A DESCRIPTION OF COMMUNITY SERVICE

PROJECTS CONDUCTED BY

OKLAHOMA 4-H'ERS

By

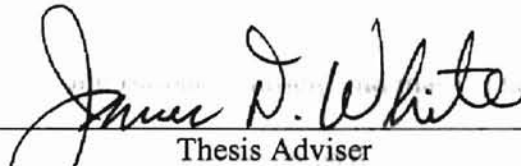KYLE KINDER WORTHINGTON

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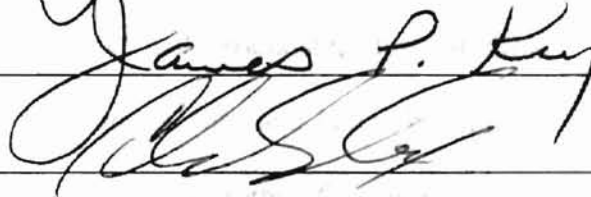
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CHAPTER I

INTRODUCTION

Youth community service and service learning have become popular since the seventies in the field of education and youth development within the Cooperative Extension Service. The Cooperative Extension Service at the federal, state, and local levels have worked to conduct or provide community service activities to strengthen our youths' ties with their community through stronger citizenship, leadership, and service learning opportunities.

Increasing community service participation has long been a goal in the United States. Some examples of how this goal has effected our national policies include President John F. Kennedy's creation of the Peace Corps, President George Bush's creation of the Points of Light Foundation, President William J. Clinton's creation of Americorps, and Congress' adoption of the National Educational Goals, which include the objective that all students will be involved in activities that promote and demonstrate good citizenship and community service (Nolin 1997).

The 4-H program across the United States has made a national commitment to involve over 300,000 youth opportunities in community service over the next few years. The mandate of the 1997 National Advertising Council's 4-H Promotional Campaign "Youth Voices and Action" is clear:

> Community service learning strengthens the skills knowledge 4-H'ers are acquiring by actively combining their learning with service to help meet real community needs. Every 4-H participant is encouraged to

take part in community service that fits his/her areas of learning, as an among important feature of 4-H youth development (p. 6).

This study will focus on youth community service projects and will identify the type of youth services that are being conducted and the total hours contributed by Oklahoma 4-H'ers. Based upon the numbers of hours contributed, a monetary value will be determined thus quantifying the economic impact on communities across Oklahoma.

Rational for the Study

Community service being conducted by 4-H youth is not a new idea. The community service projects conducted by 4-H youth groups have been an important part of the Cooperative Extension Service's identity for several decades. While it has been known that an enormous amount of community service takes place in Extension sponsored youth projects around the state, there is no recorded data to show the total hours contributed and the potential economic value of that community service to Oklahoma communities every year.

This study was designed to summarize and report the number of hours Oklahoma 4-H'ers contributed to their communities during a specified time period and types of actives that are being conducted. Furthermore the study sought to translate the hours into economic terms by using the US Department of Labor's minimum wage to determine the value of the service provided.

Statement of the Problem

It is assumed that youth serve as valuable assets to their local communities because of their voluntary community service. However there is no known survey of the

types of service provided, and the hours of service that have been conducted among

Oklahoma 4-H members. A need exists to determine the role of 4-H members involved

in community service across the state of Oklahoma.

Purpose of the Study

This study will summarized the kinds of community service and the number of

hours of community service provided by Oklahoma 4-H'ers to their community and will

also determine the economic value of projects provided to communities in Oklahoma.

Data was collected from Oklahoma 4-H community service projects.

Objectives

To accomplish the purpose of the study, the following objectives were

established:

1. To describe the demographic characteristics of Oklahoma 4-H membership at

the time data was collected.

2. To describe specific community service projects conducted by Oklahoma 4-H

members in their community.

3. To describe the community service projects being conducted by 4-H'ers

throughout Oklahoma communities.

4. To identify the number of people reached through Oklahoma 4-H community

service projects.

5. To describe the types of 4-H groups that work to perform community service

projects in their communities.

6. To determine the economic contribution of all 4-H youth community service.

Assumptions of the Study

The following assumptions were made regarding this study:

1. Oklahoma 4-H leaders, members, and volunteers are conducting community service in the name of the 4-H program.

2. The Extension Educators across the state will have an opportunity to survey their local 4-H clubs to determine the total number of hours of community service that are being provided to their community by their 4-H youth groups.

3. Extension personnel understand the relative importance of this study concerning the community service projects conducted by 4-H youth groups across Oklahoma.

4. Leaders and educators will voluntarily report service projects.

Scope of the Study

According to the Oklahoma 4-H enrollment statistical report, also known as the ES237, there were 936 4-H clubs in Oklahoma in 1998. For the purpose of this study all of those clubs were provided an opportunity to report service projects conducted during that year. Quarterly reports were solicited by the state 4-H staff from 4-H leaders via County Extension Educators. The scope of this study is limited to a summary of the reports that were submitted during that one-year period.

Definition of Terms

Cooperative Extension Service – an organization created by the Smith-Lever Act of Congress in 1914 to translate and disseminate research-based information from the land-grant universities in agriculture, home economics, and related fields to the public. The terms "Extension," "Cooperative Extension," and Cooperative Extension Service" will be used synonymously in this study.

Economic Contribution – the community service hours contributed by 4-H members and volunteers multiplied by the U.S. minimum wage, $5.15/hour.

Extension Educator – personnel employed by the Cooperative Extension Service to perform the tasks designated of the organization. The terms "County Agent," "Extension Agent," and "Extension Professional" will be used synonymously in this study.

4-H Youth Groups – the youth organization coordinated by the Cooperative Extension Service. The term 4-H represents the head, hands, heart, and health of the youth that are members of this youth organization. The terms "4-H," "4-H Youth Groups," and "4-H Clubs" will be used synonymously in this study.

Community Service – the projects and hours donated by 4-H youth groups in the form of free labor by conducting projects needed to improve the quality of life in their community.

Service Learning – the projects that include a pre-service learning experience and post-service reflection and hours that youth groups donate in the form of free labor by conducting projects were they learn the importance of citizenship and community

involvement that benefits their community. The terms "Service Learning" and

"Community Service Learning" will be used synonymously in this study.

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

Community service by 4-H youth is not a new concept. In fact it is such a trademark of Extension's youth development program that it is taken for granted across the United States. It is known that enormous amounts of community service are conducted by Oklahoma Cooperative Extension 4-H youth programs each year and these projects around the state are benefiting participants and communities. However, there is no data to indicate the nature of this service or its prevalence. In 1998, the Oklahoma 4-H youth development program began a statewide survey to address this need for information.

The purpose of this chapter is to review and present an overview of previously written literature relating to youth community service and service learning. The Review of Literature for this study is presented in five major areas as follows: Youth Community Service; Service Learning; Government Interest in Community and Service Learning; Public Schools Interest in Community and Service Learning, and Community Service in 4-H.

Youth Community Service

The United States has a strong tradition of community service that dates back early in our nation's history. In 1830, Alexisde Tocqueville first recorded community service as the civic and social support citizens gave to their young nation. He described

this as the "habits of the heart" (Bellah, Madsen, Sullivan, Swidler, and Tipton 1986, Preface, P. vii; Kinsley and McPherson 1995).

In a study conducted by Kinsley and McPherson (1995), community service learning earned the support and imagination of teachers across the United States. In the beginning, it was an avenue to provide young people with a sense of civic and social responsibility and a means of supporting their growth and development. It has developed into a process and methodology that has linked young people to their communities and encouraged teachers to incorporate community service into their school curriculum.

In the early 1900s, young people were no longer needed as a part of the rural farm. Economy and community-based youth organizations such as YMCAs/YWCAs, Campfire, Scouts, 4-H, and Boys and Girls Clubs were developed to provide positive avenues to link young people in their communities. Communities across the nation recognized that they needed new ways to provide meaningful roles for youth that would provide character and leadership development. Community based organizations were this avenue and proved to be wonderful partners for school-based youth service. The development of youth group programs have the following principle guidelines: (1) experiential learning, (2) youth group workers as built in role models, and (3) community involvement as an essential part of program development (Kinsley and McPherson, 1995).

As our nation's interest in community service and youth began to be linked together, many studies were conducted to discover the many benefits that it may offered to our youth and the communities they serve. Nowlin (1997) stated:

> Increasing community participation has long been a goal in the United
> States. Some examples of how this goal has played out in national

policy are President Kennedy's creation of the Peace Corps, President Bush's creation of the Points of Light Foundation, President Clinton's creation of Americorps, and Congress's adoption of the National Education Goals. These goals include the objective that all students will be involved in activities that promote and demonstrate good citizenship and community service (p.1).

As a component of today's National Education Goals (1994), youth are directed at a time of their lives, when their attitudes are still being formed, toward volunteer service which might have a greater effect on encouraging them to participate in community service activities for a lifetime. Volunteer service has also been seen as a tool for teachers to use in building interest in class work, thus becoming an aspect of education reform.

Proponents emphasized the potential benefits of community service in terms of linking the school to the community and providing students to the community. When this link is made students are provided with an opportunity for experiential learning (Kraft, 1996).

When community service is implemented correctly youth often experience less separation from their community. This experience assists young people in developing community based positive attitudes, and encourages them to become engaged in the democratic processes, such as voting, when they are young adults (Calabrese and Schumer 1986: Conrad and Hedin 1991; Kraft 1996; Nowlin 1997).

The community and the schools clearly must adopt common goals, values, needs, and expectations to produce individuals who care about the betterment of society. The community includes all youth and adults who will prepare tomorrow's contributing citizens. What occurs in the community is reflected in the schools; what occurs in the schools ultimately affects the community (Kinsley and McPherson, 1995).

Kinsley and McPherson (1995) also found that not only must community receive members and organizations go into the schools, but children must also recognize the role they can play in the community now and later. This is happens through the vehicle of community service learning projects, in which students of all ages reach out to the community to show concern and to provide assistance when and where needed.

In a similar study conducted by Nolin (1997) the effects of community service programs were found to have important and measurable positive outcomes for high school students. As such, in a study of ten programs, participating students were found to have experienced more psychological, social, and intellectual growth than nonparticipating students. This study also reported that students who did volunteer work developed a more socially responsible perspective than students who did not participate in volunteer activities.

According to Kinsley and McPherson (1995), youth gain positive benefits from the personal growth and development as a result of participating in community service. These benefits include: (1) improved self esteem, (2) a sense of worth and competence, (3) ego and moral development, (4) identifying new interest, (5) accepting new challenges, (6) developing new values and beliefs, and (7) accepting responsibility for consequences of one's actions. Community service programs that were developed to assist students using the skills they have learned in school to provide projects in their community have gained in popularity, even to the point of being advocated in President Clinton's National Service Act of 1993. They became service-learning programs when teachers blend the service performed into the school curriculum. This community-based

program is similar to school transition programs, with the exception that students receive

no financial reward as part of community service learning.

Research has shown that opportunities for young people to participate in the life

of their school and community help them develop problem-solving skills. These skills are

described as the following: social competence, autonomy, a sense of purpose and a

future-attribute that enable them to bounce back from at-risk environments and lead

healthy productive lives, in other words, participation is prevention (Benard, 1991).

Another factor to be considered as reported by Sagawa (1993) stated that large-

scale community service was an important idea whose time had come. It will do much to

overcome divisiveness if it is designed to provide people from different backgrounds with

the opportunity to work together in a non-academic environment on intense, meaningful

projects. And it will respond creatively to the fact that we will most likely be very short

of resources in the 1990s regardless of how successful national economic policies turn

out to be.

The expectations are high for the development of community service within our

nation in the future:

> In the year 2000, young people will still see problems in the world.
> Some will be hungry, others homeless, addicted to drugs or illiterate.
> But in the face of these challenges, young people will not look to elders
> for the answers, or to their peers, or their government. Instead, this new
> generation will look into themselves. Public problems will mean
> personal responsibility. All across this nation, people of all social
> economic, racial, religious and educational backgrounds, of all political
> beliefs, will unify with a force and direction never seen in this land.
> The potential of a generation will be unleashed upon our most
> unrelenting social issues. There will be no service providers or
> recipients, only responsible individuals solving their own problems. No
> blame will be assigned, only tasks. Youth service will then be a
> required rite of passage to work or college. The service ethic will not
> be limited to the young; it will pervade all generations. For no

individual should consider themselves solely service recipients, which
breeds dependence and low self-esteem. We all must see ourselves as
both provider and recipient, inextricably linked and reliant on each
other in order to advance our society and ourselves. This is our new
American Dream" (Sagawa, 1993, p.3).

As our communities discovered community service projects they were accepted
throughout the twentieth century, service learning has been advocated by proponents as
"a way to stimulate learning and social development, as a means of reforming society and
preserving a democracy, and as an antidote to the separation of youth from the wider
community" (Conrad and Hedin, 1992, p. 745). The importance and value of the
discovery and use of community service in our nation's history was stated as, "We cannot
think our way to humanity. Every one of us, and every one, with whom we live and
work, must become the model for the world we hope to create" (Ivan Illich, Celebration
of Awareness, 1970; Sagawa, 1993, p.42).

Fertman (1996) wrote about the focus of experiential education, which is similar
to learning by doing. Learning by experience encourages reflection on the process itself.
Citizenship education promotes participation in a democracy. Community service and
volunteerism are essential components of citizenship education.

Community service programs are appropriate for virtually any population group
of adolescents and any community. These programs are found in urban schools that
enroll numbers of at risk students and in affluent suburban districts. Based on this logic,
the fact that the area and background of the youth are not as important as arranging of
community service due to the fact that students are willing to participate but many need
help in order to do so.

In describing the history of community service, Kelsey (1996), states, "The analysis, the cost of community service ratio, is easily understood and usable by non-academics, helping make the results more acceptable to large audiences" (p. 78).

The analysis is that finding satisfaction and recognition in serving others will strengthen the individual's self-image, and that this in turn will enable him/her to improve academically. Community service programs offer one way to convert that alleyway into a relatively smooth avenue leading into the next millennium where young adolescents can acquire the skills and attitudes that will enable them to lead happy and constructive lives.

According to Delve, Mintz, and Stewart (1990), youth involvement in community service as a learning experience may be termed as "citizenship education."

Stephen F. Hamilton (1990) of Cornell University reported that community service is a system of service programs. He advocates apprenticeship programs that combine community service programs in which he calls a "comprehensive apprenticeship system."

Conrad (1998) wrote we become just by doing acts, temperate by doing temperate acts, brave by doing brave acts. By the same token we become compassionate by caring and good citizens when we participate in community service.

Kinsley and McPherson (1995) stated that participation in community service is clear that youth use of writing and thinking skills are able to apply course content and gain a sense of social responsibility and self-esteem. This happens through the vehicle of community service learning projects, in which students of all ages reach out to the community to show concern and to provide assistance when and where needed.

While the primary reason to promote the involvement of adolescents in ational community service is to provide an opportunity to assume meaningful roles, the rationale for such involvement is multi-faceted. "Experiencing the satisfactions of making a ment contribution and of making a difference in the teen years can encourage a commitment that will carry into adult life" (Shine, 1989, p. 2).

Schine (1989) also reported that there are clear benefits to community's through youth community service projects and that there are many benefits in addition to the increase in self-esteem and a sense of accomplishment. Community service provides opportunities for career exploration, for learning the attitudes and behaviors of the world of work. It challenges him/her to work collegially with others, to learn to compromise, and to communicate successfully.

According to Schine (1989) the involvement in community service across our nation can meet many of the special needs of the early adolescent. These have been described by Dorman, Lipsitz (1984), Loonsburg, Toepfer (1988), and others, as:

> ...to develop a since of competence, testing and discovery of new
> skills; to discover a place for themselves in the world, to create a vision
> of a personal future; to participate in projects with tangible outcomes;
> to know a variety of adults, representative of different backgrounds and
> occupations, including potential role models; to have the freedom to
> take part in the world of adults, but also to be free to retreat to a world
> of their peers; to test a developing value system in authentic situations;
> to speak and be heard, to know that they can make a difference; to
> achieve recognition for their accomplishments; to have opportunities to
> make real decisions, within appropriate limits; and to receive support
> and guidance from adults who appreciate their problems and their
> promise (p. 3).

The writing's of Schine (1989) also reinforced the belief that community service can give new meaning to classroom learning for young adolescents. Youth use mathematics skills in planning community improvement projects, apply the reading

speaking, and listening skills of the language arts class when they present educational

information to other youth, and gather data to formulate a plan of action. As the youth

perceive a connection between the classroom and the community, academic achievement

is enhanced. Another distinguishing feature of the study conducted by Shine (1989) is

that the Youth Volunteers program is its leadership. "Four-H Clubs rely heavily on

volunteer adults. Leaders and the leaders' roles are crucial in the Youth Volunteer

program, where training and reflection are emphasized" (p. 13). The importance of

volunteerism being demonstrated as the contributions of both adults and young people are

critical to the program's success.

<div align="center">Service Learning</div>

Community service becomes service learning when it is connected to classroom

learning and offers opportunities for students to reflect upon their experiences. "The

provisions of the National and Community Service Trust Act of 1993 encourages schools

and instructs them to develop service learning programs" (p. 3). Across our nation

students are engaging in service learning where students apply classroom skills to solve

real life problems in their communities. This form of experiential learning enhances the

students learning by placing education in the context of real life situations. In addition to

enhancing learning, service learning programs offer rural schools and communities an

opportunity to develop new and positive connections (Spears, 1995).

Service learning implies that students learn something solely by doing established

community service. The learning process takes place with the people in communities

instead of a mandated service learning project.

Spears (1995) reported that service learning programs involve youth in decision making, to strengthen their sense of responsibility, empowerment, and ownership. Service learning develops the student's participation as a passive recipient of knowledge and service to a more active role. Community service learning projects can be designed to develop students learning and to strengthen rural communities.

Fertman (1996) stated service learning is not a new concept. It is based on the cooperation between schools and communities and can be traced to John Dewey's experiential education and citizenship education. John Dewey's writings stated that young people need to become comfortable and gain control over their environment. When dealing with social problems, Dewey said young people put their intelligence and past experience into use.

With this, accomplished service learning can benefit all types of students at every age level. Such comprehensive application has been recognized in recent years, as service learning programs have expanded and become more diverse.

Service learning does not just happen, it is a process. There are many ways in which service learning can begin. It can start in the community, youth organizations, school, with a club, a special event, or an educator who uses a service activity to teach a unit. Service learning projects may be conducted in many different formats and are not structured in any specific format, which creates many possibilities for youth to participate.

Service learning generally includes student participation in community service projects with many learning objectives that often are connected to a student's studies. Although service learning is connected to classroom related community service projects

with concrete learning objectives, some researchers suggest that student involvement in community service may be tied to out-of-class learning objectives and thus constitute a form of service learning as well (Jacoby and Associates, 1996; Rhoades, 1977).

Fertman (1996) described service learning as, "an instructional methodology that facilitates the involvement of children and adolescents in real life settings where they can apply academic knowledge and previous experiences to meet real community needs" (p. 1). The service learning process involves youth in the preparation, service activity, reflection, and celebration of a successful project. It is related to both community service and volunteerism, since many schools have long been involved and this makes service learning unique in that it links community service and volunteerism with academic learning. This collaborative effort brings schools, community-based organizations, parents, and other community members together in a common enterprise of individual and community growth.

Fertman (1996) believes that two goals must be reached before a successful service learning project can be implemented in a community. "Those involved must aim to create a local community that views the school as a potential resource to assess and address the needs of that community, and a school's vision must be shaped so that it perceives service as a way to give students a well-rounded education" (p. 3). Service learning involves cooperation with others; it provides opportunities for students to work with individuals and groups throughout their community and fulfills the developmental and academic needs within the classroom.

Service learning has emerged at a time when there is a historical need for educational change. It is a powerful and effective teaching methodology and tends to not

only reinforce already existing relationships, but also create new ones; in particular, it reconnects the schools to the community and the community to the school. Above all, service learning seeks to structure a partnership between self-esteem and intellectual development that is at the heart of lifelong learning. It comes at a time when only broad-based constituencies can restore confidence in public education.

In a study by Kinsley and McPherson (1995), service learning is perceived as a powerful educational experience where interest collides with information, values are formed, and action emerges. The educational experience has two learning parts: "An inner dimension, learning about yourself, your motivation, your valves, and an outer dimension learning about the world, its ways and the underlying cause of the problems that service work addresses" (p. 1).

Service learning projects connect students with their communities, improve students' learning, and help them develop personally, socially, and academically. Communities believe in youth performing these services, since they learn to understand the meaning of their community and develop a sense of responsibility for themselves and for others. Service learning is thought of as a powerful way to develop character, the needs of service, and a feeling of membership in the community. Service learning advocates suggest that the opportunities youth have to make real contributions to their school and community will develop their self-esteem and give them a positive sense of self (Kinsley and McPherson, 1995).

Kinsley and McPherson (1995) report the social growth and development of youth participating in service learning as:

> social responsibility, concern for the welfare of others; political
> efficiency; civic participation; knowledge and exploration of service

related careers; understanding and appreciation, and ability to relate to, people from a wider range of back grounds and life situations (p.6).

Their study also found that service learning is one of the few opportunities for students to contribute to their community when they are in a period of adolescent growth and service learning teaches organizational skills, teamwork, problem solving skills, and strong work ethics that are developmentally important.

Schines (1989) reported that many of the nation's youth serving organizations have begun to restructure their programs for young adolescents to reflect the changing interests and attitudes of the age group. There are some projects more easily accessed by non-school base organized projects, and some that are accessed more when organized by schools.

Government Interest in Community and Service Learning

America's student involvement in community service activities was one of the first objectives established with the National Educational Goals for the year 2000. These goals have helped prepare students for responsible citizenship, but national data on the percentage of youth who participate in community service are sparse (Nowlin, 1997).

Okeefe (1997) states that government has taken an interest in our nation's youth community service based programs. The United States Congress passed the 1990 National and Community Service Act to review civic responsibility and volunteerism across the nation. This Act also exposed students to the needs of their communities and the many democratic systems and how volunteerism can respond to those needs. This program helped students recognize their place in their communities and encourages their interest introspection regarding their larger role in our political system.

The United States has traces of community youth service that can be found in the

days of Franklin D. Roosevelt referring to the Civilian Conservation Corps. In the early

sixties, John F. Kennedy encouraged Americans to volunteer for community service. The

Peace Corps was established in 1962. Kennedy told of a vision that not only young

American volunteers contribute at home, but their influence could be felt throughout their

community. Youth service movements continue to grow as our communities grow more

dependent on community youth services (Sagawa, 1993).

Robert F. Kennedy believed that:

> It is from numberless diverse acts of courage and belief that human
> history is shaped. Each time a man stands up for an ideal, or acts to
> improve the lot of others, or strikes out against injustice, he sends forth a
> tiny ripple of hope, and crossing each other from a million different
> centers of energy and daring, those ripples build a current which can
> sweep down the mightiest walls of oppression and resistance (Sagawa,
> 1993, p. 1).

The federal government identified the connections between community service

and job preparation as, "service learning," contained in the National Service Act (1993):

> The term service learning means a method under which students learn
> and develop through active participation in thoughtfully organized
> service experiences that meet actual community needs and that are
> coordinated in collaboration with the school and community; that is
> integrated into the students academic curriculum or provides structured
> time for a student to think, talk, or write about what the student did and
> saw during the actual service activity; that provides students with
> opportunities to use newly acquired skills and knowledge in real-life
> situations in their own communities; and that enhances what is taught in
> school by extending student learning beyond the classroom and into the
> community and helps to foster the development of a sense of caring for
> others (Kinsley and McPherson, 1995, p. 25)."

It is clear that the methods used in service learning parallel efforts in job training

programs. Leaders in both fields are beginning to see the symbiosis between service

learning and future employment. This is best stated by the President's Science Advisory

Committee (1973): "When ours was still an agrarian society, the needs of youth were necessarily subordinate to the economic struggle, and the rudimentary occupational requisites permitted them to be brought quickly into adult productivity" (p. 1).

Public Schools' Interest in Community and Service Learning

Nowlin (1997) reported on a quantitative evaluation focused on community learning programming for high school students. This report incorporated participation in service activities in the community, that reflected a positive correlation between students grades and attendance, which are directly related to academic achievement and retain more in school.

The past few years, more educators have realized the academic benefits to students of integrating community service activities into the classroom. These activities have become known as service learning. The Commission on National and Community Service (commonly know as the Corporation for National Service) defines service-learning as educational experiences that are integrated into students' academic curriculum and provides structured environments for students to think, talk, or write about what was done and seen during a service learning activity (Commission on National and Community Service, 1993).

A common development to encouraging community service though schools' is to change it into a learning experience with an opportunity for the student's curriculum to show positive benefits that are also called service learning. With the increasing numbers of activities students were involved in, the more likely they were to participate in

community service. Students who attended private schools, especially church-related schools, were also more likely to have done community service (Nolin, 1997).

Bogle and Harkavy (1996) stated that service learning projects are defined as placing students "in environments in which their experiences are likely to augment their classroom work, and where they can actually do some good for others." What is known as the "Deweyan" approach has been termed "learning by community problem-solving and real world reflective doing" (p.24).

The value of service learning has been recognized by higher education as citizenship development that has come to the forefront. With higher education benefiting from national service learning from programs such as AmeriCorps, Learn and Serve America, Habitat for Humanity, and The Big Brothers and Sisters, some of our prominent leaders, as well as citizens throughout the country have begun to commit themselves to the service of others. With this educational standpoint, it makes sense to think community service activities with intentional learning objectives are developing better citizens. Obviously, when student participation in community service can be connected to specific learning activities involving reflection, group interaction, writing, and so on, the experience is likely to have a greater impact on student learning and move into the realm of service learning (Cooper, 1998; Eyler, Giles, and Schmiede, 1996; Rhoads, 1988).

Rhoads (1988) also suggested that students recognized the positive return of community service, not only in terms of experiences helpful for being gainfully employed, but also for the higher self-esteem they gain from participation.

One important function of schools is to develop students into citizens that

volunteer themselves in their classroom, school, or community (Kinsley and McPherson,

1995). Service learning is a valuable method that will benefit students and their

communities by encouraging youth to understand the way their community is governed,

how to have input and impact, and how to actively participate in their community. This

participation will develop habits that will allow students to see issues from a broader

perspective and understand their private rights and interests. It is this community

involvement and volunteerism that our communities depend on to survive.

Kinsley and McPherson (1995) reported the educational philosophy of John

Dewey, Ralph Tyler, and Hilda Taba focused on the importance of combining learning

experiences into the framework of the curriculum. These educators have stressed to

teachers the importance of teaching through service learning experiences. These

experiences develop students' minds socially and it is believed that all curriculum must

be developed out of social situations based on organized principles that are found to

benefit the student and the demands of the community.

There is a common vision shared by many that foresees a society in which the

issue of voluntary mandatory service is no longer relevant because people not only want

to serve, but see community services as vital to their own well being. Teaching

community service would not be mandated on overburdened schools, but would be an

opportunity for them as well as the community. In the future, society will have many

avenues for service in settings in every community across America (Sagawa, 1997).

As students learn to process information, preparing for a future in which

information changes at an alarming pace and teaching students problem solving, thinking

skills will be critical in their ability to function effectively in society. Service-learning activities teach students to develop problem solving and decision-making skills. The public's increasing demand for school accountability is leading to another issue of reform and alternate forms of assessment of skills. Schools' have developed new methods of assessment and standardized testing is no longer an effective assessment method. In recent years, a growing number of United States schools have recognized service as a powerful way to connect youth to their communities and cultural identities to help develop service as a value and to enhance learning opportunities. Learning principles of service, community pride, and responsibility through service learning curriculum assist students in understanding and appreciating the value of our nations history throughout the diverse communities in our America (Kelsey and McPherson, 1995).

Shine (1989) suggested that if middle schools across the nation were to offer community service in their curriculum, the experience of participating in the community and making a positive difference would be significant enough that there would almost be no limitations to the opportunities for volunteer service in which students could participate. Curriculum such as these would serve mainly to develop intellectual habits and capacities that are likely and be applicable to other times and settings. They must also prepare youth for the future by incorporating the middle level school curriculum with intellectual skills that will enable youth to understand human kind and that will permit the students to gather information, organize it in a meaningful fashion, evaluate its meaning and utility, form reasonable conclusions about it, and plan for individual and collective action.

Community Service in 4-H

Service means different things to different people. Most 4-H club leaders, like those who responded to a survey conducted in Wisconsin in 1996, might indicate that service could take place anywhere, anytime (Taylor-Powell, Hutchins & Reed, 1997). We tend to think that "valuable" projects are ones that help disadvantaged or have a "public" orientation that benefit many. However, in the same Wisconsin study, 4-H leaders listed such activities as fund-raisers to support club activities, decorating a parade float, and organizing parties and events for younger children. One reason may be that community service means different things to different people. Words such as service learning, volunteerism, and community service may be used interchangeably, but carry different meanings and expectations.

Traditionally, 4-H members participate in a wide range of volunteer efforts, performing good deeds for individuals and their communities. Community service implies a public good for the benefit of the community. However 4-H groups may be involved in other activities such as letter writing or other advocacy efforts. In the survey of 4-H members in Wisconsin, it was found that more than two-thirds of the projects focused on support of the elderly, community improvement, helping the disadvantage and environmental improvement (Taylor-Powell, Hutchins & Reed, 1997).

In a similar study in Arkansas Baker (1999) asked Four-H leaders to report any planned actives, projects, or programs that benefit others outside their club or group. In that study, those reporting indicated that the clubs conducted an average or five service projects during a one-year time period. The study was conducted utilizing the format that

had been tested in the Wisconsin study. The findings revealed that most the 4-H youth were involved in numerous activities during the course of the reporting period.

Another related study was conducted in Louisiana by Wyble (1999) to determine the perception held by Extension Agents, with responsibility in 4-H Youth Development. This study concerned the value of community service-learning and the capability of 4-H youth to participate in the planning process for service-learning. The study sought to serve as a benchmark for Louisiana 4-H by describing current activities in community service-learning. The focus of this study was to includ activities which were conducted in the area of service-learning from August 1997 to July 1998.

Wyble (1999) also reported there were a total of 415 community service-learning activities reported by the respondents in the Louisiana study. With the activities being reported as annual or once. The participants reported a substantial drop in number of participants from the elementary school level to the high school level. The researcher concluded that the drop in number of participants was indicative of the decrease in 4-H membership at the high school level.

Wylbe (1999) stated the Extension 4-H Agents perceived the value of community service-learning to the participant to be substantial. The 4-H members' involvement in activities like these, developed an understanding of their community and was believed to reduce the participants' chances of at-risk behavior.

The community service learning programs across America offer young people an opportunity to put into practice the valuable life skills they have learned through formal and informal instruction. It is the skills that youth learn that broaden their experiences, develop their understanding and ability to make problem solving decisions, and that

equip them in establishing a successful career in their adulthood. Furthermore, service is a way to keep youth occupied, possibly keeping them from participating in less desirable behaviors. For example, a Search Institute study of 47,000 youth in the sixth through 12th grades found that those youth who serve one hour or more per week are less likely to engage in at-risk behaviors (Taylor-Powell, Hutchins & Reed, 1997)..

From findings in a study on service among 4-H youth in Wisconsin it is known that 4-H members routinely participate in multiple service projects over the course of the year (Taylor-Powell, Hutchins & Reed, 1997). That same study summarized that in general, community service projects tend to benefit one of three entities: the general public, a special group or an individual. Some projects, such as community beautification and roadside cleanup, benefit everyone in the community. Other projects focus on a specific group such as nursing home residents, club members or the needy. Still other projects such as adopt-a-grandparent or donations to an ill community member concentrate on an individual. Some youth groups organize a project, with other agencies or groups, but more often the youth group performs the activity alone.

Research indicates greater impact for youth when they participate in ongoing service projects that allow them to build skills and values over time through structured opportunities for reflection. One-time projects can be significant depending on the nature and magnitude of the experience, though they tend to have less impact on the future helping behavior of youth or their civic, personal and social development (Taylor-Powell, Hutchins & Reed, 1997). While many activities appear to be one-time events, members may take part in many such activities throughout a year. How this affects prosocial behavior or development of a civic-minded public work ethic is not known.

Summary

The review of literature presented information from five key areas related to the objectives of the study. Areas of emphasis were Youth Community Service, Service Learning, Government Interest in Community Service, Public Schools' Interest in Community and Service Learning, and Community Service in 4-H.

In general, the literature indicated that community service projects tend to benefit one of three entities: the general public, a special group or an individual. Some projects, such as community beautification and roadside cleanup, benefit everyone in the community. Other projects focus on a specific group such as nursing home residents, club members or the needy. Still other projects such as adopt-a-grandparent or donations to an ill community member concentrate on an individual. Some youth groups organize a project, with other agencies or groups, but more often the youth group performs the activity alone.

The survey does not differentiate between the frequency and intensity of service projects or the amount of intentional learning and reflection that takes place as part of a project. Simply participating in a service project does not ensure learning or effective service. Most reported projects from 4-H youth studies seem to fit the volunteer category. However, restructuring or adding elements to some of the projects could move them into the service-learning category.

CHAPTER III

METHODOLOGY

The procedure used in the development and implementation of this study was dictated by the primary purpose. The purpose of the study was to summarize the kinds of community service and the number of hours of community service provided by Oklahoma 4-H'ers to their communities and to determine the economic value of projects provided to communities in Oklahoma. The data was archival data collected from the Oklahoma 4-H leaders regarding community service projects. The specific objectives were:

1. To describe the demographic characteristics of Oklahoma 4-H membership at the time data was collected.

2. To describe specific community service projects conducted by Oklahoma 4-H members in their community.

3. To describe the community service projects being conducted by 4-H'ers throughout Oklahoma communities.

4. To identify the number of people involved in Oklahoma 4-H community service projects in various communities.

5. To describe the types of 4-H groups that work to perform community service projects in their communities.

6. To determine the economic contribution of all 4-H youth community service.

The population for this study included the 936 community clubs recognized by the Oklahoma 4-H Program in 1998. For the purpose of this study all of the clubs were provided an opportunity to report service projects conducted during that year.

Community service reports were solicited by the state 4-H staff for designated time periods. Information was submitted by 4-H leaders using program activity reports and forwarded by county Extension Educators three times over the 1998 calendar year to the state 4-H office (See Appendix.D). The scope of this study is limited to a summary of the reports that were submitted during that one-year period.

Instrument

The survey instrument was limited to three activity reports. Each of the reports was the same with the exception of the reporting period. The first report was for activities that were conducted between January 1 and April 30, 1998; the second report was for activities conducted between May 1 and August 31, 1998; and the third was for activities September 1 through December 31, 1998. The report form was accompanied by a list of suggested reporting codes and an example form. The state 4-H staff also included a cover letter and instructions for reporting. The report form was also posted on the Oklahoma 4-H home page, via the internet for viewing (See Appendix C).

The instrument was reviewed and its content verified by members of the state 4-H staff at Oklahoma State University who were familiar with youth education methodology.

The instrument asked the 4-H clubs to report the types of service provided to their communities and the hours of service that had been conducted among Oklahoma 4-H

members. A need existed to determine the role of 4-H members involved in community

service across the state of Oklahoma.

The survey asked the following information:

A. The county where the club is located.

B. The total number of leaders involved.

C. The total number of members involved.

D. The leader reporting the information and their clubs name. Due to confidentiality and

   anonymity, these items were not reported in the findings of the study but were only

   used for demographics and response rates.

E. The name of the service project.

F. The community service project's purpose and description divided in the following

   age categories: eight and under, nine to thirteen, fourteen to nineteen.

G. The total number of adults assisting with the community service projects and the

   number of hours they assisted.

H. The following youth group type information:

   1.   4-H club

   2.   Members working individually or in small groups

   3.   4-H members in Extension-sponsored activity

   4.   Countywide effort. Any group may include parents and other non-4-H

         family members. If an activity or project was repeated, they were asked to

         list each time separately.

Based upon a list of the most frequently preformed service projects reported in a

similar study conducted in Wisconsin (Taylor-Powell, Hutchins & Reed, 1997), a list of

suggested project codes was created and provided. The following list of code numbers

and category descriptions were provided along with the reporting form.

1. Helping the Elderly

   Projects when the principal beneficiaries or participants are seniors or elderly. Ex:

   Seniors, nursing home activities.

2. Community improvement

   Projects that support community quality, community activities, community-sponsored

   services. Ex: Fairs, parades, beautification –flower and tree planting, clean-up and

   repairs, helping other service organizations, sponsored events.

3. Helping the Disadvantaged

   Projects are focused on the "needy" in the community or abroad. Ex: Toys for Tots,

   Food Donations, Adopt a Family, holiday meals, HUGS, UNICEF, Salvation Army.

4. Improving the Environment

   Projects where the principal activity has an environmental impact or environmental

   education component. Wildlife is included in this category while beautification

   projects are not. Ex: Adopt a Highway, roadside clean-up, wild bird houses, water

   quality, recycling, wildlife.

5. Supporting 4-H

   Projects that promote 4-H and membership through the use of community service

   activities, support club projects, inter-club activities and learning. Ex: parade floats,

   booths at the fair, informational meetings and displays, live actions.

6. Food and Fiber Production

    These projects are primarily concerned with the promotion of farming and

    agriculture.

7. Health and Sickness

    This category includes all projects relating to health issues, whether it is fund-raising

    for illness foundations, promoting sports events, or helping local hospitals. Ex: Kids

    Helping Kids, hospitals, bloodmobile, charities concerned with chronic illness,

    marathons, health education.

8. Working with Children and Youth

    Projects whose beneficiaries are other children and youth. Activities that are directly

    related to 4-H and club work are under 4-H . Ex: Holiday parties, baby-sitting, face

    painting.

9. People facing Crisis

    Projects address victims of natural disasters or individuals in the community (or

    overseas) facing crisis. Non-specific donations or fund-raising for Red Cross are

    included here. Ex: Disaster assistance, individuals in community facing crisis

    (illness, injury, financial), outreach to Bosnia.

10. Helping People with Disabilities

    Projects that benefit the disabled including fund-raising for specific needs. Ex:

    Leader dog for the blind, handicapped in community, Special Olympics.

11. Promoting Safety and Healthy Living

    Projects that promote safety and preventing violence. Alcohol-free events for teens

    are included in this category because the emphasis is on safety. Shelters and projects

for abuse victims are included here rather than in the crisis category. Ex: Farm

safety, abuse victims, alcohol-free activities for youth in community.

12. Miscellaneous

Fund raising efforts, projects that do not seem to fit in other category, unclear who

benefits and/or missing data.

13. Meeting Place Thank Yous

Projects done primarily to thank sponsors or hosts. Ex: Hall clean-up.

14. Helping Animals

Humane society and animal welfare projects.

15. Supporting Multiculturalism

Projects that expose participants to experiences or information about diversity and

cross-cultural experiences and exchanges. Ex: Foreign exchange students, migrants,

Japan exchange, other cultural events.

16. Other

IRB Approval

The plan for summarizing the archival data from this instrument was approved by

the Oklahoma State University Institutional Review Board to comply with all

requirements for human subject research. The instrument and project did not violate the

rights and welfare of any of the human subjects involved; thus, it was approved for usage.

The IRB Approval Number is AG-00-042. (See Appendix A).

Data Collected

The data was collected through program activity reports administered by direct mailings to Oklahoma Cooperative Extension Service educators. The Extension educators provided the forms and report codes to 4-H club volunteer leaders throughout their respective counties. The data collected was then sent to the state 4-H staff at Oklahoma State University. The reports were submitted to the state 4-H office on May 15, 1998; September 15, 1998; and January 15, 1999.

Analysis of Data

The analysis of data was completed by summarizing the categories of community service, numbers of youth participating, hours of service, numbers of adults, numbers of clubs reporting, and numbers of total members. Data were summarized utilizing a Microsoft Excel 95 spreadsheet. Because the report asked for the number of hours per activity, the number of participants had to be multiplied by the number of hours to determine the total number of hours per activity.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The major purpose of this study was to summarize the kinds of community

service and the number of hours of community service provided by Oklahoma 4-H

members and their adult leaders to their communities and to determine the economic

value of projects provided to communities in Oklahoma.

Data were collected during the 1998 calendar year and represents responses from

58 of the 77 counties in Oklahoma. The data are presented and the findings explained as

they relate to each of the reporting categories included on the survey instrument.

Population

According the 1998 Annual 4-H Youth Development Enrollment Report,

(CSREES - FES-237, 1999) there were 936 community and school-based 4-H clubs

located throughout Oklahoma. According to the same report those clubs had a combined

membership of 21,646 youth members. Membership in Oklahoma 4-H is granted to

youth from the ages of 9 through 19. A non-competitive program called Cloverbuds is

also available for five to eight year-olds (Oklahoma Cooperative Extension Service,

1992). These clubs and their respective members and adult volunteers were the target

population for the study.

As described in Chapter III, leaders were asked to collect and report data on forms

at three designated times during the year. During the calendar year, county Extension

staff collected reports from leaders who reported a total of 1,308 different projects. The objective of this chapter was to interpret and present information from the collection of data compiled in the study.

Findings

At the end of the reporting time, it was found that reports were submitted from 58 (75.32 percent) of the 77 counties in Oklahoma. Those 58 counties had a total of 747 community or school based clubs who self-selected to participate. Table I provides a summary of the demographic characteristics that are know about the respondents.

As reported, there were 1,308 total service projects that involved a total of 19,001 4-H Youth. As there were 21,646 members enrolled in the 4-H program at the time, it can be assumed that many youth participated in multiple projects during the reporting period. Of the 747 clubs in the 58 counties in the self-selected group, 217 (29.04%) different recognized clubs submitted one or more reports.

TABLE I

DEMOGRAPHIC HIGHLIGHTS OF 4-H MEMBERSHIP AND
PARTICIPATION IN 4-H COMMUNITY SERVICE PROJECTS IN OKLAHOMA

	Potential Participants	Reported as Participating	Percent Participating
Counties in Oklahoma	77	58	75.32%
Number of clubs in the 58 counties who self-selected	747	217	29.04%
Total Number of Club Members	21,646*	19,001**	
Activities Conducted		1,308	

* Duplication is eliminated ** Duplication is not eliminated

Because the IRB application indicated that the identity of staff would not be associated with the final report, a listing of the counties that reported and the number of reports from each was not published. However, as reported in Table II, there were notable differences in the number of projects conducted by the counties that reported. The county that reported the most projects indicated that during the year there were a total of 123 projects. There were also 23 counties that reported ten or few projects during the year.

TABLE II

DISTRIBUTION OF NUMBER OF COMMUNITY SERVICE PROJECTS
CONDUCTED BY THE COUNTIES REPORTING

Range of Number of Projects	Number of Counties Within Range
1-10	23
11-20	10
21-30	10
31-40	6
41-50	3
51-60	3
61-70	0
71-80	1
81-90	1
Over 91 (123)	1

The purpose of the remainder of this chapter is to present, interpret, and summarize the data collected from Oklahoma 4-H clubs through the community service surveys. While there was likely other community service conducted by Oklahoma 4-H members during the 1998 calendar year, the objective of this study was to summarize the service that was reported.

Distribution of Projects by the Frequency Reported

The data collected and presented in Table III provides a ranking of the category codes based upon the total number of times each code was reported during the three combined reporting periods. As previously described, the leaders were given a list of suggested project descriptions and codes. To determine the number of hours worked within each code area the number of youth listed in each report entry was multiplied by the number of hours worked. Next, the category codes for each age group were then sub-totaled and finally the subtotals from all age groups was added together to provide a total number of hours worked for each category. The number of hours contributed by adults who worked with the youth was also reported along with the number of people who were directly reached as a result of the project.

TABLE III

DISTRIBUTION OF PROJECTS BY TOTAL FREQUENCY
AMONG ALL REPORTS SUBMITTED

Code and Project Title	Rank	# of Projects	Total 4-H Youth	Total Adults	Total Number of Hours Contributed	Total Number of Other People Reached
5 Supporting 4-H	1	265	3,572	1,881	51,742.0	40,920
2 Community improvement	2	212	3,123	1,713	75,531.0	83,460
1 Helping the Elderly	3	179	2,074	766	11,269.0	7,182
3 Helping the Disadvantaged	4	136	2,294	1,714	17,912.0	4,956
7 Health and Sickness	5	115	1,771	732	26,834.0	10,522
4 Improving the Environment	6	91	1,279	638	15,456.5	16,609
8 Working with Children & Youth	7	87	748	399	3,860.5	5,821
12 Multi-purpose Fund Raising	8	85	1,070	451	20,282.5	10,358
11 Promoting Safety and Healthy Living	9	32	477	294	23,644.0	4,188
13 Meeting Place Thank Yous	10	23	298	59	2,006.5	1,659
9 People facing Crisis	11	20	344	50	1,265.5	940
10 Helping People with Disabilities	12	19	201	225	8,545.0	1,651
14 Helping Animals	13	14	236	22	2,454.0	733
16 Other	14	13	292	148	2,000.0	279
6 Food and Fiber Production	15	11	1,144	92	802,536.0	6,349
15 Supporting Multiculturalism	16	6	78	27	540.0	114
Totals		1,308	19,001	9,211	1,065,878.5	195,741

In reviewing the forms submitted, it was found that many leaders did not list a code; however based upon the description, the researcher was able to code many of the projects that were conducted. The projects that could not be adequately described were listed among the miscellaneous category.

The most frequently listed project, which was listed some 265 times, was "supporting 4-H" category code number five. This category involved 3, 572 youth and 1, 881 adults in 51,742 hours of service. The projects completed in this category were

described as projects that promote 4-H and membership through the use of community service activities, support club projects, inter-club activities and learning. Some of the example activities included youth participating in parade floats, booths at the fair, informational meetings and displays, and live action booths. adults in 26 8 44 hours of

The second most often listed project was that of "community improvement", code number two, it was reported 212 times. Within this area, there were 3,123 youth and 1,713 adults who contributed a total of 75,531 hours of service while reaching 83,460 people.

This category was described as being projects that support community quality, community activities, and community-sponsored services. Some examples of such events might include fairs, parades, beautification –flower and tree planting, clean up and repairs, helping other service organizations, and sponsored events.

Projects when the principal beneficiaries or participants were senior citizens or elderly were conducted and reported 179 times. The topic of "helping the elderly," code area one, reached 7,182 people while involving 2,074 youth and 766 adults while conducting 11,269 hours of service with seniors or conducting nursing home activities.

The fourth most common of the project categories was that of "helping the disadvantaged," reported 136 times. Projects in this area focused on the "needy" in the community or abroad. Within this area 2,294 members and 1,714 adults contributed 17,912 hours while conducting service that reached 4,956 people with projects such as Toys for Tots, Food Donations, Adopt a Family, holiday meals, HUGS, UNICEF, and Salvation Army.

"Health and sickness," a category that included all projects relating to health issues, whether it was fund-raising for illness foundations, promoting sports events, or helping local hospitals, was listed as the fifth most frequent activity. There were 115 listings in this category which involved 1,771 youth and 732 adults in 26,834 hours of activities. These included topics such as the "kids helping kids" campaign which raises funds for the Ronald McDonald House, projects with hospitals, bloodmobiles, charities concerned with chronic illness, marathons, and general health education, reaching 10,522 people.

The sixth most reported project or activity was code four, improving the environment," which was reported 91 times. Projects completed in this category were described as those where the principal activity has an environmental impact or environmental education component. Wildlife is included in this category while beautification projects were not. Examples of such projects included things like "adopt a highway," roadside clean-up, wild bird houses, water quality, recycling, and wildlife habitat restoration. Within this project code, 1,279 youth and 638 adults worked in partnership to contribute 15,456.5 hours of community service that directly reached 16,609 others.

Category code eight, "working with children and youth," was listed 87 times in the report summary. This category included projects whose beneficiaries are other children and youth. Examples of activities for other children were things like holiday parties, baby-sitting, and face painting. Some 748 4-H'ers and 399 adults contributed 3,860.5 hours in this area, reaching 5,821 people.

Category, code 12, "multi-purpose fund raising" was reported as being conducted a total of 85 times. These activities involved a total of 1,070 4-H'ers and 451 adult volunteer leaders, and directly reached 10,358 people across Oklahoma with 20,282.5 hours of service. The most frequently listed activity under this code was fundraiser for 4-H followed by fund development for other organizations. Due to the majority of the responses in this code being fundraiser related this code, was renamed to "multi-purpose fund raising" throughout the remained of this study. Some examples included preparing items for bake sales, working in concession stands, and conducting events to raise money for other groups and foundations.

"Promoting safety and healthy living" projects that promote safety and preventing violence, alcohol-free events for teens were included in this category because the emphasis was on safety. Shelters and projects for abuse victims were included here rather than in the crisis category. Among the 32 projects that reached 4,188 people were activities like farm safety, assisting abuse victims, and alcohol-free activities for youth in community were conducted by 477 youth and 294 adults who contributed 23,644 hours to this topic.

Among the 23 entries in code area 13, "meeting place thank yous," some 298 youth and 59 adults dedicated some 2006.5 hours of their time doing things like thanking sponsors or hosts. This category that also included acts of service for in kind support, such as cleaning-up an exhibit hall in exchange for its use, reached 1,659 people.

The topic of helping "people facing crisis" reached 940 people and was listed 20 times. Projects addressed victims of natural disasters or individuals in the community (or overseas) facing crisis. Non-specific donations or fund-raising for Red Cross are

included here. Disaster assistance, individuals in community facing crisis (illness, injury, financial) were all listed among those conducted by the 344 youth and 50 adults who provided 1265.5 hours of service within this category.

"Helping people with disabilities," category code 10 was the 12th most frequently ranked project being listed 19 times. Projects that benefit the disabled including fund-raising for specific needs, raising lead dogs for the blind, assisting the handicapped in community, and volunteering for the Special Olympics were all examples of activities within this category. During 8545 hours of service, 225 adults and 201 youth served 1,651 others.

While many youth in 4-H have animals, the topic if "helping animals" was only reported 14 times during the year. Some 236 youth and 22 adults contributed 2454 hours of service while assisting the Humane Society and other animal welfare projects. In addition to the animals that were helped in this project, some 733 people were also reached.

The category of "other," being listed 13 times, was the 14th most frequently listed category. This category included all topics that did not fit in other categories. Some of the topics that were reported in the category of "miscellaneous" might have been better listed in this category. The most frequently listed examples of the projects in this category involved petting zoos, and other pet projects. These projects involved 292 youth and 148 adults in 2,000 hours of service, reaching 279 other people.

The next to last category by frequency was that of "food and fiber production." At a frequency 11, category code six listed activities that were primarily concerned with

the promotion of agriculture. Some 1,144 youth and 92 adults contributed 6,349 people during 540 hours of service.

Closely following that category was the topic of "supporting multiculturalism." Listed six times in the reporting period, it involved 78 members and 27 adults who contributed 540 hours to the category while reaching 114 others. Projects in that category that exposed participants to experiences or information about diversity and cross-cultural experiences and exchanges.

Without eliminating duplication of youth who likely participated in multiple activities it was found that service-learning activities reported by Oklahoma 4-H members in 1998 involved 19,001 total 4-H members and 9,211 adults over a combined total of 1,065,878.5 hours. Through those activities, 195,741 other people were reached.

Distribution of Projects within Age Groups

This section of the findings provides a breakdown of the kinds and amount of service provided by age group category. Because most of the clubs work together with members often ranging in age from non-competitive five-to-eight year old Cloverbuds to 19-year old senior members, it did not seem to be valid to attempt to compare the groups or the kinds of projects completed. For this reason the projects were simply ranked by the number of participants in each category and the number of hours that they contributed to those categories.

The following data provides an overview of the projects most frequently conducted by each of the three age groups in the study, those who were eight years of age and under, nine-to-13 year-olds, and 14-to-19 year-olds. Data in Table IV provides a

summary of the distribution of responses for the youngest participants in the 4-H program

in Oklahoma. The Cloverbuds, or five-to-eight year-olds, participated in community

service projects 1,634 times during the reporting period and contributed some 9,632.5

hours of service.

TABLE IV

RANK ORDER OF SERVICE PROJECTS BY TOTAL NUMBER OF
EIGHT AND UNDER YEAR OLD PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	5	Supporting 4-H	448	1,951.0
2	2	Community Improvement	337	2,410.0
3	1	Helping the Elderly	166	497.0
4	3	Helping the Disadvantaged	136	348.0
5	8	Working with Children and Youth	114	745.0
6	12	Multi-purpose Fund Raising	95	234.0
7	7	Health and Sickness	91	369.0
8	4	Improving the Environment	79	201.0
9	9	People facing Crisis	61	68.5
10	6	Food and Fiber Production	29	2,508.0
11	11	Promoting Safety and Healthy Living	24	45.0
12	16	Other	19	77.0
13	14	Helping Animals	13	157.0
14	13	Meeting Place Thank You Notes	8	20.0
15	10	Helping People with Disabilities	5	2.0
16	15	Supporting Multiculturalism	1	0.0

The data revealed that the four projects in which members participated were

identical to the overall ranks for all are groups. Some 448 youth participated in the

category of "supporting 4-H," contributing some 1,951 hours of service. This category was followed closely by "community improvement," which included youth in the age group for a total of 337 times during 2,410 hours.

The third most frequent topic was that of "helping the elderly," involving 166 youth during 497 hours. There were 136 participants in the category of "helping the disadvantaged," which involved 348 hours of service. "Working with children and youth" followed, being listed 114 times with 745 hours of involvement.

The sixth most frequently listed category for the youngest age group was the "multi-purpose fund raising" project category that involved 95 youth in 234 hours of service. Ninety-one youth contributed 369 hours to the cause of helping in the area of "health and sickness."

It was reported that 79 youth contributed 201 hours while "improving the environment," while 61 youth contributed 68.5 hours and helping "people facing crisis."

The area that netted the most total hours among this age group were those activities that promoted "food and fiber production." While only 29 youth were involved, they contributed some 2,508 hours of service.

Each of the six topics that concluded the listings for these groups each involved less than 25 participants. Forty-five people were reached by youth with activities that focused on "promoting safety and healthy living." The category that included the activities that were difficult to describe indicated by the "other," categories involved 19 youth who shared 77 hours. While it is not known how many animals were helped, the data revealed that 157 hours were contributed by the 13 youth that participated in projects of "helping animals."

Eight Cloverbuds contributed 20 hours in the area of "meeting place thank you notes," five Cloverbuds were involved with "helping people with disabilities," and one Cloverbud was involved in a project to "support multiculturalism."

Data in Table V provides a rank order summary of the number of participants in each of the community service projects.

TABLE V

RANK ORDER OF SERVICE PROJECTS BY TOTAL NUMBER OF
NINE THROUGH THIRTEEN YEAR OLD PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	5	Supporting 4-H	2,231	26,747.0
2	2	Community Improvement	1,814	43,700.0
3	3	Helping the Disadvantaged	1,372	6,874.0
4	1	Helping the Elderly	1,291	5,696.0
5	7	Health and Sickness	1,007	5,484.0
6	4	Improving the Environment	901	5,373.0
7	6	Food and Fiber Production	762	540,100.0
8	12	Multi-purpose Fund Raising	720	3,110.5
9	8	Working with Children and Youth	363	1,893.0
10	11	Promoting Safety and Healthy Living	329	4,842.0
11	9	People facing Crisis	175	790.5
12	14	Helping Animals	163	1,749.0
13	13	Meeting Place Thank Yous	154	635.5
14	10	Helping People with Disabilities	90	259.0
15	16	Other	52	276.0
16	15	Supporting Multiculturalism	25	212.0

Among the nine to thirteen age group, it was found that 2,231 youth contributed 26,747 hours of service while doing projects that fit the category of "supporting 4-H." This category was followed by "community improvement," which involved 1,814 youth in 43,700 hours of service.

The next three most frequently reported projects all dealt with helping others. Among this age group, the topic of "helping the disadvantaged" involved 1,372 youth in 6,874 hours of service, followed by "helping the elderly" which included 1,291 youth in 5,696 hours of service. "Health and sickness" involved 1,007 youth in 5,484 hours of service. There were 901 youth involved in activities "improving the environment" and they contributed 5,373 hours toward that cause.

Like their younger counterparts, the 762 youth in this age groups reported more hours in the promotion of "food and fiber production" than for any other project area at 540,100 total hours. The "multi-purpose fund raising" category involved 720 youth in 3,110.5 hours of service while the category of "working with children and youth" involved 363youth in 1, 893 hours of service.

"Promoting safety and healthy living' was reported to have involved 329 youth in 4,842 hours of service and helping "people facing crisis" involved 175 youth over a 790.5 hour time frame.

Some 163 youth in this age group contributed 1,749 hours to "helping animals." The same age group included 154 youth that shared 635.5 hours of their time on "meeting place thank yous." Ninety youth shared 259 hours "helping people with disabilities."

The two categories with the fewest entries were" other" which involved 52 youth over 276 hours and "supporting multiculturalism" that involved 25 youth in 212 hours of service.

Consistent with overall 4-H enrollment, of the three age groups profiled in this study the nine to thirteen age group had the largest number of participants and they contributed the most total hours of service.

The data in Table VI revealed a rank order the total number of 14 to 19 year olds who participated in youth community service in 1998.

TABLE VI

RANK ORDER OF SERVICE PROJECTS BY TOTAL NUMBER OF
FOURTEEN TO NINETEEN YEAR OLD PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	2	Community Improvement	972	19,052.0
2	5	Supporting 4-H	893	7,159.0
3	3	Helping the Disadvantaged	786	3,185.0
4	7	Health and Sickness	673	20,134.0
5	1	Helping the Elderly	617	2,718.0
6	6	Food and Fiber Production	353	90,280.0
7	4	Improving the Environment	299	4,569.0
8	8	Working with Children and Youth	271	835.5
9	12	Multi-purpose Fund Raising	255	1,3655.0
10	16	Other	221	467.0
11	13	Meeting Place Thank Yous	136	201.0
12	11	Promoting Safety and Healthy Living	124	12,891.0
13	9	People facing Crisis	108	177.5
14	10	Helping People with Disabilities	106	6570.0
15	14	Helping Animals	60	381.0
16	15	Supporting Multiculturalism	52	192.0

Data reported by the volunteers and Extension Educators revel that "community improvement" was the top project among this age group, involving 972 youth in 19,052 hours of service. This project was followed by "supporting 4-H," involving 893 youth in 7,159 hours of service.

There were 786 older youth that contributed 3,185 hours "helping the disadvantaged." Some 673 of them also contributed 20,134 hours in issues related to "health and sickness" and 617 of them contributed 2,718 hours while "helping the elderly."

Again the topic of "food and fiber production" was popular, involving 353youth in 90,280 hours of service. "Improving the environment" occupied the time of 299 youth over a 4,569-hour time period.

There were 271 youth that spent 835.5 hours "working with children and youth." There were 255 youth that contributed 13,655 hours in the "multi-purpose fund raising" category. Closely related to that area, 221 youth contributed 467 hours to the "other" category.

Among this age group, 201 hours were spent saying "thank you" as 136 youth were reported in the "meeting place thank yous" category. Furthermore, 124 youth contributed 12,891 hours "promoting safety and healthy living."

There were 177.5 hours contributed to helping "people facing crisis" with 108 youth reporting in that category. "Helping people with disabilities" was reported by 106 youth that shared 6,570 hours of their time. Sixty of these youth contributed 381 hours "helping animals." Finally, among this age group 52 youth who contributed 192 hours listed the area of "supporting multiculturalism."

Distribution of Hours Contributed Within Age Groups

This portion of the chapter is dedicated to reporting of the total number of hours
contributed by each of the three age groups within the study. To determine the total
number of hours contributed, the number of youth reported for each entry was multiplied
by the number of hours in each category or code, then totaled. The data provided in
Table VII lists the number of hours contributed by five to eight year olds in the study.

TABLE VII

RANK ORDER OF SERVICE PROJECTS BY HOURS CONTRIBUTED BY
EIGHT AND UNDER YEAR OLD PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	6	Food and Fiber Production	29	2,508.0
2	2	Community Improvement	337	2,410.0
3	5	Supporting 4-H	448	1,951.0
4	8	Working with Children and Youth	114	745.0
5	1	Helping the Elderly	166	497.0
6	7	Health and Sickness	91	369.0
7	3	Helping the Disadvantaged	136	348.0
8	12	Multi-purpose Fund Raising	95	234.0
9	4	Improving the Environment	79	201.0
10	14	Helping Animals	13	157.0
11	16	Other	19	77.0
12	9	People facing Crisis	61	68.5
13	11	Promoting Safety and Healthy Living	24	45.0
14	13	Meeting Place Thank You Notes	8	20.0
15	10	Helping People with Disabilities	5	2.0
16	15	Supporting Multiculturalism	1	0.0

The data revealed that the topic of "food and fiber production," while only involving 29 youth in this age group, received the largest number of hours, 2,508. It was followed closely at 2,410 hours by "community improvement," which involved 337 youth.

The category that occupied the third largest amount of time was "supporting 4-H," which was supported by 448 youth who contributed 1,951 hours. The area of "working with children and youth" involved 114 youth in 745 hours of service.

"Helping the elderly" involved 166 youth in 497 hours of service, while the area of "health and sickness" involved 91youth in 369 hours of service. These were followed by the area of "helping the disadvantaged," which involved 136 youth in 348 hours of service.

Within the area of "multi-purpose fund raising" projects there were 95 youth that shared 234 hours of time and in the area of "improving the environment," 79 youth contribute 201 hours of time. There were 13 youth who contributed 157 hours "helping animals" and in the "other" category there were 19 youth who gave 77 hours.

In the category of "people facing crisis," 61youth contributed 68.5 hours and in the area of "promoting safety and healthy living" there were 45 hours contributed by 24 youth.

Each of the last three categories, "meeting place 'thank you notes'," "helping people with disabilities," and "supporting multiculturalism," had fewer than ten participants and garnered less than 30 total hours of the youths' time.

The data in Table VIII described the service projects conducted by nine to thirteen year olds, ranked by the total number of hours contributed to each one of the categories.

The data revealed that the topic of promoting "food and fiber production" was the most often reported among this age group. In this category there were 540,100 hours reported among the 762 participants.

TABLE VIII

RANK ORDER OF SERVICE PROJECTS BY TOTAL NUMBER OF HOURS CONTRIBUTED BY NINE TO THIRTEEN YEAR OLD PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	6	Food and Fiber Production	762	540,100.0
2	2	Community Improvement	1,814	43,700.0
3	5	Supporting 4-H	2,231	26,747.0
4	3	Helping the Disadvantaged	1,372	6,874.0
5	1	Helping the Elderly	1,291	5,696.0
6	7	Health and Sickness	1,007	5,484.0
7	4	Improving the Environment	901	5,373.0
8	11	Promoting Safety and Healthy Living	329	4,842.0
9	12	Multi-purpose Fund Raising	720	3,110.5
10	8	Working with Children and Youth	363	1,893.0
11	14	Helping Animals	163	1,749.0
12	9	People facing Crisis	175	790.5
13	13	Meeting Place Thank Yous	154	635.5
14	16	Other	52	276.0
15	10	Helping People with Disabilities	90	259.0
16	15	Supporting Multiculturalism	25	212.0

The 1,814 members in the area of "Community Improvement" contributed the second largest number of hours for this age group, 43,700. There were 2,231 youth

involved in the area of " supporting 4-H," contributing 26,747 hours of service. Within the area of "helping the disadvantaged," some 1,372 contributed 6,874 hours of service. In a similar area, that of "helping the elderly," there were 1,291 youth who shared 5,696 hours of their time.

There were 5,484 hours logged in the area of "health and sickness" by 1,007 members. With 5,373 hours of time contributed, the topic of "improving the environment" was the seventh in this distribution of time, involving 901youth. The area where 329 youth contributed their time was that of "promoting safety and healthy living," with 4,842 hours served.

In the "multi-purpose fund raising" category there were 3,110.5 hours served by 720 youth and in the area of "working with children and youth," 363 4-H members logged 1,893 hours of service. There were 1,749 hours shared by 163 youth while "helping animals." Of the hours contributed to service, 790.5 were contributed in the area of helping "people facing crisis" by 175 members.

One hundred and fifty-four members in this age group contributed 635.5 hours sharing "meeting place thank yous." While 53 reported sharing 276 hours in "other" projects. Within the area of "helping people with disabilities," there were 259 hours contributed by 90 youth; and finally 212 hours by 25 members in the area of "supporting multiculturalism."

Table IX provides a summary of the hours of service contributed by the oldest age group of 4-H youth in the study, those who were 14-to-19 years of age. The largest number of hours reported was in the area of promoting "food and fiber production." Within this category, there were 353 youth that shared 90,280 hours of time.

TABLE IX

RANK ORDER OF SERVICE PROJECTS BY TOTAL NUMBER OF HOURS
CONTRIBUTED BY FOURTEEN TO NINETEEN YEAR OLD PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	6	Food and Fiber Production	353	90,280.0
2	7	Health and Sickness	673	20,134.0
3	2	Community Improvement	972	19,052.0
4	12	Multi-purpose Fund Raising	255	13,655.0
5	11	Promoting Safety and Healthy Living	124	12,891.0
6	5	Supporting 4-H	893	7,159.0
7	10	Helping People with Disabilities	106	6,570.0
8	4	Improving the Environment	299	4,569.0
9	3	Helping the Disadvantaged	786	3,185.0
10	1	Helping the Elderly	617	2,718.0
11	8	Working with Children and Youth	271	835.5
12	16	Other	221	467.0
13	14	Helping Animals	60	381.0
14	13	Meeting Place Thank Yous	136	201.0
15	15	Supporting Multiculturalism	52	192.0
16	9	People facing Crisis	108	177.5

Other topics that ranked high among the time contributed by this age group were
such things as "health and sickness" which involved 673 youth in 20,134 hours of
service, "community improvement" with 972 youth sharing 19,052 hours, and "multi-
purpose fund raising" where 255 youth shared 13,655 hours of their time.

The topic of "promoting safety and healthy living" involved 124 youth
participants in 12,891 hours of service and the area of "supporting 4-H" involved 893
youth in 7,159 hours.

In the area of "helping people with disabilities," 106 youth shared 6,570 hours, while in the area of "improving the environment," there were 4,569 hours shared by 299 youth. This was followed by "helping the disadvantaged," with 786 youth who contributed 3,185 hours and "helping the elderly," which involved 617 youth with 2,718 hours of service

There were 271 youth reported with 835.5 hours in the area of "working with children and youth." There were 221 who shared 467 hours in "other" projects, 60 with 381 hours "helping animals," and 136 who logged 210 hours sharing "meeting place 'thank yous."

The last two categories in this area were "supporting multiculturalism," which involved 52 youth over 192 hours, and "people facing crisis," which involved 108 youth in 177.5 hours of service.

Adult Participation in Community Service

Adults play an important role in working with youth. According to the Sagawa (1993) adults play a vital role in shaping the perceptions of youth when it comes to community service. If youth see their parents or other significant role models in their lives contributing to society they are more inclined to do so as well.

This study sought to determine how many hours of community service adults during the duration of the study contributed. This study did not seek to determine how many hours adult volunteers contributed to the Oklahoma 4-H program in general. Its goal was to see how many adult hours were reported where adults worked with youth as partners in community service. The data in Table X provides a summary of the category

codes in rank order by the number of adults who were involved in each project that was

reported.

RANK ORDER OF SERVICE PROJECTS BY TOTAL
NUMBER OF ADULT PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	5	Supporting 4-H	1,881	15,885.0
2	3	Helping the Disadvantaged	1,714	7,505.0
3	2	Community Improvement	1,713	10,369.0
4	1	Helping the Elderly	766	2,358.0
5	7	Health and Sickness	732	847.0
6	4	Improving the Environment	638	5,313.5
7	12	Multi-purpose fund raising	451	3,283.0
8	8	Working with Children and Youth	399	387.0
9	11	Promoting Safety and Healthy Living	294	5,866.0
10	10	Helping People with Disabilities	225	1,714.0
11	16	Other	148	1,180.0
12	6	Food and Fiber Production	92	169,648.0
13	13	Meeting Place Thank Yous	59	1,150.0
14	9	People facing Crisis	50	229.0
15	15	Supporting Multiculturalism	27	136.0.
16	14	Helping Animals	22	167.0

Among the total number of adults who were reported as assisting with service

projects, there were more reported in the area of "supporting 4-H" at 1,881 youth with

15,885 hours than with any other category. "Helping the disadvantaged," with 1,714

participating with 7,505 hours of service followed this.

Some 1,713 adults with 10,369 hours reported "community improvement," while "helping the elderly" was reported 766 times with 2,358 hours. In the area of "health and sickness," there were 732 participants listed with 847 hours and in the area of "improving the environment," there were 638 adults listed with 5,313.5 hours of service.

In the "multi-purpose fund raising" category, there were 451 adults who shared 3,283 hours three hundred ninety nine adults shared 387 hours while assisting with projects that focused on "working with children and youth." Some 5,866 hours were contributed by 294 adults who assisted with "promoting safety and healthy living." There were 1,714 hours shared by 225 adults who did projects focused on "helping people with disabilities" In the category identified as "other," there were 148 adults involved, contributing 1,180 hours of time.

While a large number of hours (169,648) were contributed in projects that promoted "food and fiber production," there were only 92 involved in this topic. The adults were also involved in communicating their appreciation for the use of facilities, with 59 of them sharing 1,150 hours of time on "meeting place 'thank yous."

There were less than 50 leaders involved in each of the three last categories. In the areas of "people facing crisis," "supporting multiculturalism," and helping animals," there were 50, 27, and 22 adults and 229, 136, and 167 hours reported respectively.

The data in Table XI provides a summary of service projects ranked by the total number of hours contributed by adult participants. The top category in regard to the hours contributed was the same as that of youth, with 169,648 hours being reported by the 92 adults who worked with youth in "food and fiber production" promotions.

TABLE XI

RANK ORDER OF SERVICE PROJECTS BY TOTAL NUMBER OF HOURS CONTRIBUTED BY ADULT PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	6	Food and Fiber Production	92	169,648.0
2	5	Supporting 4-H	1,881	15,885.0
3	2	Community Improvement	1,713	10,369.0
4	3	Helping the Disadvantaged	1,714	7,505.0
5	11	Promoting Safety and Healthy Living	294	5,866.0
6	4	Improving the Environment	638	5,313.5
7	12	Multi-purpose Fund Raising	451	3,283.0
8	1	Helping the Elderly	766	2,358.0
9	10	Helping People with Disabilities	225	1,714.0
10	16	Other	148	1,180.0
11	13	Meeting Place Thank Yous	59	1,150.0
12	7	Health and Sickness	732	847.0
13	8	Working with Children and Youth	399	387.0
14	9	People facing Crisis	50	229.0
15	14	Helping Animals	22	167.0
16	15	Supporting Multiculturalism	27	136.0

The second most popular user of time donated by adults that was of "supporting 4-H," which was listed by 1,881 adults who contributed 15,885 total hours. This was followed by "community improvement," which involved 1,713 adults in 10,369 hours of service, and "helping the disadvantaged," which was listed by 1,714 adults at 7,505 hours.

The topic of "promoting safety and healthy living" was listed for 5,866 hours and involved 294 adults. "Improving the environment" followed this with 638 adults contributing over 5,313.5 hours. The "multi-purpose fund raising" projects included 451 adults in 3,283 hours of service. The categories of "helping the elderly" and "helping people with disabilities" involved 766 and 225 adults who reported 2,358 and 1714 hours respectively.

The "other" topic was listed 148 times and occupied 1,180 hours while "meeting place 'thank yous'" were listed by 59 adults and consumed 1,150 hours. Seven hundred thirty two adults reported projects that focused on "health and sickness" and 399 listed "working with children and youth." These two topics involved adults 847 and 387 hours each.

The category of "people facing crisis" was listed as involving 50 adults with 229 hours and "helping animals" and "supporting multiculturalism" rounded out the list with 22 and 27 adults contributing and 167 and 136 hours respectively.

Combined Service among All Participants

Youth and adults often work together in accomplishing tasks. Sometimes the adults may perform simple tasks like chaperoning an event or transporting the youth so they can do an activity. At other times, youth and adults work in mutual partnerships to accomplish tasks that benefit the community. The purpose of this section of the chapter is to report the combined efforts of youth and adults. Data in Table XII provides a summary of the total number of hours contributed by youth and adults in partnership and is reported in rank order by total number of hours served by the combined group.

TABLE XII

RANK ORDER OF SERVICE BY TOTAL NUMBER OF HOURS
CONTRIBUTED BY ALL PARTICIPANTS

Rank	Code	Project Title/Description	# of Participants	Hours of Service
1	6	Food and Fiber Production	1236	802536.0
2	2	Community Improvement	4836	75531.0
3	5	Supporting 4-H	5453	51742.0
4	7	Health and Sickness	2503	26834.0
5	11	Promoting Safety and Healthy Living	771	23644.0
6	12	Multi-purpose Fund Raising	1521	20282.5
7	3	Helping the Disadvantaged	4008	17912.0
8	4	Improving the Environment	1917	15456.5
9	1	Helping the Elderly	2840	11269.0
10	10	Helping People with Disabilities	426	8545.0
11	8	Working with Children and Youth	1147	3860.5
12	14	Helping Animals	258	2454.0
13	13	Meeting Place Thank Yous	357	2006.5
14	16	Other	440	2000.0
15	9	People facing Crisis	394	1265.5
16	15	Supporting Multiculturalism	105	540.0

As reported for the individual youth groupings, the largest number of overall

service hours was reported in the category of "food and fiber production," with 1,236

total participants and 802,536 total hours reported. "Community improvement," with

4,836 participants and 75,531 hours, followed this. There were 51,742 hours contributed

by 5,453 4-H members and adults to the cause of "supporting 4-H." Among the health-related areas of "health and sickness," and "promoting safety and healthy living," there were 2,503 and 771 participants and 26,834 and 23,644 hours respectively.

The "multi-purpose fund raising" activities had a combined involvement of 1,521 people, with 20,282.5 hours of service. "Helping the disadvantaged" accounted for 17,912 hours of time by 4008 people, while "improving the environment" involved 1,917 people in 15,456.5 hours of service.

In the category of "helping the elderly," there were 2,840 participants who contributed 11,269 hours of service and in the area of "helping people with disabilities," there were 426 youth and 8,545 hours of service. There were 3,860.5 hours contributed by 1,147 members in the "working with children and youth" category. Within the area of "helping animals," there were 258 participants that shared 2,454 hours of their time.

The data also revealed that there were 357 total participants in the area of "meeting place 'thank yous," who contributed 2,006.5 hours of time, while the "other" category had 440 participants who shared 2,000 hours. The final two categories were "people facing crisis," with 394 participants and 1,265.5 hours, and "supporting multiculturalism," with 105 participants and 540 hours of service contributed.

People Reached

An underlying purpose of doing service in the community is to help others. Often it is difficult to determine how many people are actually reached as a result of a project or activity. However, in the reporting process, leaders were asked to provide a reasonable

estimate of the number of people who received direct benefit from each project

completed. This data is summarized in Table XIII.

TABLE XIII

RANK ORDER OF SERVICE BY TOTAL NUMBER
OF PEOPLE REACHED

Rank	Code	Project Title/Description	# people reached
1	2	Community Improvement	83,460
2	5	Supporting 4-H	40,920
3	4	Improving the Environment	16,609
4	7	Health and Sickness	10,522
5	12	Multi-purpose Fund Raising	10,358
6	1	Helping the Elderly	7,182
7	6	Food and Fiber Production	6,349
8	8	Working with Children and Youth	5,821
9	3	Helping the Disadvantaged	4,956
10	11	Promoting Safety and Healthy Living	4,188
11	13	Meeting Place Thank Yous	1,659
12	10	Helping People with Disabilities	1,651
13	9	People facing Crisis	940
14	14	Helping Animals	733
15	16	Other	279
16	15	Supporting Multiculturalism	114

The data in this table provides a summary of the activity categories ranked by the

total number of people reached in each category. In reviewing the reports submitted, the

researcher found that many of the entries did not list an entry of this item in the report.

Of all the projects reported, the area of "community improvement" reached the most

people with 83,460, followed by the area of "supporting 4-H," which reached 40,920 people. The area that reached the third largest number of people was "improving the environment," at 16,609 and "health and sickness" projects that reached 10,522 others. There were 10,358 contacts with projects that were called "multi-purpose fund raising." The area where the members contributed the most total hours of service was ranked seventh among all the categories when it came to reaching people. "Food and fiber production" promotion reportedly reached 6,349 individuals.

"Working with children and youth" contacted 5,821 people and the category of "helping the disadvantaged" reached 4,956 people. There were 4,188 people reached with activities that focused on "promoting safety and healthy living."

The data also revealed that the 'thank you' notes and favors that were reported in the "meeting place 'thank yous'" category reached 1,659 youth while there were 1,651 people contacted with activities that focused on "helping people with disabilities."

Each of the last four ranked items reached less than 1,000 people, those being: "people facing crisis," 940; "helping animals," 733; "other," 279; and finally, "supporting multiculturalism," with 114 people reached.

Because there were many of the reports that did not include a summary of the number of people reached, Table XIV was created to show the distribution of non-responses for each of the categories. This data is provided in an attempt to better describe the impact of contact. Had every entry listed the number of people reached, or if every entry had in fact impacted other people, the data listed above would have been much greater.

TABLE XIV

A SUMMARY OF THE NUMBER COMMUNITY SERVICE PROJECTS
COMPLETED AND THE NUMBER WHERE NO CONTACT WERE LISTED

Code and Project Title	Rank	Code f	NR	% of NR
5 Supporting 4-H	1	265	123	46.41
2 Community improvement	2	212	81	38.20
1 Helping the Elderly	3	179	64	35.75
3 Helping the Disadvantaged	4	136	61	44.85
7 Health and Sickness	5	115	40	34.78
4 Improving the Environment	6	91	55	60.43
8 Working with Children & Youth	7	87	37	42.52
12 Multi-purpose Fund Raising	8	85	43	50.58
11 Promoting Safety and Healthy Living	9	32	14	43.75
13 Meeting Place Thank Yous	10	23	7	30.43
9 People facing Crisis	11	20	8	40.00
10 Helping People with Disabilities	12	19	9	47.37
14 Helping Animals.	13	14	6	42.86
16 Other	14	13	4	30.76
6 Food and Fiber Production	15	11	2	18.18
15 Supporting Multiculturalism	16	6	4	66.66
Totals		1,308	558	

The data in Table XIV revealed that, of the 16 categories in the study, ten had

between 66.66 and 40.00 percent of the reports submitted with no contacts reported.

Furthermore, the data revealed that the category that was consistently high among the

number of hours served, "food and fiber production," listed contacts more often than did

any other category with only 18.18 percent of the reports being blank.

Setting Where Service Was Conducted

An objective of the study was to report the types of 4-H clubs or groups where the community service was conducted. Leaders were asked to report the type of club based upon a list of four choices. The types of groups were as follow: 1 = 4-H Club, 2 = members/working individually or in small groups, 3 = 4-H members with non-members, and 4= countywide effort. Furthermore, the report indicated that any group may include parents and other non-4-H family members. If an activity or project was repeated it was to be listed each time separately.

The data in Table XV provides a summary of the settings that were reported. Of the responses that were coded as to setting or groups worked with, it was found that 483 of the reports were associated with 4-H clubs, 325 of the activities were conducted by members/working individually or in small groups. There were 46 activities coded as being conducted with 4-H members working with non-4-H youth and 136 that were listed as being countywide efforts. There were 318 entries that were not coded.

TABLE XV

A DISTRIBUTION BY CODE NUMBER OF THE SETTINGS WHERE
COMMUITY SERVICE WAS CONDUCTED

	Project Title/Description	4-H Club Type				No Data
		1	2	3	4	
1	Helping the Elderly	80	46	2	4	45
2	Community Improvement	75	53	5	20	57
3	Helping the Disadvantaged	70	24	5	11	54
4	Improving the Environment	25	24	3	12	25
5	Supporting 4-H	105	66	7	35	50
6	Food and Fiber Production	5	3	0	3	0
7	Health and Sickness	46	18	3	18	28
8	Working with Children and Youth	10	40	11	2	22
9	People facing Crisis	9	1	0	3	5
10	Helping People with Disabilities	6	2	0	3	6
11	Promoting Safety and Healthy Living	8	6	4	5	7
12	Multi-purpose Fund Raising	26	27	4	16	10
13	Meeting Place Thank Yous	5	10	1	0	5
14	Helping Animals	5	2	1	2	2
15	Supporting Multiculturalism	2	1	0	0	1
16	Other	6	2	0	2	1
	Total Responses	483	325	46	136	318

1 = 4-H Club

2 = members/working individually or in small groups

3 = 4-H members with non-members

4= countywide effort

Economic Contribution of Community Service

The final portion of this chapter is committed to estimating the gross economic

impact of the service conducted by members and leaders in the 4-H program in

Oklahoma. Table XVI provides a summary of economic impact of the service provided

TABLE XVI

DISTRIBUTION OF CODES BY CODE NUMBER
WITH ECONOMIC CONTRIBUTION FOR ALL REPORTS SUBMITTED

Project Code Purpose/Description	Youth 8 & Under Hours	$ Value	9-13 Year Olds Hours	$ Value	14-19 Year Olds Hours	$ Value	All Adult Partners Hours	$ Value	Total $ Value
1 Helping the Elderly	497.0	2559.55	5696.0	29334.40	2718.0	13997.70	2358.0	12143.70	58035.35
2 Community Improvement	2410.0	12411.50	43700.0	225055.00	19052.0	98117.80	10369.0	53400.35	388984.65
3 Helping the Disadvantaged	348.0	1792.20	6874.0	35401.10	3185.0	16402.75	7505.0	38650.75	92246.80
4 Improving the Environment	201.0	1035.15	5373.0	27670.95	4569.0	23530.35	5313.5	27364.52	79600.975
5 Supporting 4-H	1951.0	10047.65	26747.0	137747.05	7159.0	36868.85	15885.0	81807.75	266471.30
6 Food and Fiber Production	2508.0	12916.20	540100.0	2781515	90280.0	464942.00	169648.0	873687.20	4133060.40
7 Health and Sickness	369.0	1900.35	5484.0	28242.60	20134.0	103690.10	847.0	4362.05	138195.10
8 Working with Children and Youth	745.0	3836.75	1893.0	9748.95	835.5	4302.82	387.0	1993.05	19881.57
9 People facing Crisis	68.5	352.775	790.5	4071.075	177.5	914.12	229.0	1179.35	6517.32
10 Helping People with Disabilities	2.0	10.30	259.0	1333.85	6570.0	33835.50	1714.0	8827.10	44006.75
11 Promoting Safety and Healthy Living	45.0	231.75	4842.0	24936.30	12891.0	66388.65	5866.0	30209.90	121766.60
12 Multi-purpose Fund Raising	234.0	1205.10	3110.5	16019.075	13655.0	70323.25	3283.0	16907.45	104454.87
13 Meeting Place Thank You Notes	20.0	103.00	635.5	3272.825	201.0	1035.15	1150.0	5922.50	10333.47
14 Helping Animals	157.0	808.55	1749.0	9007.35	381.0	1962.15	167.0	860.05	12638.10
15 Supporting Multiculturalism	0.0	.00	212.0	1091.80	192.0	988.80	136.0	700.40	2781.00
16 Other	77.0	396.55	276.0	1421.40	467.0	2405.05	1180.0	6077.00	10300.00
Totals	9632.5	49607.37	647741.50	3335868.72	182467	939705.05	226037.50	1164093.12	5489274.27

* This value is based upon the number of hours multiplied by $5.15 the US Minimum Wage.

within each age group for each of the category codes. The value of that service was based upon the U.S. minimum wage value of $5.15 per hour (U.S. Department of Labor, 1996).

The data revealed that in total, Oklahoma 4-H members and their adult volunteer leaders or partners in service contributed some 1,065,878.5 hours of community service in 1998. These hours multiplied by the U.S. minimum wage would equal $5,489,274.27.

The table provides a summary of the economic value of each of the project codes within each age group. It was found that the total economic impact of each of the categories, listed by code number, is as follows: "helping the elderly," $58,035.35; "community improvement," $388,984.65; "helping the disadvantaged," $92,246.80; "improving the environment," $79,600.98; "supporting 4-H," $26,6471.30; "food and fiber production," $4,133,060.4 and "health and sickness," $138,195.10.

Code item eight, "working with children and youth," $19,881.58; "people facing crisis," $6,517.33; and "helping people with disabilities," $44,006.75, and "promoting safety and healthy living," $121,766.60, were all valued based upon the minimum wage standard.

Finally, codes 12 through 16 were as follows: "multi-purpose fund raising, $104,454.88; "meeting place 'thank you notes," $10,333.48, and "helping animals," $12,638.10; "supporting multiculturalism" $2,781 and "other," $10,300. These all combined for a total value of $5,489,274.28.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present a summary review of the study

problem, the design and methodology, and major findings. Conclusions and

recommendations were presented based upon the summarization, analysis and

interpretation of the data from the community service projects reported in this study.

Summary of the Study

Purpose of the Study

The purpose of the study was to summarize the types of community service and

the number of hours of community service provided by Oklahoma 4-H'ers to their

communities and to determine the economic value of projects provided to communities in

Oklahoma.

Rationale for the Study

Community service being conducted by 4-H youth is not a new idea. The

community service projects conducted by 4-H youth groups have been an important part

of the Cooperative Extension Service's identity for several decades. While it has been

known that an enormous amount of community service takes place in Extension

sponsored youth projects around the state, there is no recorded data to show the total

hours contributed and the potential economic value of that community service to Oklahoma comminutes every year.

Using archived data collected, but not yet summarized or reported, this study was designed to summarize and report the number of hours Oklahoma 4-H'ers contributed to their comminutes during a specified time period and types of activities that were being conducted. Furthermore the study sought to translate the hours into economic terms by using the U.S. Department of Labor's minimum wage to determine the value of the service provided.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established:

1. To describe the demographic characteristics of Oklahoma 4-H membership at the time data was collected.

2. To describe specific community service projects conducted by Oklahoma 4-H members in their community.

3. To describe the community service projects being conducted by 4-H'ers throughout Oklahoma communities.

4. To identify the number of people involved in Oklahoma 4-H community service projects.

5. To describe the types of 4-H groups that work to perform community service projects in their communities.

6. To determine the economic contribution of all 4-H youth community service.

<u>Design and Procedures</u>

The state 4-H staff, using program activity reports during the 1998 calendar year, solicited community service reports. Local 4-H leaders submitted the data via county Extension educators three times over the reporting period. The scope of this study was limited to a summary of the archived reports that were submitted during that one-year period.

The population for this study included the 58 self-selected counties, representing 747 of the 936 community clubs recognized by the Oklahoma 4-H Program in 1998. For the purpose of this study all of the clubs were provided an opportunity to report service projects conducted during that year.

A similar study conducted in Wisconsin (Taylor-Powell, Hutchins & Reed, 1997) served as the primary source of categories of projects that were used in the survey. The Wisconsin study summarized all of the types of service conducted during a designated time period. Those categories seemed to be valid in relation to the kinds of things that were suspected of being conducted in Oklahoma. The instrument was reviewed and its content verified by members of the state 4-H staff at Oklahoma State University who were familiar with youth education methodology.

The survey instrument was limited to three activity reports. Each of the reports was the same with the exception of the reporting period. The first report was for activities that were conducted between January first and April 30, 1998; the second report was for activities conducted between May first and August 31, 1998; and the third was for activities September first through December 31, 1998. The report form was

accompanied by a list of suggested reporting codes and an example form. The state 4-H

staff also included a cover letter and instructions for reporting.

The instrument asked the 4-H clubs to report the types of service provided to their

communities and the hours of service that had been conducted among Oklahoma 4-H

members. A need existed to determine the role of 4-H members involved in community

service across the state of Oklahoma.

In addition to the service reported, the forms sought to determine where the work

was actually being conducted. Because reporting the data by county might have had a

negative impact on counties that did not report and because the IRB application indicated

that the data would not be associated with any particular person, the data was not reported

in this summary study by county or district.

Major Findings of the Study

The purpose of the study was to summarize the types of community service and

the number of hours of community service provided by Oklahoma 4-H'ers to their

communities and to determine the economic value of projects provided to communities in

Oklahoma. The major findings of the study are presented in the following discussion.

Profile of the Respondents

Of the 77 counties in Oklahoma, 58 (75.32 percent) reported community service

projects during the reporting period. Those reports represented 1,308 total service

projects that involved a total of 19,001 4-H Youth. While there were 21,646 members

enrolled in the 4-H program at the time, is can be assumed that many youth participated

in multiple projects during the reporting period. Of the 936 recognized clubs, 29.04 percent (217) of the different clubs submitted one or more reports. Forty-three of the counties that submitted reports provided 40 or more entries or activities.

Distribution of Projects by the Frequency Reported

The research sought to determine which of the respondent groups, five to eight year-olds, nine to thirteen year-olds, fourteen to nineteen year-olds, most often reported activities, and by adults who served as partners of volunteer leaders. It was found that there were more reports submitted in the area of "supporting 4-H" at 265, by the total group than any other topic. Other topics with over 100 activities reported included "community improvement" with 212 activities, "helping the elderly" with 179, "helping the disadvantaged" at 136, and "health and sickness" with 115 activities reported.

Three of the other categories were similar in regard to the number of reported submitted for each. "Improving the environment," "working with children and youth," and the "multi-purpose fund raising" topics included 91, 87, and 85 reports respectively. The categories of "promoting safety and healthy living," "meeting place thank yous," "people facing crisis," "helping people with disabilities," "helping animals," and "other" each had fewer than 30 activities reported. "Food and fiber production" was reported the second fewest times; however, it was found to have received the most total hours. The category with the fewest total number of reports was that of "supporting multiculturalism."

Distribution of Projects by the Hours Reported

An objective of the study was to report the total number of hours contributed by members and leaders back to their communities through community service projects. By far, the category with the largest number of total hours contributed focused on the promotion of "food and fiber production." With 169,648 total hours contributed, it was found that some clubs and counties had contributed large amounts of time at major events. Activities such as learning labs at county fairs, educational displays at fairs, the collection of items for riding programs and the donation of favors for groups that promoted agriculture, had contributed in making this category have unusually large numbers of service hours.

The next three categories reported numbers of hours that were consistent with their ranking in regard to the number of 4-H members and adults who participated in conducting the service. The topic of "supporting 4-H" involved 1,881 participants over 15,885 hours. There were 1,713 participants involved in "community improvement" projects during 10,369 hours, and 1,714 people did projects aimed at "helping the disadvantaged," over a time period of 7,505 hours.

Over 5,000 hours were contributed to each of the topics, "promoting safety and healthy living" (5,866) and "improving the environment" (5,313.5). These two categories involved 294 and 638 participants respectively.

Leaders reported 451 participants contributed 3,283 hours toward "multi-purpose fund raising" activities and 2,358 hours were contributed by 766 people while focusing on projects aimed at "helping the elderly."

While many people think of kids and animals when they think of 4-H, the category of "helping animals" was the second least reported activity at 167 hours. Some 22 youth did projects at animal shelters or similar special projects in this area. The topic of "supporting multiculturalism" was the least reported of the categories with only 136 hours reported involving 27 participants.

Falling in-between the two extremes were topics such as "helping people with disabilities," those that just did not seem to fit that were reported as "other" and "meeting place 'thank yous'," all with hours that ranged between 1,714 and 1,150 hours. The category of projects that focused on "health and sickness" was not far behind with 732 participants contributing 847 hours. Working with "children and youth," involved 399 people over a 387 hour time period and "people facing crisis" involved 50 people for 229 hours.

Distribution of Projects by the Number of People Reached

An underlying purpose of doing service in the community is to help others. Often it is difficult to determine how many people are actually reached as a result of a project or activity. However, in the reporting process, leaders were asked to provide a reasonable estimate of the number of people who received direct benefit from each project completed.

In reviewing the reports submitted, the researcher found that many of the entries did not list an entry for this item in the report. Of all the projects reported, the area of "health and sickness" reached the most people with 110,522, followed by the area of "community improvement" that had a direct impact on 82,460 other people.

There were 40,920 people reached with projects that were "supporting 4-H," and 16,609 people were impacted by projects that focused on "improving the environment." "Multi-purpose Fund Raising" projects reached 10,358 people while activities that focused on "helping the elderly" reached 7,182 others.

The area where the members contributed the most total hours of service was ranked seventh among all the categories when it came to reaching people. "Food and fiber production" promotion reportedly reached 6,349.

"Working with children and youth" reached 5,821 people and the category of "helping the disadvantaged" reached 4,956 people. There were 4,188 people reached with activities that focused on "promoting safety and healthy living."

The data also revealed that the "thank you" notes and favors that were reported in the "meeting place 'thank yous'" category reached 1,659 youth while there were 1,651 people reached with actives that focused on "helping people with disabilities."

Each of the last four ranked items reached less than 1,000 people, those being: "people facing crisis," 940; "helping animals," 733; "other," 279; and finally "supporting multiculturalism," with 114 people reached.

The data revealed that of the 16 categories in the study, ten had between 66.66 and 40.00 percent of the reports submitted with no contacts reported. "Food and fiber production," the category that was consistently high among the number of hours served, listed contacts more often than did any other category with only 18.18 percent of the reports being blank.

The final objective of the study was to determine the economic value of the projects in the category codes. The value of that service was based upon the U.S. minimum wage value of $5.15 per hour (U.S. Department of Labor, 1996).

The data revealed that in total, Oklahoma 4-H members and their adult volunteer leaders or partners in service contributed some 1,065,878.5 hours of community service in 1998. These hours multiplied by the U.S. minimum wage totaled $5,489,274.27.

It was found that youth eight and under contributed 9,632.5 hours of service that was valued at $49,607.38, nine to 13-year olds contributed 647,741.5 hours which was valued at $3,335,868.73, the 18 to 19 year olds completed 182,467 hours at $939,705.05, and adults contributed 226,037.5 hours valued at $1,164,093.13. Based upon the U.S. Department of Labor minimum wage, Oklahoma 4-H members and their adult partners combined to contribute service that was valued at $5,489,274.28 during 1998.

Distribution of Codes by Ranking Weighted Value

Ranking the weighted value of all codes categories completed a total evaluation of the study. It was difficult to determine which category was more important evaluating each of the previous tables when the code categories are not ranked the same throughout each of the tables.

To determine weighted values all of the codes were ranked by each major area in the table, then ranked in ascending order. Next the ranked values were summed to give an overall rank for each category. As shown in Table XVII,

TABLE XVII

A SUMMARY OF THE RANKED ITEMS BY WEIGHTED VALUE

Code and Project Title	Number of Times Reported	Rank	Total 4-H Youth	Rank	Total Adults	Rank	Total Number of Hours Contributed	$ Value for all hours contributed by youth and adults *	Rank	Total Number of Other People Reached	Rank	Overall Weighted Values *	Overall Rank
5 Supporting 4-H	265	1	3,572	1	1,881	1	51,742.00	266,471.30	3	40,920	2	08	1
2 Community Improvement	212	2	3,123	2	1,713	3	75,531.00	388,984.65	2	83,460	1	10	2
7 Health and Sickness	115	5	1,771	5	732	5	26,834.00	138,195.10	4	10,522	4	23	3
3 Helping the Disadvantaged	136	4	2,294	3	1,714	2	17,912.00	92,246.80	7	4,956	9	25	4
1 Helping the Elderly	179	3	2,074	4	766	4	11,269.00	58,035.35	9	7,182	6	26	5
4 Improving the Environment	91	6	1,279	6	638	6	15,456.50	79,600.98	8	16,609	3	29	6
12 Multipurpose Fund Raising	85	8	1,070	8	451	7	20,282.50	104,454.88	6	10,358	5	34	7
6 Food and Fiber Production	11	15	1,144	7	92	12	802,536.00	4,133,060.40	1	6,349	7	42	8
8 Working with Children & Youth	87	7	748	9	399	8	3,860.50	19,881.58	11	5,821	8	43	9
11 Promoting Safety and Healthy Living	32	9	477	10	294	9	23,644.00	121,766.60	5	4,188	10	43	9
10 Helping People with Disabilities	19	12	201	15	225	10	8,545.00	44,006.75	10	1,651	12	59	11
13 Meeting Place Thank Yous	23	10	298	12	59	13	2,006.50	10,333.48	13	1,659	11	59	11
9 People facing Crisis	20	11	344	11	50	14	1,265.50	6,517.33	15	940	13	64	13
16 Other	13	14	292	13	148	11	2000.00	10,300.00	14	279	15	67	14
14 Helping Animals.	14	13	236	14	22	16	2,454.00	12,638.10	12	733	14	69	15
15 Supporting Multiculturalism	6	16	78	16	27	15	540.00	2,781.00	16	114	16	79	16
Totals	1308		19,001		9,211		1,065,878.50	5,489,274.27		195,741			

* The rank for "hours served" and for "economic contribution" are the same because the dollar contribution was determined by multiplying the Minimum Vale ($5.15) by the number of hours served, for this reason the weighted value was not listed for each of these items.

The previous summary table of the ranked items by weighted value code 5 "supporting 4-H" was ranked number one; code 2 "community improvement" was ranked second; code 7, "health and sickness" was ranked third; code 3, "helping the disadvantaged" was ranked fourth; code 1, "helping the elderly" was ranked fifth; code 4, "improving the environment" was ranked sixth; code 12, "multi-purpose fund raising" was ranked seventh; code 6, "food and fiber production" was ranked eighth; code 8, "working with children" and code 11, "promoting safety and healthy living" were tied for ranking of ninth; code 10, "helping people with disabilities" and code 13, "meeting place thank yous" were tied for the ranking of eleventh; code 9, "people facing crisis" was ranked thirteenth; code 16, "other" was ranked fourteen; code 14, "helping animals" was ranked fifteenth; and code 15, "supporting multiculturalism" was ranked sixteen. This table reports the valued rankings of the code categories.

Conclusions

Interpretation of the findings of this study prompted the following conclusions:

1. Based upon the demographic data collected, it appeared that many 4-H clubs actively conducted community service projects as a part of the total 4-H learning experience, as 75.32 percent of the counties submitted one or more reports.

2. Based upon the number of reports submitted, it appeared that some clubs do much more service than do others or the leaders in those clubs do a better job or reporting the service that is actually done. One county submitted reports that summarized 123 different activities while others reported only one.

3. Based upon the number of projects submitted by some counties, it appeared that some youth completed multiple activities during the year.

4. The promotion of food and fiber is still an important part of the 4-H experience for some youth in Oklahoma with those who participated in this area recording large numbers of hours, mostly for very specific activities.

5. Leaders provided large numbers of hours in supporting 4-H and in supporting the 4-H program in general with 1,881 reports representing 15,885 hours of service related to this area.

6. Communities received a notable benefit from the contributions that 4-H members and adults make when their time is equated to a dollar value. Based upon the U.S. Department of Labor's minimum wage, their time in 1998 made a $5,489,274.27 impact on Oklahoma communities.

7. Coding and reporting was difficult when a large number of people are submitting data. For this reason the researcher did attempt to code reports that were submitted without codes based upon the descriptions that were submitted.

8. The nine to thirteen age group reported the most activities and the most hours contributed. This was consistent with the enrollment in 4-H at the time of the study.

9. The code 12 "miscellaneous" category had many different types of fund raising reported and was renamed to "multi-purpose fund raising".

10. The summary table of the ranked items by weighted value code 5 "supporting 4-H" was ranked number one; code 2 "community improvement" was ranked second; code 7, "health and sickness" was ranked third; code 3, "helping the disadvantaged" was ranked fourth; code 1, "helping the elderly" was ranked fifth; code 4, "improving the

environment" was ranked sixth; code 12, "multi-purpose fund raising" was ranked seventh; code 6, "food and fiber production" was ranked eighth; code 8, "working with children" and code 11, "promoting safety and healthy living" were tied for ranking of ninth; code 10, "helping people with disabilities" and code 13, "meeting place thank yous" were tied for the ranking of eleventh; code 9, "people facing crisis" was ranked thirteenth; code 16, "other" was ranked fourteen; code 14, "helping animals" was ranked fifteenth; and code 15, "supporting multiculturalism" was ranked sixteen. This table reports the valued rankings of the code categories.

11. Data in Table XII ranked code 6, "food and fiber production" as first. However, with 802,536 service hours due to special events conducted during the 1998 4-H year. The over all weighted value of "food and fiber production" in table XVII it was ranked eighth.

Recommendations for Further Study

The following recommendations were based on the findings of this study and the conclusions that were reached:

1. Because this was the first such study of its kind in Oklahoma, a follow-up should be conducted to determine if the level of service changes over time.

2. A study which also includes qualitative methods would be useful in determining how leaders and members perceive the value of the service that is done as well as an analysis of how members of then community perceive the value of the 4-H service.

3. Less than one third of the 4-H clubs actually participated in the study leaving us to speculate about their service projects. Attempts need to be made to determine what is being done in the other nineteen counties that did not report.

4. Because of the yearlong duration of this study, some Extension educators may have lost interest and may not have attempted to collect data for the entire year. A study that focuses on a shorter time period may garner more accurate result.

5. If a long-term trend of service could be conducted, it would seem feasible to create an electronic report form that could be used in conjunction with the 4-H enrollment system to collect data from the counties.

6. An inservice training should be conducted with employees to make sure they know how to complete forms, then they might be encouraged to review the forms before submitting them for district or state summary.

7. This type of data has the potential to make a dramatic statement to decision-makers, however it needs to be as accurate and believable as possible. By asking for descriptions of the activities, leaders may have been inclined to more accurately report service.

8. Findings from studies such as this one can be used to show program impact. For that reason there is a need for more accountability on behalf of Extension staff in regard to reporting program impact.

9. Future studies should change the code category "miscellaneous" to "multi-purpose fund raising" and have either category "miscellaneous" or "other," but not both of them.

Implications of the Study

This study sought to simply describe and summarize the community service that was conducted by 4-H members and leaders. The data revealed that in the counties that submitted reports, there were over 1,065,878 hours of service conducted. There were 195,741 other people who received direct benefit from that service.

In a time when some people question if there are still young people who care about their world, this data supported the notion that there are still caring and capable youth people who want to contribute of their time and energy to improving their community for themselves and others.

The economic impact that youth and leaders made shows that the Extension Service serves as a vital resource to the communities of the state. Extension clientele learn through activities that often support project work that deal with making a contribution to their comminutes. Four-H should promote the fact that its members are contributing members of society and decision-makers should be told that the 4-H program is a good investment in all counties.

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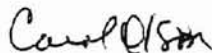APPENDICIES

APPENDIX A

IRB FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: September 17, 1999 IRB #: AG-00-042

Proposal Title: "A DESCRIPTION OF COMMUNITY SERVICE PROJECTS CONDUCTED BY OKLAHOMA 4-H MEMBERS"

Principal
Investigator(s): Charles Cox
Kyle Worthington

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature:

Carol Olson
Carol Olson, Director of University Research Compliance

September 17, 1999
Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX B

COVER LETTER

Oklahoma Cooperative Extension Service
Division of Agricultural Sciences and Natural Resources
Oklahoma State University

OKLAHOMA COOPERATIVE
EXTENSION SERVICE

Department of Agricultural Education, Communications, and 4-H Youth Development
205 Poultry Science • Stillwater, Oklahoma 74078-6063 • (405) 744-5390 • Fax (405) 744-6522

To: County Extension Educators

From: Charles Cox, State Extension Specialist & 4-H Program Leader

           Lynda Harriman, Interim Assistant Director, OCES 4-H Youth Development

Ref.:   Youth Community Service Report

Date: January 15, 1998

In the days ahead, it will be imperative for us to continue to share the 4-H story and to be able to back that story up with solid impact data. During 1998, we will be collecting data regarding youth community service. The data will help us as we are called upon to share impacts and program accountability. We are not asking your clubs to do new things necessarily, we are only asking them to report their community service activities.

Every club in your county will probably have at least a few things to report. Some will have several dozen. As we report the findings, we will want to be able to highlight something for every county in the state, so we are anticipating good participation statewide.

Take a few minutes to review the items in this folder. You will find:
- instructions for use in collecting the data.
- a sample letter to use in corresponding to the leaders about the data collection.
- reproducible forms (duplicate so they are two sided).
- a sample form to use with leaders as an example.

The file folder can be used for keeping up with the originals and for holding collected data. We will be sending reminders of the collection dates throughout the year and the district 4-H Program Specialists will make follow-ups as needed to assist you with this effort.

Once the data is collected, an Extension Educator will be compiling the findings for his master's thesis research. We believe the results will be very useful as we share the 4-H story with decision makers, donors, and supporters.

During the next plan of work cycle we will also be collecting impact data in areas of health and agricultural profitability and sustainability. If you have a special interest in one of those topics and might be interested in working with us in the data collection as a thesis research topic, please contact our office.

As, always we appreciate your efforts in youth development.

APPENDIX C

SAMPLE LETTER TO LEADERS

INSTRUCTIONS FOR REPORTING

SAMPLE LETTER TO LEADERS
reproduce on local OCES letterhead for one leader in each 4-H club.

(Date)

Dear   ,

As part of our need to show accountability and to describe accomplishments, we are undertaking a survey of all clubs sponsored by the Oklahoma Cooperative Extension Service to document the nature and scope of **youth contributions to their communities**. We know that our clubs and groups are helping their communities in many ways but we need to document our contributions systematically and share it with others. This is part of a statewide effort. We will use our county results with our own decison makers as well as adding our information to the state total to describe the magnitude of youth contributions across Oklahoma. Your assistance is vital! We hope every club will want to be included in the report.

In the attached materials, you will find three sheets to fill-in and return plus an example. The blank sheets can be photocopied as needed. When completing the form, please include any community service your 4-H club was involved in during the reporting period. We are asking that one form be returned by May 15, September 15, 1998 and January 15, 1999. Each of the reporting forms will cover a four month period of time.

We are defining community service as any planned activities (projects or programs) which benefit others outside the club or group. These activities might include single service events, a seasonal project or be an on-going project. Please attempt to code the activity based upon the descriptions listed on the back of the form and list the best estimate for the number of hours spent on the project and the number of youth and adults involved.

Thank you for your continued work and support of the youth in our county.

Sincerely,

INSTRUCTIONS FOR CONDUCTING THE COMMUNITY SERVICE SURVEY

Who to send the survey to?

Identify 1 (one) leader for each 4-H club - the individual most likely to know about the group activities and willing to respond. We hope to obtain 1 response for each 4-H club.

Include ALL youth groups that you work with: 4-H community clubs; county 4-H youth organizations, and ALL other OCES Extension organized youth groups you work with beyond the 4-H community club structure.

What to do?

Duplicate the Letter to Leaders on county letterhead as a merge document. Also duplicate the three reporting sheets, including the example reporting sheet, making one set for each leader. Note that the reporting sheet is copied back-to-front.

Place county name in top right-hand corner of sheet before duplicating.

Personalize the letter: list in the leader's name and sign your own name.

If you question response rate, enclose a pre-addressed stamped return envelope with each mailing.

Keep a list of all leaders you mail the survey to.

Collect responses by May 15, September 15, 1998 and January 15, 1999. Check their names off as you receive the completed forms. You may have to call and do some reminding to insure a 100% return.

Send the completed forms to the state office at the end of each reporting period (205 Poultry Science, Oklahoma State University, Stillwater, OK 74078).

Make copies for your own use before sending if you wish. In any event, look at your results and start to make sense of your data. What do you notice? Were there any surprises? How much educational activity and learning is going on in these activities?

We will analyze your county results and send you the results the following spring, 1999. Along with the results, we will send you additional information about ways to use the information, including a sample one-page summary sheet to highlight your results and the state totals.

APPENDIX D

EXMAPLE FORM

THREE REPORTS FORMS

(ONE FOR EACH REPORTING PERIOD)

Example

YOUTH CONTRIBUTIONS TO THEIR COMMUNITIES

County __Greenwood__

Your name __John Green__

Name of group __Cloverleaf 4-H__

Total number of leaders __6__

Total number of members __34__

As a state 4-H program reporting initiative, we are attempting to estimate the value of 4-H community service in our state. Your assistance in helping us calculate this is greatly appreciated. Please complete this report for your club and submit it as indicated. We know this request will require more of your valuable time, but your input is very important and highly necessary as we report to policy-makers in the future. Make additional copies as needed.

Report for Period: January 1 through April 30, 1998—Due in county office by May 15

Name of Service Project	Project Code	Project Purpose/Description	# of youth / # of hours			# adults / # hours	# people reached	youth group type*
			8 & under	9-13	14-19			
Nursing home	1	teen members made visits in Nursing home monthly	0	3 / 2	3 / 2	1 / 2	29	2
Wrote grant to help improve meeting hall	13	Club help make fund improvements to meeting by writting a mini grant + planting landscape plants	0	4 / 2	3 / 3	2 / 8	20 board members	2
Kids helping Kids	7	Club worked as a group at local store to collect donations	0	18 / 3	6 / 3	2 / 4	216	1
Blue bird trail	14	built and posted 27 new houses	6 / 2.5	12 / 2.5	6 / 6	5 / 6	12 land owners	3
Cloverbud Roundup	5	teens planned and conducted event for C-buds.	Report as # reached	4 / 3	6 / 5.5	2 / 5.5	34	1

*Type of group: 1=4-H club; 2=members working individually or in small groups; 3=4-H members working with non-4-H members in Extension-sponsored activity; 4=county-wide effort. Any group may include parents and other non-4-H family members. If an activity or project was repeated, please list each time separately.

people doing service   benefiting from service

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Extension youth programs continue to serve their communities in many ways. Please list three members that we might contact if further information is needed about your projects. We may wish to ask them questions like:
1. What are your reasons for doing these projects/activities?
2. What do you see as the benefits for youth and for communities from these activities?

Name   Phone Number

_____   _____

_____   _____

_____   _____

Community Service Codes

List the code that best describes your service activity, or add a description to describe your activity or project.

1. **Helping the Elderly**
    Projects when the principal beneficiaries or participants are seniors or elderly. Ex: Seniors, nursing home activities.
2. **Community Improvement**
    Projects that support the quality of the community, community activities, community-sponsored services. Ex: Fairs, parades, beautification –flower and tree planting, clean-up and repairs, helping other service organizations, sponsored events.
3. **Helping the Disadvantaged**
    Projects are focused on the "needy" in the community or abroad. Ex: Toys for Tots, Food Donations, Adopt a Family, holiday meals, HUGS, UNICEF, Salvation Army.
4. **Improving the Environment**
    Projects where the principal activity has an environmental impact or environmental education component. Wildlife is included in this category while beautification projects are not. Ex: Adopt a Highway, roadside clean-up, wild bird houses, water quality, recycling, wildlife.
5. **Supporting 4-H**
    Projects that promote 4-H and membership, support club projects, inter-club activities and learning. Ex: parade floats, booths at the fair, informational meetings and displays, live actions.
6. **Food and Fiber Production**
    These projects are primarily concerned with the promotion of farming and agriculture.
7. **Health and Sickness**
    This category includes all projects relating to health issues, whether it is fund-raising for illness foundations, promoting sports events, or helping local hospitals. Ex: Kids Helping Kids, hospitals, bloodmobile, charities concerned with chronic illness, marathons, health education.
8. **Working with Children and Youth**
    Projects whose beneficiaries are other children and youth. Activities that are directly related to 4-H and club work are under 4-H . Ex: Holiday parties, baby-sitting, face painting.
9. **People facing Crisis**
    Projects address victims of natural disasters or individuals in the community (or overseas) facing crisis. Non-specific donations or fund-raising for Red Cross are included here. Ex: Disaster assistance, individuals in community facing crisis (illness, injury, financial), outreach to Bosnia.
10. **Helping People with Disabilities**
    Projects that benefit the disabled including fund-raising for specific needs. Ex: Lead dog for the blind, handicapped in community, Special Olympics.
11. **Promoting Safety and Healthy Living**
    Projects that promote safety and preventing violence. Alcohol-free events for teens are included in this category because the emphasis is on safety. Shelters and projects for abuse victims are included here rather than in the crisis category. Ex: Farm safety, abuse victims, alcohol-free activities for youth in community.
12. **Miscellaneous**
    Multi-purpose fund raising efforts, projects that do not seem to fit in other category, unclear who benefits and/or missing data.
13. **Meeting Place Thank Yous**
    Projects done primarily to thank sponsors or hosts. Ex: Hall clean-up, planted flower, placed a flag or display..
14. **Helping Animals**
    Humane society and animal welfare projects.
15. **Supporting Multiculturalism**
    Projects that expose participants to experiences or information about diversity and cross-cultural experiences and exchanges. Ex: Foreign exchange students, migrants, Japan exchange, other cultural events.
16. **Other**

YOUTH CONTRIBUTIONS TO THEIR COMMUNITIES

County_____

Your name _____

Total number of leaders_____

Name of group _____

Total number of members_____

As a state 4-H program reporting initiative, we are attempting to estimate the value of 4-H community service in our state. Your assistance in helping us calculate this is greatly appreciated. Please complete this report for your club and submit it as indicated. We know this request will require more of your valuable time, but your input is very important and highly necessary as we report to policy-makers in the future. Make additional copies as needed.

Report for Period: January 1 through April 30, 1998—Due in county office by May 15

Name of Service Project	Project Code	Project Purpose/Description	# of youth / # of hours			# adults / # hours	# people reached	youth group type*
			8 & under	9-13	14-19			

*Type of group: 1=4-H club; 2=members working individually or in small groups; 3=4-H members working with non-4-H members in Extension-sponsored activity; 4=county-wide effort. Any group may include parents and other non-4-H family members. If an activity or project was repeated, please list each time separately.

YOUTH CONTRIBUTIONS TO THEIR COMMUNITIES

County_____ _____

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As a state 4-H program reporting inititative, we are attempting to estimate the value of 4-H community service in our state. Your assistance in helping us calculate this is greatly appreciated. Please complete this report for your club and submit it as indicated. We know this request will require more of your valuable time, but your input is very important and highly necessary as we report to policy-makers in the future. Make additional copies as needed.

Report for Period: May 1 through August 31, 1998—Due in county office by September 15

Name of Service Project	Project Code	Project Purpose/Description	# of youth / # of hours			# adults / # hours	# people reached	youth group type*
			8 & under	9-13	14-19			

*Type of group: 1=4-H club; 2=members working individually or in small groups; 3=4-H members working with non-4-H members in Extension-sponsored activity; 4=county-wide effort. Any group may include parents and other non-4-H family members. If an activity or project was repeated, please list each time separately.

YOUTH CONTRIBUTIONS TO THEIR COMMUNITIES

County_____

Your name _____

Total number of leaders_____

Name of group _____

Total number of members _____

As a state 4-H program reporting inititative, we are attempting to estimate the value of 4-H community service in our state. Your assistance in helping us calculate this is greatly appreciated. Please complete this report for your club and submit it as indicated. We know this request will require more of your valuable time, but your input is very important and highly necessary as we report to policy-makers in the future. Make additional copies as needed.

Report for Period: September 1 through December 31, 1998—Due in county office by January 15, 1999

·Name of Service Project	Project Code	· Project Purpose/Description	# of youth / # of hours			# adults / # hours	# people reached	youth group type*
			8 & under	9-13	14-19			

*Type of group: 1=4-H club; 2=members working individually or in small groups; 3=4-H members working with non-4-H members in Extension-sponsored activity; 4=county-wide effort. Any group may include parents and other non-4-H family members. If an activity or project was repeated, please list each time separately.

Vita

Kyle Kinder Worthington

Candidate for the Degree of

Master of Science

Thesis: A DESCRIPTION OF COMMUNITY SERVICE PROJECTS
CONDUCTED BY OKLAHOMA 4-H'ERS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Blytheville, Arkansas, on May 14, 1969, the son of John
C. and Janice R. Worthington.

Education: Gradated from Chattanooga High School, Chattanooga, Oklahoma in May
1987; received a Bachelor of Science degree in Agriculture with a concentration
in agronomy and business from Cameron University, Lawton, Oklahoma in May
1991; Completed the requirements for the Masters of Science degree with a major
in Agriculture Education at Oklahoma State University in May 2000.

Experience: Reared in rural Tillman County, Oklahoma on family farm and ranching
operation; employed by Cameron University, as a greenhouse assistant worker at for
three years; employed by Agriculture Stabilization Conservation Service, Frederick,
Oklahoma, as a program assistant, employed by Oklahoma State University, Oklahoma
Cooperative Extension Service, as an Extension Agriculture and 4-H Educator from
November 1, 1994 to November 30, 1996 at Mangum, Oklahoma; Extension 4-H Youth
Educator from December 1, 1996 to October 31, 1999 at Cordell, Oklahoma; and an
Extension 4-H Youth Educator from November 1, 1999 to present at Oklahoma City,
Oklahoma.