, community leaders, faith organizations, helping professionals and Kansas citizens, so they understand the state of child and family well-being in their local area and can assist in helping local communities target specific areas for improving the health of children and families.

Eighteen indicators of child and family well-being are included in both the state trend data as well as the county rankings. The 18 indicators are: child poverty, child care assistance enrollment, divorce, enrollment in free and reduced lunch programs, high school dropouts, infant mortality, lack of maternal education, low birth-weight babies, Medicaid enrollment, parental unemployment, out-of-wedlock births, SNAP enrollment, TANF enrollment, teen pregnancy, uninsured children, youth binge drinking, and youth tobacco use.

Why rank Kansas counties? The ranking system provides an overall picture of the status of each county on these 18 indicators compared to all other counties in the state of Kansas. This information could be useful to counties when developing policies, programs and initiatives in order to strengthen children and families in their region.



3.2 Response to the State of Family Report



Figure 1: The Learning Wheel

The learning wheel is a tool to help explore experiences and assist learning in a group setting.

Notes:



3.3 Critical Communities Assessment Presentation

INSTRUCTIONS: Please reflect on the CCIA information that was covered today. Now, identify the top 3 CCIs as a result of the CCIA presentation. Select the top three CCIs. Do the top 3 well-being indicators relate to your top 3 critical community issues?

CRITICAL COMMUNITY ISSUES ASSESSMENT INDICATORS

1.
2.
3.

3.4 Response to the Critical Communities Issues

INSTRUCTIONS: The Group Facilitator will take you through the Critical Community Issues Assessment Worksheet.

The Summit Facilitator will lead a discussion of the following:

1. Discuss the results of the critical community issues assessment as they relate to the Kansas Child and Family Wellbeing Indicators' report.
2. Define critical community issues, underlying factors and youth-led solutions that address the underlying risk factors.
3. Discuss how the issues and solutions affect children, families and communities.



3.4 Section: Critical Community Issue Worksheet

1. List the critical issues that were presented.
2. Affirm or refute the critical issues.
3. Affirm or challenge the underlying risk factors.
4. Create or build solutions to address the critical community issues by first addressing the underlying risk factors.
5. List the protective factors organizations in the community.
6. List who provides the best protective factors in the community.
7. Provide evidence or advise where we can gather the evidence.



3.A Activity: Networking 3 Break

Objective 1: Get to know KCLE, DCF, CNE and at least 7 community people you did not know.

INSTRUCTIONS: Using items from the 7 ½ Things About Me to introduce yourself to 2 others. Please feel free to share family pictures, exchange business cards or contact information and take time to find out something about them.

ACTION: Introduce yourself and take a break.

INSTRUCTIONS: Please list the contact information of the 2 new people you met.

1.
2.



DAY1 | Module 4: APPLIED SOLUTIONS-ORIENTED THINKING

OBJECTIVE 5: Understand the 18 well-being indicators and explore ways to apply and synthesize the information into programs and services at the local level using a 7 Habits framework.

4.1 Principles and Paradigms of 7 Habits

INSTRUCTIONS: Place a check by the indicators that are related to your issues.

EXAMPLE:

Habit	Principle	Paradigm	Solution or Action for Well-being Indicator
1. Be Proactive	Responsibility Initiative	Self-determination Set Own Course	



4.1 Section Principle and Paradigms of 7 Habits Worksheet

Habit	Principle	Paradigm	Solution or Action for Well-being Indicator
1. Be Proactive	Responsibility Initiative	Self-determination Set Own Course	
2. Begin with the End in Mind	Vision Values	Two Creations Focus	
3. Put First Things First	Integrity Execution	Priority Action	
4. Think Win-Win	Mutual Respect Benefit	Abundance Support Collaborations	
5. Seek First to Understand, Then to be Understood	Mutual Understanding	Consideration Courage Helping Others Find Their Voice; vice versa	
6. Synergize	Creative Cooperation	Value Difference Teamwork	
7. Sharpen the Saw	Renewal	Whole Person – Voice	



4.2 DAY 1 Wrap

“Most powerful is he who has himself in his power.” – Lucius Amaeus Seneca

INSTRUCTIONS: Please write out at least one item for each of the following three questions. Afterwards, the Facilitator will ask for verbal feedback.

1. What worked for you today?

2. What did not work for you today?

3. What is one recommendation you have for our second day together?



DAY 2 | Module 5: TRANSFORMATIONAL LEADERSHIP

OBJECTIVE 1: Connect the roles, values, behaviors and leadership practices to the KCLE community projects.

5.1 Characteristics of Transformative Leadership

Transformative leadership communicates a person's worth and potential so clearly that the person will come to see it in themselves.

Fundamental characteristics of transformative leadership that faith and community leaders must possess are vision, discipline, passion and conscience.

"I will stand upon my watch and set upon me the tower, and will watch to see what will he say unto me, and what I shall answer when I am reproved. And the Lord answered me, and said, write the vision, and make it plain upon tables, that he may run that readeth it. For the vision is yet for an appointed time, but at the end it shall speak, and not lie; thou it tarry, wait for it; because it will surely come, it will not tarry." – Ancient Jewish Writing (Habakkuk 2:1-3).

These four words—vision, discipline, passion and conscience—essentially embody many other characteristics used to describe those traits we associate with people whose influence is great, whether known to many or few.



5.1 Characteristics of Transformative Leadership Worksheet

Community and Faith Leaders Must Have Vision—seeing with the mind’s eye what is possible in people, in projects, in causes and in enterprises.

1. What are some characteristic associated with a leader with vision?

Community and Faith Leaders Must Have Discipline—paying the price to bring that vision into reality. It’s dealing with the hard, pragmatic, brutal facts of reality and doing what it takes to make things happen.

2. What are some characteristic associated with a leader with discipline?

Community and Faith Leaders Must Have Passion—the fire, the desire, the strength of conviction and the drive that sustains the discipline to achieve the vision.

3. What are some characteristics associated with a leader with passion?

Community and Faith Leaders Must Have Conscience—the inward moral sense of what is right and what is wrong, the drive toward meaning and contribution.

4. What are some characteristic associated with a leader with passion?



5.2 The Four Roles of Transformative Leadership

Leadership is not a position but an opportunity to affirm the worth and potential of those around us and to unite them as a complimentary team in an effort to increase the influence and impact of what we do in our family, organization, and the community.

NOTE: According to the 8th Habit, 90 percent of all leadership failures are character failures.

Four Roles of Leadership

The following are four roles of leaders that help create stronger teams and develop leaders.

1. **Modeling** – demonstrate trustworthiness to create trust working on a mutually-agreed upon community project addressing the critical issues as they relate to the well-being indicators.
 - Your first job is to get your act together—to create focus for the project’s sake.
 - You simply have to decide what matters most to you and your community.
 - Be a trim tab—a small rudder on a plane or ship that is so powerful that it shows the larger rudder how to get the job done.
 - Be trustworthy: character and competence. Trust is the key to all relationships.
 - Trust is a verb and a noun.
 - Integrity, communications, people-focused, visionary and caring represent the top five essential qualities of a leader.
 - Build Trust: seek first to understand, keeping promises, honesty and openness, kindnesses and courtesies, win-win or no deal are but a few of the ways in which we can build trust with others.
 - Other ways to build trust include: clarifying expectations, loyalty to the absent, apologies, receiving feedback and giving “I” messages, and forgiveness (ceteris parabus).
 - Search for the 3rd Alternative—it is not my way or your way, it is our way.
2. **Pathfinding**—build a common vision and set of values.
 - Create shared visions, values and strategies.
 - Develop road maps for your life, your organization and your community (relate to wall chart activity).



3. **Aligning**—aligning goals, structures, systems and processes to encourage and nurture the empowerment of people and culture to serve the vision and values.
 - Form follows function.
 - Aligning work is never finished. It requires constant effort and adjustment simply because you're dealing with so many changing realities. For example, the goals of violent communities are to reduce the violence. Although law enforcement is present, other structures are needed. CNE has helped align those goals with systems (government agencies also interested in reducing violent crimes) and structures (programs like Violence Free Zones (VFZs), Neighborhood Leadership Development Institutes (NLDI), and KCLE to empower those communities.
 - Aligning must be based on unchanging principles. Principles represent the deeper well of empowerment, quality, producing more for less, sustainability, scalability and agility.
 - The key to the principle of alignment is to always begin with the results (begin with the end in mind).
 - Alignment of structures and systems with values and strategies is one of the toughest of all leadership and management challenges, simply because structures and systems represent the past—traditions, expectations and assumptions.
4. **Empowering**—individuals and teams at the project or job level. (Note: In a complementary team, individual strengths/voices become productive and their weaknesses become irrelevant because they are compensated for by the strengths of others.)
 - Releasing passion and talent leads us to the 3rd Alternative. It is both tougher and kinder. It's directed autonomy through win-win agreements around cascading line-of-sight goals and accountability for results.
 - Empowerment is best done by servant-leadership styles that put followers first. Key questions servant leaders ask of their team include:
 - How is it going?
 - What are you learning?
 - What are your goals?
 - How can I help you?
 - How am I doing as a helper?



5.2 Section: Integration of Roles, Values, Behaviors and Practices Worksheet

Values	Roles	Behaviors	Leader Practices	Connection to KCLE Community Project?
Conscience	Modeling	Set a Good Example	Strategic Cultural Competence	
Vision	Pathfinding	Jointly Determine the Course	Execution-oriented	
Discipline	Aligning	Set Up and Manage Systems to Stay on Course.	Performance-based Culture	
Passion	Empowering	Focus Talent on Results, Not Methods.	Flexible and Fast	

Ask participants to think about what community development or human development issues that matter the most to them. Advise participants to share this information at lunch with others. Ask the participants to write down their initial thoughts in their participant manual.

PROCESS Questions:

1. What things did you experience yesterday that were meaningful to you as a resident of Kansas? What did you think or feel?
2. What lessons were learned from either discussion that influenced your forward movement as a resident of Kansas?
3. What moved you, inspiring your mind, heart or spirit as you watched, looked and listened to other Kansans reacting to the Kansas Child and Family Wellbeing Indicators and survey findings?
4. What motivated you to look at life as a Kansan differently? Why?
5. Have you given thought to the areas of your life in which you can begin to apply these lessons?



6. How can you apply any of the lessons learned to sharpen your saw? (in life, work, education or your future)

5.A Activity: Opportunity Thinking for Community Action

INSTRUCTIONS: Opportunity Thinking focuses on the future and is “win-win.” Use the worksheet to determine what the opportunity is when you pair up the problem with the 7 Habits. Select three indicators/problems and write a leadership decision for a solution statement for each item interaction below.



5.A Opportunity Thinking for Community Action Worksheet

INSTRUCTIONS: Select four indicators from the following list and fill in the worksheet.

Child Poverty, School Drop Out, Parental Unemployment, Out-of-Wedlock Births, Youth Tobacco Use, SNAP/TANF, Youth Binge Drinking, Single Parent Households, High School Dropout, Parental Unemployment and Divorce

	Indicators/Problem Behaviors 1.	Indicators/Problem Behaviors 2.	Indicators/Problem Behaviors 3.
Habit 1 Be Proactive			
Habit 2 Begin with the end in Mind			
Habit 3 Put First Things First			
Habit 4 Think Win-Win			
Habit 5 Seek First to Understand			
Habit 6 Synergize			
Habit 7 Sharpen the Saw			



5.3 Transformative Leader: Purpose, Practice and Profile

PURPOSE

Susan Eisner (2011) discusses how leaders can bring purpose, values and meaning to their organization and to the “common good” of the collective group.

1. **Purpose**—A focus on the vision and mission that advocates, promotes and achieves the “common good.”
2. **Values**—What matters the most to leaders, followers, key players, stakeholders, and interested parties: appreciating the people who are working collectively to realize the vision and mission. The interpersonal aspect of the work is a prime leadership focus. Collectively knowing what is the task and anticipated result by the shared group.
3. **Meaning**—Individuals and group members behave in a transformational manner as a change agent, giving consideration to other’s point of view, inspiring others, and developing as well as applying charismatic behaviors.

PRACTICE

Eisner (2011) further reveals in her research that a leader’s orientation falls in three categories:

1. **Authenticity**—frank, consistent, dependable, optimistic, resilient, self-efficacious, walk the talk
2. **Servant**—value-driven, positively impact, listen, learn, trust, put others first
3. **Transformative Leadership**—Eisner (2011) cites a transformative leader as someone who is a change agent, considers others, inspires action and possesses charisma.



PROFILE

The Profile of a Transformative Leader:

- Multi-faceted—draws upon visionary, strategic, and people proficiencies
- Must have followers—leadership is bestowed by others, not self-proclaimed but earned
- Create a positive workforce—leadership values followers and returns value to them
- Bring out the best in their people—leaders unleash others' potential
- Challenge rather than command—inspires, does not direct, others to perform
- Let go!—empower others to develop, contribute and make their own mark
- Strengthened by failure—honed by difficulties experienced
- Resilient and optimistic—bounces back and never gives up
- Drive change and make tough calls—does what is best for the company
- Respect others and share responsibility—demonstrate empathy
- Transparent—be accessible, reliable and constant; it is not a distraction
- Learn and evolve—be reflective and adaptive

5.4 Transformative Leader: Checklist, Logic Models & Work Plans

Tools for Transformative Leadership—requires tools that help the leader and the team to focus on what has purpose, value and meaning.

Checklists, logic models and work plans are three tools that help to transform ideas into practices and programs.

INSTRUCTIONS: Using fundamental management practices (Fayol, 1948) of planning, organizing, coordinating, implementing and evaluating, transformative leaders can purposefully design community projects that add value and meaning to the end users—the people of Kansas.



5.4 Transformative Leader: Checklist Worksheet

Purpose, Value or Meaning	Yes	No	Remarks
1. Understand the Critical Community Issues?			
2. Understand the KSWBI?			
3. Understand the underlying risk factors?			
4. Understand the solutions that address the underlying risk factors?			
5. Know the resources, inputs, processes, anticipated outputs and outcomes that are needed to fuel the solutions?			
6. Developed a logic model to demonstrate my understanding and detailing of the resources, inputs, processes, anticipated outputs and outcomes that are needed to fuel the solutions?			
7. Understand the desired outcomes, performance targets, milestones, evidence needed, and action players to move the idea to action and realization?			
8. Developed a work plan detailing the desired outcomes, performance targets, milestones, evidence needed, dates of achievement and action players to move the idea to action and realization?			
9. Shared logic model and work plans with others outside of the immediate team.			
10. Assigned a spark Plug as keeper of the Targets (Logic model and Work Plan).			



5.4 Transformative Leader: Logic Model Example

Inputs	Processes	Outputs	Outcomes
Resources <ul style="list-style-type: none"> • People • Materials • Supplies • Equipment • Space • Time • Money • Information 	Analytic <ul style="list-style-type: none"> • Break apart Synthetic <ul style="list-style-type: none"> • Combine • Put together 	Goods <ul style="list-style-type: none"> • Manufacturing Services <ul style="list-style-type: none"> • After-School Mentoring • Training and Employment Programs 	Behavioral changes <ul style="list-style-type: none"> • Short-term • Intermediate-term • Long-term

5.4 Transformative Leader: Work Plan Example

Desired Outcomes: By 2025, the KCLE Community Group will reduce abuse, neglect and abandonment of children by 10 percent.

Performance Targets	Milestones	Responsible Sparkplug	Date of Achievement	Sample of Evidence
1.	1a.	1a.	1a.	1a.
	1b.	1b.	1b.	1b.
	1c.	1c.	1c.	1c.



5.B Activity: Networking 4 Break

Objective 1: Get to know KCLE, DCF, CNE and at least 7 community people you did not know.

INSTRUCTIONS: We are taking the next step in networking and requesting that each participant determines who they will follow-up with, how will they do it, the date it will be done and what they hope to accomplish.

List the contact name, what follow-up action you will take, the date and what you hope to accomplished.

1.



DAY 2 | Module 6: Building the Community Project

OBJECTIVE 2: Move the group to action and the creation of a group development leadership structure and checklists for action to guide the development of the community projects.

6.1 LOGIC MODEL for the Community Project

INSTRUCTIONS: Below are three of the four stages of group development: forming, storming and norming. Complete the task for each stage using the blank logic model.

Group Stage Development	Stage Task	Check if done
Stage 1 Forming	1. Your working group represents your county/community, and you are most likely sitting at a table with them.	X
Stage 2 Storming	2. Using the logic model samples and the sample work plan, brainstorm the variables necessary to complete a logic model and at least one performance target on the work plan.	
Stage 3 Norming	3. Using the samples provided, ask the group to use that information to agree on the variables included in the logic model and work plan. These variables will serve as a foundation for development of a community project that involves multiple community organizations and players.	



6.1 Community Project LOGIC MODEL Worksheet

Inputs	Processes	Outputs	Outcomes



6.2 WORK PLAN for the Community Project

INSTRUCTIONS: Below is the performing stage of group development. Complete the task for that stage using the blank work plan.

Group Stage Development	Stage Task	Check if done
<p>Stage 4 Performing</p>	<p>4. Group will develop a schedule to complete the community project proposal or concept paper. The expectation is that the draft community project will be completed with 45 days and ready for presentation to a third party within 90 days after their Summit attendance. Groups will agree and participate in general and specific technical assistance needed to complete the community project.</p>	



6.2 Community Project WORK PLAN Worksheet

Desired Outcomes:				
Performance Targets	Milestones	Responsible Sparkplug	Date of Achievement	Sample of Evidence
1.	1a.	1a.	1a.	1a.
	1b.	1b.	1b.	1b.
	1c.	1c.	1c.	1c.
2.	2a.	2a.	2a.	2a.
	2b.	2b.	2b.	2b.
	2c.	2c.	2c.	2c.
3.	3a.	3a.	3a.	3a.
	3b.	3b.	3b.	3b.
	3c.	3c.	3c.	3c.



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6.3 DAY 2 Lunch Panel

INSTRUCTIONS: Look for ways the three principles that govern CNE’s work are present with the panel organizations.

1. Those suffering the problem must be involved in the creation and implementation of the solution.
2. The principles of the market economy should be applied to the solution of the societal problems.
3. Value-generating faith-based programs are uniquely qualified to address the problems of poverty.

OBJECTIVE 3: Learn about an organization’s comprehensive community initiative.

Notes:



DAY 2 | Module 7: Planning & Organizing a Community Project

OBJECTIVE 4: To learn about the Kansas State of the Family report that includes the ranking of counties by 18 key indicators to child and family well-being and identify indicators you would like to address.

7.1 Three Factors for Comprehensive Community Collaboration

Empirical evidence supports that managing complexities, collaborating across disciplines and operating across cultural boundaries are likely the three most important factors to organizational success for the next five to 10 years. We will examine some additional research before exploring those three factors.

RESEARCH

CNE conducted a literature review (Denyer & Tranfield, 2009) to examine scholarly work addressing comprehensive community initiatives.

- A study of 10 articles on community collaboration and program development resulted in the identification of 16 probable factors that are important to the functionality of community leaders and managers in the next decade or two.
- Not all of the factors had broad appeal as did the three factors that thematically emerged, were selected and studied.
- The 13 factors, nevertheless, are important factors for consideration.

Empowerment may work best with new employees versus seasoned employees (Schnoes et al., 2000), and organizations may want to consider sanctioning the use of empowerment as a professional development and career advancement strategy. Additionally, since another caveat is the inclusion of drastically diverse cultures, there may involve some tangible incentives (i.e. a free computer, T.V., gift card, etc.) to get the targeted people to become willing to operate across cultural boundaries (Pinkett, 2003). Organizations may want to budget for these additional costs.

Moreover, there is a risk in bringing diverse perspectives to the table, and the greater efficiencies may exist with fewer individuals involved in reaching consensus and taking action (Emshoff, et al., 2007).



THREE FACTORS

1. The first factor is managing complexities involving diverse cultural groups, which is best done by using a check list, work plan, logic model or similar tool to serve as a central focus of attention by multiple actors, stakeholders and key players engaged in a task.
2. The second important factor is collaborating across disciplines. This action involves a lot of give and take in inclusivity, shared visions, and empowerment strategies.
3. The third factor is operating across cultural boundaries, which will require governance by a central authority that has the power to sanction change initiatives in order to motivate key players and actors, stakeholders, consumers and end-users to own a single theory of change to get things done.

CNE’s study identified 16 potentially-important factors that may be important for management in the next decade. The thinking here is that evidence-based management practitioners will need to become proficient at managing the top three factors and demonstrate an awareness of caveats assigned thereto.

SUMMARY

Recognizing that you do not know it all and embracing life-long learning is a key to success. The three factors—managing complexities, collaborating across disciplines and operating across cultural boundaries are a framework and foundation for continued study and development as a community leader and influencer. Remember that by appreciating social capital, utilizing the various tools of the Summit, training and developing people, we are on track to a successful comprehensive community collaborative.



7.1 CNE’s Literature Review of Comprehensive Community Initiatives

16 Probable Factors for Functioning Community Leaders and Managers (10 Articles)	1	2	3	4	5	6	7	8	9	10
1. Know and understand the environmental context within which the organization operates by systematically conducting internal and external environmental scans.	X					X	X		X	X
2. Understand and appreciate the social capital that employees, stakeholders and customers contribute and add value to the organization’s bottom line.		X	X	X			X	X		
3. Actively analyze and interpret research to inform and implement strategic, tactical and contingency plans linked to achievement of goals and objectives.		X				X	X	X		
4. Develop a method of success using a mental map or a similar model.				X						X
5. Know the organization’s attributes of success.	X						X			X
6. Know, comprehend and apply cultural competency skills to identify best and most qualified talent for the organization’s vision and mission.	X	X						X		
7. Train and develop team to know, comprehend and apply skills needed to manage complexities.	X			X		X	X	X	X	
8. Train and develop team to know, comprehend and apply skills needed to cooperate, collaborate and to operate across disciplines and boundaries.	X	X	X	X			X	X	X	
9. Foster empowerment style decision-making.		X			X					
10. Create or strengthen a culture of quality control and the use peer review evaluation research to inform quality control efforts.						X	X			
11. Know the field of practice.				X			X			
12. Own a theory of change.							X	X	X	
13. Know, comprehend and apply technological advancements.			X				X			
14. Know the basics in financial management: income, expenditures, balance sheets and budgets.							X			
15. Know the basics in organizational development and infrastructure.	X						X			
16. Build relationships with regulators of the industry.	X							X		X

Denyer, D., & Tranfield, D. (2009). Producing a systematic review. In D. A. Buchanan & A. Bryman (Eds.), The SAGE handbook of organizational research methods (pp. 671–689). London: Sage Publications Ltd.



DAY 2 | Module 8: Implement and Evaluate the Community Project

OBJECTIVE 5: Move the group to action and the creation of consensual action using the tools presented during the Summit and to move the group to agree on a timeline for next steps in the development of the potential community projects.

8.1 Creating the Community Project

INSTRUCT: As a group, reflect upon the critical community issues identified.



8.1 Community Project Case Statement Development

Introduction (last part to be developed)	Thinking Map or Suggestions	Group Input Example
Attention Step	Using one or two well-being indicators and the CCIA data, make an eye-opening statement about the collaborative group's position regarding the matter.	
Motivation Step (Hypothesis)	<ul style="list-style-type: none"> • Why should the reader accept your collaborative group's position? • What should happen if your group's position is true, valid and reliable? 	
Overview	Provides a road map to the reader that explains the order of your presentation	
Body (First part to be developed)	Note: use 2 or 3 pieces of support material (definitions, examples, statistics, quotations, paraphrases, or testimonies) for each main point developed.	
Main Point 1: Thesis – This is based on the data from the Kansas State Report on the Wellbeing Indicators for Children and Families.	<ul style="list-style-type: none"> • Identify the two well-being indicators your collaborative group has mutually decided to work on in an effort to improve the human condition of children and families in your community. • Conduct a literature search to see if any existing articles have been written about the situation in your state. • Scan state and local government data bases to determine what data exist to help support your position regarding the weight of the situation. 	
-Main Point 2:	<ul style="list-style-type: none"> • What are the real world 	



Introduction (last part to be developed)	Thinking Map or Suggestions	Group Input Example
Antithesis – this is based on your observations of and findings in the community you are targeting.	conditions as your collaborative group see them to be? <ul style="list-style-type: none"> • Use photo voice to your advantage and include in your case statement. 	
-Main Point 3: Synthesis- represents a blending of primary and secondary data into a justification for your collaborative group’s method to solving the problem and improving the human condition for children and families.	<ul style="list-style-type: none"> • Why does your collaborative group’s position matter? • What is it that your group proposes as solutions (name them one by one) to the well-being issue dilemma as indicated in the Kansas report on the well-being indicators? 	
Conclusion (Second part to be developed)	This is your group’s closing argument. Show confidence that your solution works.	
Summary of Main Points using at least one piece of support material developed to support that point	You may re-state statements made earlier or, better yet, paraphrase statements made earlier in main points 1, 2, & 3.	
Closing Argument- Show in reliable and valid terms why what your group is proposing matters. Demonstrate your commitment to solving the problem and convince the reader that your solution will work through a collaborative approach.	Make sure you are on sound footing here and support why your group’s decision is valid and reliable.	



8.2 Next Steps and Technical Assistance

REVIEW NEXT STEPS

1. Forming, storming, norming, and performing with members of your individual community groups in a timely manner not to long after the Summit. Express the need to meet with other community project group members within 14 days of the Summit.
2. Using proposal or business templates provided, or using what you know works, develop a comprehensive community project proposal that addresses at least two well-being indicators.
3. Comprehensive community projects should be completed and finalized within 90 days of completing the Summit and ready for presentation to a third party such as a local or state government agency, a foundation, a corporation's community social responsibility office, or an [angel] investor.
 - Technical Assistance will be available to help conceptualize, brainstorm ideas, edit draft proposals, provide input to producing the final product, and coaching the submission of community project proposal to responsible parties.
4. Photo Voice Assignment—Teams are asked to take pictures of their environment, places, things, etc. in the community they would like to see change. These photos can serve as evidence of the problem in developing the comprehensive community project. These pictures should help describe the problem that your community projects will target.



TECHNICAL ASSISTANCE

Technical assistance is available to coach groups on the completion of their community projects. The “Spark Plug” or the designated community group leader will be the one who will contact CNE for the group. The technical assistance will be comprised of:

- Customized—based on the need of the group to include strategic planning sessions, coaching on the design of projects, review of project designs and proposals, review of proposed budgets, and review of program evaluation plans.
- NLDI Online—available by signing on and engaging in self-paced PowerPoint presentations. The presentations are downloadable.
- Webinars using NLDI Online topics and GoToMeeting sessions.



8.3 DAY 2 Wrap Up

“Most powerful is he who has himself in his power.” – Lucius Amaeus Seneca

INSTRUCTIONS: Please write out at least one item for each of the following three questions. Afterwards the facilitator will be asking for verbal feedback.

1. What worked for you today?

2. What did not work for you today?

3. What is one recommendation you have for our second day together?



APPENDIX

A.1 Detailed Agenda

Day 1

Module 1

8 a.m. – Start

- Opening Activities & Purpose of KCLE

8:30 a.m. - Introductions & Overview of Training Objectives

- Facilitators and participants will take turns introducing themselves to the KCLE Summit #1.
- An overview of KCLE's purpose, training objectives and methods of delivery will be presented to provide a road map of the training, to answer questions why we are having the KCLE Summits. A further discussion will take place to highlight the desired outcomes, and the training and technical assistance we will use to achieve the [participant developed] desired outcomes in concert with 240 community leaders completing 17 community projects.

9:15 a.m. - Plenary Session: Mr. Robert Woodson, Sr.

- A Call To Action – safe communities, educational environments conducive to learning, improved graduation rates, fathers in homes, and strong family support systems for children and families.

10:15 a.m. - BREAK

- During the break, participants are asked to introduce themselves to 2 people whom they do not know and to share at least 1 common area of interest.

Module 2

10:30 a.m. - Method of Delivery, Learning Agreements, and Summit Time Frames

- Description: Adult learning model that fosters shared experiences that are processed as a group for the purpose of generalizations that can be applied to and linked to best practices for community and faith based organizations.
- Description: Provide an overview of the purpose of the Summits as a training tool to transfer knowledge among ourselves – facilitators and participants.



11 a.m. - Personal Development - Principled Leadership

- Based on and adapted from Stephen Covey's 7 Principles of Highly Effective People and Robert Greenleaf's Servant Leadership
- Objective is to shed light on key habits for positive development and refinement of self and immediate circle of influencers.

12:15 p.m. - Lunch

Module 3

1:30 p.m. - Critical Community Issues (Based on assessment of DCF Children and Families Well-being Indicators).

- Description: Presentation of the Kansas State Report: Children and Family Wellbeing Indicators.
- Objective: Transfer knowledge from the expert to the community regarding 18 key indicators for children and family well-being. Participants will be able to identify well-being indicators that are below the average and those that are deemed important enough to develop, strengthen or enhance services to improve conditions for children and families.

2:15 p.m. - Critical Community Issues Assessment Findings (Based on a survey of 240 plus Kansas community and faith based leaders).

- Description: Participants will hear the result of the critical community issue assessment conducted prior to the event.
- Participants will engage in a round table small group discussion to discuss both the report based on quantitative research data and the qualitative critical community issues assessment. The group discussion will be guided by instructions for the activity.

3:15 p.m. - BREAK

- Description: Participants are encouraged to continue their networking by identifying 2 additional people they have not met and introduce themselves. Participants are encourage to share at least 1 common area of interest.

Module 4

3:30 p.m. - Integrating Principled leadership concept into solutions oriented thinking around improving Z score on selected wellbeing indicators.

- Description: Group driven activity using a chart to integrate the discussion on habits and principled leadership to create solutions or actionable steps linked to reducing the gravity of selected wellbeing indicators.
- Objective: Move the group from knowing and understanding the 18 well-being indicators to exploring and inspiring ways to apply and synthesize the information into programs and services at the local level.



4:30 p.m. - Summary of Day 1. Identify the peak and valley experiences of the day.

- Description: Trainers/Facilitators will ask participants for to share their thoughts in response to the micro-lectures and small group activities. Participants are asked to reflect on the learn wheel (experience, share the results of the experience, process the lessons learned as a result of the experience, generalize the best practices and examine innovative ways to apply their newfound knowledge in a community setting.
- Objective: Help to participants to see and realize their emergent commonalities that support development of solutions to problems associated with the 18 family and child wellbeing indicators.

5 p.m. – Adjournment

- Participants will be given materials to review regarding the panel planned for Friday afternoon.

DAY 2

Module 5

8 a.m. - Opening Energizer

- Description: provides an opportunity to meet and greet people who participants have not contacted up to this point in the Summit.
- Objective: Throughout the session we have emphasized group development through the process of forming, storming, norming and performing. Participants will learn at least one new reason why networking and collaborating is important.

8:15 a.m. - Transformational Leadership

- Description: Using Habakkuk, Chapter 2:1-3 as a context, we will examine characteristics associated with visioning, discipline, passion, and conscience. Participants will engage in micro-discussion and activity in response to a presentation of four role of leadership.
- Objective: The aim of the activity is to connect roles, values, behaviors and leader practices to the KCLE community project.

10 a.m. - BREAK

Module 6

10:15 a.m. - Comprehensive Community Collaboratives: Building transformative community and faith based programs

- Description: Facilitators will present generic tools for use by a group to determine group priorities that may transform into desired outcomes, performance, targets, and milestones. Group will be able to identify a “Keeper of the Targets” and time frames for checking in.



-
- Objective: Move the group to action and the creation of group developed priorities, checklist and work plans to guide the development of the potential community projects.

11:45 a.m. - Laboratory: Putting it all together and Preparation for Panel.

12:15 p.m. - Preparation for Panel

- Outline key consideration for the panel conversation.
- Questions relative to prospective solutions and proposed community projects.
- Emphasis on getting service recipients involved in the site visit tours and reverse site visit panels.

12:30 p.m. - Lunch

Module 7

1:30 p.m. – Comprehensive Community Initiative Panel

- Description: A place-based panel that include key players, stakeholders, community residents, community organizations and service recipients to epitomize a comprehensive community collaborative.
- Objective: To observe in practice a collaborative response to critical community issues. Panelists represent organizations and interests such as safe neighborhoods, choice neighborhoods, promised neighborhoods or other neighborhood or community stabilization projects.

2:30 p.m. - BREAK

Module 8

4 p.m. - Summary of Panel Lessons and Key Findings.

- Debrief the experience using the learning wheel.
- Ensure each person has an opportunity to share.
- Determine what is generalizable and applicable to the development of community projects.

4:30 p.m. - Wrap Up and Next Steps

- Timeline for completion of community project proposals.
- Technical assistance available in the completion of community project proposals.
- Availability of technical assistance utilizing CNE's NLDI OnLine for topics on personal, organizational, and community development.

5 p.m. - Adjournment



A.2 REFERENCES

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A.3 KSU State of the Family PowerPoint Slides



A.3 State of the Family: Kansas Child & Family Wellbeing Indicators
