

Youth Leadership Participation and Civic Engagement: A Statewide Study

Penny Pennington, PhD, Assistant Professor
Department of Agricultural Education, Communications, & 4-H Youth Development
Oklahoma State University, Stillwater, OK 74078-6031
EMAIL peninp@okstate.edu, PH 405.744.5133, FAX 405.744.5176

M. Craig Edwards, PhD, Associate Professor
Department of Agricultural Education, Communications, & 4-H Youth Development
Oklahoma State University, Stillwater, OK 74078-6031
EMAIL edwarmc@okstate.edu, PH 405.744.8141, FAX 405.744.5176

Session Learning Objectives:

1. The participants will develop knowledge related to life skills development and the impact of youth organizations.
2. The participants will learn about current community engagement activities of adult Oklahoma residents.
3. The participants will synthesize information related to life skills development, participation in youth organizations and adult community engagement shared with their scholarly interests.

PENNY L. PENNINGTON

Assistant Professor, Leadership and Service

Department of Agricultural Education, Communications, and 4-H Youth Development
Oklahoma State University

PROFESSIONAL & ACADEMIC EXPERIENCE

- Dec 2001-Present, Assistant Professor, Oklahoma State University, Agricultural Education, Communications, and 4-H Youth Development
- Sept 2001-Dec 2001, Visiting Assistant Professor, Agricultural Education, Texas A&M University
- Jan 1999-Aug 2001, Lecturer, Agricultural Education, Texas A&M University
- Sept 1991-Jan 1999, Recruiting Coordinator and Marketing Specialist, Office of Honors Programs & Academic Scholarships, Texas A&M University
- Aug 1989-Aug 1991, Graduate Assistant, Multicultural Services, Texas A&M University

TEACHING EXPERIENCE

- Contemporary Issue in Leadership-undergraduate course
- Critical Issues in Agriculture-undergraduate course
- Cultural Pluralism in Agriculture-undergraduate course
- Foundations in Leadership Theory-graduate course
- Leadership Program Facilitation-undergraduate course
- Leadership Theory and Practice-undergraduate course
- Personal Leadership Development-undergraduate course
- Professional Development in Agriculture-undergraduate course
- Leadership in Agriculture-graduate course

EDUCATION

- August 2001, Ph.D., Agricultural Education, Texas A&M University
- December 1991, M.S., Educational Psychology, Texas A&M University
- May 1989, B.S., Psychology, Texas A&M University, College Station, TX

SELECTED SCHOLARSHIP INTERESTS

Leadership Education in the Collegiate Classroom, Creative Leadership, Personal Leadership Development, Leadership Practices and Culture, Multicultural Development

SELECTED SERVICE ACTIVITIES

OSU Leadership and Service Workgroup Chair, Journal of Leadership Education Review Board, OSU Diversity Advisory Board, Association of Leadership Educators Executive Board, Oklahoma Ag Leadership Program Selection Committee, OCES Leadership Initiative Task Force, Southern Association of Agricultural Education Research Conference Editor

SELECTED LEADERSHIP TRAINING AND CONSULTING AUDIENCES

Oklahoma Developmental Disabilities Council, Oklahoma Ag Teachers, Texas A&M University Student Programming Office, TAMCO Consulting, University of Central Arkansas Student Services, Eastfield College's Department of Sociology

M. CRAIG EDWARDS

Associate Professor, Agricultural Education

Department of Agricultural Education, Communications, and 4-H Youth Development

PROFESSIONAL PREPARATION

- Texas A&M University, Agricultural Education, Ph.D., 1999.
- Sam Houston State University, Vocational Education, M.Ed., 1982.
- Sam Houston State University, Agriculture (Teacher Certification), B.S., 1981.

APPOINTMENTS

- Oklahoma State University. Associate Professor, Department of Agricultural Education, Communications, and 4-H Youth Development, August 2002 to present.
- The University of Georgia. Assistant Professor, Department of Agricultural Leadership, Education, and Communications, August 2001 to July 2002.
- Texas A&M University. Visiting Assistant Professor, Visiting Lecturer, and Research Associate, 1997-2001.
- Klein, Stamford County Line, and Goose Creek Consolidated Independent School Districts. Teacher of Agricultural Science and Technology, 1982-1996.

RECENT PEER-REFEREED JOURNAL PUBLICATIONS

- Edwards, M.C., McLucas, B., Briers, G.E., & Rohs, F.R. (in press). Educational interests of extension agents: Implications for the delivery of educational programming at a distance. *Journal of Extension*.
- Edwards, M.C., & Briers, G.E. (2002). Value of scheduling-related inservice education, opportunity to implement effective instructional practices, and performance of block-scheduled learners in agricultural science: A correlational study. *Journal of Career and Technical Education*, 19(1), 67-80.
- Herren, R.V., & Edwards, M.C. (2002). Whence we came: The land-grant tradition—Origin, evolution, and implications for the 21st century. *Journal of Agricultural Education*, 43(4), 88-98.
- Edwards, M.C., Meaders, O.D., & Brousseau, J. (2002). Perceptions of Lithuanian agricultural educators about the usefulness of selected inservice education programming: Implications for future inservice delivery. *Journal of International Agricultural and Extension Education*, 9(3), 61-67.
- Harlin, J.F., Edwards, M.C., & Briers, G.E. (2002). A comparison of student teachers' perceptions of important elements of the student teaching experience before and after completing an 11-week field experience. *Journal of Agricultural Education*, 43(3), 72-83.

RESEARCH INTERESTS

Student learning and achievement in agricultural education; preparation and early-career induction needs of agriculture teachers; student teacher-cooperating teacher relationship; special needs and challenges of agricultural educators in post-communist societies.

Youth Leadership Participation and Civic Engagement: A Statewide Study

Abstract

This study describes perceptions of adult Oklahoma residents regarding the application of “giving” life skills preparation on community engagement. Perceptions about the impact of youth leadership organizations on acquisition of “giving” life skills were also described. The target population ($N = 3.45$ million) was adult residents of Oklahoma. A stratified random sample was used. The responding sample consisted of 396 participants for a 72% response rate. Dillman’s (1978) procedures for telephone questionnaires were followed. The instrument was based on the Targeting Life Skills Model: 24 items divided into four constructs. Participants indicated their agreement using a five point Likert-type scale. Reliability estimate for the 24 items was .93. The session will introduce the purpose of the study and the methodology used to design the study and collect the data. Discussion will center on the findings and conclusions.

Introduction/Theoretical Framework

Youth involved in serving their communities develop a lifelong pattern of civic engagement. More importantly, civic engagement is learned and must be introduced at an early age. Steve Culbertson, president and CEO of Youth Service America is reported as saying that “an ethic of service cannot simply be turned on like a switch when a young adult turns 18” (p. 1) but rather an ethic of civic engagement must be developed beginning in our youth (“Adults Who Began Volunteering,” 2002). A national study released by the Independent Sector and Youth Service America found that adults who were active as volunteers in their youth were more likely to give to their communities through volunteering and personal resources (Wetzstein, 2002). Similarly, Ladewig’s and Thomas’ (1987) national study regarding the impact of 4-H on civic engagement found skills and attitudes formed during youth carry over into adulthood.

If the purpose of youth groups is to develop leadership and citizenship skills (Wylie, 1990) and we know that skills developed in one’s youth carry into adulthood (Ladewig & Thomas, 1987), then youth leadership organizations should be able to document how their alumni are impacting the communities in which they reside through one’s civic engagement activities. The Targeting Life Skills (TLS) Model (Hendricks, 1998; Rollins, 2003) describes civic engagement skills as “giving” skills. The TLS Model provides a clear opportunity for measuring impact of youth participation in leadership organizations (Bailey & Deen, 2002). Through impact studies, youth organizations could show not only how their programs have impacted youth; but, moreover, how their alumni are currently impacting their communities and the nation.

The TLS Model was created as an inclusive tool for a variety of important life skills. It was developed based on the premise that the goal of youth organizations was to provide opportunities for life skill development that would be carried into adulthood. Additionally, these life skills are developed through experience and mastery that is achieved through repeated practice. The TLS Model has traditionally been utilized by 4-H youth programmers; however, its original design was intended for youth programmers outside of 4-H, as well. A unique feature of the model is an “ages and stages” approach to life skills. Developmentally appropriate tasks are assigned to

specific life skills for four age groups; thus, improving the measurability of program impact. Clearly stated objectives provide an opportunity for more effective evaluation. In examining “giving” life skills, age appropriate learning objectives, i.e., adult (Figure 1), were used to guide this study.

Figure 1: “Giving” Life Skills: Learning Objectives for Adults

<p>Community Service/Volunteering</p> <ul style="list-style-type: none"> • Makes significant contributions to projects of interest • Values contributions to a common good • Leads community service 	<p>Contributes to Group</p> <ul style="list-style-type: none"> • Helps group set and reach larger goals effort • Makes effective contribution to group cause • Sees beyond group to further applications
<p>Leadership</p> <ul style="list-style-type: none"> • Organizes groups to accomplish a purpose • Helps others do things their way • Can choose appropriately between leadership styles • Understands personal strengths • Teaches others new skills • Wants adult leadership roles; allows for exploration 	<p>Responsible Citizenship</p> <ul style="list-style-type: none"> • May have idealized view of patriotism • Understands allegiance to one’s country • Evaluates loyalty to one’s country in terms of personal goals and values • Thinks globally • Wants to get outside of own community • Develops community consciousness
<p>Rollins, T.J. (2003). Department of Agricultural and Extension Education, The Pennsylvania State University. (Adapted from P.A. Hendricks, <i>Developing youth curriculum using the targeting life skills model</i>. Ames: Iowa State University, University Extension.)</p>	

Purposes and Research Questions

A primary purpose of this research was to describe perceptions of adult residents of Oklahoma regarding the application of “giving” life skills preparation on their civic engagement. Specifically, giving life skills, defined as skills encompassing community service/volunteering, citizenship, contribution to group, and leadership (Hendricks, 1998), were described. Another purpose was to describe perceptions of adult residents of Oklahoma members regarding the impact of participation in youth organizations on their acquisition of “giving” life skills. Specific research questions that guided the study follow:

1. What were selected characteristics, including level of involvement in youth organizations and aspects of civic engagement, of adult residents of Oklahoma?

2. What were the perceptions of adult residents of Oklahoma regarding their application of “giving” life skills?
3. What were the perceptions of adult residents of Oklahoma regarding the impact of youth organizations “giving” life skills preparation on their civic engagement?

Methodology

The target population ($N = 3.45$ million) for this descriptive study was adult residents of Oklahoma who maintained listed telephone numbers. U.S. Census 2000 data were used to stratify the population by three geographic areas: Oklahoma City, Tulsa, and other geographic areas in the state. Each of the three geographic areas was randomly sampled (Gall, Borg, & Gall, 1996); sample size was determined using the table “Determining Sample Size for Research Activities” (Krejcie & Morgan, 1970). The responding sample consisted of 396 participants who provided useable responses. Data were collected using a telephone questionnaire. Dillman’s (1978) procedures for telephone questionnaires were used in both the design and implementation stages of data collection.

The instrument was designed based on the Targeting Life Skills Model (Hendricks, 1998). The questionnaire was divided into three parts. The first part was designed to measure participants’ perceptions about their application of “giving” life skills. The participants were asked to indicate their agreement with 24 statements by responding to a five point Likert-type scale. The points on the scale were “1” = “Strongly Disagree,” “2” = “Disagree,” “3” = “Undecided,” “4” = “Agree,” and “5” = “Strongly Agree.” The 24 items were divided into four constructs containing six questions each. Cronbach’s coefficient alpha reliability estimate was calculated for each construct: “Community Service and Volunteering” (.84), “Citizenship” (.67), “Contribution to Group Effort(s)” (.89), and “Leadership” (.87). The overall scale yielded a reliability estimate of .93.

The second part of the instrument was designed to measure participants’ perceptions about the *impact* of youth organizations “giving” life skills preparation on their civic engagement. The participants were asked to indicate their agreement with four statements (one per construct). The points on the scale were “1” = “None,” “2” = “Minor,” “3” = “Moderate,” “4” = “Major,” and “5” = “Critical” Impact. The third part of the instrument was designed to gather data on selected characteristics of the participants.

The instrument was reviewed for content and face validity by a panel of experts consisting of Oklahoma State University faculty members, the Bureau of Social Research at Oklahoma State University, and Oklahoma Cooperative Extension District supervisors. The instrument was pre-tested as a telephone survey to control for complexity related to length of questions and response categories (Dillman, 1978).

The Bureau of Social Research administered the instrument; a response rate of 72% was achieved. Substitution bias was controlled through calling procedures requiring 6 attempted contacts and varied calling times (Dillman, 1978). Research questions one, two, and three were

analyzed descriptively with frequencies, percentages, means, and standard deviations. In analyzing the data, an alpha for all statistical procedures was set *a priori* at .05.

Findings

More than 80% of the respondents reported participation as a youth in youth leadership organizations (Table 1). One-fourth of Oklahoma adult residents reported they were somewhat involved while approximately 15% reported they were fairly involved. And more than one-fourth indicated they were very involved in youth leadership organizations.

Table 1

Level of Participation in Youth Leadership Organizations by Adult Residents of Oklahoma (N = 396)

Characteristics	Frequency	Percentage
<i>Youth Leadership Participation</i>		
Level of Involvement		
Not Involved	74	18.7
Involved a Little	47	11.9
Somewhat Involved	101	25.5
Fairly Involved	62	15.7
Very Involved	111	28.0
Unreported	1	.3

Nearly two-thirds of adult residents of Oklahoma participating in the study were female (Table 2). Of those who reported ethnicity, more than 8-in-10 were Caucasian. Approximately 6% were American Indian, 4.5% were African American, and close to 3% were Hispanic. Nearly 4-in-10 of the respondents held a four-year university degree or had earned an advanced degree and nearly 4-in-10 reported earning \$50,000 or more annually.

Table 2

Selected Characteristics of Adult Residents of Oklahoma (N = 396)

Characteristics	Frequency	Percentage
<i>Personal</i>		
Gender		
Male	132	33.3
Female	257	64.9
Unreported	7	1.8
Ethnicity		
Caucasian	330	83.3
African American	18	4.5
Hispanic	11	2.8
Asian American	1	.3

Characteristics	Frequency	Percentage
American Indian	24	6.2
Other	3	.8
Unreported	9	2.3
Education		
Less than High School	14	3.6
High School or GED	118	29.8
Some College or Technical School	108	27.3
Associates Degree	29	7.3
Bachelors Degree	69	17.4
Masters Degree	39	9.8
Professional or Doctoral Degree	10	2.5
Unreported	9	2.3
Annual Income		
Less than \$20,000	83	21.0
\$20,000 to \$49,999	158	39.9
\$50,000 to \$79,999	67	16.9
\$80,000 to 124,999	31	7.8
\$125,000 or more	13	3.3
Unreported	44	11.1

Regarding selected aspects of civic engagement, close to 9-in-10 reported voting in the last three years, and nearly one-third had voted 10 or more times in the last three years (Table 3). More than 75% of adult Oklahoma residents indicated they served as volunteers. More than 4-in-10 volunteered up to 10 hours monthly, and close to one-third worked as a volunteer 11 or more hours each month. More than 75% of the respondents belonged to at least one organization outside of work. And more than two-thirds reported holding formal leadership positions during the last three years. Close to one-third had served in three or more leadership roles during that time.

Table 3

Aspects of Civic Engagement of Adult Residents of Oklahoma (N = 396)

Characteristics	Frequency	Percentage
Number of Times Voted in the Last Three Years		
None	44	11.1
1 to 3 times	64	16.2
4 to 9 times	153	38.6
10 to 14 times	68	17.2
15 or more times	57	14.4
Unreported	10	2.5

Characteristics	Frequency	Percentage
Number of Hours Volunteer per Month		
None	89	22.9
Up to 5 hours	93	23.9
6 to 10 hours	86	22.1
11 to 15 hours	36	9.3
16 to 20 hours	28	7.2
More than 20 hours	57	14.7
Unreported	1	.3
Number of Organizations Belong to Other Than Work		
None	92	23.2
1 to 2	170	42.9
3 to 5	108	27.3
6 to 9	16	4.0
10 or more	2	.5
Unreported	8	2.0
Number of Formal Leadership Positions Held in the Last Three Years		
None	145	36.6
1 to 2	120	30.3
3 to 5	103	26.0
6 to 9	16	4.0
10 or more	5	1.3
Unreported	7	1.8

Perceptions of adult residents of Oklahoma about their application of “giving” life skills are reported in Table 4. The mean score for all 24 items describing members’ perceptions was 3.61. The concept of “giving” life skills was operationalized as four constructs (Hendricks, 1998): “community service and volunteering,” “citizenship,” “contribution to group effort(s),” and “leadership.” “Citizenship” earned the highest composite mean score (4.01). “Contribution to group effort(s)” had the second highest composite mean score (3.56). “Leadership” (3.45) and “community service and volunteering” (3.40) were rated third and fourth highest, respectively.

The four highest rated items were among those comprising the construct “citizenship” (Table 4). The highest rated item was, “I determine loyalty to my country based on my own values and goals” ($M = 4.36$; $SD = .71$). The next three highest rated items were rated between “agree” and “strongly agree”: “I think beyond the community to how situations affect not only the country but also the world” ($M = 4.29$; $SD = .68$); “I would compare my allegiance to my country with the same dedication that an armed forces member might have” ($M = 4.23$; $SD = .88$); “I have a patriotic view similar to one that might be held by a member of the armed services” ($M = 4.15$; $SD = .93$). The four lowest rated items were dispersed within two of the four constructs, “community service and volunteering” and “leadership”: they were, “I am involved as a leader in organizing community service activities . . .” ($M = 2.66$; $SD = 1.32$); “I am involved in organizing groups to accomplish a specific goal or purpose” ($M = 2.98$; $SD = 1.35$); “I am

involved as a leader in community organizations” ($M = 3.02$; $SD = 1.42$); “I accept or seek out leadership opportunities for myself” ($M=3.15$, $SD=1.31$).

Table 4

Perceptions of Adult Residents of Oklahoma regarding their Application of “Giving” Life Skills

“Giving” Life Skills	M ^a	SD
<i>Community Service & Volunteering</i>		
I contribute financial or other resources to volunteer organizations	3.69	1.11
I use my resources to help provide for others	3.88	.96
I am involved as a leader in community organizations . . .	3.02	1.42
I contribute my time or talent to community service activities	3.23	1.35
I support organizations that provide for the needs of our community	3.93	.94
I am involved as a leader in organizing community service activities . . .	2.66	1.32
Composite Mean		3.40
<i>Citizenship</i>		
I have a patriotic view similar to one that might be held by a member of the armed services	4.15	.93
I would compare my allegiance to my country with the same dedication that an armed forces member might have	4.23	.88
I determine loyalty to my country based on my own values and goals	4.36	.71
I think beyond the community to how situations affect not only the country but also the world	4.29	.68
I choose to be involved in activities or organizations that impact people outside of my own community	3.51	1.18
I keep up-to-date on community issues and try to influence other community members	3.51	1.10
Composite Mean		4.01
<i>Contribution to Group Effort(s)</i>		
I am involved in helping groups determine what goals they are trying to reach	3.17	1.22
I use my personal strengths to their fullest in helping to get the job done	3.80	1.08
I regularly apply the knowledge that I have learned by being a group member to other activities	3.79	1.06
I am involved in helping groups at work or in the community accomplish their goals	3.71	1.14
Groups in which I am involved depend on me to help get the job done	3.52	1.19
I look for opportunities for my group(s) to help other organizations accomplish their goals	3.38	1.19

“Giving” Life Skills	M ^a	SD
Composite Mean		3.56
<i>Leadership</i>		
I am involved in organizing groups to accomplish a specific goal or purpose	2.98	1.35
I help other team members accomplish activities in their own way	3.63	1.16
I regularly adjust my course of action depending on the individual or situation with whom/which I am working	3.63	1.23
I know and use the strengths that I have to help me perform as a leader or member of a group	3.73	1.14
I help individuals or groups of people to learn new skills	3.58	1.19
I accept or seek out leadership opportunities for myself	3.15	1.31
Composite Mean		3.45
Overall Mean		3.61

Note. ^aScale: “5” = “Strongly Agree” . . . “1” = “Strongly Disagree.”

Adult residents of Oklahoma rated the impact of “giving” life skills preparation on their civic engagement (Table 5). Respondents rated participation in youth leadership organizations as having a “moderate” impact on their acquisition of the “giving” life skills they applied when engaged in civic activities; this perception held true across all four “giving” life skills constructs.

Table 5

Perceptions of Adult Residents of Oklahoma regarding the Impact of “Giving” Life Skills Preparation on Their Civic Engagement

<i>Youth Organization Impact</i>	M ^a	SD
Community Service & Volunteering	2.82	1.07
Citizenship	2.95	1.04
Contribution to Group Effort(s)	2.90	1.02
Leadership	2.87	1.08

Note. ^aScale: “5” = “Critical,” “4” = “Major,” “3” = “Moderate,” “2” = “Minor,” and “1” = “None.”

Conclusions, Implications, and Recommendations

Adult Oklahoma residents participating in the study were predominantly Caucasian females (65%). U.S. Census 2000 data reports adult Oklahoma population to be more equally divided amongst adult males (49%) and females (51%) impacting the generalizability to all Oklahoma

adult residents. The majority of respondents were involved as youth in youth leadership organizations. Only 1-in-5 reported no involvement as youth in youth leadership organizations. Participants were also frequent voters who worked as volunteers in their local communities. Many had served or were serving in formal leadership positions in the community organization(s) to which they belonged. Close to 9-in-10 reported voting in the last three years with close to one-third reporting they had voted more than 10 times in same time period. Dissimilarly, Patterson (2002) reports that turnout in midterm elections was 39 percent across the United States and many states and communities are experiencing record lows in voting turnout.

Respondents rated themselves between “undecided” and “agreed” regarding their application of “giving” life skills acquired through participation in youth leadership organizations, including skills related to community service/volunteering, citizenship, contribution to group(s), and leadership. The area of “citizenship” received the strongest overall response ($M=4.01$) regarding application of life skills as an adult. Previous studies examining participation in youth organizations found that youth participation serves as an effective means of developing future civic engagement (Boyd et al., 1992, Cantrell et al., 1989, Ladewig & Thomas, 1987; Schlutt, 1987, Van Horn, 2001, Wetzstein, 2002). Regarding the impact of participation as youth in youth leadership organizations of “giving” life skills preparation, participants perceived their experiences as having a “moderate” impact on their civic engagement.

The following recommendations for practice and future research are offered: 1) In the interest of helping youth to acquire skills that support and augment their civic engagement as adults, program leaders of youth leadership organizations may wish to consider how “giving” life skills curriculum could be best configured and delivered to reach the maximum number of youth possible. 2) Although the “giving” life skills preparation was perceived by participants to be influential, several items dispersed throughout the “community service and volunteering” and “leadership” constructs, in which “leadership” was implicit, were among the lowest rated items. This incongruence about “giving” life skills preparation and “leadership” warrants further study. 3) Additional research should be carried out to better explain the role of “giving” life skills preparation on one’s civic engagement.

References

- Adults who began volunteering as youth are twice as likely to give time as they grow older. (2002, November 20, Press Release). *The Washington Times*, p. 1.
- Bailey, S.J., & Deen, M.Y. (April, 2002). *Development of a web-based evaluations system: A tool for measuring life skills in youth and family programs*. National Council on Family Relations.
- Boyd, B.L., Herring, D.R., & Briers, G.E. (1992). Developing life skills in youth. *Journal of Extension*, 30(4). Retrieved August 8, 2002, from <http://www.joe.org/1992winter/a4.html>
- Cantrell, J., Heinsohn, A.L., & Doebler, M.K. (1989). Is it worth the costs? *Journal of Extension*, 27(1). Retrieved August 14, 2002, from <http://www.joe.org/joe/1989spring/a4.html>

- Carter, R.I., & Spotanski, D.R. (1989). Perceptions of leadership and personal development of selected high school students in Iowa. *Journal of Agricultural Education*, 30(4), 30-34, 40.
- Dillman, D.A. (1978). *Mail and telephone surveys: The total design method*. New York: John Wiley & Sons.
- Gall, M.D., Borg, W.R., & Gall, J.P. (1996). *Educational research: An introduction* (6th ed.). White Plains, NY: Longman.
- Hendricks, P. (1998). *Developing youth curriculum using the targeting life skills model: Incorporating developmentally appropriate learning opportunities to assess impact of life skill development*. (Tech. Rep. No. 4H-137A). Ames: Iowa State University Extension.
- Howard, J.W. (2001). *Impact assessment of the Texas 4-H and youth development program*. Unpublished doctoral dissertation. Texas A&M University, College Station.
- Krejcie, R.V., & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Ladewig, H., & Thomas, J. (1987). *Does 4-H make a difference?* Texas Agricultural Extension Service, College Station: Texas A&M University System.
- Patterson, Thomas E. (2002). The vanishing voter: Why are the voting booths so empty? *National Civic Review*, 91(4), 367-375.
- Rollins, T.J. (2003). "Giving" life skills: *Learning objectives for adults*. (Adapted from P.A. Hendricks, *Developing youth curriculum using the targeting life skills model*.) Department of Agricultural and Extension Education, The Pennsylvania State University. Retrieved December 31, 2003, from <http://www.fourh.umn.edu/resources/lifeskills/group5.html>
- Schlutt, E.F. (1987). *Impact of youth program membership on youth program life skills development, youth program experiences, adult community participation, and personal characteristics related to 4-H volunteerism*. Unpublished doctoral dissertation. Texas A&M University, College Station.
- Seevers, B.S., & Dormody, T.J. (1995). Leadership life skills development: Perceptions of senior 4-H youth. *Journal of Extension*, 33(4). Retrieved July 11, 2002, from <http://www.joe.org/joe/1995august/rbl.html>
- Van Horn, B.E. (2001). *Youth, family, and club experiences and adult civic engagement*. Unpublished master's thesis. The Pennsylvania State University, University Park.

- Van Horn, B.E., Flanagan, C.A., & Thomson, J.S. (1998). The first fifty years of the 4-H program (Part 1). *Journal of Extension*, 36(6). Retrieved January 18, 2002, from <http://www.joe.org/joe/1998december/comm2.html>
- Van Horn, B.E., Flanagan, C.A., & Thomson, J.S. (1999). Changes and challenges in 4-H. (Part 2). *Journal of Extension*, 37(1). Retrieved January 18, 2002, from <http://www.joe.org/joe/1999february/ent.html>
- Wetzstein, C. (2002, November 22). Youth volunteerism at 50-year high, study finds. (Press Release). *The Washington Times*.
- Wylie, R.R. (1990). *The impact 4-H has upon the career development of Oklahoma Key Club members*. Unpublished doctoral dissertation. Southeastern Oklahoma State University, Durant.