

Community Capitals Mapping with Youth and Communities: National 4-H Engaging Youth, Serving Community Project

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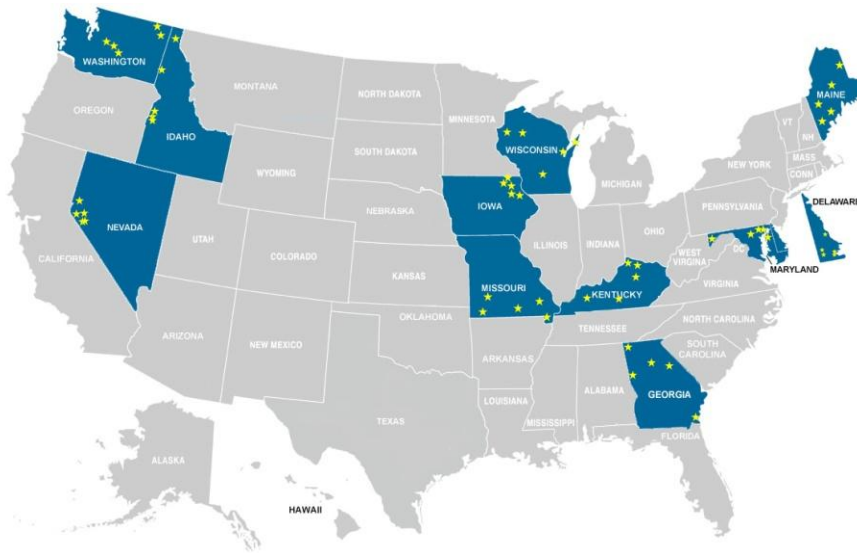
Presentation

- Overview of EYSC
- Missouri community sites
- Introducing youth to CCF
- Evaluation toolkit – spider mapping example
- Working with results
- Next steps
- Q&A/wrap-up

ENGAGING *Youth,*
SERVING *Community*

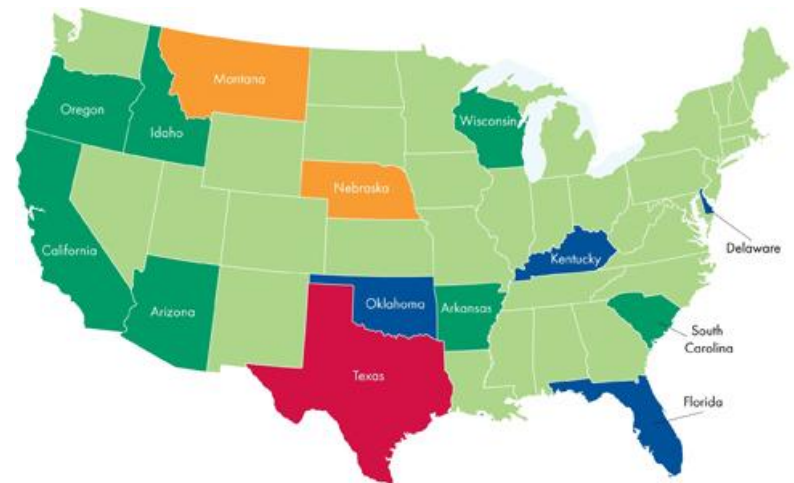
**Partnership between
National Institute of Food and
Agriculture (USDA NIFA),
National 4-H Council,
National FFA Organization, and
Girl Scouts of the USA**

**Over 10,000 rural youth across America
working in partnership with adults and
communities on social, economic, and
environmental issues to enhance
community capitals**



2010-2011

2006-2009



Guiding Principles



- **Programs located in rural communities under 10,000**
- **Youth improve their own lives and the communities in which they live**
- **Youth development principles**
- **Youth/adult partnerships**
- **Youth valued as resources**
- **Culturally sensitive, inclusive**
- **Framed in the Community Capitals Model**
- **Intent to fund 3-5 years with federal funding and project performance**
- **Engage the same youth over multiple years**
- **Programs grow in scope, breadth, depth, intensity and frequency**
- **Programs leverage additional community resources**

EYSC Community Process

1. Select and develop a core team of youth/adults.
2. Identify an issue. Learn about the issue.
3. Refine the issue through a community forum.
4. Develop a strategy for impacting the issue.
5. Create and implement an action plan.
6. Evaluate and report results.
7. Celebrate!



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Community
Service

*One-shot, short-term,
cause-oriented, in and out,
“feel good” events*

Service
Learning

*Service linked to
classrooms and
educational goals,
longer-term, reflection*

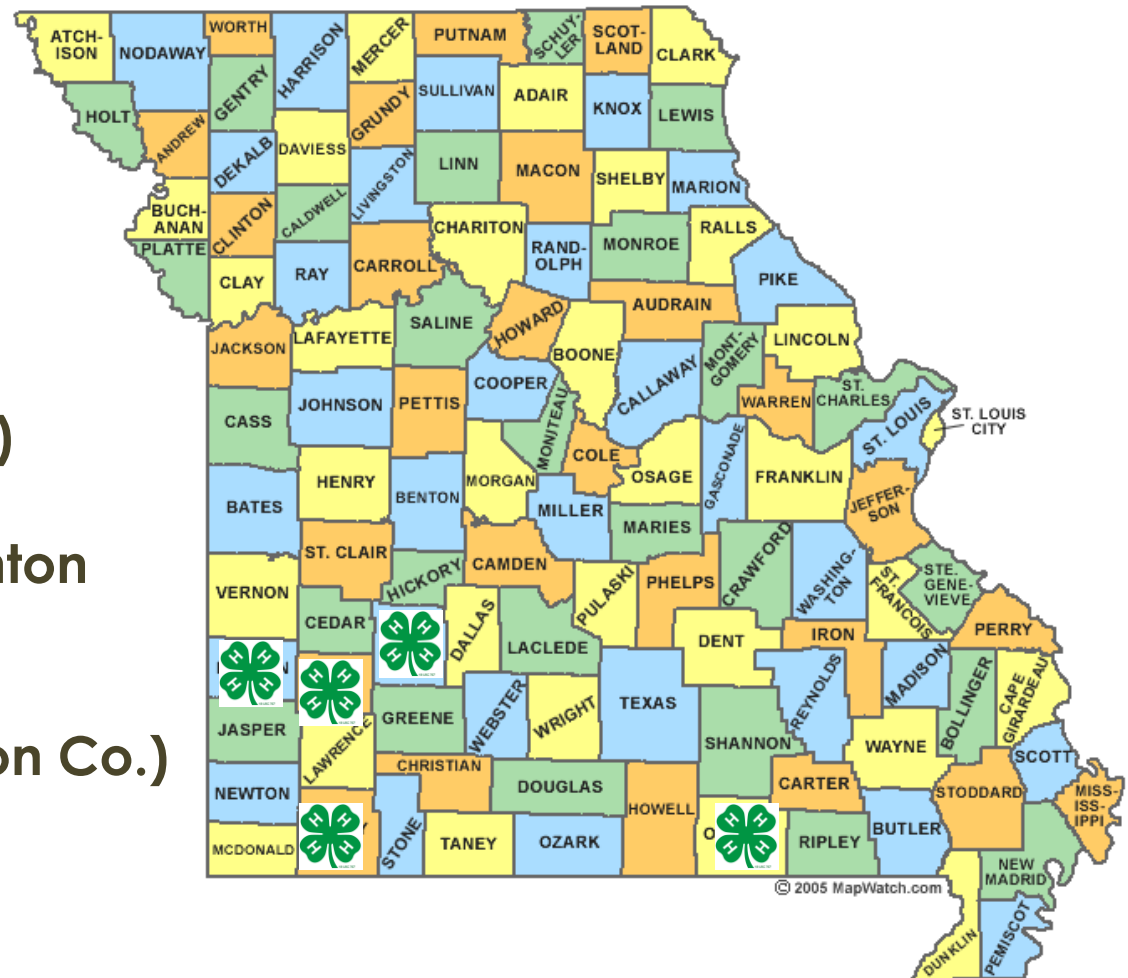
Civic
Engagement

*Ongoing involvement, more
complex, issue-based,
needle movement change,
community solutions*



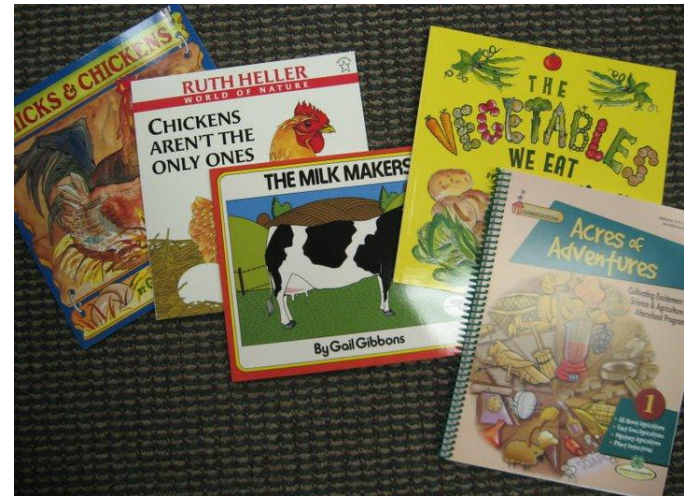
National 4-H Engaging Youth, Serving Community Project Sites – Missouri

- Cassville, Exeter, and Purdy (Barry Co.)
- Lamar (Barton Co.)
- Greenfield (Dade Co.)
- Pleasant Hope & Brighton (Polk Co.)
- Alton & Thayer (Oregon Co.)



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- Barry County – Cassville, Exeter, Purdy, Mo.
Agricultural Literacy: “Hatching Chicks” Embryology Project, K-3 Classroom Reading Materials



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- Barton County – Lamar, Mo.
Poverty: Good Samaritan Thrift Shop, Meals on Wheels, Back Pack Buddies, Sheltered Workshop



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- Dade County – Greenfield, Mo.
Hunger: Brown Bag Buddies Program,
Community Garden



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- Polk County – Pleasant Hope, Brighton, Mo.
Afterschool Opportunities for Teens: Good Samaritan Boys Ranch 4-H Club, Hope House Project



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- Oregon County – Alton, Thayer, Mo.
Academic Achievement: Youth Teaching Youth
K-6 Afterschool Tutoring/Mentoring Program



Mapping Community Capitals with Youth

- Provides groups with way to conceptualize and measure hard-to-grasp community impacts
- Helps youth (and adults) connect activities to larger purpose
- Provides opportunities for reflection, growth, and program development

*Baker, Calvert, Emery, Enfield, and Williams. NCRCRD webinar, Dec. 3, 2010.
NCERA215: Contribution of 4-H Participation to the Development of Social Capital.*

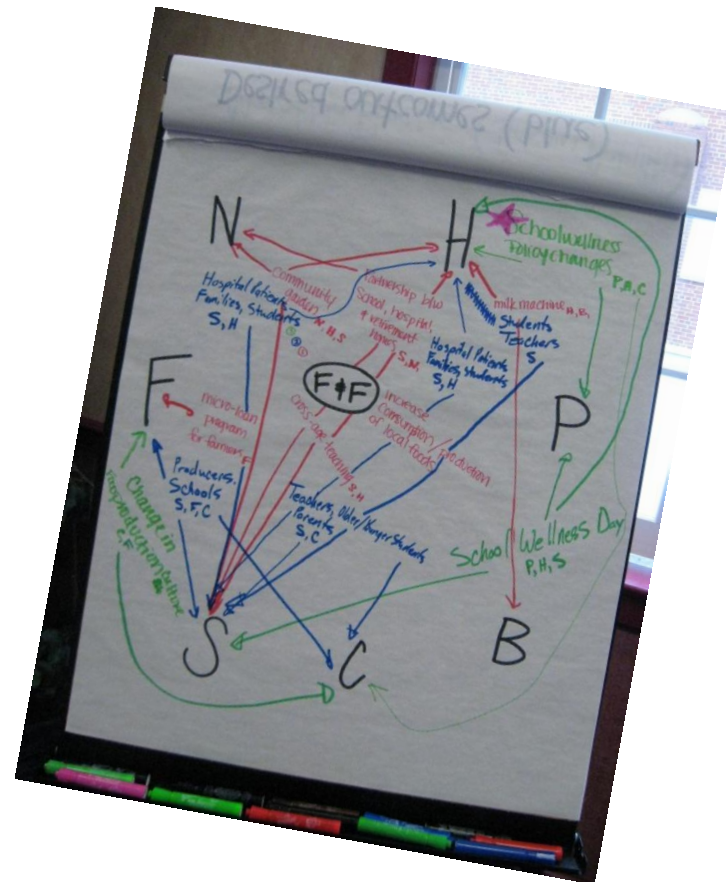
Introducing Youth to Community Capitals

- Matching/brainstorming activities
- What's in the bag?
- Object lessons



EYSC Evaluation Toolkit

- Tool #3: Mapping Your Impact in the Community
 - When to use
 - Materials needed
 - Room setup
 - Using the tool
 - Steps
 - Diagram



Questions for Groups

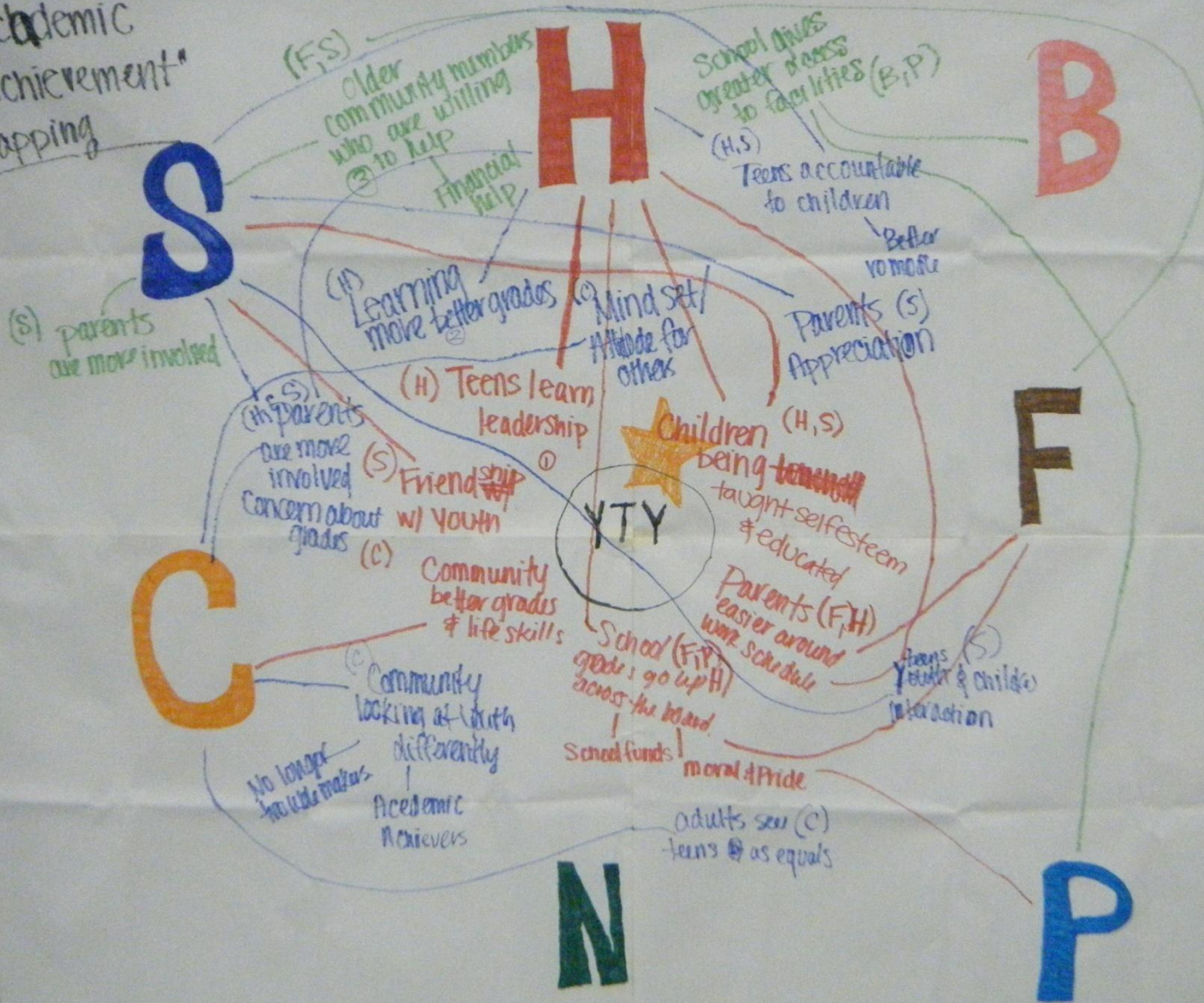
- What are people doing differently because of the project?
- Who benefits from the project and how? How does the fact that people are doing things differently make a difference?
- What changes do you see in the way community groups and institutions do things?

Mapping Example

- Oregon County EYSC (Alton, Missouri) – May 2011



"Academic Achievement" mapping





Working with Results

What are people doing differently?	Who benefits and how?	Changes in the way community groups and institutions do things?
H Teens learning leadership	H, S Teens accountable to children, better role models	
S Friendships with youth	S Teens and children interacting	
H, S Children being taught self-esteem and education*	H Learning more, better grades	
	C Mindset, attitude for others	
F, H Parents easier around work schedule	S Parents appreciation	S Parents are more involved
	H, C, S Parents more involved and concerned about grades	
F, P, H School grades going up across the board - school funds, moral and pride		B, P School giving greater access to facilities
C Community – see better grades and life skills	C Adults see teens as equals	F, S Older community members willing to help financially
	C Community looking at youth differently-no longer trouble makers, academic achievers	

H=Human S=Social C=Cultural N=Natural B=Built F=Financial P=Political

Working with Results

Guiding the work of EYSC community core teams

- 1. “A-ha” factor – discovery of impacts and linkages**
- 2. Formulating more in-depth evaluation plan to collect data on indicators related to impacts identified by mapping**
- 3. Reflecting on activities that had most impact and strategizing how/where to focus future efforts**
- 4. Identifying future stakeholders and sponsors from new knowledge about impacts**
- 5. Reporting results and public value of projects**
- 6. Experiential learning of CCF for future use by 4-H youth, adults and community partners**

Next Steps

- Support EYSC sites with indicators and data collection on “capitals” of interest
- Case study on youth social capital development at EYSC site
- Apply CCF to capture and dissemination of 4-H stories of impact
- Introduce and integrate CCF into statewide 4-H program planning and evaluation efforts

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OF RESPONSIBILITY

Questions/Discussion



Thank You!

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