# Research Summit – Washington, DC Session Descriptions

## 100% Youth Participation: Where Are We Now? Where Are We Going? How Will We Know When We Get There?

### Track 2, Monday, 3:15 p.m.–4:15 p.m., Victory Room

In summer 2021, a new campaign will launch to increase national youth participation rates (volunteering, voting, joining organizations) to 50% by the 250th anniversary of America’s founding on July 4, 2026, and then to 100% by July 4, 2036. In preparation, we will compile existing research and commission new research to identify the current state of youth participation, including equity and opportunity gaps, prevalence of programs/opportunities, and the reasons why youth do or do not participate. Currently, the youth volunteer rate is 26.1%. The youth voting rate in the 2018 midterm elections was 28%. High school and college student volunteer rates have been stagnant for the last decade, and we still leave out more than two-thirds of young people. To best chart the path to 100%, we need to know more about what participation looks like, including who is engaged and where, how, and why they are engaged.

## 360° Impact: Deepening Indirect Civic Engagement through Campus-Community Partnerships and Innovative 360° Video Technology

### Track 1, Monday, 10:45 a.m.–11:45 a.m., Harrison

This panel discussion will focus on strategies for deepening indirect civic engagement, which fills critical needs for community-based organizations, especially smaller, developing, or under-resourced organizations, and can be designed to develop students’ social-emotional and professional skills. Panelists will discuss the University of Maryland, Baltimore County Sondheim Nonprofit Leadership Program’s 360° immersive video project, which pairs student groups with partner organizations to develop 360° videos. These videos capture each organization’s unique geographic and personal perspective, mission, and population served. The project more substantively engages partners, minimizes the risk to communities served, and co-creates a meaningful and usable product. We hope audience members learn strategies for deepening the impact of indirect engagement on students and community partners; appreciate 360° video as an effective, cost efficient, easily learned, and scalable technology-based strategy for meeting community-identified needs; and view 360° video as a useful skill-building platform for students; and adapt this strategy to their own work.

## The Art and Craft of Civic Engagement: Folk Traditions Grounding and Building Communities

### Track 1, Monday, 9:30 a.m.–10:30 a.m., Harrison

Through the “Leading from the Roots” Community-Based Participatory Action Research (CBPAR) project, Fielding Graduate University and Washington State Pacific Mountain community researchers are examining issues of rural community vitality and resiliency. The target communities are situated in a five-county region in the Pacific Mountain region of southwestern Washington state. Three out of the five counties are classified as mostly rural counties, and four of the five counties were classified as low employment counties in 2015. Rates of unemployment in the area have improved since 2015, but only slightly, and the region as a whole continues to struggle with persistent issues of economic resiliency. A panel of rural artists, crafts people, and culture bearers currently involved in the Leading from the Roots project will describe their communities (tribal and nontribal), share experiences of representation in a CBPAR process, and reflect on the potential impact of CBPAR within their communities.

## Arts and Cultural Strategies Impact on Social Cohesion

### Track 2, Monday, 3:15 p.m.–4:15 p.m., Capital View Room

How are arts and culture considered when measuring community impact? This panel will explore a theory of change and literature review that draws a line between arts and cultural strategies used toward community change and the impact of these strategies on social cohesion—a precursor to healthy, equitable, and sustainable communities. Hear from the National Endowment for the Arts, an artist working toward greater social cohesion in communities, and a funder who has supported arts-based community work across the country to dive deeper into these connections. We will illustrate how this theory of change plays out in three communities, as well.

## Arts-Integrated Approaches to Community Development and Measuring Community Impact: The Role and Contributions of Creative Placemaking

### Track 2, Monday, 2:00 p.m.–3:00 p.m., Jackson

Creative placemaking comprises interdisciplinary teams of artists, arts organizations, and community development practitioners who deliberately integrate arts and culture into community revitalization work. This panel will introduce three evaluation projects that examine such community impacts of creative placemaking in urban and rural communities through a variety of assessment tools, such as focus groups, interviews, ethnographic methods, econometrics, surveys, field observations, website scrapes, and data jams. Communities described in the three papers are Boston, MA; Farmville, NC; and Austin, TX. To round out the session, the director of design and creative placemaking from the National Endowment for the Arts will share her perspectives. The research in this panel will allow the National Endowment for the Arts and other stakeholders in community development to more effectively target their investments; track/measure how their investments foster civic engagement and drive community impact; and articulate the value of arts, culture, and design to community building.

## Assessing Community Building through Network Analysis

### Track 2, Tuesday, 10:45 a.m.–11:45 a.m., Victory Room

This session will explore network analysis as a methodology to measure the outputs of intentional community building within a school environment led by AmeriCorps VISTAs. Philadelphia Higher Education Network for Neighborhood Development (PHENND) Fellow VISTAs are charged with building the capacity of the school community to amplify service delivery for students by growing and encouraging alignment, collaboration, and coordination among the many partnerships within a school. PHENND is using network analysis to determine the success of the VISTA project to create more substantial and denser network links over a 3-year span. This analysis allows PHENND to measure the success of establishing productive and coordinated efforts, as opposed to siloed and fragmented efforts, within the school and of building a community where all partners are united in the common goals of the school and can take collective action to meet those goals.

## Assessing Effectiveness: Measuring the Impact of TTA and Capacity Building to Strengthen Communities and Improve Lives

### Track 2, Tuesday, 9:30 a.m.–10:30 a.m., Jackson

Assessing impact in the community is hard, as the long-term outcomes we care about (e.g., strengthened communities, improved lives) can be difficult to measure and even harder to tie to volunteering and civic participation efforts to build capacity in organizations and communities. This presentation will provide a framework for measuring the impact of training and technical assistance (TTA) and capacity-building work to strengthen communities and improve economic mobility and wellbeing. It will discuss the five stages of TTA delivery (content development, use, response, learning, and results) and corresponding examples of ways to measure each stage. In addition, participants will learn about considerations and trade-offs in collecting and tracking these measures for a given civic engagement effort to understand how to best assess impact.

## Assessing Needs and Measuring Impact in Your Community

### Track 2, Tuesday, 9:30 a.m.–10:30 a.m., Capital View Room

This workshop will provide participants with practical tips for getting started with assessment and evaluation in their communities. Participants will learn how many of the strategies used to assess community needs, such as surveys and qualitative interviews, can also be used to measure the success or impact of a community-based program. During this workshop, participants will learn how to use community mapping and publicly available data sources to identify needs and assets in their communities, as well as how to use surveying and interviewing as tools to support all of their evaluation initiatives.

## The Balancing Act: An Exploration of Older Adult Volunteering in the Longevity Era

### Track 2, Monday, 10:45 a.m.–11:45 a.m., Victory Room

Volunteering among older adults has been associated with numerous benefits for older adults and their communities. As the U.S. population continues to age, opportunities for engagement emerge for formal volunteering and within paid employment, caregiving, and informal volunteering. This presentation will discuss a recent two-phase study that examined the extent to which current volunteers experience role conflict and role enhancement between their volunteer role and other social roles that they occupy. Both older adult RSVP volunteers (N = 1,697) and program staff (N = 21 programs) were surveyed to identify sources of role conflict, role enhancement, and strategies used to facilitate volunteer engagement. In addition to project findings, implications for older adult volunteer recruitment and retention will be discussed.

## Becoming Evidence-Based Once You Have All the Pieces

### Track 2, Monday, 10:45 a.m.–11:45 a.m., Victory Room

“Through the 3rd grade, children learn to read. After 3rd grade, children read to learn.”

Evidence has been mounting for decades now about this simple truth. The necessity for literacy interventions before the 3rd grade is clear. But how do we know which intervention works? Evidence shows that mentoring and tutoring helps. STEM learning creates a love of learning that leads to higher-paying jobs. Relevant curriculum engages children, so they are more likely to learn. Technology makes it easier to create individualized learning environments. Excellent, committed teachers inspire students. Finally, parental involvement in learning is crucial. So, which is best? In Tampa, FL, we decided to do them all. Seniors in Service has created an innovative program called Readers in Motion that uses literacy tutors, relevant STEM curricula, engaged teachers, cutting-edge technology, and parental involvement. Now, after 6 years the question is, how do we make the leap to be evidence-based?

## Bridging Cultural and Linguistic Differences in a Participatory Action Research Project

### Track 1, Tuesday, 10:45 a.m.–11:45 a.m., Harrison

This roundtable explores a university-community partnership around a participatory action research (PAR) project that examined the experiences of Somali and Latinx students and parents in a rural Midwestern town that has undergone rapid demographic shifts in the past decade. Reflections on the work of the two parent research teams will serve as case studies to consider how to facilitate inclusive PAR collaborations in multicultural and multilingual settings, especially with regard to communications, knowledge dissemination, and knowledge production. This roundtable hopes to generate conversation about strategies and tools to bridge cultural and linguistic differences in university and community partnerships, particularly around PAR projects.

## Bridging Divides between Evaluators and Programs: A Strengths-Based Approach to Building a Community of Learners

### Track 2, Monday, 3:15 p.m.–4:15 p.m., Jackson

To demonstrate the power of national service and effectively measure its outcomes, scholars and practitioners need to understand each other and speak a common language. Evaluation capacity building can empower nonprofit programs with tools and knowledge to use data more effectively and understand ways to monitor performance, make decisions, build evidence, and tell their story. Yet, AmeriCorps programs range in size, mission, program design, and resourcing and must navigate a range of requirements, which are not always understood by their evaluators and service partners. This session will share examples from evaluation capacity efforts among AmeriCorps programs in Massachusetts from three perspectives: an evaluation consultant, a state commission, and an internal evaluator within a national AmeriCorps program. We will describe our strengths-based approach that incorporates empathy-based design thinking and appreciative inquiry. Our practices and structures are replicable for other evaluators, state commissions, and programs to bridge divides and build learning communities.

## Bridging the Practice-Academic Divide: An Example of an Ongoing Practitioner-Scholar Research Collaboration for an AmeriCorps Program

### Track 1, Tuesday, 9:30 a.m.–10:30 a.m., Harrison

Over multiple years, Public Allies (PA) and engaged scholars from the University of Wisconsin have collaborated to explore overlapping research and practice interests, evaluate program outcomes, and pursue grant opportunities. Grounded in the belief that practitioner-scholar collaborations enrich both scholarship and the practice of civic leadership development and nonprofit capacity building, our relationship has deepened over multiple projects. PA has an AmeriCorps Ally program and a mission “to create a just and equitable society and the diverse leadership to sustain it.” The collaborating scholars study civic development. Often, academic-community collaborations give rise to tensions between programmatic realities and needs on one hand and research expectations and university practices on the other. In this roundtable discussion, we will tell the story of our collaboration; highlight our research, evaluation, and grant-writing projects; share what we have learned in navigating collaboration opportunities and tensions; and facilitate discussion on others’ experiences with practitioner-scholar collaborations.

## Building Capacity for Culturally Responsive and Systematic Evaluation

### Track 2, Tuesday, 10:45 a.m.–11:45 a.m., Victory Room

Serve Wisconsin has an ongoing partnership with the Wisconsin Evaluation Collaborative (WEC) at the University of Wisconsin-Madison to build the capacity of the state commission and its grantees around culturally responsive evaluation (CRE). This paper describes our evaluation study of the activities, outputs, and outcomes related to CRE technical assistance through the Serve Wisconsin-WEC partnership. Serve Wisconsin is using evaluation results to improve programming and, by engaging and co-constructing with stakeholders in the evaluation process, hopes to focus on what is most important to the communities being served. Our paper illustrates how a CRE framework amplifies diverse and representative voices toward a goal of equitable opportunities and outcomes. Not only is cultural responsiveness key to the validity of how one assesses community impact, but this type of work must be central in efforts to Bridge Divides and Build Communities across people from different experiences, backgrounds, and perspectives.

## Building Community Partnerships as an RSVP Grantee

### Track 2, Monday, 10:45 a.m.–11:45 a.m., Victory Room

FiftyForward RSVP, based in Nashville, TN, worked as the lead partner in a collaborative effort to address literacy challenges among elementary school families. Nashville recently became a partner city in the Campaign for Grade-Level Reading, an initiative that is supported nationwide by the Corporation for National and Community Service. As part of Nashville's campaign, the Nashville Public Education Foundation (NPEF) offered "Spark" grants, which challenged local nonprofit agencies to put together multi-agency partnerships to address specific challenges surrounding literacy. FiftyForward RSVP was the organizer of a partnership of three agencies and one public elementary school that received funding to pilot a 4-month program addressing family literacy.

## Building Community Partnerships with Higher Education Institutions for Student Academic Engagement

### Track 3, Monday, 9:30 a.m.–10:30 a.m., Liberty

Community engagement is broadly recognized as a high-impact practice for student learning in the higher education setting. In recent years, colleges and universities have been seeking viable opportunities to incorporate community experiences into the culture of student learning, growth, and development. This session will highlight strategies for creating mutually beneficial partnerships between community organizations and higher education institutions. Specifically, this session will help nonprofit and community leaders navigate the higher education infrastructure to find community engagement champions, identify opportunities to collaborate with higher education institutions, and communicate the benefits of a community partnership to campus constituents.

## Building Healthy Futures: Assessing the Impact of a Farm-to-School Program on Students’ Consumption of Fresh, Healthy Food

### Track 2, Monday, 2:00 p.m.–3:00 p.m., Victory Room

FRESHFARM FoodPrints provides hands-on garden and nutrition education to elementary school students in 13 Washington, DC, Public Schools (DCPS) to increase students’ access to and consumption of fresh, healthy food. During the 2018-19 school year, FoodPrints partnered with DCPS and Wellness in the Schools (WITS) to offer FoodPrints meals that students cook in their FoodPrints classroom during school lunch. FoodPrints also partnered with researchers from George Mason University and Columbia University to assess whether students in schools with FoodPrints/WITS consume more of the FoodPrints meals than students in schools without these interventions. Our research demonstrates that students at schools offering FoodPrints/WITS consumed, on average, 42% more of the entree and side salad portion than the students at schools without the programming. This presentation will share information about FoodPrints, the design and implementation of the program evaluation, and reflections from students who collected data for the evaluation.

## Building New Pathways to Postsecondary Education for Opportunity Youth

### Track 3, Monday, 3:15 p.m.–4:15 p.m., Liberty

Between 2009 and 2016, two national initiatives, funded by the Bill & Melinda Gates Foundation and the Corporation for National and Community Service’s Social Innovation Fund and New Profit, piloted new strategies for helping opportunity youth enter postsecondary education through partnerships between community-based education programs and community colleges. The goal of both initiatives was to develop partnerships between the community organizations and postsecondary institutions that would help out-of-school youth complete a high school credential and succeed in postsecondary education by strengthening academic preparation, integrating college awareness and preparation, and strengthening supports for students through the first year of postsecondary. Results from both initiatives were positive, showing increased attainment of high school credentials and entry into postsecondary. Both initiatives show the benefits of collaboration between community-based organizations and postsecondary institutions. They also highlight the challenges of working across institutions and the program elements that need to be in place to successfully support opportunity youth.

## Civic Engagement for Anti-displacement: Supporting Intergenerational Research Partnerships in Community-led Participatory Action Research

### Track 1, Tuesday, 10:45 a.m.–11:45 a.m., Harrison

Our Community-led Participatory Action Research study brings together an intergenerational university-community research team to investigate the landscape of residential displacement and affordable housing options in West Philadelphia. Our project is illuminating the existing housing options that are available, how well these options are understood by residents in need, and whether the community is interested in alternative options, specifically in university-community cooperative living. Without knowledge of the complex systems affecting rapid urban change, there can be no meaningful ground-level response. Therefore, our project focus on building community partners’ capacity in education and the dissemination of knowledge are essential steps towards engaged participation and whole-community involvement. This presentation will share how we nurture and sustain our intergenerational research team towards our shared goal of anti-displacement in our community.

## Connected Veterans = Stronger Communities

### Track 1, Monday, 3:15 p.m.–4:15 p.m., Van Buren

Vets’ Community Connections (VCC) is a proven model for integrating an often excluded group into their local communities for the betterment of all community members. VCC provides a channel for veterans, military, and their families to more easily and fully reintegrate into their communities following military service, facilitating their ability to lead happier, healthier, and more financially secure lives. And in doing so, we contribute to the greater community having a better understanding of their fellow neighbors who have served in uniform.

## Cultivating Civic-Minded Youth

### Track 3, Tuesday, 9:30 a.m.–10:30 a.m., Liberty

In the past few years, several high schools in Indianapolis, IN, closed or were converted to middle schools. Consequently, there were fewer high schools available to students near their homes, and students had to be bussed to other schools. In an effort to foster civic engagement among this population that saw their local communities being disrupted and in flux, Indiana University School of Social Work and Jobs for America’s Graduates collaborated with these students to develop a student-led program for their peers. Under the Youth Health Summit program, student volunteers identified a topic for which they would develop a program for their peers from different schools, conducted community assessments, identified and contracted a professional speaker, and developed content for the program, with some volunteers also speaking at the program. This presentation demonstrates how leveraging youth to help identify and solve problems can help bridge old and young, traditional and revolutionary, and pragmatic and creative.

## Do More Democratic Workplaces Foster More Civic Engagement? Reevaluating the Civic Spillover Hypothesis in the First National Survey of U.S. Worker Cooperatives

### Track 2, Monday, 9:30 a.m.–10:30 a.m., Victory Room

Political theorists have long argued that workplaces are central to the civic infrastructure of democratic societies. Although many empirical studies have found that employment cultivates skills and attitudes that foster civic engagement off the clock, relatively few have unpacked the social processes underlying the civic spillover hypothesis that participatory workplaces are especially likely to enhance participation in the civic sphere. Our study employs mixed methods to reevaluate the civic spillover hypothesis with the most robust data ever collected on democratic worker-owned firms in the United States. We find that cooperative workers volunteer at higher rates than demographically similar CPS respondents, that the positive association between participation in cooperative workplaces and civic engagement exhibits effect heterogeneity by prior interest in workplace democracy, and that cooperative workers’ professional and civic interests often intersect. Overall, we argue that self-selection is the most likely mechanism driving a civic spillover effect in democratic worker-owned firms.

## Effects of Learn and Serve America Higher Education on Community Social Capital

### Track 3, Tuesday, 10:45 a.m.–11:45 a.m., Liberty

What happened to community social capital because of the elimination of the Learn and Serve America Higher Education (LSAHE) program? Using an index of multiple indicators of social capital, this poster presents the associated effects on that outcome from 20 years of changes in membership of the Campus Compact, a plausible proxy for the grantees of the LSAHE programs. Rigorous quantitative methods are used to show a moderating effect of the policy change: a swing of roughly 80% of a standard deviation within places from a positive effect on social capital to a net negative effect.

## Enhancing Self-Efficacy and Sense of Being a Community Leader

### Track 3, Tuesday, 10:45 a.m.–11:45 a.m., Liberty

How does national service transform individuals? Using cross-sectional and longitudinal data from entry and exit surveys from 2 years of participating members of Ohio State AmeriCorps programs, this presentation will offer findings on changes in members’ perceived self-efficacy and sense of being a community leader. We show how the length of time in a program and other factors relate to changes in self-perceptions from the start to the end of the program. The finding spans multiple interacting influences on outcomes from service leads to practical implications for members, program managers, and communities.

## Evaluating the Transformational Impact of National Service

### Track 2, Tuesday, 10:45 a.m.–11:45 a.m., Jackson

Getting data on the quantifiable aspects of community outcome is a significant step in evaluating impact. Going beyond quantitative evaluation and getting data on the deeper, difficult to measure, and more transformational features of community impact is particularly challenging and particularly powerful. This session will bring lessons learned from 4 years of taking qualitative approaches to evaluate impact with over 50 national service programs in 7 states. We will present 12 principles that have guided the design and development of qualitative evaluation projects and 2 models that have been field-proven to yield credible and persuasive data on the transformational aspects of impact.

## Exploring Civic Engagement through Participatory Research in Four Hurricane-affected Communities

### Track 1, Tuesday, 10:45 a.m.–11:45 a.m., Harrison

This presentation reflects on lessons learned and progress made at the end of the first year of a study of civic engagement in four diverse, hurricane-affected communities in a large metropolitan area. With a team of community-based co-researchers, focus groups and key informant interviews were conducted in five languages across these four communities. Preliminary data analysis will be beginning at the time of this roundtable, with an eye toward a subsequent community presentation of the findings and community engagement around identifying specific, data-grounded strategies to increase civic engagement, especially in the wake of a natural disaster. In this roundtable, we will share and discuss the successes and challenges we have faced in implementing this study.

## Fostering a Research/Service Team to Engage Atlanta-based Youth Organizations with PhotoVoice

### Track 2, Monday, 3:15 p.m.–4:15 p.m., Victory Room

This roundtable discussion will focus on learning from eachother the trials, tribulations, and successes of training undergraduates to engage in youth/community-based participatory action research (YPAR/CBPAR) and service-learning projects. Dr. Cormier plans to use PhotoVoice to engage youth in the Atlanta, GA, area regarding critical consciousness, civic engagement, and self-efficacy building. He organized a research team of mainly undergraduate students with varying levels of formal research experience to contribute to these plans. Those with experience or interest in Photovoice, working with urban-based populations or people of color, or collaborating with youth-serving organizations are welcomed to participate. As a recent addition to the Georgia State University School of Public Health faculty, Dr. Cormier looks forward to facilitating a roundtable discussion for those wanting to learn more about creating/managing a research team and conducting community-based research.

## Fostering Civic Engagement through Community Integration and Participatory Development at the Peace Corps

### Track 3, Monday, 10:45 a.m.–11:45 a.m., Liberty

Since 1961, the Peace Corps’ mission has been to promote world peace and friendship by fulfilling three goals:

1. To help the people of interested countries in meeting their need for trained men and women.
2. To help promote a better understanding of Americans on the part of the peoples served.
3. To help promote a better understanding of other peoples on the part of Americans.

Community integration is foundational to the Peace Corps’ theory of change. Americans who develop strong relationships with community members in another country are better able to serve their needs through an appreciative and participatory approach to development. Americans who integrate are better able to share their lived experience and cultural perspective as an American because they establish more authentic relationships, and they are better equipped to meaningfully share what they learned about other countries with Americans. Together, these goals foster world peace and friendship.

## From Quantity to Quality: Exploring Questions of Volunteer Impact beyond Economic Multipliers

### Track 2, Monday, 3:15 p.m.–4:15 p.m., Victory Room

This session challenges the current narrative of prioritizing the measurement of volunteer impact by the quantification of hours served. This approach overlooks the quality of the volunteer service in favor of an easy-to-calculate dollar output that we argue demonstrates nothing relating to actual effort or effect on the individual volunteer, organization facilitating the service, or community/population served. Even worse, such calculations fail to recognize that the service may have been harmful in some way. So, if simply “serving” does not equal success, what does? To more effectively evaluate volunteer experiences, we suggest that measures of quality must be developed. This roundtable seeks to foster discussion of potential measures of quantity, quality, and impact and to explore potential theories, frameworks, and methodologies to bring about that change.

## Generating Civic Engagement for College Access in the Mississippi Delta: A PhotoVoice Participatory Action Research Study

### Track 1, Monday, 3:15 p.m.–4:15 p.m., Harrison

The majority of college access services are provided to high school juniors and seniors, leaving anyone post-high school without support to enter postsecondary education. This PhotoVoice study in Greenville, MS, explored community-based college access services. High school students, college students, and community parents identified the challenges to getting college information outside the high school context, as well as trusted community sites where national service and volunteers might be able to provide community-based college access services. Findings from the PhotoVoice study will inform a Q methodology study with broad community participation to build civic engagement for community-based college access.

## Getting Stuck & Trying to Keep Going: Digital Stories Chronicling Young Adult Life in Springfield, MA

### Track 1, Monday, 3:15 p.m.–4:15 p.m., Harrison

A flourishing and healthy community depends on an educated, civically engaged population of young adults ready to contribute to community wellbeing. The passage to young adulthood is difficult for almost all young people, but this time of life can be particularly perilous for vulnerable populations or young people from socio-economically challenging circumstances. Our participatory research highlights the challenges young adults face in Springfield, MA, one of the most segregated and economically distressed cities in the northeast. Our presentations will screen a series of digital stories written by young adults chronicling their experience of life after high school.

## Getting Things Done for Life: AmeriCorps

### Track 3, Tuesday, 10:45 a.m.–11:45 a.m., Liberty

An important long-term goal of AmeriCorps programs is to foster civic-minded leaders who will “get things done” for life. While evidence from the 1999-2007 AmeriCorps Longitudinal Study suggests that AmeriCorps is successful in fostering long-term growth in many areas, previous analyses have not accounted for the diversity of members. This study developed four distinct profiles of members within the AmeriCorps Longitudinal Study and examined how their outcome trajectories differed over time. Results indicate that AmeriCorps is effective in promoting civic engagement among diverse members, but findings in other outcome areas varied based on member profile. This interactive workshop will share the methods and key findings of the study, provide a hands-on opportunity for audience members to brainstorm creative approaches to supporting diverse AmeriCorps members, and outline recommendations for nuanced member recruitment and retention strategies for diverse AmeriCorps members.

## How Can Research Play a Role in Project Development

**Tuesday, 11:45 a.m.-12:45 p.m., Crystal Ballroom, Salon AB**

In what ways can CNCS national service programs be incorporated into the action plans that emerge from participatory research? What are the benefits to the participants on the research teams and the communities? This session will ask NCCC program staff from the Pacific Campus in Sacramento California, a university professor from University of Nevada, Reno, and two high school student Youth Scientists, their experiences from engaging in a participatory research study. This session will be of particular interest to practitioners, scholars and CNCS program staff who are working towards building bridges between research and action.

## How to Use Public Library Data: A Tool for Community Assessments

### Track 2, Monday, 10:45 a.m.–11:45 a.m., Capital View Room

This workshop will introduce participants to the Public Libraries Survey (PLS) data and its associated reports and tools. It will cover ways to access these data for use in describing community context and as possible datapoints in assessments of community building efforts. The presentation will provide general information about the survey and the contents of its data files with a focus on using the interactive, web-based Library Search and Compare Tool. This powerful tool allows researchers and practitioners to access trend data about a library in their community and compare the data to similar libraries.

## Impact of First-Year Service-Learning Program on Student’s College and Career Trajectory

### Track 3, Monday, 3:15 p.m.–4:15 p.m., Liberty

This presentation will report the results of a study that was conducted to determine the impacts of first-year, undergraduate, research-focused, living-learning community programs on students’ college and career trajectories. In comparing two undergraduate living-learning communities, one which dedicates a significant portion to service-learning and another that does not, this study sought to examine the long-term impacts of community-based learning. We hope to bring attention to the value of partnerships between universities and the community-based organizations surrounding them. These partnerships are important in encouraging student civic engagement throughout their college years and further into adulthood.

## Implementing the Evidence Act (Part 1): Opportunities to Build Evidence, Assess Impact, and Improve Programs

### Track 2, Monday, 9:30 a.m.–10:30 a.m., Jackson

This panel (or plenary presentation) will discuss the recently-enacted Foundations for Evidence-based Policymaking Act of 2018 and the opportunities it presents for federal agencies, grantees, and academic partners to build evidence and assess impact.

## Implementing the Evidence Act (Part II): What Next?

### Track 2, Monday, 10:45 a.m.–11:45 a.m., Valor

This panel will speak to the practical aspects associated with implementing the data-specific elements of the Foundations for Evidence-based Policymaking Act of 2018. Speakers from The Data Foundation, whose vision is to collect, share, and use data in new ways and Inciter, a firm that works with local organizations to collect and manage their data for various funders, will share their expertise.

## The INARO Project: Community Cohesion Post-Hurricane Maria

### Track 1, Tuesday, 10:45 a.m.-11:45 a.m., Van Buren

INARO project is working with the Montones community in Las Piedras town. Despite the fact that has been almost two years from impact of Hurricanes Maria and Irma the people still experience mix feelings about the disaster. In one hand, the gratitude and wellbeing of the immediate response, in the other hand, the distant and lack of concern that came with the return to ¨normality¨. The memories still very fresh and bring out many emotions. In the words of one community member “the worst of all were the losses [and] had to deal with the death of my aunt…¨, and “having to watch her buried without a single flower, [...] was unbearable”. In this panel we will be presenting the preliminary findings of our project. For the purpose of this presentation we will share the preliminary results of the application of three activities: the community mapping, one focus group and a survey.

## Increasing Outdoor Engagement in Marginalized Populations Through Conservation Corps

### Track 2, Tuesday, 9:30 a.m.–10:30 a.m., Victory Room

In this study, data from a national conservation corps were analyzed to determine if this service facilitated increased awareness and comfort in the outdoors for members from marginalized populations. Through an analysis of survey data, a significant increase in all categories was found for ethnic minority members, as well as a significant increase than their white counterparts.

## Kitchen Table Talks: Engaging Residents in the Places They Call Home

### Special Session, Tuesday, 1:00 p.m.–3:00 p.m., Liberty

Presenter–Leah Russell, Near Westside Peacemaking Project (an affiliate of the Center for Court Innovation)

Kitchen Table Talks are informal dinners held in the homes of residents that include a facilitated conversation about neighborhood strengths and concerns. Following a model developed by the Near Westside Peacemaking Project and partners in Syracuse, NY, it is a method that has been used effectively by organizations in the city to strengthen relationships with and among residents while identifying assets and needs and opening a safe place for continued dialogue, engagement, and actions. In this workshop, participants will be introduced to the purpose, principles, and methods of Kitchen Table Talks through a presentation and hands-on activities.

## Making the Invisible Visible with PhotoVoice: Understanding Slow Violence with Youth in Nevada

### Track 1, Monday, 3:15 p.m.–4:15 p.m., Harrison

Slow violence is a type of environmental injustice that occurs over time and place, making it difficult to see. For example, a common slow violence in Nevada is the accumulation of toxins from historic mining activities, which continues to impact the health of the local working class populations. While slow violence is projected to affect more people, sudden disasters, like earthquakes, receive more attention. To address slow violence, we must make it visible and compelling. The Making the Invisible Visible project aims to document and address slow violence in Nevada. Our research team is using the PhotoVoice method with youth from Title 1 high schools as the co-researchers, termed youth scientists. The youth scientists take pictures of slow violence in their communities, tell their stories, and engage in actions to address these problems. In this presentation, we will discuss their documentation of slow violence.

## Measurement and Implications of the New Current Population Survey Civic Engagement and Volunteering Supplement

**Tuesday, 1:00 p.m.-3:00 p.m., Jackson**

The Current Population Survey (CPS), sponsored jointly by the U.S. Census Bureau and the U.S. Bureau of Labor Statistics (BLS), is one of the oldest, largest, and most well-recognized surveys for labor force statistics in the United States. Since CNCS initiated the creation of two CPS supplements on volunteering and civic engagement in 2002, there have been ongoing debates about the tradeoffs of improving the volunteering questions versus collecting longitudinal volunteering data, and how best to bridge local and national civic engagement measures.  The administration of a new merged Civic Engagement and Volunteering Supplement in 2017 has again brought these issues to the fore. For this session, we gather a group of individuals who “touch” the CPS volunteering and civic engagement data in different ways to hear their perspectives on these and other debates. This will be an interactive session and hope to foster a robust conversation about measurement and implications of the new supplement.

## Measures of Neighborhood Social Capital: 2013 American Housing Survey

### Track 2, Tuesday, 10:45 a.m.–11:45 a.m., Jackson

In 2013, the Department of Housing and Urban Development (HUD) wanted to investigate further measures of neighborhood social capital through four operationalizations of collective efficacy: shared expectations for social control, social cohesion and trust, organizational involvement, and volunteerism. As a result, HUD added a series of questions on these topics to the American Housing Survey (AHS), the largest and most comprehensive survey of housing units in the United States. In this presentation, we will provide an overview of the rich and complex data contained within the AHS, tools available for analyses by stakeholders, and univariate and multivariate comparisons of measures of neighborhood social capital. We will pay special attention to varying levels of statistical savvy and practical uses for data tools.

## Measuring Impact by the Stories We Curate and Create

### Track 3, Monday, 2:00 p.m.–3:00 p.m., Van Buren

AmeriCorps programs are experience rich and story poor. How can we change this? In progress reports, programs are asked for a great story because it shows impact. But does it? In this workshop, we will take that as our starting point to give participants a much deeper and more immersive understanding of how designing your program as a story-in-process is the way to sow the seeds of better stories and greater impact. The workshop will offer at least two narrative design maps as templates for participants to try their hands at using them for their own programs and projects. Design thinking has taught us how to track the user experience, but narrative design thinking takes that one step further into understanding how to create moments that are so memorable, they create momentum.

Multiple Ways of Measuring Community Engagement

### Plenary, Monday, 1:15 p.m.-1:45 p.m., Crystal Ballroom, Salon AB

This fireside chat hosted by Dr. Mary Hyde, Director of Office and Research and Evaluation, will engage in a lively discussion with CNCS Research Grantees about how to measure and evaluate community engagement as well as their impact on strengthening communities. The scholars utilize a wealth of data sources and methodological techniques from administrative data, data mining social media, using newly released tax forms of non-profits, interviews, oral histories, and photovoice.

## Nonprofit Mission Statements: The New Frontier of Research on Civic Engagement

### Track 2, Monday, 10:45 a.m.–11:45 a.m., Jackson

A nonprofit’s mission statement is a rich and succinct expression of its goals and activities. Yet, despite the potential of mission statements to provide better understanding of nonprofits and how they support communities, they are rarely used to inform research or practice. The Internal Revenue Service (IRS) recently released over 2 million nonprofit reporting forms (Form 990) covering the period 2010 to 2018. In addition to detailed financial and regulatory information, Form 990 includes a nonprofit’s mission statement. In this panel, we propose to introduce the audience to the Form 990 data and, more importantly, to the promise of understanding how to use the data to understand civic infrastructure, volunteering, culture, and communities. We will then demonstrate the potential of these techniques with four analyses that entail coding mission statements. These diverse papers cover a range of topics, including religion, trauma, donations, nonprofit identity, and LGBTQ inclusion.

## The Opioid Recovery Response Project in Montgomery County, IN

### Track 2, Tuesday, 9:30 a.m.–10:30 a.m., Victory Room

Montgomery County, IN, has been working with multiple partners to become a recovery community for those dealing with substance use disorder.

Oral History and PhotoVoice Workshop

Monday, 2:00 p.m.-3:00 p.m., Valor

This workshop aims to provide an overview on two qualitative methodological approaches that have been meaningfully utilized in community- focused research on civic engagement. Both methodologies rely on participants to shape the pacing and content of the data collection interaction(s), therefore these approaches could be considered one way to conduct culturally responsive research. Dr. Clark-Ibáñez will provide an overview on Photo-Elicitation Interviews (also known as photo-voice), provide examples of studies that use PEI with diverse communities, and offer practical advice on developing your own PEI study. Dr. Nuñez-Alvarez will describe the purpose of and parameters for oral history, present its use in diverse communities, and share findings from our Community Dialogues’ study that successfully combined both methodologies.

## Outcomes of a College Readiness AmeriCorps Program

### Track 3, Monday, 3:15 p.m.–4:15 p.m., Liberty

This presentation will discuss the outcomes of the Clayton State University AmeriCorps Program for the second 3-year funding cycle. These outcomes include community impact, member growth and development, and economic value.

## Participatory Action Planning to Address the Opioid Epidemic in a Rural Virginia Community

### Track 1, Monday, 2:00 p.m.–3:00 p.m., Harrison

The opioid crisis has hit communities across the country that now struggle to prevent addiction and overdoses and provide services and treatment. Rural communities tend to have fewer resources available and often face high rates of opioid prescription and illicit drug use. Addressing the challenge requires multiple sector and stakeholder collaboration. Solutions should reflect local needs, resources, and values. We describe the use of the SEED Method to develop a community action plan to address the opioid crisis in rural Martinsville/Henry County, VA. The SEED Method is a participatory approach to uncovering stakeholders’ perspectives, identifying their priorities, and creating community action plans to address those priorities. This panel will discuss project results and engagement methods from multiple perspectives.

## Participatory Analysis and Storytelling: How to Capture Deep Learnings about Civic Engagement in Partnership with Community

### Track 3, Tuesday, 9:30 a.m.–10:30 a.m., Liberty

As part of a year-long PhotoVoice project with young people experiencing homelessness, our team has engaged deeply in understanding young people's aspirations and barriers regarding civic engagement. This presentation shares our data collection methods, analysis strategies, preliminary findings, and plans for dissemination for research and non-research audiences. We hope to engage our colleagues in discussion around strategies for conducting rigorous qualitative analysis while prioritizing the power sharing inherent in participatory work. We also hope to seek feedback and strategies for packaging deep understandings in products that are accessible to practitioners, young people, and organizations interested in engaging young people experiencing homelessness. Participatory analysis and public dissemination are challenging, and we seek a venue to share our strategies and learn from others with similar interests and goals.

## Pathways to Civic Engagement among Youth of Color in High-Poverty Urban Neighborhoods

### Track 2, Monday, 2:00 p.m.–3:00 p.m., Victory Room

This study sought to generate a deeper understanding of what youth civic engagement looks like and how it develops among youth of color in high-poverty urban neighborhoods. Qualitative and mixed methods analyses prioritized the perspectives of 87 adolescents of color (90% Black) in Rochester, NY. Exposure to violence was a prevalent adversity and, for some youth, a precursor to community disconnection and self-protection strategies. Youth participated in a range of civic actions, many of which consisted of informal helping activities. Youth’s civic empowerment, connections to safe spaces, and feeling heard by adults were particularly instrumental in pathways toward civic development. Findings inform a broad audience of scholars, practitioners, and policymakers with interests in civic engagement, positive youth development, and empowerment in urban communities.

## Power Analysis

### Track 2, Monday, 2:00 p.m.-3:00 p.m., Capital View

The presentation will focus on the basic concepts of statistical conclusion validity related to power analysis, motivated by a discussion of why power analysis is vital to maintaining a robust body of scientific knowledge. Participants will be encouraged to work on their own power analyses using an online application.

## Promoting Job Equity for Volunteer Engagement Professionals

### Track 1, Monday, 3:15 p.m.–4:15 p.m., Van Buren

Volunteer Engagement Professionals (VEPs) are often underpaid and undervalued and their work is often misunderstood. VEPs turn to organizations like the Minnesota Association for Volunteer Administration (MAVA) for support, education, and connection. To better understand the issues facing VEPs, MAVA embarked upon an important research study in June 2017. The purpose of the research project was to validate the experience many volunteer engagement professionals described and to examine root causes. The study underscores that there truly are equity issues in how volunteer engagement professionals are received, paid, included, and understood in the workplace. The research examines why there is a lack of true understanding about the essential nature of volunteers and those who lead them. Come learn about findings from the study and how addressing key issue will increase overall effectiveness of nonprofits and government entities. Learn about affirmative steps that can be taken to address the issues.

## Promoting Latinx Youth Civic Engagement through Youth-Driven Strategies

### Track 3, Tuesday, 9:30 a.m.–10:30 a.m., Liberty

Minimal research has investigated factors Latinx youth, themselves, find helpful in supporting and scaffolding engagement, factors they perceive as hindering engagement, or strategies they believe would promote civic engagement among themselves and their peers. A community-based participatory research design illuminated voices of Latinx youth to understand their perspectives on supports and barriers to civic participation. Analysis of these findings suggest an ecological framework of factors influence Latinx youth’s civic participation, including individual factors, peers, families, schools, neighborhoods, and broader socio-cultural, economic, and political contexts. This presentation will review practical strategies youth co-researchers identified for promoting Latinx youth civic engagement at each system level within the ecological framework.

## Promoting Student Learning, Civic Engagement, and Social Change through Critically Engaged Civic Learning

### Track 1, Tuesday, 9:30 a.m.–10:30 a.m., Harrison

We will provide an opportunity for the audience to consider the meaning, value, and practice of authentic and equitable collaboration between college campuses and community partners in service of meaningful social change. We will introduce the next-generation civic learning framework, Critically Engaged Civic Learning (CECL), and the instrument we designed to measure CECL outcomes—the CECL Inventory for Social Change (CECLISC). CECL is a pedagogical approach founded on six guiding principles: social justice, power dynamics, community, civic learning objectives, reflexivity, and sustainability. CECL moves beyond traditional service-learning models by de-centering students’ experiences and situating meaningful civic engagement within a larger, place-based constellation of community members, community organizations, students, and colleges and universities. CECLISC is unique, as it measures academic and social change outcomes. We will encourage the audience to consider possibilities for transformative social change in their own communities, with an eye toward the guiding principles of CECL.

## Prosocial Behaviors during Adolescence Are Associated with Economic Outcomes in Young Adulthood

### Track 2, Monday, 9:30 a.m.–10:30 a.m., Victory Room

This study examines whether volunteering and charitable giving behavior during adolescence (ages 12 to 17) are associated with later productive activity—employment and college enrollment—in young adulthood (ages 18 to 25). Leveraging the strengths of longitudinal data from the Panel Study of Income Dynamics and three supplement modules, this study addresses important research gaps with implications for reducing unequal productive activity in young adulthood. Overall, our findings revealed a positive correlation between civic engagement in adolescence and productive activity in young adulthood. Civic engagement in adolescence was also found to be positively correlated with volunteering in young adulthood.

## Public Assistance Is Not Bad Economics In Urban Communities; Lack of Financial Education Is

### Track 1, Monday, 3:15 p.m.–4:15 p.m., Van Buren

In many urban cities in the United States, transfer payments for public assistance helps put food on the table and provides shelter to thousands of families below the poverty line. Proponents against public assistance may argue that public assistance does not help make the recipients and their communities better off because such government spending has no multiplier effect. This paper argues that there is probably a multiplier effect that could emanate from public assistance if combined with basic financial education. Department of Social Service (DSS) caseworkers participated in learning the basics of Keynesian economics to help develop their financial education capability (skill) to mentors the communities they serve. Outcomes from the teaching were examined for correlation between financial education classes attended and financial education skills acquired by caseworkers. The results indicate a positive correlation in both variables. The implication of the outcomes on public assistance is succinctly discussed.

## Puerto Rico Post-Maria: How Crises Create a Resurgence of Community Engagement

### Track 1, Tuesday, 10:45 a.m.–11:45 a.m., Van Buren

The catastrophic Hurricane Maria left Puerto Rico without power, potable water, and communications for more than a year in the worst-hit rural areas. As in most disasters, community-based organizations (CBOs) performed the localized and immediate response phase. Small neighbor, civic, and faith-based groups had to develop onsite systems of needs assessments and donations management. When continental transportation was restored, an influx of spontaneous and organized volunteers flooded the island, bringing help and, in some cases, some logistical headaches, especially for the harder-to-reach areas. In the presentation, I will review lessons learned and best practices identified on the field while working with CBOs, Voluntary Organizations Active in Disaster teams, and National Services teams like AmeriCorps Disaster Response Teams to discuss potential enhancements for future coordination and collaboration during disasters.

## Replicating What Works: AmeriCorps Scaling Project

### Tuesday, 8:30 a.m.-9:15 a.m., Crystal Ballroom, Salon AB

This session will focus on AmeriCorps’ efforts in using evidence to guide programming and the experience of AmeriCorps grantees in evidence building and scaling.

## Replicating What Works from a Grantee Perspective: A Workshop

### Tuesday, 9:30 a.m.-10:30 a.m., Van Buren

This session will provide participants with grounding on ORE’s Scaling Project and its frameworks for learning about scaling and use of evidence to do so. In addition, it will include the perspectives of AmeriCorps grantees who have been involved in implementing and scaling their programs in communities. Grantees will share their lessons learned that can help others and inform researchers who are focused on scaling and use of evidence.

## Research for Equity and Power: Fostering Resident Civic Engagement to Advance Equitable Development

### Track 1, Monday, 10:45 a.m.–11:45 a.m., Van Buren

In this workshop, we will engage participants in understanding best practices and principles for fostering youth and adult resident civic engagement to advance equitable development. We will discuss and demonstrate ways researchers can bridge divides between universities and residents, and build communities by increasing civic engagement, community efficacy, and empowerment.

## Ripple Effect Mapping: A Proactive Tool for Evaluating Outcomes

### Special Session, Tuesday, 1:00 p.m.–3:00, Capital View

Ripple Effect Mapping (REM) practitioners use REM to engage participants in evaluating the outcomes and overall impact of many kinds of projects, programs, and strategies. This process uncovers results that are often overlooked in traditional evaluation strategies and that can be integrated to those strategies for more robust evaluations. In engaging participants, REM encourages reflection on how the program/project/strategy evolved and became successful, enhancing individual and collective efficacy. This workshop will introduce you to several versions of the REM process and provide an opportunity to proactively use the tool to enhance planning efforts. Their field guide, A Field Guide to Ripple Effects Mapping is free and available for download at <https://conservancy.umn.edu/handle/11299/190639>.

## The Rural-Urban Volunteer Divide: The Implications for Policy and Management

### Track 1, Tuesday, 10:45 a.m.–11:45 a.m., Van Buren

In the 21st century, public policy increasingly depends upon voluntary action to address local issues, yet local capacity for voluntary action differs significantly across rural and urban areas. This paper explores the rural-urban volunteer divide. Although rural communities have traditionally been described as having high levels of civic engagement, ongoing changes in the economic and demographic makeup of rural areas may be eroding the civic fabric of these areas. Drawing upon a long-term study of rural volunteering using the American Current Population Survey, this paper describes the declining rates of volunteering among rural respondents, factors behind those declines, and the implications for policy and volunteer management.

## Senior Corps 50-year Review of Research

### Closing Plenary, Monday, 4:30 p.m.–5:15 p.m., Crystal Ballroom, Salon AB

This presentation is based on CNCS’ Senior Corps Longitudinal Evaluation Caregiver Study which examined caregivers who sought respite service from the Senior Companion Program. Attendees will learn about the characteristics of individuals who seek respite services, how their expectations align with the services received, and caregivers’ satisfaction. Attendees will also learn about the changes in caregivers’ self-rated health and well-being following the start of respite services. The findings will show the ways in which the caregiver respite program can be used to support overall health of caregivers as well as explore the opportunities to expand and strengthen this program.

## Student Leadership as a Sustainable Community Engagement Practice

### Track 1, Monday, 9:30 a.m.–10:30 a.m., Van Buren

The Shriver Center’s Service-Learning and Community Engagement (SLCE) program at University of Maryland, Baltimore County (UMBC) creates spaces and pathways in which students, faculty, and staff deepen understanding of community needs and assets and develop relationships with community partners to bring about positive, systemic change through a social justice and equity lens. Limited resources do not match the growing number of students interested in community engagement; staff have identified another way. This workshop will explore how student leaders build capacity and create solutions to ensure all UMBC students have the opportunity to engage in meaningful service-learning and community engagement. Current student leaders, along with SLCE staff, will share some of the different leadership models used, what makes them sustainable, and how they are assessed. Small group and broad, full-group discussion will create space for participants to exchange knowledge to consider steps they can take to maximize leadership development in their respective organizations/campuses.

## A Study to Develop and Test a Framework That Supports Use and Sharing of Data Among Community-based Organizations

### Track 2, Tuesday, 10:45 a.m.–11:45 a.m., Jackson

One way to enhance civic engagement in a community is to foster collaboration among public, private, and nonprofit organizations, as well as across sectors, to tackle the root causes of health disparities, which highlights the importance of data sharing and use. This presentation will describe an innovative project to support and strengthen the infrastructure and collaboration in communities to access, use, and share administrative and secondary data to inform strategies to reduce health disparities. Also, it will summarize the existing literature on the capacities and other conditions necessary for successful community collaboration around data use. Finally, it will identify the elements of a framework, including action principles, to build and sustain community collaboration to foster civic engagement, promote change, and improve the quality of life within communities.

## Using Research to Drive Outcomes: The Rio Grande Valley Community and Teach For America

### Track 3, Monday, 2:00 p.m.–3:00 p.m., Liberty

This panel will include five presentations related to the improvement in educational outcomes in the Rio Grande Valley. The panelists will include a Southern Methodist University Center on Research and Evaluation assistant director, Teach For America (TFA)-Rio Grande Valley executive director, Pharr-San Juan-Alamo (PSJA) Independent School District superintendent, and two TFA alumni. The first presentation will share the findings from an impact evaluation that examines student academic outcomes for TFA AmeriCorps members (ACMs) and alumni teachers in the Valley. Second, the TFA-Rio Grande Valley executive director will describe how their programming for ACMs and community partnerships support the student achievement results identified in the research. Next, the superintendent of PSJA will discuss the district’s partnerships with TFA, along with other district initiatives. The final two presentations will be from TFA alumni in the Valley (one is a former student of TFA ACMs). They will share their experiences, and how they have engaged in meaningful partnership with TFA and other community organizations.

## Using Social Capital to Increase Economic Mobility and Strengthen Communities

### Track 2, Tuesday, 10:45 a.m.–11:45 a.m., Jackson

This roundtable will present and elicit feedback about a project on how federal agencies can support human services programs as they build and leverage social capital (in other words, harness the power of relationships) through volunteering and other forms of civic engagement, to strengthen communities by more effectively increasing employment, reducing poverty, and improving child and family wellbeing. Using expert consultants, a program scan, case studies, and other methodologies, this ongoing project is identifying emerging practices for strengthening civic engagement by building and leveraging social capital in human services settings, as well as tools to implement these emerging practices. During the roundtable, participants will be asked to share feedback on the project and early ideas for emerging practices and tools.

## Using Volunteers to Bridge the Divide in Public Schools: Evidence of Impacts

### Track 2, Monday, 2:00 p.m.–3:00 p.m., Victory Room

A key divide, which too often exists in our nation’s neediest communities, is exists between public schools, the students and families they serve, and members of the surrounding community who do not have children attending school. This presentation will share the findings, impacts, and outcomes of a 5-year study funded by the Corporation for National and Community Service (CNCS) of Reading Partners Colorado, which has been nationally peer reviewed and is published in the CNCS Evidence Exchange online. Reading Partners recruits, trains, and places community volunteers into high-need schools to provide tutoring directly to students who are behind grade level in reading. The program now operates in every region of the country and offers a research-supported approach to involve the broader community into the mission of public schools. The presentation will share detailed information on the program’s implementation, study design, and implications for future involvement of volunteers in public schools.

## A VISTA’s Reflections on Measuring and Reporting Impact

### Track 2, Tuesday, 9:30 a.m.–10:30 a.m., Victory Room

Evaluating community impact is important to small nonprofits. It helps them stay accountable, inform programmatic changes, market activities and services to those who may benefit from them, and complete grant reporting requirements. However, nonprofits often do not have the time or resources to design and implement robust program evaluation. The VISTA serving at the Washington Area Community Investment Fund (Wacif) is tasked with building organizational capacity for evaluation and producing an impact report that will communicate Wacif’s 30-plus-year impact on underserved communities. She will describe progress on assessing Wacif’s community impact, reflect on what it means to build evaluation capacity, review practical implications of using evaluation best practices, and discuss approaches used to assess impact thus far.

## Volunteering: Resident Leadership and Local Capacity Building in Disadvantaged Communities

### Track 1, Tuesday, 9:30 a.m.–10:30 a.m., Harrison

All over the country, disadvantaged communities receive assistance and support from volunteers and volunteer organizations. We describe volunteerism in one urban community from the point of view of neighborhood-based volunteers, regional volunteers, volunteer coordinators, and community leaders. From these various perspectives, we try to understand how the volunteer experience compares between different types of volunteers, and how volunteer efforts can benefit from and contribute to the development of local leadership and community capacity.

## Working Together to Bridge the Divide between Implementation and Impact

### Track 2, Monday, 9:30 a.m.–10:30 a.m., Capital View Room

During this workshop for practitioners and evaluators, we will share an inclusive process for developing an implementation measurement framework that bridges stakeholder silos and honors practitioner expertise. In addition to sharing the tools and process we used to develop the framework, we will describe how to decide which components or activities to include, ensure data are available, and establish thresholds to measure levels of implementation. We will discuss ways practitioners use the framework and related findings to support implementation, and how evaluators use it to better understand outcomes. We will share two implementation measurement frameworks developed as part of recent project evaluations, which can easily be adapted and broadly applied.

## Y-Corps: Bridging Divides & Building Communities through Youth Service-Learning

### Track 2, Tuesday, 10:45 a.m.–11:45 a.m., Victory Room

The YMCA's Y-Corps program is a service and cultural learning experience that helps immerse students in the issues impacting communities around their states and the country. As more states have added Y-Corps programs, the YMCA is working to measure the impact and outcomes as part of our new, national commitment to develop youth change-makers.