Building Youth and Community Social Capital on Purpose:

A Toolkit for Youth and Community Development Professionals

NAE4-HYDP Conference - Memphis, Tennessee
November 16, 2021, 3:15-4:45 pm CST

Building Youth & Community Social Capital on Purpose
Workshop Presenters

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Contributors: Nia Fields (MD), Mary Emery (SD), Matt Calvert (WI), Barb Baker (ME-retired), Debra Kantor (ME-retired)

Today's Session

- Background on NCERA215 Project

- What is Social Capital? - 3 Types & Examples

- Linking Social Capital to Youth & Community Development Frameworks - "Integrated Model"

- Youth-focused Social Justice and Social Mobility

- Examples of Programs Building Social Capital

- Strategies to "Supercharge" Social Capital Outcomes of Programs

- Evaluating Social Capital

- NCERA215 Involvement and Accessing the Toolkits

Learning Objectives

1) Gain understanding of three types of social capital, and how 4-H building social capital benefits youth and communities.

2) Link social capital to conceptual frameworks for youth and community development (such as the 4-H Thriving Model and the Community Capitals Framework), and competencies for youth development professionals.

3) Gain knowledge of how 4-H can build social capital for all members, especially young people facing social inequities.

4) Reflect on degree to which 4-H programs grow social capital ("by coincidence" or "on purpose") and how program attributes can better expand social networks and connectedness.

5) Explore how 4-H professionals can apply a social capital approach to programming to help youth reach developmental goals and aspirations.

NCERA215: Integrating Community and Youth Development to Create Social Capital

NCERA215 Project

- Nine states comprise the core group (CA, MD, ME, MI, MO, SD, WI, MN, WV)
- Approximately 20 states and Land Grant Institutions are members of the project.
- Project renewed in 2018 for 5 years as a North Central Extension and Research Activity

Project Personnel

- Co-Chairs - Neil Klemme, University of Wisconsin; Jacquie Lonning, University of Minnesota

- Administrative Advisor – Kathleen Lodl, University of Nebraska

- NIFA Representative – Bonita Williams, National Program Leader, Vulnerable Audiences

NCERA215 Project

Intended Impacts:

- Strengthening the capacity of 4-H and other program areas to measure and communicate individual and community social capital change.

- Sharing quality program practices in building youth social capital .

- Engaging multiple Cooperative Extension program areas (4-H Youth Development and Community Development).

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

NCERA215 Project

Research Questions:

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

- How does the 4-H program's community involvement impact the development of social capital within the community?
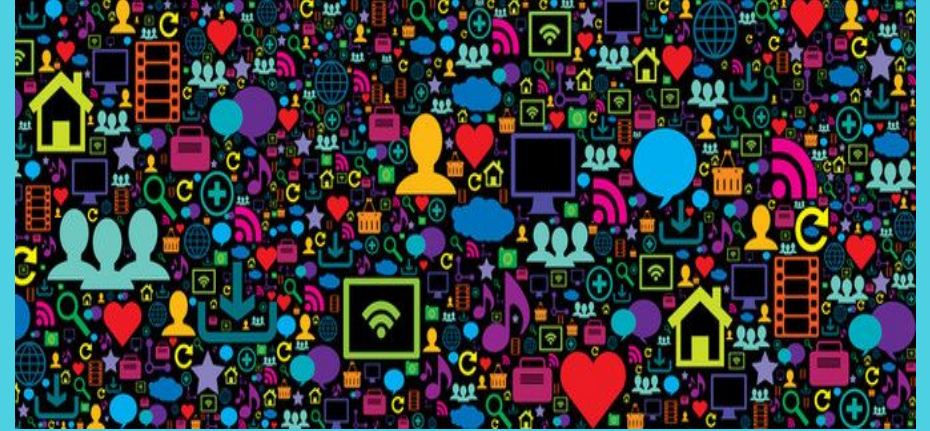
Contribution of 4-H Participation to the Development of Social Capital within Communities

Can you identify a *disruptive* technology?

4-H *disrupts* who youth know…

Friends and acquaintances

Near-peers

Adult guides and mentors

Allies and advocates

Role models

Future employers

Leaders in positions of power

…and who youth know *matters*!

What 4-H experiences do you create *with* youth?

Introductions (pair & share)

1. Find a partner, introduce yourself.

2. Name one of your favorite 4-H programs, activities, or areas of specialization.

3. What is a specific 4-H experience you'd like to "super-charge" with positive relationships and network-building, and why?

3 Types of Social Capital

Bonding networks (Lifelines)

- Close ties that give people a sense of security and identity and help people thrive.
- *These connections are usually with family, friends, and neighbors.*

Bridging networks (Door openers)

- Broader ties that can help people get ahead and gain opportunities by widening the social network.
- *These connections are usually with community volunteers, mentors and employers.*

Linking networks (Navigators)

- Links to organizations & systems that can help people gain resources and bring about change.
- *These connections can include universities and community organizations, legislators, policymakers, and funders.*

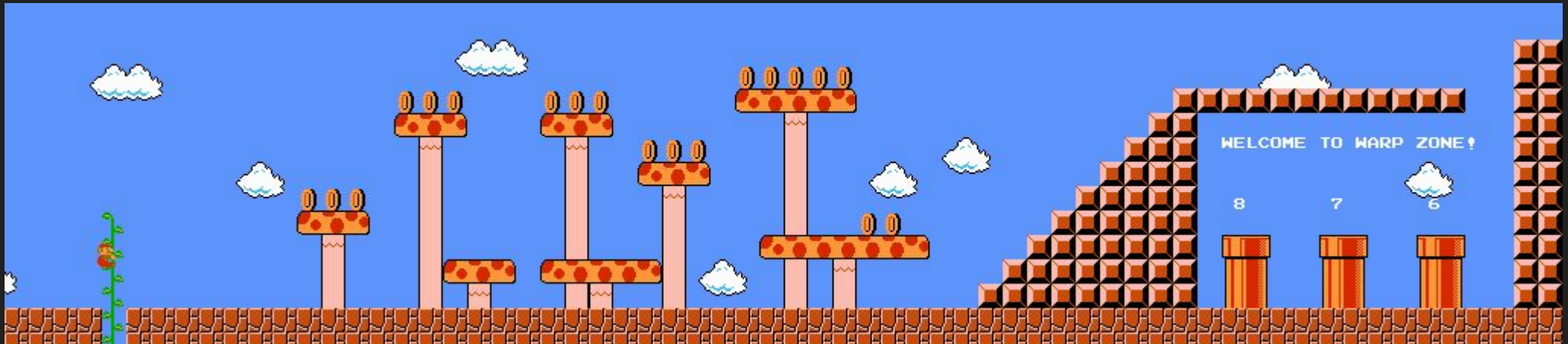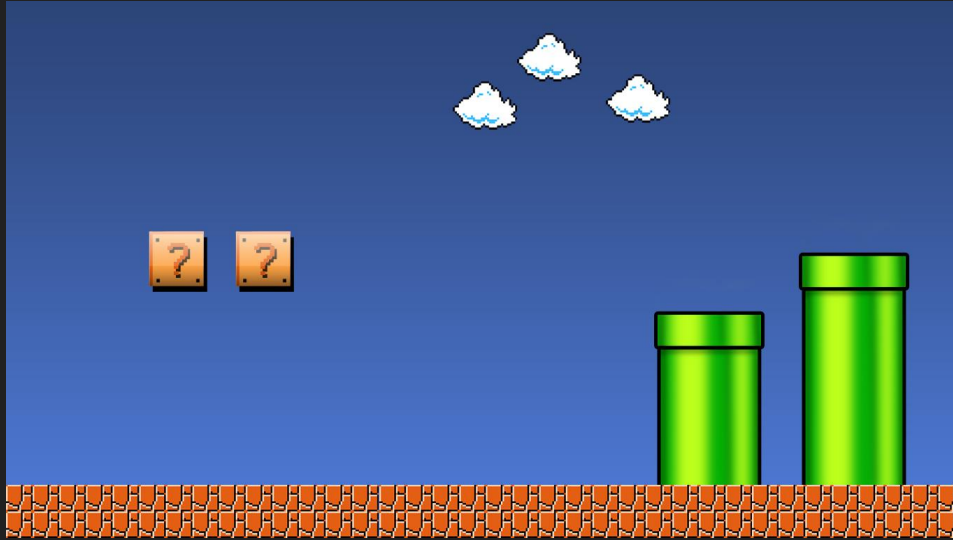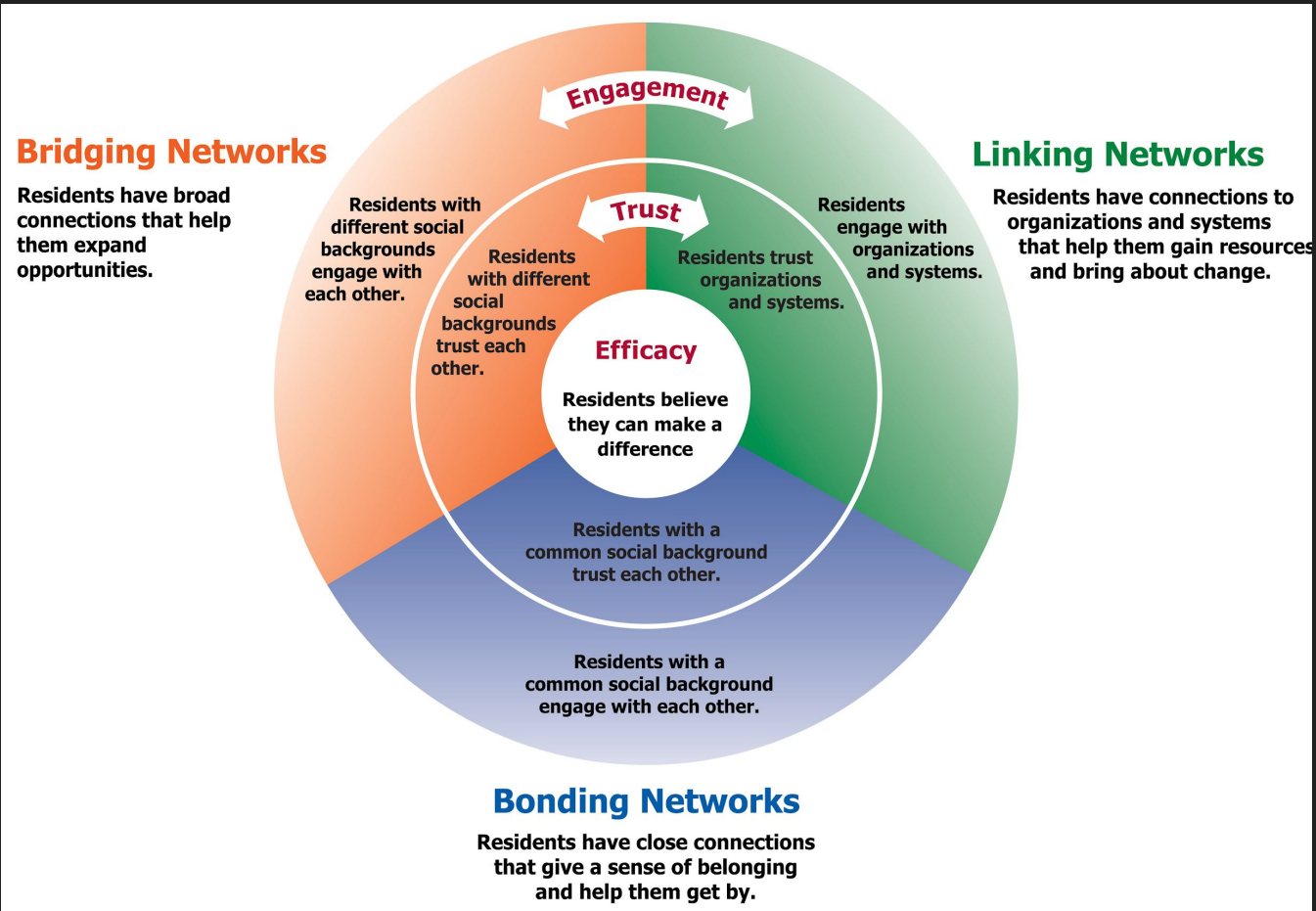# What is Social Capital?

What is Social Capital?

WELCOME TO WARP ZONE!

8   7   6

What is Social Capital?

Engagement

Bridging Networks
Residents have broad connections that help them expand opportunities.

Residents with different social backgrounds engage with each other.

Trust

Residents with different social backgrounds trust each other.

Linking Networks
Residents have connections to organizations and systems that help them gain resources and bring about change.

Residents engage with organizations and systems.

Residents trust organizations and systems.

Efficacy
Residents believe they can make a difference

Residents with a common social background trust each other.

Residents with a common social background engage with each other.

Bonding Networks
Residents have close connections that give a sense of belonging and help them get by.

Source: University of Minnesota Extension

Integrated Youth & Community Development Model

Social Mobility

4-H Thriving

Social Justice for Youth Development

Community Capitals

Spiraling Up

Integrated Community/Youth Development

(Sources: Arnold, 2018; McKeag, M. et al, 2018; Fields, 2015; Pittman, 2018; Flora, Flora & Fey, 2005; Emery & Flora, 2006; Emery, 2021)

Why Build Social Capital?

Social capital benefits youth

- Health and well-being
- Educational achievement
- Employment
- Resiliency

Social capital builds communities

- Intergenerational networks
- Youth see themselves as resources
- Communities "spiraling up" over time

Sources: Search Institute, 2020; Emery & Flora, 2006.

Getting Something Done Together

Bonding social capital to bring people together

Bridging social capital to bring new information, ideas, and resources

Bonding with bridging partners to ensure diversity of thought and inclusion of all voices

Prosperous communities for all

Strong and healthy young people

4-H Programs: Developing Relationships for Building Success and Creating Change

Building Youth & Community Social Capital on Purpose

"Super-Charged" Program Examples

1) Social Capital in an Awards or Achievement Program

2) Social Capital in a Camp Planning Team

3) Social Capital in a State Leadership Conference

Finding Social Capital in Current 4-H Programs

4-H Awards or Achievement Program

Your awards or achievement programs are an excellent opportunity to build social capital!

- Bonding - family and friends
  - Club roll call
  - Parade of club banners
- Bridging - community volunteers and mentors
  - Youth on planning committee
- Linking - organizations and systems
  - Invite key leaders & policy makers
  - Invite award sponsors
  - Youth engage with org and system representatives
    - Youth invite guests
    - Youth introduce guests
    - Seating chart
    - Youth thank guests
    - Extend roles to many youth

4-H camp staff training/planning team

- Teamwork and Leadership styles
- Fundraising - Partnership with Local Charitable Organizations
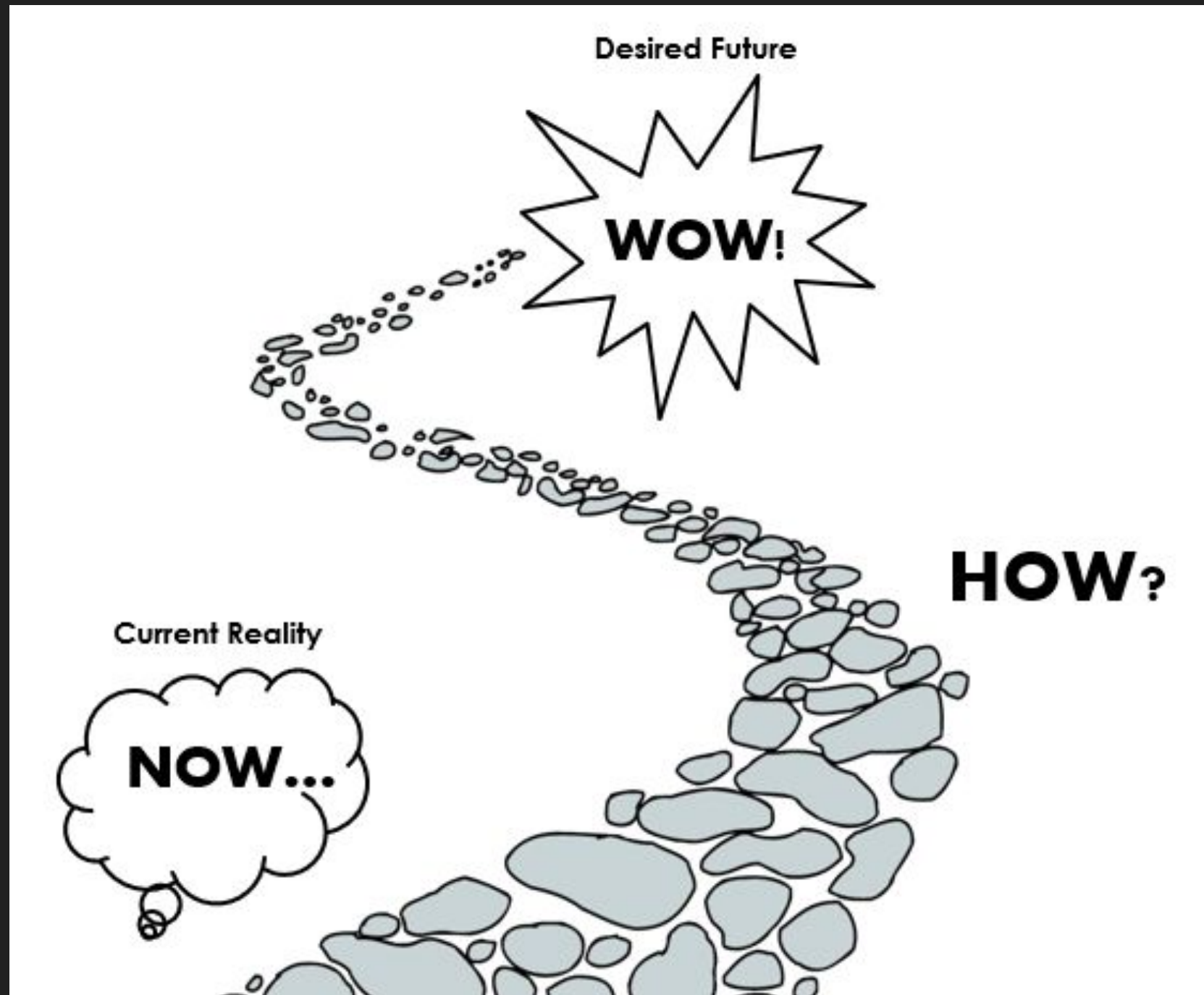- Planning Team Reviews Applications and Interviews Staff

4-H state ambassador program

- Expanded advisory team
- Enhanced team time
- Intentional check-ins
- Introductions to decision-makers
- "Homework" to develop connections
- Relationship reflections

NOW...

Finding Social Capital in Current 4-H Programs

Where do you find social capital in your current 4-H program of focus? Is it coincidental or intentional?

WOW!

Envisioning Social Capital in 4-H Programs

What would this program look like when enhanced or "super-charged" in terms of social capital?

Strategies for Boosting Social Capital in 4-H Programs

HOW?

What are some potential strategies to "super-charge" social capital for 4-H individuals and communities?

Social Capital by Design - how can you incorporate various forms of social capital into your program planning/design?

Bonding - strong ties, common backgrounds (youth and adults)

Bridging - broad ties, diverse backgrounds (youth and adults)

Linking - resource ties, persons in authority, funders, employers, colleges, etc.

Program Delivery Modes - how can they purposefully drive certain types of social capital?

Clubs - bonding
Camps - bonding
Contests - bridging
Community service - bonding, bridging, linking
Conferences - bonding, bridging
Youth councils - bonding, bridging, linking
Legislative day - linking

Is social capital a key outcome of your programs? Which types of social capital do these experiences build for youth? For community?

Types of resources adults can provide to youth (with examples of resource roles)

- Information (summer job recruiter)
- Assistance (STEM project coach)
- Exposure to adult worlds (leadership job shadow)
- Support (youth mental health volunteer)
- Encouragement (near-peer or mentor)

Source: Jarrett, Sullivan & Watkins, 2004

Strategies for social capital in 4-H programming
*(any delivery mode or subject matter)*

1. Increase amount of programming time allocated for introductions, teamwork, trust-building, and relationships between youth and peers, adults (bonding)

2. Add numerous opportunities for youth to connect with numerous adult community leaders and role models to form broad ties (bridging)

3. Link youth with adults in leadership roles and positions of power within and beyond the community (linking)
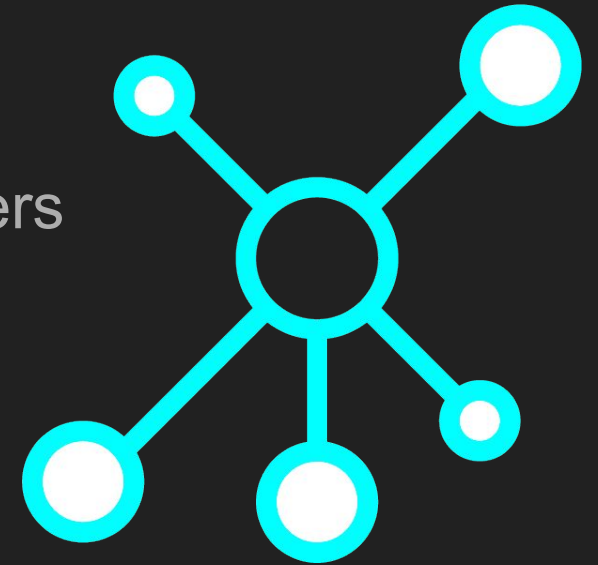
# Strategies for social capital in 4-H programming
(any delivery mode or subject matter--continued)

4. Raise awareness of youth and all program partners of social capital as a goal and intended outcome of programming. Give examples of what success looks like, and provide support for all parties.

5. Shift educational goals and expectations from "what youth know" or can recall from memory, to "who youth know" or can access through expanded networks (connection and content).

6. Include relationships and network building in reflection and application, and add social capital as an outcome measure in program evaluation.
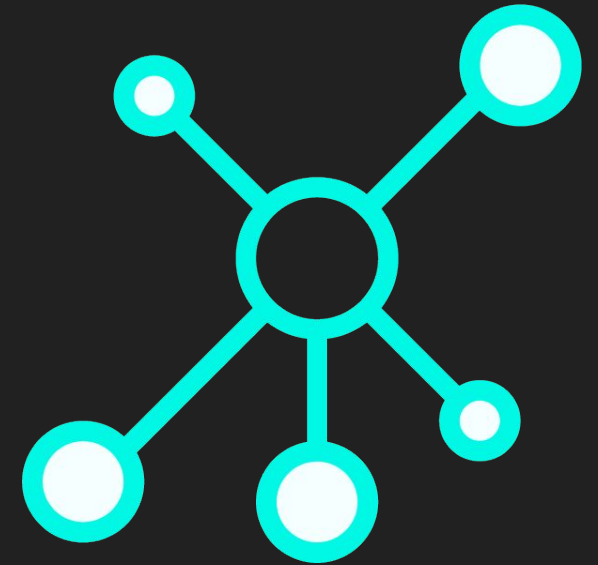
Five actions any adult can take to facilitate social capital (developmental relationships):

- Express care
- Challenge growth
- Provide support
- Share power
- Expand possibilities
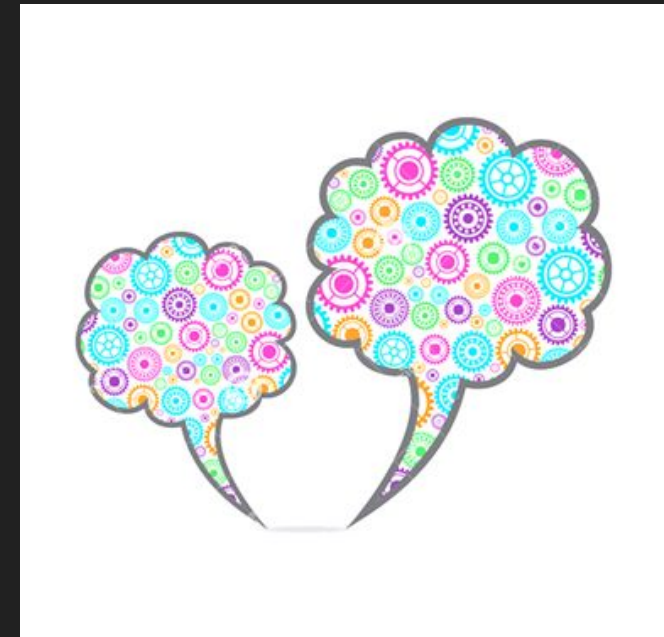
Source: Search Institute, 2020

Evaluating and Measuring Social Capital

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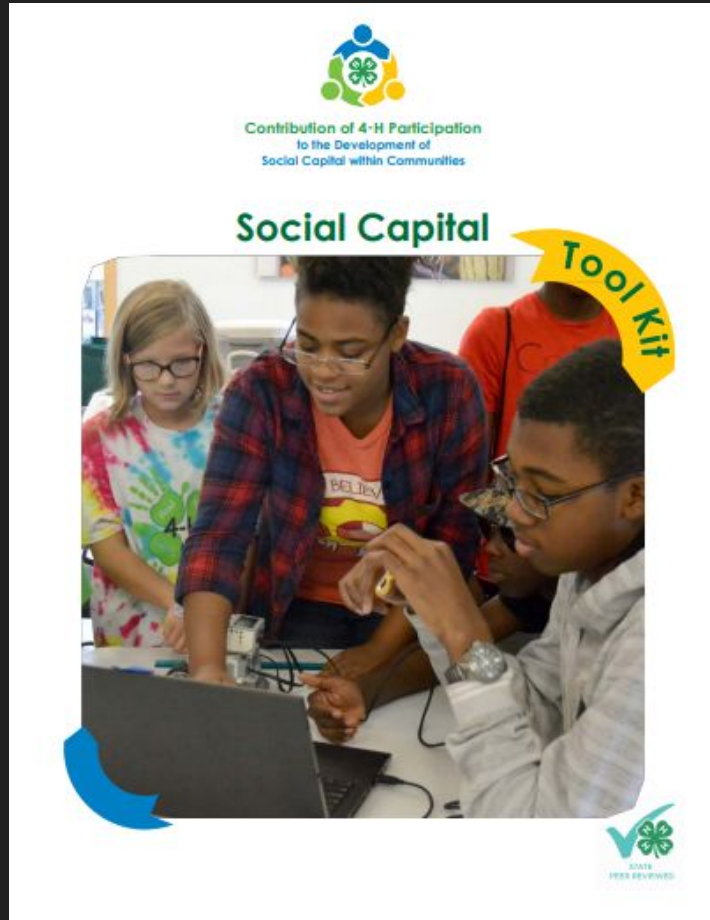# Evaluating social capital outcomes (methods)

- Survey
- Interviews
- Observation
- Focus group
- Group process (REM)
- Content analysis (records)
- Social network analysis
- Other evidence
  - What we can see (behavior)
  - What we can hear (conversations)
  - What we can read (journals, 4-H scholarship applications, project records)

Evaluating social capital outcomes (tools and resources)

- NCERA215 survey/rubric

- EYSC survey (USDA Rural Youth Development)

- Search Institute (relationships, resources)

- Christenson Institute (size, strength, diversity, mobility of networks)

- Others
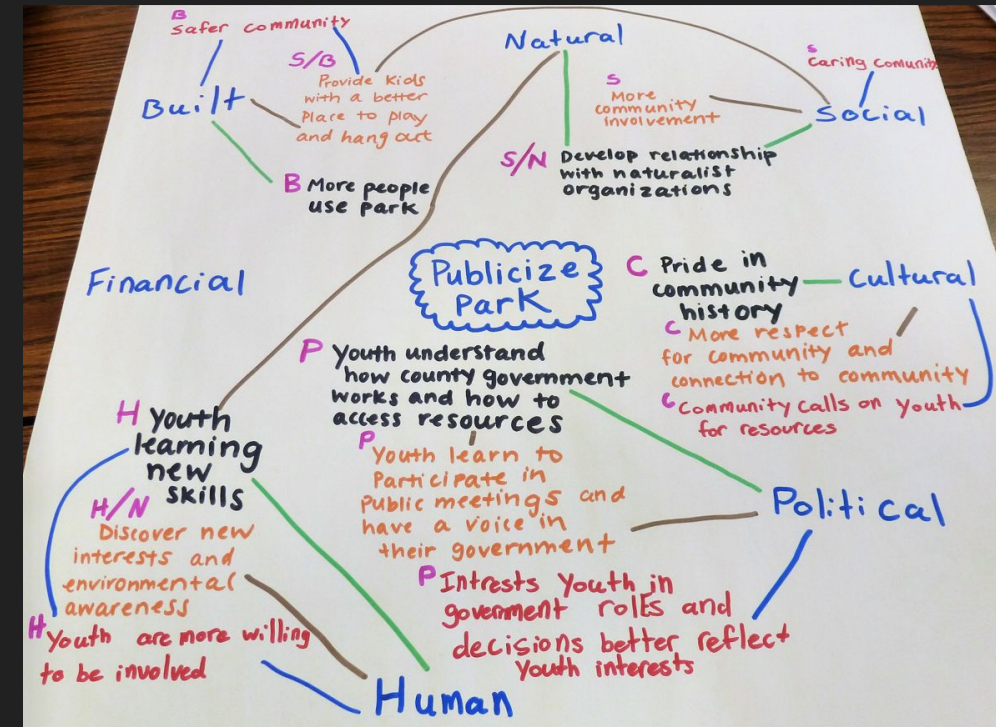
Toolkit 1: Social Capital

- Social Capital Framework
  - Youth Development Frameworks
  - Connections to Social Justice

- Programs of Practice

- Evaluating Social Capital
  - Youth Survey and 4-H Program Rubric

Toolkit 2: Building Social Capital on Purpose

- Integrated Youth & Community Development Model

- Intentional Program Planning & Design

- Evaluation Approaches

- Resources for Reflection & Practice

4h-social-capital.extension.org (under construction)

NCERA215: Integrating Community and Youth Development to Create Social Capital

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Call for Participation & Future Opportunities

- Further research, tool development, and testing

- Case studies, program examples, and best practices

- Click on the link if you would like to become more involved in Social Capital Research
https://forms.gle/GGwU8R1GjyzCFwCA9

NCERA215: Integrating Community and Youth Development to Create Social Capital

NCERA215 Background:
https://www.nimss.org/projects/view/mrp/outline/18586

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- Committees/Teams
- Monthly Meetings
- Annual Meeting

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