



National Association of Conservation Districts

MEASURES OF SUCCESS:

Change district board makeup to reflect district racial/ethnic/gender composition.

2005-2019: Annually realize 2% annual increase in district official diversity.

15 Year Measurement (2019): District official diversity reflects national diversity.

TRAINING PLAN:

Year 1 (2004-2005): Present 15 pilot training sessions to multiple district board representatives/district officials. Revise session based on feedback.

Year 2 (2005): Present additional pilot training sessions (number TBD) to multiple district board representatives/district officials. Revise session based on feedback.

Year 2-15 (2005-2019): Conduct train-the-trainer sessions in each state.

PREPARATION: Considerable preparation will be required. Each district must have an up-to-date strategic plan with specific goals. Facilitator must provide demographics information for each participating district/board.

Training Session: OUTREACH FOR SUCCESS

DATE:

TIME:

LOCATION:

AUDIENCE

- District Officials (at least a quorum for each district)
- District Employees (if quorum of board is present)

OUTCOME/OBJECTIVES

- Participants will develop a recruitment/retention plan.
- Participants will identify needed customer outreach strategies.

Plan will incorporate recruitment efforts to reflect community demographics.

CONTENT

- Motivation/attitude assessment or self-assessment of participants
- Demographic analysis of the population in their district and their communities
- Community assessment in areas such as social capital
- Skills assessment evaluation so participants understand the needs of their Board
- Leadership identification processes and techniques
- Recruitment and retention techniques

TRAINING ASSUMPTIONS

- Materials will be consistent, but there will also be opportunities for customization
- Experiential; participants will "experience" the need for diversity
- Adults can teach one another and this training will be structured accordingly
- Participants will become aware of a host of pertinent resources
- Majority of Conservation Board members will attend along with District employees
- The locally led concept is the basis for the workshops/training

ACTIVITIES

| Time | Minutes | Description | Activities | Materials and Equipment | Notes |
|------|---------|---------------------------------|-------------------------|--|-------|
| | 5 | Introduction, Objective, Agenda | Powerpoint Presentation | Packets, screen, laptop, LCD projector | |

| | | | | | |
|--|----|----------------------------------|---|--|--|
| | 20 | Introduction to Effective Boards | <p>Each group of district officials/employees lists the attributes of an effective board (5 minutes)</p> <p>Facilitator leads short discussion on the attributes of an effective board (3 minutes) Facilitator Reference: How Effective is Your Board?</p> <p>Each group analyzes the makeup of the NAEYC Board of Directors and lists the likely contributions each member makes to the mission (8 minutes)</p> <p>Facilitator:</p> <ul style="list-style-type: none"> • “How would you describe this board’s members? • Do you think this board is representative of the people it serves? • In what ways does this board need to improve its membership?” (5 minutes) | <p>Flipcharts and markers for each board</p> <p>Flipcharts and markers</p> | |
|--|----|----------------------------------|---|--|--|

| | | | | |
|------------|---|--|---|---|
| 20 minutes | Assessment of District Demographics/ Comparison to District Official Representation | <p>Definition of Demographics: powerpoint slide</p> <p>Groups assess their own board makeup in comparison to district demographics (10 minutes)</p> <p>Facilitator: “What did you find?”</p> <p>Individuals assess their own attitudes/prejudices that may prevent true board diversity (10 minutes)</p> <p>Facilitator: “Anyone want to share thoughts on this exercise?”</p> | <p>Individual district demographics for each board, including land use, and race.</p> <p>Assessment Tool: HOW MUCH OF A DIVERSITY CHANGE AGENT ARE YOU? (self assessment worksheet)</p> | Participants assess their own board’s diversity, and their individual attitudes toward diversity |
| 15 minutes | Assessment of Social Capital | <p>Definition of Social Capital: <i>Social capital</i> is defined as bonds of trust that arise between people interacting in everyday life.</p> <p>Discuss questions on powerpoint slide. (3 minutes)</p> <p>Groups assess their community’s social capital. (10 minutes)</p> <p>Facilitator: “What was your score?”</p> <p>Reference: For ideas to increase community social capital, see “Developing and Maintaining a Network” in packet.</p> | Adding Up Social Capital (worksheet) | Participants discover the potential to increase social capital in their community |
| 20 minutes | Skills Assessment | Groups assess the current skills of the board, and skills, knowledge, and backgrounds needed to successfully achieve district goals | <p>District Strategic Plan</p> <p>Analyzing the Needs of Your District (worksheet)</p> | Participants identify skills, knowledge, and backgrounds needed on the board, related to each item in the district’s strategic plan |

| | | | | |
|------------|--|--|---|---|
| 15 minutes | Client Outreach | <p>Ask: “Diverse boards can not only improve policy and decision making, but can improve client outreach. How?” (2 minutes)</p> <p>Facilitator asks groups to read outreach success story. Ask: “What did this district do right?” Short discussion. (5 minutes)</p> <p>Groups list their underserved clientele and demographic groups in districts. Groups identify at least one new outreach strategy for each group. (8 minutes)</p> | <p>Outreach Success Story: Allen SWCD Project Addresses Urban Water Quality Issues</p> <p>Client Outreach Strategy (worksheet)</p> <p>Reference for Improving Outreach to Client Groups: How to Develop a Marketing Plan (in packet) http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC015_Marketing.pdf</p> | |
| 5 minutes | Introduction to Recruitment Plan | Powerpoint Presentation | Completed analysis including list of needed skills and demographics (Analyzing the Needs of Your District) | Facilitator reviews sections of plan to complete, and answers any questions |
| 25 minutes | Recruitment Plan | Groups draft recruitment plan | Recruitment Plan Worksheet | |
| 5 minutes | Introduction to Board Member Retention | Powerpoint Presentation | Keys to Retention Retention Plan Worksheet | Facilitator reviews sections of plan to complete, and answers any questions |
| 25 minutes | Retention Plan | Groups draft retention plan | Retention Plan Worksheet | |
| 15 | Plan | Facilitator reviews tips for successful | | |

| | | | | | |
|--|------------|---|---|--|--|
| | minutes | Implementation Questions and Comments | plan implementation Discussion | | |
| | 15 minutes | Evaluation Participant Demographics Survey | Participants complete session evaluation. Participants complete demographics survey. | Evaluation Sheets Participant Demographics Survey | |

RESOURCES

- Time: 180 minutes
- Materials: Agendas, Power Point presentation, laptop, screen, LCD projector, flip charts and markers. Participant Packets containing:

| LEFT SIDE | RIGHT SIDE |
|--|--|
| Reference: For Cool Ideas for Recruiting New Board Members | Activities: Session Evaluation and Participant Demographics Survey |
| Reference: Building a Better Board | Reference: Maintaining Prospective Board Members |
| Reference: Identifying Qualities and Qualifications of a District Board Member | Reference: Conservation District Board Member Recruitment and Community Outreach Guide |
| Reference: Improving Diversity on Your Team (SSI) | Reference: Checklist for Recruitment and Retention of Membership |
| | Activity: 2004-2005 District Official Recruitment Plan (worksheet) |
| Reference: HOW TO DEVELOP A MARKETING PLAN | Reference: Model Conservation Board Member Recruitment Prospectus and Standard Form |
| Activity: Allen SWCD Project Addresses Urban Water Quality Issues | |
| Activity: Client Outreach Strategies | Activity: Analyzing the Needs of Your District |
| Reference: Developing and Maintaining a Network | Activity: HOW MUCH OF A DIVERSITY CHANGE AGENT ARE YOU? |
| Activity: Adding Up Social Capital | Activity: Information on SAMPLE BOARD (NYAEC) |
| Agenda (front) | Power Point Notes (front) |

EVALUATION

Will include a survey of participant demographics.



National Association of Conservation Districts

Training Session: OUTREACH FOR SUCCESS

Objectives:

- Participants will develop a recruitment/retention plan.
- Participants will identify needed customer outreach strategies

Agenda

Introduction, Objective, Agenda

Effective Boards

Your Community's Demographics

Social Capital

Skills Assessment

Recruitment Plan

Retention Plan

Plan Implementation

Evaluation

FACILITATOR REFERENCE: HOW EFFECTIVE IS YOUR BOARD?

We are pleased to provide you with this article that was first published in “Nonprofit World”

We hope the information it provides helps you in your communication efforts.

The Sustainability Network has obtained permission to reprint a number of key articles from the respected publication Nonprofit World: The National Leadership and Management Journal. This article is one in a series selected to cover a wide range of topics that relate to effective non-profit communications and marketing. They have been reviewed and selected with the environmental community in mind. Reprinted with permission from Nonprofit World, Volume 13, Issue No. 1. Copyright 1995, the Society for Nonprofit Organizations. For information on the Society, please visit their web site at www.danenet.org/snpo or call 1-800-424-7367 ext 221.

How Effective Is Your Board? A Rating Scale

Use this rating scale to evaluate your board and see where you need to improve.

By Cyril O. Houle

“How can we rate our board’s effectiveness? How do we identify areas of weakness and strength?” We heard such questions from board members and executives so often that we knew some sort of measurement system was needed.

In response, we devised a scale to quantify the rating process. The result is Table 1, “A Rating Scale for Boards,” which every board can use to rate itself.

We developed this scale by asking a large number of experienced board members what they considered to be the characteristics of a good board. The initial list of answers was a long one, reflecting many different points of view, but there was also surprising unanimity. As

finally refined and reworded, the 12 characteristics shown in Table 1 received virtually unanimous agreement.

How to Use the Scale

To use the scale, think about each characteristic as it applies to your board. Then make a choice as to how the board

ther to the right than that, the board has room for improvement.

Note that the characteristics and suggestions presented here are drawn from general experience and apply in special ways to each particular situation. You may need to revise the wording of some characteristics, eliminate others, and add new ones to apply to your particular board.

The rating may be carried out by an

Allow time to discuss these characteristics. Important insights will result.

*Cyril O. Houle, who has served on over 30 boards, is senior program consultant for the W. K. Kellogg Foundation and professor emeritus of education at the University of Chicago. He has studied and worked with boards for more than 50 years and has written many books and papers on the subject, including the classic *The Effective Board* and the just-published *Governing Boards: Their Nature and Nurture*. For a copy of *Governing Boards*, contact *The Society For Nonprofit Organizations' Resource Center*, 6314 Odana Road, Suite 1, Madison, Wisconsin 53719 (608-274-9777).*

Governing Boards is a project of the National Center for Nonprofit Boards (NCNB). NCNB was created in 1988 to improve the effectiveness of nonprofit organizations by strengthening their boards of directors. For more information on NCNB or to add your name to the NCNB mailing list, contact NCNB at 1225 19th Street, N.W., Suite 340, Washington, D.C. 20036 (202-452-6262).

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ranks on the five-point scale suggested, and put an X at that spot. This judgment will not be easy to make, but the process of thinking is more valuable than the specific spot where the X is placed.

After you have rated the board on

individual—the board chair, the executive director, or any board member who wants to learn how to become more effective. Or it may be carried out by a group, such as the executive committee, the nominating committee, or an entire

Surprisingly, we found virtually unanimous agreement about what characterizes a good board.

each characteristic, draw a line vertically from one X to the next. The result will be a profile of your board. This profile will show in what ways the board needs to be improved. Ideally, a straight line should connect all the Xs in the “excellent” column. Insofar as any rating falls far-

board that wishes to gain an overall picture of itself.

When the rating is carried out by a group, allow time for discussion of the characteristics and how they apply. Important insights about your organization and your board will result. ■

Table 1. A Rating Scale for Boards

| Characteristics | How the Board Rates | | | | |
|--|---------------------|------|---------|------|------|
| | Excellent | Good | Average | Fair | Poor |
| 1. The board should be made up of effective individuals who can supplement one another's talents. | . | . | . | . | . |
| 2. The board should represent the interests that should be consulted in formulating policy. | . | . | . | . | . |
| 3. The board should be large enough to carry all necessary responsibilities but small enough to act as a deliberative group. | . | . | . | . | . |
| 4. The basic structural pattern (board, board officials, committees, executive, and staff) should be clear. | . | . | . | . | . |
| 5. There should be an effective working relationship between the board and the executive and staff. | . | . | . | . | . |
| 6. The members of the board should understand the mission of the organization and how that mission is achieved by the program. | . | . | . | . | . |
| 7. The board should have a feeling of social ease and rapport. | . | . | . | . | . |
| 8. Each member of the board should feel involved and interested in its work. | . | . | . | . | . |
| 9. The board should formulate specific goals to guide its work. | . | . | . | . | . |
| 10. Decisions on policy should be made only after full consideration by all parties concerned with the decision. | . | . | . | . | . |
| 11. The board should be certain that effective community relationships are maintained. | . | . | . | . | . |
| 12. The board should have a sense of progress and accomplishment. | . | . | . | . | . |

From *Governing Boards*, National Center for Nonprofit Boards.

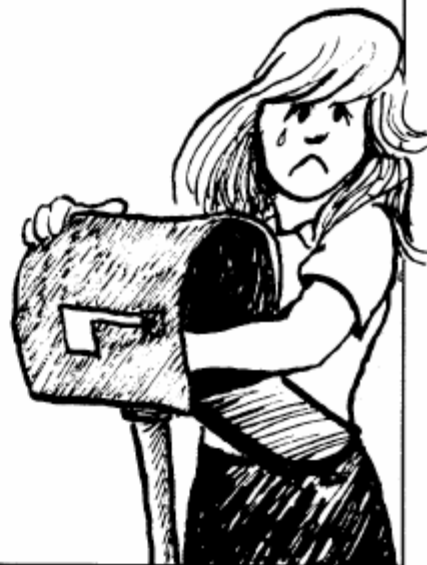
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 These publications are available through The Society For Nonprofit Organizations' Resource Center. Members of the Society receive discount prices on Resource Center books. For more information, contact the Society's Resource Center at 6314 Odana Road, Suite 1, Madison, Wisconsin 53719 (608-274-9777).

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Mission, Philosophy, and Goals

National Association for the Education of Young Children

Mission

NAEYC exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. Primary attention is devoted to assuring the provision of high quality early childhood programs for young children.

NAEYC's work to accomplish its mission focuses on three broad goals:

- **Goal 1. Facilitating improvements in the professional practice and working conditions in the field of early childhood education** by creating professional development opportunities/resources and by setting and promoting standards of professional practice;
- **Goal 2. Improving public understanding and support and funding of high quality programs in centers, homes, and schools serving young children and their families** through public policy initiatives and public awareness and engagement activities; and
- **Goal 3. Building and maintaining a strong, diverse, and inclusive organization that enables NAEYC to achieve Goals 1 and 2.**

NAEYC Governing Board

Members of the Governing Board for 2003-2004 include:



Jane Wiechel

President

Associate Superintendent
Ohio Department of Education
Columbus, OH

Jane Wiechel has been a home economics agent with the Ohio Cooperative Extension Service in Highland and Meigs counties, an instructor at the University of Rio Grande, a substitute teacher, and an artist participant with Artist-in-the-Schools in Columbus.



Dwayne A. Crompton

President-elect

KCMC Child Development Corporation
Kansas City, MO

Crompton, who attended Morehead State University in Kentucky, was a member of the Darke County Board of Education before his appointment to the State Board. A charter member of the HOPE Foundation (Helping Other People Excel), Baker currently serves on the foundation's board and scholarship committee. He also is on the Missouri Valley Career Technology Center (MVCTC) Foundation Board and scholarship committee.



Claire J. Chang

Vice President

The Saint Paul Foundation
St. Paul, MN

Chang served as Deputy Commissioner of the Minnesota Department of Elementary and Secondary Education from March 1, 1994 to March 5, 1999. She oversaw a \$3.7 billion dollar budget and the internal operations of the Department which included Accounting and Procurement, Budget, Policy, Research, Evaluation and Planning, Information Technology, Conference Management and Special Publications, and Human Resources.



Sara Fritzell Hanhan

Secretary

Associate Provost and Associate Professor
Early Childhood Education
University of North Dakota
Grand Forks, ND

She has served on the State Board of Education since 1979. Jacobs currently co-chairs the Board's Resources Committee and serves, as well, on the Executive Committee and the Appointments Team. She also is a member of the National Association of State Boards of Education's Governance Committee.



Dominic F. Gullo

Treasurer

Professor of Early Childhood Education
University of Wisconsin - Milwaukee
Milwaukee, WI

Holder of a bachelor of science degree from Maryland State College, Gullo has also taken part in numerous seminars and training programs focusing on such areas as conflict management, performance measurement, negotiation skills, total quality management, and systems thinking. He is actively involved in a number of civic and education organizations, including the Board of the Neighborhood Housing Services of Milwaukee, the St. Francis High School Alumni Board, and the Board of the Greater Milwaukee Convention Center.



Christina Lopez Morgan

Child Development Instructor
De Anza College
Cupertino, CA

Ms. Lopez Morgan served as the Board's Vice President in 1999-2000 and now holds membership on the Board's Standards Committee. She also serves on California's Advisory Council for the Education of Gifted Children. She is a mentor in the HOST'S Reading Program in Cupertino elementary schools. She also co-chairs the Henry County Business & Education Council and serves on the California Tech Prep Consortium and the advisory committee for Four County Career Center.



Julienne C. Johnson

Founder and President

Front of the Bus Productions, Inc.
Washington, DC

Johnson is past president of the DC Habitat for Humanity, twice winning Washington D.C.'s Outstanding Volunteer Award. Among her other awards is the IEEE Citation of Honor for leadership and contributions to education and career development. She holds a masters degree in primary education from Indiana University.



Mark R. Ginsberg

Ex officio

NAEYC Executive Director, Washington DC

After serving as Assistant Director with the National Association of State Boards of Education (NASBE), Ginsberg became NAEYC executive director in 1997. He holds degrees in Early Childhood Education and Business Management from the University of Wisconsin.

HOW MUCH OF A DIVERSITY CHANGE AGENT ARE YOU?

Directions: Respond to the following statements by checking the appropriate column.

| | Usually | Sometimes | Rarely |
|--|---------|-----------|--------|
| 1. I challenge stereotypic comments and assumptions. | | | |
| 2. I engage colleagues in discussions about diversity. | | | |
| 3. I spend time (e.g., lunch, breaks) with people who are different from me. | | | |
| 4. I bring diversity concerns to the attention of my manager. | | | |
| 5. I let people know that ethnic, gender, racial, religious, etc., jokes are off limits. | | | |
| 6. I suggest diversity issues and topics for the agenda at regular management or work team meetings. | | | |
| 7. I challenge us vs. them comments and complaints about other groups. | | | |
| 8. I listen to others' concerns with an open mind and questioning attitude. | | | |
| 9. I suggest resolution strategies when there are diversity related conflicts. | | | |
| 10. I explain the business advantages for effectively dealing with diversity. | | | |
| 11. I ask for suggestions about ways to make the work environment more inclusive. | | | |
| 12. I speak enthusiastically about the organization's diversity plans and initiatives. | | | |
| 13. I speak up and educate when I hear a derogatory comment, slur, or joke. | | | |
| 14. I seek out people to talk with whose views are different from mine. | | | |
| 15. I challenge my own assumptions and stereotypic thoughts. | | | |

Social Capital

NRCS –Social Sciences Institute

Technical Note 5.1

March, 2002

Adding Up Social Capital: An Investment in Communities

Over the last century, social scientists have examined three types of "capital" -- human capital, economic capital, and social capital. *Human capital* represents the skills, talents and education that a person has developed throughout his/her life. When this person moves from a geographical area, they take their human capital with them. *Economic capital* is defined as a factor of production along with labor, land, and natural resources. Examples include buildings, equipment, and inventories. *Social capital* is defined as bonds of trust that arise between people interacting in everyday life, including interacting in formal organizations such as churches, civic groups, and recreational leagues.

Evaluating the level of *social capital* in communities in which NRCS field staff and District Boards work can directly benefit conservation planners. Humans are social creatures who often achieve more when cooperatively working, playing, and entertaining each other. Most of us are familiar with communities that seem to accomplish a great deal by working together, and other communities that seem unable to complete anything they start no matter how good the idea. "High" amounts of social capital can help a community be physically healthy, socially progressive, and economically vigorous. "Low" amounts of social capital typically result in suspicion, community disagreements, and unsuccessful attempts to solve problems. **Based on research in the social sciences, the list of indicators in the table that follows will help you evaluate and measure social capital in local communities.**

What do you do for a community with low social capital? People can overcome even the most formidable obstacles, but first need to be aware of the nature of the obstacle. If you determine that a community has a low level of social capital, you can get immediate help identifying ways to increase the community's ability to deal with their resource concerns by accessing the Social Sciences Institute web site <http://www.ssi.nrcs.usda.gov/> or calling an NRCS sociologist.

Three cautions regarding the procedure. **First**, it is not a survey but a tool that can be filled out by one person or by a small team made up of the local conservation partnership. **Second**, cities, counties, and communities have multiple communities residing within one another. Even if areas are geo-physically identifiable, there may be multiple subgroups based on culture, religion, income or education residing within the larger area. Thus, you may need to separate communities into sub-communities and apply the procedure repeatedly to attain meaningful measurements. Assessing social capital can be complicated, which generates our final caution. **Third**, the development of the list of indicators is based largely on scientific research, but the results are not scientifically precise. The numbers you calculate in this procedure are relative not interval numbers.ⁱ The object of study - people interacting with each other - may be more difficult to measure than the Total Maximum Daily Load, soil quality, phosphorous levels, or rates of soil erosion. This is due to the fact that people can self-consciously change, learn, forget, act differently in groups, act irrationally, and basically behave unpredictably.

Assessing social capital can help you determine how quickly a community will be able to mobilize its human and social resources. Reducing community conflicts and tapping into community cooperation can help get conservation on the ground quicker and easier. An example of a community with high levels of social capital is evident in the story of Otter Creek and the surrounding communities in the state of Illinois. To read the complete story of Otter Creek, go to SSI's web site http://www.ssi.nrcs.usda.gov/ssi/B_Stories/A_Introduction.htm#technotes and click on T008.

The Otter Lake Resource Planning Committee dealt foremost with an atrazine problem to ensure safe drinking water for the community residents who were using Otter Lake for their drinking water. Farmers, developers, the business community, tourist interests, fishermen/women, and local politicians were all on board with the planning process. The town's people and farmers had high trust of one another and well they should. The local farmers, representing less than 2 percent of the residents living near the lake or enjoying the lake's amenities, could have dragged their feet and ignored the problem. Farmers did not use Otter Creek Lake for their drinking water but, instead, used wells for their personal use. However, farmers wanted to be able to look their neighbors in the eye and know they were doing the right thing by implementing conservation activities. One farmer (Farely Cole) who served on the planning committee stated,

"We go to church with people who get water from Otter Lake. We see them in grocery stores. Most farmers want to circulate around the communities without stress. We didn't want 14,000 upset with less than 2 percent of the population."

The locally led conservation plan not only successfully addressed water quality but also other pertinent resources and areas of concern such as soil erosion, wildlife habitat, recreation, education and communication, riparian zones, wetlands, fisheries, forest lands, pasture and forage lands, streambank protection, etc.

The example of Otter Lake is meant to put a face on the procedure that you will look at on the following pages. Go through the procedure by applying it to the community that you are most familiar with to see how your community measures up.

Procedure to Measure Social Capital

Method: Please rate the following assets/resource/processes in your community/county/district/parish. Make sure you rate each indicator. The footnotes on some indicators provide you with national information to help you compare the community. You may feel you are knowledgeable enough to do the rating yourself or you may want to assemble a local team. Please note that we are asking for general categorical responses to the indicators, and not specific numbers. Calculate a grand total and compare this total with the scoring index that follows.

| Community Participation, Assets, Resources, and Processes | High 4 | 3 | 2 | Low 1 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Number of community volunteers ⁱⁱ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Participation in the local Parent Teachers Association ⁱⁱⁱ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Church membership ^{iv} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Participation in civic organizations ^v | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Local contributions to charitable organizations ^{vi} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Participation in farm/ranch organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Participation in environmental organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Leadership effectiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Participation in public meetings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Wide participation in community decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Minority participation in community organizations (racial, ethnic, gender, religious, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. H.S. graduates who go to college (national average is in the lower 60 th percentile ^{vii}) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Percent of community members who have Internet access ^{viii} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Community income levels ^{ix} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Community educational levels ^x | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Local media coverage | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Number of community citizens who exercise their right to vote ^{xi} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Government assistance ^{xii} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Likelihood that community projects are completed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Column Totals | | | | |
| Grand Total | | | | |

| SCORE | QUALITATIVE RATING |
|--------------|-------------------------|
| 64 to 76 | High Social Capital |
| 50 to 63 | Moderate Social Capital |
| 49 and below | Low Social Capital |

Social Capital and Locally Led Training

In many ways, the ability of communities to successfully implement locally led conservation planning is related to social capital. If the community you rated scored "moderate" or "low" in social capital, the following web site http://www.ssi.nrcs.usda.gov/ssi/C_Training/TR001_LocallyLed.htm provides instructions for how to acquire a video and nine training modules on the locally led planning process. Additionally, there is a second evaluation procedure on this web site that scores your efforts on implementing past, present, or future locally led conservation planning.

Contact

If you have questions or comments, contact Frank Clearfield, Director, Social Sciences Institute, at (336) 334-7058; or send an e-mail message: clearf@ncat.edu

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ⁱ Relative numbers mean that the scale is qualitative and measures of "high", "medium", and "low" can be "calls to action" rather than immutable measures of social capital. The scale is not composed of interval numbers [1, 2, 3...n]; i.e., numbers that have the same meaning regardless of their location on a scale because of many reasons including (mis)interpretations.

ⁱⁱ Robert Putnam (2000: 128) reports the "average American" volunteered in general about 8 times during a one-year period and about two times per year for community projects.

ⁱⁱⁱ As of 1999, 18 per 100 families were members of the PTA (Putnam, 2000: 57)

^{iv} There is a difference between polling data from Gallup and church records. When asked if they are church members in 1999 surveys conducted by the Gallup organization, about 68% responded favorably, while church records indicates 60% were church members (Putnam, 2000: 70).

^v Civic organizations refer to a multitude of traditional and newly formed citizen's groups. Examples of traditional civic groups include Rotary, Jaycees, Lions, Elks, American Legion, Kiwanis, Optimists, Moose, National Rifle Association, etc. Some newly formed civic groups are National

Organization for Women, Wilderness society, American Association for Retired People, a plethora of self-awareness groups, etc. Your rating can be balanced by your knowledge of membership and asking club officers about recent participation in these groups.

^{vi} Putnam (2000: 124-127) reports that as of 1999 total charitable giving as a percentage of national income was .016 percent. Moreover, between 30 and 40 percent reported respectively that they contributed to a charity in the last month (Roper) or gave occasionally to a religious organization (Yankelovich). A local source for assessing charitable contributions could be the local branch of the United Way.

^{vii} Number of H.S. students who are enrolled in college the following October after graduation has a range in the 1990's from the 60th to the 67th percentile. The source is the U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, various years http://nces.ed.gov/programs/coe/2001/section3/tables/t26_1.html

^{viii} According to the Commerce Department, 54 percent of Americans used the Internet in September 2001. This is up from 44 percent in 2000 and 22 percent in 1997 - with increases among all races, income levels and educational backgrounds. Within this statistic, overall home access was 44 percent of the U.S. population in 2001. The debate of whether Internet access contributes or detracts from social capital is not settled, and probably won't be settled for decades. Some articles suggest that library use is up precipitously because of Internet use (Portland Business Journal, July 27, 2001 *Internet Connection Increases Library Usage* <http://portland.bizjournals.com/portland/stories/2001/07/23/daily39.html>) While other research has shown that the Internet increases communication but not necessarily human interaction. <http://www.apa.org/journals/amp/amp5391017.html> Our assumption here is that Internet access is correlated with income and education (which are correlated with social capital) and Internet usage widens people perspective and contributes positively toward social capital.

^{ix} According to the 2000 census, the national median household income is \$42,148. An arithmetic median is a value in which there is an equal number of values above and below. Knowing this figure should help you give a rating to the community you are evaluating.

^x According to the 2000 census, the average educational attainment among people 25 years and above is 12.4 years of schooling.

^{xi} On a national scale, approximately 50 percent of eligible voters exercise their right to vote in presidential election years: 49.1 percent in the 1996 election and 50.4 percent in 2000 (Presidential election year figures taken from chart at following web site address, <http://www.uselectionatlas.org/USPRESIDENT/frametextj.html>) There is a reduced turnout during non-presidential voting years as approximately 40 percent vote (Putnam, 2000: 31-47).

^{xii} This is a difficult concept to precisely measure. You or the group using this rating system need to be knowledgeable about how good a community is in acquiring assistance and resources. These government sources include local, state, and Federal. However, more government transfer of funds does not necessarily mean higher levels of social capital (e.g., welfare payments), and it could actually mean increased poverty. Whereas, communities may have high social capital when they are able to acquire rural development funds and/or USDA strengthening grants, or they are identified as urban empowerment zones. The Economic Research Service has a web site that depict counties on U.S. maps for a number of government transfer indicators: <http://www.ers.usda.gov/briefing/rural/gallery/>

Analyzing the Needs of Your District

Before you begin to look for someone to serve as a district board member, first identify your district's human resource needs. This is an opportunity for your board to diversify and expand the membership of the district and to find people that can help the district serve more effectively.

1. List strategic goals of your district

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

2. List skills/expertise/background needed to reach each goal

| Goal Number | Skills/expertise/background/knowledge needed to reach goal |
|-------------|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

3. Identify types of people that have knowledge, background, experience or skills that can help you meet these goals.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

4. List skills, abilities, knowledge, and experience provided by each current board member and associate.

| Name (District Officials) | Skills, Abilities, Knowledge, Expertise |
|---------------------------|---|
| | |
| | |
| | |
| | |
| | |

| Name (Associate Supervisors/Directors) | Skills, Abilities, Knowledge, Expertise |
|--|---|
| | |
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Compare above list of skills, abilities, knowledge, and expertise of current board members/associates (4.) with list of needed skills, abilities, knowledge, and expertise associated with district strategic goals (2.).

Which needed skills, abilities, knowledge, and expertise areas are not currently represented by board members/associates?

Skills to Look for in Potential District Officials:

| | |
|--|--|
| | |
| | |
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| | |

List all demographic groups in your district, as well as client groups (what groups of people do you serve?)

| Demographic Groups in District | Client Groups We Serve |
|--------------------------------|------------------------|
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| | |

Which demographic are underrepresented on your district board?

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Which client groups are underrepresented on your district board?

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In the last four tables, you have identified the attributes of needed board members. The recruitment of these board members will greatly enhance your board’s effectiveness.

Board member recruitment of qualified, and talented individuals requires looking beyond just your current circle of friends, relatives, and business associates; and actively seeking ideas and prospects from local entities. A variety of different local organizations should be invited to recommend a candidate based on your district’s needs. Your local board should develop a list of potential groups, organizations, and individuals to contact when recruiting a new member. **Some examples to consider include:**

| | |
|--|---|
| Conservation and environmental special interest groups | Retired local, state, or federal employees |
| People on boards of key organizations – banks, charities | Consumer activists |
| Advertising agencies and marketing firms | Public relations professionals |
| Teachers and college professors | Geologists and engineers |
| Researchers | Professional fund-raisers |
| Accountants, bankers, and investment managers | Hobby and part time farmers |
| Writers | Former legislators and public board members |
| Timber harvesting contractors and professional foresters | Agronomists and soil scientists |
| Horticulturists, nursery operators and tree farmers | Urban interest representation |
| Farmers and ranchers | |

A recruitment prospectus should be provided to each entity included on the list developed by your local board.



Allen SWCD Project Addresses Urban Water Quality Issues

In July of 2003, the Allen County SWCD partnered with the cities of Fort Wayne and New Haven to create the Allen County Partnership for Water Quality (Partnership). Allen County SWCD undertook this project to address the growing need to educate urban residents of water resource concerns such as stormwater pollution and combined sewer overflows. They also recognized a growing need for education and outreach with the Stormwater-Phase 2 rule and the Combined Sewer Overflow Notification rule. They addressed these needs by hiring a Water Resource Education Specialist, Allison Van Zandt, to serve as the communities' one-stop-shop for water resource information and to educate the public and media on water resource issues.

The Partnership will not only help the partners comply with regulations, but also foster stewardship

and appreciation of the roles water plays in the life of the community and individual community members. The Partnership members believe they can achieve this by educating the residents of Allen County about water resource issues so that they make informed decisions. The Partnership's educational outreach encourages residents to dispose of oil and antifreeze at a household hazardous waste sites rather than dump it in storm sewers. They encourage residents to follow manufacturer's directions when applying fertilizers and pesticides, rather than overapplying and polluting stormwater. They also inform residents of combined sewer overflows, so they know when it is not recommended to come in contact with water bodies. They emphasize that improving water quality does not always require extra effort, it may simply require a change in

practices.

The Partnership spreads its message through partnerships with neighborhood associations, the Fort Wayne Area Association of Realtors, schools and watershed groups. They target new homeowners with 6 "Reference Guides for Homeowners" brochures, which address water quality issues such as combined sewer overflows, drinking water quality, septic system maintenance and household hazardous waste. The Fort Wayne Area Association of Realtors makes the brochures available to new homeowners upon closing

of their new residence.

Allison writes articles for neighborhood association newsletters and attends neighborhood association annual meetings to develop relationships and discuss water issues. The Partnership also conducts outreach with booths at the Fort Wayne Farm Show, Fort Wayne Home and Garden Show, and Fort Wayne Earth Day. This summer they will offer educational displays at area festivals and fairs. Next school year, they will target teachers by offering Project WET facilitation.

For more information contact Allison Van Zandt at 260/426-4637 ext. 3.

An Opportunity You Can't Miss

When SWCDs participate in the **River Friendly Farmer** program they:

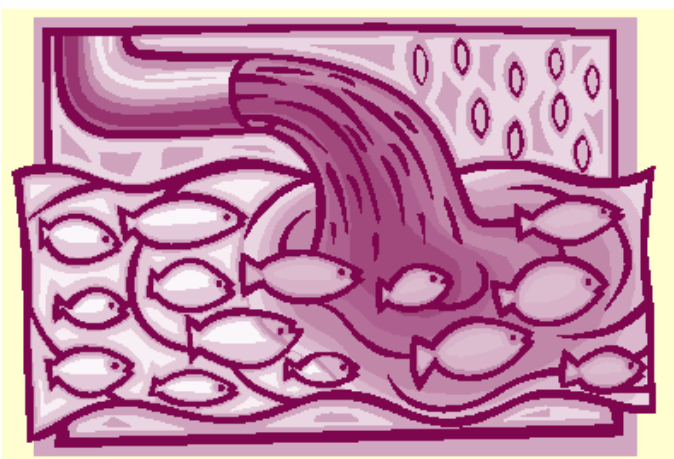
Raise community awareness of the SWCDs efforts-The program creates newsworthy events, which local radio, newspapers, and television will likely cover. This will be your opportunity to tell the community what you do.

Raise community awareness of the county's water quality issues-Through signage and other public relations opportunities, you inform the community of the water quality issues in the county, and what people do to address them.

Recognize the farmers in your community who make the extra effort to protect water quality-Through media coverage, recognition events, and awards, you tell the farmers who go the extra mile "We appreciate what you do". All winners are also recognized at Farmer's Day at the Indiana State Fair.

Bring customers to your door-Other farmers will learn more about conservation, and may want to know how they can be a River Friendly Farmer too.

For more information contact April Ingle at 317/692-7519.



Client Outreach Strategies

| List Underserved Demographic/Client Groups in Your District | List at Least One New Outreach Strategy for Each Group |
|---|--|
| | |
| | |
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| | |

Model Conservation Board Member Recruitment Prospectus and Standard Form

Becoming a Board Member of _____ Conservation District

Concerned citizens in _____ County can help conserve natural resources by serving on the _____ Conservation District Board. If the issues and programs stated in this document interest you – please call _____ at _____.

1. **Mission:** (insert your district's mission statement)
2. **Vision:** (insert your district's vision statement)
3. **Goals and Objectives:**
 - Establish soil and water conservation policy for the district
 - Assess resource needs
 - Develop strategies to address these needs
 - Provide quality conservation education to county school children
 - Provide land users with technical assistance
 - Develop programs to address local natural resource problems
 - Serve as focal point for addressing natural resource issues and coordinating various programs to help identified concerns
4. **Legal Authority:**

_____ (conservation district enabling law number) of the Code of _____ (state name) defines a conservation district as a political subdivision of the _____ (state name)
5. **Major Issues at this Time:**
 - Water resources/water quality
 - Failing septic systems
 - Erosion from cropland
 - Erosion from construction sites
 - Land users needing technical assistance
6. **Major Programs and Activities**
 - Agricultural cost-share program
 - Conservation equipment program
 - Tree seedling sales
 - Publish quarterly newsletter
 - Approval of conservation plans
 - Review of county planning proposals
 - Educational programs for schools, youth, adult, and civic groups
 - Review erosion and sediment control plans.
7. **Funding Sources**
 - Local governments (board of supervisors, city councils, county departments...)
 - State government (department of conservation, conservation commission...)
 - Grants (district funding raising activities)
 - Federal grants, agreements...
 - District educational seminars and programs
8. **Expectations of Directors**
 - Take advantage of training opportunities to develop abilities
 - Attend board and committee meetings
 - Participate in district programs and activities
 - Serve as chair of one committee
 - Be involved & responsible for district program direction

- Develop policies and programs
- Promote soil & water conservation in the community
- Help manage staff
- Represent district in public
- Help secure financial resources
- Promote district

9. **Benefits of Being a Director:**

- Being a voice for the citizens of your county/city
- Self satisfaction of providing your time to improve the environment
- Being actively involved with assistance and educational programs for citizens
- Providing leadership in community resource conservation
- Development of leadership skills

Additional information is available by calling the district office at _____ or by contacting a current district board member.

2004-05 District Official Recruitment Plan

_____ Conservation District

Individual Responsible for Plan Implementation: _____

Recruitment Team Members (Who will participate in district official recruitment?):

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Referral Sources (What other community organizations can be asked to recommend potential district officials?):

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Outreach Methods (How will you inform the public of your search for potential district officials? For example: public service announcements, newspaper articles, etc):

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Potential Candidate Information Materials (How will you inform potential district officials? For example: job description, strategic plan, district brochure, etc.)

| | |
|--|--|
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| | |

Action Plan

| Action | Completion Date | Responsible Person |
|--------|-----------------|--------------------|
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The _____ Conservation District board will review this plan on the following dates:

| | |
|--|--|
| | |
| | |

Checklist for Recruitment and Retention of Membership

Step 1: Analyze the Market

Determine

- The universe of people eligible for members
- The categories of people within the universe of potential members;
- The location of these people;
- The needs, concerns, and issues of these people;
- The benefits they expect;
- The financial and time commitment they are willing to make;
- The process by which they decide to join an association;
- The entity that pays for their membership;
- The entity that approves their decisions about members;
- The non-competing organizations – certification boards, licensing authorities, and government agencies – that influence or control their decisions about membership;
- The time period during which they would be most receptive to recruitment;
- The obstacles or barriers to membership; and
- How potential members can be addressed individually and in groups.

Step 2: Analyze the Competition

Determine

- Competing associations;
- Their member benefits – products, services, and programs – and the effectiveness of those benefits;
- Their image within the marketplace;
- Their member recruitment and retention methods;
- Their rates of membership renewal and turnover;
- The benefits they don't offer; and
- The commitment – in dollars and time – they ask of members.

Step 3: Analyze Your Association

Determine

- The mission and goals of your association;
- The effectiveness of your association in fulfilling its mission and attaining its goals;
- How your association wants to be perceived by members and potential members;
- How your association is actually perceived
- Your association's current market share or penetration;
- Your association's retention and turnover rate;
- The benefits members value most and least;

- The additional member benefits your association provides;
- Your association's resources – money, personnel, materials authority, and time – for providing additional member benefits;
- Other member benefits your organization is capable of providing but currently doesn't offer;
- The extent to which members take advantage of your association's benefits and services;
- Reasons members don't renew their memberships;
- The commitment of association staff and volunteer leaders to serve member interest; and
- The commitment of staff to serve member needs.

Step 4: Establish Membership Goals

Determine

- The people you want as members
- The quantity of members; and
- The time period

Step 5: Establish a Strategy

A recruitment strategy usually captures attention, develops interest, gains approval, and moves to action. The strategy for a recruitment program may differ from a retention program. A recruitment program brings new members to an association, and a retention program encourages members to get involved in the programs and activities of the association.

Determine

- Who is responsible for the recruitment and retention programs;
- The people to target for recruitment;
- The method in which benefits will be communicated;
- The role of officers, board members, and committee leaders;
- The manner in which non-competing organizations may be useful in recruitment and retention;
- Cross-selling strategies in which memberships can be marketed through product lines;
- The economic benefit for each member gained;
- A reasonable recruitment expenditure per recruited new member
- The economic merits of pursuing former members;
- The budget; and
- The methods that determine the effectiveness of the program.

Step 6: Develop Tactics

Tactics are the programs and activities that accomplish your recruitment and retention strategies. There are a range of tactics; recruitment brochures, personalized letters, advertisements, exhibits, reduced dues, copies of a newsletter or journal, and recruitment slogans and logos.

No matter how typical or unusual the tactics you use, each should communicate one or more membership benefits such as the ones that follow:

- Prestige** – intangibles such as special stature bestowed on members;
- Recognition** – awards, fellowships, and accreditation;
- Information** – newsletters, journals, conferences, and telecommunications
- Advancement** – training courses, seminars, workshops, home study, and job placement services;
- Representation** – legislative relations and lobbying, regulatory agency relations, and political action groups;
- Business and professional aids** – research, surveys, guidelines, and loaning libraries;
- Networking** – social events, chapter meetings, and state and national conventions;
- Service** – opportunities to serve within the organization (i.e., committee participation)
- Leadership** – hold office, chair committees, and serve on boards; and
- Economic incentives** – travel clubs, discounts on purchases and rentals, and insurance.

Step 7: Evaluate the Results

Determine

- Who will measure the effectiveness of the recruitment and retention program;
- The intervals at which results will be evaluated;
- The statistical measurements of program effectiveness such as response rates for promotions, conversion rate for inquiries, and comparative cost-effectiveness of promotional tactics;
- To whom evaluations will be report; and
- How the program will be modified to make the best use of results.

Building a Better Board

Get the board members you need through strategic recruitment

Robert W. Kile & J. Michael Loscavio

Board recruitment is one of the most important and least understood functions of nonprofit boards. The search for new members often involves well intentioned volunteers with little or no recruiting experience contacting well intentioned candidates with little or no board experience.

It's understandable that nomination committee members find it easier and less intimidating to contact individuals personally known or recommended by other board members. This type of candidate search is reminiscent of Inspector Renault's in Casablanca: They simply round up the usual suspects.

Such an approach to board recruitment is too limited in today's competitive non-profit environment where leadership, fundraising, diversity, and vision are needed to succeed. To be effective recruiting must be a continuous process, not a series of isolated events.

The following eight-step model is based on the systems and techniques of executive search professionals. It has been tailored to guide nonprofits in their on-going efforts to strengthen their boards.

The RLL Strategic Board Recruitment Model provides a framework for executing and institutionalizing a results-orientated recruitment process.

1. Assemble a Board Development Team. To elevate the quality and impact of the board, you must elevate the composition and commitment of the recruitment team. The term "nominating committee" tends to define that group's limited scope. Replace it with a "board-development team" charged with the board responsibilities of recruiting, orienting, and developing board members. The ideal board-develop team should include the CEO/executive direction, board president/ chairperson, the development officer or staff fundraiser, and one or two high-profile, results-oriented volunteers.

Organizational goals should be pursued as part of the coordinated approach to potential candidates and funding sources. A primary role of this board-development team is to integrate the strategic, operation, and fund-development plans and align the multiple goals. Once key goals are agreed on, the team's next task is to assess the organization's board, staff, and capabilities to achieve those goals.

2. Assess and State Needs. The primary purpose of this essential step is to objectively assess the composition of the current board by key criteria; areas of expertise, professional skills, age, gender, ethnic and cultural background, length of board service, and attendance. If fundraising is a significant priority, each board member's commitment, clout, contacts, and personal capability to "give or get" should also be assessed.

Keeping the organization's strategic operational, and fund-development goals clearly in mind, the team can now state its personnel needs and recruitment strategy in written form. Once the plan has been finalized, it should be shared with all board members, staff, and key volunteers.

3. Develop Position Profiles. If you don't know what you're looking for, how do you know you've found it? Before the recruitment process begins, it is essential to develop profiles for each position identified in step 2. For example, the needs assessment might indicate that:

- The organization's new building program could benefit from an architect's advice and oversight.
- A new planned giving program could be enhanced by a financial planner whose expertise includes estate planning for high net worth individuals.

- Leadership skills, as well as networking contacts for next year's major gifts campaign, could be provided by a business executive.
- A public-relations expert could dramatically improve the organization's image and status in the community.

Position profiles should outline the expertise, skill, key duties, responsibilities, and the expectations and priorities of each new board position.

4. Script the Story. It's not unusual for volunteer recruiters to have substantially different interpretations of the board's key staffing needs. Without agreement on a script, the actors in the board-recruitment drama are left to improvise. A word-for-word recitation is not the object; rather, it is an agreement on mission, purpose, specific needs, and ideal candidates. Discuss, agree, write, and rewrite the story until it accurately carries the persuasive message that will attract the volunteer leaders you want. This type of scripting makes the task of presenting the organization's case much easier.

Another key element is to think and talk in terms of benefits for candidates. Make an exhaustive list of benefits statements that can be used to interest and attract candidates.

5. Research Candidate Sources. There's no shortage of information available to identify high-performance individuals in almost any industry profession, function, or community. Four levels of candidate sources are:

Level 1: Circle of Friends. Friends, colleagues, and associates are good candidate source, but should not be relied on exclusively.

Level 2: Members, Patrons, and "Friends of." They already have a connection, interest, or knowledge of your mission, purpose, and activities.

Level 3: Donors. Perhaps the most under-used resource potentially the most productive is your current and past donor base. Annual campaign, major gift, and planned giving donors are excellent candidates and referral sources.

Level 4: Researched Sources. This is where professional recruiters go first to identify potential candidates. Databases; libraries; alumni, professional, business, and trade associations; the media; and foundations are examples of research sources.

The key to identifying candidates is to use many sources to help develop contact lists and a network for ongoing support. Research can be interesting and rewarding; it is also essential to breaking out of the circle-of-friend approach

6. Develop Referral Networks. To be more effective in board recruitment (and fundraising), nonprofits should develop and institutionalize third-party referral networks – friends of the institution whose contacts and influence open doors and gain support.

Rather than relying on personal contacts provided by the board development team and other board members, nonprofits need to build their own third-party referral system. Long-term relationships need to be established with donors, leaders of professional associations, foundation, corporations, small business, education, banking, chambers-of-commerce as well as ethnic, religious, and service organizations. A database or record-keeping system must be implemented as apart of this team.

Leveraging contacts, both personal and professional, is the key to developing third-party referral networks. Take the time and efforts to strategically initiate and nurture influential contacts in addition to those provided by

the institutions board and staff. Go beyond the individual circles to create and maintain an institutional network of friends.

7. Contact and Meet Candidates. Armed with the position profiles, scripted story, and referrals, it is now easier to contact each potential candidate, tell the story, describe the position, and ask if he or she might be interested in the position. If the contact is interested and appears to be qualified, set a date to get together. If there's no personal interest, don't be discouraged: Ask whom he or she can recommend as a possible source of candidates. Referrals from contacts often lead to more appropriate candidates.

Records of contacts, referrals, and results should be as diligently maintained as the organization's financial records. They're just as important. Review this data periodically to see what has worked well and areas that need improvement.

8. Evaluate and Select Candidate. Steps 1 through 4 establish criteria for assessing candidates. Here are some key questions that must be answered during the evaluation stage:

- How well does each candidate help fulfill the organization's need as identified in Step 2?
- How closely does each candidate fit the ideal profile developed in Step 3?
- Are the candidate's goals compatible with those of the organization?
- Is each candidate able and willing to commit to the level of participation and support you expect?

Following evaluation, be prepared to offer a candidate other volunteer roles if a board position is not appropriate. Also, don't feel bound by the traditional, fixed, multi-year terms of office. Flexible, project-oriented terms often better serve organizational and individual needs.

Advantages of Model. Several elements make the strategic board-recruitment process more effective than traditional methods. First is the formation of the board development team. If significantly improved results are a primary objective, organizations should take ownership of the volunteer recruitment process and be accountable for the results. Participation of the organization's leadership, the alignment of strategic, operational, and fund-development goals as well as an assessment of needs provide focus for the entire effort.

The tools that make the process work are the candidate profiles and the scripted story. Research helps the organization break out of its circle-of-friends approach to strategically target and recruit board members with the capacity and drive to move the organization to new heights.

Developing and institutionalizing third-party referral networks dramatically improves the process of contacting potential candidates and sources.

Interviewing candidates is also easier and more consistent because of the thoughtfully crafted profiles and scripted story. Selection is enhanced by the comparison to the criteria developed from those same sources.

All eight steps comprise the RLL Strategic Board Recruitment Model. Record-keeping, documenting, and frequent reporting on a monthly, quarterly, and year-round basis institutionalize the process, providing a tangible history and a score card of performance.

This process is hard work but worth it to help nonprofits survive and flourish in an increasingly competitive environment.

Four Cool Ideas for Recruiting New Board Members

1. Form a "One-Meeting Nominating Committee." Draw up a list of twenty well-connected people of the sort you would want on the board but who you suspect wouldn't join, (but who might know someone who would be a good board member.) Call those twenty people and ask them to come to a one-meeting committee over lunch. Tell them that at the lunch they'll be told more about the organization and what it's looking for in board members. At the end of lunch they'll be asked simply for the name of one person they think would be a good board member. The day after the lunch call up each of the nominees and begin by explaining who nominated them.
2. Take out a "Help Wanted--Volunteer Board Member" ad in the neighborhood newsletter or alumni newsletter of a local college. Example: "HELP SOUTH PARK... We're looking for a few talented and conscientious volunteer board members to help us guide our childcare, teen, and senior programs into the next century. If you can contribute one evening a month and have skills or contacts in accounting, publicity or special event fundraising, call Sister Mary Margaret at xxx-xxxx to find out more about whether this volunteer opportunity is right for you. We're a..."
3. Ask the executive director or the volunteer coordinator if there are two or three hands-on volunteers who would make good board members. Hands-on volunteers, such as support group facilitators, practical life support volunteers, meal preparers, weekend tree-planters, classroom aides and others bring both demonstrated commitment AND an intimate knowledge of the organization's strengths and weaknesses. Volunteers, donors and clients should be the first place you look. You don't have to "sell" the agency - they know it already!
4. Pick four local organizations where you don't know anyone, but you'd like to (examples: NAACP, Japanese American Citizens League, Accountants for the Public Interest). Tip: Your local Yahoo site (<http://www.yahoo.com>) is a good place to look for lists under "Community." Ask each officer to call one of the four local organizations and ask to have coffee with the board president or the executive director. Over coffee suggest that your two organizations recommend "retiring" board members to each other as a way of establishing organizational links and strengthening ties among communities.

Q: I'm embarrassed to ask anyone I respect onto the board I'm on, but we desperately need new members, and the organization's in some trouble. Help! What should I do?

A: Use one of the above strategies, but with this kicker: "I even feel guilty asking someone like you to join a board that's as weak and confused as this one. But this organization has a unique role to play in solving the problem of _____. What's really needed is a total overhaul of the board. Maybe I can't ask you to do that, but maybe I can ask you to be one of the members, and help me work towards bigger changes. We meet every month for two hours on Tuesday morning (specifics). Could I ask you to consider being on that committee?"

Identifying Qualities and Qualifications of a District Board Member

Proud to Serve: Conservation District Board Members Recruitment Reference Book

Good district board members will have a strong conservation ethic, skills and knowledge in conservation, as well as management skills and leadership abilities. Recruitment of potential board members begins with the identification of the qualities desired. District board members should be selected based on the identified qualities and qualifications and not on the criteria of “who’s available that we know.”

A partial listing of desirable qualities for district board members would include:

| | | |
|-------------------------------------|--------------------------|----------------------------------|
| Open minded | Strong Leadership skills | Innovative |
| Likeable and kind | Professionalism | Understands conservation issues |
| Good speaking skills | Progressive | Always learning |
| Fundraising abilities | Personnel Management | Legislative understanding skills |
| Leadership network in the community | | |

What additional qualities do you want your district board members to have?

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Each district board member is a spokesperson for the entire board, industry or profession, and has the ability to improve or damage its reputation. Beyond the desired qualities of a district board member, additional qualifications could include:

- District board members that can devote adequate time to the job. Some districts have a written policy dictating removal of a board member for a certain number of consecutive absences from board meetings.
- The board member should be in reasonably good health with mental and physical energy to serve in their board member capacity. Selection of district board members should not be seen as a tribute to someone in declining health.
- Effective communication skills and ability to get along well with other district board members, staff and assisting agency staff is important.
- A candidate should be able to tolerate positive and negative attention, as well as inevitable criticism of leadership. The individual’s judgment and integrity is most important.
- Personal, business, and regional biases of candidates must be subordinated to the good of the district. District board members are expected to reflect feelings of their own constituencies, but must always put the interest of the district they serve, first.
- The district board member’s personal conduct must reflect favorably upon the conservation district. Individual’s who are notorious for unorthodox behavior may prove to be more irritating or embarrassing to a district than amusing or helpful.
- A candidate’s family and friends should be supportive rather than obstructive or resentful of the extra demands on their time.
- A candidate should be a proven performer, should have high integrity, and an understanding of the ethics of the community and the position they will hold. They should be knowledgeable, experienced, capable, and active.

Maintaining Prospective Board Members

Adapted from: Proud to Serve: Conservation District Board Members Recruitment Reference Book

Recruitment of district board members, associate members and volunteers is a continuous, ever-changing process. Ultimately, at any time, a district should have a choice among many from which to recruit new board members.

An Honor and a Privilege. Follow these guidelines for ensuring appropriate, meaningful district official participation. District officials, if appropriately engaged in planning and decision-making, will realize fulfillment and a sense of accomplishment.

District officials must make important decisions.

| District Officials Answer These Types of Questions | Not These (These are staff or committee recommendations) |
|--|--|
| What is the objective of our annual meeting? | What should we have for the annual meeting dinner? Chicken or beef? |
| What is the objective of our field day? | How long should the field day last? Who should the speakers be? Should we serve lunch? |
| What kind of staff do we need to carry out our strategic plan? | Who should be the lead staffer on Envirothon? |

District Officials must engage in short and long term planning.

| District Officials Answer These Types of Questions |
|--|
| What are the critical natural resource issues in the district? |
| What are the district's strategic priorities? |
| Who are the key community players, and how do we engage them to enhance our efforts? |
| What are our key objectives for this year? |

District Officials must assume the proper responsibilities.

| District officials must take responsibility for (with recommendations from staff): | Staff must be responsible for: |
|---|--|
| Budgeting | Making day to day expenditures |
| Requesting Funding | Preparing background information and presentations for district officials to make funding requests |
| Accounting Procedures | Following accounting procedures |
| Communicating with the Public and Media | Preparing district officials for public speaking and contact with media |

District officials must govern through policy, not management.

| Policy Decision (to be made by district officials) | Management Decision/Recommendation (to be made by district manager) |
|---|--|
| How many terms can district supervisors serve? | Who will be responsible for administering the oath of office this year? |
| How will we ensure our board represents community demographics? | How will tickets to the annual meeting be sold? |

| | |
|--|--|
| How often will we review our district manager's performance? | How often will I review part-time staff performance? |
|--|--|

A Conservation District Leader (Board Member):

Takes you to a new place

Concerned about doing the right things

Deals with uncertainty

Hears when there is no sound and sees when there is no light

A Conservation District Manager (Employee):

Takes care of where you are

Concerned about doing things right

Deals with complexity

Sees & hears what's going on

Hints to keep potential board members active:

- Ask them to lend expertise and leadership to committees and task forces
- Ask them to take responsibility for some aspect of a district activity or program
- Suggest assignments that match their personal interests
- Instill within them a feeling of belonging and being an integral part of the district
- Continuously ask for their opinions and input on issues
- Keep them informed of programs, activities and issues

Retaining District Officials

Start on the Right Foot

What's Expected of Me? Present new district officials with a “district official job description,” outlining responsibilities and time commitment. Include a copy of your state’s district law. Ideally, present this information during the recruitment process, when you identify that this person meets your district’s needs.

Orientation Information. Providing new board members with essential background information on the roles and functions of the board or committee is an important but frequently neglected task. **Information for new members** might include at least the following items:

- History of the district
- Bylaws
- Articles of incorporation
- Overview of programs and services
- District official Performance Standards
- Project briefings
- Relationship to other community organizations or government agencies
- Description of funding sources
- Relevant legal and policy documents
- Recent budgets, fiscal documents, and financial statements
- Organizational chart with staff names
- Background information on program executive and staff members
- Information on board/committee members (e.g. names, addresses, phone numbers, backgrounds)
- Statements of mission, goals, objectives for the board/committee
- Location of meetings
- Structure of meetings
- Meeting norms, expectations for behavior
- Minutes of recent meetings
- Review of major accomplishments of the board of committee
- Tours of relevant facilities
- Introductions to key individuals or systems
- Community profile (background statistics on community including demographics, needs of service population, incidence of problems, availability of resources, etc.)
- Natural resource inventory for the district
- Annual and long range plans
- Calendar of events
- Acronyms/glossary of terms
- Other:

Reality Check

1. Allow district officials to perform bi-annual self assessments, and board assessments. NACD can provide sample assessment materials.
2. Discuss how to improve policy, procedures, and board governance. The district chair can periodically ask: “what are we doing well as a board? How can we improve? What should we be doing differently?”

Make Planning a Priority

The most important job a district official can do is plan the district's strategic direction. There is no more rewarding job than tackling, and achieving, important natural resource goals.

District Official Retention Plan 2004-2005

_____ Conservation District

Person Responsible for Plan Implementation: _____

Complete as a group after reviewing “Maintaining Prospective Board Members” and “Retaining District Officials.”

| Action | Person Responsible | Complete by (Date): |
|--------|--------------------|---------------------|
| | | |
| | | |
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| | | |
| | | |

The _____ Conservation District board will review this plan on the following dates:

| | |
|--|--|
| | |
| | |

Recruitment Consideration

Proud to Serve: Conservation District Board Members Recruitment Reference Book

Once potential board members are recruited, the district board should evaluate the nominees as recommendations for appointed positions, associate members, and those that are nominated for the election process.

This process is sensitive and frequently subjective. In order to treat all nominees fairly it is recommended that the board develop selection criteria. These criteria may be very specific or somewhat broad based. The important issue here is that all nominees are treated equally and that the board makes recommendations based upon their identified needs.

In general, **recruitment considerations** can be grouped into **four major categories**:

- Legal Policy
- Mission and program
- Participation and commitment
- Board improvement/district performance

Following is a **sample selection criteria form** to assist districts with this process.

Sample Selection Criteria Form

Candidates Name:

Experience and Knowledge Ratings

- 1 = Needs Information
- 2 = Limited Experience & Knowledge
- 3 = Extensive Experience & Knowledge

| Legal Policy | | | | | |
|--|--|--|--|--|--|
| Reviewed conservation district law | | | | | |
| Reviewed & understands job description | | | | | |
| Aware of personnel policies | | | | | |
| Aware of board election/appointment procedures | | | | | |
| Conflicts of interest policy reviewed | | | | | |
| Geographic representation | | | | | |
| Demographic representation | | | | | |
| Mission & Goals | | | | | |
| Understands mission & goals | | | | | |
| Knowledge of district programs | | | | | |
| Knowledge of conservation issues | | | | | |
| Professional or technical expertise | | | | | |
| Participation & Commitment | | | | | |
| Time to attend district board meetings | | | | | |
| Avail. for committee mtg. & dist. activities | | | | | |
| Commitment to district purposes | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Availability, enthusiasm, interest | | | | | |
| Other commitment consideration | | | | | |
| Board Improvement | | | | | |
| Strong leadership skills | | | | | |
| Good speaker/confident | | | | | |
| Experienced managing personnel | | | | | |
| Access to important resources | | | | | |
| Bring new skills/perspectives to the dist. | | | | | |
| Other criteria (defined by the board) | | | | | |
| | | | | | |
| Scores | | | | | |

Recruitment Strategies and Materials

Proud to Serve: Conservation District Board Members Recruitment Reference Book

Now that you have identified your district's needs, the qualities of a good district board members, and have developed a recruitment prospective and job description, it is time to develop your recruitment strategy. The strategies your district uses will vary depending on the circumstances of recruitment. Whether your district has a resignation/retirement, or an election, the following materials may be helpful in your recruiting efforts.

The following strategies are only a beginning for what your district can develop. These are advantages and disadvantages for each. Choose the ones that best suit your needs. Ongoing recruitment using a variety of strategies normally produces a greater number of potential nominees who represent more diverse skills, interests, and backgrounds.

Sample Strategies:

Assemble a Board Development Team: An important first strategy would be to form a board development team charged with responsibility to examine board member needs including recruitment, orientation, and development of board members. The board's goals should be pursued as a part of a coordinated approach to finding potential board members. A board development team has a much expanded role as compared to a nominating committee.

Develop a Referral Network: Rather than relying on personal contacts provided only by a board development team and other board members, districts need to build a third-party referral system for both recruitment and funding sources. Long term relationships should be established with corporations, small businesses, banks, schools, religious, and service organizations. These relationships can yield valuable contacts for potential board members that have qualifications needed on your district board.

District Board Members Information Form: A nomination form can be used to collect information on potential candidates. Information can be compared to qualifications the district board has identified to fill needs on their board.

Letter to Organizations: Direct correspondence to community organizations about potential nominees for district board member positions is an effective way to attract qualified individuals. The letter should include qualifications the board is looking for in potential nominees.

Public Service Announcements: Radio and television stations run free public service announcements for community organizations. For a wide distribution announcement of a board member vacancy this strategy can be effective.

News Releases: Another method of reaching a wide audience regarding a district board member vacancy is through news releases in the newspaper, radio, television.

Newspaper Advertisements: Well written and attractive newspaper advertisements in community newspapers can create interest in a district board member position. Emphasize that only a few positions are available in your state that have local influence on natural resource program activities and needs, and input to state and federal agencies.

District Recruitment Brochure: An effective way of informing potential candidates about district programs and activities, and about the powers and authorities of a district board member is through a well developed, clearly written information brochure. Create interest throughout the community by distributing the information brochure throughout the community in businesses, to organizations of all types, and through clients that have received district coordinated services.

Recommendations from Staff and Cooperating Agencies: Staff that have provided direct services to clients are a source of ideas for potential candidates that have qualifications being sought by a district board. Staff also have contacts throughout the community that may be different from the current board members' contacts

Recruitment at Annual/Special Meetings: A pool of potential candidates exists in those individuals interested enough in the conservation district program to attend the annual meeting, special meetings or recognition events. Keeping in attendance list at events will provide names and addresses of people attending your events. This strategy is most appropriately used in conjunction with other strategies listed.

Job Description & Recruitment Prospectus Distribution: A wide distribution of the district board member recruitment prospectus and job description can attract qualified candidates to your district board. This strategy provides the most complete set of information to a prospective board member about the expectations of serving on a conservation district board. Personal contact is the best method of distribution this type of information.

Personal Contacts: A personal contact to a variety of community and organization leaders by district board members can be an effective method to create a pool of candidates different than that of a current circle of friends and relatives. Every effort should be made to personally contact a myriad of organizations about the district's activities. Besides recruitment, this strategy may provide leads for joint projects and funding opportunities between your district and the other organizations.

Performance management in the board room

By Ken Derks and David Westman

Realizing the value of managing employee performance, companies spend significant money and time to develop elaborate individual or team objective setting, coaching and mentoring programs. There are mid-year and year-end performance reviews, with many companies moving towards multi-rater feedback methodology. Clearly there is an understanding that exemplary performance doesn't just happen without formal systems and methodologies in place.

How curious then that performance management frequently does not extend to the boardroom – where decisions made by a relatively small group of people, meeting on an infrequent basis, can have profound implications for a company's success, or lack thereof. With the recent publicity surrounding Enron and other high profile corporate failures, public attention on corporate leadership and boards has and no doubt will intensify. This, in turn, will force boards to focus more attention on how they are performing as a group and as individual members.

As for "group" performance, a well-designed assessment process should include any or all of the following:

- Annual surveys of board/committee members that address such questions as:
 - Is there a proper focus on strategic leadership versus micromanagement?
 - Is decision-making expeditious and appropriate?
 - How effective and appropriate are interactions between directors and management?
- Follow-up discussions within the boards and committees, with or without outside facilitation, to discuss survey results and identify improvement opportunities.
- Accountability assignments and timelines to implement improvement opportunities. Without this step, the entire process is a waste of time.

Survey data indicate that over 40 percent of all corporate boards now have a formal process in place similar to the one enumerated above. A recent survey conducted by RSM McGladrey of small to mid size community banks indicate that less than 15 percent of those respondents currently have such a process. For directors subject to such a process, a clear majority rate it as effective or very effective in improving the board's performance.

Managing *individual* board member performance may be even more critical in the success equation for boards. The process should start with new member orientation. Approximately 60 percent of boards have a formal orientation program that includes mentoring by seasoned directors, on-site meetings with key executives and staff, and/or briefing books that provide a comprehensive understanding of the company and the environment in which it operates. Ideally new members should be interviewed after their first year of service to ascertain that the orientation process was effective and that members feel completely integrated to their role.

Beyond orientation, 20 percent of Fortune 500 companies and 16 percent of small- to mid-size community banks surveyed by RSM McGladrey formally assess individual directors'

performance. Over 80 percent of directors subject to assessment rate the process as effective and rate their boards' overall effectiveness more positively than directors in other organizations.

The process can involve directors completing a self-assessment of their contributions. Better yet, have directors complete anonymous assessments of each other (i.e., multi-rater feedback). Sample questions may include:

- Is the member fully prepared for board meetings?
- Does the member communicate persuasively?
- Does the member manage conflict constructively and productively?

Whether self-assessment only or multi-rater feedback, results pertaining to any given director should be compiled, summarized and distributed to only the director and his/her chosen mentor – typically the chairman or a lead outside director. Director and mentor can then work together to address areas of concern, which could include developing and monitoring action plans. Hopefully any identified performance problems can be addressed in this context. If not, the board should have clear criteria for replacing ineffective board members, rather than waiting years or decades to shed itself of “dead wood”.

Moving from passive to strategic, high-performing boards will be a cultural shock for many companies. However, the current and anticipated future operating environments will dictate that the shift be made. Employing some or all of the practices identified above are keys in making such a transition successful.

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Evaluation: OUTREACH FOR SUCCESS

✦ Things to Keep in this Session:

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△ Things to Change About this Session:

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💡 Something I Learned During this Session:

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🕒 Was it Worth My Time?

_____ Yes _____ No

Comments:

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- ⁱ Relative numbers mean that the scale is qualitative and measures of "high", "medium", and "low" can be "calls to action" rather than immutable measures of social capital. The scale is not composed of interval numbers [1, 2, 3...n]; i.e., numbers that have the same meaning regardless of their location on a scale because of many reasons including (mis)interpretations.
- ⁱⁱ Robert Putnam (2000: 128) reports the "average American" volunteered in general about 8 times during a one-year period and about two times per year for community projects.
- ⁱⁱⁱ As of 1999, 18 per 100 families were members of the PTA (Putnam, 2000: 57)
- ^{iv} There is a difference between polling data from Gallup and church records. When asked if they are church members in 1999 surveys conducted by the Gallup organization, about 68% responded favorably, while church records indicates 60% were church members (Putnam, 2000: 70).
- ^v Civic organizations refer to a multitude of traditional and newly formed citizen's groups. Examples of traditional civic groups include Rotary, Jaycees, Lions, Elks, American Legion, Kiwanis, Optimists, Moose, National Rifle Association, etc. Some newly formed civic groups are National Organization for Women, Wilderness society, American Association for Retired People, a plethora of self-awareness groups, etc. Your rating can be balanced by your knowledge of membership and asking club officers about recent participation in these groups.
- ^{vi} Putnam (2000: 124-127) reports that as of 1999 total charitable giving as a percentage of national income was .016 percent. Moreover, between 30 and 40 percent reported respectively that they contributed to a charity in the last month (Roper) or gave occasionally to a religious organization (Yankelovich). A local source for assessing charitable contributions could be the local branch of the United Way.
- ^{vii} Number of H.S. students who are enrolled in college the following October after graduation has a range in the 1990's from the 60th to the 67th percentile. The source is the U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, various years http://nces.ed.gov/programs/coe/2001/section3/tables/t26_1.html
- ^{viii} According to the Commerce Department, 54 percent of Americans used the Internet in September 2001. This is up from 44 percent in 2000 and 22 percent in 1997 - with increases among all races, income levels and educational backgrounds. Within this statistic, overall home access was 44 percent of the U.S. population in 2001. The debate of whether Internet access contributes or detracts from social capital is not settled, and probably won't be settled for decades. Some articles suggest that library use is up precipitously because of Internet use (Portland Business Journal, July 27, 2001 *Internet Connection Increases Library Usage* <http://portland.bizjournals.com/portland/stories/2001/07/23/daily39.html>) While other research has shown that the Internet increases communication but not necessarily human interaction. <http://www.apa.org/journals/amp/amp5391017.html> Our assumption here is that Internet access is correlated with income and education (which are correlated with social capital) and Internet usage widens people perspective and contributes positively toward social capital.
- ^{ix} According to the 2000 census, the national median household income is \$42,148. An arithmetic median is a value in which there is an equal number of values above and below. Knowing this figure should help you give a rating to the community you are evaluating.
- ^x According to the 2000 census, the average educational attainment among people 25 years and above is 12.4 years of schooling.
- ^{xi} On a national scale, approximately 50 percent of eligible voters exercise their right to vote in presidential election years: 49.1 percent in the 1996 election and 50.4 percent in 2000 (Presidential election year figures taken from chart at following web site address, <http://www.uselectionatlas.org/USPRESIDENT/frametextj.html>) There is a reduced turnout during non-presidential voting years as approximately 40 percent vote (Putnam, 2000: 31-47).
- ^{xii} This is a difficult concept to precisely measure. You or the group using this rating system need to be knowledgeable about how good a community is in acquiring assistance and resources. These government sources include local, state, and Federal. However, more government transfer of funds does not necessarily mean higher levels of social capital (e.g., welfare payments), and it could actually mean increased poverty. Whereas, communities may have high social capital when they are able to acquire rural development funds and/or USDA strengthening grants, or they are identified as urban empowerment zones. The Economic Research Service has a web site that depict counties on U.S. maps for a number of government transfer indicators: <http://www.ers.usda.gov/briefing/rural/gallery/>