



Kellogg Leadership for Community Change

Leadership for 21st Century Change



Crossing Boundaries, Strengthening Communities
by valuing local wisdom and nurturing collective leadership



The KLCC Story

Reshaping Contemporary Notions and the Practice of Leadership for Community Change



KLCC National Gathering 2007

Kellogg Leadership for Community Change (KLCC) was launched by the W.K. Kellogg Foundation in 2002 to promote collective and culturally appropriate leadership in communities across the country. KLCC is the latest in a long history of leadership development programs offered by the Foundation.

KLCC operates from the premise that while many 21st-century communities are eager to shape new visions for themselves, they often lack the relationships and collective leadership experience required to realize these visions. *Crossing Boundaries, Strengthening Communities* is a core philosophy of KLCC. It urges the inclusion of non-traditional leaders from diverse backgrounds in the collective decision-making processes of their communities. These diverse perspectives are crucial to breaking away from the status quo in order to improve communities for the benefit of all citizens.

What Sets KLCC Apart

KLCC helps communities confront the traditional structures and practices that create and maintain inequities. It draws individuals previously on the margins of communities into long-term stewardship of their communities. The KLCC model integrates individual and collective leadership development with strategies to mobilize action to make communities more just.

KLCC:

- Focuses on crossing racial and other significant boundaries that keep many people trapped in unfair and unacceptable circumstances;
- Engages in healing needed to move the community forward;
- Leaves the responsibility of defining what change is needed to the community members themselves. Diverse groups of local leaders are in the best position to determine which local problems need solutions and which solutions are most likely to bring about the best outcomes;
- Combines inner reflective work, such as finding values, courage and hope with concrete methods of mobilizing change through data analysis, thinking systemically and focusing on action;
- Interweaves learning and action in an upwardly spiraling process – resulting in increased capacity of the individual and group over time;
- Helps connect a wide range of local, regional and national stakeholder groups to national experts on leadership and community development issues.

Leadership for Change in the 21st Century

Effective community leaders are skilled in:

- Sharing leadership with individuals from every social, ethnic, racial, and economic group in the community who want to contribute their own capacities.
- Opening up to multiple approaches to creating change.
- Stepping outside their own viewpoints to see how others understand the community's challenges.
- Collaborating with many different organizations and perspectives in the community.
- Continually learning how to develop their capacity for working in multi-cultural and multi-sector settings.
- Mobilizing the expertise, resources, and will of the community to support tangible and sustainable change.

Today's changing communities demand leaders who know their own values, develop their own and other's leadership capacities, and are able to share leadership in collective efforts for the greater good.

Collective Leadership Components

Collective leadership — individuals working as partners to make a difference — is at the root of relevant and sustainable change efforts. Leadership is about building relationships and alliances as well as managing tasks to achieve goals. Collective leadership is:

Relational. The group as a whole is a leader just as individuals in the group are leaders.

Contextual. It emerges out of a process that brings together diverse people to define the vision and set direction to influence the work of a particular community.

Transformational. It is grounded on the commitment to social advocacy and social justice.

In 2007, KLCC communities held a healing ceremony at Stone Mountain, Georgia, founding place of the Ku Klux Klan. At the foot of the mountain, fellows gathered to name and bear witness to injustices that have occurred in all of our communities, and to evoke a collective spirit of healing.

"I come here because I can. I bear witness to the transformation my ancestors dreamed of and made possible."

— Elayne Dorsey



The KLCC Series

The KLCC Series was envisioned as a number of multi-year sessions that cultivate and explore collective leadership and community change using a theme relevant to one of the Foundation's program areas or goals.

The core elements built into the KLCC series include:

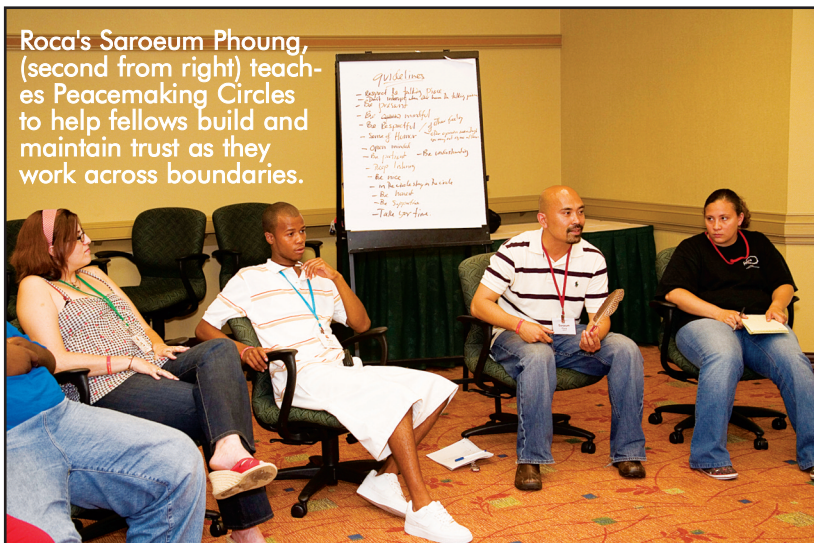
Place-based leadership. Understanding the power of place, culture, and history along with commitment to making real advances on issues of local and regional concern.

Crossing boundaries. Bringing together a full representation of the community to work together to move past barriers that have separated people. Emphasizes inclusion of individuals not typically seen as leaders or involved in community decision-making, as well as those who hold recognized positions of leadership.

Forming collective leadership. Helping the group understand how they need each other and to see the power of working collectively to sustain change in community.

Developing individual leadership gifts. Within the context

Roca's Saroem Phoung, (second from right) teaches Peacemaking Circles to help fellows build and maintain trust as they work across boundaries.



of collective leadership, helping individuals learn how to develop their leadership and to offer their gifts for the good of community.

Making change happen. Learning how to work together to build new relationships, create alliances, and influence change by developing a critical mass of diverse leaders to address ongoing community issues.

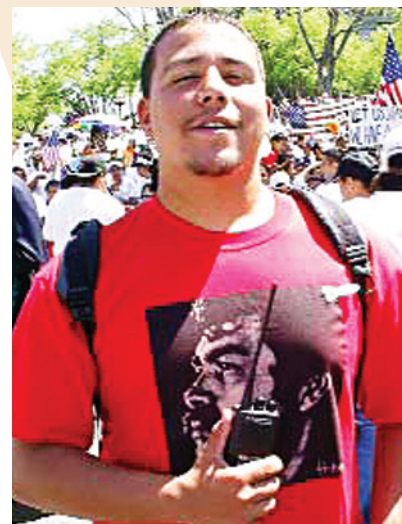


"The real story is that building community is hard work. There can be friction. It can be uncomfortable and downright painful. Our hands may become weary, red, chapped and calloused while our hearts become softened, workable and gracious. In the end, our worn weathered hands raise in victory to join with others."

— Diana "Dee" Martin, KLCC 1 fellow, Northwestern Wisconsin

"I was a kid that really let things happen to me and I did not fight back. I [now] know I have a voice that needs to be heard. This experience helps me because I'm trying to make a just nation. That's what we're doing, putting out this idea we're all in this together."

— Rafael Arvizu Derr, KLCC 2 fellow, Denver, Colorado



KLCC Organization Design

KLCC is the next evolution in the W. K. Kellogg Foundation's ongoing commitment to community leadership development. Focused on improving lives and communities, the intent of the program is:

- to help a diverse range of communities form collective leadership that improves local conditions, and
- to identify lessons about collective leadership.

The KLCC initiative has been organized into a series of multi-year sessions, each working with several communities to advance change around a theme named by the Foundation. To date, two sessions have been implemented.

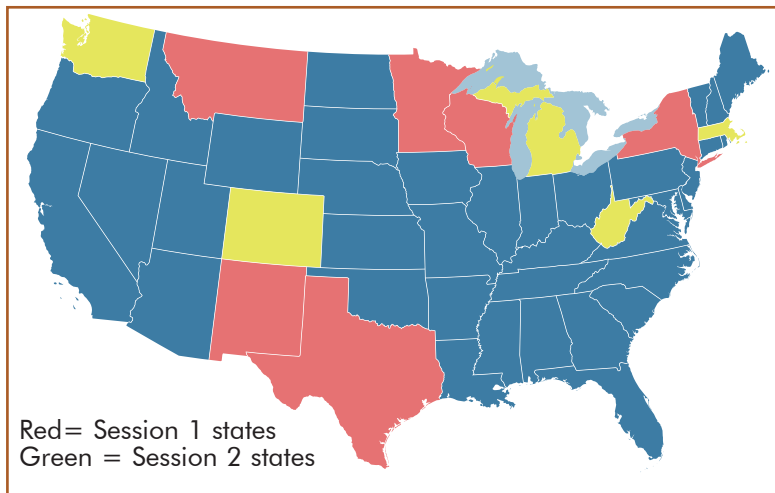
Session 1: Strengthening public will and action toward quality teaching and learning. Timeline: 2002 - 2005

Session 2: Valuing and building youth and adult partnerships to advance just communities. Timeline: 2005 - 2009

Each community receives grants for a two-year period, during which they work with the fellows to build trust, co-construct plans, take action together, and foster sustainability – all critical elements of the collective leadership for change framework. Communities can receive matching grants for an additional two years to help them continue their change work and to “pay forward” what they have learned with other communities who were not able to participate in KLCC.

Host Agencies

In each session, several host agencies are selected from across the United States. The host agencies create leadership teams to guide the work and develop leadership capacity. They also identify a diverse group of local individuals who become community leadership fellows. These fellows undertake a series of shared experiences to build their individual and collective leadership skills, learning by doing as they create change in their communities.



KLCC Session 1 communities:

- **The Public Policy and Education Fund of New York**
Buffalo, New York
- **New Mexico Community Foundation and Pueblo of Laguna Department of Education**
Eastern Cibola County, New Mexico
- **The Llano Grande Center for Research and Development**
Edcouch-Elsa, Texas

- **Salish Kootenai College**
Flathead Reservation, Montana
- **New Paradigm Partners, Inc.**
Northwestern Wisconsin
- **MIGIZI Communications, Inc.**
Twin Cities, Minnesota

KLCC Session 2 communities:

- **Boys and Girls Club of Benton Harbor**
Benton Harbor, Michigan

- **Big Creek People in Action**
Caretta, West Virginia
- **Roca, Inc.**
Chelsea, Massachusetts
- **Mi Casa Resource Center**
Denver, Colorado
- **Lummi CEDAR Project**
Lummi Reservation, Washington

Community Leadership Fellows

KLCC fellows span a broad cross-section of racial, class, gender, age, cultural and employment demographics. Between one-quarter to one-third of the nearly 400 KLCC fellows were youth when they became involved with the program. The program has also included retirees and working elders. Asian Americans, Latinos/Hispanics, African Americans, Whites and immigrants from around the globe have participated in the program as well. Four of the participating KLCC communities involved people of American Indian heritage. Participants included nontraditional, emerging, and positional leaders.

The Coordinating Organization

A group of intermediary organizations, collectively called the Coordinating Organization (CO), provides overall leadership for each session. They construct a leadership development and change framework to help host agencies; coach local leadership teams designated by each host agency; and provide specific leadership development tools and technical assistance needed by communities. Additionally, they nurture a national learning community by convening leadership teams across the sites and hosting annual gatherings of all community fellows.

- **CO for Session 1:** The Center for Ethical Leadership in Seattle Washington; and, The Institute for Educational Leadership, in Washington, D.C.

- **CO for Session 2:** The Center for Ethical Leadership, and The Innovation Center for Community and Youth Development, in Washington, D.C.

National Learning Community

A cross-site learning community is a fundamental part of the KLCC model. It brings together the 11 KLCC communities to share learning, stretch thinking, open up participants to new relationships with different cultures, and to help sites plan next steps in their local work. Participants inspire and motivate each other, and the exposure to different approaches and backgrounds breaks the isolation that limits many communities. The learning community provides an environment for identifying emerging lessons about collective leadership and community change.

Evaluation

Each session has an evaluation component covering the first two years and a longitudinal evaluation. National Evaluation leader Maenette Benham and team developed a variety of instruments including a survey tool, interview protocol, video, Q-sort, and "Photo Voice." Evaluation is used by local communities as a tool for change work, and also by the national team to determine lessons and findings about collective leadership.

Communication

Host agencies receive technical assistance to further their capacity to use communications as a tool of change work. A national strategic communications firm, Langhum Mitchell, provides regular information to members of KLCC communities and others interested in learning about collective leadership for community change.

Dissemination of Learning

A number of products and services have been developed to disseminate learning more broadly.

Framework Workbook. The Collective Leadership Framework Workbook was created to help other communities learn, in a practical way, how to implement the KLCC leadership for community change model.

Framework Webpage. The KLCC webpage provides resources and activities that communities and groups can use in developing collective leadership for community change.

Framework Video Series. The Framework Video Series tells the stories of how the Framework was developed and how some Session II sites have used it.

Community Learning Exchange (CLE). The Center for Ethical Leadership and several KLCC host agencies are collaborating to offer 3-day learning exchanges to other communities that seek to deepen their knowledge about collective leadership for change. Teams from across the country come to learn from the KLCC sites and from each other. The CLE connects the wisdom and leadership of place to community change for the common good.

Collective Leadership Book. Maenette Benham has led 23 people from the KLCC network in writing collectively a monograph/book on collective leadership. It features an explanation of core concepts involved in collective leadership and a range of case stories for use in teaching collective leadership to others. This publication should be available in 2010.

KLCC Knowledge Well. The Knowledge Well serves as an online community for the KLCC community. It provides tools such as: a blog, discussion forum, document library and wiki. There is a section on activities, tool kits and reports available to the broader community interested in collective leadership, youth-adult partnerships, and community change.

Tool Kit. *Collective Leadership Works: Preparing Youth and Adults for Community Change*, is a toolkit created as a way to share the activities and resources that KLCC 2 communities used in their work.

Framework Approach

At the beginning of KLCC, the “curriculum” to form collective leadership that advances community change did not exist. As the Coordinating Organization visited the initial KLCC communities, it became clear that with such a wide range of experience and levels of readiness that, *no one curriculum could serve all the communities.*

So KLCC developed a different approach.

Four Stages		Stage 1: Build Trust	Stage 2: Co-Construct Purpose and Strategic Plan	Stage 3: Act Together	Stage 4: Deepen, Sustain, Make Work a Way of Life
Four Elements	A. Know Community Understand the power of place, culture and history.	Be grounded in your place: Learn the stories of the different groups within your community. Explore your history and how successful change has happened.	Learn from Community Understand the different meanings of community; co-construct a new, shared language about your community.	Make Allies Build a network of community allies who will join the work. Include others in the experience of deep relationships around a shared passion.	Work Becomes part of the Community Fabric Expand the capacity of the network to engage in other issues. Keep welcoming others to expand the work to new arenas.
	B. Build a strong team Cross boundaries to find the power of collective leadership.	Know the Others Discover the gifts, wisdom, strengths and resources of group members. Agree on how to work together, honoring differences.	Create Shared Purpose Co-construct a shared vision that keeps members connected during tough times.	Collective Action Strengthen collective leadership by acting collectively to advance your work. Hold each other accountable.	Include new partners Create a process and structure to support continuing work. Invite and nurture new members; share your lessons.
	C. Develop the individual Tap into the power of giving your best gifts.	Know your own story and values Take the time to know who you are and what you have to offer. Commit to doing the work to develop your own leadership capacity.	Name your passion Within the vision of the group, know your own passion. What will you do to contribute to the work of the group? What do you need to learn in order to do that?	Contribute your gifts Make a commitment to stick with the work and follow through on what you said you would do. Stay open to learning as you go.	Help develop others Reflect on what you have learned. How will you stay connected to the work? How will you share your learning?
	D. Make the change Find the power in taking on a community initiative that advances your community.	Define the work Explore community concerns and values relating to your group’s work. Collect data. Look for opportunities.	Make a plan Analyze data, consider best practices, select a community initiative and create a plan for action.	Implement the plan Work with partners to implement the plan. Keep adapting the plan as you learn from your work.	Sustain the work Work with community partners, funders and others to sustain the work toward the shared vision.



The Collective Leadership Framework Workbook, being handed out here by KLCC 2 Coordinating Organization member Hartley Hobson Wensing, was already into its second printing nine months after it was initially published.

The Coordinating Organization created the Framework for forming collective leadership and community change. The Framework combines, into one resource, the typical phases characteristic of most collective approaches and the key elements fundamental to the KLCC initiative.

Core Principles of the Collective Leadership Framework

The core principles of the Framework Approach include:

- **Utilize inquiry.** Questions are posed for each phase and element of the framework to help the group identify what they already know, what they need to learn, and how they will apply their current knowledge.
- **Build on local talent and resources.** The process recognizes that every community has local wisdom and talents that can support action.
- **Adapt to local context.** The leadership and change processes are adapted to the unique local history, culture and place.
- **Focus on how people learn.** The group works to open up the capacities of each member.
- **Build “KLCC Spirit” to animate the process.** The group creates an environment of Gracious Space in which people judge less, listen more, and open up.

“The Framework is not a treasure map. You’re not going to figure out the coordinates and at the end get the pot of gold. ... It really identifies the [change] process. But when you bring the process together in the proper fashion, [the Framework] puts you in the best position to achieve what you want to achieve.”

– Kwesi Rollins, KLCC
Coordinating Organization
Session 1

Results and Impact of KLCC

What results are emerging? What difference does KLCC make?

KLCC fellows are having an impact on their communities. The advances range from small developments that widen future possibilities, to larger, more obvious changes. Each community carries a narrative about what has happened since KLCC began and what is possible. When community narratives change from the inside out, new opportunities open. The following stories describe the types of changes observed during KLCC Sessions 1 and 2.



"For generations, the Pueblos and the Hispanic land grant communities have worked side by side, without much interaction. Now we know that we need each other to succeed."

— Gil Sanchez, Executive Director of the Laguna Department of Education

Systems and Policy Change

When groups are persistent in crossing boundaries to engage the broader community in change work, systems and policies can change.

• In **Benton Harbor, Michigan**, fellows worked with local government to create an office in city hall for youth input into the administration of the city. This opened a new pathway for youth voice and is leading to other public sector partnerships between youth and adults.



"You could always tell by the flyer which events were for the White community and which were for the Indians. Now we have events sponsored by both communities. We have people working together who never used to even be in the same room together."

— Sandy Welch, Principal of Ronan High School, KLCC 1 Montana

• In **Montana's Ronan School District**, in the middle of the Flathead Indian Reservation, the drop out rate for Indian youth was extraordinarily high. Racial divisions between Native Americans and Whites were a major obstacle and the Ronan school board was resistant to programs or policies designed to support Native American youth. KLCC fellows cultivated new relationships to create a supportive school climate where all children could succeed. They launched a middle school mentoring program, which led to funding for an Indian Education program. That program is still running, more than five years later. The Ronan School District passed the first Indian Education plan working with a board chair who previously declared this plan would be passed "over my dead body."

• In **Chelsea, Massachusetts**, Roca, Inc., works with immigrant youth in crisis from around the world. KLCC fellows partnered with the schools to reduce truancy which resulted in the district adopting the program for all schools. They also formed a drop out prevention program called TOP to increase relationships between youth and teachers. Among the results of the TOP partnership are increased school safety, decreased suspensions and an increase in graduation rates.

- In **Minneapolis**, Native American fellows brokered a first-of-its-kind (in Minnesota) Memorandum of Understanding (MOU) between the local Indian community and public school officials. The MOU created a formal structure for schools to work with local Native American organizations and parents to raise the graduation rates of Indian students. Relationships between the schools and the Native American community had previously been described as dismal.

- In **New Mexico**, fellows facilitated the development of a Memorandum of Agreement among Eastern Cibola county's four distinct cultural communities and the schools to work together in efforts to improve student success. Historically, there has been little incorporation of Pueblo and Hispanic culture in the educational process. The Acoma Pueblo also decided to form an Acoma School

District to provide culturally based education for Acoma students. Additionally, Acoma signed a native language agreement, the first in New Mexico, to have Acoma certify individuals to teach their language in the public schools.

- In Texas, the **Edcouch-Elsa School District** invited KLCC youth to lead a community education process using digital storytelling prior to asking the public to pass a \$21 million school bond. The funds were needed to support new construction of school facilities in this under-resourced community along the Texas-Mexico border. Based on the learning from KLCC and the successful initiative in Elsa, KLCC fellows went on to lead an effort in the neighboring community of Edinburg. There they were instrumental in passage of a \$112 million school construction bond, the town's first in 10 years.

Organizational Change

KLCC work causes the host organizations to examine the ways in which they work. This can lead to changes in how the organizations operate internally and how they work with the larger community.

- **Mi Casa Resource Center** — Initially founded to primarily serve Latina women in Denver, Colorado, Mi Casa's scope has expanded to include working with youth in the local public schools. Their KLCC work has helped them have a conversation about the focus of their mission. Two major developments emerged. They are incorporating youth and adult partnerships in how the organization operates, and are claiming a clear new agency mission of cultivating economic success of Latino families.

- **Boys and Girls Club of Benton Harbor** — The Boys and Girls Club model has traditionally focused on developing youth. KLCC has helped them shift from mentoring youth to partnering with them in all the work of the Boys and Girls Club. This new focus has led to a more than doubling of the participation of teens in their programs and to extending the connection to older youth in the community. Now the Boys and Girls Club has former fellows running programs and taking the leadership in creating new ones.

- **Public Policy and Education Fund of New York's** — The focus on relationship building as a core component of collective leadership led to redoing the method of leadership development in the Fund's statewide Citizen Action of New York (CANY) network. They previously emphasized community organizing and focused far less on building relationships and leadership. Using Gracious Space to address issues of race led to an organization-wide re-examination of how to engage with the diversity of the community to set statewide action agendas.



"We used to see ourselves as a place where nothing changed. Now we have youth involved in city government and taking a leadership role at the Teen Center. The young people walk in a different way — like they expect to be partners."

— Liji Hanny, Director Teen Center, KLCC 2, Benton Harbor, Michigan

- **Roca, Inc.** — While having a long-time interest in immigration issues, the KLCC fellowship's passion about this work led to a major organizational shift towards naming immigration as a key concern of Roca, Inc. This has led to an extensive new set of collaborations within the community. Their work is to reach out to immigrants to help improve their lives and to work with the Governor's office on policy changes that will lead to immigrants becoming contributing members of society.



Individual

As individuals who never thought of themselves as leaders see their own capacity and have it nurtured by the group, they learn that they can develop programs that serve their communities. These are just a few stories of how KLCC has influenced the lives of individual fellows who've gone on to make significant contributions toward improving the lives of people in their communities.



Montana fellow **Chaney Bell** was inspired by his KLCC experiences to help found Nkwusm, a nonprofit organization whose sole purpose is to preserve the oral traditions of the Salish language.



Chelsea, Massachusetts youth fellow **Johnathan Vega** became so jazzed by digital storytelling that he went on to become director of his host agency's Digital Storytelling project and has chosen a college where he can further develop those skills.



Minneapolis fellow **Christianna Hang** combined what she learned in KLCC with her knowledge and experience in pre-school education to lead her community toward founding the nation's first Hmong-focused charter high school in St. Paul, Minnesota.



Gentry Phillips used to view youth primarily as future leaders. Transformed by his KLCC 2 experience in Benton Harbor, Michigan, he now believes youth and adults should work in partnership as leaders. Presently, he is an administrator at Lake Michigan College where he welcomes students' input on campus programs.



Mariah Friedlander was 14 when she became a Montana KLCC fellow. Inspired by her experiences, and encouraged by the civic activism of her mother, she soon became a voice for the youth in her school and community. She eventually became the only youth on the board of the Montana Indian Education Association.



What We're Learning

Lessons from the KLCC national learning community and site work



Maenette K.P. Benham (right) and Matthew Militello, shown here with Karma Ruder, have led the evaluation team for KLCC.

KLCC creates a learning community that focuses on ongoing reflection and improvement as an integral process of developing leadership that advances community change.

Following are lessons that have emerged from the learning community:

1. The wisdom needed to make substantive community change already exists in communities. Communities are filled with wisdom and talent. Acting on the concept that everyone can be a leader allows communities to tap into this wisdom. There is great power when those who have not identified themselves or been seen by others as leaders show up to share their gifts and passions.

2. Individual and collective leadership are integrally connected. The reality is that we need each other, and leadership should be about the power of “We” as well as the strength of “I.” Collective leadership is a powerful way to connect an ancient practice in many cultures to

the increasing modern awareness of an interconnected world. It has emerged as a guiding theme in many different sectors.

3. Openness to unlearning and learning is a critical leadership skill. Building collective leadership across boundaries continually invites people to embrace their own “learning edge.” People need to unlearn habits, beliefs and practices that may have worked in the past but are no longer helpful.

4. Leadership and change are strong allies. Leadership without change serves individuals but often has limited impact for others. Change without

leadership can lead to one-time results but seldom builds enduring capacity. Combining leadership with change creates new capacity for ongoing change and local stewardship of communities.

5. Identifying compelling, shared purpose helps people work across boundaries. Crossing boundaries is hard work. People rise to the challenge when a compelling purpose or cause draws them together. Without the shared purpose, relationships can disintegrate as longstanding tensions emerge. KLCC participants have shown great courage in having the difficult conversations needed (particularly about race and class) to move through the past to create a different future.

6. Formation of collective leadership requires creating a robust “container” to hold the process. Holding the dynamics of change processes requires the ability to create the space and supporting structure for open, honest, and safe discussions. This space creates a strong spirit of connection and interdependence that draws on the deep passions and hopes of participants. In KLCC, communities have used the practice of Gracious Space to build a strong relational field to unlearn, learn, and work through difficult transitions in the change process.

7. Collective leadership tempers the leadership transitions that can undo change initiatives. It is difficult for individuals to commit the time it takes to create larger and more substantive community change. In a collective leadership model, no one individual holds all of the wisdom or work. With a solid core of committed participants, the work of the group can continue uninterrupted as some individuals leave and others join in.

8. Collective leadership is fundamentally about creating relationships and strengthening social fabric. As the relational and social capital increase, possibilities for positive change increase dramatically.



9. Learning communities play an important role in collective leadership and community change. Connecting to other communities doing similar work helps break the isolation that holds many groups back. Regular group reflection allows each obstacle or setback to become an opportunity to learn and become stronger. Learning communities are a highly effective way for innovative approaches and tools to spread.

10. Place-based leadership offers profound possibilities for community change. The culture and history of a place imprint a story on a community. This story can reveal the strengths of the community as well as the divisions and the inequities. Place-based leadership is about staying to change circumstances rather than “escaping.” To make change, people must know the story. People can then carry forward the essential aspects of what helps, let go of what does not serve them, and create new ways of working together. In some cases this requires working through the wounds that have harmed the community.

11. The ultimate approach to sustainability is to make collective leadership for community change a “way of life.” When KLCC community members embed the principles of collective leadership in themselves, they have tremendous impact on the current community change work and also on future projects and organizations they engage.

Challenges to keep in mind:

1. Naming the boundary to be crossed and leaving the change purpose open-ended can lead to confusion. In Session 2, participants were clearer about building youth-adult partnerships than they were on the change they were seeking together. Some had difficulty moving to action.

2. Forming collective leadership and working on change projects is slowed if the group does not have sufficient technical leadership skills. Some communities moved slowly because they didn't have sufficient grounding in such skills as project management, team building, and communications.

3. In seeking to help communities make significant changes to advance their communities, it is easy to send unintentional messages of judgment that impact the community. When people move into a fear of judgment or failure, it closes down creativity and it takes a long time to recover trust.

Evaluation

A powerful tool for community change

Evaluation has held a prominent role within KLCC. The philosophy has been that evaluation is:

- a tool for the Foundation to examine the impact of its investment and to learn about collective leadership,
- a critical instrument for the betterment of the local change work, and
- a participatory process that actively engages KLCC participants.

KLCC has employed a variety of evaluation instruments and techniques in its assessment work including: surveys, Q-sort methodology, Photo Voice, stakeholder interviews, site visits, digital storytelling, and review of documents, artifacts and field/reflective notes.

The evaluation has four components:

Site Level. Each host agency has a local evaluation team that works in partnership with the KLCC national evaluation team. In addition to collecting data for the national evaluation, they focus on the site-specific evaluation work. A key element of this process is helping the sites to view evaluation as a leadership development tool through collective information gathering and reflection.

National Level. The national evaluation is conducted by national consultants for each session and includes a cross-session longitudinal component.



Talia London and Ronald Tso share highlights from the Lummi community's KLCC experiences during the 2007 National Gathering.

Session. Each KLCC session has a different thematic focus and a different set of participants. The session-level evaluation provides immediate and ongoing feedback to participants during their session so they can make adjustments as they go. Session-level evaluations also inform the programming and organization of future sessions.

Longitudinal. Because work in communities often takes years to reach fruition, the W.K. Kellogg Foundation (WKKF) has engaged a longitudinal evaluation of the KLCC sites.



"I could write pages about the appreciation I now have for evaluation, but I won't. I'll just say that I'm a believer in evaluation. It was a great tool in giving us feedback that was used to make the project better."

— Ceylane Meyers, project lead, KLCC 1, Buffalo

"Through the process of evaluation, we hope to develop skills of fellows and the Organizing Team. Evaluation has been a tool to work with the fellows on self-reflection so they can facilitate their own leadership development."

— Mi Casa, Denver from KLCC 2 Evaluation Report, August 2006

Key Evaluation Findings

The following are key findings and themes from the evaluation of KLCC Sessions 1 and 2.

System and policy change

- Collective leadership changes systems by fostering changes at the individual, fellowship and partnership levels.
- What works are simple, convenient, less expensive, smaller projects that collectively can create incremental improvements for underserved families and communities.
- To make visible the policy implications, the sites must be guided to organize as well as communicate their results in multiple ways.

Organizational Change

- The extent to which KLCC groups can create change is dependent on the combined readiness of the host organization, the leadership team, fellows, and community partners to engage in social change work.
- A productive relationship that aligns the work of the host organization with the KLCC projects depends on the extent to which they have a common idea around which they can create a greater impact.

- The knowledge and skill level of the leadership team has a direct correlation to the capacity development of the individual and of the group to impact community systems and social justice.

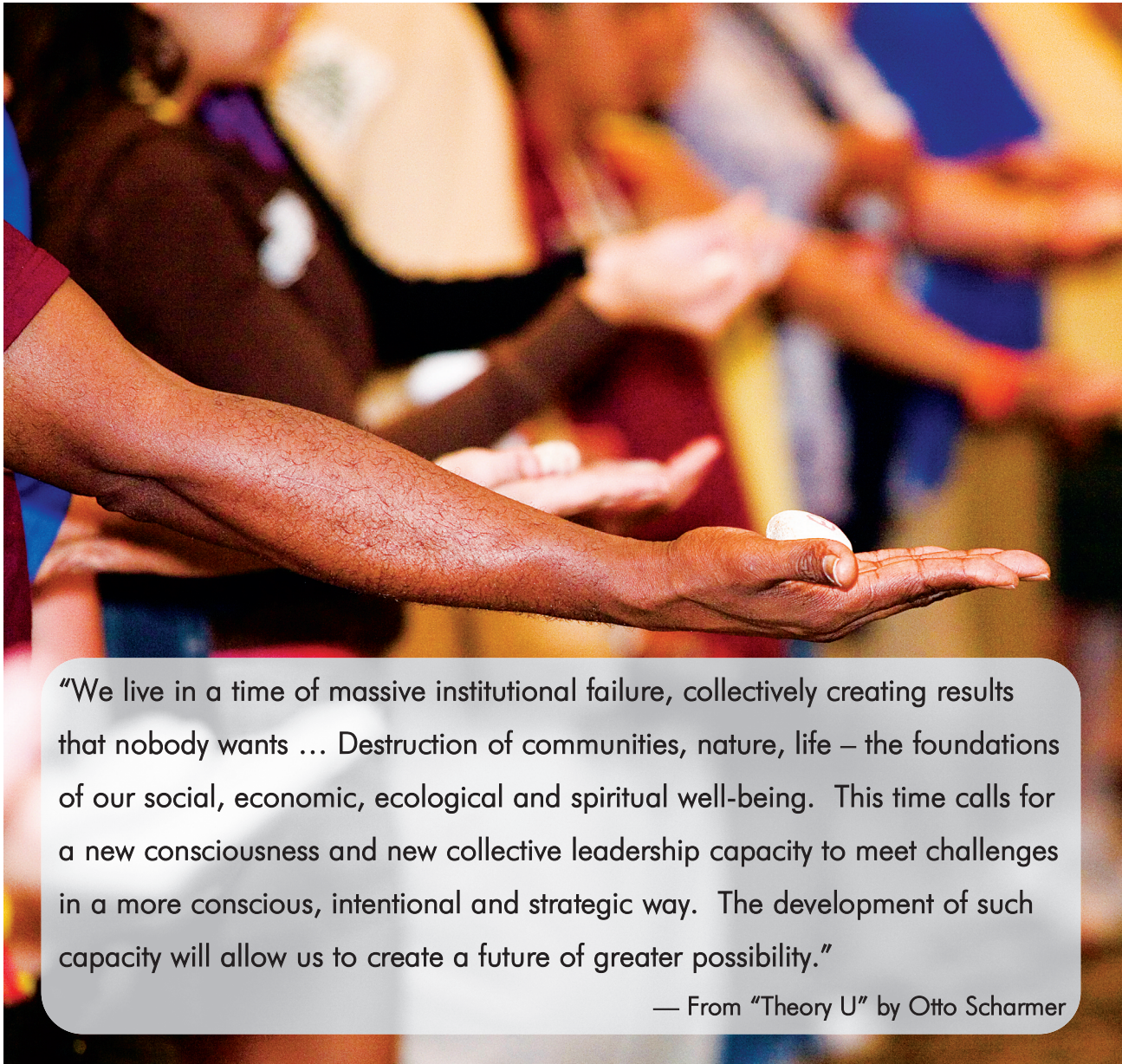
- The effective use of data to understand history and what is currently going on is an asset to leadership learning, strategic planning, program implementation and policy impact.

Developing collective and community-based leadership

- Collective leadership requires individual leadership development, effective relationships and a strong organizational infrastructure.
- Sites adapt the work of KLCC to their own contexts.
- Learning to work across boundaries and increase understanding of cultural differences is critical.
- Creating true youth and adult partnerships is extremely difficult, particularly in different cultural contexts.
- There is evidence that the principles of collective leadership are being replicated within and across communities.
- Significant change related to the work of KLCC can be seen.



John Oliver and Crystal Elissetche model youth-adult partnerships in their work on the KLCC longitudinal evaluation.



“We live in a time of massive institutional failure, collectively creating results that nobody wants ... Destruction of communities, nature, life – the foundations of our social, economic, ecological and spiritual well-being. This time calls for a new consciousness and new collective leadership capacity to meet challenges in a more conscious, intentional and strategic way. The development of such capacity will allow us to create a future of greater possibility.”

— From “Theory U” by Otto Scharmer



KLCC is a program of the W.K. Kellogg Foundation.

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