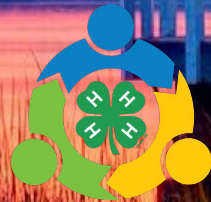


# “Empowering 4-H Youth and Adult Volunteers with the Community Capitals Framework”

National Extension Conference  
on Volunteerism – Portland, Maine  
Wednesday, May 6, 2015 – 10:30-12:00



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

# Presenters

- **Steve Hennes, University of Missouri 4-H**
- **Becky Bade, Boone County, Missouri 4-H**
- **Kenlyn Shettlesworth, Boone County, Missouri 4-H**
- **Barbara Baker, University of Maine 4-H**
- **Matt Calvert, University of Wisconsin 4-H**
- **Mary Emery, South Dakota State University**

# Learning Objectives



**Participants will:**

- **Understand how the community capitals framework can be used with volunteer-led programs.**
- **Explore the unique role of facilitator of youth/adult partnerships in communities.**
- **Gain tools for reflecting, evaluating, and planning for collaborative action with volunteers.**
- **Discover new stakeholders and local assets that contribute to stronger programs and communities.**



# Energizer Activity





# Big Questions

**What 4-H program experiences contribute to the development of youth social capital?**

**How does 4-H program community involvement impact the development of social capital within the community?**

**Emerging topics:**

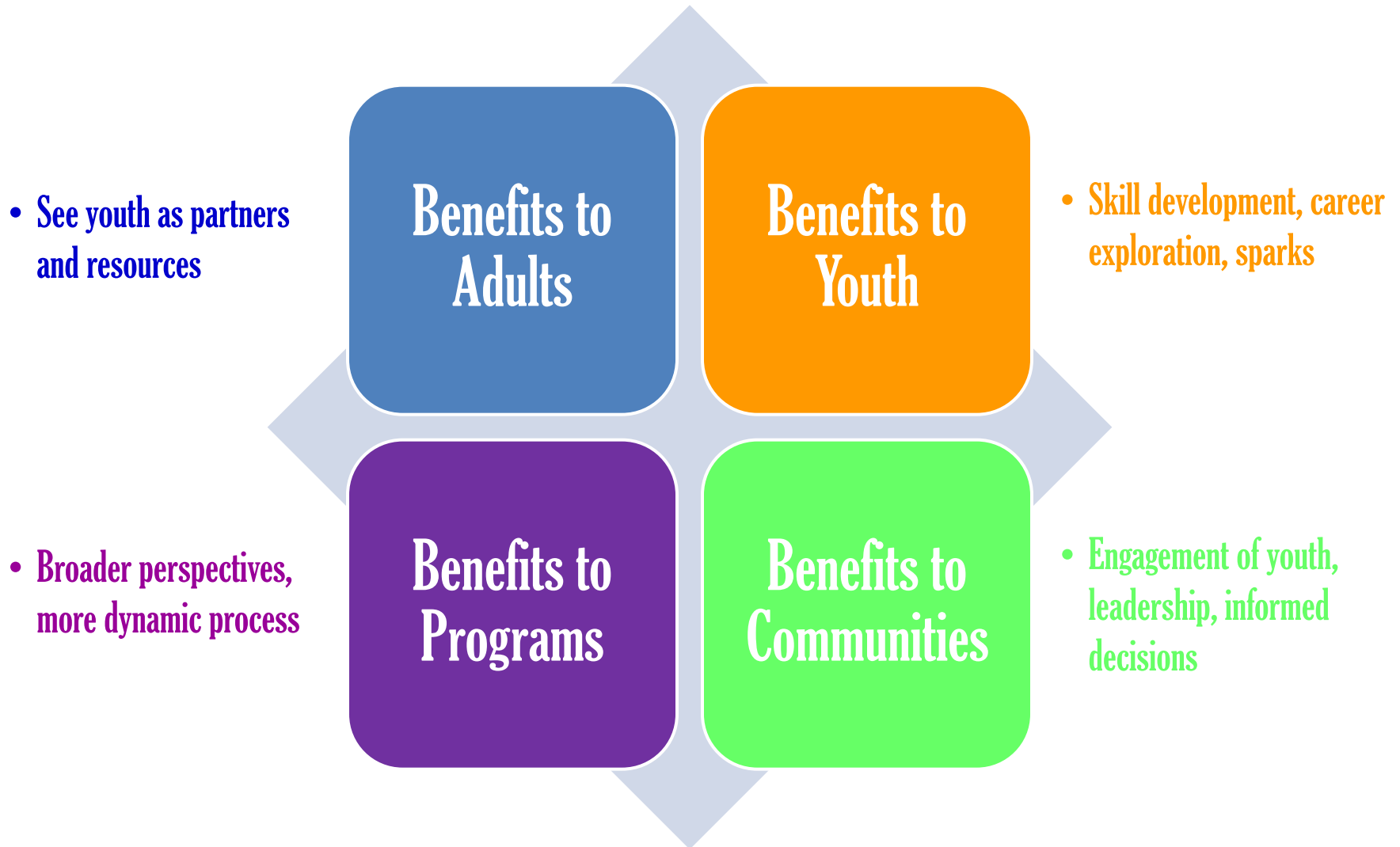
- **Vulnerable audiences and at-risk youth**
- **Community vitality and community youth development**

**(NCERA 215: Contribution of 4-H Participation to the Development of Social Capital Within Communities)**

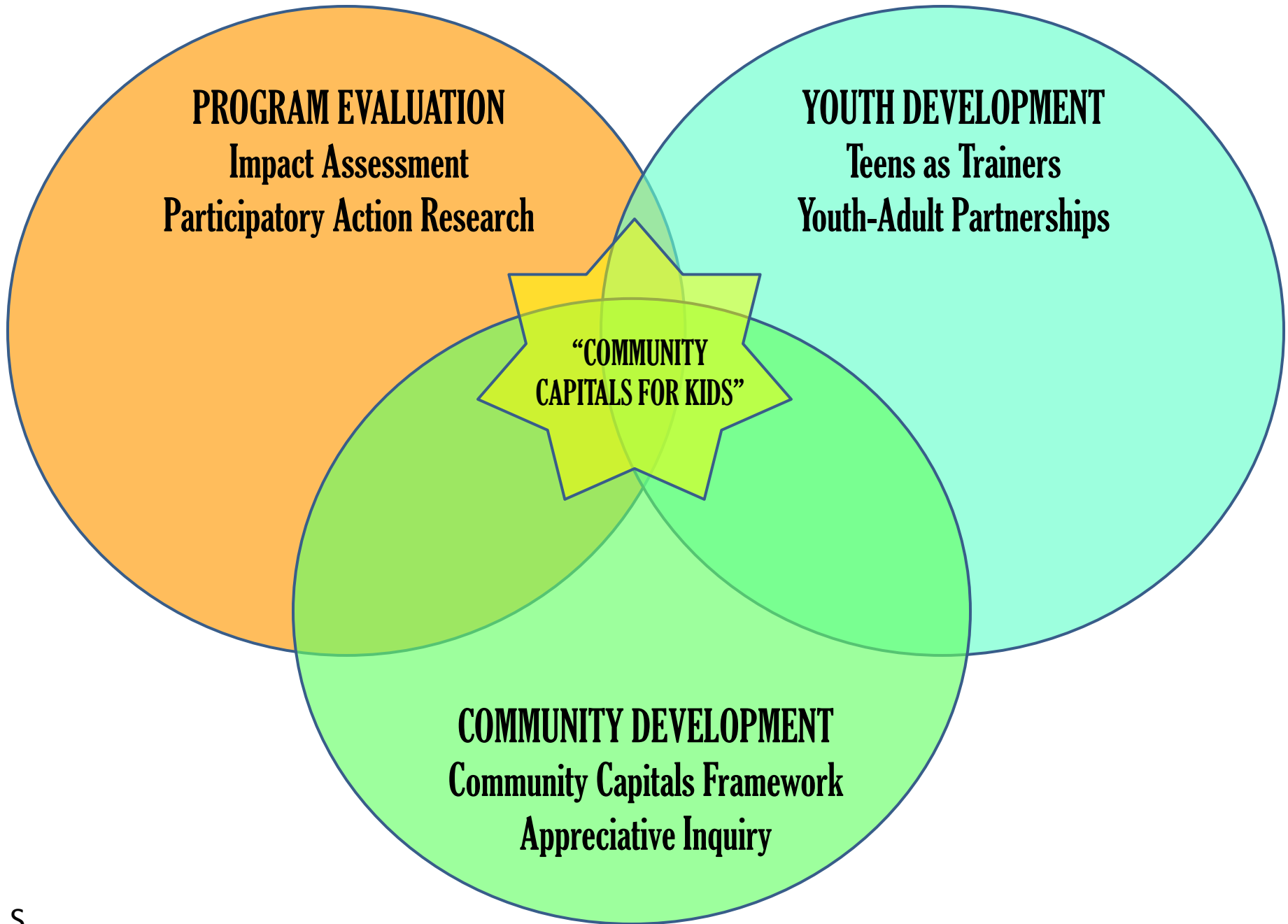
# Teens as Trainers: An Open Discussion



# Teens as Trainers: An Open Discussion







# **“Community Capitals for Kids”**

- 1. Getting Started**
- 2. Discovering Your Community Assets**
- 3. Building On Your Community Assets**
  - Individual youth**
  - Groups**
  - Communities**
- 4. Mapping Your Ripple Effects**
- 5. Creating Stronger Programs**

(Source: Steven A. Hennes, University of Missouri Extension 4-H Center for Youth Development)

# **1. Getting Started**

# My “Community?”





# “Community”

- The place where you live
- People who share a common language, culture, ethnicity, set of beliefs, values, or way of life
- People who have similar likes or interests
- Social circle or network interacting on a regular basis
- People who work at a common occupation
- Built community — buildings, parks, streets, etc.

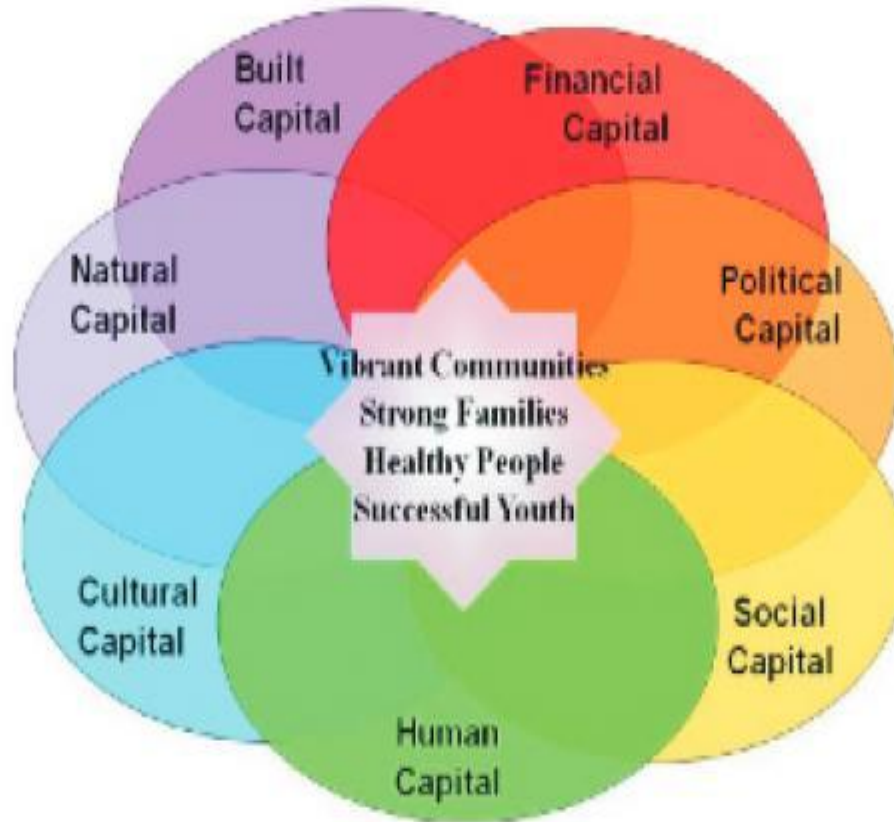
# What is “Capital?”



# “Capital”

- Something owned that provides ongoing benefits or advantages
- Stocks of wealth that can be developed or invested
- Assets that can be used in producing other assets
- Resources that can create more resources over a long time

# Community Capitals Framework:



**An Asset-Based Approach to Seeing Your Community**



# Community Eyeglasses



- **A way of seeing assets in your community**
- **Enormous possibilities not seen before**
- **There all along, but hidden beneath the surface**

# Community Bank Accounts



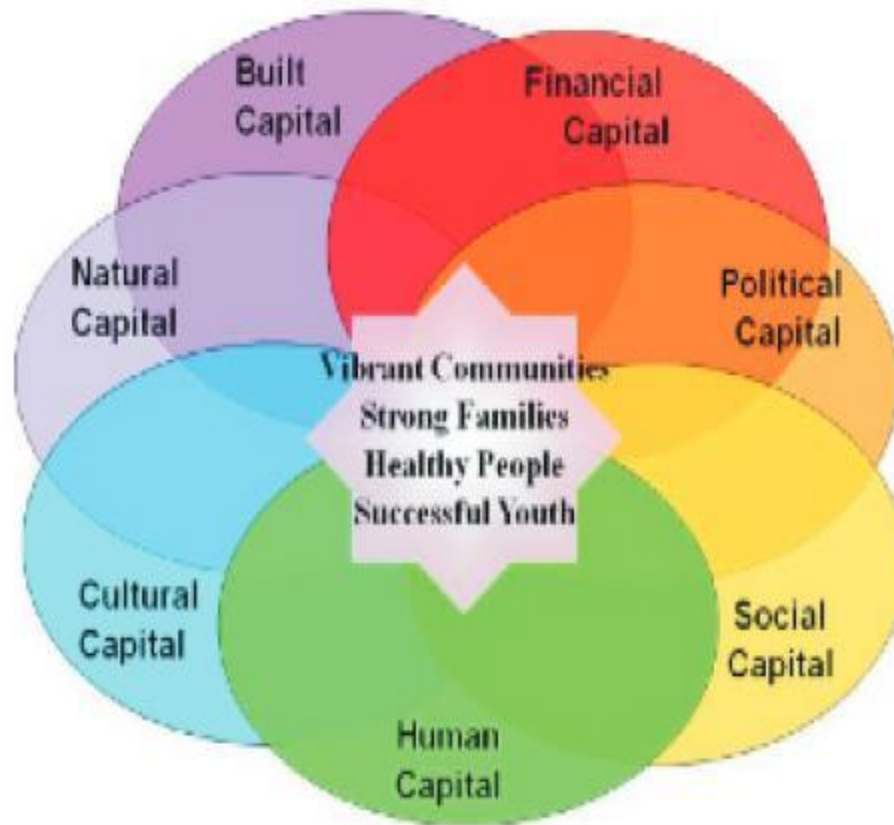
- **Have public value**
- **Have a balance, can be measured**
- **Can make deposits and withdrawals**
- **Changes in one brings changes in others (interconnected)**

# What's In the Bag?



- 1. For this activity, form a small group.**
- 2. Remove items from the bag and discuss how each item relates to some aspect of your community.**
- 3. Using the handout, place each item next to one form of community capital which that item best represents. Each item will have only one match.**

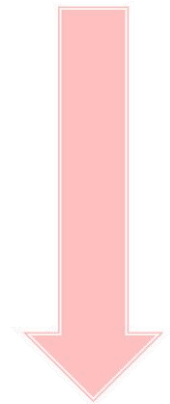
# What's In the Bag?





# Project Example

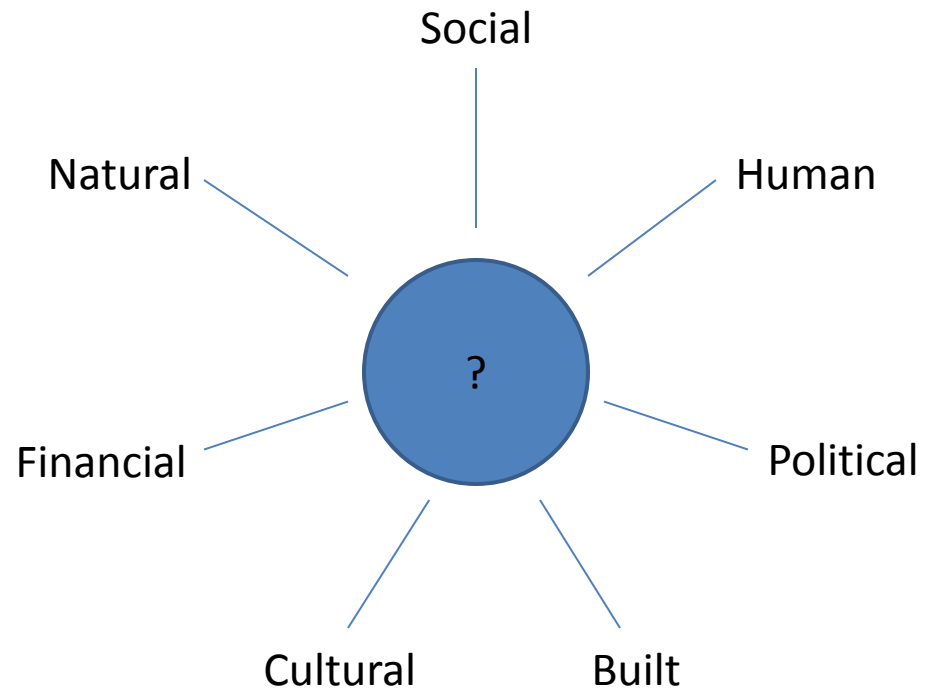
- **4-H group decides to take on the issue of nutrition in their community:**
  - **YEAR 1 - Pack backpacks of nutritious food for students**
  - **YEAR 2 - Start community garden**
  - **YEAR 3 - Add educational program for families to raise their own gardens, preserve food**
  - **YEAR 4 - Coordinate farmers market and other outlets for residents to market produce they grow for sustainable income**



## **2. Discovering Your Community Assets**

# Discovering Your Community Assets

1. What assets does our community have under each category?
2. What assets do our youth bring to the community?
3. What assets does our community have that support youth?

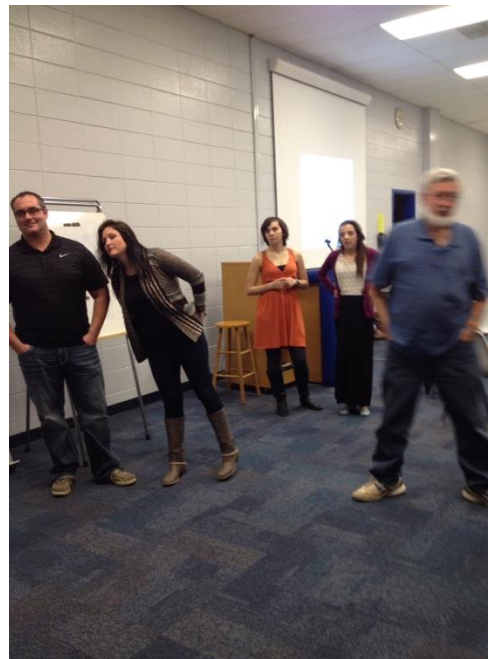


# Community Project : Brookfield Leadership Academy

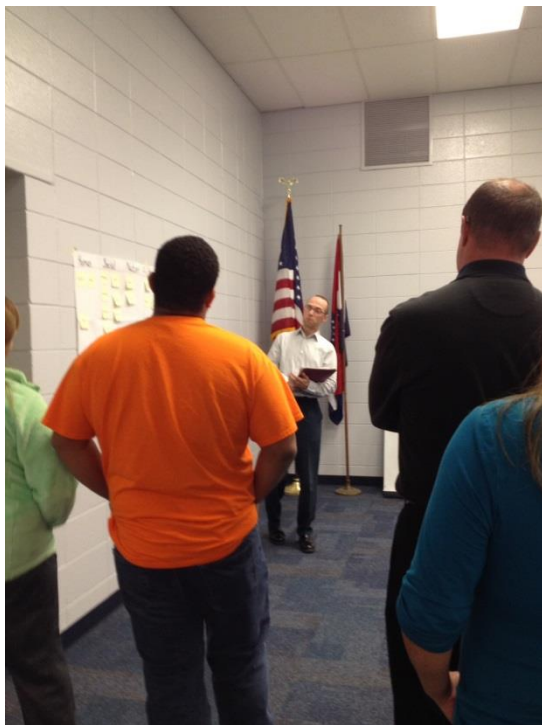
## 1) Getting Started



## 2) Discovering Your Community Assets



## 3) Building on Your Community Assets



## 4) Mapping Your Ripple Effects

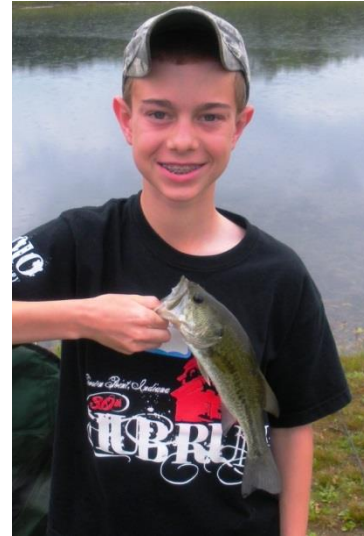


## 5) Creating Stronger Programs



# **3. Building on Your Community Assets**

# Building on Your Community Assets

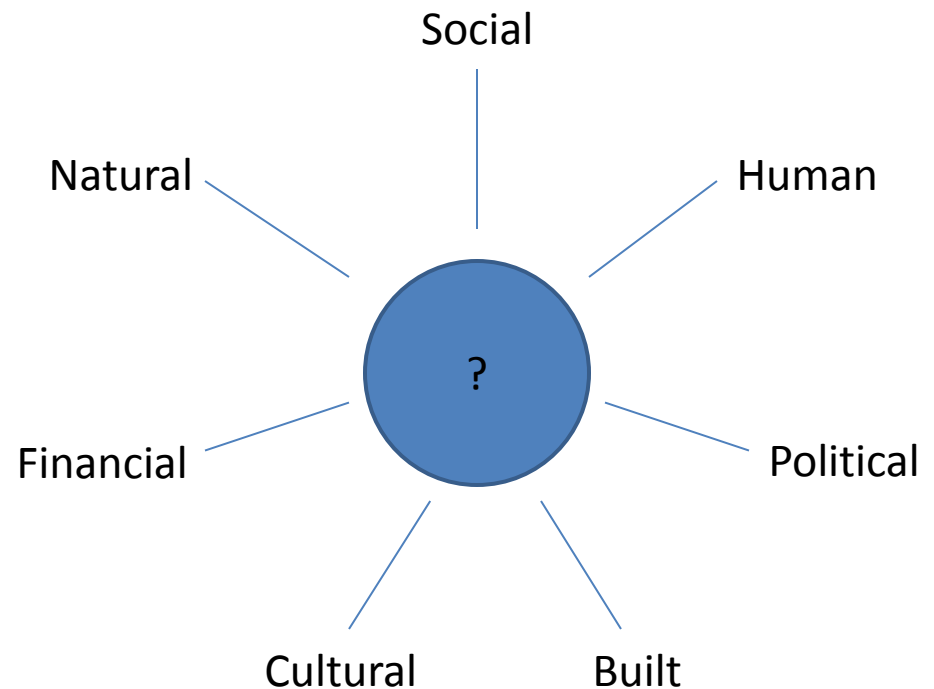


**“Give a kid a fish, feed him for a day.  
Teach a kid to fish, feed her for a lifetime.  
Help kids connect their fishing to the world around them,  
grow citizens and build a stronger community!”**

(Source: Steven A. Hennes, University of Missouri Extension 4-H Center for Youth Development)

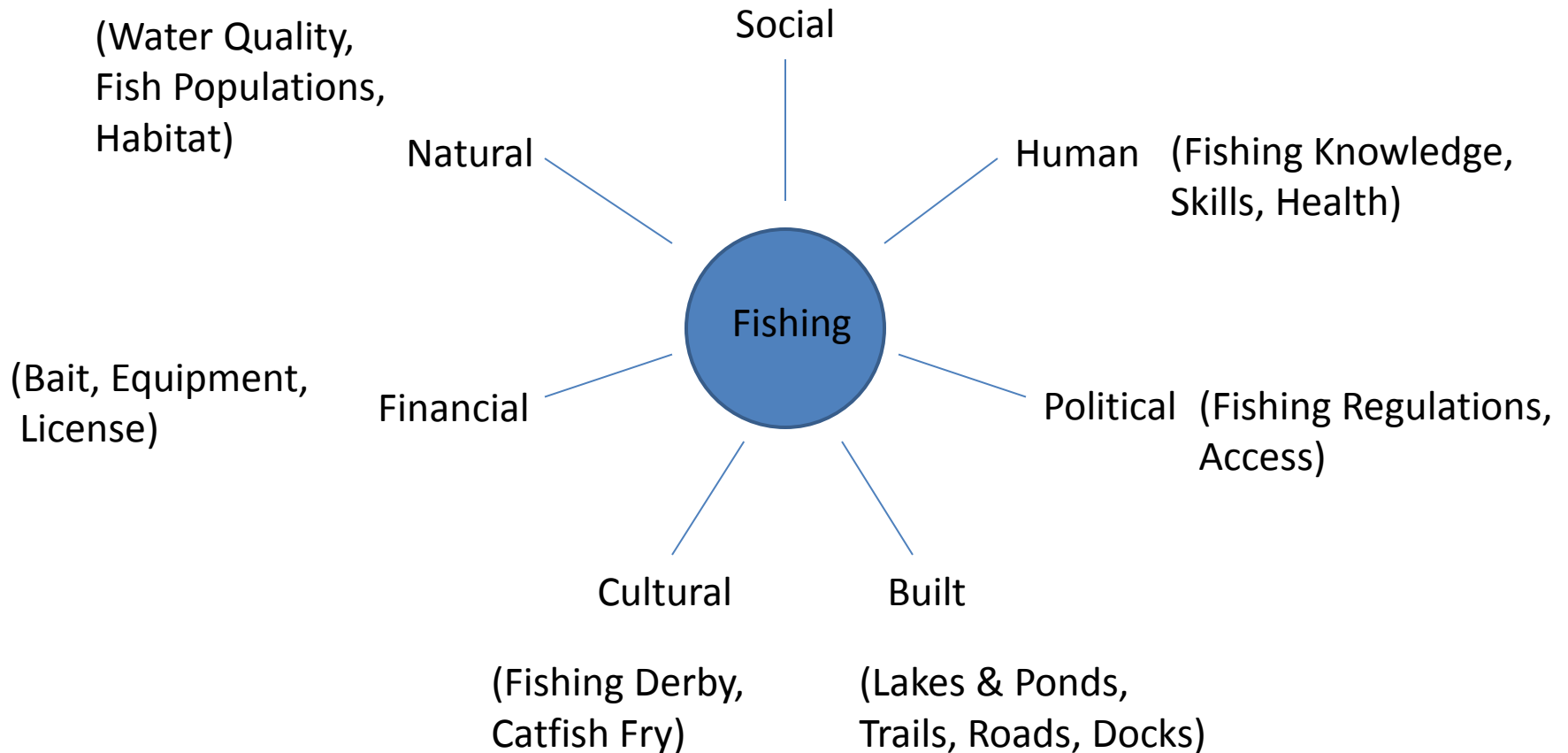
# Building On Your Community Assets

1. **What community assets does our 4-H project involve?**
2. **What community assets did our 4-H project build or enhance?**



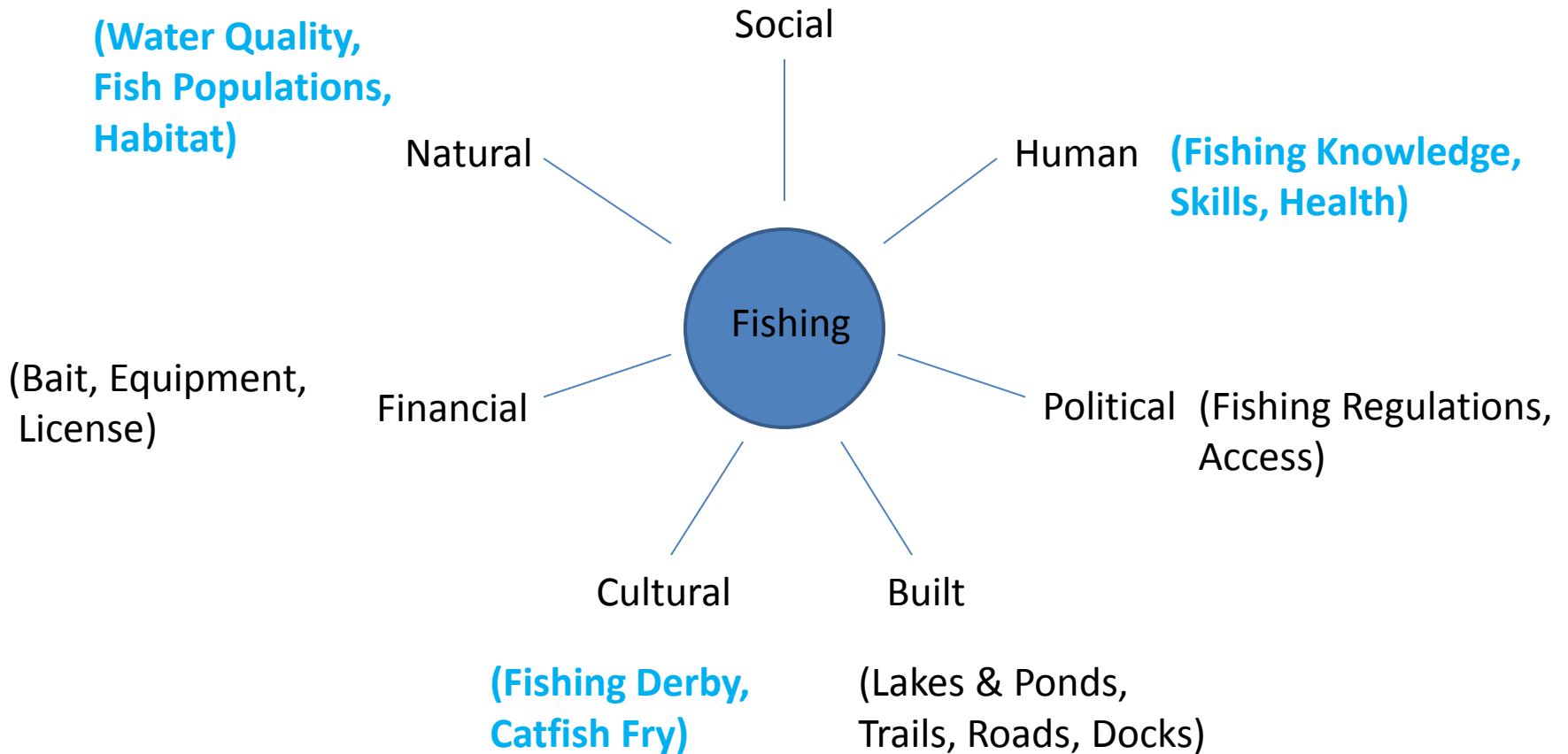
# 4-H Fishing Project

(Fishing Relationships:  
Youth-youth, adult-youth, adult-adult)



# 4-H Fishing Project

(Fishing Relationships:  
Youth-youth, adult-youth, adult-adult)



## **4. Mapping Your Ripple Effects**



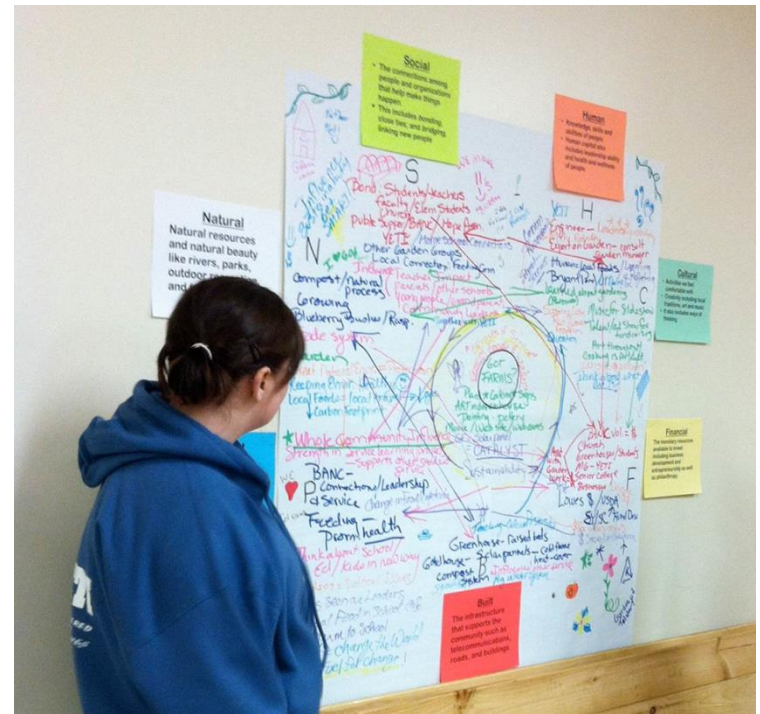
# Welcome to Bethel, Maine!



## A Ripple-Effect Mapping Experience!

# Ripple Mapping in 10 Easy Steps

1. Welcome/review/purpose
2. Share in pairs
3. Intro the capitals map
4. Intro the project
5. Intro three levels/questions
6. Map the three layers (things/non-things)
7. Identify most significant change
8. Help group with evaluation questions/data
9. Reflect/ask for insights into next steps
10. Wrap-up/group photo



# Questions/Layers to Map

1. What are people doing differently? How are things different?
2. Who is benefitting and how? How is the fact that people are doing things differently affecting others?
3. What changes are you seeing in community systems and institutions and organizations? Are everyday ways of thinking and doing changing, and how?

# Reflection/Future Directions

- What do we think is the most significant change on the map, and why?
- How can the map help with the evaluation of our program? What questions do we have about impacts? What information might we seek to collect on the impacts we've identified?
- How can we apply what we see on the map to our next round of work?



# Bethel, Maine GOT Farms? Project

## Results: Sense of Accomplishment, Impact, Energy, and Direction!





# Boone County 4-H Junior Leaders – Every Map Tells a Story!

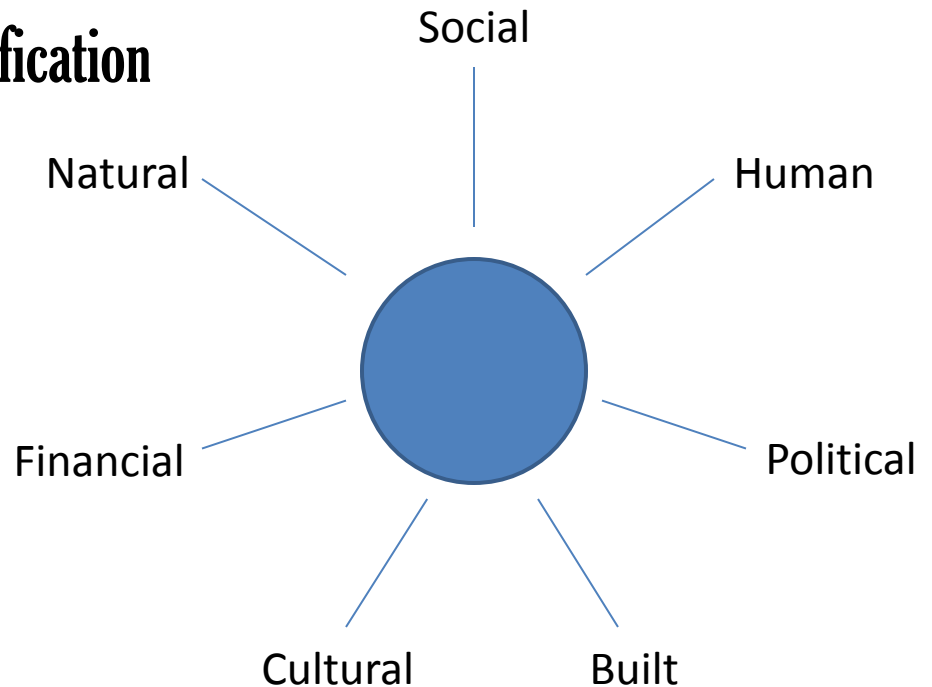




## **5. Creating Stronger Programs**

# How Groups Benefit from Community Capitals

- **Discovery or Confirmation of Community-Level Impacts**
- **Plans for Outcome Measurement**
- **Harvesting Stories and Unpacking the “Spiral”**
- **New Stakeholder and Asset Identification**
- **Continue or Change Directions**



# Teens as Trainers: What Works



# Taking It Home...

- **How can community capitals be applied to your work with youth or adult volunteer groups?**
- **What stands out to you about youth/adults working together to facilitate this approach?**
- **Which community capitals tools or methods may work best with your volunteer groups?**
- **How can community capitals contribute to stronger programs and communities?**

# **The Future of This Work...**

# Links and Resources

- **NCERA215: Contribution of 4-H Participation to the Development of Social Capital Within Communities.** [http://www.lgu.umd.edu/lgu\\_v2/homepages/home.cfm?trackID=16176](http://www.lgu.umd.edu/lgu_v2/homepages/home.cfm?trackID=16176)
- **“Using Ripple Effect Mapping to Evaluate Program Impact.”**  
<http://www.joe.org/joe/2015april/tt1.php>
- **“Youth Programs as Builders of Social Capital: New Directions for Youth Development.”**  
<http://onlinelibrary.wiley.com/doi/10.1002/yd.v2013.138/issuetoc>
- **“Contributions of Youth Engagement to the Development of Social Capital Through Community Mapping.”** <http://www.joe.org/joe/2013february/tt7.php>
- **USDA Rural Youth Development Project Tools.** [www.ruralyouth.org](http://www.ruralyouth.org)



# Learning Objectives



**Participants will:**

- **Understand how the community capitals framework can be used with volunteer-led programs.**
- **Explore the unique role of facilitator of youth/adult partnerships in communities.**
- **Gain tools for reflecting, evaluating, and planning for collaborative action with volunteers.**
- **Discover new stakeholders and local assets that contribute to stronger programs and communities.**

**THANK YOU!**

**National Extension Conference  
on Volunteerism – Portland, Maine  
Wednesday, May 6, 2015 – 10:30-12:00**



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