Brainstorming from October meeting below:

Mary - suggests going back to the appreciative inquiry process, think of specific examples, how do people share them, what are the pieces of that work that are really important; what do we need to do to be even more impactful, what do we want to do may be informed by this

From Mary: Think for a moment how your participation in NCERA 215 has had an impact on your work and the work of your colleagues. Share an example. Listen to examples to think about what the core pieces are. Then take some time to think about where can we go from here to increase the impact of our work on social capital

Mary: Work with this group makes it easier for the conversation, “if we are going to do placemaking, how do we work with youth?” Has noticed that she needs to make the case 3-4 times before they “hear” it. But, then they gain a new sense of how to work together in community. Good to learn how we are gaining from across the silos.

Steve: Elevating connections alongside content, thinking differently and encouraging people to think about how they develop relationships. Don’t think the measurement piece has come to fruition yet. Until 2020, worked in Extension to help specialists think about their role in building relationships - catalyst, convener, connector - including interactions with county leaders, bringing diverse people together

Neil: Locally it has helped me make the case for stemming the brain drain in Iron County and I believe throughout WI. County officials have made it easy to build environments where youth can thrive and provide ; feels like communities have been more likely to listen to youth.

Barb: REM questions - what changed because you did something; who benefited; what changed in the community because you did that? Flip it around and think about the planning aspect - what actions will you take, who will benefit, how will the community change; how are you building relationships driving towards that end of building social capital? This process gives people a place to stand.

Jacquie: thinking about how to design application processes and programs with the end in mind - having young people think about where they were/where they are going; also, alumni pieces

Chris: Work with this committee has shown that even within a focused subject matter area (i.e. animal science, that YD principles, such as social capital and connections, are embedded throughout our work. There have been direct connections with civic engagement work that I have led; recent focus on developmental relationships and workforce development have direct connections to social capital.

Keith: Having the language of social capital become infused in the language we use to convey and characterize the impact of the 4-H experiences youth have. I think we have made more clear the connection between positive youth development and community development and the nexus of the two being an optimal 4-H program.

Important themes:

SC work has been applicable to many different areas (ie; subject matter, participation types, department, collaboration)

More people are seeing importance of SC and how it can be/is already part of the programming

Still need to communicate the why and make sure it is applicable to people in different role/foci

How to be more impactful

Evaluation on impacts

The “Keith/Nia” project - do we want to ask the same questions? Different strands? Who is the audience to involve?

Look at a qualitative or mixed methods study?

Development of social capital common measures

What impact on adults for youth involvement?

How do we build social capital for an organization…for the community?

Look into the EYSC data

Develop a research agenda and identify scholars/practitioners to engage

Revisit Thrive evaluation to see if there are related items to grab

Moving forward

Modeling the putting into practice; develop worksheets that help people develop their programming; could grants help to jump start this

Continue to present at youth and professionals conferences - sparks conversations

Staffing challenges and how those impact - what is the SC that endures - disrupted social capital –

College transitions – how does a program provide relational resources that can be used in new ways in the future

Is there enough to demonstrate the “why” of meaningful relationships? Or is there a need to focus on the “how to make it happen” and the “if/is this happening”?

Evaluation tool for practitioners

Suggested to included developmental relationships AND other areas of SC

“How to guides” - possibly to be valuable to practitioners and admin?

Grow the size of this committee: Options of involvement from Core group to subcommittees and research and practice teams.

CWF Training

NCRCRD funding opportunities

Potential CDS conference

Consider a track with intention of special issue of community development - youth focus

Move Extension past “we only do programs” and instead working across the silos

AFRI Thinking…

Potential mapping of connections and then determining the “So what”

If helping adults understand the role of youth in a community differently and seeing the possibilities, what are the program implications for Extension? Do we do training? Is there reflection for adults?

Concern in small communities: How to attract and retain younger members; how can we include more urban environments - not the same challenge since they turn over more often.

How do systems outside public education provide social connections for youth? How can we integrate social capital practices within systems?

How do we measure the impact of Extension and bring Extension networks to schools and other partnerships?