

**Cover Page**  
**North Central Regional Center for Rural Development: 2010 Small Grants Program**

**Proposal Title:** Contribution of Youth Engagement to the Development of Community Social Capital

**Principle Investigator:** Matt Calvert, UW-Extension 4-H Youth Development, 413 Lowell Hall  
610 Langdon St. Madison, WI 53703; phone: 608-262-1912; [matthew.calvert@uwex.edu](mailto:matthew.calvert@uwex.edu)

**Co-Investigators:**

Dale Blyth, Director Extension Center for Youth Development, UMN  
Ryan Allen, Hubert H. Humphrey Institute of Public Affairs, UMN  
Greg Wise, UW-Extension Community and Economic Development

**Proposal Abstract**

Interest in community youth development and civic engagement is growing. From the community economic development (CED) perspective, we see more and more community change strategies that encourage youth engagement. At the same time, many 4-H and other Extension youth development programs include service learning components and create opportunities for young people to play an important role in community improvement strategies. Yet, CED educators and 4-H educators rarely interact about how youth engagement can support successful community change. We propose to create a bridge between these communities of interest and strengthen the evaluation of youth engagement strategies. This proposal will build on the existing work of the NCERA215 integrated project which emerged from conversations about how 4-H builds individual and community social capital. Prior to our convening, five or more states will collect data on the impact of 4-H community involvement by engaging young people in mapping the impact at the community level using the Community Capitals Framework. Selected states will also pilot triangulation strategies, including interviews and social capital surveys. We will bring together 5-7 pairs of CED and youth program staff along with other members of NCERA215 to analyze these data and the methodology, identify indicators and formulate follow up research designs; explore how strategies from CED might be incorporated in 4-H programming and vice-versa; and expand our understanding of how youth engagement contributes to the community capitals, particularly social capital. Products of this convening will drive proposals for further research and several extension and education activities.

**Summary of Deliverables**

<b>Output</b>	<b>Month</b>
convening to: a) review data and analyze results, b) develop information on key program components, and c) develop work plan for reports, articles, and grant proposals	July 8 and 9
a) Webinar produced, b) article submitted, c) white paper generated and out for discussion, and d) examine opportunities for special publications such as a special issue of a journal.	Summer
a) draft report generated; b) submission of grants proposals; c) continued work on publications, and d) submission of a proposal to NACDEP, CDS, and/or CYFAR conferences to report on the results of the convening.	Fall
a) conduct evaluation and b) produce final report	December

## **Multi-State Rural Development Project Proposal**

Submitted March 2010

### **Contribution of Youth Engagement to the Development of Social Capital**

A Multistate Education/Extension and Research Activity (NCERA215)

This proposal emerged from the annual meeting of NCERA 215, which is a North Central Regional Integrated Project with participation from 17 states total, including six in our region, and from conversations with our colleagues in community economic development (CED). The proposal responds to four needs or opportunities:

- To develop a strategy and test alternative methodologies for studying the role of youth engagement in community change;
- To build a bridge based initially on sharing best practices between youth engagement and CED specialists by jointly piloting research methodologies and convening to analyze findings;
- To identify strategies for moving the work forward by disseminating what we learn via webinar and publications and by developing proposals to fund additional research and practice; and
- To expand participation in the NCERA215 group to include CED professionals.

#### **Connection to NCRCRD Priorities**

To some extent, this proposal touches on all four NCRCRD priorities. Youth engagement clearly provides a leadership development opportunity for youth, and it also impacts the capacity of local leadership resources. In each of the stories shared by NCERA215 members about youth engagement, they have examples of how the youth took on a leadership role within the community. Many of the strategies that focus on sustainable community change reference the need for youth involvement, and from the successful examples shared among CED professionals, we see many examples that focus on engaging young people in working toward a sustainable future. The same is true of those communities that have focused on nurturing and sustaining entrepreneurship as an economic development strategy. Similarly, those communities that use entrepreneurial strategies and tactics to work toward prosperity typically include a strong focus on youth engagement. Finally, we increasingly hear examples from youth development and CED where the use of new technologies has been a factor in youth engagement and community success strategies. In all of these arenas of work, social capital can be an asset to facilitate change as well as an outcome of successful change.

#### **Organizational Collaborators:**

<b>State</b>	<b>Youth Development</b>	<b>Community Development</b>
<b>Iowa</b>	Kelli Tallman	Mary Emery
<b>Michigan</b>	Julie Chapin	TBD
<b>Minnesota</b>	Dale Blyth	Ryan Allen
<b>Wisconsin</b>	Matt Calvert	Greg Wise
<b>NCERA</b>	<b>5</b>	<b>2</b>

**Additional Pilot States:** California, Maine, Pennsylvania, New Jersey, and Virginia

**Background:**

With this proposal, we will bring youth engagement and CED practitioners together to share learning about youth engagement and community social capital. For this convening our goal is to bring the CED practitioners into the discussion and to pilot an interactive, participatory method for collecting data on impact at the community level. We plan to pilot methods of triangulating this data using social capital survey instruments and stakeholder interviews. We want to explore the role of 4-H community-focused programming in developing social capital not only for participants, youth and volunteers, but also for the community at large. We hypothesize that where these programs are strong, they result in a spiraling up of social capital across the community, leading to expanded opportunities for youth development while building overall community capacity for civic engagement and community betterment.

A key outcome of the work of NCERA215 to date has been the exploration of alternative qualitative and participatory methods for engaging young people in evaluating the impact of their work on community social capital using the Community Capitals Framework. As part of the multi-state Extension and Research Activity “Contribution of 4-H Participation to the Development of Social Capital,” we have identified a short-term strategy to pilot research methodologies that incorporate an appreciative inquiry/mapping/interviewing process to capture the community-level impact of youth programs. In particular, we are working on unpacking the mechanism by which youth build social capital through engagement with other youth and adults within their programs and in the broader communities. The mapping process also elicits reflection and action opportunities among participants, completing the service-learning cycle from learning to reflection and action.

Many of our CED colleagues are familiar with the framework, and many have worked with social capital research and extension initiatives. This project will incorporate a community social capital assessment methodology developed by University of Minnesota Extension. This methodology has two components: 1) a community-wide survey of adults and 2) a survey of youth in schools. Both surveys assess individual-level bonding, bridging and linking social capital. University of Minnesota’s experience with this methodology will enrich our discussion and greatly enhance the products this convening will produce. We anticipate that this convening will also lead to additional opportunities for cross program work around youth engagement and community change.

**About NCERA215**

Contribution of Youth Engagement to the Development of Social Capital: A Multistate Education/Extension and Research Activity (NCERA215) includes both AES and Extension faculty and has participants from 17 states. The focus of NCERA215 is on the impact of 4-H and youth engagement on social capital for young people and their communities. In accordance with the distinctive land-grant mission of teaching, research, and extended public service, this project will be conducted by Extension faculty and other research faculty at the campus level, along with Extension educators at the regional and local levels. Project outcomes will help Extension educators, families, and other community members make informed decisions about developing programs and activities that enhance their well-being through the development of social capital.

This project has importance for all geographic areas: rural, suburban, and urban. The findings will aid 4-H and other Extension educators as well as youth development practitioners in general by building evidence about programming opportunities for youth that also contribute community social capital development. There are over 2.8 million 4-H youth in the 17 states active in NCERA 215. The participation of these states will allow the study to take place in varied communities throughout the country. CES faculty/educators involved in this research project will be responsible for recruitment of 4-H programs and community

development partnerships in their respective states to be part of the research study. A committed group of project collaborators met and worked together for two years, with monthly teleconference calls and four face-to-face meetings, to develop the multistate project. Through this process, the project brought together diverse research and practice experiences to identify shared goals. This collaborative represents the capacity to plan, implement, conduct and complete this research-to-practice study.

NCERA215 is interested in the following questions.

- What 4-H Program experiences contribute to the development of youths participants' social capital?
- How does the 4-H Program's community involvement impact the development of social capital within the community?

In his book *Unanticipated Gains: Origins of Network Inequality in Everyday Life*, Mario Luis Small (2009), makes a strong case that the practices and the structures of programs “in which people happen to participate routinely matter more than their deliberate networking.” In other words, social interaction is shaped considerably by organizations. However, little is known about the impact of 4-H participation (or other youth organizations) on individual social capital development as well as on community social capital. 4-H programs foster youth-adult partnerships that encourage participation in community-oriented activities, often over many years. The overall goal is to determine how these program elements contribute to the wellbeing of youth and of the greater community in which the 4-H development program is based.

NCERA215 has identified a mixed-methods research approach will be used for future research Proposals. The mixed-methods research approach for this project includes three primary components: (a) youth and adult stakeholder interviews (b) surveys of community members including youth, and (c) a participatory mapping activity with youth. Together these research methods will provide a more comprehensive view of the 4-H Program and its impacts on social capital than one approach alone. The results of the NCREA215 work will help answer the question of what 4-H program *practices and structures* contribute to networking and the development of social capital. These results will be extremely important to both practitioners and researchers in the field of youth development.

**Project Deliverables:** The project will produce five deliverables:

- A final report highlighting major lessons learned and recommendations for improving practice and collaboration among CED programs and staff and those engaged in 4-H and youth development. The report will be disseminated widely throughout the North Central Region to Land Grant Universities as well as to other interested stakeholders and interested parties and will include the findings and analysis from the preliminary data collection process.
- One webinar that will present the lessons learned from the convening in an interactive web-learning format.
- A committee to oversee work on a white paper/and or Journal of Extension (JOE) article on the process and the opportunities for future research.
- Potential publications such as a special issue of the Journal of the Community Development Society based on research related to youth engagement practices, particularly those linked to other community-change initiatives.
- A grant proposal will be submitted to AFRI USDA: Rural Development – Integrated Projects or NIH -- R21 as well as one to NSF -- Qualitative Methods. Fall 2010 deadlines anticipated for all.

## **Project Timetable**

- April, May, and June, 2010 – Training webinar and collection of pilot data in at least five states with two sites each
- May and June, 2010 – a) Expand the list of people participating, b) make meeting arrangements
- July 8 and 9, 2010 (anticipated) - Convening to: a) review data and analyze results, b) develop information on key program components, and c) work on reports, articles, and grant proposals
- Summer, 2010 – a) Webinar produced, b) article submitted, c) White Paper generated, and d) examine opportunities for special publications such as a special issue of a journal.
- Fall, 2010 – a) Draft report generated; b) submission of grants proposals; c) continued work on publications, and d) submission of a proposal to NACDEP (National Association of Community Development Extension Professionals), CDS (Community Development Society), and CYFAR conferences to report on the results of the convening.
- December, 2010 - Conduct evaluation and produce final report

## **Project Evaluation:**

The project evaluation will include both formative and summative elements. The formative elements will focus on how the project evolved to determine how projects of this nature might work better. Data will be collected from project participants through interviews and surveys at the convening and in follow up interviews/surveys. The results of this information will be useful to future meetings of this nature.

The summative evaluation will answer questions about impact such as:

- Did the convening result in new knowledge and information useful to the field as indicated by peer review of proceeding, white paper, and any other outputs?
- Did the convening result in new practices carried out by project participants as indicated in a follow-up interview/survey with participants?
- Was the project able to disseminate new knowledge including best practices and an expanded understanding of youth engagement, community change, and the development of social capital to the broader land-grant community and its partners? We will measure this result by attendance at follow up webinar(s) and surveys of participants.

We will also ask program leaders in the region for insight on the effectiveness of the dissemination strategy to supplement information from the survey of participants:

- Did the project stimulate research on community change as indicated by publications and proposals?
- Do extension educators and faculty involved with community change work and research make use of the convening proceedings to inform their practice as indicated in follow-up surveys?

Finally, we will use NIMSS data to determine if the convening was successful in expanding participation in NCERA215.

## **Anticipated Outcomes**

The results of this work will benefit individual 4-H programs as they plan, deliver, and evaluate programs. The findings will also be useful in demonstrating the importance of 4-H to the overall health of the community. CED specialists and others interested in facilitating successful community change efforts can use the results of this research in their work as well. Finally, the results of this study will offer a unique opportunity for cross-program and cross-state collaboration on strategies that grow healthy families and young people and that build prosperous sustainable communities.

**Budget Justification:** This application requests \$20,000 from the NCRCRD Small Grants Program for expenses accrued in the implementation of our multi-state rural development project. We plan to convene site representatives at the Pyle Center in Madison, which is available to UW-Extension at no charge. The nearby Campus Inn offers a Federal rate of \$93 single or \$115 double. A small group will meet in the fall to complete the white paper, journal article, and/or proposal writing.

**Budget**

**Travel (to be directly reimbursed by the Center; may be lower depending on airfares)**

Two-Day Conference (20 participants); Publication Team meeting (4 participants):

- a. Travel (24 participants average \$450 ea air and ground transportation).....\$10,800
- b. Rooms, Meals (20 @ \$133/day for 2 days & 4 for 1 day).....\$ 5,852

**Other**

- a. Project Coordination (purchase of services estimated 75 hours @ \$40).....\$ 3,000
- b. Publication, Printing & Consumable Meeting Materials Costs .....\$ 100
- c. Webinar (Archived Wisline Web \$15 + .23/minute/site; 60 min., 18 sites).....\$ 248

**Total NCRCRD Grant Request.....\$20,000**

**Matthew Calvert**  
**UW Extension 4-H Youth Development**  
**431 Lowell Hall, 610 Langdon St.**  
**Madison, WI 53703**

**matthew.calvert@uwex.edu**  
**phone: 608-262-1912**  
**fax: 608-265-6407**

## **EDUCATION**

**University of Wisconsin-Madison**, Ph. D., Educational Policy Studies, 2004,  
Dissertation: “Youth Development, Participation, and School Reform: Creating Opportunities and Supports for Student Decision-Making in a High School.”

**University of Wisconsin-Madison**, M.A, 2000, Master’s Thesis: “Constructing Community Through Schools: The Case of the Mott Programs of Flint, Michigan, 1945-1961.”

**Stanford University**, A.B. with Honors, International Relations, 1989. Honors thesis: “The Construction of Consensus in the Ivory Coast and the Response of Intellectuals, 1960-1970.”

## **MAJOR PROFESSIONAL DEVELOPMENT**

- UW-Extension Multicultural Awareness Training, 2008
- UW-Extension Building Capacity of Community Organizations in Outcome Evaluation, Mosinee, 2007
- Building and Sustaining Partnerships Across Differences, National Diversity Conference, Seattle, 2007
- American Evaluation Association Conference, Baltimore, 2007
- UW-Extension Responsibility-Based Culture Training, Baraboo, 2006-7
- CYFAR (Children, Youth and Families at Risk) Conferences, Seattle, 2004, Atlanta, 2005, Chicago, 2007, San Antonio, 2008
- UW-Extension Strategic Planning, 2006
- National Association of Extension 4-H Agents Conference, Milwaukee, 2006
- Joint Council of Extension Professionals, Wisconsin Rapids, 2006
- Wisconsin 4-H Youth Development Program Area Conference, Stevens Point, 2005
- UW-Extension Trust and Transformation Conference, Madison, 2004

## **RELEVANT WORK EXPERIENCE**

**Associate Professor, UW Extension 4-H Youth Development**, 100%, 2004-present.  
Support statewide positive youth development programs in 72 Wisconsin counties with training, curriculum, resource development, research, and evaluation. Provide state-level leadership to the youth in governance initiative, including a staff work team, a multi-partner youth-adult team, and a USDA-funded pilot project.

**Lecturer, UW-Madison, Educational Policy Studies**, Fall 2002.  
Developed and taught Educational Policy Studies 140, *Introduction to Education*, a class for a diverse group of UW-Madison freshmen selected as Education Fellows.

**Program Assistant, UW-Madison, Human Development and Family Studies, 1999-2002.**

Assisted Professor Shepherd Zeldin with practice-based research and publications and with research-based outreach and program development. Assisted in the design and implementation of a qualitative national study on the effects of youth participation in organizational decision-making. Conducted site visits and interviews, analyzed interview transcripts, and wrote review of relevant historical literature.

**Teaching Assistant, UW-Madison, Educational Policy Studies, Fall 1997.**

Assisted in teaching EPS 412: History of American Education. Led two discussion sections for advanced undergraduates and beginning graduate students.

**4-H Youth Agent, Michigan State University Extension, Washtenaw County, 100%, 1990-1996.**

Developed and implemented community-based and collaborative educational programs for youth and families. Initiated and directed coalition of school, juvenile court, university, parent, and youth partners which generated major grant funding and developed after school programs at 14 sites, reaching over 1000 youth weekly. Provided training to coalition members and community volunteers in needs assessment, community leadership, family programming, science and technology education, and group facilitation skills.

## **PROFESSIONAL AND UNIVERSITY CONTRIBUTIONS**

### **Team Contributions**

- Multistate Education/Extension and Research Activity (NCERA215) Contribution of Youth Engagement to the Development of Social Capital team member
- Youth Voices in Community Action and Governance Work Team Co-Chair (2004-present)
- Strengthening Positive Youth Development Environments Work Team member and state specialist support (2004-present)
- Youth as Partners in Civic Leadership Convener and Conference Chair (2004-present)
- Youth Development Evaluation Website Development Team (2006-present)
- Youth in Governance Research Team (2005-6)
- Evaluating for Impact National Learning Priority Team (2007-present)
- Building Capacity in Evaluating Outcomes Evaluation Training Team (2007-present)

### **Grant and Project Management**

- USDA Children Youth and Families at Risk Primary Investigator, \$135,000 annually (2005-present)
- USDA Engaging Youth Serving Communities Rounds 1-8 State Director, \$25,000 annually (2004-present)
- 4-H Youth Voice: Youth Choice Healthy Living Program State Director, \$50,000 (2009-present)
- DPI/UWEX Rural Community Dialogues, \$12,000 (2004-5)



## **Scholarly and Professional Contributions**

- Department of Youth Development Research and Publications Committee Chair (2006-present)
- Reviewer, After School Matters on-line journal
- Reviewer, 4-H Afterschool Civic Engagement Curriculum

## **RECOGNITION**

- NAE4-HA Power of Youth Team Award, 2007, for Central District 4-H Leader Board Youth-Adult Partnership Training
- WAE4-HYDP Successful Program Award – Power of Youth, Team, 2007
- WAE4-HYDP Communicator Award – Educational Piece, Team, 2006

## **PUBLICATIONS**

Ellen Taylor-Powell & Matthew Calvert, *Wisconsin 4-H Youth Development Arts and Communication Evaluation*, Madison: University of Wisconsin-Extension, 2006.

Matthew Calvert, Deborah Moellendorf, Dawn Schneider, *Central District 4-H Leader Board Training*, Madison: University of Wisconsin-Extension Department of Youth Development, 2006.

Matthew Calvert, “Frameworks for Youth Development: Research and Planning,” *Strengthening Positive Youth Development Environments*, Madison: University of Wisconsin-Extension, 2005.

## **MAJOR PRESENTATIONS**

“Facilitating Collaborative Evaluation Projects for Building and Sustaining Evaluation Capacity,” American Evaluation Association, November 2007, Baltimore, MD

“Supporting Youth Engagement in County Government,” Wisconsin Counties Association Annual Meeting, October 2007, Wisconsin Dells

“Arts and Communication Evaluation: Framing our Impact Using the Essential Elements of Youth Development,” State WACEC Convention, 2007, Madison, WI.

“Creating Effective Youth-Adult Partnerships on 4-H Boards,” NAE4-HA National Conference, October, 2006, Milwaukee, WI.

“Moving Youth in Governance from Start-Up to Sustainability,” NAE4-HA National Conference, October, 2006, Milwaukee, WI.

“Trust and Transformation: Sustaining Extension Relationships in New Wisconsin Communities,” CYFAR 2006, Atlanta, GA.

“Student-led Rural Community Dialogues: Discovering and Reinventing Students’ Place,” American Educational Research Association, 2006, San Francisco, CA.

“Supporting Youth Engagement in Public Decision-Making,” Southern District WACEC, 2006, Madison, WI.

“Student-led Community Dialogues,” State Superintendent’s PK-16 Institute on Service-Learning and Citizenship, 2006, Madison, WI.

“Making a Difference in Communities through Service-Learning,” Cooperative Extension Trust and Transformation Conference, September, 2005, Madison, WI.

“Engaging Middle School Youth: Research and Practice in Community Settings,” 4-H Youth Development Pre-Conference, 2005, Wausau, WI.

“Serving on a Board Without Getting Bored,” National 4-H Conference, April, 2005, Washington DC.

“UW-Extension Youth In Governance Initiative,” Wisconsin Community Leadership Summit, 2005, Eau Claire, WI.

## **PROGRAM MATERIALS DEVELOPED**

Wisconsin Models for Youth Involvement in Local Government Decision-Making

*Youth in Governance*, 4-H Youth Development website

Youth/Adult Partnership Training for 4-H Leader Boards (with Central District colleagues)

“Frameworks for Youth Development: Research and Planning,” in *Strengthening Positive Youth Development Environments*

Youth in Governance Initiative PowerPoint Presentation

Youth in Governance Innovation Framework Training (with Julie Petrokubi and Shep Zeldin)

Youth on Government Boards Website

## VITA FOR DALE A. BLYTH

**Birth Date:** March 5, 1949

### Education:

1971 - 1977	Ph.D. in Sociology, University of Minnesota
1972 - 1976	Pre-Doctoral Fellow in interdisciplinary NIMH Evaluation Research Methodology Training Program,
1967 - 1971	B.A. - Summa Cum Laude Luther College - Decorah, Iowa majoring in Sociology and Psychology

### Professional Employment:

2006 - present	Affiliated Professor, Department of Educational Policy and Administration, University of Minnesota
1998 - present	Associate Dean and Director, University of Minnesota Extension Center for Youth Development
1998 - present	Adjunct Professor, Institute for Child Development, University of Minnesota
1997-1998	Director of Strategic Initiatives, Search Institute.
1996-2001	Senior Program Associate, W.T. Grant Foundation
1991-1997	Director of Research and Evaluation Division, Search Institute.
1988 - 1991	Director, Center for Adolescent Health Analysis, Department of Adolescent Health, American Medical Association.
1985 - 1988	Assistant Professor, Human Dev. & Family Studies, Cornell University.
1981 - 1985	Assistant Professor, Department of Psychology, Ohio State University.
1979 - 1981	Research Scientist and Director, Schools and Adolescent Development Research Program. Boys Town Center for the Study of Youth Dev.

### Research Experience:

2006 – present	Youth Program Quality Improvement Study, Consultant and site director for Minnesota component of study. High / Scope Educational Foundation with funding from W.T. Grant Foundation
2006 – present	Principle Investigator, Exploring the Supply and Demand of Community Learning Opportunities (\$250,000 study with multiple funding partners)
1996-1998	Principal Investigator, Evaluation of Assets for Colorado Youth Initiative, The Colorado Trust (\$2M)
1994-1995	Principal Investigator, Healthy Communities, Healthy Youth, W.T. Grant Foundation
1991-1994	Principal Investigator, Effective Communities for Adolescent Development (multiple sponsors).
1986 - 1988	Co-Investigator (with Dr. Urie Bronfenbrenner and Dr. Steve Hamilton), Anonymous Grant: Activities and Mentors: Building Teenage Competence.
1975 - 1984	Co-Investigator (with Dr. Roberta Simmons), NIMH and William T. Grant Foundation Grant. Self-Image in Adolescence longitudinal study.

### Publications

Book 1987 Simmons, R. G. and Blyth, D. A. Moving into Adolescence: The Impact of  
Pubertal Change and School Context. New York: Aldine.

Over 80 peer reviewed journal articles and book chapters as well as numerous reports and professional and public presentations regarding youth development, youth policy, and bridging research, practice, and policy.

**RYAN PATRICK ALLEN**

University of Minnesota  
Hubert H. Humphrey Institute of Public Affairs  
295D Hubert H. Humphrey Center  
301 – 19<sup>th</sup> Avenue South  
Minneapolis, MN 55455  
allen650@umn.edu  
(612) 625-5670 (phone)  
(612) 625-3513 (fax)

**Education**

2007            PhD, Urban Studies, Massachusetts Institute of Technology  
2002            MCP, Urban and Regional Planning, Massachusetts Institute of Technology  
1997            BA, Economics, College of William and Mary (*Phi Beta Kappa, Cum Laude*)

**Academic Appointments**

2007-            Assistant Professor, University of Minnesota, Humphrey Institute of Public Affairs,  
Housing and Community Development Concentration Head

**Professional Appointments**

2002-2004      Research Fellow, Center for Reflective Community Practice, MIT  
2001-2002      Research Associate, Center for Urban and Regional Policy, Northeastern University  
1998-2000      Research Associate, State Policy Center, The Urban Institute  
1997-1998      Economist, Office of Current Employment Statistics, Bureau of Labor Statistics

**Teaching**Graduate Instruction

Introduction to Urban and Regional Planning, University of Minnesota  
Immigrants and Cities, University of Minnesota  
Microeconomics (Teaching Assistant), MIT  
Planning Economics (Teaching Assistant), MIT  
Urban Design Studio: Urban Planning in a Diverse Context (Teaching Assistant), MIT  
Introduction to Urban and Regional Planning (Teaching Assistant), MIT  
Community Census: Helping Communities Count Themselves (Teaching Assistant), MIT

Undergraduate Instruction

Introduction to Urban and Regional Planning, University of Minnesota

**Research Grants, Awards and Honors**

- 2009 Faculty Interactive Research Program Grant, Center for Urban and Regional Affairs, University of Minnesota (\$35,518)
- 2008 Proposal Development Grant, Minnesota Population Center, University of Minnesota (\$10,000)
- 2005-2007 Doctoral Dissertation Research Grant, U.S. Department of Housing and Urban Development (\$25,000)
- 2005 Junior Scholar, SSRC Summer Institute on International Migration at the Center for Research on Immigration, Population and Public Policy, University of California at Irvine
- 2005 Harold Horowitz Student Research Award, MIT Department of Urban Studies and Planning
- 2005 Emerson Travel Award, MIT Department of Urban Studies and Planning
- 2003-2005 Graduate Fellowship Award, MIT Department of Urban Studies and Planning
- 2003-2004 Presidential Fellows Award, MIT

**Professional Activities**

Member, Association of Collegiate Schools of Planning, 2007-present  
Member, Urban Affairs Association, 2007-present  
Member, Midwest Sociological Society, 2007-2008  
Participant, *Journal of Planning Education and Research* Junior Scholar Writing Workshop, 2008  
Reviewer for: *Journal of Planning Education and Research*, *Journal of Criminal Justice*, *Ethnic and Racial Studies*, *The Sociological Quarterly*, the National Science Foundation, and the Russell Sage Foundation

**Publications**Refereed Articles

- 2009 "Benefit or Burden? Social Capital, Gender and the Economic Adaptation of Refugees." *International Migration Review*, Vol. 43, No. 2 Summer 2009.
- 2010 "The Bonding and Bridging Roles of Religious Institutions for Refugees in a Non-Gateway Context." *Ethnic and Racial Studies*, Vol. 32
- 2010 "Nativity, Ethnicity and Residential Relocation: The Experience of Hmong Refugees and African-Americans Displaced from Public Housing." *Journal of Urban Affairs*

Manuscripts Currently Under Review

- 2009            “Who Experiences Foreclosure? Evidence from Minneapolis, Minnesota.” *Housing Policy Debate*.

Manuscripts Currently in Development

- 2009            “‘I don’t expect to go and beg from them’: The Logic of Refugee Social Tie Activation.”
- 2009            “Spatial Settlement Patterns of African-Americans and Hmong Refugees Displaced from Public Housing”
- 2009            “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis”

Other Professional Publications

- 2006            “Employment and Earnings Outcomes of Recently Arrived Refugees in Portland, Maine,” Report to the Maine Department of Labor, 121 pp, November 2006.
- 2004            Amulya, Joy, Christie O’Connor, Ceasar McDowell, and Ryan Allen. “Vital Difference: The Role of Race in Building Community,” The Center for Reflective Community Practice, Massachusetts Institute of Technology, 47 pp.
- 2002            Allen, Ryan, Barry Bluestone, Bonnie Heudorfer, and Gretchen Weismann. “The Greater Boston Housing Report Card 2002,” The Center for Urban and Regional Policy, Northeastern University, 58 pp, October 2002.
- 2002            Bluestone, Barry, Jerold Kayden, Ryan Allen, and Nicole Lindstrom. “The Impact of Cambridge Office Development on Cambridge Housing Prices,” Report to the City of Cambridge, The Center for Urban and Regional Policy, Northeastern University, 18 pp, July 2002.
- 2001            Liner, E. Blaine, Harry Hatry, Elisa Vinson, Ryan Allen, Pat Dusenbury, Scott Bryant, and Ron Snell. *Making Results-Based Government Work*, Washington, DC: The Urban Institute, 150 pp.
- 2001            Kornblum, William, Christopher Hayes, and Ryan Allen. “The Public Use of Urban Parks: A Methods Manual for Park Managers and Community Leaders,” Report to the Lila-Wallace Reader’s Digest Fund Urban Parks Initiative, Washington, DC: The Urban Institute, 70 pp, July 2001.

**Refereed Conference Abstracts and Presentations**

- 2009            “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis,” Association of Collegiate Schools of Planning Annual Meeting, Crystal City, VA, October 3

- 2009 “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis,” American Association of Geographers Annual Meeting, Las Vegas, NV, March 24
- 2009 “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis,” Urban affairs Association Annual Meeting, Chicago, IL, March 5
- 2008 “Immigration in the Heartland: Extension and Diverse Populations,” University of Minnesota Extension Service Annual Conference, Duluth, MN, October 22
- 2008 “The Effects of Involuntary Relocation on Foreign Born and Native Born Public Housing Residents,” with Edward Goetz, Association of Collegiate Schools of Planning – Association of European Schools of Planning Joint Annual Meeting, Chicago, IL, July 10
- 2008 “The Bonding and Bridging Roles of Religious Institutions for Refugees,” Urban Affairs Association Annual Meeting, Baltimore, MD, April 24
- 2007 “Benefit, Burden or Both? The Effect of Co-Ethnic Social Capital on Refugee Earnings,” Urban Affairs Association Conference, Seattle, WA, April 26

**Invited Presentations and Talks (Selected)**

- 2009 “The Impact of Foreclosures on Minority Communities,” Executive Leadership Institute (National Forum for Black Public Administrators), University of Minnesota, Minneapolis, MN, October 22
- 2009 “Latino Immigration, Social Capital and Entrepreneurship,” Town Craft Center, Iowa State University, Perry, IA, September 23
- 2009 “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis,” American Planning Association (Minnesota Chapter) Annual Conference, Brooklyn Park, MN, September 17
- 2009 “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis,” HIRED Annual Staff Meeting, Bloomington, MN, July 31
- 2009 “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis,” National Neighborhood Indicators Project (The Urban Institute), Minneapolis, MN, May 14
- 2009 “The Benefits and Burdens of Social Capital,” Keynote Speaker at the North Central Region Urban Extension Conference, Milwaukee, WI, May 6
- 2009 “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis,” Institute for Advanced Studies, University of Minnesota, Minneapolis, MN, April 20
- 2009 “A Discussion of Richard Alba’s Bright vs. Blurred Boundaries,” Perspectives on Public Affairs, University of Minnesota, Minneapolis, MN, April 14

- 2009        “The Impact of Foreclosures on Minority Communities,” Labor and Consumer Protection Division of the Commerce and Labor Committee, Minnesota State House of Representatives, March 20
- 2009        “Racism vs. Xenophobia: A Transatlantic Perspective,” Moderator with Ruth Wodak (Lancaster University) and Michele Lamont (Harvard University), University of Minnesota, Minneapolis, MN, March 13
- 2009        “The Unraveling of the American Dream: Foreclosures in the Immigrant Community of Minneapolis,” Center for Urban and Regional Affairs Housing Forum, University of Minnesota, Minneapolis, MN, February 20
- 2008        “The Impact of Mortgage Foreclosures on the Immigrant Population of Minneapolis,” Minnesota Population Center Fall Speaker Series, University of Minnesota, Minneapolis, MN, October 27
- 2008        “Minnesota’s Refugee Communities,” The Kojo Nnamdi Show, WAMU-American University Public Radio, St. Paul, MN, September 3
- 2008        “Immigration in the Heartland: Latinos in Minnesota,” American Democracy Project Speaker Series, Winona State University, Winona, MN, March 25
- 2008        “Demographic and Economic Trends in the Rural Midwest,” North Central Community Resources and Economic Development Planning Roundtable, Iowa State University, Perry, IA, February 25
- 2007, 06    “Refugee Employment: A Review of Emerging Research,” Employment Training Institute: International Refugee Employment Trends, RefugeeWorks, Lutheran Immigration and Refugee Service, Providence, RI (April 17, 2007), Baltimore, MD (May 24, 2006), and Austin, TX (February 23, 2006)
- 2006        “Economic Outcomes for Recently Arrived Refugees in Portland, Maine,” The Maine Office of Multicultural and Immigrant Affairs and the Office of the Governor, Augusta, ME, July 26
- 2006        “Constraints and Opportunities of Social Capital: The Case of Refugees in Portland, Maine,” The Migration Immigrant Incorporation Workshop, Sociology Department, Harvard University, Cambridge, MA, April 12



## **GREG WISE**

333 The Lowell Center · Madison, Wisconsin 53703 · (608)263-7804 · [greg.wise@uwex.edu](mailto:greg.wise@uwex.edu)

### **EDUCATION**

**Master of Science-Urban and Regional Planning;** Department of Urban and Regional Planning; University of Wisconsin-Madison; degree conferred August 1985

**Master of Arts-Public Policy and Administration;** LaFollette Institute for Public Affairs; University of Wisconsin-Madison; degree conferred May 1985

**Bachelor of Science-Landscape Architecture;** Department of Landscape Architecture; University of Wisconsin-Madison; degree conferred August 1982

### **PROFESSIONAL EXPERIENCE**

**Director,** Center for Community Economic Development, Cooperative Extension; University of Wisconsin-Extension, Madison, WI; July 2008-present

**Community Development Specialist,** Center for Community Economic Development, Cooperative Extension; University of Wisconsin-Extension, Madison, WI; January 2005-present

**Secretary of the Faculty, Academic Staff and Systemwide Extension Council;** Office of the Chancellor, University of Wisconsin-Extension, Madison, WI; March 1998-September 2001 and February 2003-January, 2005

**Interim Assistant Vice Chancellor;** Office of the Chancellor, University of Wisconsin-Extension, Madison, WI; October 2001-January 2003

**Community Resource Development Educator;** University of Wisconsin-Extension, Sauk County; Baraboo, WI; February 1992-February 1998

**Extension Office Department Head & Co-Chair;** University of Wisconsin-Extension, Sauk County; Baraboo, WI; February 1992-February 1998

**Community Resource Development Educator;** University of Wisconsin-Extension, Manitowoc County; Manitowoc, WI; May 1989-January 1992

**Management Analyst & Presidential Management Intern Fellow;** U.S. Environmental Protection Agency; Office of Administration and Resources Management; Washington, D.C.; August 1985-April 1989

### **JURIED & INVITED PUBLICATIONS/PRESENTATIONS**

Building a Local Entrepreneurship Program: A Critical Community & Economic Development Strategy; Keynote presentation at 20<sup>th</sup> Annual Rural Community Economic Development Conference; Peoria, Illinois; March 4, 2009

Inventor & Entrepreneur Clubs: A Community Development Investment in Entrepreneurship; presented at 20<sup>th</sup> Annual Rural Community Economic Development Conference; Peoria, Illinois; March 5, 2009

Wisconsin Inventor & Entrepreneur Clubs: Investment in an Innovative Approach to Entrepreneurship; Rural Research Report, Illinois Institute for Rural Affairs, Volume 20, Issue 1; Winter 2009

Revitalizing Downtown as a Community Development Strategy; presented to Manitowoc County Chamber of Commerce; Manitowoc, Wisconsin; February 12, 2008

Bioenergy: Implications for Communities; presented at National Water Conference; Reno, Nevada; February 4, 2008

Business Feasibility Assessment; presented at Value Added Agriculture Conference; Eau Claire, Wisconsin; January 24, 2008

Community Development Best Practices Training; presented to Ministry of Agriculture Extension Services headquarters and regional staff with Art Lersch and Julie Keown-Bomar; Georgetown, Guyana, South America; January 10-11, 2008

Inventors and Entrepreneurship Clubs: An Economic Development Strategy; research brief presented at Entrepreneurship Research Symposium with Gary Green; Kansas City, Missouri; October 19, 2007

Entrepreneurship Performance Indicators Best Practices; presented at International Community Development Society Annual Conference with Gary Green; Appleton, Wisconsin; June 20, 2007

Building an Entrepreneurship Web Portal: eXtension's Entrepreneurship Community of Practice; presented at National Association of Community Development Extension Professionals Annual Conference with Lionel 'Bo' Beaulieu, Charlie French and Gae Broadwater; Philadelphia, Pennsylvania; April 17, 2007

What Would an Exemplary Entrepreneurship Data Set Look Like?; invited paper presented at Exploring Rural Entrepreneurship: Imperatives and Opportunities for Research Symposium sponsored by Rural Policy Research Institute (RUPRI) and USDA Economic Research Service with Gary Green; Washington, DC; October 26, 2006

Clusters and Entrepreneurship: Opportunities for Regional Economic Development Keynote; presented at Lafayette County Economic Summit; Belmont, Wisconsin; September 27, 2006

History of Entrepreneurship and Implications for Today's Economy; presented at National Institute of Financial and Economic Literacy; Edgewood College, Madison, Wisconsin; June 21, 2006

Entrepreneurship: A Tool for Community Development; poster session presented at National Association of Community Development Extension Professionals; San Antonio, Texas; February 13, 2006

Entrepreneurship: A Tool for Community Development; presenter and roundtable facilitator at 37<sup>th</sup> Annual International Community Development Association; Baltimore, Maryland; June 28, 2005

Scholarship, Tenure and the Outreach Mission: The Challenge of the Engaged Scholar; accepted proposal to present at the American Association of Higher Education 2004 Learning to Change Conference; Wise and Attig; San Diego, California; April 2004

Sustaining Engaged Institutions; presented at the Outreach Scholarship Conference 2003: Excellence through Engagement; Bruns, Martin and Wise; Madison, Wisconsin; October 2003

Scholarship: The Key to Creating Change through Outreach; Journal of Higher Education Outreach and Engagement, Volume 8, Number 1; Bruns, Conklin, Wright, Hoover, Brace, Wise, Pendleton, Dann, Martin, and Childers; Fall 2002/Winter 2003

Adapting *Scholarship Reconsidered* and *Scholarship Assessed* to Evaluate Outreach Faculty for Tenure and Promotion manuscript submitted for publication to the Journal of Higher Education Outreach and Engagement; Volume 7, Number 3; Wise, Retzleff, and Reilly; Spring/Summer 2002

A Model of Community-Based Environmental Education book chapter; New Tools for Environmental Protection: Education, Information, and Voluntary Measures; National Research Council; National Academy Press, Washington, DC; Andrews, Stevens, and Wise; 2002

Assessing the Scholarship of Engagement: Adapting *Scholarship Reconsidered* and *Scholarship Assessed* to Evaluate Outreach Faculty for Promotion and Tenure presentation; presented at the American Association of Higher Education 2002 Forum on Faculty Roles and Rewards Conference; Wise, Retzleff, and Pendleton; Phoenix, Arizona; January 2002

Outreach and Engagement: Building and Sustaining Learning Communities in Higher Education; Journal of Higher Education Outreach and Engagement, Volume 7, Numbers 1 & 2; Childers, Martin, Dann, Dufour, Bruns, and Wise; Fall 2001/Winter 2002

Assessing the Scholarship of Engagement: Adapting *Scholarship Reconsidered* and *Scholarship Assessed* to Evaluate Outreach Faculty for Promotion and Tenure presentation; presented at the Outreach Scholarship Conference 2001: Learning, Discovery and Engagement; Wise and Retzleff; State College, Pennsylvania; October 2001

Assessing the Scholarship in UW-Extension presentation; presented at the Wisconsin Association of Extension Professionals Conference; University of Wisconsin-Extension; Wise and Retzleff; La Crosse, Wisconsin; April 2001

The Scholarship of Outreach & Engagement presentation; presented at the Wisconsin Association of Extension Professionals Conference: Creating a Common Voice; University of Wisconsin-Extension; Wise, Attig, Cunningham, and Reilly; Wisconsin Dells, Wisconsin; April 2000

Sauk County Institute of Leadership: Lessons Learned from a Model County Leadership Development Program presentation; Department of Community Resource Development Eighth Annual Community Development Symposium; Wise and Nevers; Madison, Wisconsin; February 1999

Applying U.S. Community Development Process Lessons (unpublished manuscript); Appendix A in An EPA/USDA Partnership to Support Community-Based Education; 910-R-98-008; 1998

The Role of Community Economic Analysis in Assisting Small Business Clientele presentation; presented at the Second Annual Small Business Development Center Program: Competing with the National Discounters; Madison, Wisconsin; May 1991

Using Chopped Newspaper for Animal Bedding bulletin; Bulletin Number G3546; University of Wisconsin-Extension; Gunderson, Wise, Roach, and Muench; October 1991

The Effect of Tax Exempt Forestland On Town Property Tax Revenues: A Review and Analysis of Wisconsin Private Forestland Tax Laws department paper; Occasional Paper Series in Urban and Regional Planning; University of Wisconsin-Extension; Wise and Jordahl, Jr.; April 1986

**Proposal Approval Page**

North Central Regional Center for Rural Development

Small Grants Program

(Multiple copies may be submitted to reduce time need to get all appropriate signatures)

**Proposal Title:** Contribution of Youth Engagement to the Development of Community Social Capital

**Principal Investigator Name:** Matt Calvert

**Principal Investigator Institution:** University of Wisconsin-Extension 4-H Youth Development

Matt Calvert is serving as   x   PI        Co-PI of the above-mentioned project.

Signatures:



---

Matt Calvert, 4-H Youth Development Specialist



---

Donna Menart, Interim 4-H Youth Development Program Director



---

Rick Klemme, Dean and Director of Cooperative Extension

---

(Type name and title of other individuals who may be required to approve at your institution. From the NCRCD perspective this is optional, but may be necessary for your institution. )

**Proposal Approval Page**  
North Central Regional Center for Rural Development  
Small Grants Program

(Multiple copies may be submitted to reduce time need to get all appropriate signatures)

**Proposal Title:** Contribution of Youth Engagement to the Development of Community Social Capital

**Principal Investigator Name:** Matt Calvert,

**Principal Investigator Institution:** UW-Extension 4-H Youth Development

Dale A Blyth is serving as \_\_\_ PI X Co-PI of the above-mentioned project.

Signatures:

Dale A. Blyth *Dale A. Blyth*

3/16/10

---

(Type name of PI or co-PI)

Dean Bev Durgan

*Bev Durgan*

3/16/10

(Type name and title of immediate supervisor)

Dean Bev Durgan

*Bev Durgan*

(For Agricultural Experiment Station or Cooperative Extension Appointed persons, type name of appropriate administrator. For persons with both AES and CES appointments, approval from both is required.)

3/16/10

---

(Type name and title of other individuals who may be required to approve at your institution. From the NCRCD perspective this is optional, but may be necessary for your institution. )

**Proposal Approval Page**  
North Central Regional Center for Rural Development  
Small Grants Program

(Multiple copies may be submitted to reduce time need to get all appropriate signatures)

**Proposal Title:** Contribution of Youth Engagement to the Development of Community Social Capital

**Principal Investigator Name:** Matt Calvert

**Principal Investigator Institution:** UW-Extension 4-H Youth Development

Ryan Allen is serving as \_\_\_ PI X Co-PI of the above-mentioned project.

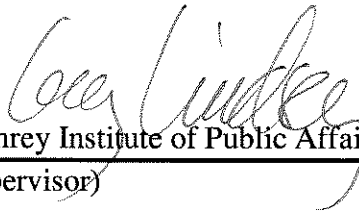
Signatures:

Ryan P. Allen



(Type name of PI or co-PI)

Greg Lindsey, Associate Dean, Humphrey Institute of Public Affairs



3/17/10

(Type name and title of immediate supervisor)

(For Agricultural Experiment Station or Cooperative Extension Appointed persons, type name of appropriate administrator. For persons with both AES and CES appointments, approval from both is required.)

(Type name and title of other individuals who may be required to approve at your institution. From the NCRCD perspective this is optional, but may be necessary for your institution. )



**Proposal Approval Page**

North Central Regional Center for Rural Development  
Small Grants Program

(Multiple copies may be submitted to reduce time need to get all appropriate signatures)

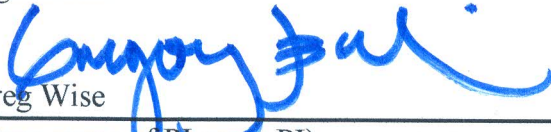
**Proposal Title:** Contribution of Youth Engagement to the Development of Community Social Capital

**Principal Investigator Name:** Greg Wise

**Principal Investigator Institution:** University of Wisconsin-Extension

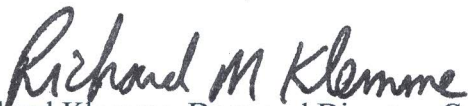
\_\_\_ Greg Wise \_\_\_ is serving as \_\_\_ PI \_\_\_ ☒ Co-PI of the above-mentioned project.

Signatures:

  
Greg Wise  
\_\_\_\_\_  
(Type name of PI or co-PI)



Tom Blewett, Interim CNRED Program Leader  
\_\_\_\_\_  
(Type name and title of immediate supervisor)



Richard Klemme, Dean and Director, Cooperative Extension  
\_\_\_\_\_

(For Agricultural Experiment Station or Cooperative Extension Appointed persons, type name of appropriate administrator. For persons with both AES and CES appointments, approval from both is required.)

\_\_\_\_\_  
(Type name and title of other individuals who may be required to approve at your institution. From the NCRCD perspective this is optional, but may be necessary for your institution. )