

**Multistate Research Activity
2013 Accomplishments Report**

Project/Activity Number: NCERA215

Project/Activity Title: Contribution of 4-H Participation to the Development of Social Capital within Communities

Period covered: April 2012 to May 2013

Date of This Report: May 10, 2013

Annual Meeting Date(s): May 9-10, 2013

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Brief summary of minutes of annual meeting:

Below is a brief summary of the decisions made during the meeting.

Decisions Made at the Annual Meeting of NCERA215: May 9-10, 2013

Meeting space:

Conference Room RM 1341
NIFA Headquarters Waterfront Centre
800 9th St. SW, Washington, DC 20024

Attendance:

Richard P. Enfield, Keith C. Nathaniel, Matthew Calvert, Mary Emery, Barbara A. Baker, Joe Colletti, Suzanne Le Menestrel, and Bonita Williams

General Project Discussion:

Brown Bag Research Seminar

Planning for the National Rollout & Timeline

Renewal Process for NCERA 215 scheduled to expire on 9/30/2014

Instructions and deadlines can be found at: http://ncra.info/MSR_ApprovalProcess.php

Nominations of Project Officers: Chairperson, Assistant Chair, and Secretary and Discussion of Election

Funding Possibilities & Opportunities for State/Regional/National Components and assignment of leads

Webinar, presentation, writing possibilities and assignment of leads

Next Steps, Project Timeline & Assignments for next 12 months

- Announcement: Special Issue of New Directions in Youth Development “Youth Programs as Builders of Social Capital” was published July 2013 Summer issue – Special Issue #138 issue (Volume 2013, Issue 138) <http://onlinelibrary.wiley.com/doi/10.1002/yd.v2013.138/issuetoc>

Project Pilot Updates from California & Maine, including:

- Youth and adult surveys, youth interviews and discussion of process/protocol.**
- Implications of project pilot updates for next phase**
 - Keith: 275 surveys (15 were deleted because the participants were under 14 or missing date) 12 counties - Maine was treated as a county. Initially they intentionally recruited from academic staff that reflected the rural, urban, suburban and geographic disbursement of 4-H club members. This was not an online survey and it wasn't mailed out. Researcher went to a special meeting for the survey; it was proctored. Average person: Lived in community 12 years. Average mean age: 15. There were 180 girls – more than 95 boys. Overwhelmingly white – we may need to address this and show the demographics of CA, of 4-H, and of the persons taking the survey to show they are representative. Number of years in 4-H is 3.6. **The number of service projects in the last 12 months seems to matter** (mean # is 4). **That seems to matter in terms of community connection.**
 - Subscales: Bonding Trust, Bonding Engagement, Linking Barriers, etc., these hold up with the statistical analysis with a reliability analysis on every construct and questions (.8 Cronbach's Alpha is exemplary).

- Implications of project pilot updates for next phase: We are collecting data on the different types of club typologies – i.e. minimal engagement

Brown Bag Research Seminar - 35 attending by electronic means 12 in the room.

Richard: Thank you to all around the table. The webinar was recorded and will be posted.

Planning for the National Rollout & Timeline

- Some states like Iowa and Kentucky want to join when our instruments are ready. That's also a time to bring new states on board.
- The survey by itself isn't going to tell us what we need to know. Common Tools in 4-H is a normed tool you can use in every project in order to do an evaluation. It allows you to compare yourself to other states and can report on.
- Next steps are to bring people together for training next year that will be centrally managed.
- Goals for the rollout: Get more people by letting people use the instrument as long as we get the information back to get the data. The other goal is more of a research partnership with other LGU's
- Pay someone to be a coordinator, identify per participant cost, locale, stipend or partial travel. To build a data set building for common measure. Create a standard of measure for youth and community measures (CA & ME in 4 months).
- Bring people together at the meeting to have that difficult conversation – are we still not there. Come to work at the conference. Go back to the states as a notion of national rollout. The apriori assumption is that you can make some inferences about demographics – if you happen to work with Latinos – it adds value, the survey instrument is the anchor and builds additional chunks of knowledge. Activities done with population would make a difference with population.
- Transcribed interviews will bring in the qualitative aspects to the surveys - hope to have a body of information at the end of the summer. Report before October.
- Categorizing a club activity - do service learning credit – campus based rural service learning.
- In another year of existence as long a stay with objectives, you can recruit people to bridge of the next. Fall becomes next project. Proposal to renew the project has to have the goals and objectives in Sept. Any changes would be added to it.
- We own the intellectual property of this project – on our resume we contributed to it. But it's on the public domain, so others can add onto it. We have a sense of reliability and can relate it to the club or org however defined and make connection to how social capital is built and can infer, you have the metrics on it. Can publish on it and go to the Community Development and youth services – whomever takes and do it.
- Preconference day of training and two-day - Post discussion about putting together a proposal for a conference NIFA.

Goals:

- Finalize Develop rubric for program characteristics
- Implement National roll out - Preconference -Training related to national rollout Implementation
- Rubric is developed and refined at the conference.
- Will build a rubric profile for CA & build interview profile as our role in national program during the summer. In terms of the national rollout, that is still to be developed whether part of a proposal for conference. We can't have it go on for much longer without specific thoughts on

national rollout. Funding is critical piece. We have been successful with little things but not money.

- We may start packaging training video, manual, survey, new directions volume – have a toolkit – ripple mapping 101. Know your score and how do you strengthen your program for this.
- Train people in late spring to go in the fall and work with clubs.
- We might want to test the rubric piece in Wisconsin. Could be a fall project. Next iteration with rubric...
- Be ready for the rollout in a year - conference in spring and training to be ready in the fall? Rubric = Profile with survey ready to go. That would coincide with another renewal. There will also be grant opportunities with taking the rollout instrument and apply it. Set of appended i.e. stem education questions, healthy living, and citizenship.

Discuss NIMSS Renewal Process for fall, 2013

Suzanne will continue as our NIFA Representative; Joe will continue as Administrative Advisor.

Nominations of Project Officers of remaining NCERA215 Sept 30, 2013:

- Chairperson – Matt nominated as Chairperson
- Assistant Chair – Mary nominated as continuing Assistant Chair
- Secretary – Barb nominated as continuing Secretary
- Ingrid will run the election through Richard's office...

Funding Possibilities & Opportunities for State/Regional/National Components

- Assignment of leads - Strong possibility of WT Grant on Aug 1. - Two leads: Keith & Mary
- NCNCRD – Mary and Matt
- National 4-H Conference Connection - Suzanne LeMenestrel
- Robert Wood Johnston – Suzanne and Barb

Webinar, presentation, writing possibilities

Webinar with issue of the New Directions issue – could pull out an article or more than one:

- Assignment of leads – Editors host through the Iowa State webinar system – Mary and Matt can see if we will have one or not Methodology piece – Applied Developmental Science by Rich Lerner – or NCNCRD. Could be done as: eXtension; Cyfernet; NEA4-HA
- Co agent from KY – Elijah Wilson – research committee or best practices for YIG or mapping for planning or monitoring
- Federal Interagency Workgroup for Youth – National Youth Solutions Board at a University for webinars – goes out to huge non-extension youth practitioners and workers – Mapping in terms of various populations use it as a reflection tool – generate additional questions – iteration for JOE

Presentation possibilities:

- SRA Conference – March or April 2014, Austin, TX Steven Russell – creating a youth advisory board: academic conference – Looking for proposals – Mapping – Round table short presentation and dialogue. Also has poster format. Symposiums.
- Assignments: Matt and Barb – Suzanne will share a successful proposal with us. Build a round table around our articles (survey and mapping, audiences: vulnerable, rural – qualitative) Symposium and have a couple of background. i.e. Connie or Shep or Rich Lerner Must ask them very early. Matt talks to Connie and Shep. Suzanne Google chairs and find if they knew about youth development to get in. Resilience and positive youth development Panel to submit

- AERA – John Dewey Society special interest group non-formal. Pretty academic. Due soon

Writing possibilities:

- Assignment of leads
 - **New Directions possibilities** - NCERA renewal and membership
 - **Journal of Youth Development** – major international publisher will be elevated.
 - **Applied Developmental Science** by Rich Lerner – Methodology piece – Higher tiered journal; Assignments: Keith and Mathew Ortillo
 - **JOE** - iteration of Mapping in terms of various populations use it as a reflection tool – generate additional questions –
 - **White Paper** - Mary Emery and Matt Calvert are working on a simple theoretical rationale to connect the community development spiraling up concept with how youth get involved in that process.
 - **Community Development Practice** – A draft article is being circulated for final editing based on the mapping activities conducted in 2010 - 2012 and the companion instruction booklet for conducting mapping activities.
- Publication idea - How to create a multi-state research project (and how to continue after the founder moves along). Richard and Mary have a PowerPoint with 5-6 slides about it. Could also be a webinar at NAE4-HA. Write for JOE – short topics. What do you get as an official project ie. Support person, potential funding to attend annual meetings, etc.

Next Steps, Project Timeline

- **MEMBERSHIP for renewal:** 18 states that we haven't heard from – go to list and divide responsibilities to confirm submission. Level of engagement choice preferred- inner circle; middle circle; and outer circle? If it is not you, who else or who else with you? Divide and use notes to break out.
- Contact attendance list for today's webinar – Keith has it. Use that as a call list.
- Send to extension directors, etc. contact them to provide summary of this is what we've been doing 2 webinars, pilot program... someone could see where they could. Work with us – opportunities – for funding. Send to Christine and she can get it out to the whole nation. Summary for NCERA 215 go for renewal...
- Bring a Community Development and Youth Development person to table identified from each state.
- Assignments for next 12 months:
 - New Membership: Specific members at the table agreed to contact MN, MD, VA, W VA, NC, OR, NM, IN, OR, MO;
 - Renewal MEMBERS: Barb send to listed members & ask them to send in CV; Specific members at the table agreed to contact each one on the membership list personally.
 - Special New Membership emphasis to increase demographic diversity includes: Hispanic Serving Institutions, 1994 Tribal colleges, 1890 Institutions, and persons in interdepartmental positions: Dir of Indian Ed from Dept of Ed, Interagency Working Group
 - TIMELINE – have one pager by September 30th one pager – produce overview with goals and activities. Make connections with a few ideas done to use as an outreach tools. Here is the trigger; the info goes in, then the recruitment nationwide and lay groundwork for that

ahead of time. Review on our June call. Mary has ½ page ready now and will have it done by the June Call.

- Renewal of NIMMS – Put on the agenda for June

Accomplishments - April 2012 to May 2013:

Outputs:

PROGRESS ON RESEARCH INSTRUMENTS:

Based on the results of the extensive Community Capitals Framework Mapping Activity conducted by NCERA215, project members in approximately a dozen states throughout 2010-2012 used the tool to map impact in communities. Pre-pilot activities in several states related to the survey and interview were also conducted. Our group worked with Scott Chazdon to make revisions to the Minnesota Social Capital Youth Assessment Tool, and a youth interview instrument was developed. During 2012 – 2013, California and Maine piloted:

1. **Minnesota Social Capital Youth Assessment Tool** – from summer of 2012 to spring 2013, the assessment tool was piloted by Maine and California.
2. **Youth Interview Instrument** – California piloted an interview instrument in summer of 2012 to spring 2013. This instrument is not being used in the Maine Pilot Project.
3. **Adult Interview Instrument – The adult survey instrument was revised and** accepted by California IRB in Winter 2012. This instrument is not being used in the Maine Pilot Project.

Pilot Project Sites:

California – California Project for \$ 47,584: “Contributions of 4-H Participation to the Development of Social Capital” was submitted in May 2011, funded at full amount requested in October 2011, Keith Nathaniel & Richard Enfield to UC ANR for consideration through the ANR’s competitive grants Report for May 2013: Goal: 360 Actual: 275 youth surveys - California packets are available on ANR Collaborative Tools for other states to use as a template. The two guiding questions from our Multi-state project are used as the goal of the project. The project was funded in October 2011. A graduate research student started in May 2012. Richard did training on the interview script - all surveys and interviews were completed by February 2013. All surveys were sent to Minnesota. Keith, Richard, and Amy went over interview data. Submitted an August report to UC to justify the release of the second half of funds in October. At May 2013 Annual Meeting, announced results as part of the NCERA215 team’s Brownbag Adobe Connect presentation to 35 members nationally and 12 in the room.

Maine – Goal: 50 Actual: 29 surveys with 12 useable – Maine packet is available on ANR and will be used in several different communities following California process, with a secondary focus on question development.

Next steps – Rollout to Other States:

Special Issue of New Directions in Youth Development; Annual Meeting Brown Bag; Annual Meeting Update; Funding; Training; Distribution; Analysis; Reporting – Journals, etc; Best Practices &/or Curriculum w/Training

Activities:

1. 2012 NAE4-HA Orlando
2. 2013 Galaxy: “Youth and Adult Partners Bridge Action to Community Impact” - Youth in Governance Bridge to Best Practices Showcase Workshop panelists share how to create

successful Youth in Governance Programs impacting their community. Spotighting four successful winners of the Beyond Youth Leadership and/or Power of Youth Awards, participants walk away from this seminar ready to implement new and innovative Youth in Governance 4-H Programs in their state. Also an Engaging Youth, Serving Community (EYSC) hour-long workshop will touch on points related to this project.

3. “Does 4-H Foster the Development of Social Capital in Youth?” - This is the research question that multi-state project members have been exploring. Information on social capital, the research design, and data collection techniques will be shared during an upcoming webinar.

Milestones:

SUCCESSFUL GRANTS: California Project - See above

Impacts

Activities:

INFORMATION AND RESEARCH/EXTENSION/OUTREACH EXCHANGE AMONG COLLEAGUES:

1. Calvert, Matt – Wisconsin State 4-H Youth Development and Family Living Conference, October 2012
2. Training in Ripple Mapping with ECAP Entrepreneurial Capacity, in Lincoln, NB April 12, 2013 and South Dakota Extension Community Development in SD
3. Execution of the survey and IRB process met in October 2011, CA and informally in Spring of 2012 in UC Davis.

MISCELLANEOUS GROUP TRAININGS:

1. May 2013, Call/Webinar on “Securing Funding” with National 4-H Council for members of NCERA215.
2. May 2013, Call/Webinar on “Invited presentation Brownbag Lunch Adobe Connect” with nationwide membership of NCERA215.

Milestones:

- A core team formed from a network of researchers and educators across the land-grant system continues to meet monthly and work toward goals, so that the impact of these activities will reach rural, suburban, and urban communities.
- Expanded use of Internet communication tools to share and collaboratively analyze data collected across the land-grant system.
- Participants for getting to the Annual Meeting in Washington, DC acquired state and local financial support.
- Completion of an annual project report documenting research and outreach activities for the fourth year of becoming a NCERA program.

Indicators

The list of members has remained steady with strong participation from the core group; others become engaged for specific aspects of projects (i.e. survey); and others who will disseminate and implement our research instruments for the final project.

Publications:

1. ***New Directions for Youth Development at Harvard University - Publication*** – Thematic Issue – Community Impact of Youth Engagement – to be used to kick-off the national distribution for data collection. Special Issue of *New Directions in Youth Development* “Youth Programs as Builders of Social Capital” was published July 2013 Summer issue – Special Issue #138 issue (Volume 2013, Issue 138) Pages 1–140. Issue edited by: Matthew Calvert, Mary Emery, Sharon Kinsey with multiple members of NCERA 215 authoring articles.
<http://onlinelibrary.wiley.com/doi/10.1002/yd.v2013.138/issuetoc>
2. ***Berkman Center for Internet and Society at Harvard University – Article*** - Engaging Youth, Serving Community: Social Change Lessons from a 4-H Rural Youth Development Program - Donna J. Peterson, Barbara A. Baker, JoAnne Leatherman, Michael E. Newman, and Sally Miske*, *The Kinder & Braver World Project: Research Series* (danah boyd, John Palfrey, and Dena Sacco, editors), December 17, 2012. Downloaded from:
<http://cyber.law.harvard.edu/node/8098>
3. ***Journal of Extension - Article*** – Kinsey, S., & Nathaniel, K. (2013, February 25). Contributions of youth engagement to the development of social capital through community mapping. *Journal of Extension*. February 2013. Volume 51. Number 1. Downloaded from:
<http://www.joe.org/joe/2013february/tt7.php>
4. ***Californian Agriculture - Peer Reviewed Scientific Journal - Article - ‘Third’ institution needed to bridge family-school gap for youth*** Stephen T. Russell, *Department of Human and Community Development, UC Davis California Agriculture* 54(1):48-54. DOI: 10.3733/ca.v054n01p48. January-February 2000. California Agriculture’s Special Issue January to March 2013 – article about Positive Youth Development with update on Social Capital. Downloaded at: <http://californiaagriculture.ucanr.org/landingpage.cfm?article=ca.v054n01p48&fulltext=yes>
5. ***University of Western Cape (Africa) - Webinar*** - slides and citation from the University of Western Cape webinar - EYSC evaluation, community capitals, and spider-mapping. There were 2 presenters from MO and 2 from S. Africa, each on different leadership topics, which are accessed this link: Henness, S. (2013, June 4). Engaging youth as community leaders [Webinar]. In *Growing Leaders for Community Sustainability*. Retrieved from <http://etcs.ext.missouri.edu/aconnect/recordings/UWC-2013/uwc2013Index.htm>

Future directions:

- Continue, and if needed, expand the Survey Validation Pilot within California and Maine in order to obtain enough completed surveys from 4-H Youth Members to determine if the social capital constructs hold up and the survey is a valid and reliable instrument.
- Conduct an adequate number of one-on-one interviews in California (and, if needed, expand to other states) in order to conduct data analysis of the interviews using NVivo

software to determine if the results are helpful and meaningful for triangulation and to the overall project.

- Continue to develop our funding strategies utilizing the new information developed in our one-page *"Business Plan"* and our *"Master Case for Support,"* both of which were developed at our 2012 Annual Meeting. The possibility of a large grant encompassing all states and/or a number of smaller regional (several states) or even single grants will be explored.
- The nationwide project will be rolled out to participating states when the draft youth survey has been deemed valid and reliable after our pilot projects have been completed and the survey data analyzed, the interviews have been deemed to offer useful information, and the research protocol has been shown to be fitting for the project.
- The project's members will continue to seek out workshops at appropriate conferences to inform colleagues throughout the United States on the project and findings.

Authorization: