



GRO Community Leadership: Draft Program Outline

Why: The need for a leadership program:

- Communities need strong, ethical leaders.
- Communities are increasingly competing for talent. There are now more jobs in the U.S. than qualified people to fill them. That talent shortage will continue into the foreseeable future.
- Communities need to prepare for the macro-trends that are already impacting them, including the wave of retiring Baby Boomers that will continue for the next decade and beyond.
- Citizens with skills and talents live within every community, but many are uncertain how they can best “plug in” to their community to help. Thus, these skills and talents often go unused, often to the detriment of both the individual and the community. Social isolation is increasing.
- Civic pride relies, in part, on being a dynamic community. Increasing social capital creates a stronger, more resilient community.

What: Do we specifically hope to accomplish through the program:

- In order to nurture leadership, an integrated program has been designed to engage with youths, adults, and retirees.
- Assist in helping a community determine its collective vision and major goals (3-5 years).
- Create “fertile ground” to position the community for current and future success by achieving its collective vision and goals via a three-tiered leadership development program.
- Prepare citizens to run for and hold elective office.
- Create a “leadership pipeline” that develops the community’s next generation of leaders.
- Create a program to engage retirees and others in the community via “civic matchmaking” to tap the wave of retiring talent, while helping people find volunteer opportunities that match their talents and passions and addresses social isolation.

- Identify the responsibilities of the community to achieve its collective vision and goals.
- Decide what the community wants to measure and how/when they will report results publicly.

Potential Program Structure

Potential Communities: Aurora, Buffalo, Marshfield

Pre Decisions and Planning

Program Cadence	- This will be a 3 month program. - Class will meet 4 times a month. A total of 8-12 times. - First, Second and Third Monday of each month (5-7pm) - Last Friday of each month: Full day (9-4pm) - The cohorts will be meeting as a class each time.
Program Size	We will recruit a total of 18-24 candidates 6-8: Youth Cohort 6-8: Adult Cohort 6-8: Senior Citizens Cohort In each class, create teams that are comprised of individuals from each cohort. (3 teams will be created of 6-8 individuals) Recommend recruiting a diverse class, with representatives from a variety of sectors (e.g., business, students, city/county government, Chamber of Commerce, nonprofits, faith community, healthcare, education, etc.), a variety of ages, a variety of races, etc.
Key Program Decisions	- Size of each class (6-8 per cohort); Recommended maximum: 25 - Is it ok to take students out of school for 3 days over a span of 2-3 months - Age restrictions for students? - Do we want an explicit requirement to support? Makes more sense to not make this mandatory. - Do we want this program to run for 2 or 3 months
People Support	- Need good local storytellers - Need a local program coordinator (15 hours per month) - Need a really good facilitator
General Programmatic Needs	- Need to collect data on the local community. Separate fact from fiction. - Need to identify specific areas where we want to place the leaders/volunteers - How do we want to plug the resources into to the political process Funding needs (for materials and facilitation): ~\$3,800

	- for Give 5 Facilitator time and materials: \$1,900 - for GOLD facilitator and support materials: \$1,900
Local support	Need 1 bus 1 day each month (For 2-3 months) Meals and snacks for the program
Visitation Sites	Need to identify places that the cohorts can visit. Both local in the community and regional visits. Identify local volunteer opportunities for visit.

Program Schedule

November 2018	- Identify and recruit key nonprofits with volunteer opportunities in community - Lock down program curriculum - To achieve a March start date, must sign contracts by November 30; identify entity to serve as program "host" and individual to sign contracts to initiate program
December/January	- Identify and recruit candidates - Identify and recruit key nonprofits with volunteer opportunities in community (continued) - Finalize program logistics
February 2019	Program Launch; Orientation and kick-off 4 meeting; Three Monday evenings 2 hours; One Friday all day. Program Day 1: Orientation; Self interest survey; Self-introductions; Program Overview (Facilitated) Program Day 2: History: Local community history ("How we got here") Program Day 3: Future: Where is the community headed? (GRO Strategy) Program Day 4 (Visit: Local community visit; visit volunteer opportunities)
March	4 meeting; Three Monday evenings 2 hours; One Friday all day. Program Day 5: Leadership development exercise (Facilitated) Program Day 6: Team-organized and team-hosted (Team 1: Topic: City/County management and civic volunteer opportunities) Program Day 7: Team-organized and team-hosted (Team 2: Topic: City physical infrastructure and economic development) Program Day 8 (Visit): (Regional Story: Neighboring community - OR - Visit local volunteer opportunities)

April	4 meeting; Three Monday evenings 2 hours; One Friday all day. Program Day 9: Aligning interests to needs Program Day 10: Local leader organized event; (Team 3: Topic: Communications) Program Day 11: Facilitated Discussion: What does our community need? Program Day 12 Facilitated Discussion: What do we want to recommend?
May	Graduation and placement
August / September / October	Individual teams will organize follow-on events. (?) August: Conduct a reunion to assess the post-graduation event and debrief regarding what has been accomplished Launch of the second class
November	Class 2 Graduation

APPENDIX: WORKING NOTES

How: Could the program be structured:

General program questions

Category	Question	Potential Options/Perspective
Program Logistics	What options would we have to facilitate transportation?	- Could we utilize a single school bus, when needed, if the schedule did not conflict with school needs? - What community organization/entity can serve as the ongoing "host" of this program? - What data does community have to "tell its story"? - What data does community want to collect and track participants? - From what geographic area will the community recruit participants?
Program Strategy	What do we want to have attendees visit? Communities outside of their hometown?	For the Give 5 portion of the program, we will need access to a classroom at times, then will need to visit a variety of volunteer opportunities within the community. We may also want to take a "road trip" to Springfield on one day to visit some other nonprofits that (a) serve the community within their geographic service area and/or (b) are pursuing innovative or best-practice programs that could be replicated.
		Determine the criteria for participation in the program. Minimum age? Geographic recruitment area?
		Prefer to send all class participants through as a cohesive cohort? How important is building camaraderie and identity within each class? Between classes?
		How will the program be funded on an ongoing basis?
		Facilitator is welcome to shadow a Give 5 program day in SGF.
		How do we ensure "buy in" from community leadership?
		Community should be prepared to provide the following elements of the program:

		- Facilitator (must have local knowledge and credibility) - Transportation - Access to a classroom with computer & projector - Binders and copies - Lunch during program days
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Questions by Phase and Client Segment

Phase	Youth Program Activities & Considerations	Adult Program Activities & Considerations	Senior Citizen Program Activities & Considerations
Preparation Phase	- Identify best time to launch the program. <i>Could be preferable to target launching the program in Fall of 2019, to accommodate student schedules.</i> - Identify target number of students we would want in the program. <i>To begin the program 5-6 could be a good class size.</i> - Finalize the program partners and the curriculum. <i>Identify which partners would be willing to participate in the leadership process.</i>	Most classes meet one day a month for three hours plus lunch. (For example, 9:00am – 12:00 noon followed by lunch.) Leadership in Government Getting Folks Engaged and to the Ballot Box Economic Development: Human Resources/Workforce Development Funding Resources Working with Infrastructure Issues - Administrative support - Classroom space (3 hours per class plus lunch) - Transportation (if required) - Graduation event of some type Who can participate? - Class size - Geographic recruitment area	- Could be started at any time of the year, depending on availability of facilitator and nonprofits. - Identify a facilitator - Identify a program administrative coordinator - Maximum class size: 18 - Develop participant surveys - Develop participant application and distribute - Develop participant data collection survey tools - Develop nonprofit data collection survey tool - Community identifies primary social challenge(s) it would like to address (upstream and/or downstream challenges) - Provide data-based justification for selected challenge(s) - Identify nonprofits aligned with identified challenge(s) - Identify classroom space

		- Amount of the fee for participation - Select local meeting room large enough for class plus A/V equipment—preferable that classes be held in different buildings for perspective - Cascade staff meets with current program drivers - Identify some of the local challenges to be addressed - Program dates established (should be same day each month) - Logistical responsibility established (classrooms, transportation) - Call for participants completed community drivers - Curriculum binder completed by date of first class	- Collect “community data” for presentations - Identify presentation topics and guest presenters - Want a “graduation” event? - If so, identify location and make arrangements (including cake!)
Execution Phase	- - -	- - -	Day 1: Orientation, self-introductions, information about community (“seeing behind the curtain”), visit three nonprofits Day 2: Classroom for one hour, then visit 4-5 nonprofits Day 3: “Road trip” to Springfield to visit 3-4 nonprofits Graduation: - Make it a big deal! Celebrate graduates!

			- Commencement speaker?
Post - Graduation Phase	- Create a mechanism for Leadership graduates to revisit their program partners and their batchmates.	- - -	- Schedule class reunion to be hosted 90 days after graduation. - Measure impact on individual graduates. - Measure impact on nonprofits. - Measure impact on community. - Develop a video to “tell the story” of the program and results. Include testimonials from graduates and nonprofits.

Parkview Leadership School Program Outline

Parkview's Leadership School is a Choice Program of the Springfield Public School District. The program focuses on helping high school students develop their unique leadership skills through a four-year program of study. The program was developed by Parkview faculty and is based on extensive research in educational best practices and leadership development.

Throughout the four years of the program, students learn about the principles of good leadership and how to apply these principles in an interactive, collaborative and hands-on format. All courses are taught by a group of trained leadership teachers, who continually monitor and adapt the curriculum to changing student needs. At every level of the program, students must also complete a required number of volunteer hours in the community, outside the required coursework of the program. What is especially important about this program is the emphasis it places on direct, teacher-to-student interaction. The use of technology is integral to the program, but it's the personal relationships that teachers develop with students that are critical to students' success.

When they come to Parkview, all freshmen are required to take the introductory class, Leadership 101. These leadership sessions take place once a week in a classroom with a trained leadership teacher and last all year. During this introductory year, students explore specific leadership traits and begin to discern their specific skills through class discussions, projects and personal reflections on their learning.

Following their freshman year, students may choose to continue with the Leadership program. As sophomores, they enroll in Leadership 201. This semester-long class emphasizes small group interaction, collaboration and communication skills. Students use their knowledge of leadership traits to successfully navigate developing and presenting service projects for the school. Students present their results in a professional manner to a panel of other teachers and special guests.

As juniors, students enroll in Leadership 301. Students hone their understanding of leadership and their own skills by researching, designing and implementing a unique volunteer service project with a partner. This course prepares students to launch their Senior Capstone project in their final year. Students are required to professionally present their work to a panel of judges, composed of faculty and business/community professionals.

In their final year of the program, seniors enroll in Leadership 401. In this final course of the program, students create and complete a community service project on their own, their Senior Capstone. Students are required to explore a community need or issue, research data on the issue, and then implement a project to address it. Each project is evaluated against a set of specific and rigorous criteria by a panel of business and community leaders. All students who successfully complete all four years of the program are eligible for scholarships through the Parkview Leadership Scholarship program.