**2017-2018 NCERA 215 Annual Report**

*Note: This report is submitted each year of an activity’s duration and is due 60 calendar days following the annual meeting. The SAES-422 is submitted electronically by AAs into NIMSS. Annual Reports for MRF projects are available to NIFA through NIMSS.*

**Project/Activity Number:** NCERA 215

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

**Period Covered:** 04/2017 - 6/2018

**Date of This Report:** 7/10/18

**Annual Meeting Date(s):** 6/20/18 - 6/21/18

1. ANR listserv, 2. NIMSS

MEMBERS LISTED ON ANR Collaborative Tools:

\*= attended annual meeting

\*Anderson, Chris ([canders2@umd.edu](mailto:canders2@umd.edu)) - University of Maryland Cooperative Extension

Allen, Ryan (allen650@umn.edu) – University of Minnesota Cooperative Extension

[NIMSS] Astroth, Kirk (kastroth@cals.arizona.edu) - University of Arizona Cooperative Extension

[NIMSS] \*Baker, Barbara (barbara.baker@maine.edu) – UMaine Cooperative Extension

Blyth, Dale A. (blyth004@umn.edu) – University of Minnesota (mailing list)

Borden, Lynn (bordenl@cals.arizona.edu) – University of Arizona Cooperative Extension

Boyce, Sherry (sboyce@umn.edu) University of Minnesota

[NIMSS] Boyes, Pat ([boyesp@wsu.edu](mailto:boyesp@wsu.edu)) - University of Washington Cooperative Extension

[NIMSS] \* Calvert, Matthew (matthew.calvert@ces.uwex.edu) – Wisconsin Cooperative Extension (2017 Project Co-Chair)

Lodl, Kathleen ([klodl1@unl.edu](mailto:klodl1@unl.edu))- University of Nebraska (Administrative Advisor)

Chapin, Julie (chapin@msu.edu) - Michigan Cooperative Extension

Diaz, Lisa (lisabou@uiuc.edu) - University of Illinois Cooperative Extension (mailing list)

[NIMSS] Dotterer, Aryn (dotterer@purdue.edu) – Purdue University Cooperative Extension

[NIMSS] Edwards, Janet (edwardsj@wsu.edu) – Washington Cooperative Extension (mailing list)

[NIMSS] \*Emery, Mary ([mary.emery@sdstate.edu](mailto:mary.emery@sdstate.edu)) – South Dakota State University Cooperative Extension

[NIMSS] Enfield, Richard (rpenfield@ucdavis.edu) - California Cooperative Extension

Erbstein, Nancy (nerbstein@ucdavis.edu) - California Cooperative Extension

[NIMSS] \*Fields, Nia Imani (nfields@umd.edu) - University of Maryland Cooperative Extension (Project Co-Chair)

Hall Barczewski, April (adhall@umd.edu) – University of Maryland Cooperative Extension

[NIMSS] Hanson, Christopher ([christopher.hanson@ucop.edu](mailto:christopher.hanson@ucop.edu)) - University of California Statewide Administration

[NIMSS] \*Henness, Steve (hennesss@umsystem.edu) - University of Missouri Cooperative Extension

Jamison, Kathleen - jamisonk@vt.edu

[NIMSS] Johannes, Elaine (ejohanne@ksy.edu) - Kansas State University Cooperative Extension

Jones, Kenneth (krjone3@uky.edu) – University of Kentucky Cooperative Extension (mailing list)

Kantor, Debra - debra.kantor@maine.edu

\*Klemme, Neil - [neil.klemme@ces.uwex.edu](mailto:neil.klemme@ces.uwex.edu) (2017 Project Secretary) (2018 Project Co-Chair)

Kinsey, Sharon (kinsey@aesop.rutgers.edu) - New Jersey Cooperative Extension

[Knox](https://ucanr.edu/collaborate/profile.cfm?diruser=24112&cluster=6924), [Andrea (Klein)](https://ucanr.edu/collaborate/profile.cfm?diruser=24112&cluster=6924)  - [andrea.klein@sdstate.edu](mailto:andrea.klein@sdstate.edu)

[NIMSS] Lindstrom, James ([jlindstrom@uidaho.edu](mailto:jlindstrom@uidaho.edu)) - University of Idaho Cooperative Extension

[NIMSS] \*Lonning, Jacquie (jlonning@umn.edu) – University of Minnesota (2018 Project Secretary)

McDonald, Debbie - debbie.mcdonald@mail.wvu.edu

McGuire, Amy (almcguire@ucdavis.edu) - California Cooperative Extension

Mead, June P. (jm62@cornell.edu) - Cornell Cooperative Extension (New York) (mailing list)

Moncheski, MaryJo ([mmonches@purdue.edu](mailto:mmonches@purdue.edu)) - Purdue University Cooperative Extension

Price, Tonya - tonyaprice@vt.edu

[NIMSS] \*Nathaniel, Keith C. (kcnathaniel@ucdavis.edu) – California Cooperative Extension; (ANR Administrator)

Schaller, Amy (aschalie@email.arizona.edu) - University of Arizona

Scott, Denis - [denis.scott@mail.wvu.edu](mailto:denis.scott@mail.wvu.edu)- West Virginia

Siegel, Frances - fsiegel@illinois.edu

[NIMSS] Sterle, Jodi A. ([jsterle@iastate.edu](mailto:jsterle@iastate.edu)) Iowa State University

[NIMSS] Tallman, Keli (ktallman@iastate.edu) – Iowa Cooperative Extension

Tritz, Julie - julie.tritz@mail.wvu.edu

Van Treeck, Christa - christa.vantreeck@ces.uwex.edu

Webster, Nicole (nsw10@psu.edu) – Pennsylvania Cooperative Extension

Wibby, Brian (wibby@anr.msu.edu) – Michigan State University Cooperative Extension

\*Williams, Bonita (bwilliams@nifa.usda.gov) – 4-H National Headquarters (NIFA Rep.)

Zhang, Yaoqi (zhangy3@auburn.edu) – Alabama (Auburn) Cooperative Extension (mailing list)

**Brief summary of minutes of annual meeting:**

**Contribution of 4-H Participation to the Development of Social Capital within Communities**

June 20-21, 2018. Portland, Maine

No registration charge; participants paid for their own meals, and used a meeting space within the Hilton Garden Inn Hotel (suite boardroom). Participants brought their own materials and technology.

**Attendance:** Nia Imani Fields (MD), Jacquie Lonning (MN), Chris Anderson (MD), Doug Swanson (NIFA), Neil Klemme (MI), Barb Baker (ME), Keith Nathaniel (CA), Matt Calvert (WI); online: Mary Emery (SD), Steve Henness (MO), Bonita Williams (NIFA Liaison), Lynna Lawson and Don Nicholson (MO) joined as colleagues of Steve Henness, Debra Kantor (ME), Kristy Ouellette (ME)

**Summary of Discussion and Decisions**:

Annual Meeting Goals:

* Finalize Tool Resource Kit Next for Peer Review
* Share Survey data updates and next steps
* Develop 5 year plan for renewal and update team goals
* Discuss Connections to PYD and Community Development models (Thrive Model, Social Justice Youth Development, Community Development Kauffman Model, Entrepreneurial Networking model, etc.)
* Identify Funding, Presentation, Writing and Research Opportunities

**Finalize Tool Resource Kit**:

The current version of the toolkit **(Part 1)** was shared for feedback. Edits were made based on the NAE4-HA pre-conference and graduate student input. The Ripple Effect Mapping section (Barb) and reflection questions for each section (Steve) needs to be added. In future iteration, we will add the Thrive Model and show connections to social capital and social justice.

Group decided to have a **Toolkit Part** 2 with practical application resources (lessons, principles, activities to enhance social capital outcomes). Steve Henness and Chris Anderson are taking the lead on this section. Draft content was shared for feedback during the meeting. Group also decided to do a open call for Extension Educators/Agents to submit a program of practice that leads to social capital outcomes. Will potentially pilot this resource (Part II) with adult chaperones/volunteers during the CWF April 2019.

**Survey Updates**:

West Virginia submitted 20 surveys. Maine has 54 surveys ready to submit. California has to re-submit an IRB package. Wisconsin and Minnesota need to recruit Educators to do data collection. (2016- 382 surveys, 2018- 43 Maryland Surveys, 20 West Virginia surveys).

Next survey training webinar scheduled for: August 21 @ 2 p.m. EST

**Connection to National 4-H Program Leaders**:

Bonita Williams provided staffing updates. As it relates to vulnerable populations, there is continued effort around increasing access and opportunity for the full 4-H “premium” experience. Group discussed what is entailed in the “premium” experiences and how these experiences can be extended to non-club members. How can we focus on the quality of experience rather than the delivery mode being the only key factor? How can we package the “best qualities” of the club experience (connection with an adult, service-learning, leadership, duration/scope, etc.) that lead to social capital and integrate these into other delivery modes. (The Thrive model supports this thinking). Group also discussed how 4-H is defined and conceptualized by different LGUs (1890, 1994)..not always congruent with historical concepts of 4-H (directed by 1864). The group decided to be more intentional in inviting representatives from 1890s and 1994s to join our NCERA 215 research team moving forward.

Doug Swanson gave an update on the Civic Engagement (FKA Citizenship) mission mandate. There is language included around social justice, global/cultural competence, and civility. The term cultural agility has been used in field to replace cultural competence. Members of the team offered to work with Doug on the social justice and civility language. Doug also mentioned the ECOP 4-H Pathways to Success opportunity. The group agreed to apply for this opportunity.

**Connection to National 4-H Efforts- Thrive Model (presented by Mary Arnold)**-

Mary Arnold presented the research study, outcomes, and theoretical framework of the 4-H Thrive Model. Resources can be found here: <http://oregon.4h.oregonstate.edu/about/positive-youth-development> .The group discussed the connections between the Thrive Model and social capital constructs. We currently show the connections to leading 4-H frameworks (5C’s, Life kills, Essential Elements). We see a need to show a similar overlay between social capital constructs and the Thrive Model. We would also like to explore using the Thrive: Program Quality question block as our “rubric” for the social capital survey. The Thrive Model focuses more on individual outcomes and our group is interested in exploring the relationship to community level context.

**Potential Professional Development and Teaching Efforts:**

* National 4-H Conference April 2019 for +/- 60 adult volunteers/chaperones.
* National 4-H Conference April 2020 for youth audiences
  + Doug Swanson will check in with Freeman Thompson on this possibility
* National 4-H Summit on Civic Engagement- 2020?. Will work with Doug Swanson and **Freeman** Thompson on this possibility
* 1-hr brown replicable bag social capital webinars offered to states
* Urban Extension conference proposal

**Marketing and Visibility**:

* Enhance connection with the Program Leaders Working group (PLWG). Request time for a presentation during their annual meeting and consider applying for PLWG charter. This effort can increase our visibility and formalized process for replication within states.
* Consider using eXtension for a national web presence and space for toolkits, contributed programs of practice and other team resources.

**Updated Research Objectives:**

1. Objective 1: To convene researchers, Extension educators, and faculty whose research, teaching and/or practice involves youth and community development in order to foster interdisciplinary work on social capital and community youth development.
2. Objective 2: To fund and implement a major national research project utilizing the tools already piloted and validated by this project to explore how the 4-H Program contributes to the development of social capital within communities, specifically:
   1. To determine 4-H experiences that contributes to the development of youths' social capital.
   2. To identify and analyze how the quantity and quality of the 4-H Program's community involvement impacts the level of social capital among youth and adult volunteers
   3. To identify and analyze how the quantity and quality of the 4-H Program's community involvement impacts the development of social capital within the community.
3. Objective 3: To refine existing and develop new measurement tools to identify and analyze how the 4-H Program impacts the level of the various capitals (as identified in the Community Capital Framework) within the community.
4. Objective 4 (**NEW**): To improve the quality of community youth development practice in the Extension system and beyond by a. Disseminating research findings b. Creating and delivering training modules on effective program practices.

**Research Questions (some updates made for future):**

1. What 4-H Program experiences contribute to the development of youths' social capital? Specific sub questions include:
   1. What youth roles in community engagement are most associated with social capital development? How does the range of youth program delivery methods in the Extension system—clubs, afterschool programs, short-term opportunities, issue-focused activities—vary in the social capital they build for youth?
   2. What are the characteristics of programs that build bonding, bridging and linking social capital?
   3. **NEW**: What 4-H program experiences contribute to the development of social capital for youth who have inequitable access to social capital networks and resources?
2. How does the 4-H Program's community involvement impact the development of social capital within the community? Additional specific questions of interest to both the team and the Extension system include:
   1. How are population subgroups—urban/rural, socioeconomic status, race/ethnicity—building social capital through 4-H involvement?
   2. How is the social capital of adult partners changed by involvement with youth in community programs?
   3. How does social capital development incorporating youth in community networks contribute to overall community engagement?

**2018-2019 Agenda Items:** 4th Fridays @ 11 a.m. EST

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| **Month** | **Agenda Topic(s)** |
| July 2018 | NCERA renewal (part 1 due Sep 15)  Annual Meeting report;  Marketing/Visibility   * Discuss eXtension as public sharing pg. OR continue with our website * Re-engage past interested folks * PLWG   Webinars   * Discuss replicable social capital webinar (brown bag lunch, e-academy, etc.) |
| August 2018 | * Discuss/confirm National 4-H Conference chaperone session (youth session in 2020) * NCERA215 report due Sep. 15 (5 year plan) * Survey webinar:8/21 @ 2 p.m. EST * Scholarship updates/feedback: Articles |
| September 2018 | * Finalize toolkit Part I * October 15: Deadline to upload the Objectives section in NIMSS. |
| October 2018 | * Discuss integration into credit courses * Send toolkit for peer review * November 15: Ideally, all participants and their AES offices should have submitted completed Appendix E forms into NIMSS. |
| November 2018 | * Toolkit Part II discussion (Steve and Chris) * December 1: Completed proposal is due in NIMSS in its entirely. |
| December 2018 | * Toolkit Part II discussion |
| January 2019 | * Draft of Part II to share * Decide annual meeting location/date (discuss Missouri in Spring? Or DC in April) * Prep PLWG presentation? |
| February 2019 | * Finalize Part II of toolkit to share on-line * Host webinar to share part II? |
| March 2019 | * Discuss 4-H Social Capital Summit? (Jan 2020?) |
| April 2019 | TBD |
| May 2019 | TBD |
| June 2019 | TBD |
| July 2019 | July 14-17 CDS Conference |

**Election Results for 2018-2019:**

**Co-Chairs:** Nia Imani Fields and Neil Klemme

**Secretary:** Jacquie Lonning

**Accomplishments and Short-term Outcomes for Objectives:**

**Objective 1:** Convene researchers, Extension educators, and faculty to foster interdisciplinary work on social capital and community youth development.

**Accomplishments:** A large number of team members have been involved in publishing results in peer-reviewed publications and delivering scholarly presentations and professional development sessions. The range of states and disciplines involved has increased the reach of these presentations to include youth development, evaluation, community development, and education.

**Outputs:** On November 12, 2017, during the NAE4-HA National 4-H Conference, we convened researchers, Extension educators, and faculty whose research, teaching and/or practice involves youth and community development in order to foster interdisciplinary work on social capital and community youth development by unveiling the Social Capital Toolkit we have created.

**Milestones:**

* Project and research teams continue with 75% attendance on monthly calls and 60% attendance at yearly meeting(s).
* Submitted additional proposals to two funding sources.
  + CNCS Research Grant, July 2017
  + NCRCRD First Impressions Grant, Feb 2018

**Short-term Outcomes:** As examples of the current and continuing multi-state and interdisciplinary engagement, California, Maine and Maryland staff are developing and piloting the current survey instrument. The national roll-out will involve other states that are represented on the project and additional states will be recruited. The qualitative data collection process has been implemented in over ten states and was initially refined by Iowa, Wisconsin and Maine. The special issue of New Directions for Youth Development included work of team members (all authors of articles) from Maine, Missouri, Wisconsin, California, South Dakota, New Jersey, Kansas, and NIFA. Additional publications have been led by California and New Jersey.

**Objective 2:** Fund and implement a major national research project utilizing the tools already piloted and validated by this project to explore how 4-H Programming contributes to the development of social capital within communities.

**Accomplishments and Short term outcome:** The social capital survey and interview protocol piloted in California demonstrated robust reliability. A participatory ripple mapping process is integrated into a toolkit as a first step in measuring community change in the USDA-funded Engaging Youth Serving Communities project.

**Outputs:** Over the course of this year, 2017-18, we developed Memorandums of Agreement from University of Maryland 4-H Foundation with several Universities to fund and implement a major national research project utilizing the survey tools already piloted and validated by this project to explore how the 4-H Program contributes to the development of social capital within communities, specifically: a. To determine 4-H experiences that contributes to the development of youths' social capital. b. To identify and analyze how the quantity and quality of the 4-H Program's community involvement impacts the level of social capital among youth and adult volunteers c. To identify and analyze how the quantity and quality of the 4-H Program's community involvement impacts the development of social capital within the community. We have received 445/1000 of our target… will be 499/1000 once Maine’s are received.

**Milestones:** Team continues data collection and continues to analyze data;

* Team reports findings through white papers, reports to practitioners, and begins preparation of peer-reviewed journal articles. See list of articles below.
* Team identifies additional opportunities to conduct investigation with Cooperative Extension and other community and youth development practitioners and participants. See list of statewide programs above.

**Objective 3:** Refine existing and develop new measurement tools to identify and analyze how the 4-H Program impacts the level of the various capitals (as identified in the Community Capital Framework) within the community.

**Accomplishments and Current Efforts:** The survey will be piloted in Maryland this fall to test validity with urban youth. An accompanying rubric to measure program practices is being refined to increase its sensitivity and to reflect early findings as well as to align with the Thrive model developed by Mary Arnold. The team plans to utilize both tools in a national study in the first year of the new project.

* We have held discussions about refining the matrix in efforts toward refining existing and developing new measurement tools to identify and analyze how the 4-H Program impacts the level of the various capitals (as identified in the Community Capital Framework) within the community.

**Objective 4: Improve the quality of community youth development practice in the Extension system and beyond.**

**Accomplishments:** Research findings have been disseminated through the Extension system via CYFAR, NAE4-HA and Galaxy Conference presentations, Journal of Extension articles, and national and state webinars and training sessions. Findings have been shared more broadly with the field, notably through a 2013 special issue of New Directions for Youth Development and our members contributed to 2017 Chazdon and Emery’s A Field Guide to Ripple Effects Mapping. Findings from current research are building content for training modules in the Toolkit.

* At several conferences and the NAE4-HA Pre-Conference we improved the quality of community youth development practice in the Extension system and beyond by a. Disseminating research findings b. Creating and delivering training modules on effective program practices.

**Activities:** Organized and specific functions or duties carried out by individuals or teams using scientific methods to reveal new knowledge and develop new understanding.

* NAE4-HA Pre- Conference, October 2018. 26 Youth Development professionals and administrators in attendance with representation from each region (National, Maryland, New Hampshire, Iowa, Oregon, Illinois, Florida, West Virginia, Pennsylvania, Arizona, North Carolina, Indiana, Arkansas, Minnesota, Georgia, Montana and California) . One additional state signed on for the quantitative survey study after the pre-conference session. Feedback from participants have also led to updates and edits in the Social Capital Toolkit and the drafting of a Toolkit part 2 (putting the frameworks into practice).

Other extension program improvement and professional development activities include:

* Youth empowerment task force presentation (Neil)
* Integrated REM into 4-H Tech Changemakers training
* In-state presentations to faculty around social capital
  + Maryland webinar
* Statewide programs that include social capital principles:
  + Maryland 4-H Issue Forum: Food Insecurity
  + Wisconsin First Impressions (Neil)
    - Interstate conversations from CDS that led to MO training
  + Wisconsin’s Youth as Partners in Civic Leadership Conference participants tracked their relationship-building change during a conference weekend. (Matt)
  + 4-H Tech Changemakers utilized Ripple Effect Mapping tool to document community impacts, with a focus on social capital developed through intentional community stakeholder engagement. (WA, ND, WI, MI, ME, VA)
  + Minnesota’s YELLO!
  + Missouri Youth Civic Leaders Summit (Steve)
* Team implements research and extension activities across multiple Extension program areas. Especially noted by the NAE4-HA Pre-Conference Workshop.
* Developed a compendium (Toolkit) for 4-H and other Extension programs of practices and strategies to increase the development of social capital; prepare and submit final reports as part of the Toolkit. Also, Mary Emery edited “A Field Guide to Ripple Effects Mapping” with other NCERA215 members contributing to it.

**Outputs:** Defined products (tangible or intangible) that are delivered by a research project. Examples of outputs are reports, data, information, observations, publications, and patents.

**Objective 2:** **To fund and implement a major national research project utilizing the tools already piloted and validated by this project to explore how the 4-H Program contributes to the development of social capital within communities, specifically: a. To determine 4-H experiences that contributes to the development of youths' social capital. b. To identify and analyze how the quantity and quality of the 4-H Program's community involvement impacts the level of social capital among youth and adult volunteers c. To identify and analyze how the quantity and quality of the 4-H Program's community involvement impacts the development of social capital within the community:**

**Objective 3: To refine existing and develop new measurement tools to identify and analyze how the 4-H Program impacts the level of the various capitals (as identified in the Community Capital Framework) within the community**

**Objective 4:To improve the quality of community youth development practice in the Extension system and beyond by a. Disseminating research findings b. Creating and delivering training modules on effective program practices:**

**Milestones:**

FOR OBJECTIVE 1:

* Project and research teams continue with 75% attendance on monthly calls and 60% attendance at yearly meeting(s).
* Submitted additional proposals to two funding sources.
  + CNCS Research Grant, July 2017
  + NCRCRD First Impressions Grant, Feb 2018

FOR OBJECTIVES 2 and 3:

* The research methods and instruments developed by the team are more widely used across the Extension system, making reliable information about social capital development available for the first time. The team’s experience has shown that this information is important to stakeholders and program participants. This project will address the need for more evidence-based programming in the areas of youth community engagement and citizenship.Three states (WV, MD, ME) provided funding ($1,500/ea.) to join survey and receive local data reports.

FOR OBJECTIVE 4:

* Team implements research and extension activities across multiple Extension program areas. Especially noted by the NAE4-HA Pre-Conference Workshop.
* Developed a compendium (Toolkit) for 4-H and other Extension programs of practices and strategies to increase the development of social capital; prepare and submit final reports as part of the Toolkit. Also, Mary Emery edited “A Field Guide to Ripple Effects Mapping” with other NCERA215 members contributing to it.

**Impacts:** This section focuses on actual or intended potential long-term outcomes and impacts.

Committees should build information around the activity's milestones, as identified in the

original proposal. The report should also reflect on the items that stakeholders want to know, or

want to see. List any grants, contracts, and/or other resources obtained by one or more project

members as a result of the project's activities. Include the recipients, funding source, amount

awarded and term if applicable. If the committee is filing an annual report, the impacts will cover

only the current year of the project; for termination reports, list impacts from the entire span of

the project.

* **Strengthening the Capacity of 4-H Youth Development and Others to Measure and Communicate Community and Individual Social Capital Change** The research methods and instruments developed by the team are more widely used across the Extension system, making reliable information about social capital development available for the first time. The team’s experience has shown that this information is important to stakeholders and program participants. This project will address the need for more evidence-based programming in the areas of youth community engagement and citizenship.Three states (WV, MD, ME) provided funding ($1,500/ea.) to join survey and receive local data reports.
* **Sharing Quality Program Practices in Building Youth Social Capital** The team developed and delivered training materials based on the findings of the research study. As we engage states in implementing the social capital research, we will develop a parallel process to examine and improve practices that lead to positive outcomes for youth and communities. The team determined the best format for these materials, but they have included national and state-level webinars and curriculum for in-person workshops so they were tailored to individual state needs. We also provided coaching and follow-up for those implementing the materials leading to broader collaboration across program areas and states to generate programming that leads to measurable changes in social capital and youth and community efficacy.
* **Engaging Multiple Cooperative Extension Program Areas** The Cooperative Extension system has increased its focus on the intersection of community and youth development. Two examples from the North Central region are Wisconsin’s Interdisciplinary Team Engaging Young People in Sustaining Communities, Families, and Farms and Nebraska’s focus on community development through the Rural Futures Institute. The team is an excellent venue to convene people to focus on related research and extension questions once for our current research program. We intend to convene team members and others to address questions such as: How can each of the program areas in Extension implement the identified social capital-building practices in their work with youth and communities? What are the applications of this work with 4-H youth to other underserved age groups, such as those aged 20-29?

**Publications:**

2017-2018:

**Calvert, M**., Zierl, L. and Small, S. Pierce-St. Croix County CARES Coalition: Addressing Child and Family Social and Emotional Well-Being. In Chazdon, Emery et al (Eds). (2017). *A Field Guide to Ripple Effects Mapping,* University of Minnesota Libraries Publishing.

Chazdon, S., **Emery, M.,** Hansen, D., Higgins, L, & Sero, R. (2017). A Field Guide to Ripple Effects Mapping.

**Fields, N.** (2017). The contribution of urban 4-H to social capital and the implications for social justice. *Journal of Extension*, 6FEA1, <https://joe.org/joe/2017december/a1.php>

Franzen-Castle, L., Colby, S.E., Kattelmann, K.K., Olfert, M.D., Mathews, D., Yerxa, K., **Baker, B. A.,** Krehbiel, M., Lehrke, T., Wilson-Sweebe, K., Flanagan, S. M., Ford, A., Aguirre, T., White A. A. (2018 Submission) *Development of the iCook 4-H Curriculum for Youth and Adults: Cooking, Eating, and Playing Together for Childhood Obesity Prevention.* Journal of Nutrition Education and Behavior

Haskell, J., **Baker, B.,** Olfert M. D., Colby S., Kattelmann K., Franzen-Castle L., White, A., (2018 Tentative Acceptance). *Using Ripple Effects Maps to Identify Story Threads: A Framework to Link Private to Public Value*. Journal of Human Sciences and Extension <https://www.jhseonline.com/>

**Henness, S.,** & Moncheski, M. (2017). Youth/adult partnerships impacting rural poverty: The case of Lamar, Missouri. In S. Chazdon, **M. Emery,** D. Hansen, L. Higgins & R. Sero (eds). A field guide to ripple effects mapping. (72-78). Minneapolis, MN: Minnesota Evaluation Studies Institute. Retrieved from https://conservancy.umn.edu/handle/11299/190639   
  
**Henness, S**. & **Calvert, M.** (2017). Missouri 4-H community service-learning census. 2016-17. Columbia, MO: University of Missouri Extension. Retrieved from http://4h.missouri.edu//documents/missouri-4h-sl-census-2017.pdf

Olfert MD, Hagedorn RL, White JA, **Baker BA,** Colby SE, Franzen-Castle L, Kattelmann KK, White AA. *An Impact Mapping Method to Generate Robust Qualitative Evaluation of Community-Based Research Programs for Youth and Adults.* Methods and Protocols. 2018; 1(3):25. https://doi.org/10.3390/mps1030025 (registering DOI) - Retrieved 17 July 2018

Olfert M. D., King S., Hagedorn R. L., Barr M. L., **Baker B. A.,** Colby S. E., Kattelmann K. K., Franzen-Castle L., White A. A. (2018 submission). *Ripple Effects Mapping Outcomes of a Childhood Obesity Prevention Program from Youth and Adult Pairs Using a Qualitative Approach: iCook 4-H* In review by JNEB Journal of Nutrition Education and Behavior, https://www.jneb.org/

Earlier publications:

**Fields, N.** (2016). The contribution of urban 4-H positive youth development towards social capital and social justice. (Doctoral dissertation).

**Fields, N.** & **Nathaniel, K.** (2015). Our role in and responsibility toward social justice. *Journal of Extension, 53*(5), 5COM2,<http://www.joe.org/joe/2015october/comm2.php>.

**Calvert, M., Emery, M. & Kinsey, S.** (Eds) (2013). *New directions for youth development.* Hoboken, NJ: Wiley Periodicals, Inc.

**Emery, M.,** Higgins, L., Chazdon, S., & Hanson, D. (2015). Using ripple effect mapping to evaluate program impact: Choosing or combining the methods that work best for you. *Journal of Extension,* 53(2), Article 2TOT1. Available at: <https://www.joe.org/joe/2015april/tt1.php>

**Presentations**:

2017-2018:

**Calvert, M., Emery, M., Fields, N.** & **Baker, B.** (2017) *When is Youth Development also Community Development? Youth program practices that foster Social Capital*. Poster presented at Federal Reserve System Community Development Conference, Washington DC, March, 2017

**Fields, N.** (2017). *Increasing Social Capital and Social Justice through Urban Positive Youth Development*. Diversity in Organizations, Communities & Nations. Toronto, Canada. (Refereed).

**Fields, N.** (2017). *The Contribution of Urban 4-H to Social Capital and the Implications for Social Justice.* National Vulnerable Populations Taskforce Meeting. Chevy Chase, MD. (Invited by National Program Leader).

**Fields, N.** (2017). *Social Capital and Social Justice in Youth Development*. National 4-H E-Academy Series: Diversity and Inclusion in PYD presented to 271 participants. (Invited by National 4-H Program Leader).

**Fields, N.** (2017). *Social Capital and Social Justice in Youth Development*. Nevada 4-H State program webinar presented to ­­­­10 participants. (Invited by Nevada 4-H Program Manager).

**Fields, N.** (2018). *Keynote-Purposeful Belonging: Fostering Inclusive Settings with Equity in Mind*. Oregon 4-H Spring Retreat. (Invited by Oregon 4-H Program Leaders)

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