

Strengthening Your Facilitation Skills, Leading community groups efficiently and effectively¹

Level 1 program started 2005; Level 1 curriculum published with national rollout in 2007; Level 2 training began in 2008; training using Level 1 continues with unique adaptations in other states.

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Impact Indicators

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2015 Pilot CRED Impact Indicators	Definition	Impact	
Outputs: Participation			
Number of Educational Contacts	Persons who received educational services via face to face or live distance education sessions. Persons participating more than once or in different types of sessions, should be counted for each session.	425	
	<i>Level 1³</i>		328
	UMaine Cooperative Extension staff	46 ⁴	
	AmeriCorps members	51	
	Other public sector ⁵ participants	58	
	Other not for profit participants	96	
	For profit business participants	41	
	Others, non specified other than volunteering for an organization	36	
	<i>Level 2⁶</i>		97
	UMaine Cooperative Extension staff	21 ⁷	
	AmeriCorps members	21	
	Other public sector participants	11	
	Other not for profit participants	26	
	For profit business participants	11	

¹ Based on training in Maine that used: *Strengthening Your Facilitation Skills, Level 1 Curriculum*. 2007. Orono, ME: University of Maine. The 398-page curriculum was piloted 2004-2005 in Waldo County by authors Jane Haskell and Louise Franck Cyr. Co-author Gabe McPhail joined the training team in 2006. *Strengthening Your Facilitation Skills, Level 2 Curriculum* (authors Haskell, McPhail and Lori Roming) is complete but unpublished.

² The process that Haskell envisioned began with an assessment using a focused conversation method (ICA) with agencies and organizations in mid-coast Maine. Haskell met with Louise Franck Cyr, retired UMaine Extension professor and developed a 12-hour *Strengthening Your Facilitation Skills* training that was then expanded to a 20-hour training based on participant suggestions. Training alumnus Gabe McPhail assisted us in developing a comprehensive, user-friendly curriculum that could be used by others, whether Extension staff or not. *Strengthening Your Facilitation Skills, Level 1* was published in 2007. McPhail joined Haskell to develop an advanced curriculum joined by training alumnus Lori Roming to refine content for publication.

³ Participants engage in 20 hours of formal, face-to-face in class experiential training

⁴ Of the 46 SYFS1 UMaine Extension alumni, 31 (67%) are still employed.

⁵ The part of national economy providing basic goods or services that are either not, or cannot be, provided by the private sector. It consists of national and local governments, their agencies, and their chartered bodies.

<http://www.businessdictionary.com/definition/public-sector.html#ixzz410jVb7kK>

⁶ Participants engage in 28 hours of formal, face-to-face in class experiential training

⁷ Of the 21 SYFS2 UMaine Extension alumni, 18 (86%) are still employed.

	Others, non specified other than volunteering for an organization	7	
Number of public service sector, non-profits and for profit firms			
	Public Service Sector entities ⁸	27	
	Number of non-profit entities ⁹	51	
	Microenterprises ¹⁰	37	
	Small businesses ¹¹	2	
	Medium sized businesses ¹²	2	
Number of participants who gender identified ¹³	As reported on internal Equal Opportunity for All forms	323	
	As Male	58	
	As female	365	
	As Two Spirit or Other	2	
Number of racial minority contacts	Contacts (as above) who self-report on event feedback forms as non-white racial status	23 ¹⁴	
Number of Hispanic contacts	Contacts (as above) who self-report on event feedback forms as Hispanic or Latino	0	
Outcomes: Medium Terms = Actions			
Number of business plans developed	Includes formal business plans and informal strategic changes. Use attribution principle and	Not relevant to project.	

⁸ Public sector here includes educational entities (e.g., three Regional School Units (RSU 3, 20 & 71), one School Union Area (69), one community college (EMCC), one private college (Unity), six departments (e.g., Cooperative Extension, Education and Human Development, Human Resources, Hutchinson Center, Muskie School of Public Policy, School of Marine Sciences) within three (Augusta, Orono, Southern Maine) campuses of the University of Maine System (UMS), all Wabanaki tribal governments (Houlton Band of Maliseet Indians, Aroostook Band of Micmac, Passamaquoddy Tribe & Penobscot Nation), two federal agencies (e.g., U.S. Fish and Wildlife Service, U.S. Courts), four departments of Maine State government (e.g., Finance Authority of Maine (FAME), Department of Labor, Department of Marine Resources, Maine Commission for Community Service, Maine State Library, Maine state Prison, and local (town, city and county) governmental entities (e.g., Penobscot County District Attorney’s Office, Rockport Public Library, Town of Rockport, Town of Searsmont)

⁹ Not for profits include health entities (e.g., Androscoggin Home Care, Healthy Waldo County (a Healthy Maine Partnership), Food AND Medicine, MidCoast Mental Health, Waldo County Child Development Services, Waldo County YMCA); community capacity entities (e.g., Belfast Area Children’s Center, Catholic Charities, Literacy Volunteers of America, Lubec community Outreach, Maine Organic Farmers and Gardeners Association (MOFGA)); development entities (e.g., Coastal Enterprises, Inc., three county Community Action Programs (CAPs), Goodwill Northern New England, Unity Foundation; preservation focused entities (e.g., Chewonki, Hurricane Island Foundation, Island Institute, Penobscot Soil and Water Conservation District); art entities (Eastport Arts Center, Vinalhaven Arts and Recreation Center)

¹⁰ Microenterprise - A business that employs five or fewer workers including the owner. Sources: American Enterprise Opportunity (AEO) and McConnon (UMaine).

¹¹Small Business (SBA new definition) - A business that employs 500 or fewer workers, but varies by industry type. Source: SBA; Small Business (ACA definition) - A business that employs 50 or fewer workers. Source: U.S. Government - Affordable Care Act (ACA)

¹² Medium-large sized firms include: Bangor Savings Bank and Emera Maine

¹³ Not all participants chose to identify a gender preference

¹⁴ This represents data for three years only due to a non-response for information from a staff member who holds EEO information at a former office location

	“but for” concept.	
Number of business plans not started	Count the number of participants in business start-up educational events who decide it is not feasible for them to start one.	Not relevant to project.
Number of community, organizational, or public service sector plans developed	Includes: formal and informal training plans for new and current staff Organizations use the attribution principle “but for” to strengthen the capacity of their staff as they work to build community capacity; generally supervisors have seen a difference in staff ability to work in community that would not be there ‘but for’ feet-on-the-floor experiential training. ¹⁵	8+
Number of community, organizational, or public service sector policies or plans adopted or implemented	Includes plans (as above) wholly or partially adopted or implemented. Use attribution principle and “but for” concept.	8+
Number of hours of Volunteer Hours	Count the number of hours indirectly generated by the program. While counting volunteer hours was not a direct part of the program, it surfaced as a possible area for future data collection. We, therefore, calculated number of volunteer hours varied ways.	
	A. Creating Curriculum Components. Authorship of Levels 1 & 2 (McPhail, Roming, Tannebring)	4000+ hours
	B. Trainers. Co- or solo -- <i>Strengthening Your Facilitation Skills, level 1 series</i> (McPhail, Zeutenhorst, Ritchie, Roming, 660hrs); <i>Level 2 series</i> (McPhail, Roming, 1008 hrs) Zeutenhorst, Havey, Tannebring, Runnebaum, Dorr, Stanhope); for <i>teens</i> at Vinalhaven and Unity (McPhail, Roberts, 260 hr); <i>Strengthening Your Facilitation Skills 1</i> alumni who now train <i>AmeriCorps and VISTA members</i> in day-long, workshop, and webinar settings (Craven, McPhail, Trunzo, Tannebring, Dorr, Gambocarto, Baer, Zeutenhorst,	2338 hrs

¹⁵ E.g., *Maine Commission for Community Service* (MCCS) annually promotes Level 1 & 2 training for new VISTA and AmeriCorps members, MCCS has had facilitation training at annual statewide volunteer conferences for six+ years, MCCS hosted a volunteer development blog that included facilitation topics for four years; *Island Institute* has included day-long facilitation training for new fellows for six years; *Multilingual Leadership Corp’s* director (a SYFS1 alumna) has included day-long facilitation training for three years; *Penobscot East Resource Center* has encouraged all new staff to take Level 1 & 2 training since 2008 including senior research scientists, fisheries programs, & policy directors.

	etc., 410 hrs)	
	C. Research, Data Theming, and Professional Presentations. Alumni have helped with: how newly arrived refugees view the concept of ‘feedback’ in meetings (Storrow, 425hrs); implicit bias (Guerette, 52); place for community facilitators in sustainable communities (McPhail & Dorr, 120); theming data from varied multi-part focus groups (Haigh, Guerette, Bailey, Tindongan, Pratt, Zeurinski, Osborne, Nguyen, 105hrs)	702 hrs
	D. Co-facilitating public meetings led by Extension. CEC presidents (McPhail, Gould, Trunzo, Blais, 720hrs); town library and comprehensive planning groups (Trunzo, Dorr, Tannebring, Harvey, 122 hrs); Cooperative Forestry Research Unity (Runnebaum, 10)	852 hrs
	E. Peer Facilitating an Intentional Facilitation Practice (IFP) within each training session (i.e., Level 1 has 12 different IFPs and Level 2 has 18. Each is a 30-minute practice with, let’s say, 30+min prep for a total of 1 hr. Levels 1 requires 5 participants to bring case studies; Level 2 requires 12 participants to bring case studies, each of which would require an hour of preparation. ¹⁶	1983 hrs
	F. Social Value. Several six- to 18-month evaluations reveal, consistently, that 85%+ of each training cohort report they annually lead, with increased skill and confidence 50 or more community meetings for at least 10 organizations. ¹⁷	
Dollar Value of Volunteer Hours leveraged to deliver programs	Multiple total hours by the value per hour of volunteer time. ¹⁸	
	• Scenario A-E ¹⁹	\$197,500
	• Scenario F. ²⁰ (one year)	\$37 - \$90K

¹⁶ [12 L1 IFPs x 24cohorts x 1 hr/IFP] + [18 L2 IFPs x 9 cohorts x 1hr/IFP] + [5 L1 case studies (cs) x 24 cohorts x 1 hr/cs] [12 L2 cs x 9 cohorts x 1 hr/cs] + [12 L1 IFPs x 300 cohort members x 0.25 hrs] + [18 L2 IFPs x 90 cohort members x 0.25hr for intentional focused feedback process for each IFP] = 1983 hrs

¹⁷ Alumni of Level 1 is only consider here since only 8% of Level 2 have not taken Level 1. 24 cohorts x 50 meetings/cohort = 1200 meetings in the year 2015 alone due to the cumulative effect of 24 cohorts. Assuming that each meeting conservatively lasts, on average, 90 minutes, that equals 1800 hrs of facilitation for the year 2015 only.

¹⁸ Latest figure from 2014 Bureau of Labor Statistics data, indexed by Independent Sector in March 2015, is \$23.07/hr. https://www.independentsector.org/volunteer_time; the Corporation for National and Community Service adjusts the value by state, where the value for Maine is \$20.54/hr https://www.volunteeringinamerica.gov/pressroom/value_states.cfm

¹⁹ 9875 hr x \$20/hr = \$197,500 (Note: while the indexed rate is currently \$20.54 in Maine, many of these volunteer hours occurred prior to 2015.

Impacts: Long-term Changes in Economic, Social or Environmental Conditions		
Number of participants reporting new leadership roles and opportunities undertaken	New leadership roles ²¹ may include formal (e.g. board member) or informal (e.g. advocate, group leader). Use attribution principle and “but for” concept.	400 ²²
Number of businesses created	New business start ups or businesses that moved into the area. Or expansion in jobs in construction, even though temporary. Use attribution principle and “but for” concept. ²³	6
Number of jobs obtained due to having facilitation training on their CV		At least eleven ²⁴
Number of jobs created.	New jobs from business start ups or ones that moved into town.	6
Number of jobs expanded in existing businesses	New jobs from existing businesses who expanded due to the project. This includes jobs in construction, even though temporary.	2 ²⁵
Number of jobs retained	Existing jobs that were at risk, protected by programs. Use attribution principle and “but for” concept.	Not relevant to project.
Dollar value of efficiencies and savings	Count savings through improved processes and savings. Example, this likely to happen when a new technology also results in fewer workers. Yet, this can be important to the survival of the firm and the rest of the jobs.	Not relevant to projects proposed.

²⁰ For one year, 2015, if 85% of alumni (361) conservatively volunteered 1800 hours to facilitating community meetings, at \$20.54 = \$36,972. Using the UMinnesota’s Extension’s (2001) market value research that quantifies the value of citizen facilitators at (a modest) \$50 per hour = \$90,000.

²¹ Facilitation by citizens on boards, in groups, leading processes. Each participant was asked to consider facilitating at least one group that was not one they were a member or leader of. Three long-term assessments indicated that more than 85% of participants led at least two new groups or group processes for one or more times; many reported . (e.g., three alumni from three different cohorts helped lead various portions of a town’s year-long comprehensive planning process; different alumni are routinely asked to lead a food co-op’s annual meeting for the last ten years; a fisheries advisory’s board members reported that they did not go to sleep during the meeting when they had an interactive process; one member said that without the skills obtained in the training, she would not have been able to lead the process to have the Maine legislature authorize Maine Charter Schools in 2011... an excellent demonstration of new leadership that would not have been considered but for Extension’s program.

²² Retrospective and six-month post-evaluations indicate that *in each training session*, in general, more than 94% of all trained citizen facilitators see and report more participation in their groups, observe better communication between group members and see groups diverging less from tasks – documenting both their leadership and use of facilitation skills.

²³ Non-profit; four part-time facilitation businesses, one that supplements a mediation business; one legal mediator increased her business

²⁴ Brandeis University, NOAA, PERC, DownEast Lakes Land Trust, Food AND Medicine, U West Virginia, Maine FarmLand Trust, Vinalhaven Town Manager, Special Assistant to the Maine State Senate Leader. etc.

²⁵ Two people reported they were able to teach classes at UMaine Hutchinson Center for non-profits; two were able to step into paid leadership roles with MidCoast Leadership Academy; and one used skills bring a the Juice 3.0 and 4.0 conferences for entrepreneurs to connect, collaborate and create opportunities for economic expansion.

Dollar value of grants and resources leveraged by the community.	Grants received as a result of the Extension program.	Not reported
Dollar value of grants and resources leveraged by businesses.		Not reported