Mapping the Impact of Youth on Community Development: What Are We Learning?

North Central Regional Center for Rural Development Webinar
December 3, 2010

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Richard Enfield, University of California
Bonita Williams, Virginia Polytechnic Institute and State University

Purpose

• To describe how youth development and community development practitioners can work together and learn together

• To demonstrate the linkage between successful youth development programs and successful community development

• To describe the NCERA 215 project

• To demonstrate a mapping process linking youth development to community development
Contribution of 4-H Participation to the Development of Social Capital
A Multistate Education/Extension and Research Activity (NCERA215)

States and Numbers

• Approximately 20 states are currently participating.
• There are approximately 3 million 4-H youth in the participating states.
• 1862 and 1890 Land Grant Institutions involved.
• All 4 Regions represented.

Project Personnel

Chair - Richard Enfield, Univ. of California Cooperative Extension
Co-Chair - Mary Emery, Iowa State University
Secretary - Barbara A. Baker, Maine Cooperative Extension
Administrative Advisor - Joe P. Colletti, Iowa State University
NIFA Representative - Suzanne Le Menestrel, National Program Leader, Youth Development Research
Major Research Questions

1. What 4-H Program experiences contribute to the development of youths' social capital?

2. How does the 4-H Program's community involvement impact the development of social capital within the community?
Why Youth and Community Development?

• Successful youth development efforts involve participating in and contributing to the wider community

• Recent research on successful community change and sustainable community development identifies youth engagement as a critical element in the process

• What can we learn from each other?
Why Youth and Community Development?

• Focus on social capital as a key element in youth development success.
• Social capital also is critical to sustainable community development and prosperity
• Use of the community Capitals Framework to understand the impact of youth development experiences and programming on communities and particularly on social capital within the community
Capital:
Resources invested to create new resources over a long time horizon.
Why Focus on the Capitals?

• Importance of place.
• Interdependency and interaction.
• Balance.
• Ripple effect.
Mapping Community Capitals with Youth

• Community impact difficult to conceptualize and measure
• Activities connected to larger purpose
• Opportunity for reflection, growth and program development
Spider-mapping

Steps
**Built**

Built capital refers to the infrastructure that supports the community. Examples: telecommunications, industrial parks, main streets, water and sewer systems, and stadiums.

**Natural**

Natural capital refers to natural resources, and natural beauty. Examples: parks, playgrounds, rivers and beaches.

**Cultural**

Cultural capital reflects who we feel comfortable with and how creativity, innovation, and influence are nurtured. Examples: ethnic festivals, multilingual populations, or a strong work ethic; music, drama, and art.

**Financial**

Financial capital refers to the monetary resources available to invest. Examples: community capacity building, businesses development and youth entrepreneurship.

**Political**

Political capital reflects access to power and power brokers. Examples: access to local, county, state, or tribal government officials, student government and school boards.

**Social**

Social capital reflects the connections among people and organizations or the social glue to make things happen. Examples:

* Bonding social capital refers to those close ties that build community cohesion or teamwork.
* Bridging social capital involves weak ties that create and maintain bridges among organizations and communities.

**Human**

Human capital includes knowledge, skills and abilities of people. Human capital might include leadership ability and being inclusive and participatory.

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4-H Kid's Park
4-H Kid’s Park

B: More people use the park

S: Youth develop relationships with garden club

H: Youth use new skills in other places

P: Youth understand how city government works and how to access resources
4-H Kid's Park

- More people use park
- Youth develop relationships with garden club
- Youth use new skills in other places
- Youth understand how city government works and how to access resources

Natural

Built

Financial

Cultural

Human

Social

Political
4-H Kid's Park

- C Kids start earlier physical activity
- B Local and visitors' kids have places to play
- B More people use park
- S Youth develop relationships with garden club
- S More support and knowledge for intergenerational connections
- H Youth use new skills in other places
- B/F Increase the usefulness and value of home
- P Youth understand how city government works and how to access resources
- N Community benefits from park additions
- P Youth feel they can approach the city for additional projects
- P Youth learned to participate in public meetings

Natural

Built

Financial

Cultural

Social

Human

Political
- **Youth members** — made decisions together; will work together on day camp
- **Younger children** — helped rake wood chips; will recruit others for summer day camp
- **Park & Rec staff** — helped with location and funds; may ask to help with summer day camp
- **Village board** — held forum; may help with day camp
- **Garden Club Volunteer** — helped plant; may ask advice

- **Natural**
  - H/F Healthier more active kids do better in school and have less health costs
  - C Kids start earlier physical activity

- **Built**
  - B More people use park
  - S Youth develop relationships with garden club
  - S More support and knowledge for intergenerational connections
  - C/S Community trusts that youth will not get out of control; will be productive

- **Cultural**
  - ★★ C Community calls on youth for resources (e.g. Glacial Gardeners asked for help with tech.)

- **Social**
  - N Community benefits from park additions
  - P Youth feel they can approach the city for additional projects

- **Human**
  - B/F Increase the usefulness and value of home
  - F Tourist spend more time in the community

- **Political**
  - P Youth learned to participate in public meetings

- **Financial**
  - F Curb appeal raises neighborhood’s property value

- **4-H Kid’s Park**
- Youth members – made decisions together; will work together on day camp
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Feedback: “The session was very interesting and helped me to see how very much we do as a club. Sometimes I get the narrow view and you sure widened the horizons for me.”

Feedback: “After you left the 4-H volunteers were sharing with parents about the types of community connections and contributions the group discussed. This was very eye opening in that the...”
Take a photo of the group in front of the map.
<table>
<thead>
<tr>
<th>Activity's Short-term change.</th>
<th>Who benefits and how?</th>
<th>Systems and long-term change. Are there changes in the way community groups and institutions do things?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample</strong></td>
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<td><strong>B</strong> More people use the park</td>
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<td><strong>Tri</strong>e for new relationships</td>
<td><strong>C</strong> Kids start earlier physical activity</td>
<td><strong>H</strong> Healthier more active kids do better in school and have less health costs</td>
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<td><strong>H</strong> Youth use new skills in other places</td>
<td><strong>B/F</strong> Increase the usefulness and value of home</td>
<td><strong>C</strong> Youth learn the value of taking care of things</td>
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<tr>
<td></td>
<td></td>
<td><strong>2 stars for most significant change</strong></td>
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<td><strong>P</strong> Youth understand how city government works and how to access resources</td>
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<td><strong>C/S</strong> Community trusts that youth will not get out of control, will be productive.</td>
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<td></td>
<td><strong>P</strong> Youth feel they can approach the city for additional projects</td>
<td><strong>P</strong> City provides maintenance line item for improved facilities</td>
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# Contribution of Youth Engagement to the Development of Social Capital

**Mapping Report SAMPLE**

**Name of group:**  
"Number 1 4-H Club"  
**Location (town/city and state)**: Town, Maine

**Number of participants:**  
Youth: 10  
Adults: 2  
**Facilitator:** Jane Brown

**Instructions:** Enter items from the map, adding additional information where needed for context. For each item, indicate Forms of Capital: B=Built, H=Human, F=Financial, S=Social, C=Cultural, N=Natural, P=Political

- Indicate items starred as most significant, circled as bonding activities, and marked with triangle as items that built new relationships
- Insert as many additional rows as are necessary to capture the relationships in your map. If an item on the outer circle is connected to more than one inner circle item, it should be repeated to show that it is related to both.
- Please complete the form on this page. For your reference - PLEASE SEE COMPLETED SAMPLE ON NEXT PAGE (Use the table below for your project)

**Context of the activity - Who was involved (time, funds, intensity)?**

- 1 4-H club: 10 youth (ages 12-18) 2 adult partners procured $500 Park & Rec funds to improve park for young families to use: Purchased swing set, built pavilion, pit toilets. Meetings: 1 training, 2 planning, 1 public forum, 6 wks 3-hr work sessions, Additional 15 people (ages 5-60) worked at sessions

<table>
<thead>
<tr>
<th>Activity’s Short-term change. Who are people doing differently</th>
<th>Who benefits and how?</th>
<th>Systems and long-term change. Are there changes in the way community groups and institutions do things?</th>
<th>Types of people connected. How have they helped you; how might they help you in the future?</th>
</tr>
</thead>
</table>
| **Sample**  
B More people use the park  
Triangle for new relationships | **Sample**  
B Local and visitors’ kids have places to play  
C Kids start earlier physical activity | **Sample**  
F Tourist spend more time in the community  
H Healthier more active kids do better in school and have less health costs  
| **Sample**  
• Youth members – made decisions together; will work together on day camp  
• Younger children – helped rake wood chips; will recruit others for summer day camp  
• Park & Rec staff – helped with location and funds; may ask to help with summer day camp  
• Village board – held forum; may help with day camp  
• Garden Club Volunteer – helped plant; may ask advice |
| **H Youth use new skills in other places** | **B/F Increase the usefulness and value of home** | **C Youth learn the value of taking care of things**  
F Curb appeal raises neighborhood’s property value |  |
| **S Youth develop relationships with garden club** | **S More support and knowledge for intergenerational connections** | **C Community calls on youth for resources (e.g. Glacial Gardeners asked for help with tech.)**  
2 stars for most significant change |  |
| **P Youth understand how city government works and how to access resources** | **N Community benefits from park additions**  
P Youth feel they can approach the city for additional projects  
P Youth learned to participate in public meetings | **C/S Community trusts that youth will not get out of control, will be productive.**  
P City provides maintenance line item for improved facilities |  |

**After mapping - comments/insights by participants about the mapping activity:**

- "After you left the 4-H volunteers were sharing with parents about the types of community connections and contributions the group discussed. This was very eye opening in that the volunteers showed pride."
- "The session was very interesting and helped me to see how very much we do as a club. Sometimes I get the narrow view and you sure widened the horizons for me."

**Ways in which the group will use this information:**

- Grant Completion Report to Park & Recreation & Garden Club & Cooperative Extension; Pull quotes for newsletter article.
### Community Data - Bonita

Name of group: __________County 4-H Teens in Action (TIA) Location: ____________, VA
Number of participants: youth: 4 adults: 2 Facilitator: K. Jamison, T. Price, and B. Williams

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<tr>
<th>Short-term change</th>
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<th>Systems and long-term change</th>
<th>Types of people connected</th>
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<tbody>
<tr>
<td>How have you changed the community?</td>
<td>Volunteers at Memorial Gardens build a garden for community hospice (B) Δ</td>
<td>Community trusts teens to lead (S, H) O</td>
<td>Adults Youth Hospice Workers Volunteer camp Leaders Program Directors</td>
</tr>
<tr>
<td></td>
<td>Volunteers build something when they have never built anything before (B)</td>
<td>Helpful workforce to support community projects – Memorial Gardens and Camps (S, H) O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth and adults work together (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>People sensitive to others feelings, path, life (H) People give away larger cause/bigger cause (S)</td>
<td>Teens now mentor the positive behaviors learned (self reliance/leadership/etc.) Δ</td>
<td>Adults Youth Hospice Workers Volunteer Camp Leaders Program Directors</td>
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<td></td>
<td>Kids benefit from: calmer tone, less blame, tolerance, more likely to own up to mistakes (H, S) O</td>
<td>4-H’ers viewed as more responsible, capable, and reliant. They are a capable workforce. Δ</td>
<td>Youth Mentors Counselors in Training Campers, Younger 4-H’ers</td>
</tr>
<tr>
<td></td>
<td>Greater patience in working with kids at camp (H,S) Δ</td>
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Name of group: _________County 4-H Teens in Action (TIA) Location: __________, VA  
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<td>Are there changes in the way community groups and institutions do things?</td>
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| Community scholarships offered (F) O | Former recipients become donors (F) Δ  
Community understand the youth are involved in positive youth development.  
Parents  
Youth | Community changes because kids are involved in positive youth development (camp and community service). Δ | Community  
Business and industry  
Former 4-H’ers |
| Kids self-centered and moved to others centered (S) Δ | Youth/campers, participants  
Counselors in Training  
Adults who were mentored  
Co-workers in garden | Move to broader community selfless engagement. Working for the good of the community. O | Youth/campers, participants  
Counselors in Training  
Adults who were mentored  
Co-workers in garden |
| More parents come to camp; however, let their kids be monitored by counselors (H) Δ | Kids are independent. Parents have a higher level of trust in teen counselors (H, S) O | Community- higher level of trust in 4-H’ers. Δ  
Community sees 4-H’ers as leaders. There is increased trust for community change/involve.ment. | Youth Mentors  
Counselors in Training  
Campers  
Younger 4-H’ers  
Parents |
Community Data Mapping Diagram
Findings/Outcomes - Bonita

• The process appears to mimic a logic model
• This process would be good for impact data collection for those who are visual learners

Youth Comments

• Youth gain an understanding of the “process” of their impact on the community
• Youth understood their group impact on the community
• Youth realized or visualized their value to the community. As well, the importance of their involvement impacts the positive view of the group in the community.
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<th>Future action ideas</th>
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| B Parks improvement—purchased swing set, built pavilion, pit toilets | B Local and visitors’ kids have places to play  
C Kids start earlier physical activity  
P Youth learned to participate in public meetings | C Community calls on youth for resources (e.g. Glacial Gardeners asked for help with tech.)  
2 votes for most significant change  
S Community trusts that youth will not get out of control, will be productive. | • Guide on how to contact youth and communicate needs |
| B First Impressions exchange and implementation meetings provided a visitors’ perspective on the community. Led to construction of way-finding signs and sidewalks. | B Sidewalks and crosswalks make business access easier and safer for kids, elderly and visitors.  
F Visitors see welcome sign and way-finding signs. More tourists lead to more and healthier businesses  
S More people on sidewalks know each other.  
F Safe Routes to School grant received because of pedestrian needs assessment | C Regional public perception of Florence community is positive  
2 votes for most significant change | |
| N Natural resource education, research, and service created murals, bird houses, completed small animal survey for DNR. | C Agencies build experience of working together to support 60 students working together. | C DNR provides real-world learning opportunities, sees educating youth as part of their mission.  
1 vote for most significant change  
C Agencies working well together.  
S DNR-Town-School partnership for construction (building kiosk) | |
Name of group: ATASCADERO 4-H Leadership Project  
Location: Atascadero, CA (San Luis Obispo County, California)

Instructions: Enter items from the map, adding additional information where needed for context. For each item, indicate Forms of Capital: B=Built, H=Human, F=Financial, S=Social, C=Cultural, N=Natural, P=Political

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</table>
| Cleaning and beautifying community (through park-beautification). | H Children have places to play.  
N Nature and environment are improved.  
H Community members have access to recreation. | H Club Members are appreciated by community.  
N F Tourists/visitors appreciate the area and visit the community for its beauty. | • With Club Members and Families |
| Providing assistance to community members in need (through Toys for Tots, Food Drives, Coasts for Kids, People’s Kitchen and Oversees Food Baskets). | H Homeless and others in need of food programs.  
S Youth are connected with community leaders.  
S Youth make friendships with other community groups.  
C Youth connect with diverse populations in need. | S Youth learn to develop new community connections.  
H Community is more aware of the skills and abilities of youth.  
H S Institutions value youth as resources. (*) | • S, P Local agencies  
• Community leaders (ΔΟ)  
• Community groups  
• Military support groups |
What 4-H Program experiences contribute to the development of youths' social capital?

- Work on issues of concern to others & other organizations (bridging)
- Youth decision making/choice/voice
- Activities where youth see themselves and are seen by others as resource
- Co-leading activities w/adults, teaching others
- Community betterment (bonding)
- Organizing & leading community efforts
How does the 4-H Program's community involvement impact the development of social capital within the community?

• Providing assistance to community members in need
• Joining in Collaborations or collaborative efforts
• Projects/programs/activities influencing communities natural capital leading to > financial capital > recreation
• Organizing & leading community efforts
• Membership on Boards > Community betterment
Other Opportunities for Data Collection
...to triangulate mapping findings

Our Community Assessing Social Capital youth survey
- With youth participating in the mapping activity
- Revised Univ. of Minnesota Extension survey
- Approximately 15 minutes to complete

4-H Member Social Capital Individual Interview
- With youth participating in the mapping activity
- Approximately 20-45 minutes to complete
CONTRIBUTION OF 4-H PARTICIPATION TO THE DEVELOPMENT OF SOCIAL CAPITAL
A Multistate Education/Extension and Research Activity (NCERA215)

REFLECTION
Who do you want to connect with?
How do you want to use this information?

NEXT STEPS
Involved in pilot or roll-out?
Find out more about NCERA215?
Interested in conducting mapping activity?

HOW TO GET INVOLVED
Richard Enfield, Chair, rpenfield@ucdavis.edu or 805-781-4093
Mary Emery, Co-Chair, memery@iastate.edu or 515-294-2878
Barbara A. Baker, Secretary, bbaker@umext.maine.edu or 207-942-7396