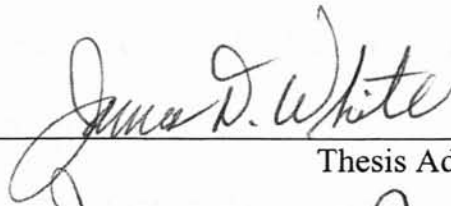
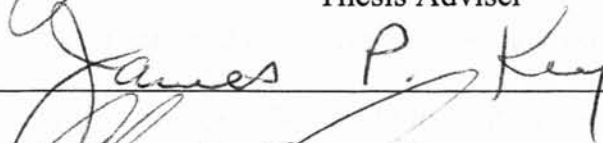


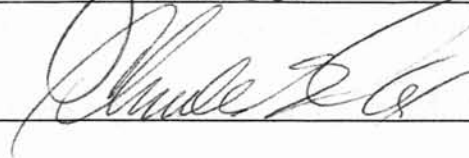
4-H PARTICIPATION AMONG ETHNIC GROUPS IN THE SOUTHEAST
DISTRICT AS PERCEIVED BY 4-H EDUCATORS

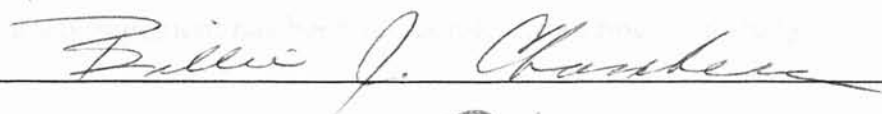
Thesis Approved:

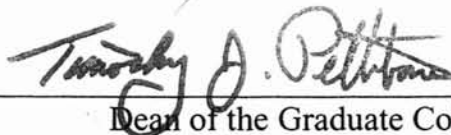


Thesis Adviser









Dean of the Graduate College

ACKNOWLEDGMENTS

This study would not have been successful without the help of many individuals. This thesis is dedicated to God, for without Him, nothing is possible. Eternal gratitude is expressed to my mother, Linda Bryant. Her dedication to me has given me the drive to achieve my goals and continue to “make the best better” in my life. Without you, I would not have been able to achieve this. Thank you. The author would like to extend her special thanks to Dr. James White, for his patience and his dedication to this project. Words cannot describe my thankfulness for his guidance. Sincere appreciation is expressed to Dr. James Key, for his assistance in completing this project and to Dr. Charles Cox and Dr. Billie Chambers who served on my committee and made this a very rewarding project.

Acknowledgement and appreciation are also due to Bonnie Milby for the assistance and support she has given me during the course of this study. Finally, I wish to express my gratitude to my friend, Amanda Early, whose friendship, many sacrifices and encouragement has been incredible throughout this study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Statement of the Problem.....	3
Rationale.....	3
Purpose of the Study.....	3
Objectives of the Study.....	4
Scope of the Study.....	4
Limitations.....	5
Definitions.....	5
II. REVIEW OF LITERATURE.....	7
Introduction.....	7
The Cooperative Extension Service.....	8
Purpose of 4-H.....	9
Participation.....	11
Ethnicity.....	12
Summary.....	14
III. METHODOLOGY.....	16
Objectives of the Study.....	16
Institutional Review Board.....	17
Population.....	17
Development of Instrument.....	18
Data Collection.....	19
Analysis of Data.....	20
IV. PRESENTATION AND ANALYSIS OF DATA.....	21
Introduction.....	21
Demographics.....	21
4-H Membership and Participation.....	26
Acceptance of Minority Participation.....	32

V.	SUMMARY, CONCLUSIONS AND RECOMENDATIONS.....	37
	Purpose of Study.....	37
	Rationale.....	37
	Objectives.....	38
	Design and Conduct.....	38
	Major Findings of the Study.....	39
	Conclusions.....	46
	Recommendations.....	48
	Recommendation for Additional Research.....	48
	REFERENCES.....	49
	APPENDIXES.....	51
	APPENDIX A- COVER LETTER.....	52
	APPENDIX B- SURVEY INSTRUMENT.....	54
	APPENDIX C-INSTUTIONAL REVIEW BOARD APPROVAL..	62
	APPENDIX D-POSTCARD REMINDER.....	64
	APPENDIX E-SOUTHEAST DISTRICT IN OKLAHOMA MAP.	66

LIST OF TABLES

Table	Page
I.	A Distribution Of 4-H Educators In The Southeast District By Selected Demographic Characteristics..... 22
II.	A Distribution Of County 4-H Members In The Southeast District By Selected Demographic Characteristics As Reported By 4-H Educators.....25
III.	A Summary Of The Typical Number Of Years Of 4-H Participation By Ethnicity In The Southeast District As Reported By 4-H Educators.....26
IV.	A Summary Of The Primary Level Of 4-H Participation Among Parents In The Southeast District By Ethnicity As Reported By 4-H Educators.....27
V.	A Summary Of The Primary Level Of 4-H Member Participation In The Southeast District As Reported By 4-H Educators.....28
VI.	A Summary Of The Level Of County Participation In The Southeast District By Ethnicity As Reported By 4-H Educators.....29
VII.	A Summary Of 4-H Member’s Residential Environment In The Southeast District By Ethnicity As Reported By 4-H Educators.....30
VIII.	Percent of Respondents Indicating Limiting Factors Influencing Or Limiting 4-H Participation Among Minorities In The Southeast District As Perceived By 4-H Educators.....31
IX.	A Summary Of 4-H Members Level Of Involvement With Project Areas In The Southeast District By Ethnicity As Reported By 4-H Educators.....32
X.	A Summary Of The Level Of Acceptance Among 4-H Members Concerning Participation By Minority Members In The Southeast District By Ethnicity As Reported By 4-H Educators.....33

XI.	Summary Of The Level Of Acceptance Among 4-H Parents Concerning Acceptance Of Minority Participation In The Southeast District As Reported By 4-H Educators.....	34
XII.	Future Programs To Enhance Minority 4-H Participation Among Ethnic Groups In The Southeast District As Requested By 4-H Educators.....	35
XIII.	Limiting Factors Influencing Or Limiting 4-H Participation Among Minorities In The Southeast District As Perceived By 4-H Educators.....	35
XIV.	Programs Or Activities In The County To Encourage 4-H Minority Participation In The Southeast District As Perceived By 4-H Educators.....	36

CHAPTER I

INTRODUCTION

For 100 years, 4-H organizations have progressively worked to “make the best better” in our youth. The National 4-H Council (2002) estimates that 4-H has more than 6.8 million participants, 45 million alumni, and more than 600,000 youth and adult volunteers working directly and indirectly with youth. Being one of the oldest youth organizations in the United States, it has continued to aid in the development of youth today. Through various contests, learning activities and leadership roles, 4-H has given many youth the experience needed to ensure a future that will not only be successful but also meaningful. With 4-H being such a great benefit in a young person’s life, it is important to examine participation among various groups throughout the program and identify what encourages their participation. Along with the levels of participation, there is the need to determine if variables such as diversity play a role in youth participating in 4-H events/activities offered by the Cooperative Extension Service.

With an ever-changing cultural diversity, it is important for organizations to provide an atmosphere where all participants feel accepted. Organizations must acknowledge that programs must be tailored to meet the needs of extremely diverse populations. Four-H programs attempt to maintain current levels of participation as well as provide opportunities for increased participation among diverse audiences. As with all organizations, Cooperative Extension faces many problems in adopting a more global

perspective. This challenge is evident in many Extension programs and especially in 4-H (El Sawi, 1993). With a dynamic growing population, participation among all ethnic groups is important for any organization. For example, participation in the Girl Scouts of America is at a 26-year membership high. This increase is due primarily to a tie-in with the National Science Foundation that has allowed the Girl Scouts to bolster their appeal. Furthermore, there has been a continued emphasis in offering a diversity of programs with a concerted effort to reach out to ethnic minorities (Hartill, 1999). Four-H would benefit in following the example set by the Girl Scouts of America. Ethnic diversity needs to be a priority in the 4-H Club. The inclusion of diversity into the program development process should not be left with any single office or administrator. Ethnic diversity is not only a concern at the university level but also among volunteer leaders who assist with 4-H programs and are not employed by Extension. If Extension is to truly address ethnic diversity among both traditional and diverse audiences, this commitment must be communicated at all levels. Ethnic awareness should be made a part of each job description and plan of work regardless of the discipline (Williams, 1996). Throughout history, Oklahoma has had one of the strongest 4-H programs in the nation. However, Oklahoma's 4-H participation, like many other states, does not achieve its fullest potential. Since Oklahoma has such a diverse population and a high level of involvement in the 4-H organization, it would be worthwhile to examine the level of participation among 4-H members. It is crucial to the success of the 4-H program to access the key factors involved in participation. The primary focus of this study relates to the 19 County area in the Southeast Supervisory District of Oklahoma.

Statement of the Problem

Since 4-H is one of Oklahoma's largest and best known youth programs, it is crucial that 4-H programs offer a diverse subject matter that meets the needs of the state's diverse population. Therefore, it is essential that a study be conducted to determine the levels of 4-H participation among different ethnic groups and the factors that contribute to this participation.

Rationale

A high level of diversity in the general population and a high level of participation in 4-H activities exist in Southeast Oklahoma. Many times ethnic groups, for a variety of reasons, choose whether or not to participate in particular youth organization activities. Therefore, understanding that 4-H is an organization important in the development of youth and that non-white youth typically participate less, there is a definite concern among 4-H Educators regarding the levels of participation among non-white youth compared to Caucasian youth as well as the perceived barriers which may be limiting participation.

Purpose of the Study

The purpose of this study was to determine the levels of 4-H participation and the factors that contribute to this participation among certain ethnic groups as perceived by 4-H Educators in the Southeast District.

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were established:

1. To identify demographic characteristics among 4-H Educators in the Southeast District.
2. To identify ethnic groups participating in 4-H activities in the Southeast District, as perceived by 4-H Educators.
3. To determine selected demographic characteristics among ethnic groups participating in 4-H activities in the Southeast District, as perceived by 4-H Educators.
4. To determine selected factors which encourage 4-H participation among various ethnic groups in the Southeast district as perceived by 4-H educators.
5. To determine levels of 4-H participation among various ethnic groups in the Southeast District as perceived by 4-H educators.

Scope of the Study

The scope of this study included Extension Educators with primary 4-H responsibilities as identified in the Southeast District of Oklahoma. This consisted of 19 educators in a 19 county area which involved Pottawatomie, Seminole, Hughes, Pittsburgh, Haskell, Latimer, LeFlore, McCurtain, Pushmataha, Atoka, Coal, Johnston, Pontotoc, Murray, Carter, Love, Marshall, Bryan and Choctaw counties.

Limitations

Limitations of this study included the perceptions of the study participants regarding 4-H member participation and factors contributing to this participation, the lack of a definition of membership and how respondents interpreted some survey questions.

Definitions

The following definitions were presented as they apply to this study.

Diversity- differences among people in age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice and other human differences.

Ethnic groups- groups based upon the distinction of race between people.

Four-H (4-H)- Four-H is the largest youth organization in the world with membership in all 50 states within the United States and more than 80 countries world wide. In Oklahoma, 4-H is open to all youth from ages nine to 19. Four-H offers hands-on, informal educational activities to help young people develop as individuals and responsible productive citizens. Participation- the act of becoming involved in a specific area or event, usually being involved in either competitive or non-competitive activities with more than one individual.

Southeast District- Nineteen counties located in the Southeastern geographical quadrant of Oklahoma with geographical boundaries established by the North Canadian and Arkansas Rivers on the north, Arkansas line on the east, Red River on the south and the five Oklahoma Counties of Cleveland, McClain, Garvin, Stephens and Jefferson on the west.

Cooperative Extension- A United States Department of Agriculture agency and National Education network that links research, science and technology to the needs of adults and youth not only at the workplace and school, but in the home as well.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to present a review of literature which the author deemed relevant to the study.

In order to accomplish the intent of this study, the review of literature was divided into four sections and a summary for the purpose of organization and clarity. The four sections addressed: 1) The Cooperative Extension Service, 2) The Purpose of the 4-H Organization, 3) 4-H Participation, 4) Ethnicity, and, 5) Summary.

Introduction

With an ever-growing multi-cultural population in the United States, it is important to note that each culture is unique in its own right. With these unique differences, different needs are experienced. This leads to an increase in the concerns educators face in meeting these needs, especially the needs of the youth. According to the Census Bureau (2000), Oklahoma's population stood at 76.2% Caucasian, 7.6% African American, 7.9% Native American, 1.4% Asian and 5.2% Hispanic and 1.7% other. These numbers are an example of the ever-changing population shift which will require 4-H Educators to adopt a more global outlook.

The Cooperative Extension Service

To better understand the importance of Cooperative Extension in the lives of children we must first study the history of the Cooperative Extension Service. The Cooperative Extension Service (CES), as we know it today, surfaced from the passage of the Smith-Lever Act of 1914. Cooperative Extension is a national education network that links research, science and technology to the needs of people, not only at the workplace, but in the home as well (Seevers, 1997). The initial focus of the Cooperative Extension was to help rural families help themselves by applying science to farming, homemaking, and family and community living (Brunner, 1949). Originally called the Agricultural Extension Service, Cooperative Extension was renamed to better summarize the nature and function of the organization. CES has three distinct partners at the federal, state and local level, that being the United State Department of Agriculture at the federal level and land grant universities at the state level and county field staff at the local level respectively. Since it's inception, the Cooperative Extension Service has grown to meet the needs of today's society while holding to its basic founding principles. These principles are administered and delivered through four traditional program areas: agriculture; family and consumer science; 4-H youth and rural development. The Cooperative Extension Service has an educational focus that emphasizes practical knowledge, a hands on approach and an informal learning environment (Seevers, 1997). Extension education involves the communication of information to help people form sound opinions and make positive decisions. "Extension's goal is to teach people things that make their life better," (Bowling, 2002). In Oklahoma, one of the most significant components of the CES is the 4-H Program. The 4-H program provides an avenue for the

youth of Oklahoma to develop knowledge and leadership skills and experience competition that will be crucial to their development as well as the future of our state and nation.

Purpose of 4-H

“The 4-H program has long prided itself on the opportunities it offers all youth,” (Hobbs, 1999). With an estimated 25,000 youth members enrolled in organized community 4-H Clubs as reported by the National 4-H Council (2002), 4-H participation plays a significant role in Oklahoma. The United States Department of Agriculture 4-H Program is the largest youth development organization in the country (Lyon, 1997). Participation in 4-H is open to all interested youth, regardless of race, color, sex, creed, national origin or handicap. Four-H uses a “learn by doing” approach to help more than 5.6 million youth ages nine to 19 develop problem-solving, decision-making, and leadership skills. This organization began in rural communities in the South and Midwest from small beginnings and grew into a large part of the Cooperative Extension Service System that we know today. At the beginning of the twentieth century American agriculture had already entered its “golden age”. In less than 100 years American farmers had settled from the Atlantic to the Pacific and perfected farming techniques that led to the creation of one of the world’s most productive enterprises. The 4-H idea began in a time when many people were questioning the relevance of public schools for rural children (Wessel, 1982). Farmers were beginning to realize that small schools were not preparing their children for rural life, but leading them away from it (Reck, 1951). Liberty Hyde Bailey of Cornell University was among those who first spoke out on the deficiencies of secondary rural schools and determined the need for change. The

importance of Bailey's work was that it encouraged children to accept the challenge of life around them, which is the basis of the 4-H organization today. However, 4-H was too great a movement to be claimed by any one man (Reck, 1951). Albert B. Graham thought a good way to teach rural agriculture techniques was to start a club. Meetings were held on weekends and agriculture topics abounded. Work spread to nearby counties, consequently more clubs were organized. By 1904, there were over 3,000 members participating in agriculture clubs, primarily in the South and Midwest. Over the next decade the 4-H clubs continued to grow and attract more members. Fortunately, help was on the way. The Smith-Lever Act, passed in 1914, provided the financial support for the new Cooperative Extension Service. It also meant the educational movement for youth that came to be called 4-H would have a permanent home. The Smith-Lever Act gave farmers the security that they needed to ensure agricultural education for their children. (Wessel, 1982). Through 4-H, farming and animal related projects were often the vehicles used to teach youth important life skills. Participation in 4-H has long been a concern of Cooperative Extension (Ingram, 1999). In order to guarantee continued success the focus on new ideas and increased 4-H participation will encourage acceptance and adoption of new innovations. The value of participating in extracurricular activities, especially 4-H, seems to enhance not only the education of the individual, but also teaches life skills. Recent studies have investigated the relationship between participation in 4-H animal science projects and the development of valuable skills for living. For Iowa youth enrolled in 4-H swine projects, a positive relationship was reported between the development of life skills and participation (Ward, 1996). Today the mission of 4-H is to assist youth in acquiring knowledge, developing life skills

and forming attitudes that will enable youth to become self-directing, productive and contributing members of society. From the foundation that was laid many years ago, 4-H is still “Making The Best Better”. However, as society continues to shift towards a more fast paced convenient lifestyle 4-H participation does suffer.

Participation

Participation in “community supports is critical to the positive development of children and youth.” Even though families and schools have influence in the development of children, it is necessary for the broader community to be involved. “One level of community support is primary supports that are open to all youth and that focus on positive youth development. The 4-H program is one example of a primary support,” (Hobbs, 1999) Declining participation in 4-H has long been a concern of the Cooperative Extension Service. Increased and continual participation in 4-H activities/events is the key to continued success. Unlike formal education, 4-H youth activities are voluntary educational experiences. Members choose to participate and some, unfortunately, choose to drop out. Several reasons are attributed to the drop out rate. A recent study designed Melissa Bennett and Emmalou Norland (1993) at Ohio State University, aimed at investigating satisfaction among older 4-H youth participants, suggested several factors affecting 4-H participation. Categories of variables included: demographics, perception factors, projects, club, and family characteristics. Results showed that member satisfaction was achieved through commitment, responsibility, and the positive feelings gained when working with younger members. The findings suggest the 4-H program should be structured to maximize opportunities for older members to become committed, gain responsibility and serve others-especially younger members (Bennett, 1993). In a

recent study concerning 4-H participation of high-risk youth, several barriers to successful participation arose. In particular, finding the contact information to become involved and the availability of programs were the initial difficulties encountered when participation was first attempted. However, once contact was made and a program was identified, other constraining factors surfaced. Cost of participation was one barrier. Many families cannot afford program fees or cost of items necessary for participation in an event. Required parent participation was yet another challenge. Not all parents had the time or desire to assist their child in the event. A lack of transportation posed additional problems. Even when a plan was in place for youth to participate in an event, actual participation did not happen many times due to the lack of self-confidence (Hobbs, 1999).

Ethnicity

The diversity in cultural background and family structure of our nation's youth promises to be the greatest challenge facing 4-H organizations today. The American population is becoming increasingly heterogeneous with respect to its racial and ethnic composition. The increasing proportion of racial and ethnic minorities in the American population have been more dramatic in the past 20 years than at any time in the 20th century. In 1980, the United States population was 226.5 million individuals. Of these, more than 79% were non-Latino Whites, and over 11% were African Americans. While more than six percent were Latino and one and one half percent Asian/Pacific Islander, and close to one percent Native American. By 1992, the American population totaled 255 million and one in every four Americans claimed either African, Asian, Latino, or

Native American ancestry. Specifically, 75 percent were non-Latino Whites, almost 12 percent African Americans, more than nine percent Latinos, three percent Asian/Pacific Islanders, and near one percent were Native Americans (McLoyd, 1998). With a constant increase in the number of immigrants into the United States it is important to address ethnicity. The youth of tomorrow will be made up of groups that are not Caucasian by majority. Students will be entering the school systems and joining 4-H clubs which will, in turn, require educators to become more diverse in all aspects of their program development. Roughly 28% of today's 4-H participants are members of racial/ethnic minorities. Skills needed by youth for success in today's world are quite different than those of yesterday. As the 4-H educators continue to advance the goals of developing leadership and personal skills, diversity issues take on even a greater importance (Ingram, 1999). Today's society is discovering ways to become more knowledgeable about diversity issues. For example, in-service seminars and retreats are being conducted for secondary teachers to determine their attitudes concerning race and ethnicity. Retreats often open discussions among teachers concerning their ideas and concerns involving personal ethnicity experiences. All discussions were mediated by the National Conference for Community and Justice. The discussions have proved beneficial by allowing attendees to voice their concerns and discover what others in the same field have experienced (Sahagun, 1999).

America is increasingly becoming a more multi-cultured society. United States communities today are a complex mix of races, cultures, languages, and religious affiliations. By the year 2020, one in every three Americans is expected to be a person of color (Ingram, 1999). The Girl Scouts of America have placed an emphasis on reaching

ethnic minorities. They have worked with the Texas Migrant Council Head Start program. The program works with about 6,000 low-income, migrant children. With these types of outreach programs, it is easier to reach children from diverse backgrounds and helps them to feel more comfortable (Hartill, 1999).

Summary

It is clear through the review of literature, that determining levels of participation among ethnic groups in 4-H is crucial due to the increasingly diverse population. This chapter has provided background information concerning the following four categories: 1) The Cooperative Extension Service; 2) The Purpose of 4-H; 3) Participation and 4) Ethnicity.

The Cooperative Extension Service was developed from the passage of the Smith Lever Act in 1914. It is a national education network that links research, science and technology to the needs of people. Since its beginning, the CES has grown to meet the needs of today's society while holding to its basic founding principles. These principles are delivered through four traditional program areas: agriculture, home economics, 4-H youth and community development (Seevers, 1997). As with many organizations, Cooperative Extension faces many problems in adopting a more global outlook. (El Sawi, 1993) The Cooperative Extension Service is an extremely important educational network in Oklahoma especially in the 4-H Youth program.

For years Oklahoma youth have relied heavily on the 4-H Program offered through the CES. With an estimated 25,000 youth members of organized 4-H Clubs as reported by the National 4-H Headquarters (2002), 4-H participation plays a significant

role in Oklahoma. Four-H gives our youth the ability to develop into productive citizens through its educational framework. Four-H is not only an organization but a tradition throughout the state of Oklahoma. Unfortunately, with the changing society, participation by youth is on the decline. This is especially noticeable in youth from ethnically diverse backgrounds. In order to provide an equal chance for all youth we must determine why youth participate and those factors limiting or influencing participation.

CHAPTER III

METHODOLOGY

The purpose of this chapter was to describe the methods and procedures for conducting this study. These methods and procedures were dictated by the purpose of this study which was to determine the levels of 4-H participation among ethnic groups in the Southeast District of Oklahoma as perceived by 4-H Educators.

In order to collect data that would accomplish the purpose and objectives of the study, a population was determined and an instrument for collecting data was developed.

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were established:

1. To identify demographic characteristics among 4-H Educators in the Southeast District.
2. To identify ethnic groups participating in 4-H activities in the Southeast District, as perceived by 4-H Educators.
3. To determine selected demographic characteristics among ethnic groups participating in 4-H activities in the Southeast District, as perceived by 4-H Educators.
4. To determine selected factors which encourage 4-H participation among various ethnic groups in the Southeast district as perceived by 4-H educators.

5. To determine levels of 4-H participation among various ethnic groups in the Southeast District as perceived by 4-H educators.

In order to collect and analyze data to achieve the purpose and objectives of the study, the following elements were considered prior to conducting the survey: (1) population of study; (2) instrument for data collection; and (3) methods for data analysis.

Institutional Review Board (IRB)

Federal regulations and Oklahoma State University policy require review and approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Office of University Research Services (IRB) conducts this review to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to proceed. This research was assigned the following research project number: AG-01-021. A copy of the IRB approval form was presented in Appendix A.

Population of the Study

The population, consisting of Extension Educators in the Southeast District with 4-H responsibilities, was identified using the 2001 Oklahoma State University Agricultural Sciences and Natural Resources Personnel Directory. This consisted of 19 educators in a 19 county area which involved Pottawatomie, Seminole, Hughes, Pittsburgh, Haskell, Latimer, LeFlore, McCurtain, Pushmataha, Atoka, Coal, Johnston, Pontotoc, Murray, Carter, Love, Marshall, Bryan and Choctaw counties. Specifically, individual 4-H Educators were identified using the 2001 Extension Personnel Directory

published by the Division of Agriculture Sciences and Natural Resources at Oklahoma State University.

Development of the Instrument

When evaluating instruments that would best meet the needs of the study, various methods of data collection were considered and the mailed questionnaire was chosen to accomplish the needs of the study. The survey instrument was limited to a one-page cover letter and a five-page questionnaire. Based on similar studies, the cover letter was used to describe the purpose of the study and to give directions regarding how to complete the questionnaire (Appendix B). The instrument was reviewed by selected members of the Oklahoma State 4-H staff to determine the relevancy of the issues addressed and the ease of answering the survey. Changes were made based on suggestions from these members prior to mailing the instrument during May 2001. Extension educators with 4-H responsibilities were asked to respond to a 25 item survey instrument addressing Extension Educator demographic characteristics, enrollment distribution, county 4-H membership demographics, 4-H participation levels, 4-H parental involvement, perceived acceptance of minority members and factors encouraging or limiting 4-H participation. The questions consisted of short answer items using nominal, interval and ordinal scales for ascertaining participant responses.

The first section of the survey instrument consisted of twelve items using nominal and interval scales to address the demographic characteristics of county 4-H Extension Educators and the county 4-H Program. Those questions concerned ethnicity, gender, age, educational level, 4-H involvement and Cooperative Extension involvement of the Extension Educator and county 4-H member enrollment and project involvement.

The second was designed to determine residence as urban, small town or rural, and participation characteristics of the county 4-H members. Those questions concerned parental 4-H participation, levels of 4-H member participation, residence, leadership and project involvement.

The next section included two items that involve the use of a “Likert-type” scale with response options being Highly Acceptable, Moderately Acceptable, Somewhat Acceptable, Acceptable or Not Acceptable. Those questions concerned level of acceptance among 4-H members and their parents concerning minority members.

The remaining portion of the questionnaire was developed to obtain information concerning what County 4-H Educators perceived as needs to enhance participation and factors limiting minority member participation.

Data Collection

Upon completion of the revision process, the questionnaire was duplicated in booklet form and a packet was distributed through the United States Postal Service in May 2001. One original mailing was sent with two follow up postcards mailed fourteen days apart after the initial mailing. No noticeable difference was observed after the follow up postcards were mailed. The respondents were advised of their voluntary responses and the strict confidentiality regarding their responses as well as all findings being reported in the aggregate. Of the 19 questionnaires mailed, 11 were returned completed indicating a 57.9% response rate.

Analysis of Data

Considering the nature of the study, data was analyzed using descriptive statistics. Frequency distributions and percentages were used in the study to describe the responses of the study participants. The data were compiled and tabulated in a manner designed to express the findings relation to the objectives of the study.

Responses determined by using an interval scale format were interpreted using frequency distributions and percentages. Responses from open-ended questions were compiled and listed in table form.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the perceived levels of 4-H participation among ethnic groups in the Southeast District of Oklahoma. The data presented in this chapter was obtained by mailing questionnaires to county 4-H Extension agents in the Southeast District of Oklahoma. One original mailing was sent with two follow up postcards mailed fourteen days apart after the initial mailing. Eleven of the 19 questionnaires sent to the Southeast District were returned giving a total response rate of 57.9 percent.

Demographics

The data shown in Table I indicated 10 (90.9%) of the Southeast District 4-H Educators participating in this study were Caucasian by ethnicity, while one (9.10%) reported being Native American. The study participants were somewhat more balanced by gender with seven (63.64%) 4-H educators indicating they were male and four (36.36%) were female. Four-H Educators participating in this study were primarily in three age categories. Five (45.46%) 4-H educators were in the 31 to 40 years of age category which was the largest group responding in the study. However, four (36.36%) respondents were in the 21 to 30 years of age group and two (18.18%) reported being in the 41 to 50 years of age category. Furthermore, the formal education level of the 4-H Educators was most revealing in that six (54.54%) of all the respondents held Master's

Table I (Continued)

A Distribution Of 4-H Educators In The Southeast District By Selected Demographic Characteristics

Selected Demographic Characteristic(s)	Frequency Distribution (N)	Percentage (%)
Gender:		
Male	7	63.64
Female	4	36.36
Age:		
20 years or less		
21-30	4	36.36
31-40	5	45.46
41-50	2	18.18
51-60		
61 years or older		
Educational Level:		
B.S. Degree	5	45.46
M.S Degree	6	54.54
Ph.D.		
Years of Involvement:		
1-3	3	30.00
4-6	3	30.00
7-9	4	40.00
Years of Extension Experience:		
5 years or less	6	54.54
6-10	2	18.18
11-15		
16-20	1	9.1
21 years or more	2	18.18
Primary 4-H Project:		
Foods & Nutrition	1	11.11
Livestock	3	33.34
Photography	1	11.11
Agriculture	1	11.11
Public Speaking	1	11.11
Leadership	1	11.11
Clothing	1	11.11

Table II was constructed to provide a summary of selected demographic characteristics of 4-H members in the Southeast District as reported by 4-H Educators. Collectively, 4,412 members were reported as being enrolled in the County 4-H program by the respondents. Female members contributed to over half of the membership base at 2,315 members, while male members totaled 1,781 from the gender distribution. Overwhelmingly, 3,118 members in the study were reported as being Caucasian by ethnicity, while 841 members were reported as being Native American. The last three ethnic groups were small comparative to the former groups with Asian, Hispanic and African American groups having seven, 41 and 30 members respectively. The study participants were asked to report the project areas with the highest concentration of minorities. As determined by the data in the table, the project area with the highest concentration of minorities was livestock with four educators responding with this project area. The next most common project area was photography with two responses. One study participant reported a minority member who was involved in each of the four respective project areas: rabbits, leisure education, public speaking/foods, and “local clubs”. Furthermore, when the study participants were asked to list the project areas with the lowest concentration of minorities, livestock received the greatest representation with three responses. Safety, horses, shooting sports, and meat science each had one response.

Table II

A Distribution Of County 4-H Members In The Southeast District By Selected Demographic Characteristics As Reported By 4-H Educators

Selected Demographic Characteristics Reported By 4-H Educators	Frequency Distribution
4-H Members Enrolled in Your County:	4,412
4-H Members by Gender:	
Male	1,783
Female	2,315
4-H Members by Ethnicity:	
Native American	841
Caucasian	3,118
Asian	7
Hispanic	41
African American	30
Project Areas With the Highest Concentration Of Minorities:	
Livestock	4
Rabbits	1
Photography	2
Leisure Education	1
Public Speaking/Foods	1
“Local Clubs”	1
Project Areas with Lowest Concentration Of Minorities:	
Safety	1
Livestock	3
Horses	1
Shooting Sports	1
Meat Science	1

4-H Membership and Participation

Table III illustrates the summary of the typical number of years of 4-H member participation by ethnicity in the Southeast District as perceived by 4-H educators. Respondents were asked to indicate participation by groups of three years or less, four to six years or seven to nine years. Through the results, Native Americans and Caucasians had similar patterns of participation. Both groups had five (45.45%) respondents indicating four to six years of participation. However, Caucasians had slightly longer intervals of participation with five (45.45%) respondents stating seven to nine years of participation while only three (27.27%) respondents reported equal Native American participation. The next largest range of participation shows that African Americans and Asians have a common participation pattern. The majority of African American participation fell into the three years or less range with five (50.0%) responses. Four (40.0%) revealed four to six years of participation. Asians had three (42.86%) study participants reporting four to six years of involvement. Members with Hispanic affiliation had the majority of their involvement occurring in the three year or less range according to five (62.50%) of the respondents.

Table III

A Summary Of The Typical Number Of Years Of 4-H Participation By Ethnicity In The Southeast District As Reported By 4-H Educators

Ethnic Minorities	<u>Typical number of years of 4-H participation</u>					
	<u>Three or Less</u>		<u>Four to Six</u>		<u>Seven to Nine</u>	
	N=11	%	N=11	%	N =11	%
Native American	3	27.27	5	45.45	3	27.27
Caucasian	1	9.10	5	45.45	5	45.45
Asian	3	42.86	3	42.86	1	14.28
Hispanic	5	62.50	2	25.00	1	12.50
African American	5	50.00	4	40.00	1	10.00

*Not all educators surveyed reported participation for specific minority groups

Reported in Table IV is the summary of the primary level of 4-H participation among parents in the Southeast District by ethnicity as perceived by 4-H Educators. Respondents were asked to rate primary participation in the following categories: 4-H alumni, club leader, volunteer and no participation. No respondents indicated 4-H alumni as the primary participation level. Caucasians displayed the highest level of involvement with six (60.0%) respondents reporting parents as volunteers and four (40.0%) respondents reporting parents as club leaders. Native American parents were also somewhat active with six (54.54%) study participants identifying Native Americans as volunteers and one (9.10%) reporting Native Americans as club leaders. However, four (36.36%) respondents indicated no Native American participation. Asians, Hispanics, and African Americans followed similar patterns with respondents most commonly summarizing the activity level as no participation. Eight (88.88%) respondents rated Asians as not participating, while only one (11.12%) reported parents as volunteers. Ten (90.90%) study participants indicated no Hispanic participation while one (9.10%) reported the primary level as volunteers. Furthermore, of those responding, eight (72.72%) reported no participation, two (18.18%) reported parents as volunteers, one (9.10%) indicated parents were club leaders for those of African American descent.

Table IV

A Summary Of The Primary Level Of 4-H Participation Among Parents In The Southeast District By Ethnicity As Reported By 4-H Educators

Ethnicity	4-H Alumni		Club Leaders		Volunteers		No Participation	
	N=11	%	N=11	%	N=11	%	N=11	%
Native American	-	-	1	9.10	6	54.54	4	36.36
Caucasian	-	-	4	40.00	6	60.00	-	-
Asian	-	-	-	-	1	11.12	8	88.88
Hispanic	-	-	-	-	1	9.10	10	90.90
African American	-	-	1	9.10	2	18.18	8	72.72

*Not all educators surveyed reported participation for specific minority groups

The data presented in Table V represented the information gathered to determine a summary of the primary level of 4-H member participation in the Southeast District by ethnicity. Each respondent was asked to rate the primary level of 4-H member participation as local, county, state or national. No respondents reported state or national participation for all ethnic groups involved. The ethnic affiliation with the highest county participation was Caucasians with nine (81.82%) respondents reporting and only 2 (18.18%) reporting local participation. The second largest group of county participants had a Native American affiliation. Eight (72.73%) respondents indicated county participation and three (27.27%) indicated local participation. Asians had a more balanced participation with four (57.14%) study participants listing county activity and three (42.86%) for local participation. Furthermore, five (55.55%) respondents rated local participation for 4-H members and four (44.45%) indicated a county level for the Hispanic population. Respondents indicated African American participation at the county level with six (60.0%) respondents reporting county participation and four (40.0%) respondents reporting a local level of participation.

Table V

A Summary Of The Primary Level Of 4-H Member Participation In The Southeast District By Ethnicity As Reported By 4-H Educators

Ethnicity	<u>Level of 4-H Member Participation</u>							
	<u>Local</u>		<u>County</u>		<u>State</u>		<u>National</u>	
	N=11	%	N=11	%	N=11	%	N=11	%
Native American	3	27.27	8	72.73	-	-	-	-
Caucasian	2	18.18	9	81.82	-	-	-	-
Asian	3	42.86	4	57.14	-	-	-	-
Hispanic	5	55.55	4	44.45	-	-	-	-
African American	4	40.00	6	60.00	-	-	-	-

*Not all educators surveyed reported participation for specific minority groups

Table VI contains data illustrating the level of county 4-H participation in the Southeast District by ethnicity. Respondents were asked to indicate the level of county participation by 4-H members as low, moderate, or high. Caucasians were dominant with nine (81.81%) study participants reporting a high level of county participation. Native Americans followed with seven (63.63%) respondents marking a moderate level of participation. The last three ethnic groups all exhibited a low level of participation. Nine (90.0%) respondents indicated a low level of participation for African Americans, as did eight (88.88) respondents for those of Hispanic origin. Asians followed this trend with five (71.43%) study participants reporting a low level of participation.

Table VI

A Summary Of The Level Of County Participation In The Southeast District By Ethnicity As Reported By 4-H Educators

Ethnicity	Level Of 4-H Participation In County					
	Low N=11		Moderate N=11		High N=11	
		%		%		%
Native American	2	18.18	7	63.63	2	18.18
Caucasian	1	9.10	1	9.10	9	81.81
Asian	5	71.43	1	14.28	1	14.28
Hispanic	8	88.88	1	11.11	-	-
African American	9	90.00	1	10.00	-	-

*Not all educators surveyed reported participation for specific minority groups

The data revealed in Table VII presents a summary of 4-H member's residential environment in the Southeast District by ethnicity. Respondents were asked to categorize the residential environment of 4-H members into urban, small town or rural areas. Native Americans express the highest concentration of rural living by the indication of seven (63.64%) respondents. The majority of the Caucasian members also reside in rural areas according to six (54.54%) respondents. Asians have a closer range with three (50.0%)

study participants reporting a rural residential environment, and two (33.34%) respondents reporting a small town environment. Hispanics generally reside in a small town environment indicated through six (66.67%) respondents. The remaining group, African Americans, was reported to reside in rural areas by three (37.50%) respondents, and in small towns by four (50.0%) respondents. Few 4-H members resided in urban areas as reported by study participants. One (12.50%) respondent listed urban living for African Americans, as did one (16.67%) respondent for Caucasians.

Table VII

A Summary Of 4-H Member's Residential Environment In The Southeast District By Ethnicity As Reported By 4-H Educators

Ethnicity	Urban		Small Town		Rural	
	N=11	%	N=11	%	N=11	%
Native American	-	-	4	36.36	7	63.64
Caucasian	1	9.10	4	36.36	6	54.54
Asian	1	16.66	2	33.34	3	50.00
Hispanic	-	-	6	66.67	3	33.33
African American	1	12.50	4	50.00	3	37.50

*Not all educators surveyed reported a resident environment for specific minority groups

The data in Table VIII indicates the primary levels of 4-H leadership positions held by 4-H members in the Southeast District by ethnicity. Respondents were asked to indicate the primary level of positions held as local, county, district, or state. Caucasians were the only group to have county level leadership roles exceeding local leadership roles. Eight (72.72%) respondents reported county levels and three (27.27%) respondents reported local levels for Caucasian members. Respondents reported exactly opposite results for Native American's with eight (72.72%) respondents indicating local positions and three (27.27%) respondents indicating county level positions. Asians, Hispanics, and

African Americans all exhibited a greater number of local level responses. Five (83.33%) respondents reported a local level for Asian descendants, six (75.0%) respondents reported a local level for Hispanics and six (85.71%) reported a local level for African Americans as well. Furthermore, one (16.67%) respondent listed county positions for Asians, two (25.0%) respondents for Hispanics and one (14.29%) for those with African American lineage.

Table VIII

A Summary Of The Primary Level Of 4-H Leadership Positions Held By 4-H Members In The Southeast District By Ethnicity As Reported By 4-H Educators

Ethnicity	<u>Local</u>		<u>County</u>		<u>District</u>		<u>State</u>	
	N=11	%	N=11	%	N=11	%	N=11	%
Native American	8	72.72	3	27.27	-	-	-	-
Caucasian	3	27.27	8	72.72	-	-	-	-
Asian	5	83.33	1	16.67	-	-	-	-
Hispanic	6	75.00	2	25.00	-	-	-	-
African American	6	85.71	1	14.29	-	-	-	-

*Not all educators surveyed reported leadership positions for specific minority groups

Table IX provides a summary of 4-H members level of involvement with project areas in the Southeast District. Study participants were asked to determine the level of involvement as low, moderate or high. Most members exhibited a moderate level of participation. Caucasians had the greatest amount of high involvement with four (36.36%) respondents reporting a high level of participation. Furthermore, five (45.45%) study participants reported a moderate level, and two (18.19%) reported a low participation level. Native Americans fell close behind with one (9.10) study participant indicating high involvement, six (54.54%) respondents indicating moderate involvement and four (36.36%) indicating low involvement. Three (50.0%) respondents reported low

and moderate involvement for those of Asian descent respectively. Hispanics and African Americans had identical patterns with four (44.44%) respondents listing moderate involvement and five (55.56%) respondents listing low involvement.

Table IX

A Summary Of 4-H Members Level Of Involvement With Project Areas In The Southeast District By Ethnicity As Reported By 4-H Educators

Ethnicity	<u>Low</u>		<u>Moderate</u>		<u>High</u>	
	N=11	%	N=11	%	N=11	%
Native American	4	36.36	6	54.54	1	9.10
Caucasian	2	18.19	5	45.45	4	36.36
Asian	3	50.00	3	50.00	-	-
Hispanic	5	55.56	4	44.44	-	-
African American	5	55.56	4	44.44	-	-

*Not all educators surveyed reported involvement for specific minority groups

Acceptance of Minority Participation

The basis for Table X was to summarize the level of acceptance among 4-H Members concerning participation by minority members in the Southeast District by ethnicity. Four-H Educators were asked to indicate the level of acceptance as high, moderately, somewhat, or not acceptable. No respondents indicated an acceptance level of somewhat or not acceptable. The majority of respondents indicated the level of acceptance as highly acceptable. Native Americans had a high level of acceptance as reported by nine (81.82%) respondents. One (9.10%) respondent indicated a moderate level and an acceptable level respectively. Ten (90.90%) respondents reported a high acceptance level among 4-H members and only one (9.10%) respondent reported an acceptable level for Caucasian affiliates. Three (37.50%) respondents reported high and

moderately acceptable respectively and two (2.50%) reported acceptable for those of Asian descent. Hispanics were reported by six (60.0%) respondents to have a high acceptance level, three (30.0%) respondents indicated a moderate level and one (10.0%) study participants reported an acceptable level. Those of African American descent had five (50.0%) respondents listing a high level of acceptance, four (40.0%) listing a moderate level, and one (10.0%) at an acceptable level.

Table X

A Summary Of The level Of Acceptance Among 4-H Members Concerning Participation By Minority Members In The Southeast District By Ethnicity As reported By 4-H Educators

Acceptance Level Among 4-H Members Concerning Minority Participation

Ethnicity	<u>Highly</u>		<u>Moderately</u>		<u>Somewhat</u>		<u>Acceptable</u>		<u>Not Acceptable</u>	
	N=11	%	N=11	%	N=11	%	N=11	%	N=11	%
Native American	9	81.82	1	9.10	-	-	1	9.10	-	-
Caucasian	10	90.90	-	-	-	-	1	9.10	-	-
Asian	3	37.50	3	37.50	-	-	2	2.50	-	-
Hispanic	6	60.00	3	30.00	-	-	1	10.00	-	-
African American	5	50.00	4	40.00	-	-	1	10.00	-	-

*Not all educators reported acceptance levels for specific minority groups

Table XI was developed to present a summary of the level of acceptance among 4-H parents concerning acceptance of minority participation in the Southeast District by ethnicity. Respondents were asked to indicate the acceptance levels as highly, moderately, somewhat, acceptable or not acceptable. The greatest number of responses fell in the moderately to highly acceptable categories. Native Americans and Caucasians had nine (81.81%) respondents reporting a high level of acceptance respectively. For Asians, four (50.0%) study participants and for African Americans five (50.0%) study participants also indicated high levels of acceptance. Respondents reported a more

diverse acceptance level for Hispanics. Seven (70.0%) respondents indicated a high level of acceptance with moderately acceptable, acceptable and not acceptable each having one (10.0%) respectively. Only one (12.50%) study participant reported no acceptance by Asian affiliates.

Table XI

Summary Of The Level Of Acceptance Among 4-H Parents Concerning Acceptance Of Minority Participation In The Southeast District As Reported By 4-H Educators

Acceptance Among 4-H Parents Concerning Minority Participation

Ethnicity	<u>Highly</u>		<u>Moderately</u>		<u>Somewhat</u>		<u>Acceptable</u>		<u>Not Acceptable</u>	
	N	%	N	%	N	%	N	%	N	%
Native American	9	81.81	-	-	-	-	2	18.19	-	-
Caucasian	9	81.81	1	9.10	-	-	1	9.10	-	-
Asian	4	50.00	2	25.00	-	-	1	12.50	1	12.50
Hispanic	7	70.00	1	10.00	-	-	1	10.00	1	10.00
African American	5	50.00	3	30.00	1	10.00	1	10.00	-	-

*Not all educators reported acceptance levels for specific minority groups

Table XII shows frequency and percentages related to future programs 4-H educators would be willing to use to enhance participation among ethnic groups in the Southeast District. Respondents were asked to indicate any or all programs that would aid in enhancing minority involvement from the following list: tribal assistance, summer camps, minority volunteer leaders, workshops for volunteers and non-traditional projects. Summer camps were the most requested tools with nine (81.81%) respondents desiring this type of program. Workshops for volunteers followed closely behind with eight (72.72%) respondents indicating an interest. Tribal assistance and minority volunteer leaders each had five (45.45%) respondents respectively. Non-Traditional projects

finalized the responses with four (36.36%) study participants willing to use this program to enhance participation.

Table XII

Future Programs To Enhance Minority 4-H Participation Among Ethnic Groups In The Southeast District As Requested By 4-H Educators

<u>Programs</u>	<u>Frequency</u>	<u>Percent of Respondents</u>
Summer Camps	9	81.81%
Workshops for Volunteers	8	72.72%
Tribal Assistance	5	45.45%
Minority Volunteer Leaders	5	45.45%
Non-Traditional Projects	4	36.36%

Table XIII details respondent’s suggestions as to the limiting factors influencing or limiting 4-H participation among minorities in the Southeast District. Respondents were asked to list the limiting factors influencing or limiting 4-H participation among minority groups. The perception of 4-H had the largest response rate with three respondents. The next largest response of lack of minority groups in the area had two responses. Transportation, financial restrictions, and no Spanish 4-H curriculum each received one response.

Table XIII

Percent of Respondents Indicating Limiting Factors Influencing Or Limiting 4-H Participation Among Minorities In The Southeast District As Perceived By 4-H Educators

<u>Limiting Factors</u>	<u>Number of Responses</u>
Perception of 4-H	3
Lack of Minority groups in the area	2
Transportation	1
Financial Restrictions	1
No Spanish Curriculum	1

Table XIV contains a summary of data compiled from responses of study participants concerning current programs or activities that encourage 4-H minority participation. Respondents were asked to list programs or activities that the county used to encourage minority participation. Two respondents reported using “camps/retreats” and “tribal interaction” respectively. “Media communications” and “school enrichment programs” each received one response respectively.

Table XIV

Programs Or Activities In The County To Encourage 4-H Minority Participation In The Southeast District As Perceived By 4-H Educators.

<u>Programs/Activities</u>	<u>Number of Responses</u>
Camps/Retreats	2
Tribal Interaction	2
Media Communications	1
School Enrichment Programs	1

CHAPTER V

Summary, Conclusions and Recommendations

The purpose of this chapter was to present a summary of the study problem, rationale, design and conduct of the study and the major findings. Also presented are conclusions and recommendations, which were based upon the analysis and summary of the data collected and upon observations and impressions resulting from the design and conduct of this study.

Purpose of the Study

The purpose of this study was to determine the levels of 4-H participation and the factors that contribute to this participation among certain ethnic groups as perceived by 4-H Educators in the Southeast District.

Rationale

A high level of diversity in the general population and a high level of participation in 4-H activities exist in Southeast Oklahoma. Many times ethnic groups, for a variety of reasons, choose whether or not to participate in particular youth organization activities. Therefore, understanding that 4-H is an organization important in the development of youth and that non-white youth typically participate less, there is a definite concern among 4-H Educators regarding the levels of participation among

non-white youth compared to Caucasian youth as well as the perceived barriers which may be limiting participation.

Objectives

In order to accomplish the purpose of this study, the following objectives were established:

1. To identify demographic characteristics among 4-H Educators in the Southeast District.
2. To identify ethnic groups participating in 4-H activities in the Southeast District, as perceived by 4-H Educators.
3. To determine selected demographic characteristics among ethnic groups participating in 4-H activities in the Southeast District, as perceived by 4-H Educators.
4. To determine selected factors which encourage 4-H participation among various ethnic groups in the Southeast district as perceived by 4-H educators.
5. To determine levels of 4-H participation among various ethnic groups in the Southeast District as perceived by 4-H educators.

Design and Conduct of the Study

The survey instrument was limited to a one-page cover letter and a five-page questionnaire. The cover letter was used to describe the purpose of the study and to give instructions for completing the questionnaire. A self-addressed, stamped, return envelope was included in the mailing. Two follow up postcards were sent with no noticeable

difference being observed. Of the 19 4-H Educators, 11 responded for a total response rate of 57.9 percent. A 25-item questionnaire was developed and mailed to 19 Oklahoma County 4-H Educators in the Southeast district. The population was selected from the Oklahoma State University Division of Agricultural Sciences and Natural Resources 2001 Personnel Directory. The first section of the survey instrument consisted of twelve items using nominal and interval scales to address the demographic characteristics of County 4-H Extension Educators and the County 4-H program. The second section was designed to determine residential environment and participation characteristics of the County 4-H members. The next section included two items that involved the use of a “Likert-type” scale with response options being Highly Acceptable, Moderately Acceptable, Somewhat Acceptable, Acceptable or Not Acceptable. The remaining portion of the questionnaire was developed to obtain information concerning what County 4-H Educators need to enhance participation and factors influencing or limiting minority member participation.

All questionnaires were returned to the researcher. Descriptive statistics were used to analyze the data.

Major Findings of the Study

Demographics of Respondents

Of the 11 respondents, it was found that the majority, 10 (90.9%), were Caucasian by ethnicity. The remaining respondent (9.1%) characterized himself/herself as Native American. Over 63.64 percent were male, while 36.36 percent were female. The age

range of the study participants fell mostly in the 31 to 40 age group with five (45.46%) respondents listing this category. Four (36.36%) respondents were 21 to 30, while the last two (18.18%) were in the 41 to 50 age group.

The highest level of education for the County 4-H educators was a Master of Science Degree with six (54.54%) reporting they had obtained this level of education. Furthermore, five (45.46%) respondents indicated they had received a Baccalaureate degree.

Involvement in a 4-H program was considered to be a potentially vital aspect of the study, so data was collected on the number of years each respondent had been involved in a 4-H program. Of the 11 respondents, three (30.0%) had been a member of 4-H from one to three years, three (30.0%) had been a member of 4-H from four to six years, and four (40.0%) had been a member from seven to nine years. The study also revealed that the majority of County 4-H Educators had actually not spent a great amount of time in the field of extension. Six (54.54%) respondents reported having five years or less Extension experience, two (18.18%) respondents reported six to ten years of experience, one (9.1%) reported 16-20 years experience, and only two (18.18 %) reported 21 or more years of Extension experience. Of those who had reported primary 4-H project involvement, two (33.33%) had been involved in a Livestock project. The categories foods & nutrition, photography, agriculture, public speaking, leadership and clothing each had one (11.11%) response.

Demographics of 4-H Members

Collectively 4,412 members were reported being enrolled in the 4-H program in the Southeast District by the respondents. Of these, 1,783 were male and 2,315 were female. The ethnic breakup of the 4-H member population was not unexpected. Over half of the members reported were Caucasian by ethnicity with an enrollment of 3,118. Native Americans had the next largest category with 1,741 members. Those of Hispanic, African American, and Asian descent followed with 42, 30 and seven members respectively.

To better fulfill the objective of the study, County Educators were then asked to rank the project areas with the highest concentration of minorities. Four respondents listed livestock and two respondents listed photography. Rabbits, leisure education, public speaking/foods and local clubs each had one response. In comparison, when asked to rank the project areas with the lowest concentration of minorities, Livestock topped that list as well with three respondents indicating it as the area with the lowest concentration. Safety, horses, shooting sports and meat science had one respondent each.

4-H Membership and Participation

In order to get a better understanding of participation levels in the Southeast District, respondents were asked to rate participation levels in various areas. Overall, participation seems to follow specific patterns between the Native American group and the Caucasian group. Asians, Hispanics and African Americans also exhibited commonalities through study participant's responses. Concerning length of participation

in years, Native American and Caucasians had similar patterns of participation, with greater than three years of participation. Caucasians had an equal amount of responses in the four to six and seven to nine categories with five (45.45%) study participants reporting this level. For Asian descendants, three (42.86%) respondents noted three years or less and four to six years of participation respectively. African Americans and Hispanics had at least half of the respondents choose three years or less for participation levels.

In order to determine if parental participation affected child participation, respondents were asked to rate the involvement of parents in the Southeast District. The majority of total participation according to respondents fell into the categories of volunteers or no participation. Once again, the Native American and Caucasian groups had similar patterns of participation, as did Asians, Hispanics, and African Americans. Caucasian parents exhibited the largest group of club leaders as reported by four (40.0%) respondents. Native Americans and Caucasians volunteer in the 4-H program as reported by six (54.54%) study participants and six study participants (60.0%) respectively. All non-Caucasian groups had significant levels of no participation. Hispanics had the highest response rate with ten (90.9%) respondents, followed by Asians with eight (88.88%) responses. Eight (72.72%) study participants reported no participation for African American parents and four (36.36%) for Native American parents.

In responding to the question about the primary level of 4-H member participation, no respondents listed State or National participation for any ethnic group. All participation was concentrated at the local and county level. Overwhelmingly, Native Americans and Caucasians lead the group in county participation with eight (72.73%)

respondents reporting county participation for Native Americans and nine (81.82%) respondents reporting this same level for Caucasians. Asians and African Americans exhibited similar patterns of county participation. Four (57.14%) study participants reporting county participation for Asians and six (60.0%) study participants reported county participation for African Americans. The last group, Hispanics, was the only group to have a greater amount of local participation as compared to county participation. Five (55.55%) respondents reported local participation and four (44.45%) reported county participation.

Once the overall level of participation was determined, study participants were asked to rate the level of county participation among 4-H members. Participants were asked to rate the level as low, moderate, or high. Caucasian was the only group to express a high level of county involvement with nine (81.81%) respondents reporting. Native Americans differed as well, being the only group to have a moderate level of county participation with seven (63.63%) respondents agreeing that a moderate level of participation exists. The last three groups each had a majority of the respondents noting a low level of county participation. Nine (90.0%), eight (88.88%) and five (71.43%) respondents reported a low level for African Americans, Hispanics and Asians respectively.

To get a better understanding of the 4-H members residential environment, study participants were asked to specify the residence as urban, small town or rural. Among Native American, Caucasian, and Hispanic descendents, rural environments abounded. Seven (63.63%) respondents, six (54.54%) respondents and three (50.0%) respondents reported a rural environment respectively. For Hispanics and African Americans, small

towns were the primary residential area. Six (66.67) study participants reported small town for Hispanics and four (50.0%) respondent reported small towns for African Americans.

Respondents were then asked to rate the primary level of leadership positions held by 4-H members in the Southeast District. Respondents were given local, county, district or state as options of primary leadership. No respondents listed district or state positions. Caucasians were the only groups with the majority of respondents reporting a county level versus a local level of leadership. Eight (72.72%) respondents reported a county level while only three (27.27%) reported a local level. The last four groups each exhibited a greater level of local leadership as compared to county leadership positions.

In order to become more knowledgeable about the level of involvement members had with their specific project areas, educators were asked to rate member project involvement as low, moderate or high. Among the groups, Caucasians had the greatest number of respondents reporting a high level of involvement with four (36.36%) educators responding. Native Americans showed a moderate level with six (54.54%) study participants responding. Three (50.0%) study participants in both the moderate and low category each noted the respective level of involvement. Hispanics and African Americans had the lowest level of involvement with five (55.55%) respondents respectively.

Acceptance of Minority Participation

The acceptance level of minority members among 4-H members and parents was of great relevance in the study. Educators were asked to rank the acceptance level of

minority participation among 4-H members and their parents in the following categories: highly acceptable, moderately acceptable, somewhat acceptable, acceptable, or not acceptable. Overwhelmingly, all groups were perceived by a majority of the respondents as being accepted to highly accepted by both 4-H members and the parents of the members. The only two groups to receive a not acceptable were the Asian and Hispanic descendants. These occurred in the acceptance level among parents in which one (12.50%) respondent for Asians and one (10.0%) respondent for Hispanics chose this category. Native Americans and Caucasians exhibited the highest response rates for being highly acceptable. Ten (90.90%) respondents felt Caucasian members were highly accepted by members and nine (81.81%) respondents noted the same for Native American members. The groups also had the highest response for being highly acceptable among 4-H parents. Nine (81.81%) respondents rated the two groups as being highly acceptable respectively.

The last part of the questionnaire was designed to obtain information from study participants concerning what was needed in their 4-H program to enhance participation and to determine factors influencing or limiting minority member participation. Educators were given a list of programs and asked to choose which programs that they perceived as being the best method of enhancing minority participation in their current programs. An overwhelming majority, nine (81.81%) of the respondents indicated that summer camps would enhance minority participation. In addition, eight (72.72%) indicated workshops were needed for volunteers in their county. Both tribal assistance and minority volunteer leaders each received five (45.45%) responses from study

participants. Although not as popular, four (36.36%) respondents revealed that non-traditional projects could enhance minority participation.

Study participants were then given the opportunity to give their opinion concerning the factors influencing or limiting 4-H participation among minorities in the Southeast District. Primarily, as noted by three respondents, the perception of 4-H was the greatest factor limiting participation. Two study participants felt the lack of minority groups within the area limited participation. Transportation, financial restrictions, and no Spanish curriculum received one response respectively.

The final question in the study allowed the study participants to suggest programs or activities that their respective county used to encourage minority participation. Camps and retreats and tribal interaction received two responses respectively. Media communications and school enrichments programs were also currently being used with each receiving one response.

Conclusions

Examination and interpretations of the major findings provided the author opportunity to derive the following conclusions:

1. It was evident from the study that Southeast District 4-H members were primarily Caucasian by ethnicity with Native Americans following closely behind. Asian, Hispanic and African American descendants had extremely low population influence. The majority of Native Americans, Caucasian, and Asians were classified as living in rural areas while the majority of Hispanics and African American resided in small towns.

2. Caucasian members exhibited a longer duration of participation in 4-H with most participating seven to nine years. Native Americans had the second highest span with four to six years of participation. These groups also exhibited similar patterns of project involvement with Caucasian and Native Americans being moderately involved and all other ethnic groups having a low level of involvement.
3. Native Americans and Caucasians each primarily participated at the county level, while Asians, Hispanics and African Americans participated at the local level.
4. Caucasians had a high level of county participation while Native Americans displayed a moderate level of county participation. Asians, Hispanics and African Americans reflected a low level of county participation.
5. It was apparent from the study that Caucasian and Native American parents of members were more actively involved as volunteers than parents of other ethnicity.
6. Observation of the findings revealed that most members had a primary level of local leadership with only Caucasian members having a majority of members holding county leadership positions.
7. Based on the study findings both members and their parents expressed a high level of acceptance among ethnic member participation.
8. It was apparent that the perception of 4-H was the most common factor limiting 4-H participation among minorities.

Recommendations

As a result of the data and major findings of this research, the following recommendations have been made:

1. Observation of the findings indicate programs that 4-H educators would like to implement in order to enhance minority participation. The Cooperative Extension Service should review these programs as to their value and relevance within the Southeast District.
2. As a result of the findings concerning the perception of 4-H by minorities, special programs targeting minority population characteristics should be utilized in 4-H Educator training programs.
3. More emphasis should be placed on the recruitment of volunteers from each ethnic group to encourage participation from the respective ethnic group.
4. It is further recommend that 4-H Educators establish training focusing on increasing county participation among minority groups.

Recommendations for Additional Research

It was the author's opinion that further study regarding minority 4-H member participation be conducted.

1. A more comprehensive study should be conducted involving all 4-H Educators in the state of Oklahoma.
2. A study of the perceptions of volunteers involved with minorities in the County Extension Service should be conducted.

REFERENCES

- Bennett, M. & Norland, E. (1993). Youth participation. Journal of Extension, 31 (1), 15-17.
- Bowling, C. & Brahm, B. (2002). Shaping Communities Through Extension Programs. Journal of Extension, 40 (3). [On-line]. Available: <http://www.joe.org/joe/2002june/a2.html>.
- Brunner, E. (1949). Rural American and The Extension Service. New York: Columbia University.
- El Sawi, G.; Etling, A.; & Reaman K. (1993). Overcoming barriers to a global outlook in 4-H. Journal of Extension, 31 (2), 27-28.
- Gear, Curtis. (1992). An emphasis on diversity in CES. Journal of Extension, 30 (3), 3-5.
- Hartill, L. (1999). Beyond pup tents and prizewinning heifers: why the girl scouts, 4-H and other youth organizations are hitting record membership levels. The Christian Science Monitor, March, 11-13.
- Hobbs, B. (1999). Increasing the 4-H participation of youth from high risk environments. Journal of Extension, 37 (4). [On-line]. Available: <http://www.joe.org/joe/1999august/rb1.html>
- Ingram P. (1999). Attitudes of extension professionals toward diversity education in programs. Journal of Extension, 37 (1). [On-line]. Available: <http://www.joe.org/joe/1999february/>
- Lyon, G. (1997). From local to global. Teaching Tolerance, 6 (1), 43.
- McLoyd, V. & Steinberg, L. (1998). Studying Minority Adolescents. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- National 4-H Council 2002 [On-line], Available : <http://www.4h-usa.org>
- Reck, F. (1951). The 4-H Story. Ames, Iowa: Iowa State College Press.

- Seevers, B. (1997). Education Through Cooperative Extension. Albany, New York: Delmar Publishing.
- Sahagun, L. (1999). Education: Retreat brings teachers face to face with other races-and themselves; faced with ethnic tensions in schools, African American, Latino, Asian and White instructors meet to discuss cultural stereotypes and confront their own. The Los Angeles Times, April 7.
- Ward, C. (1996) Life skill development related to participation in 4-H animal science projects. Journal of Extension, 34 (2). [On-line]. Available: <http://www.joe.org/joe/1996april/rb2.html>
- Wessel, T. (1982). 4-H: An American Idea 1900-1980. Chevy Chase, Maryland: National 4-H Council.
- Williams, L. (1992) Diversity involves us all. Journal of Extension, 30 (3), 6-7.

APPENDIXES

APPENDIX A
COVER LETTER



Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405-744-8036, FAX 405-744-5176

Dear 4-H Educator:

We are developing a study concerning 4-H participation among ethnic groups in the Southeast District. Your input is critical to the quality and integrity of this study. 4-H membership in community clubs has been declining for almost 30 years, however results of this survey may indicate possible areas for reversing this trend. We are asking your cooperation in taking 15 to 20 minutes to complete the enclosed survey instrument. Determining the level of participation among ethnic groups in the Southeast District could make a difference not only in the outcome of this study, but possibly indicate where our efforts should be concentrated to affect an increase in 4-H membership.

Your responses will be held in strict confidence and data will only be reported in the aggregate. No individual respondent will be able to be identified in the study.

Again, we are asking for your participation and assure complete confidentiality of your responses. All raw data will be destroyed upon completion of the study, and only I as the principal investigator will have access to the raw data. We appreciate your involvement and input and look forward to completing the study.

Sincerely,

Andrea R. Bryant
Graduate Student

James D. White
Chairman & Thesis Adviser

cc: Ms. Nancy L. Dunlap
Mr. Claude Bess III
Dr. Charles B. Cox
Dr. David E. Foster
Dr. James G. Leising

Enclosure



APPENDIX B
SURVEY INSTRUMENT

4-H Participation Among Ethnic Groups In The Southeast District

**Andrea R. Bryant
Agricultural Education, Communications
and 4-H Youth Development
Oklahoma State University**

The purpose of this study was to determine the perceived levels of 4-H participation among ethnic groups in the Southeast District of Oklahoma. Thank you for your cooperation and assistance.

DEMOGRAPHIC CHARACTERISTICS:

Extension Educators: (please check only one response)

1. Ethnicity:
 Native American Caucasian Asian
 Hispanic African American Other
2. Gender:
 Male Female
3. Age:
 20 years or less 21-30 31-40
 41-50 51-60 60 or more
4. Educational Level:
 B.S. M.S. Ph.D.
5. Number of years involved in 4-H as a member:
 1-3 4-6 7-9
6. Number of years involved in Cooperative Extension:
 5 years or less 6-10 11-15
 16-20 21 or more
7. Primary 4-H project area in which you were involved _____

County 4-H Members:

8. Number of 4-H members currently enrolled in your county _____
9. Number of 4-H members by gender: _____ Female _____ Male
10. Number of 4-H members by Ethnicity:
_____ Native American
_____ Caucasian
_____ Asian
_____ Hispanic
_____ African American
_____ Other
11. Project area with the highest concentration of minorities: _____

12. Project area with the lowest concentration of minorities: _____

4-H Membership and Participation:

13. 4-H Participation by Ethnic Minorities:

Typical number of years of 4-H participation

Native American	<input type="checkbox"/> Three or less	<input type="checkbox"/> Four to Six	<input type="checkbox"/> Seven to Nine
Caucasian	<input type="checkbox"/> Three or less	<input type="checkbox"/> Four to Six	<input type="checkbox"/> Seven to Nine
Asian	<input type="checkbox"/> Three or less	<input type="checkbox"/> Four to Six	<input type="checkbox"/> Seven to Nine
African American	<input type="checkbox"/> Three or less	<input type="checkbox"/> Four to Six	<input type="checkbox"/> Seven to Nine
Hispanic	<input type="checkbox"/> Three or less	<input type="checkbox"/> Four to Six	<input type="checkbox"/> Seven to Nine
Other _____	<input type="checkbox"/> Three or less	<input type="checkbox"/> Four to Six	<input type="checkbox"/> Seven to Nine

Parental Participation

14. Primary Level of Parental Participation in 4-H:

Native American	<input type="checkbox"/> 4-H Alumni	<input type="checkbox"/> Leaders	<input type="checkbox"/> Volunteers	<input type="checkbox"/> No Participation
Caucasian	<input type="checkbox"/> 4-H Alumni	<input type="checkbox"/> Leaders	<input type="checkbox"/> Volunteers	<input type="checkbox"/> No Participation
Asian	<input type="checkbox"/> 4-H Alumni	<input type="checkbox"/> Leaders	<input type="checkbox"/> Volunteers	<input type="checkbox"/> No Participation
Hispanic	<input type="checkbox"/> 4-H Alumni	<input type="checkbox"/> Leaders	<input type="checkbox"/> Volunteers	<input type="checkbox"/> No Participation
African American	<input type="checkbox"/> 4-H Alumni	<input type="checkbox"/> Leaders	<input type="checkbox"/> Volunteers	<input type="checkbox"/> No Participation
Other _____	<input type="checkbox"/> 4-H Alumni	<input type="checkbox"/> Leaders	<input type="checkbox"/> Volunteers	<input type="checkbox"/> No Participation

4-H Participation

15. Primary Level of 4-H Member Participation:

Native American	<input type="checkbox"/> Local	<input type="checkbox"/> County	<input type="checkbox"/> State	<input type="checkbox"/> National
Caucasian	<input type="checkbox"/> Local	<input type="checkbox"/> County	<input type="checkbox"/> State	<input type="checkbox"/> National
Asian	<input type="checkbox"/> Local	<input type="checkbox"/> County	<input type="checkbox"/> State	<input type="checkbox"/> National
Hispanic	<input type="checkbox"/> Local	<input type="checkbox"/> County	<input type="checkbox"/> State	<input type="checkbox"/> National
African American	<input type="checkbox"/> Local	<input type="checkbox"/> County	<input type="checkbox"/> State	<input type="checkbox"/> National
Other _____	<input type="checkbox"/> Local	<input type="checkbox"/> County	<input type="checkbox"/> State	<input type="checkbox"/> National

16. Level of 4-H Participation in County:

- | | | | |
|------------------|------------------------------------|-----------------------------------|-------------------------------|
| Native American | <input type="checkbox"/> Low Level | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| Caucasian | <input type="checkbox"/> Low Level | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| Asian | <input type="checkbox"/> Low Level | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| Hispanic | <input type="checkbox"/> Low Level | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| African American | <input type="checkbox"/> Low Level | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| Other _____ | <input type="checkbox"/> Low Level | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |

Residence

17. 4-H Members Residential Environment:

- | | | | |
|------------------|--------------------------------|-------------------------------------|--------------------------------|
| Native American | <input type="checkbox"/> Urban | <input type="checkbox"/> Small Town | <input type="checkbox"/> Rural |
| Caucasian | <input type="checkbox"/> Urban | <input type="checkbox"/> Small Town | <input type="checkbox"/> Rural |
| Asian | <input type="checkbox"/> Urban | <input type="checkbox"/> Small Town | <input type="checkbox"/> Rural |
| Hispanic | <input type="checkbox"/> Urban | <input type="checkbox"/> Small Town | <input type="checkbox"/> Rural |
| African American | <input type="checkbox"/> Urban | <input type="checkbox"/> Small Town | <input type="checkbox"/> Rural |
| Other _____ | <input type="checkbox"/> Urban | <input type="checkbox"/> Small Town | <input type="checkbox"/> Rural |

Leadership

18. Primary Level of 4-H Leadership Positions Held:

- | | | | | |
|------------------|--------------------------------|---------------------------------|-----------------------------------|--------------------------------|
| Native American | <input type="checkbox"/> Local | <input type="checkbox"/> County | <input type="checkbox"/> District | <input type="checkbox"/> State |
| Caucasian | <input type="checkbox"/> Local | <input type="checkbox"/> County | <input type="checkbox"/> District | <input type="checkbox"/> State |
| Asian | <input type="checkbox"/> Local | <input type="checkbox"/> County | <input type="checkbox"/> District | <input type="checkbox"/> State |
| Hispanic | <input type="checkbox"/> Local | <input type="checkbox"/> County | <input type="checkbox"/> District | <input type="checkbox"/> State |
| African American | <input type="checkbox"/> Local | <input type="checkbox"/> County | <input type="checkbox"/> District | <input type="checkbox"/> State |
| Other _____ | <input type="checkbox"/> Local | <input type="checkbox"/> County | <input type="checkbox"/> District | <input type="checkbox"/> State |

Project Involvement

19. Rate the level of involvement with project areas among ethnic groups listed below:

- | | | | |
|------------------|------------------------------|-----------------------------------|-------------------------------|
| Native American | <input type="checkbox"/> Low | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| Caucasian | <input type="checkbox"/> Low | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| Asian | <input type="checkbox"/> Low | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| Hispanic | <input type="checkbox"/> Low | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| African American | <input type="checkbox"/> Low | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |
| Other _____ | <input type="checkbox"/> Low | <input type="checkbox"/> Moderate | <input type="checkbox"/> High |

Acceptance of Minority Participation:

20. Level of acceptance among 4-H members concerning participation by minority members:

Native American

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

Caucasian

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

Asian

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

Hispanic

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

African American

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

Other _____

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

21. Level of acceptance among 4-H parents concerning acceptance of minority participation:

Native American

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

Caucasian

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

Asian

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

Hispanic

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

African American

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

Other _____

- Highly Acceptable Moderately Acceptable
 Somewhat Acceptable Acceptable Not Acceptable

22. Future programs to enhance participation among ethnic groups:(check all that apply)

- Tribal Assistance
- Summer Camps
- Minority Volunteer Leaders
- Workshops for Volunteers
- Non-traditional projects
- Other: _____

23. In your opinion what is the most limiting factor influencing or limiting participation among minorities: _____

24. Programs or activities your county uses to encourage minority participation:

25. Other comments: _____

APPENDIX C
INSTITUTIONAL REVIEW BOARD

Oklahoma State University
Institutional Review Board

Protocol Expires: 1/15/02

Date : Tuesday, January 16, 2001

IRB Application No AG0121

Proposal Title: LEVEL OF 4-H PARTICIATION BY ETHNICITY IN THE SOUTHEAST DISTRICT

Principal
Investigator(s) :

Andrea R. Bryant
2217 N Dobi Blvd
Stillwater, OK 74075

James D. White
445 Ag Hall
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s) : Approved

Signature



Carol Olson, Director of University Research Compliance

Tuesday, January 16, 2001

Date

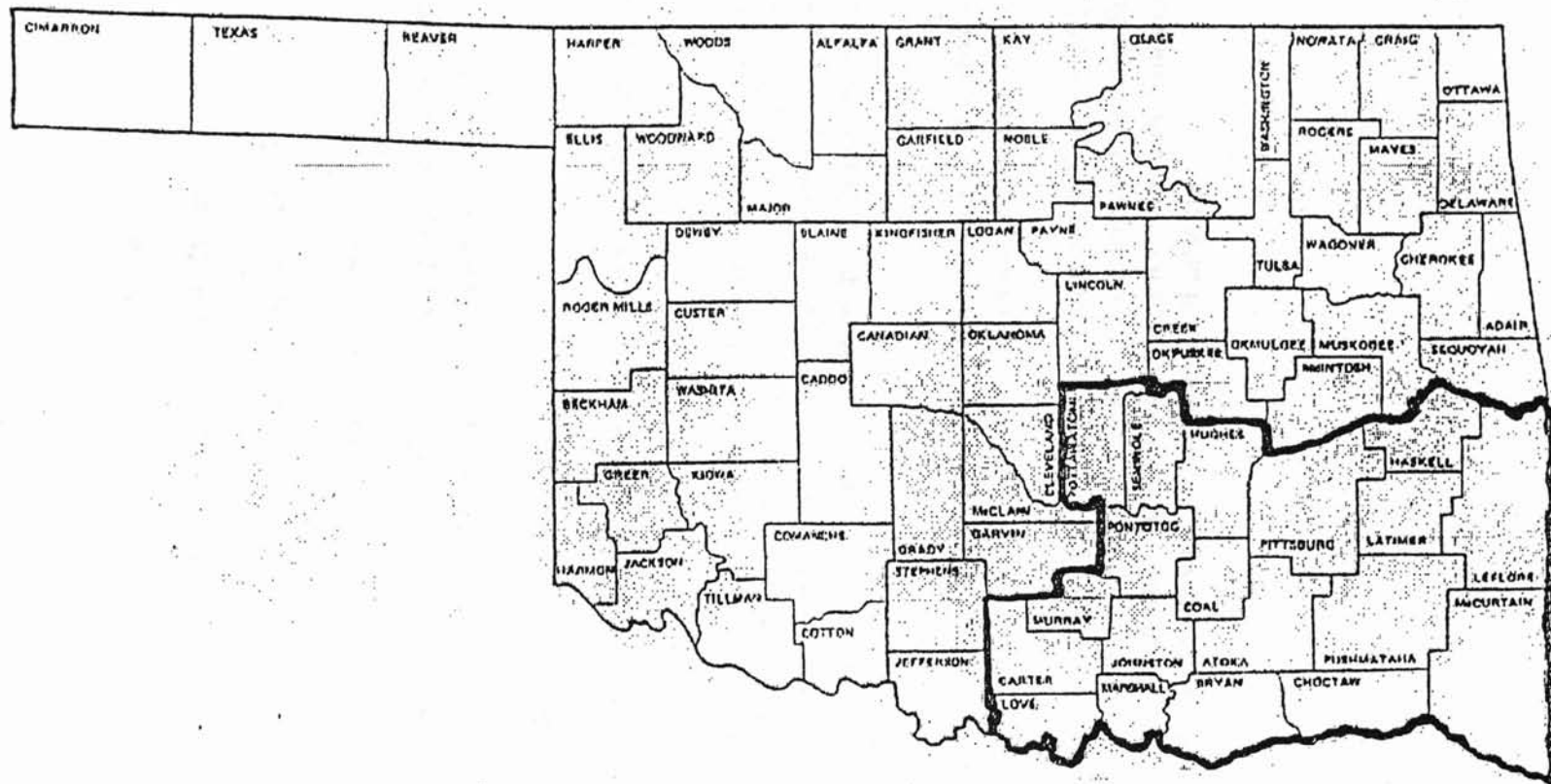
Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX D
POSTCARD REMINDER

Thank you for participating in the *4-H Participation Among Ethnic Groups in the Southeast District Study*. If you have responded, I appreciate your response and I will be in contact with you when the study is completed. If you haven't responded, I desperately need your input to make this study relevant. You are vital to the success of this study. Once again, thank you for your participation.

APPENDIX E
MAP OF THE SOUTHEAST 4-H
DISTRICT IN OKLAHOMA

Southeast District of Oklahoma As Defined by the Oklahoma State University Cooperative Extension Service



VITA 2

Andrea Rochelle Bryant

Candidate for the Degree of

Master of Science

Thesis: 4-H PARTICIPATION AMONG ETHNIC GROUPS IN THE SOUTHEAST DISTRICT AS PERCEIVED BY 4-H EDUCATORS

Major Field: Agricultural Education

Biographical: Born in Ada, Oklahoma, April 16, 1975, daughter of Carl and Linda Bryant.

Education: Graduate from Latta High School, Ada, Oklahoma, in May 1993; received the Bachelor of Science degree in Animal Science from Oklahoma State University in December, 1997; completed the requirements for the Master of Science degree in Agricultural Education from Oklahoma State University in December 2002.

Professional Experience: Farm background, Coordinator of Information Services, Oklahoma State University Alumni Association, January 1998, to present.

Professional Organizations: Council for Advancement & Support of Education, United States of America; Graduate Student Association, Oklahoma State University, Stillwater, Oklahoma; Agricultural Education Graduate Student Association, Oklahoma State University, Stillwater, Oklahoma.