

Neighborhood Leadership Program

Amherst H. Wilder Foundation

August 2004 – March 2005 evaluation

J U N E 2 0 0 5

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Introduction

Background

The Neighborhood Leadership Program began in 1995 as a training program designed to help empower emerging and existing neighborhood leaders strengthen their skills to solve community-level issues and to work cooperatively with others to improve their neighborhoods. The program seeks to achieve this objective through development of individual leadership skills through a series of intensive workshops designed to identify and nurture community-level networks, diagnose and understand neighborhood issues, develop strategies for how they can be addressed, and develop action plans that will help foster healthy communities.

During 1996 and 1997, the Wilder Foundation offered this program four different times as a pilot model based on the successful Blandin Foundation experience of developing leadership skills in rural communities over the past 10 years. The program now provides a stepping stone approach to community and neighborhood involvement and resident leadership through a range of opportunities for skill building, networking and meaningful engagement on community issues. The activities on all three cycles covered in this report begins August 2004 and ends March 2005. Descriptions of program activities and goals are provided in the next section.

Summary of action items

- Administer the vital neighborhoods initiative profile survey to measure long-term impact on target neighborhoods.
- Establish performance targets as part of meeting both the program's immediate and long-term goals.

About the research

Primary goals of the program are:

- building connections to community involvement and leadership;
- enhancing leadership skills in communities; and
- focusing on leadership action.

Cycle I: New and Emerging Leaders: Building Connections to Community Involvement and Leadership

In January 2005, a program end survey was conducted with Cycle I participants. The survey questionnaire contained 18 questions using a Likert scale and four open-end questions that measured the following immediate and long-term goals:

Immediate goals

- increased self-awareness;
- increased knowledge about the community;
- increased commitment to working with others;
- increased leadership capacity; and
- expanded engagement and leadership activities.

Long-term goal

- increased leadership engagement/actions in communities

Cycle II: Emerging and Experienced Leaders: Enhancing Leadership Skills in Communities

In October 2004 program end surveys were administered to participants in Cycle II. The survey questionnaire contained 20 questions using a Likert scale and four open-end questions that measured the following immediate and long-term goals:

Immediate goals

- increased self-awareness;
- increased knowledge about the community;
- increased commitment to working with others;
- increased leadership capacity; and
- expanded engagement and leadership activities.

Long-term goal

- increased leadership engagement/actions in communities

At program end in March 2005, a six-month follow-up telephone survey was administered with Cycle II participants. The survey questionnaire contained 19 questions using a Likert scale and seven open-end questions that measured the following immediate and long-term goals:

Immediate goals

- increased self-awareness;
- increased knowledge about the community;
- increased commitment to working with others;
- increased leadership capacity; and
- expanded engagement and leadership activities.

Long-term goal

- increased leadership engagement/actions in communities

Cycle III: Experienced Leaders: Link-Up

A program end focus group was conducted with Cycle III participants in August 2004. There were nine focus group questions that measured the following immediate and long-term goals:

Immediate goal

- Expanded engagement and leadership activities

Long-term goals

- increased leadership engagement/actions in communities, and
- expanded collaborative efforts.

The Appendix to this report contains the survey instruments and the responses to all survey items reported by cycle phase.

1. Number of participants

	N	Performance target
Cycle I: Building Connections to Community Involvement and Leadership	8	52
Program End Survey	8	
Cycle II: Enhancing Leadership Skills in Communities	33	25
Program End Survey	19	
Program End 6-month Follow-up Telephone Survey	14	
Cycle III: Link Up	6	15
Program End Focus Group	6	
Total	47	92

About the participants

Key findings

Demographic information had only been collected for Cycle II participants at six-month follow-up.

Background characteristics of participants

- Most Neighborhood Leadership Program participants (N=14) during Cycle II were women (86%) (Figure 1).
- The most common racial or ethnic identifications of participants were White.
- The most common primary language was English (86%) and then Spanish (14%).

Action item

- Collect participants' demographic information on participant feedback surveys for each cycle.

2. Participant demographics (Cycle 2 6-month follow up survey)

	Percent (N=14)
Gender	
Male	15%
Female	86%
Race/Ethnicity	
White	50%
Spanish/Hispanic/Latino	14%
Black/African-American	14%
Multiracial	7%
Primary Language	
English	86%
Spanish	14%

Note. Totals may not equal 100% due to rounding.

Service and staffing

Key findings

The Neighborhood Leadership Program has coordinators, who are responsible for recruiting participants for leadership activities and convening community advisory groups.

The coordinators help provide leadership support to participants before, during, and after formal activities for such things as transportation, child care, and technical assistance.

Immediate outcome goal 1

Increased self-awareness

Key findings

- All respondents in the Cycle I (N=8) program end survey and all respondents in the Cycle II (N=19) program end survey said they have become “more aware” and the majority of respondents (86%) in the Cycle II six-month follow-up survey said they have become “even more aware” of their own personal values, beliefs, and leadership style.
- All respondents in the Cycle I (N=8) program end survey and all respondents in the Cycle II (N=19) program end survey said they have become “more aware” of their own potential usefulness as a community leader. Ninety-three percent of respondents in the six-month follow-up said they have become “even more aware” of their own potential usefulness as a community leader.

Action item

- Establish performance targets so progress on goals can be assessed.

3. Increased self-awareness

	Performance target ^a	Percentage of participants
Have become (even) more aware of own personal values, beliefs, and leadership style		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		86%
Somewhat disagree		14%
Have become (even) more aware of own potential usefulness as a community leader		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		93%
Somewhat disagree		7%

^a No target specified.

Immediate outcome goal 2

Increased knowledge about the community

Key findings

- All Cycle I participants (N=8) at program end said they have become “more familiar” with resources that are available in the community. In the Cycle II program end survey, nearly 95 percent (N=19) of respondents said they have become “more familiar” with resources that are available in the community. All Cycle II respondents (N=14) at six-month follow-up said they have become “even more familiar” with resources that are available in the community.
- Over four-fifths (88%) of Cycle I participants at program end either “strongly agree” or “somewhat agree” that they have an increased knowledge of the community’s history, demographics, resources, needs, and assets. Ninety percent of Cycle II respondents at program end either “strongly agree” or “somewhat agree” while 11 percent said they “somewhat disagree” that they have become more familiar with the city’s history, demographics, resources, needs, and assets. Ninety-three percent of respondents at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 7 percent of respondents said they “somewhat disagree” that they have become even more familiar with the community’s history, demographics, resources, needs and assets.
- Eighty-eight percent of Cycle I participants at program end either “strongly agree” or “somewhat agree” that they have increased knowledge about working and communicating across cultures and other types of difference. Ninety percent of Cycle II respondents at program end either “strongly agree” or “somewhat agree” while

11 percent said they “somewhat disagree” that they have increased knowledge about working and communicating across cultures and other types of difference. Ninety-three percent of respondents at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 7 percent of respondents said they “strongly disagree” that they have even more knowledge about working and communicating across cultures and other types of difference.

- Eighty-eight percent of Cycle I respondents at program end reported that they “strongly agree” or “somewhat agree” while 13 percent said they “somewhat disagree” that they have become more aware of other people’s perspectives on community issues. Ninety-five percent of Cycle II respondents at program end said they “strongly agree” or “somewhat agree” while 5 percent said they “somewhat disagree” that they have become more aware of other people’s perspectives on community issues. All respondents at six-month follow-up reported that they have even become more aware of other people’s perspectives on community issues.
- Eighty-eight percent of Cycle I respondents at program end reported that they “strongly agree” or “somewhat agree” while 13 percent said they “somewhat disagree” that their interpersonal communication and conflict resolution skills have improved. Ninety-five percent of Cycle II respondents at program end said they “strongly agree” or “somewhat agree” while 5 percent said they “somewhat disagree” that their interpersonal communication and conflict resolution skills have improved. Eighty-five percent of respondents (N=13) at six-month follow-up said they either “strongly agree” or “somewhat agree” while 15 percent said they “somewhat disagree” that their interpersonal communication and conflict resolution skills have continued to improve.

Action item

- Establish performance targets so progress on goals can be assessed.

4. Increased knowledge about the community

	Performance target ^a	Percentage of participants
Have become (even) more familiar with resources that are available in the community		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		95%
Somewhat disagree		5%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		100%
Have become (even) more familiar with the community's history, demographics, needs, and assets		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		88%
Somewhat disagree		13%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		90%
Somewhat disagree		11%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		93%
Somewhat disagree		7%
Have increased (even more) knowledge about working and communicating across cultures		
Cycle I: Program End Survey		(N=8)
Strongly/somewhat agree		88%
Somewhat disagree		13%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		90%
Somewhat disagree		11%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		93%
Strongly disagree		7%

4. Increased knowledge about the community (continued)

	Performance target ^a	Percentage of participants
Have become (even) more aware of other people's perspectives on community issues		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		88%
Somewhat disagree		13%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		95%
Somewhat disagree		5%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		100%
Interpersonal communication and conflict resolution skills have (continued to) improve(d)		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		88%
Somewhat disagree		13%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		95%
Somewhat disagree		5%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=13)
Strongly/somewhat agree		85%
Somewhat disagree		15%

^a No target specified.

Note: Totals may not equal 100% due to rounding.

Immediate outcome goal 3

Increased commitment to working with others

Key findings

- Eighty-eight percent of respondents (N=8) of Cycle I at program end either “strongly agree” or “somewhat agree” and 13 percent “somewhat disagree” that they see greater value in a diverse variety of opinions, viewpoints, and approaches. Eighty-four percent of Cycle II respondents (N=19) at program end either “strongly agree” or “somewhat agree” and nearly one-sixth (16%) said they “somewhat disagree” that they see greater value in a diverse variety of opinions, viewpoints, and approaches. Ninety-three percent of Cycle II respondents (N=14) at six-month follow-up either “strongly agree” or “somewhat agree” while 7 percent “somewhat disagree” that they see even greater value in a diverse variety of opinions, viewpoints, and approaches.
- All Cycle I respondents at program end said their commitment to working with others to address common issues is stronger. Ninety-five percent of Cycle II respondents at program end said their commitment to working with others to address common issues “is stronger” while at six-month follow-up 93 percent of respondents said that their commitment to working with others to address common issues “is even stronger.”
- All respondents of Cycle I at program end reported that they are more able to provide and gain support from other leaders. Ninety percent of the Cycle II respondents at program end reported that they either they “strongly agree” or “somewhat agree” while 11 percent said they “somewhat disagree” that they are more able to provide and gain support from other leaders. Eighty-five percent of Cycle II respondents (N=13) at six-month follow-up said they

either “strongly agree” or “somewhat agree” and over 15 percent “somewhat disagree” that they are even more able to provide and gain support from other leaders.

- Nearly four-fifths (78%) of Cycle II respondents (N=18) at program end reported that they either “strongly agree” or “somewhat agree” while over one-fifth (22%) said they “somewhat disagree” that they have established or renewed relationships within their neighborhood or community. Eighty-five percent of respondents (N=13) at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 15 percent said they “strongly disagree” that they have established or renewed more relationships within the neighborhood or community.

Action item

- Establish performance targets so progress on goals can be assessed.

5. Increased commitment to working with others

	Performance target ^a	Percentage of participants
See (even) greater value in a diverse variety of opinions, viewpoints, and approaches		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		88%
Somewhat disagree		13%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		84%
Somewhat disagree		16%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		93%
Somewhat disagree		7%
Commitment to working with others to address common issues is (even) stronger		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		95%
Somewhat disagree		5%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		93%
Somewhat disagree		7%
(Even) more able to provide and gain support from others leaders		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		90%
Somewhat disagree		11%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=13)
Strongly/somewhat agree		85%
Somewhat disagree		15%

5. Increased commitment to working with others (continued)

	Performance target ^a	Percentage of participants
Have established or renewed (more) relationships within the neighborhood or community		
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=18)
Strongly/somewhat agree		78%
Somewhat disagree		22%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=13)
Strongly/somewhat agree		85%
Strongly disagree		15%

^a No target specified.

Note: Totals may not equal 100% due to rounding.

Immediate outcome goal 4

Increased leadership capacity

Key findings

- In Cycle I, all respondents (N=8) at program end said they feel more prepared to take on leadership roles in their community. Ninety percent of Cycle II respondents (N=19) at program end said either they “strongly agree” or “somewhat agree” while 11 percent said that they “somewhat disagree” that they feel more prepared to take on leadership roles in their community. At six-month follow-up 79 percent of respondents (N=14) said they feel “even more prepared” to take on leadership roles in their community. However, over one-fifth (21%) of respondents said either they “strongly disagree” or “somewhat disagree” that they feel even more prepared to take on leadership roles in their community.
- Eighty-eight percent of Cycle I respondents at program end reported that they “strongly agree” or “somewhat agree” while 13 percent said they “somewhat disagree” that they have increased knowledge about working and communicating across cultures and other types of difference. Ninety percent of Cycle II respondents at program end said they “strongly agree” or “somewhat agree” while 11 percent said they “somewhat disagree” that they have increased knowledge about working and communicating across cultures and other types of difference. Ninety-three percent of respondents at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 7 percent said they “strongly disagree” that they have even more knowledge about working and communicating across cultures and other types of difference.
- Eighty-eight percent of Cycle I respondents at program end reported that they “strongly agree” or “somewhat agree” while 13 percent said they “somewhat disagree” that they have become more aware of other people’s perspectives on community issues.

Ninety-five percent of Cycle II respondents at program end said they “strongly agree” or “somewhat agree” while 5 percent said they “somewhat disagree” that they have become more aware of other people’s perspectives on community issues. All respondents at six-month follow-up reported that they have “even become more aware” of other people’s perspectives on community issues.

- Eighty-eight percent of Cycle I respondents at program end reported that they “strongly agree” or “somewhat agree” while 13 percent said they “somewhat disagree” that their interpersonal communication and conflict resolution skills have improved. Ninety-five percent of Cycle II respondents at program end said that they “strongly agree” or “somewhat agree” while 5 percent said they “somewhat disagree” that their interpersonal communication and conflict resolution skills have improved. Eighty-five percent of respondents (N=13) at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 15 percent said they “somewhat disagree” that their interpersonal communication and conflict resolution skills have continued to improve.
- All Cycle I respondents at program end reported that they have “increased knowledge” of the neighborhood or community’s issues and systems. Eighty-nine percent of Cycle II respondents (N=18) at program end said either they “strongly agree” or “somewhat agree” while 11 percent said they “somewhat disagree” that they have more knowledge of the neighborhood or community’s issues and systems. Ninety-three percent of respondents at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 7 percent said they “somewhat disagree” that they have even more knowledge of the neighborhood or community’s issues and systems.
- All Cycle I respondents at program end reported that their confidence in their own leadership skills and abilities has increased. Eighty-four percent of Cycle II respondents at program end said they “strongly agree” or “somewhat agree” while nearly one-sixth (16%) said they “somewhat disagree” that they have more confidence in their own leadership skills and abilities. Ninety-three percent of respondents at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 7

percent said that they “somewhat disagree” that they have even more confidence in their own leadership skills and abilities.

Action item

- Establish performance targets so progress on goals can be assessed.

6. Increased leadership capacity

	Performance target ^a	Percentage of participants
(Even) more prepared to take on leadership roles in the community		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		90%
Somewhat disagree		11%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		79%
Strongly/somewhat disagree		21%
Have increased (even) more knowledge about working and communicating across cultures and other types of difference		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		88%
Somewhat disagree		13%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		90%
Somewhat disagree		11%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		93%
Strongly disagree		7%
Have become (even) more aware of others people's perspectives on community issues		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		88%
Somewhat disagree		13%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		95%
Somewhat disagree		5%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		100%

6. Increased leadership capacity (continued)

	Performance target ^a	Percentage of participants
Interpersonal communication and conflict resolution skills have (continued to) improve(d)		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		88%
Somewhat disagree		13%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		95%
Somewhat disagree		5%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=13)
Strongly/somewhat agree		85%
Somewhat disagree		15%
Have (even) more knowledge or increased knowledge of neighborhood or community issues and systems		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=18)
Strongly/somewhat agree		89%
Somewhat disagree		11%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		93%
Somewhat disagree		7%
Have (even) more confidence or confidence in own leadership skills and abilities has increased		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		100%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		84%
Somewhat disagree		16%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		93%
Somewhat disagree		7%

^a No target specified.

Note: Totals may not equal 100% due to rounding.

Immediate outcome goal 5

Expanded engagement and leadership activities

Key findings

- Over three-fifths (63%) of Cycle I respondents (N=8) at program end reported that they “strongly agree” or “somewhat agree” while nearly two-fifths (38%) said they “somewhat disagree” that they participate in neighborhood or community projects more often. Sixty-eight percent of Cycle II respondents (N=19) at program end said they participate “more often” in neighborhood or community projects now while nearly one-third (32%) said that they did not participate more often in neighborhood or community projects now. Seventy-nine percent of respondents (N=14) at six-month follow-up reported that they that they participate “even more” in neighborhood or community projects now. However, over one-fifth (21%) of respondents said they “strongly disagree” that they participate even more in neighborhood or community projects now.
- Three-quarters of Cycle I respondents at program end reported that they “strongly agree” or “somewhat agree” while one-quarter said they “somewhat disagree” that they participate in ongoing leadership opportunities more often. Ninety percent of Cycle II respondents at program end said they “strongly agree” or “somewhat agree” while 11 percent said they “somewhat disagree” that they participate more often in ongoing leadership opportunities (such as committees and boards). Sixty-four percent of respondents at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 36 percent said they strongly disagree” or “somewhat disagree” that they participate even more in ongoing leadership opportunities.

Action item

- Establish performance targets so progress on goals can be assessed.

Summary of open-ended comments

- Participants were asked about their activities and interests since the NLP program completion. When asked about goals for recent neighborhood or community projects, the most commonly mentioned responses were related to addressing community issues and increasing involvement. Other items regarding project goals were mentorship, improving quality of care, networking, improving youth reading levels, and welcome packages for new residents (see the Appendix for a full listing of all open-ended responses).
- Participants reported being involved in neighborhood Boards or committees that focus on creating strong communities such as District One Crime Prevention, block clubs, Weed and Seed, 2000 St. Anthony program, College of St. Catherine, and District Council board member.
- Participants expressed interest in becoming involved in other leadership opportunities such as school board member, recruiting more diverse block club leaders, community council, governing board, working with the city on projects, human rights advocacy, youth arts programs, fundraising, and teen pregnancy issues.
- Participants said their involvement in Link-Up gave them the opportunity to become involved in new activities or new leadership roles. They collaborated with non-profit organizations, became active with the block club, and served as mentors.

7. Expanded engagement and leadership activities

	Performance target ^a	Percentage of participants
Participate more often (even more) in neighborhood or community projects now		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		63%
Somewhat disagree		38%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		69%
Strongly/somewhat disagree		32%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		79%
Strongly disagree		21%
Participate more often (even more) in ongoing leadership opportunities		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		75%
Somewhat disagree		25%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		90%
Somewhat disagree		11%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		64%
Somewhat/strongly disagree		36%

^a No target specified.

Note: Totals may not equal 100% due to rounding.

Long term outcome goal 1

Expanded leadership networks

- The Vital Neighborhoods Initiative profile survey has not been administered.

Action items

- Administer the Vital Neighborhoods Initiative profile survey and summarize data for target neighborhoods.
- Establish performance targets as part of meeting this goal of expanding leadership networks.

Long term outcome goal 2

Increased leadership engagement/actions in communities

Key findings

- Sixty-three percent of Cycle I respondents (N=8) at program end said either they “strongly agree” or “somewhat agree” while 38 percent said they “somewhat disagree” that they participate in neighborhood or community projects more often. Sixty-eight percent of Cycle II respondents (N=19) at program end reported that they “strongly agree” or “somewhat agree” while 32 percent said either they “strongly disagree” or “somewhat disagree” that they participate more often in neighborhood or community projects now. Seventy-nine percent of respondents (N=14) at six-month follow-up said they “strongly agree” or “somewhat agree” while over one-fifth (21%) of respondents said they “strongly disagree” that they participate even more in neighborhood or community projects now.
- Three-quarter of Cycle I respondents at program end reported that they “strongly agree” or “somewhat agree” while one-quarter said they “somewhat disagree” that they participate in ongoing leadership opportunities more often. Ninety percent of Cycle II respondents at program end said they “strongly agree” or “somewhat agree” while 11 percent said they “somewhat disagree” that they participate more often in ongoing leadership opportunities. Sixty-four percent of respondents at six-month follow-up reported that they “strongly agree” or “somewhat agree” while 36 percent said they “strongly disagree” or “somewhat disagree” that they participate even more in ongoing leadership opportunities.

Action item

- Establish performance targets so progress on goals can be assessed.

Summary of open-ended comments

- When participants were asked about goals for recent neighborhood or community projects, the most commonly mentioned responses were related to addressing community issues and increasing involvement. Other items regarding project goals were improving quality of care, mentoring, networking, improving youth reading levels, and creating welcome packages for new residents.
- Participants said they were involved in neighborhood Boards or committees that focus on creating strong communities such as District One Crime Prevention, Weed and Seed, 2000 St. Anthony program, College of St. Catherine, block clubs, and as a District Council board member.
- Participants said their involvement in Link-Up gave them the opportunity to become involved in new activities or new leadership roles. They collaborated with non-profit organizations, became active with the block club, and served as mentors.

8. Increased leadership engagement/actions in communities

	Performance target ^a	Percentage of participants
Participate more often (even more) in neighborhood or community projects now		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		63%
Somewhat disagree		38%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		68%
Strongly/somewhat disagree		32%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		79%
Somewhat disagree		21%
Participate more often (even more) in ongoing leadership opportunities		
Cycle I: Building Connections to Community Involvement and Leadership Program End Survey		(N=8)
Strongly/somewhat agree		75%
Somewhat disagree		25%
Cycle II: Enhancing Leadership Skills in Communities Program End Survey		(N=19)
Strongly/somewhat agree		90%
Somewhat disagree		11%
Cycle II: Enhancing Leadership Skills in Communities Program End 6-month Follow-up Telephone Survey		(N=14)
Strongly/somewhat agree		64%
Strongly/somewhat disagree		36%

^a No target specified.

Note: Totals may not equal 100% due to rounding.

Long term outcome goal 3

Expanded collaborative efforts

- The Vital Neighborhoods Initiative profile survey has not been administered.

Action items

- Administer the Vital Neighborhoods Initiative profile survey and summarize data for target neighborhoods.
- Establish performance targets as part of meeting this goal of expanding collaborative efforts.

Summary of open-ended comments

- Participants said they were involved in neighborhood Boards or committees that focus on creating strong communities such as District One Crime Prevention, Weed and Seed, 2000 St. Anthony program, College of St. Catherine, block clubs, and as a District Council board member.

Long term outcome goal 4

Improved sustainability of neighborhood leadership efforts

- The Vital Neighborhoods Initiative profile survey has not been administered.

Action items

- Administer the Vital Neighborhoods Initiative profile survey and summarize data for target neighborhoods.
- Establish performance targets as part of meeting this goal of improving sustainability of neighborhood leadership efforts.

Summary of open-ended comments

- Most of the respondents said their projects were successful in helping their communities. Some of these projects helped to increase attendance at National Night Out, created youth summer programs that facilitated interaction among diverse groups, distributed a neighborhood newsletter that provided neighborhood information, converged on issue identification, performed youth outreach, and helped recruit board candidates.
- Those participants who said that they had been successful in gaining funding to sustain this or other projects reported sources that included donations from community agencies, volunteers, the Wilder Foundation \$200 welcome package, and a couple of projects that were still in the preliminary stages were in contact with the District Council and the Bremer Foundation.

Satisfaction goal

To improve and maintain high participant satisfaction with leadership skill building

Key findings

- Participants report high levels of satisfaction with the leadership workshops. Most participants say that they would likely encourage others to participate in the NLP leadership development programs. There were some who suggested ways that the program could be improved. Such items include:
 1. increasing the level of participation with additional advertising;
 2. choosing one convenient location for the trainings to allow for more consistency;
 3. rotating venues;
 4. shortening the length of each training session by covering less material but in more depth;
 5. adding extra sessions to allow increased flexibility for more people;
 6. integrating more hands-on exercises;
 7. building in more break-out sessions or networking sessions where groups can have a chance to develop relationships and get to know one another;
 8. consider holding sessions in a season other than summer; and
 9. incorporating more in-depth participation and discussion activities and allowing enough time to fully engage in these activities.

Action items

- Program staff should continue to work with community leaders working to improve neighborhoods in Saint Paul.
- Consider some of the aforementioned participant suggestions for future improvement.

Process/implementation goal

- There is no process evaluation goal for the established evaluation procedures.

Appendix

Logic model

Open-ended comments

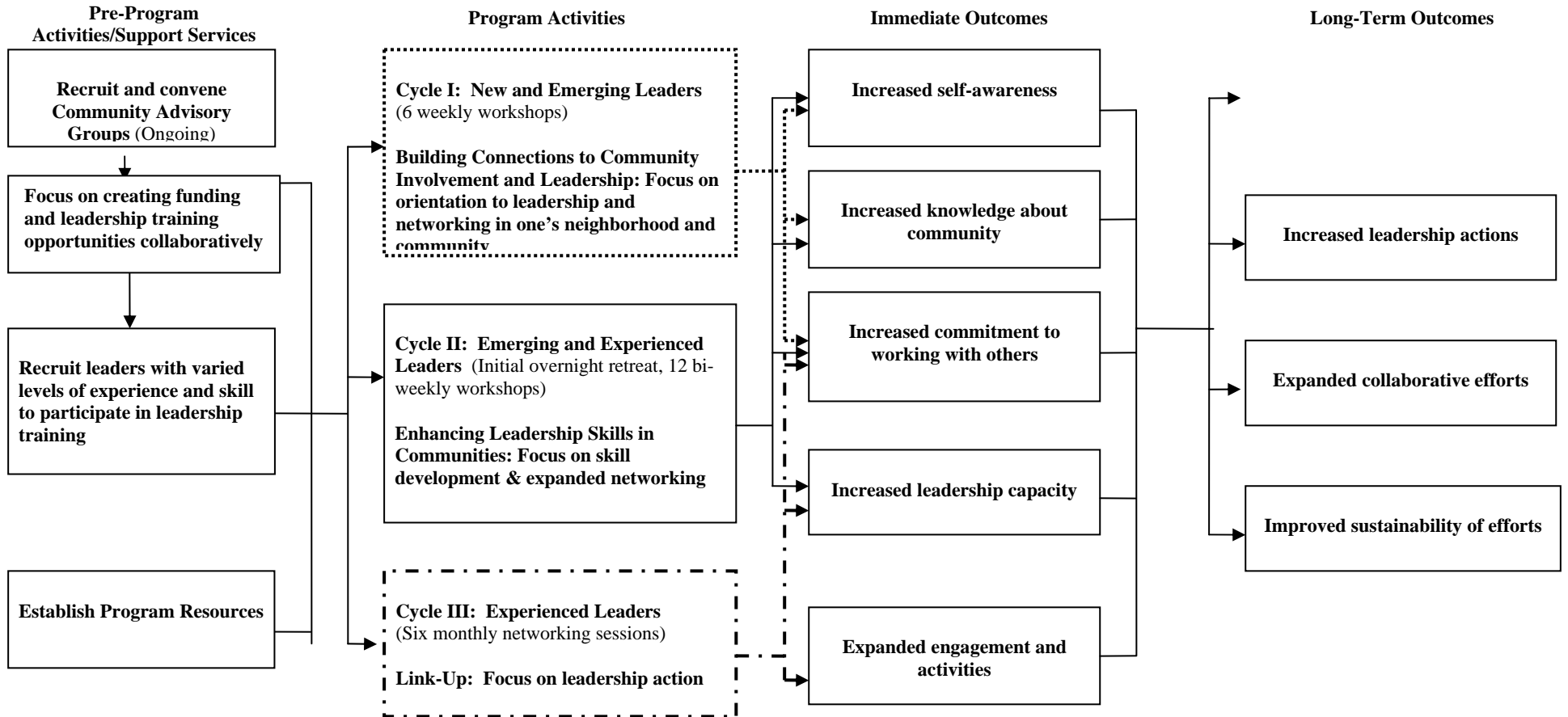
Cycle I program end participant feedback survey

Cycle II program end participant feedback survey

Cycle II 6-month follow-up survey

Logic model

Wilder Center for Communities
 Neighborhood Leadership Program
 Logic Model 2004-2006



Open-ended comments

A1. Cycle I program end survey

Please tell us how you heard about this NLP program.

Supervisor

- My boss told me.
- Boss – my supervisor told me about it.

Word of mouth

- I was in the NLP also from ? word of the mouth.

Community leader/organization

- Weed and Seed, Mike Carter.
- Community Ed book.
- My previous work with District 6 informed me.

Wilder

- Through the Wilder Foundation.

Head Start

- Through the director at McDonough Head Start.

What are some of the ways you plan to use your new leadership knowledge and skills?

Participate more in community

- I will use it to improve my leadership skills in the parenting group I'm involved with.
- Improve my leadership skills in my parenting group.
- I plan to use it at church, community, my personal life, family and friends.
- In some of the committees listed in the toolbox.
- Joining committees and neighborhood task forces.

Create safer environment

- Making the area where I live safer for the kids in the area to play and with the Head Start parent meetings.

Work on education issues

- Block Club, building management, working on school issues.

Other

- Continue to look for areas of involvement.

What has been the most helpful thing you have learned in the program?

Effective communication

- How to communicate well (listen) and be able to tolerate the heat.

Networking

- The community the help people in the class have give me also the information they have give us is very helpful.
- Networking and information on leadership.
- The resources and learning how to build relationships with people.

Active participation

- Nothing will happen if you don't speak out and try to make a change.

Cultural awareness

- I feel I learned more cultural things from others in the class than I did information/skills from the program.

Leadership skills

- My working style.
- Learning to pace discussions to help simultaneous translators.

Are there any things you would like to see changed?

More classes

- More classes. Six classes wasn't enough time!

Increase participation in program

- Yes I would like to see other local if they caught them. Other place to post their information, place in store if possible.

More content

- For an intro/social class it was good. However, I felt it lacked in the area of content.

Refreshments

- Coffee.

None

- None (2 respondents).
- No (2 respondents).

A2. Cycle II program end survey

Please tell us how you heard about this NLP program.

Flyers

- I heard about the program by hearing other people talk about flyer. Go to other meeting through staff of NLP.
- Flyer.
- Neighborhood flyer.

Neighborhood mailings

- Mail information.
- Through a neighborhood mailing.
- A mail sent to my house.

Word of mouth

- It was highly recommended to me by several others.
- A friend.

District Council

- District counsel director.
- District Council ED.

Community leader

- Justice coordinator.
- Community education supervisor and another recreation director.

Media

- Pioneer Press.
- Newspaper (St. Paul Pioneer Press).

Email

- Through e-mail.

School

- School.

What are some of the ways you plan to use your new leadership knowledge and skills?

Make neighborhood changes

- To make the needed changes in my neighborhood.

New leaders/activists

- Gather more people to become neighborhood activists.
- Developing new leaders with the methods taught in class. Connect with others to work on goals.
- In the neighborhood and on the job – teaching other directors.

Creative leadership

- More creative in leading.

Develop partnerships

- I'm not entirely sure, but I do plan to look for opportunities and explore networking and partnerships with my coach and other neighborhood leaders.
- Participating more fully in my neighborhood. Connecting with existing neighborhood councils/clubs.
- Volunteer and talk to people.

Form block club

- Block club (2 respondents).

Support current activities

- How to do a productive meeting. Learn how to communicate.
- I plan to use new leadership in church. I plan to use with youth and elders at Skyline. I plan to use with my family, clubs, in grocery store, at hospital, in PT, to help me go to have better in.
- In my group Latino association for provider.
- I plan to use in my role as chair of Board Development in my block I live on and in my job.

Other

- I will plagiarize and utilize charts, graphs, information, handouts, and styles. I will try to utilize everything I have learned.
- That money is power.

What has been the most helpful thing you have learned in the program?

Networking

- Connecting with people you never knew.
- The above and meeting new people.

Organization

- Organizing.
- Action/program planning and networking.

Communication skills

- Say no and you have to be first.
- How to organize people to take on a particular issue and public speaking.
- Listen. Understand what others are saying – where they are coming from.
- “The Geese” and the ice breakers.

Learn about neighborhoods

- More perspectives about our neighborhoods.

Leadership skills

- To see a leader's role not to do the work but get others inspired to be involved.
- More about my leadership style.
- Leadership with all kind of people from all walks of life. Be small, medium, large, church, school, college.
- My leadership qualities.

Conflict resolution

- Conflict resolution skills. How important networking is the relationships I've developed with others attending the program.
- Specific strategies for dealing with neighborhood conflicts.

Are there any things you would like to see changed?

Logistics

- Some of the locations of the NLP. Some of the time like Tuesday not Thursday. Foods like one day small amount of different people foods, culture, diversity. More than one thing of our bring.
- Maybe less locations. Find someplace comfortable and stick with it. Coffee in the evenings.
- Keep one place for the class.

Program

- Is too long. No class in summer.
- Too long.
- The length of the program.
- More hands on.
- In the conflict resolution session have a hands-on exercise.
- Overall vagueness of program goals. Lack of cohesiveness of the group. I'm not sure how to change this.
- Glad to see it will be shortly in the future. More break-up sessions. The materials were excellent. Encourage further study of these between meetings.

None

- Keep up the good work. I have enjoyed this class more than any that I have ever taken. Thanks for all of your efforts [*staff member*], [*staff member*] and [*staff member*].
- No.
- This was fabulous.

A3. Cycle II 6-month follow-up survey

What is/are the project's goal(s)?

Mentoring

- Coordinated a Community Family Fair. Goal was to model and mentor leadership. I also volunteer in Girl Scout program.

Community involvement

- Prepared, edited, and mailed newsletter to community/neighborhood residents. Newsletter funded by Link Up grant. Goal: to increase community involvement to work on grant from Link Up to work with others/cross-cultural communities.
- We deal with community problems. I don't talk in terms of goals. It is a journey. I continue to be that someone who helps bring clarity to community/individuals.
- Help to make a plan to bring issues to more people in the community to work together.

Improving quality of care

- Latino providers of Infant and Toddlers of Minnesota. Goal: to improve the quality of care' by learning how to deal with the stress' and obtain resources to help the community issues and problems.

Networking

- Block club leaders retreat. Goal: to bring all demographics of leaders (first time this has happened) together to learn and share strategies for the continuous improvement and respect for the community/neighborhood.
- Helped in planning the District Council's annual meeting. Goal: to hold annual meeting, recruit board members, bring the community together to do business and to socialize.

Improving youth reading levels

- A reading program. Goals: To increase skills and reading level for kids, mainly those that English is their second language.

New resident resources

- Welcome package for 1247 and surrounding area. The goals are to acquaint the resident about the resources at 1247 and other resources in community, i.e., stores, Wal-mart, colleges, etc.

No project

- No project involvement.
- I don't have one (community project). No.
- Don't have any projects.
- Don't have any.

Missing/DK

- Don't know. Link Up.

What are/were some of the project's successes in helping your neighborhood or community?

Participation

- During the Family Community Fair we had over 100 families and individuals participate.
- Meeting every other month on safety issues. Held neighborhood awareness, clean-up day.
- More people attended the National Night Out than ever. Youth (diverse) group presented a dialogue on community safety. Held an intergenerational community dance. Upcoming events: June 4th Neighborhood Night Out. Westside Neighborhood Night Out.
- Summer program in the neighborhood for kids to get together and interact/play who wouldn't normally come together without this program.

Education

- Successful in reaching over 40 residents by newsletter to inform them about what to do about other issues (i.e., crime prevention, National Night Out, etc.).

Issue identification

- Success was bringing clearer focus to particular issues.
- Success was learning to focus on certain issues. We can't do everything.

Youth well-being

- Successes are children's (in community). Grades have improved, as well changed their behavior/attitude. The skills I learned at NLP allowed me to reach out to the teens who have been involved with drug abuse. Change their behavior. Just to appreciate the neighborhood – a "hand down is a hand up" – I help lead programs at 1247.

Leadership

- Recruited three candidates for up-coming board election.

Missing

- No response (5 respondents).

Have you been successful in gaining funding and/or partners to sustain this project or other projects that have branched off the original project?

Community organizations

- Yes. Asked community agencies, individuals, and business for donations.
- Yes by getting "funding" which is people,-time, and energy (not dollars) from the community to participate/cooperate.

Wilder

- Yes. The welcome package \$200+ dollars from the Wilder Foundation.

Other

- Yes. We talked until we zeroed in on what was important, instead of being/talking all over the place.
- Yes, I'm talking with District 1 Council.
- We're getting there. I have a call into the Bremer Foundation.

No

- No (6 respondents).
- No, I haven't pursued any funds/partners.
- No answer/involvement.

(As part of this project or others), are you currently involved in any neighborhood or community Boards, Committees, or other groups that are involved in creating strong communities?

Block club

- I'm a community block leader.

Community organization

- I'm involved with 1) District One Crime Prevention, 2) attended Camp Wellstone Weekend event, and 3) Move on Pack.
- Weed and Seed.
- 2000 St. Anthony and stabilization program, but both are fading away due to lack of funds.

College

- College of St. Catherine.

District Council

- Yes, the District Council, and 17 other youth organizations on the Westside.
- Yes. I'm a board member of the District 11 Council.

No

- No (7 respondents).

Are there any other projects or leadership opportunities that interest you, in which you may decide to become involved at some point?

School Board

- Yes – Board member of a charter school. I'm a participant career-ship, Twin Cities local education support group.

Block club

- Yes. I plan to become more politically active, continue my involvement with NLP, complete a neighborhood directory, plan more block club meetings to reach/recruit more diverse block club leaders.

Community Council

- Community council.

Governing board

- Yes, maybe become involved in Dayton's Bluff and/or Mounds Park; (area of interest are safety and community gardening) governing board.

City

- Work with the city on projects.

Human Rights advocacy

- I like to see NLP teach/facilitate a Human rights advocacy workshop/leadership session. I like to do more around human rights.

Arts for kids

- Yes I have this idea of offering music (guitar) lessons at a reduced rate for neighborhood kids.
- Yes – arts, program where youth is the focus.

Fundraising

- Yes. Do fundraising at my church for the poor people in my country (your country). Ecuador.

Teen pregnancy

- Once I finish with the welcome package I would like to work with teen pregnancy, develop an educational awareness program to let them know the importance of continuing their education.

No

- No (2 respondents).
- Not at this time.
- Not right now.

Are there any activities or learning opportunities you would like the Neighborhood Leadership Program to provide, that would help you develop your leadership in new projects like the ones you have listed?

Racial awareness

- NLP could provide anti-oppression (and race and class) (training in the community).

Specific training

- NLP could offer/sponsor the TABLE workshop. I would be interested in attending.
- No. However, NLP could provide opportunities for participants to observe other block leaders in a casual setting.
- The NLP could help me develop/learn skills to target and educate young men of color from ages 12-18, teach them to be more responsible.

Networking

- More networking opportunities with the schools.
- We need help with resources and linking people together.
- Someone from the NLP to come to our monthly meetings.

None

- Not at this time.
- No, not at this time.
- Can't think of anything.
- Not right now.
- No.

Missing/DK

- Don't know.
- I don't know.

Do you have any ideas about how we might do a better job of advertising this leadership program?

Local advertising

- Advertise in community papers (i.e., Insight, Hmong Spokesman, etc.).

Promote emerging leaders

- Promote people who have completed training through local media, (i.e., Tribune, Pioneer Press, Insight Laprenza, Spokesman, etc). Partner with both Mayor's office, schools. Also maybe offer continuing education credits.
- Perhaps getting in touch with a crime prevention coordinator who would/could invite/educate block club leaders about the NLP.

Word of mouth

- No, but the word of mouth and community council continues to be a good way to inform others.

Community centers

- Distribute information at churches in our community.
- Maybe advertise through the schools at PTA meetings, site counselors, and ECFE.
- Maybe contact rec center.

Flyers

- Continue with the flyers – maybe do the flyers in languages.

District Council

- Continue advertising through the District Council.

No

- No (3 respondents).
- NLP is already doing a good job.

Missing/DK

- No, not off the top of my head. There is a need to do a better job, but I have no idea right now.

A4. Cycle III program end focus group

What encouraged you to participate in Link-Up?

Continue current activities

- An opportunity to further a community event that was going on and keep it going.
- I like what [participant] said. I used the word opportunity to ensure that a community event happened.

Gain skills

- My thing was to learn more about organizing and accomplishing aspects (*inaudible*).

Networking

- Networking with other people from throughout the entire city.

Funding

- Leverage. I needed a little bit of money to be credible.

Curiosity

- Curiosity. I was not familiar with the program until recently really, so I did come to one of the meetings because I was curious to find out what was going on.

Volunteer recruitment

- For me, I guess my main motive was volunteer recruitment as I understood it the Link-Up group was made up of folks that had some contact and probably most of them had gone through the neighborhood leadership so had an added interest in community and expanding and increasing the community leadership skills and tools. And as the director of a neighborhood organization, my thing was to recruit as many of those folks into action in the neighborhood. There are just so many ways to contribute, so many issues, and needs and concerns, that I can't possibly imagine that if we had a room of 100 people that just in some of you in Frogtown alone we could accommodate just about everybody in terms of being able to engage them in something that would be really productive with the community, so that's why I got involved.

Cultural awareness

- I think how surprised I was about the cultural and diversity aspect of what I found important as a big part of this.

Accessibility

- How easy a process it was. It wasn't complicated, it wasn't complex you didn't need to take three months and two different people to write it. It was easy to access.

What aspects of Link-Up were most helpful to you as a neighborhood activist or leader?

Public speaking

- One of the things I found out that either first class or second class one was the public speaking. They got them to talk about your contributions and your involvement. Some people I know that were hesitant to speak they did get out there and kind of broke the ice to do some speaking about themselves about the neighborhoods.

Mini-grants

- Just so that we can get clarity, what [participant] has been talking about the application process applying for the mini-action grants that were provided and to me that was an exciting component. When I got involved in NLP two years ago, yes, training neighborhood leaders and increasing skills, but as I said my major concern was moving people from into action, into doing something and my sense is maybe not all but I'd say 90 percent of the folks I saw in the two classes were the kind of people who wanted to get engaged, wanted not just to take it a training and get something to mind expanding but they wanted to get involved in community or make friends or network and that little mini-grant, that money, actual little bit of funding that several of the organizations we got a little bit too far in youth outreach is just so critical in terms of helping us do something that we had a plan for and again \$450 or \$500 isn't a lot of money in anyone's terms or anybody's imagination but it provided for us just that little bit to be able to do some advances Melvin said without worrying about who will pay for that, can we get it now, if we can get it. Obviously we can get a lot of things donated but when you can't you need a little bit of a reserve something just to get things moving, printing, flyers, all these things cost in our organization although having pretty stable funding with the city works on a very tight margin so that \$450 actually allowed us to move with greater confidence in doing some of our youth outreach activities.
- The thing that was most helpful for me is that with the mini-grants because they were so flexible I mean I basically need my money to bring people together that I wouldn't be able to. It's just nice to have money for popcorn and pop and you know that kind of stuff that you don't have to create a line item for whatever. If you're a volunteer, you take it out of your own pocket. So just being able to be flexible enough with that and we all know a little bit of food really... it was bagels this week at my house.
- I want to call it community friendly. Particularly the application, you said the application process, but then it's more than just flexible, its being community friendly, as being community appropriate. Community respectful and comparable, you don't have to jump through all the hoops.

Resource sharing

- I think [resource sharing] was good for brainstorming.
- Learning what other people in the community were doing. There were different people from different geographic locations.

Guest speakers

- I think [the guest speakers] were [helpful]. I enjoyed listening to them when I was there. I think any time you listen about things that's your right. The thing about listening... if you have good listening skills, you always pick up something (*inaudible*). You have professional people involved and you have new information, you come bring something to the table that you keep learning all the time. You were really great people.

Networking

- Yeah, [networking was] very [useful].
- As a man that does a lot of networking all the time, these folks...
- [Networking] was useful to me because some of the emails I got from [participant], (inaudible).
- Both a direct value in kind but more so I think it's so abysmal that... there's something about having your back, I like how [participant] said moving forward confident and not just because of the funding but because of the network you're a part of.
- One thing that was helpful that I also liked was getting the emails of volunteer opportunities from [staff member]. That was really great.
- Yeah, and I felt that even if people didn't go at least they were aware of that something was happening so it was a value to both.
- I passed some of mine to other people that were interested in a certain thing.
- Did the potlucks ever happen? I know we talked about them.
- It kind of did, we in a sense let it slip but some of us had written down potluck. So a few folks brought things with them that night so it was a mini potluck.
- I mean one of the better ideas we had was to do a potluck, so you have a chance to do the networking part while you're eating and then can get into the business part of the actual meeting. But, one of the times we were supposed to have potluck but there was confusion are we doing it or aren't we doing it.
- I think it might work better to have these things in each other's neighborhoods. I mean I might have been more curious to come on over and see what you were doing and then maybe a potluck or something more informal could have been pulled off a little more.

Staff

- I'm happy with the staff; [staff member] and [staff member]-- they're just such a wealth of knowledge themselves because they're so open and connected. If you needed something they usually have it so.
- [Staff member] and [staff member] did a great job, they really did.

How did the structure of the program work for you? What I mean by that is the monthly meetings where all members are asked to show up regularly. First each tell me in what ways did the schedule make it better or worse for you?

Time constraints

- Let me tell what happens, a lot of time something comes up with the family or traffic or sometimes there were like maybe two of us at some time. Everybody was there. But people have time constraints sometimes. And most of the people who get involved are busy to begin with. I think for some people, as an example, [participant], from the west side, she's so busy that sometimes she'd forget to eat.

Time conflicts

- I was really torn. I made a real commitment to attend and did make couple of the first two sessions. And then it was like everything was being scheduled every Wednesday night

that was supposed to be a Link-Up night, so I missed one or two and then finally I had a conversation with [staff member]. The thing I really appreciate, and I've said this about other efforts I've been in, too, is that whether you or attend or not, you still get the minutes or you still get the invitation back. A lot of folks figure well, gee, if you didn't come for two or three sessions, he's not interested. Actually my incentive to go back to a group and to double back and get re-involved is based on have they kept me connected. And Link-Up did, and of course [staff member] would remind me we had a Link-Up meeting and then I'd have the audacity to go on a vacation, my vacation schedule, so it just seemed like every single Wednesday night that was scheduled for Link-Up, something else interfered and I told her my frustration but I also told her well it looks like this Wednesday sometime in September whatever will work, I will definitely be there. It really, like [participant] said the best intentions aren't good enough, to get by.

- Yeah, that Wednesday ended up being really bad for my schedule. At first I thought it would be okay but then...
- Yeah, it happened to me too and then a couple of times I was going to send somebody else, and then that person checked in and [staff member] had this understanding that you've probably done this already or whatever. I tried to get people to fill in but it wasn't that easy.
- Summertime is just a challenging period.

Transportation

- I think another problem I saw because I was involved in picking these people up and bringing them home is transportation for some of the people who attended.

Language barriers

- There were some language barriers too that people had. Didn't we have one interpreter that was Hispanic and there were four, five people there with the interpreter?

Drop-in gathering

- For me, I think of a drop-in center for leadership development where anyone off the street can come in to have... and I think we would definitely need a lot more staff.
- The trouble is with drop-in is sometimes you get people just out of curiosity drop in and you never see them again. I think that the way this program is run, with scholarships and sign-ups that you know who is coming and it's a good gauge on how organized you run your program. Without that information ... (*inaudible*)
- Yeah, you have to have some structure to it.

If you were going to help design the next round of Link-Up meetings, what would you add or subtract? What would you change?

More time

- A longer time line.

Integrate community events

- There could be some combination of the monthly meetings and supplement it with let's get a group of people together to go to a community event together that we wouldn't normally go to. We could pitch in and help for an hour or so and still go to the event and

get to see what's going on and maybe there're some supplemental things you can add to it as your schedule permits. It would still be under the Link-Up banner. Maybe we could all have name tags or something.

Networked neighborhood meetings

- I guess I was a little confused for the real purpose of those meetings. In the RFP, one of the requirements or strong suggestions was that we came to this meeting but I really don't remember what everybody was doing, we had that time for a speaker or some polishing on leadership and then just a short time to talk about our projects. I don't know if this would be a logistical nightmare, but it would seem that people would have gotten more out of what I was doing if I would have invited them to one of my meetings or if I would have been invited to one of your planning meetings so we could actually get out there and see what you were doing with that and then come together for like one debriefing altogether. Everybody is in a different level of leadership too. I have gone through some of those things that were being brought in so I didn't really feel I benefited that much from that but than other people did and I wouldn't want to take that away from them.

Venue rotation

- You know I'm sitting here with the crazy idea which was like, what if we had it in such a fashion that the group would go to the community event together sort of as a core or a team. That's part of the issue, there's just so many things occurring and it wouldn't necessarily fall on that Wednesday night but I definitely could have given everybody in the group a couple of different options every week of things that our organization and our community were involved in and would relate to some of the issues most folks were talking about in terms of leadership but I don't know how logistically that might work but it would certainly rotate the venue and at least one of us in the group on a monthly basis would have an influx of people from Link-Up. Now how we would debrief or what interaction we would have, I don't know if we need to get too formal with that. I mean yes, I came from volunteer recruitment of course the resources around the table are always an issue, but isn't so much tell me what the resources are, it's bring them with you. Come on board. And so maybe those of use or did have or were at that phase or were part of groups that actually organized events rather than have a separate monthly meeting we'd focus our attention around the event and build some bonding and work together basically for a while and then we could switch. Wintertime is a little bit better for activity; this festival season seems to drop off a little bit. Of course we get the holidays but the summertime and springtime for the festivals, every community has its..., Frogtown has one this weekend, we had Rondo days a couple weeks ago.

Are there any ways that being involved in Link-Up led you to become involved in new activities or new leadership roles?

Collaboratives

- I really used that leverage piece. I didn't use much of the money yet. I actually didn't spend anything. Is that for me to be able to work with the Center for School Change, with [organization member] and all those guys. I was telling [organization member] you should be doing this and not me. You say the importance of parent involvement but then you send us all to New York and when you come back it's like oh, whatever. To me, that's not parent involvement. We pushed a little bit and we did get some scholarships from NLP out of the Center for School Change. But it was too late in the process and we couldn't get people in it but they were willing to ante up some money because we had all pushed them.

- It was the speakers from the Civil Society that I had a chance to refer people to that organization. There were a lot of folks who don't know about them, like First call for help, who knows nothing about Civil Society.

Block club

- I'd have to say yes also because then I got active with the block club and we were having one of our first meetings. Normally I sit there quietly, but I actually spoke up because somebody said you have to lay the ground rules. Get it done before someone messes it up. I remember one of our earlier meetings, I extended my opinion on something and all of a sudden, everyone agreed and I thought, "Well, hey."

Mentoring

- Another capacity I was asked to serve in with the latest group of NLP participants leadership training was as a mentor, sort of a one-on-one and the person they linked me up with lives in St. Philips garden – it's on Carol and Eidelhart, right on Concordia faces the frontage road, it's a low income housing and kitty corner what's called Cardier people's park, St. Albins. At one time when I first came on with the organization, we had two of our board members lived in that complex, and one still does, and the other person moved to another part of the community, but this mentoring relationship really allowed me, at least with the three people who were taking the training from St. Philips to develop a closer relationship with it. As it turned out, we were kind of the contemporaries, he's a couple of years younger than I am, but same era, Twin Cities born and raised and I think it's been very beneficial. It's tightened up. One of the things we wanted to do as a council is get more involved, and engage people who are renters in the community who often times are treated as disenfranchised, or second class citizens, like they're not really a part of the...like a homeowner, if you own a home, neighborhood organizations usually thrive on the homeownership, which logically makes sense in that if you've invested in a piece of property, you have a certain need to want to advocate for it but over the years of working in neighborhoods, I recognized there are lots of folks who rent and are not homeowners, not because they couldn't be, but just that's not a part of their vision and lifestyle and they are very eager in getting involved in the community but never asked. You can't get into a security building and you don't see them like other neighbors, so this opportunity Link-Up and the NLP program connected me more directly with some of the actual folks that live within the apartment condo site. They helped us out for cleanup, for flyering, and one gentleman who I mentor has been pretty active with our Got Voice, Got Power meetings. That I wouldn't say it was new, but it enhanced what we were doing.
- I have been working with the Somali people and it's been interesting. It has been an experience for me and it also has been a big help to them. Like they wanted to know about the pictures on our coins and I had to explain to them that they were our dead presidents. I guess what I'm saying is that I'm reaching out more to different sects of people and also I am mentoring a couple of people also. And we had one of the ones I'm mentoring to come over and help out at our Peace Celebration and that worked out very well. So, I guess I'm just a community person; I like to get involved and very much so appreciated the mini-grant that helped with the program, appreciated working with everyone and I saw a lot of new faces that I had not seen at our celebrations before. So that was kind of interesting.

Other

- I was excited to see the people, potential leaders. That was really good but I didn't have the opportunity to get to see what they were doing.

Group support

- I applied for a board of director position with a non-profit and I was turned down.
- (*Another participant posed question*) Did that rejection sour you to ever apply again? Was it just the fact they said no to you?
- (*Response to previous question*) The application process seemed a little exclusionary. They weren't being very inclusive. I never met with anyone face to face which I thought was odd. I talked to several people on the phone, but that was all.
- (*Posed to previous respondent*) My hope is that it wouldn't discourage you. I've had that happen to me too when you apply for a board and you don't get accepted. In fact that I'm sitting on one now, as somebody said, try again, third time around was a charm and now they want me.
- [Supporting each other] is a tone that [staff member] especially sets and [staff member] follows up with and all the other people from Wilder who have been involved. Having that kind of supportive vibe from the people who are helping us as community members come together is very important.

What activities did you use the mini-grants for?

Outreach

- We're using ours for outreach to apartment complexes, renter population. We're doing a series and just initiated and finally got around to scheduling several places within our community. We're going to do a minimum of five or six for sure, and maybe a few more and the purpose is to provide information to the individuals who live there with a particular interest and focus on youth outreach if there are any young people or families with young people engaging them if they are wanting to do things or need more resources which is something we have heard when we have gone to the community in apartment type buildings and see there's nothing for young people to do around here. We want to address that issue and then also piggy back, and use it as an opportunity, this voter registration we want to use it as an opportunity to engage folks in the political process and civic-mindedness. So that is what we're doing with our money.

Collaborations

- Yes, [I regard it as being a collaborative activity] although the way we proposed it, the way I wrote it, it's possible for us to carry it, we have the capacity to do it single-handedly, but you're absolutely right. In fact, that reminds me when I envisioned it, there were several resource people I'd love to have be part of it from other organizations or other people within the community that offer resources that would, I believe, be of value. Love to have them come along and co-present or whatever – so that we could morph into that. I really envisioned possibly doing that but then logistically trying scheduling a meeting once a month, trying to get access to a place that fits with everybody's schedule has been a little daunting but it's going to happen.
- [Collaborative activities] make it easier to do the actual thing, but in terms of the coordination it becomes more of a juggling act – it takes more behind the scenes coordinating, but the actual presentation itself or event itself, much richer and much fuller with collaboration, and easier. You got a troop with you, you don't have to wing it alone.
- It was interesting when I think of all the players that had to be in place in order for the money to go where I wanted it to go. It could have come to me as an individual and I really didn't want to do that. Logistically, I thought it was \$400, that means a 1099 is

attached to it, I'm not going to put this money in my pocket, this doesn't make sense. Logistically. So I wanted it to go to the Network of Education Action Team (NEAT), but NEAT doesn't have its non-profit status yet. In order to get the money from Wilder, we had to go through someone then with a non-profit status. The other organization I work with is the MN Parenting Association, so they became my fiscal agent so Wilder could write them a check and they wrote a check out to NEAT and we put a budget together. So NEAT, this informal parent group now has the money that is going to help expand their capacity and bring in more people to be involved in the six-year-plan activity.

- I think [collaboratives] made it better. We were able to get food, more, an abundance of food so that we had enough for everyone. We were even able to get ice cream. I thought that was great. It made it better being able to pay a stipend to some of the neighborhood volunteers was something that I felt uplifted them and they are anxious to come back. Maybe next time we won't be able to pay them, but they will be there. I think it helped. It was appreciated.
- There's always different ways to pay them. There're gift certificates to Rainbow or Target. We've always done that.

How did [mini-grant activities] impact your community?

Parent networking

- There are four high schools that we're working with. There're parents from those four high schools and the parents decided to do workshops and the money was for convening those parents together. In order to do the workshops you need money. Four hundred dollars (\$400) is not going to do workshops in each school. We got all the coordinators together from these smaller learning communities. We worked with someone at the district who's doing the 6-year-plan, [district employee]. I told him we need money for the workshop. I've got the money. The money is in the buildings so then we had to go to the buildings and basically we got them to ante out from their Busch and Gates grants to cover the money for all the workshop materials, plus give the parents a stipend to do the workshops. We've been able to maximize the money. The \$400 was just a part of a bigger thing. But we've never had to have any cash on hand to get that to happen because now the schools are doing it themselves. When I thought in the fall of the year, I thought we'd have to get something together, a little bit, the site councils at the schools, get that all approved and basically the principal said no, because the only thing we work on is the district budget, money that the district gives us, whatever we get from these grants are flexible, so you don't have to worry about the site council process. Just tell us what you want. Now what will happen is these workshops will happen at conferences. The first conference of the year is for the freshman parents of the freshman kids coming in to those 4 high schools and then in the wintertime is when families need to decide which high school they're going to send their kids to if they're in middle school, which to me was so ludicrous. Who thinks about in February which school choice you have to make? And I'd say a choice is a choice only if you don't really have a choice. But we're going to do it with the 8th grade parents and kids together going into their freshman year. So we will have middle school and high school pilot done this year. There's so much work on the inside to get these things linked up and connected but the parents are at the table and they want to do something.

Volunteer stipends

- [Participant] and myself worked on was Peaceful Love Warriors for a summer peace celebration. The celebration is to help to instill a value and to honor a peace pole. And those dollars seemed to help in expanding the North End. I would say besides the basic stuff like being able to have food and music, the greatest thing was to be able to pay community stipends for folks who participated and volunteered. That was something that previously had been done a couple years ago and part of that is really just honoring the residents and people that are just hanging out and saying, hey can I help you lift this table? Can I help with the trash? But instilling a community value, about peace in the hood but doing it in a way through collaboration. The celebration allows for folks from District 8 and 7 to come out and for (inaudible) to come out, allows people to see these three communities working hand in hand, talking. Another powerful thing is the relationship with the police department. In particular, at that time there was a change in commanders, in St. Paul is about one of the few police departments that have a peace pole. For some police departments, particularly in California, they see it as a symbol of weakness. By having that celebration, the ripple effect began. Allowing the community to see something continue to grow instead of seeing something go and then die. One of the results from that, I truly believe on the east side will be the peace pole at the new police station, the eye of the headquarters? BCA. That's coming from Bob Fletcher. It was one grant for the two of us.

No mini-grant

- [I did not get a mini-grant]. Mine was too late. What I wanted to do was buy some walkie-talkies and whistles and flashlights and (inaudible) t-shirts for whomever.
- I was trying to convince Como Park Neighbors for Peace Group to use the money to put up a peace pole in Como Park but they were like oh, what regulations do we have to go through? We could do it near Como Park, but we couldn't find a location. It would be appropriate to have it right outside the Japanese garden but...
- The time frame was pretty short. Usual for any RFP.

Improving the mini-grant process

- Perhaps some technical support for the people who aren't quite sure how to write grants. There are people who don't have access to computers. Maybe not that they would come over here to use the computers, but there should be some way to say this is an organization where you can use their computers for two hours everyday.
- Or some strong statement that a hand written proposal is accepted. That it doesn't have to be on computer as long as you have the components there and it's legible.
- I wasn't sure how they would use a cassette or a video. That part of the way of submitting a proposal. Some grants you can submit on video these days. That would be my suggestion, to add more flexible ways of submitting the grant. To continue to go deeper and deeper into community (inaudible).
- If I was going to be at the table next time, I would want to make sure there was a way that folks who are applying, maybe 20-25 percent, 30 percent that their proposal was something that could be built upon. To be able to have the funds for that as well as recruiting. Too often people do things, like I think it's incredible that your proposal is going to be six years out but you need to do it right now to get the stuff to Como, and hopefully in two years you probably would need another \$400?

Do you have any ideas on how we might recruit more neighborhood activists and leaders to participate in Link-Up, other than NLP graduates?

Advertising

- You can read something in a newsletter or community newspaper or a public announcement on TV, advertising there. Get some folks going door-knocking in certain neighborhoods, what I've done in the past. It takes a lot of work but if you're committed to accomplishing the task at hand, nothing is impossible. If you want to do it.
- It depends on how big you want the group to be. The more advertising you do, the bigger it will become. The more funding you need. Would you rather target the recruitment to neighborhoods or community groups that aren't showing up right now?

Target less busy people

- Sometimes when you're trying to get folks, a lot of them are already busy. They're probably doing something else. There are different tiers of people. We all know what a mover/shaker is. I've always used three tiers. While I'm going to ignore the top because they're all busy. So, I'll go to the second level or the third level. Even if they show up once a month or once a year but I know that they're interested, so I'll call them up and seek that person. And that person will in turn seek somebody of their own liking because maybe they hang around together. If you mention meetings to people, more people, I would say the old axiom of 80/20, I would say 80% will not have to go to meetings.

Financial incentives

- Yes, I agree. There would have to be a self interest for people to want to come. Let's all face it, if there was a carrot of a little bit of money so here we are at the table and that was the carrot that was used. Our self-interest was that we had already been in the Neighborhood Leadership Program so we had a higher level of awareness and we knew there was something that was dear to our heart we were going to work on anyway, so this would help. I'm always curious to what is happening in other places besides the east side, what's happening in the rest of the city. So I was intrigued by what everybody else was doing.

Do you think that the same kinds of things that attracted you would attract people who did not go through the NLP?

- Yes.
- Perhaps, yeah.
- Yep.
- Yes, the carrot is pretty good.
- Yeah.

Leadership mentoring

- The other thing... when I came on in September of 2002, [staff member] and the Wilder staff had already approached the Summit University planning council to go to the United Way and get some \$5,000 in funding which would pass through the planning council and then back to the NLP program. But other than asking some board members if they were interested in it and would refer people, there wasn't active recruiting. It was more of a passive recruitment, about here's some information, here're some flyers. One other transition was, even as a collaborative partner of Summit University and as supportive of the program that I was, that it would take additional time on my part to go out and recruit, and to nurture and foster and even to encourage my board members to do that. Would there be compensation? What occurred in that second round a year ago, [staff member] must have checked with [staff member], and it must have been approved. Because they said the registration fee for the first phase, \$37.50, or whatever would go to the organization that recruited the people. I know Barb was very pleased with the results. That's what happens when you link arms with community organizers. We went out there, at least three of my active, three board members took the class, and then there were several others that we recruited between St. Anthony and Summit U. The other thing to be said about that form of recruiting vs. the passive style, those folks we recruited have continued to stay engaged in one form or another in the community, or even ratchet up their involvement. They are more involved than before they took the class. It works so well, let's do it again. Yes you do need to get information out; yes, it wouldn't hurt to have a couple of articles in the Pioneer Press, etc., those human interest stories: so and so lives in St. Phillips Garden and didn't know where they could contribute and took this program and now they're the volunteer person at their church. Those things that garner interest from the general community but my sense is when you talk about leaders engaged in community leadership, that organizing recruitment that goes on between one leader and another would help out. When [participant] took that class as a participant, he went from being one of the observers to becoming one of the instructors. He mentored others who didn't have that 30 to 40 years of experience. Everybody brings to the table different strengths. You can check with the folks, because I couldn't make every training session, but that was a very strong group that was started last fall in 2003. I would like to see, not just because we were engaged, generated a little bit of revenue for our efforts, I think it worked well. We had a good strong group. The body of that group served as the basis for Link-Up.
- That might be a model that could work out for other district councils. Leadership training is really needed. Not only that, you're providing leadership training but that they're able to go back into that neighborhood and be of value.
- That's a good point, like a guy like [participant] who has lived and breathed this community all his adult life, is distinctly different from someone who has moved in six months ago. Obviously has leadership skills because they've applied for the board and got elected, but what's their knowledge of how the community works. That's the point. To really be in tune and effective you have to know how this place works and what doesn't work in this place. That's when I saw the beauty of the first phase of NLP. The second phase with the technical assistance still needed some honing. We were thinking specific things like how to be a board member or how to write a grant or urban planning, GIS, that we bring resource people in to specifically address those technical skills and the 3rd phase was the mini-grant, the action putting it into action. The model has a lot of value to it. What feeds the second and first phase is a good recruiting effort and a strong cadre at the beginning. And it can be a mix. We saw it work. We got the veterans and the rookies. I really saw a good mix there. I didn't see one side or the other. [Participant] said it was a great opportunity for him, "some fresh blood, some new volunteers and I'm going to educate some people on what I've been doing out there."

Is there anything else you think we should know about ways to support the work of neighborhood activists and leaders? Would you like to add anything?

More community engagement from Board

- The staff is great. I'd like to go up a little higher to the Wilder's board to get more learning about the communities where they can go deeper into the community-friendly and appropriateness, with not just good intentions, but with good will. For me, the difference is that good intentions have preconceived outcomes or desire, where with good will is more about what's good for the community, which is community-friendly.
- As NLP leaders, maybe we need to have some kind of advisory capacity to the board. Some sort of touchstone so they are hearing it from us and the responsibility doesn't lay on the staff people who also have a conflict of interest a lot of times in being able to express what they want and regular community people should be on the board but at minimum they should have an advisory capacity. Maybe Wilder does. I don't know.
- Wilder definitely has a great board!

More long-term investment in neighborhoods

- I haven't had this discussion publicly, but over the last two years since I started as the executive director there has been a very progressive and systematic disinvestment from funding sources for in particular, these communities here, District 7, District 8, Frogtown, and Summit U. Not everybody knows this but one of the very first things that occurred is the CFCI – Communities Family Investment, an initiative of the St. Paul Foundation in Summit U and Frogtown and it ceased operation. They were supposed to match monies that the Busch Foundation had put through the St. Paul Foundation and they didn't come up with the money. Needless to say, we're talking September, November of 2002 – 12-13 months after 9/11. So things were tight, but they closed it down, no more grants – \$5,000-10,000 grants to community organizations to help them, CFCI. Then the McKnight Foundation announces we've done a lot of neighborhood stuff we're not so sure how much further we're going to... well yeah, we'll do the second year if you have a first year, but we were moving away from neighborhoods. And thirdly, Weed & Seed and Frogtown Weed and Seed, the feds said the crime rate was down, you've got a good job, you've accomplished your goals, no more funding for the next five years to expand and to continue your progress. Then add on top of it the state after school program, Liz Stevens and the equivalent of Leap Forward in Summit U, it disappeared overnight. It closed in March. And again we can all say, well, how much did it really provide... well, it provided some chips and dips. I'm well aware that Wilder Foundation has also reconsidered and narrowed its... We have no champions for our neighborhoods anymore. Who's championing our neighborhoods? In Minneapolis, I want to look to the General Mills Foundation as a model – they championed the Hawthorne and Jordan neighborhoods in North Minneapolis. And not for one year at a time, to the tune of \$3 to \$5 million of investment in those two neighborhoods over a 10-year period of time, plus now that has worked so well for them, it energized their foundation so much that they've expanded their grant making to other neighborhood grassroots organizations on both sides of the river. Remember General Mills, mills in Minneapolis, beer breweries in St. Paul, they have expanded it. I applied, we can get, but we're going to be considered in the fall. I just want to say, yes, please, leave us our little NLP, but it needs to be grown. These are actual facts. All those doors closed. The resources, and I know everybody has to share the pain but I'm telling you that the people in pain to begin with in these communities, that the budgets of institutions and of government have been balanced on the backs of the poor people and the poorer than poor people in these two neighborhoods. That's a fact.
- And then just to add to it, the mayor has been directing funds to larger corporations that have been used instead for small community companies hoping to grow.

- You can also throw a real-estate blanket in there. You'll find out their Frogtown lowest market value of the homes, because it was the insurance companies that were redlining some of them in Frogtown, maybe go on and on with this stuff how Frogtown and Summit U have been at the bottom of the totem pole for everything.
- Parts of North End too.
- The key is the disinvestment. What [*participant*] is raising is the paying double. The insurance companies made lots of money if they did insure somebody in this community, they charged them double. It's the same way with all the other things. The people in these communities are very hardworking and very committed. This is the key, regardless what Wilder decides, regardless of what McKnight decides, regardless of what the state of Minnesota decides, the work will go on. These activists, us around the table, we're used to working for free. The work will go on but the quality, the enhancement... The casualties will also increase. And we know that. What the funding allows us to do... like I always say using the metaphor of pulling bodies out of the water and one guy wises up and says you know what, I think I'm going to go upstream and figure out how these bodies are getting in the river in the first place. And for us, what happens with the reduction of funding we all go back to the life-saving mode. The best we can do is hand out a few bags of chips from the store and hope that the kids don't burn it down tonight. We're in the crisis mode. It doesn't give us the luxury to go upstream and talk about systemic change so that those kids and families aren't being thrown in the water in the first place. That's the key. Supposedly, we've turned the corner and I hope the turn is around our corner. That's all I'm saying. I don't know what some of these other corners some folks are talking about. I know our corners are still badly in need of assistance. These programs that have been slashed and cut, they affect these communities. The folks out in Eden Prairie and Eagan are much less impacted by it, the highways are still being built and repaired but the after school programs are not as important out there. These kids have two parents if they have the luxury of two parents, they have to work there's not a choice of working.

Recognition

- I think it would be nice if Wilder would have an annual recognition of the folks in Frogtown and Summit U, like an ice cream social or something and have the board members and the president or the CEO of this organization come out there and meet the people. Come out and mingle with the common folk.
- You know, they do have such an event. In fact, I was invited this year as a volunteer to Como Park, where it was held and their senior program was very well represented, I didn't see any of our volunteer folks but I went to it and it was very nice. They had some opera tickets and some show tickets and hot dogs and hamburgers for everybody but you're right, I just went out of curiosity because I was invited. They do host a volunteer recognition thing every year and the Link-Up people weren't invited and they should have been invited.

Recruitment

- The problem that I would have with my program is being on the streets of University Avenue in terms of recruitment. Some years ago I had a group from the University of Minnesota and they were going to be social workers. The professor called me and said, Manny, can you give them a view of the inner city. So I did.
- (*Posed to previous comment*) Are any of them still social workers?
- Not around here. They came to St. Paul, to my house, where I had a map and I showed them all the hotspots and what goes on, mainly on University Avenue. There were six of them that came over and one of them was the professor. We were on University Avenue

and we sat down on a car and I told them, don't say nothing, I'll do all the talking. So the hooker on the street that I know right on the corner there by the (*inaudible*), I say let me go to this hooker and let me do all the talking, so they all follow me and the hooker, the first thing she said to me, "Manny, what are you doing with them f..ing hoes here?" That scared them to death and said they were all going home. I got my bag and took them home. The next day I called the professor and told him, "You know what they're not inner city material." One was from like Edina, Golden Valley. They were from all the suburbs.

Role for parents

- I always like to see the local schools, PTA's or site councils work more closely with the district councils in leadership because those parents are the ones, those are the green horns to follow your kids, your community becomes where your kids are.
- They grow up with their kids.
- I used to say that I was on my knees plugging my sockets in the walls when my kids were little. I didn't really care who was selling cocaine at the rec center, it wasn't in my world. But when my kids go to the rec center, I really cared about those coke dealers. The electric sockets were no big deal anymore.
- Besides pleasing grandparents, the primary purpose of having kids is to socialize us. It necessitates you getting engaged with other people. If you have children, they go to school together, if not they're out in the backyard fighting each other. They engage us as a community, children do.
- One of the best things I learned over time, the gang members, they're bad people. There aren't really bad people. They're people who sometimes are in the wrong place in the wrong time and get caught up. Once you understand that environment, and you meet them, these folks aren't that bad. Every now and then, I see them on the street and they tell the brothers, hey [*participant's*] ok, leave him alone. They don't steal from me or do anything to me because they kind of trust me. If you develop a trust with these young folks, that's the main thing if you can trust somebody. I treat these kids like they're my kids.

Matching funds

- Some sort of matching opportunity, a matching opportunity not only with other money in the community, but other NLP's. Maybe there are some like issues across the neighborhoods that they might want to work on together so if they found a way to unite and to work on them that they both would get the money and match it.

Allocate funds for volunteers

- One thing that always bothered me with my involvement in other groups in the last four years, I ran a boxing program for 20 years and we had a pull tab operation and I never took in any money myself as the director, but I paid my referees and I paid a stipend to the folks who help out. One time I was called by the pull tab people as to... I thought the money was for the youth programs, and I said without these people there would be no youth programs. So I often wondered how I feel about these folks who get out and really do things and I'm not talking about for me cause... I need a break too, but I'd rather give it to somebody else who needs it more than I do. But these people, I really thought should get some kind of a stipend for everything they do cause a lot of people do so much damn work and they say my god that's so much money and there isn't so much money for everything else. I would like to see why like I have all this money and 10 percent was allocated for my personal use. It's not saying to bite the hand that feeds you, but I think these folks do so damn much... my boss told me one day where I work, one gal worked so much that if she were to get paid for everything she did that she could have retired 20 years ago. There's something wrong when we allocate money to

organizations or group that this money is for all for equipment, books, peace pole and urban but how about the people who actually do all this stuff? We talk about recognizing the secretary, helpers and volunteers. How about the head person? I really believe the Wilder should take a look at that. These people donate a lot of time. Does that make any sense? I probably have 400 people over the years they got something from me over the years. There are people who like to work and volunteer their time through the goodness of their heart to the community. There's got to be more than that. You should be able to get a little extra rather than just saying you did a good job. Make them feel wanted. Recognizing the people is really important. A lot of these folks who do all these things don't have a lot of money to begin with. As a tax write off for Wilder besides.

More staff hours

- More staff hours. I know that [staff member] and [staff member] and everybody else are stretched so tightly but Link-Up is... I know that they enjoy doing it but it's almost like another burden, another thing to juggle on top of everything else that they're juggling. So maybe somehow if Wilder can scare up the funding to get some more staff time so that the people who are facilitating aren't so...

More communication

- I think the youth networking, the police forward and the other one on the east side that there is constant communication going out so it is a great network to get those emails about grants or whatever and then having that staff capacity to keep us all abreast of what we are doing. It would be helpful to me just because I was so absent at some of the meetings to have it in writing what other communities were doing. Cause then I might have said oh, I've got somebody here that might really be interested or whatever. But just to have it in writing, or just a brief outline.
- Just from conversations I had with [staff member] and [staff member] that they have had to go out and fundraise for this program, so they're probably fundraising to the funders...if you're in non-profit, you're fundraising. I think there needs to be a real linkage back to those funders so that maybe that could be more opportunity to see evolving projects that have promise to them and then the funders would be willing to entertain another...which is really cool because that would be emergent design coming from the community. Right now, and not in 20 years when the census says we need it in another 10 years.
- I'm aware of many folks on computers or having access that possibly one way as far as those meetings could be online conversations – some sort of chat.
- For the web site maybe to have a password that we know that we can get into and share amongst each other.
- It would give me more incentive to get a computer and have one right there and probably practice with it more.

Accountability

- I think that some of the things that I already look at are proposals to a newsletter or emails as to what's happened, where did the money go, how much did Wilder allocate for the community? I don't know. And I don't know if the federal government standards, if they allow 5 percent or 2 percent or 10 percent of the profits would be gifts from other incomes. I know none of that stuff, but I'd be curious to know. I think it would add a new dimension to my own thinking because I work with financing for companies that are black and white. I'm just curious from a non-profit area is the accountability of how the money is generated or come from. Did Wilder get the money from housing stuff or is it from Wilder foundation, people who set it up a long time ago and built it up over the years and now that money's disbursed in different areas?



Evaluation instruments

Neighborhood Leadership Program

Building Connections to Community Involvement and Leadership

Neighborhood: _____

Participant Feedback Survey

Please help the *Neighborhood Leadership Program* staff evaluate the program by completing this survey. We would like to know how much you think the program has helped you increase your knowledge about leadership, improve your leadership skills, and strengthen your connections to other leaders.

This survey is a series of statements about these three things, plus questions about your own priorities and preferences. **Please check one box for each question.**

<i>Compared to six months ago, before I started NLP:</i>	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1. I now have a larger network of people who I can talk with about community and leadership issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. I have become more aware of my own personal values, beliefs and leadership style.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. I have become more aware of my own potential usefulness as a community leader.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. I have become more familiar with resources that are available in my community.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. I have become more familiar with my community's history, demographics, resources, needs and assets.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. I feel more prepared to take on leadership roles in my community.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. I have increased knowledge about working and communicating across cultures and other types of difference.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. I have become more aware of other people's perspectives on community issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. My interpersonal communication and conflict resolution skills have improved.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. I see greater value in a diverse variety of opinions, viewpoints and approaches.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11. My commitment to working with others to address common issues is stronger.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12. I am more able to provide and gain support from others leaders.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
13. I have increased knowledge of my neighborhood or community's issues and systems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
14. My confidence in my own leadership skills and abilities has increased.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
15. I participate in neighborhood or community projects more often.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
16. I participate in ongoing leadership opportunities more often.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

17. Please rate how helpful the six workshops have been in helping you to develop your knowledge and skills as a community leader:

Workshop Topics:	Excellent	Good	Fair	Poor
a. Definitions of leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. What is community?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Effective communication	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Active listening	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Working styles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Personal and social power	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Neighborhood assets	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Creating ground rules	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Team building	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Public speaking tips	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Successful meetings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Understanding conflict	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m. Reflections on opportunities for community leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

18. Please rate these aspects of the program:

Program Aspects:	Excellent	Good	Fair	Poor
a. The quality of information provided	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. The activities used to help you learn leadership skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. The sensitivity of NLP staff and speakers to culture and other types of difference	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. The way the program's time was organized	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. The location where sessions were held	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. The program staff's flexibility in recognizing and addressing your personal leadership goals and needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

19. Please tell us how you heard about NLP:

20. What are some of the ways you plan to use your new leadership knowledge and skills?

21. What has been the most helpful thing you have learned in the program?

22. Are there any things you would like to see changed?

Thanks for your help!

**Neighborhood Leadership Program
Building Skills in Communities
Participant Feedback Survey**

Neighborhood: _____

Please help the *Neighborhood Leadership Program* staff evaluate the program by completing this survey. We would like to know how much you think the program has helped you increase your knowledge about leadership, improve your leadership skills, and strengthen your connections to other leaders.

This survey is a series of statements about these three things, plus questions about your own priorities and preferences. **Please check only one box for each question.**

Compared to six months ago, before I started NLP:		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1.	I have gained a larger network of people who I can talk with about community and leadership issues.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
2.	I have become more aware of my own personal values, beliefs and leadership style.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
3.	I have become more aware of my own potential usefulness as a community leader.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
4.	I have become more familiar with resources that are available in my community.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
5.	I have become more familiar with my city's history, demographics, resources, needs and assets.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
6.	I feel more prepared to take on leadership roles in my community.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
7.	I have increased knowledge about working and communicating across cultures and other types of difference.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
8.	I have become more aware of other people's perspectives on community issues.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
9.	My interpersonal communication and conflict resolution skills have improved.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
10.	I see greater value in a diverse variety of opinions, viewpoints and approaches.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
11.	My commitment to working with others to address common issues is stronger.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
12.	I am more able to provide and gain support from other leaders.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
13.	I have more knowledge of my community's issues and systems.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
14.	I have more confidence in my own leadership skills and abilities.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
15.	I have established (or renewed) relationships within my neighborhood or community.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
16.	I participate more often in neighborhood or community projects now.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
17.	I participate more often in ongoing leadership opportunities (such as committees and boards).	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

18. Please rate how helpful the twelve workshops have been in helping you to develop your knowledge and skills as a community leader:

Workshop title:	Excellent	Good	Fair	Poor
a. Exploring Neighborhood and Community Leadership	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b. Effective Communication in Neighborhood and Community Leadership	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c. Team Building	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d. Successful Facilitation: Making Community Meetings Work!	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e. Understanding the Dynamics of Change and Conflict in Neighborhood and Community Leadership	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f. Working Inclusively in Neighborhoods	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g. Navigating City Hall	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h. Organizing for Action in Your Community	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i. Marketing and Public Relations: Ultimate Evil or Useful Tool?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j. Action Planning and Community Project Management	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k. Partnerships and Collaboration	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
l. Balance and Renewal	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

19. Please rate these aspects of the program:

Program Aspects:	Excellent	Good	Fair	Poor
a. The quality of information provided	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b. The activities used to help you learn leadership skills	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c. The sensitivity of NLP staff and speakers to culture and other types of difference	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d. The way the program's time was organized	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e. The location where sessions were held	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f. The program staff's flexibility in recognizing and addressing your personal leadership goals and needs	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

20. Please tell us how you heard about this NLP program:

21. What are some of the ways you plan to use your new leadership knowledge and skills?

22. What has been the most helpful thing you have learned in the program?

23. Are there any things you would like to see changed?

24. How likely would you be to encourage a friend, neighbor or relative to participate in NLP's Leadership Development programs?

¹ Very likely

² Somewhat likely

³ Somewhat unlikely

⁴ Very unlikely

Thanks for your help!

**NLP LEADERSHIP SKILLS IN COMMUNITIES
6-Month Follow-up Survey**

Project Code 70245

INTRODUCTION

Hello, this is not a sales call. My name is _____ and I am calling from the Wilder Research Center to ask about your participation in the Leadership Skills in Communities Program, put on by the Wilder Foundation. You were involved in the program about 6 months ago.

Since your participation in the program, we would like to know how much you think the Neighborhood Leadership Program has helped you increase your knowledge about leadership, improve your leadership skills, and strengthen your connections to other leaders. The questions I need to ask you will take about ten minutes. Is now a good time?

<If yes, continue. If no, arrange for callback.>

I want you to think about the types of knowledge, awareness and skills that we focused on in the Neighborhood Leadership Program. I am going to read a series of statements, and, for each one, please tell me whether you agree strongly, agree somewhat, or disagree.

The first statement is....

Compared to six months ago, since the Leadership Skills in Communities Program ended....	Do you...					
	Strongly agree,	Somewhat agree,	Somewhat disagree, or	Strongly disagree?	REF	DK
1. I have gained an even larger network of people who I can talk with about community and leadership issues.	1	2	3	4	7	8
2. I have become even more aware of my own personal values, beliefs and leadership style.	1	2	3	4	7	8
3. I have become even more aware of my own potential usefulness as a community leader.	1	2	3	4	7	8
4. I have become even more familiar with resources that are available in my community.	1	2	3	4	7	8
5. I have become even more familiar with my community's history, demographics, resources, needs and assets.	1	2	3	4	7	8
6. I feel even more prepared to take on leadership roles in my community.	1	2	3	4	7	8
7. I have even more knowledge about working and communicating across cultures and other types of difference.	1	2	3	4	7	8

Compared to six months ago, since the Leadership Skills in Communities Program ended....	Do you...					
	Strongly agree,	Somewhat agree,	Somewhat disagree, or	Strongly disagree?	REF	DK
8. I have even become more aware of other people's perspectives on community issues.	1	2	3	4	7	8
9. My interpersonal communication and conflict resolution skills have continued to improve.	1	2	3	4	7	8
10. I see even greater value in a diverse variety of opinions, viewpoints and approaches.	1	2	3	4	7	8
11. My commitment to working with others to address common issues is even stronger.	1	2	3	4	7	8
12. I am even more able to provide and gain support from other leaders.	1	2	3	4	7	8
13. I have even more knowledge of my neighborhood or community's issues and systems.	1	2	3	4	7	8
14. I have even more confidence in my own leadership skills and abilities.	1	2	3	4	7	8
15. I have established (or renewed) more relationships within my neighborhood or community.	1	2	3	4	7	8
16. I participate even more often in neighborhood or community projects now.	1	2	3	4	7	8
17. I participate even more often in ongoing leadership opportunities (such as committees and boards).	1	2	3	4	7	8

In these last few questions, I am going to ask about your activities and interests since you completed the NLP program. Please tell us about your most recent neighborhood or community project.

18A. What is/was the project's goal? **(INTERVIEWER: IF NO PROJECT, GO TO 18C.)**

18B. What are/were some of the project's successes in helping your neighborhood or community?

18C. Have you been successful in gaining funding and/or partners to sustain this project or other projects that have branched off the original project? **(IF YES: How did you do it?)**

18D. (As part of this project or others), are you currently involved in any neighborhood or community Boards, Committees, or other groups that are involved in creating strong communities? **(LIST)**

19. Are there any other projects or leadership opportunities that interest you, in which you may decide to become involved at some point? **(IF YES: Describe the projects.)**

20. Are there any activities or learning opportunities you would like the Neighborhood Leadership Program to provide, that would help you develop your leadership in new projects like the ones you have listed?

21. Do you have any ideas about how we might do a better job of advertising this leadership program?

22. How likely would you be to encourage a friend, neighbor or relative to participate in NLP's Leadership Develop programs? Would you say...

- Very likely,..... 1
- Somewhat likely,..... 2
- Somewhat unlikely, or..... 3
- Very unlikely?..... 4
- Refused..... 7
- Don't know 8

Thanks for your help, and best of luck on your future leadership activities!

Interviewer Name: _____ Date: _____
Interviewer Employee #: _____ Time: _____
(24 hour clock)

INTERVIEWER

Do you have comments about this case? Please include anything that you think the supervisor or the coder should know about this case. If you are unsure how to code a particular response, note the item name and the problem here.
