2019

Parents in Urbanized Areas and Their Perception of 4-H Youth Development Programs

Matthew Ryan Olson
South Dakota State University

PARENTS IN URBANIZED AREAS AND THEIR PERCEPTION OF 4-H YOUTH

DEVELOPMENT PROGRAMS

BY

MATTHEW RYAN OLSON

A thesis submitted in partial fulfillment of the requirements for the

Master of Science

Major in Agricultural Education

South Dakota State University

2019

PARENTS IN URBANIZED AREAS AND THEIR PERCEPTION OF 4-H YOUTH

DEVELOPMENT PROGRAMS

MATTHEW RYAN OLSON

This thesis is approved as a creditable and independent investigation by a candidate for

the Master of Science in Agricultural Education degree and is acceptable for meeting the

thesis requirements for this degree. Acceptance of this does not imply that the

conclusions reached by the candidate are necessarily the conclusions of the major

department.

P. Troy White, Ph.D.   Date
Thesis Advisor

Jay Trenhaile, Ph.D.   Date
Interim Head
Department of Teaching, Learning, and Leadership

Kinchel C. Doerner, Ph.D.   Date
Dean, Graduate School

This thesis is dedicated first to my parents, Gerald and Linda Olson. Dad, thank you for being a mentor, colleague, and an inspiration to me as I start my career in extension. I hope I can match the 39 years of service, education, and mentorship you gave to Mohave County, AZ, 4-H members. Mom, thank you for always answering my phone calls and giving me the courage to continue this pursuit even when I thought it was like climbing Mt. Everest. Secondly, to the many 4-H members, parents, and volunteers of Pennington County, SD, who are too numerous to list. You will always hold a special place in my heart.

ACKNOWLEDGEMENTS

CONTENTS

ABBREVIATIONS

ES237 – Extension Service 237 county and state enrollment report, which includes age,

years in 4-H, ethnicity, and race. The report is compiled by the land grant

university in each state and is submitted to the United States Department of

Agriculture, National Institute of Food and Agriculture, National 4-H

Headquarters on a yearly basis.

NIFA – National Institute of Food and Agriculture

PTA – Parent Teacher Association

PYD – Positive Youth Development

RCAS – Rapid City Area Schools

Vision 2025 – Strategic Plan: 4-H youth development a 2025 vision

ABSTRACT

PARENTS IN URBANIZED AREAS AND THEIR PERCEPTION OF 4-H YOUTH

DEVELOPMENT PROGRAMS

MATTHEW OLSON

2019

This study examined the perceptions held by parents living in the urbanized area of Rapid City, South Dakota, to determine if artificial barriers to joining 4-H PYD programs existed. Through snowball sampling methods, nine participants were recruited to engage in semi-structured interviews. Transcripts from the interviews were coded utilizing in vivo and axial coding methods. Four themes emerged from the interviews: characteristics of youth development programs, program promotion through school flyers, barriers to joining youth development programs, and 4-H and its connection to agriculture. The major recommendation for 4-H professionals is to focus on leadership, life skills, and character development when promoting 4-H PYD programs.

Introduction

4-H is a PYD program administered cooperatively through the USDA-NIFA, the land grant university in each state, and county governments. This cooperative administration framework is known as the cooperative extension system. Each year, 4-H club programs reach six million youth ages 8-18 (NIFA, 2016). The primary method of reaching and educating youth is through 4-H clubs, defined as an organized group of youth who meet regularly with adult volunteers or staff for a long-term, progressive series of educational experiences (NIFA, 2011).

The benefits for youth enrolled in 4-H club programs have been studied by Lerner and Lerner (2013) who found that compared to their peers who are not in 4-H clubs, 4-H members in grades seven through 12 are nearly four times more likely to make contributions to their communities. Furthermore, 4-H members are nearly two times more likely to make healthier choices compared to their peers. While the benefits are documented, only 8,666 of the 160,863 eligible youth, aged 5 to 18, in South Dakota are enrolled in a 4-H club, and only 1,147 of the 53,510 youth living in counties with urbanized areas are enrolled in 4-H club programs (South Dakota State University, 2017; Missouri Census Data Center, 2012). The 2010 Census Urban and Rural Classification and Urban Area Criteria classified Urbanized Areas (UAs) as an area of 50,000 or more people. In South Dakota, there are two areas that meet this classification, Rapid City, SD and Sioux Falls, SD.

The National 4-H Headquarters, a division of USDA-NIFA, released the 2017 "Strategic Plan: 4-H Youth Development a 2025 Vision." As 4-H strategically plans for

the future, the 2025 Vision provides the framework for future growth including the

outcomes and strategies to accomplish:

> In 2025, 4-H will reflect the population demographics, vulnerable populations,
> diverse needs and social conditions of the country. This vision has the elements of
> inclusion, caring adults, serving at minimum 1 in 5 youth, and the volunteers and
> staff reflect the diversity of the population. (NIFA, 2017, p. 2)

A key emphasis of the 2025 Vision places a desire on increasing the enrollment of

youth in 4-H clubs across the country. A prime opportunity for this growth in South

Dakota lies in counties with urbanized areas as only 5% of eligible youth in South Dakota

are enrolled in 4-H club programs (South Dakota State University, 2017). When

compared to rural counties, counties with urbanized areas have larger concentrations of

youth who are eligible for membership in 4-H clubs. These larger concentrations of

youth represent an untapped population for 4-H PYD programs.

In the late 19th Century and early 20th Century, 4-H youth development programs

grew out of a need to educate youth about the latest research pertaining to farming

practices developed at the land grant universities. As 4-H continued to grow, the need for

accountability and reporting the program's impact grew. Studies that focused on the 4-H

members' life skill development, leadership development, and knowledge gained through

their 4-H animal project areas became commonplace. Rusk, Summerlot-Early,

Machtmes, Talbert, and Balschweid (2003) found that 4-H members are using the skills

developed through their project areas to further enhance the development of life skills

necessary to be successful adults. While many 4-H members are involved in raising an

animal in their project areas, other 4-H members develop life skills through numerous

other aspects of 4-H. Carter and Kotrlik (2008) reported that when youth serve as a 4-H

camp counselor, they have positive experiences that may enhance the youth's ability to

develop positive life skills and leadership assets. In their study involving 4-H alumni,

Fox, Schroeder, and Lodl (2003) found that regardless of project area, former 4-H club

alumni responded that being a 4-H club member was their primary influence in

developing life skills. Hendricks (1998) defines life skills as competencies that assist

people in functioning in the environments in which they live.

With the documented benefits to youth who are involved in 4-H club programs,

the question must be raised: why are not more youth involved in 4-H club programs?

Some 4-H professionals and volunteers believe that due to 4-H's roots in agriculture,

families not involved in 4-H youth development programs perceive 4-H to be only for

youth who live on farms or that youth must raise an animal to participate in 4-H.

Anecdotally, some 4-H professionals feel that the public believes 4-H to be "cows, sows,

and plows," or "cows and cooking" (G.W. Olson, personal communication, June 2016).

While this is a sentiment that some 4-H staff and volunteers may hold, there is very little

published work on the topic. This lack of research begs an answer to the question at the

root of this study: Do the parents of youth who are not involved in 4-H have the

perception that 4-H is so closely tied to agriculture that they do not explore 4-H as a

positive youth development opportunity for their child? Exploring this question will help

to understand the thought process of parents who live in urbanized areas. If they perceive

4-H to be solely agriculture focused, and they live in an area where they cannot raise an

animal, does this create an artificial barrier to their child being involved?

In order to accomplish the 2025 vision, as set forth by the National 4-H

Headquarters, of reaching a minimum of one in five youth, insight into the perceptions

held by urbanized area parents about 4-H youth development programs is needed. With

the understanding of their perceptions, a marketing campaign that caters to the needs and

desires of the parents, or that presents a message to clarify the parents' perceptions can be

created and implemented.

Literature Review

Current literature researching the perceptions held by parents who do not have youth enrolled in 4-H PYD programs is minimal. However, literature regarding 4-H PYD programs is abundant. This literature review will examine the areas of life skill development, 4-H participant perceptions and involvement, fluctuating 4-H enrollment and marketing, and minority perceptions of barriers to joining 4-H. Each of these areas informed the construction a data collection instrument for this study.

History of 4-H

The foundations of 4-H youth development programs arose in the early 1900's in the form of boy's and girl's clubs and corn contests. These clubs and contests were designed to help get the latest in agricultural science to the rural youth of America living on farms, and in turn, the information would be passed to their parents (i.e., farmers). Shortly thereafter, the idea of boy's and girl's clubs began to flourish and morphed into the 4-H PYD program. Over the next 115 years, 4-H has grown to become the nation's largest out of school time activity in the United States and has spread to over 70 countries.

4-H youth development programs are administered through a tripartite partnership with the county, state, and federal governments. At the highest level, the National 4-H Headquarters is a division of the USDA-NIFA. The USDA-NIFA grants authority over the 4-H youth development program to the land grant university in each state which in turn grants authority to extension agents at the county level. As a result, 4-H exists in every state and county in the United States.

Since the foundations of 4-H in the early 1900s, 4-H PYD programs have been heavily influenced by the learning theories of John Dewy (1900, 1938) who proposed the idea of grounded learning with real-world experiences. Dewey's theories served as the foundation for the experiential learning model with work by Kolb (1984) and Brooks and Brooks (1993). The experiential learning model has three distinct steps: experiencing a situation, reflecting on the situation, and applying what was learned to future situations. Hendricks (1998) developed another strategy used in conjunction with the experiential learning model: the targeting life skills model. The targeting life skills model aims to build the development of life skills into 4-H programs. These two educational theories are the framework of 4-H PYD programs through 4-H clubs, camping programs, and school enrichment programs.

While the foundations for 4-H arose in agriculture, the program shifted towards a youth development focus in 1963 when a Montana Extension Agent published *Working with Young People in Self Determined Projects,* and noted for the first time that the role of 4-H and Extension Agents was not to help youth grow crops and animals to win at the fair, but to help youth learn (Fenn, 1963). As such, Fenn continued to publish fact sheets suggesting that 4-H should learn about what youth are like and help youth determine what they wanted to accomplish. These ideas, along with the experiential learning model and targeting life skills model have shaped the 4-H PYD program as it exists today.

Life Skill Development

As previously mentioned, 4-H PYD programs help 4-H members to develop life skills through opportunities such as serving as a camp counselor, completing project areas, and club involvement (Carter & Kotrlik, 2008; Fox et al., 2003; Rusk et al., 2003).

Seevers and Dormody (1995) examined the predictors of leadership life skills development in senior 4-H members and the extent to which youth are involved in the planning, implementation, and evaluation of 4-H programs. After surveying youth in Arizona, New Mexico, and Colorado, the researchers found that 4-Her's perceived the top activities for developing leadership life skills to be: holding office, teaching younger members, fairs, livestock shows, judging contests, demonstrations, public speaking, and community service.

Seevers and Dormody (1995) also found that youth are involved in a wide variety of leadership activities. Over 100 members who responded to the questionnaire selected that they participated in ten different leadership activities. However, members who reported being involved with leadership activities indicated that they are more involved with the implementation (88.2% of respondents), than evaluation (69.7%) or planning (49.7%) of those activities.

4-H Participant Perceptions and Involvement

Whereas Seevers and Dormody (1995) reported the involvement in leadership activities by 4-H members, Gill, Ewing, and Bruce (2010) set out to determine the factors affecting teen involvement in Pennsylvania 4-H programming in general. For their study, Gill et al. collected data through a researcher-developed questionnaire which contained both Likert-type and multiple-choice questions. The questionnaire was distributed to 214 4-H members ages 13-18 at the 2008 Pennsylvania State 4-H Leadership Conference.

The researchers found that youth joined 4-H because they were interested in the projects offered, 4-H looked like a fun organization, they wanted to work with animals, they wanted to develop leadership skills, and they wanted to become a leader. Along

with those factors for joining, the study found that the greatest influence for joining 4-H was parents (Gill et al., 2010).

Before Gill et al. (2010) found that youth wanted to join 4-H because it looked like a fun organization, Homan, Dick, and Hedrick (2007) set out to gain an understanding of the perceptions youth have about the 4-H program. The study was formulated around answering two questions. First, they examined if there was a difference in the perception of 4-H among youth enrolled in 4-H, youth previously enrolled in 4-H, and youth who have never been enrolled in 4-H. Secondly, the research focused on whether there was a difference in perception of 4-H among fourth, seventh, and tenth grade students. The researchers found that youth who are enrolled in 4-H, or who have ever been enrolled in 4-H, were more likely to agree that 4-H is "fun" and "cool," and less likely to agree that 4-H is "boring." However, youth who had never been enrolled in 4-H did not have a significant perception of 4-H as being "fun," "cool," or "boring." When analyzing the results for whether older youth had a differing perception than younger youth, Homan et al. (2007) found that older youth were more likely to agree that 4-H is "boring." When compared to youth in fourth grade, tenth grade students were less likely to agree that they will stay in 4-H or that their friends and parents wanted them in 4-H.

Bartoszuk and Randall (2011) also explored the characteristics and perceptions of 4-H youth related to their experiences in 4-H club programming. The findings reported were 4-H youth aged 15-19 had higher levels of optimism, positive behavior, and 4-H involvement in comparison to younger 4-H members. Furthermore, older participants reported more skill building through 4-H as compared to younger participants. The same

researchers also found that older girls had a more positive attitude towards 4-H than older boys.

After Gill et al. (2010) found that parents have the greatest influence on youth joining 4-H programs, Radhakrishna, Foley, Ingram, and Ewing (2013) looked to assess the Pennsylvania 4-H program as perceived by 4-H parents. From a population including all parents of 4-H members in Pennsylvania, a paper survey was mailed to randomly selected parents in each of the six Pennsylvania extension regions.

Radhakrishna et al. (2013) discovered that parents of 4-H members felt Pennsylvania 4-H was very effective in providing a safe environment for youth, offering a variety of project areas to develop life skills, and making a positive influence on their family life. However, parents perceived that Pennsylvania 4-H was somewhat ineffective in attracting youth from diverse ethnic backgrounds and in the marketing and advertising of 4-H programs.

Fluctuating 4-H Enrollment and Marketing

Harder, Lamm, Lamm, Rose, and Rask (2005) examined the fluctuating 4-H enrollment in Colorado. Their research focused on how many youth were enrolled at each age, how many years those youth had been in 4-H, and recognizing patterns that have implications for recruitment and retention of members. Using the Colorado ES 237 reports for 2002 and 2003, their examination resulted in the identification of several strategies to increase recruitment and enrollment.

Harder et al. (2005) found that Colorado 4-H programs lost more 13-18 year old members than it recruited each year. They found that in 4-H memberships, a significant portion of each age group(e.g. 9, 10,…,18) was comprised of first year members. While

the peak of first year members was at age 11, there was a steady decline between 12 to 18

years of age. This indicates that youth are much less likely to join 4-H if they have not

already joined by age 12.   Harder et al. (2005) noted that, "it has been suggested that the

loss of senior members is not a poor reflection on 4-H, but rather a part of the natural

development of adolescents (p. 6)." Overall, the researchers made several

recommendations with regard to recruiting 4-H members:

1) To more evenly balance the 4-H population, strengthen recruitment efforts for audiences 12-18 years old. Working with the school districts to distribute 4-H information, holding an open house, or targeting advertising towards places teens often gather are all options. (Harder et al., Recommendations section, para. 2)
2) Agents commonly recognize that current members are the most effective recruiters for 4-H. Provide clover memorabilia and promotional items to current members to share with their friends, have in their houses, or on their cars. (Harder et al., Recommendations section, para. 4)

Where Harder et al. (2005) looked into the highly fluctuating enrollment numbers

of Colorado 4-H and made suggestions for recruitment, Wingenbach, Meighan,

Lawrence, Gartin, and Woloshuk (1999) set out to determine the effective recruitment

and retention techniques for increasing enrollment in West Virginia 4-H. Their study

focused on identifying and ranking the effectiveness of recruitment and retention

techniques used by 4-H club leaders and extension agents. An initial questionnaire was

sent to 4-H club leaders who identified the three most effective techniques they use to

recruit and retain 4-H members. A second questionnaire was then sent to the same 4-H

club leaders as before and 4-H agents in West Virginia. The second questionnaire had

two categories: effective techniques used to recruit new members, and effective

techniques used to retain 4-H members.

Results of the second questionnaire showed that 4-H club leaders and extension agents believe the most effective techniques to recruit 4-H members into 4-H were to have exciting and active clubs, 4-H members tell their friends about 4-H, and meetings and programs that are interesting and fun. To retain 4-H members, 4-H leaders and extension agents perceived that extension agents, staff, and club leaders must be positive about 4-H, have an effective camping program, and provide praise, motivation, and encouragement to all current 4-H members (Wingenbach et al., 1999).

In a follow-up study, Wingenbach et al. (2000) set out to identify the marketing strategies that would best recruit new 4-H members in West Virginia. This study centered around the recruitment of youth to the West Virginia 4-H program by describing the factors, marketing methods, and marketing messages that influence youth to join. In order to answer these objectives, current 4-H members in West Virginia were surveyed by dividing the state into four geographic regions, wherein five counties from each region were randomly chosen and 20 survey packets were sent to the 4-H agent in each selected county. 4-H agents were then instructed to randomly choose 20 4-H members between 13-18 years of age to receive the survey. Thus, a total of 100 4-H members across the state of West Virginia were polled. Wingenbach et al. (2000) determined factors that influenced 4-H members to join 4-H through a single, multiple answer question. The top responses, selected by more than half of the respondents, were: "*it sounded fun*," "*my friends were in it*," and "*to meet new friends*." Another important factor identified by 49.1% of respondents was parental and/or familial encouragement to join which was later corroborated by Gill et al. (2010).

After identifying the factors influencing 4-H members to join 4-H, Wingenbach et al. (2000) examined marketing methods and messages that recruited members. 4-H members identified the marketing methods of "*your friends or classmates telling you about 4-H,*" and "*4-H information on the internet*" to be the most important. With marketing messages however, 4-H members found "*you can go to 4-H camp,*" "*you can be with old(past/current) friends in 4-H,*" and "*you can meet new friends in 4-H*" to be the most important. Of the marketing messages listed on the survey, "*you can meet exciting, caring 4-H leaders,*" "*4-H members take lots of up-to-date projects*," and "*your family can be involved in 4-H*" were the least important. While marketing methods are certainly a factor in recruiting new 4-H members, there may be perceptions that are creating artificial barriers to joining 4-H.

Minority Perceptions of Barriers to Joining 4-H

Cano and Bankston (1992) examined the factors which influence participation and non-participation of ethnic minority youth in Ohio 4-H programs. Research previously done on 4-H participation was not specific in focusing on the ethnic backgrounds of members, but instead examined 4-H members in general. The work of Cano and Bankston was needed due to the increasing diversity among Ohio youth without the same increase being reflected in Ohio county 4-H programs. To examine the factors, Cano and Bankston created focus groups made up of minority youth and parents involved in 4-H programs. The purpose of the focus groups was to determine factors that members and parents perceived as positive influences or barriers to joining Ohio 4-H.

Cano and Bankston's (1992) research indicated that minority youth found 4-H to provide a positive experience and that the 4-H activities were meaningful and

educational. The youth focus groups also indicated that again, youth "were most often influenced to join through a parent" (Cano & Bankston, 1992, p. 25). Barriers to involvement in Ohio 4-H varied among the youth but included the occurrence of occasional time commitment conflicts with another activity and a sense of inequity of judging activities. The minority youth that lived in an urban setting noted that they "were unable to participate in some activities that required farm animals unavailable to them because of residence (p. 26)." Yet, these activities were perceived as priority activities.

The adult focus groups in the research by Cano and Bankston (1992) indicated that the parents were pleased with the educational opportunities and life skill development afforded through 4-H programs. However, many of the parents perceived that 4-H programs were for rural white youth and involved animals. In addition, the lack of advertising and the lack of minority youth in those advertisements created a barrier to involvement (Cano & Bankston, 1992).

Literature Review Summary

The articles in each of these topics distilled themselves into key points relating to this study. Firstly, parents are a main influence for youth to join 4-H (Cano & Bankston, 1992; Gill et al., 2010; Wingenbach et al., 2000). Secondly, youth enrolled in 4-H have positive perceptions of their experiences (Bartoszuk & Randall, 2011; Cano & Bankston, 1992; Homan et al., 2007; Seevers & Dormody, 1995). Thirdly, parents of 4-H members have positive perceptions of their family members' involvement in 4-H (Bartoszuk & Randall, 2011; Cano & Bankston, 1992). Lastly, marketing strategies to recruit 4-H members need improvement (Cano & Bankston, 1992; Harder et al., 2005; Wingenbach et al., 1999; Wingenbach et al., 2000).

While each of these articles relates to various perceptions of 4-H PYD programs, the articles focus on studying youth or parents who are enrolled or active in the program. This is most likely because 4-H members represent an easily accessible population for study by extension professionals. Many factors relating to the marketing, recruitment, and retention of 4-H were studied through these articles; however only one of them, Homan et al. (2007), contained a population with youth who had never been enrolled in 4-H. As 4-H looks to meet the objectives outlined in the 2025 vision, an understanding of the perceptions about 4-H youth development programs held by parents without youth enrolled in 4-H is needed, given that parents have been repeatedly shown to be the greatest influence for joining (Cano & Bankston, 1992; Gill et al., 2010; Wingenbach et al., 2000). Certainly, obtaining the perceptions of parents and caregivers of local ethnic minority youth would also be advantageous and should be examined as well.

PURPOSE

The purpose of this qualitative study was to:

1)   Determine the perceptions about 4-H held by urbanized area parents who

do not have children enrolled 4-H club program.

2)   Collect data that will be useful in creating a quantitative questionnaire for

the purposes of further study into the perceptions of parents who do not

have children in a 4-H PYD program.

Methods

Qualitative Method Selection

This study used qualitative survey methodology to examine the perceptions about 4-H PYD programs held by parents who do not have youth enrolled in the program. Due to the lack of research with parents who do not have youth in 4-H PYD, there is not sufficient data to develop a survey for quantitative methodology. Trochim, Donnelly, & Aurora (2016) noted that qualitative research concerns itself with how people experience and interpret the world in which they live. Qualitative methods are also useful when there is a lack of previous research, allowing the researcher to form some initial theories. While there is research about perceptions regarding the 4-H PYD program, it focuses on parents or youth who have experience with 4-H PYD programs. The researcher was not able to locate research regarding perceptions of the 4-H PYD program by parents who do not have experience in 4-H. Thus, qualitative research is needed to develop initial theories about parents' perceptions before quantitative research can be conducted.

Qualitative Traditions

Qualitative methods have many avenues in which to collect data for hypothesis and to guide further research. Trochim et al. (2016) outlines four qualitative traditions, defined as "a general way of thinking about qualitative research." The four traditions outlined are; ethnography, phenomenology, field research, and grounded theory.

Trochim et al. (2016) characterized ethnography as a field stemming largely from the field of anthropology. Specifically, ethnography is centered around studying a phenomenon as it relates to a certain cultural group within society. As this research is

centered around parents of youth who are not involved in 4-H programs, and not a certain cultural group, an ethnographic approach is not proposed.

The second tradition outlined by Trochim et al. (2016) is phenomenology, the study of how a phenomenon is experienced by participants. While the focus of this study is on what parents without youth in 4-H programs perceive 4-H to be, it does not focus on their experience with 4-H programs. Thus, phenomenology was not considered by the researcher.

The third tradition Trochim et al. (2016) outlines is field research. The main idea behind field research is that the researcher goes out into the field to observe phenomena. This tradition is mainly related to the method of observing participants as they experience a phenomenon. Again, this research focuses on the perceptions of parents who do not have youth participating in 4-H programs. As a result, field research was not considered by the researcher.

The final tradition detailed by Trochim et al. (2016) is grounded theory. Grounded theory was originally conceived in the 1960s to develop theory grounded by observations of a phenomenon. In grounded theory research, a researcher can interview numerous participants to extract common themes that will eventually develop into theories. Once theories have been developed, the research will then interview more participants to determine if that theory holds true. This process will continue until a consensus about a phenomenon is reached. Grounded theory research is intended to be used when limited or no research exists about a phenomenon. Theories developed through grounded theory research can be used to further explore a phenomenon in future

research. As this research will not continually build upon itself, grounded theory was not a method considered for this research.

Nowell, Norris, White and Moules (2017) believe another qualitative method exists, thematic analysis, that is useful when working in a research team and large amounts of qualitative data sets. As this research will involve interviews with multiple participants and be analyzed by the researcher and the thesis advisor, thematic analysis was the research method utilized in this study.

Research Method

A thematic analysis method utilizing a case study approach was utilized for this study. The case at the center of this research is that a large amount of the population who have children eligible for 4-H PYD programs is not enrolling or becoming involved in 4-H PYD programs. The collection method for this research was in-depth, semi-structured interviews. Longhurst (2009) notes that semi-structured interviews have a list of prepared questions and should unfold in a conversational manner that allows participants the chance to pursue avenues that they deem important. For this study, a list of 12 interview questions were created (Appendix C) that would allow for the participant to go in depth or follow a thought they felt needed more explanation.

Knowing that no research exists concerning parents who do not have youth in 4-H programs, the questions must gain insight into the grand question of "*what do they perceive 4-H programs to be?*" As such, the questions should explore their knowledge of: youth development programs in general, what they look for in youth development programs, what may keep them from enrolling their child in youth development

programs, what marketing they have seen, and their knowledge of 4-H. The questions were designed to limit the chance of being guided towards one perception or another and to gauge an overall perception of 4-H youth development programs. To keep from guiding the participants towards any one perception of 4-H, only generalized questions about 4-H were asked, such as, "*What is your understanding of the 4-H positive youth development program?*" Questions such as, "*Do you believe that youth must raise an animal to be in 4-H?*" were not asked as they are too specific for semi-structured interviews and may lead the participants towards a certain perception.

Participant Selection

Participants for this research were recruited through a snowball sampling method. Trochim et al. (2016) defines snowball sampling as identifying individuals who meet the criteria, then asking them to identify other potential participants. Eligible participants had a child enrolled in third, fourth, or fifth grade at an elementary school in Rapid City, SD. This grade range was chosen based on the minimum age requirement to be enrolled as a 4-H member which is eight, and that the peak age for first year enrollment is 11 (Harder et al., 2005). Furthermore, the parents/guardians will be the focus of the semi-structured interviews as parents/guardians have the greatest influence on their children joining 4-H (Gill et al., 2010). The estimated total population of parents/guardians in Rapid City, SD, is 15,000 given that there are an estimated 18,155 youth between the ages of 5-18 years old (Missouri Census Data Center, 2012).

To recruit participants, a flyer (Appendix B) was created and emailed to the principals of each elementary school within the RCAS district asking them to forward the email to parents and to the president of their school's parent teacher association. When

emails for the school's parent teacher association were available on the school's website, an email was sent directly to them asking for them to distribute the flyer and for information regarding their next meeting. As a result, two parent teacher association meetings were attended to help recruit participants with four participants being a direct result of those meetings. The remaining participants came from suggestions of the parent teacher association or from the flyers.

In total, nine participants were interviewed for this study. After each interview, participants were asked to complete a short questionnaire with demographic information (Appendix D). Due to using the snowball sampling method and without targeting specific demographics, there was not an intention for the sample to be representative of the racial demographics of Rapid City, SD. According to the 2016 U.S. Census Bureau Estimates, self-reported racial background of adults in Pennington County is: White 83.60%, Black or African American 1.30%, American Indian or Alaska Native 10.10%, Asian 1.10%, Native Hawaiian or other Pacific Islander .10%, and two or more races 3.70%. In the current study, the two largest racial populations in Rapid City, SD, White and American Indian/Alaska Native, are represented proportional to that of the racial demographics in the city. The participants of this study self-identified as White, Native Hawaiian, or American Indian/Alaska native.

Participant Profiles Questionnaire Responses

Information from the participant demographics questionnaires were used to create the participant profiles.

Amelia (pseudonym) is between the ages of 31 and 40 and a mother of five children between the ages of six and 14. Amelia self-identified as Caucasian, not

Hispanic or Latino, and has been a resident of Rapid City for five to six years. Amelia did not indicate that her children are part of any PYD programs.

Adam is over the age of 60 and a father of five children between the ages of eight and 39. Adam self-identified as Caucasian, not Hispanic or Latino, and has been a resident of Rapid City for nine to ten years. Adam indicated that his children are part of school athletics.

Britany is between the ages of 31 and 40 and a mother of twins who are nine years old. Britany self-identified as a Caucasian and native Hawaiian/Pacific Islander, not Hispanic or Latino. She has been a resident of Rapid City for more than 11 years. Britany indicated that her children are part of BMX racing.

Chloe is between the ages of 31 and 40 and a mother of one child who is 12 years old. Chloe self-identified as Caucasian, not Hispanic or Latino, and has been a resident of Rapid City for more than 11 years. Chloe did not indicate that her children are part of any PYD programs.

Diana is between the ages of 31 and 40 and a mother of two children between the ages of three and seven. Diana self-identified as Caucasian, not Hispanic or Latino, and has been a resident of Rapid City for more than 11 years. Diana indicated that her children are part of Boy Scouts and youth sports.

Ellie is between the ages of 31 and 40 and a mother of two children between the ages of nine and 15. Ellie self-identified as Caucasian, not Hispanic or Latino, and has been a resident of Rapid City for more than 11 years. Ellie indicated that her children are part of YMCA, Youth and Family Services, and youth sports.

Brian is between the ages of 41 and 50 and a father of two children between the ages of ten and twelve. Brian self-identified as Caucasian, not Hispanic or Latino, and has been a resident of Rapid City for more than 11 years. Brian indicated that his children are part of PYD programs offered through the South Dakota National Guard.

Francine is between the ages of 41 and 50 and a mother of five children between the ages of five and 16. Francine self-identified as American Indian/Alaska Native, not Hispanic or Latino, and has been a resident of Rapid City for more than 11 years. Francine indicated that her children are part of the YMCA Youth Institute.

Chris is between the ages of 41 and 50 and a father of five children between the ages of five and 14. Chris self-identified as Caucasian, not Hispanic or Latino, and has been a resident of Rapid City for more than 11 years. Chris indicated that his children are part of the YMCA Youth Institute.

Data Collection

As potential participants contacted the researcher, interviews were set up at a location agreed upon by the participant and the researcher. Eight of the interviews were in a private location such as the participants home, while one interview was conducted at a restaurant as it was the best location for the participant. For data collection purposes, each interview was recorded with two electronic devices to ensure recording quality and as a fail-safe. In addition, the researcher took hand written notes in the event that both recording devices failed. Once the interviews were completed, the interviews were transcribed with the aid of electronic software and checked for accuracy by the researcher. Participants were assigned a number and pseudonym based on the order in which the interviews took place.

The interviews lasted from approximately eight to 30 minutes and were conducted between February 2018 and May 2018. The length of the individual transcripts varied from five to 13 single spaced typed pages. Including the researcher's questions and follow up questions, word counts ranged from 1,048 words to 4,930 words.

Coding Methods

Once data has been collected, Nowell et al. (2017) outlines six phases to analyzing qualitative data utilizing thematic analysis; familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Each phase outlined by Nowell et al. was followed throughout the study. Each interview was independently coded by the researcher and the thesis advisor, P. Troy White, PhD. First cycle coding was accomplished through in vivo coding. In vivo coding focuses on the spoken words of the participants and enables the researchers to accurately capture the meanings inherent to people's experiences (Stringer, 2014). Second cycle coding was completed through axial coding. The objective in axial coding was to take the data coded from the in vivo coding and reassemble it to determine emergent themes. Axial coding aims to link codes into subcategories and ask how they are related (Charmaz, 2014). After coding each interview, the researchers compared each other's codes and themes to reach a consensus.

Results

After coding the interviews, it became clear that the emergent themes came from the entire interview rather than specific questions. Rather than structure the results section by interview questions, the results section is structured by the emergent themes. Coding the interviews resulted in four themes:

- Characteristics of youth development programs as influencers to joining

- Program promotion is primarily through school flyers

- Barriers to joining youth development programs

- 4-H and its connection to agriculture as a deterrent or influence for joining

Characteristics of youth development programs as influencers to joining

Throughout the interviews, the participants noted many characteristics they look for in youth development programs before enrolling their child. These characteristics were condensed into two main categories: an engaging organization and the organization is well structured/organized.

An engaging organization

When looking for PYD programs for their children, seven of the participants noted that they look for programs that are administered by an engaging organization. The desired level of engagement by the organizations varied from participant to participant. The primary definition given by the participants for engaging was that the organization had opportunities for their child to be involved and that their child was interested in the programs.

Adam noted that when looking for PYD programs, he looks at the engagement of the volunteers or staff, "*You know if I think they're motivated, having fun you know, you*

recognize the kids right away before you would a parent that, that to me means

everything." Adam also noted he looks at how an organization engages parents stating,

"*So you gotta interact, you gotta get to know the parents too because you've got to figure*

out a little bit about that kid and the way to do it is to go through the parents to see what

interests them."

Diana also noted that she looks for engaging volunteers or staff saying, "*Well, I*

mean I think the leadership helps. If you have people who are good with kids that's a

huge benefit to keep them engaged because again we have a now seven and three year

old and even if they want to do something like something to keep them interested is, you

know, for more than thirty minutes can be a challenge depending on what your topic for

the day is kind of thing. So, I think leadership whether that's the person running the

program or the coach in certain cases makes a big difference."

When looking into 4-H youth development programs, Francine found that 4-H

afforded youth to work on a project specific to them. When discussing this with her

children, Francine said "*they were excited because the projects are independent and our*

family everything is a group effort and they wanted to have something that was their

own." Francine had these discussions before moving to Rapid City, SD, and since then,

did not pursue 4-H as an option.

Furthermore, Chloe noted that when her daughter received information about 4-H

"*she came home all excited about she wants to do it on her own she's not talking about*

having friends go with her or anything." Chloe also noted later that to get her daughter

involved in an activity, she usually needs to attend programs with her. As her daughter

was excited about the programs offered, this was an attraction to 4-H.

When Amelia enrolled her children in a scouting program, she noted, "*We just encountered rather boring people and the kids are not excited about it anymore and it was hard for me to be excited about it. I thought it, too; these guys are kind of lame.*" As a result, Amelia and her children left the scouting program.

The Organization is well structured and organized

Six of the participants noted that they look for organizations that are well structured and organized in their approach to youth development. Britany noted, "*I look for something that's well organized, that has some structure and something that is definitely going to be a positive influence in their life.*"

Diana noted the structure of scouting programs with an introductory program for youth to become involved with, stating: "*they started like an introductory program to scouts here where it was you were a lion and you didn't have to do the popcorn sales and you didn't have to go to every meeting you just they had a few times during the year they met and kind of introduce them to what and then some of the big group things they let them participate so that they kind of could get into it a little bit kind of see if they thought it was fun or not.*"

Program promotion is primarily through school flyers

All nine of the participants noted that they had seen promotional materials for youth development programs with seven of the participants seeing materials sent home through the RCAS District. Two of the participants do not have children in the RCAS District and saw marketing materials in other locations. Only two of the participants noted seeing advertisements for youth development programs on television. Three of the participants noted fundraising programs as marketing and promotion.

Chloe noted that her daughter did recently bring home a flyer for 4-H that was sent through RCAS. "*Ah, my daughter did just bring home a thing for 4-H. Something with dogs starting in April.*" Chloe noted that her daughter was excited about 4-H and working with dogs and when asked about what was appealing about the flyer Chloe noted it was the content and the timing in their life with getting a dog. "*We've been talking for about a year about getting a dog… it was an opportune time for her to come home with it...yes, she wants a dog so I think it will be good teaching her those skills - how to take care of it, the obedience classes for the two of them together type thing. It just, it just fits. It's what we needed at the right moment.*"

Amelia also indicated receiving a flyer for 4-H through RCAS for an open house and ultimately missed the open house. When asked if they followed up on joining 4-H, Amelia noted the flyer was unremarkable, "*I mean I'm sure there was a contact information but it was unremarkable enough that I – I think I wrote down the date and then we missed it and that was that.*"

Diana commented that they receive many flyers through the school system and that possibly the 4-H materials get lost in the masses. "*You know when you're kind of a city kid there's maybe it's that you have just so many options for what kind of stuff you can do that it kind of falls off the radar.*" Francine had similar feelings, "*I feel like maybe there has been but there's so much that comes home that I'm not, I couldn't pinpoint.*"

Diana also said that the topic of the flyers is more attractive than the look. "*It's just I take the time to look through the folder and if there's something that I think he might be interested in I set it aside and we kind of revisit but it's more if it's a topic versus what it looks like.*"

Brian commented that when living in another state, he would see signs for 4-H. "*You would see every city or every small town you would ride in or brought in to the welcome signs in that city would have a 4-H club flyer or you would see sponsored by 4-H.*" He further commented that he did not recall seeing any 4-H marketing materials in South Dakota.

Barriers to joining youth development programs

Throughout the interviews, the most common barriers to joining any youth development organizations were cost and scheduling. Five participants mentioned that a high cost for joining would be a barrier, and seven of the participants noted when the groups meet would be a barrier if it did not fit in their schedule.

Amelia noted that one organization to accommodate her large family would be beneficial, "*We have five kids so everyone can sort of do one thing at a time and then it gets tricky trying to manage how can I get you there and how can I because my schedule is pretty rigid and my husband's can be kind of rigid so as long as we could make it work then I think we would try really hard to do that.*" She also noted that when they missed the open house event they felt it was a missed opportunity to join, whereas a local scouting group has many advertised events. "*It seems like sometimes you might feel if you've missed that one registration day or that one registration weekend then it's not okay to join in the middle of something or - so in that regard I would say that it always seems welcoming like you can come join us.*"

Brian indicated his children like to participate in a summer camp offered through the military which is offered once a year, however, it does not always fit into their schedule so their children miss out; "*…only offered once a week, or one week during the*

summer. You know, if I could do that throughout the year that'd be great, absolutely, but it's just not an option."

Diana said "*That's usually one of our biggest hurdles because I just work part time now and I can work from home but my husband is a firefighter and so he works 24 on 48 off and sometimes that creates challenges.*"

Two participants noted a concern with a lack of racial diversity in 4-H and that it would be a barrier for them to join. Francine commented, "*4-H is there doesn't seem to be very many Lakota children… it's hard for me to work with groups that aren't diverse… if it's a diverse group I know they're more tolerant or having an open mind.*"

4-H and its connection to Agriculture as a deterrent or influence for interest

All nine participants noted a connection between 4-H and agriculture, however only two participants were able to recall information about 4-H that branched out into non-agriculture-based activities. The connection to agriculture was not a deterrent for all the participants. Four of the participants were at one time interested in 4-H because of the connection to agriculture, but did not end up joining due to the lack of information they had. The major concern the four participants had was how do they get their kids involved if they cannot raise an animal on their property in town.

Amelia was at one point interested in 4-H for her daughter noting, "*I guess why I wanted my daughter to join in or I asked her to join in was because she had this big kick that she was going to be a cowgirl. She wanted to learn how to rope and she was (saying) We should go to 4-H.*" Ultimately Amelia did not explore 4-H due to a lack of information. "*Like practically speaking for 4-H when I wanted my daughter to do it I was*

like I mean I know we got the flyer but we don't live out of town how does that work

being a city kid doing something like that?"

After each interview, the participants were asked if there was anything else they wanted to add. Adam indicated that when he asked fellow parents about 4-H, a response he received was, "*A bunch of cowboys and hillbillies.*"

Britany had some familiarity with 4-H having relatives who are in 4-H clubs and had some insights into how parents view 4-H. "*Probably a negative because I think people probably associate 4-H more with like a ranch kid versus a city kid – might be the wrong perception but I think that's how I've always seen it as the kids that live in the country get to do cool things like have rabbits, have horses.*" Britany was one of those who noted 4-H's connection with topics other than agriculture. "*I do remember now last year about this time we went to Colorado and they had a big Expo set up and there was 4-Hers set up in there and they were teaching them how to build rockets.*"

Chloe, Diana, and Ellie had limited experience with 4-H. Chloe said, "*I know it has to do with animals, and kids do raise like cows and rabbits and stuff.*" Diana indicated, "*I believe 4-H is on the agricultural side of everything.*" And Ellie said of youth in 4-H: "*Just the animals and them like raising them and being involved with them.*"

Brian felt that 4-H was tied to agriculture and said, "*What I understand 4-H is mostly in the agricultural-based organization that develops skill sets in children to learn how to do animal husbandry and farming and those kind of activities.*"

Francine noted that some may view 4-H as an agriculture organization: "*I believe that most urban parents see it as a solely agricultural organization.*" Francine also noted that 4-H has evolved to include other topics: "*Now it's more stem based. I guess that's what I am aware of.*" She also noted that 4-H needs to do a better job of advertising saying, "*You need to break through on your STEM (Science, Technology, Engineering, Mathematics) side probably with public broadcasting. A lot of the parents I know listen to podcasts.*"

Chris had a limited understanding from his youth and noted, "*My understanding is kind of old but I know, you know, initially it was more rural focus, um, it was more focused for the rural community, the kids that, you know, maybe have a future or, you know, are looking forward to farming, agricultural careers or lifestyles, you know, um, there's a lot of, a lot of animal interaction, a lot of animal showing.*"

Discussion

Previous research found that parents are the main influence for joining 4-H (Cano & Bankston, 1992; Gill et al., 2010; Wingenbach et al., 2000). This case study supports and broadens their research in that parents are still involved in the process of joining any PYD program. All the participants indicated they would support their children in joining a PYD program with the primary barriers of scheduling and cost. 4-H administrators should assess the scheduling of their programs to determine if there is overlap with major community events or other PYD organizations. Additionally, 4-H administrators will need to make a concerted effort to engage parents directly rather than relying only on passive marketing methods. This may include attending PTA meetings to discuss 4-H, attending school functions that allow outside organizations, or promoting 4-H through local community events. To further market 4-H programs, 4-H administrators should consider modern, less expensive ways to get information out to parents. Blogs, Podcasts, and social media are all avenues to get marketing messages out to the public.

When it comes to passive marketing methods for PYD programs, all all nine participants recalled seeing passive marketing materials for PYD programs, with only two recalling marketing materials for 4-H. This result was somewhat surprising as 4-H marketing materials were sent home through the RCAS District two weeks before the first interview, and six weeks before the last interview. Two of the participants did not have children enrolled in RCAS, however they still noted seeing marketing materials for PYD programs. As the majority of participants did not recall seeing marketing materials for 4-H, this supports previous findings that 4-H marketing materials are in need of

improvement (Cano & Bankston, 1992; Harder et al., 2005; Wingenbach et al., 1999; Wingenbach et al., 2000).

The local 4-H marketing efforts fail to communicate 4-H assists in developing life skills (Carter & Kotrlik, 2008; Fox et al. 2003; Lerner & Lerner, 2013; Rusk et al., 2003; Seevers & Dormody, 1995), and that 4-H has opportunities for youth in subjects other than agriculture. The participants of this study are looking for PYD programs that are engaging and well organized/structured. If local marketing efforts were more effective in communicating opportunities other than agriculture, it may lead to an increase in youth membership and adult volunteerism.

If 4-H administrators utilize passive marketing methods such as flyers sent home through schools, these materials need to be attractive to parents and effective in communicating information about 4-H. Aspects such as life skill development in 4-H, costs, dates, and time of events need to be the most prominent. Furthermore, marketing materials should note if youth can join at any time and where more detailed information can be found. When referencing where additional information can be found, 4-H administrators must ensure that the information is easy to find and comprehend. In the instances that parents or youth contact 4-H inquiring about agricultural opportunities, administrators should have information on raising animals in their local communities and any restrictions imposed by local governments.

Another area of note is the concerns of two participants in the area of racial and ethnic diversity. These two participants indicated that the lack of racial and ethnic diversity would be a barrier to them joining 4-H. The concerns align with the research of Cano and Bankston (1992) that found parents of minority youth believed 4-H to be for

rural white youth. While this concern was not indicated by a majority of the participants, it is an area that needs to be addressed. The 2025 Vision aims to have 4-H "reflect the population demographics, vulnerable populations, diverse needs and social conditions of the country" (NIFA, 2017, p,2). This raises the question of what parents of minority youth view as diversity. As an example, if a 4-H club in Rapid City, SD, of 20 youth reflected the demographics of the community, only four of the youth would be of a minority race or ethnicity. While this would meet the goal of the 2025 Vision, the concerns of these two participants cause the researcher to ponder if this club would be viewed as diverse in the eyes of the participants.

Limitations

This study was confined by resources to one urban area in South Dakota. As South Dakota is a state with a large agricultural presence and two urban areas, both of which are under a population of 200,000, this study should be repeated in larger, less agricultural focused, urban areas. An effort to reach a more diverse population such as immigrants should also be considered.   Further studies need to consider the perceptions of 4-H in larger urbanized areas across the United States and effective marketing strategies of PYD programs.

Summary

This study sheds light on a hard truth that South Dakota 4-H administrators will need to face to meet the goals set forth in the 2025 Vision. To grow the 4-H program and accomplish the goals of the 2025 Vision, 4-H administrators must avoid marketing materials that focus on the agricultural aspects of 4-H. This is not suggesting that 4-H

drop the agricultural programs it offers. Rather, 4-H must market itself as what it is, a PYD organization that promotes life skills and leadership development. A focused marketing effort on non-agricultural opportunities in 4-H that highlights programs in robotics, aerospace, or engineering may be extremely effective in reaching new audiences. All three of those programs currently exist in South Dakota 4-H yet the participants of this study mainly recognized 4-H's connection to agriculture. As a first step, 4-H administrators must conduct an analysis of their current marketing efforts to determine how heavily agriculture is promoted.

The pronounced connection between 4-H and agriculture is causing an artificial barrier to joining. However, this artificial barrier can be overcome with effective marketing strategies and a concerted effort to highlight life skill development, and leadership aspects of 4-H.

REFERENCES

Bartoszuk, K., & Randall, B. A. (2011). Characteristics and perceptions of 4-H

    participants: gender and age differences across adolescence. *Journal of Extension*,

    49(3), Article 3FEA6. Available at: https://www.joe.org/joe/2011june/a6.php

Brooks, J. G., & Brooks, M. G. (1993). *In search of understanding: The case for*

    constructivist classrooms. Alexandra, VA: Association for Supervision and

    Curriculum Development.

Cano, J., & Bankston, J. (1992). Factors which influence participation and non-

    participation of ethnic minority youth in Ohio 4-H programs. *Journal of*

    Agricultural Education, *33*(1), 23-29. doi:10.5032/jae.1992.01023

Carter, D. N., & Kotrlik, J. W. (2008). Factors related to the developmental experiences

    of youth serving as 4-H camp counselors. *Journal of Agricultural Education*,

    49(2), 50-63. doi:10.5032/jae.2008.02050

Dewy, J. (1900/1970). *The school and society*. (J. A. Boydston, Ed.). Carbondale, IL:

    Southern Illinois University Press.

Dewy, J. (1938). *Experience and education*. New York: Collier Books.

Fox, J., Schroeder, D., & Lodl, K. (2003). Life skill development through 4-H clubs: the

    perspective of 4-H alumni. *Journal of Extension*, *41*(6), Article 6RIB2. Available

    at: https://www.joe.org/joe/2003december/rb2.php

Fenn, Geraldine (1963). *Working with young people in self-determined projects.* Montana

    Cooperative Extension Service.

Gill, B. E., Ewing, J. C., & Bruce, J. A. (2010). Factors affecting teen involvement in

    Pennsylvania 4-H programming. *Journal of Extension*, *48*(2), Article 2FEA7.

    Available at: https://www.joe.org/joe/2010april/a7.php

Harder, A., Lamm, A., Lamm, D., Rose, H., & Rask, G. (2005). An in-depth look at 4-H
enrollment and retention. *Journal of Extension*, *43*(5), Article 5RIB4. Available
at: https://www.joe.org/joe/2005october/rb4.php

Hendricks, P. (1998). Developing Youth Curriculum Using the Targeting Life Skills
Model. Iowa State University. http://www.extension.iastate.edu/4H/skls.eval.htm

Homan, G., Dick, J., & Hedrick, J. (2007). Youth perceptions of Ohio 4-H. *Journal of
Extension*, *45*(4), Article 4RIB3. Available at:
https://www.joe.org/joe/2007august/rb3.php

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and
development.* Princeton, JN: Prentice-Hall.

Lerner, R. M., & Lerner, J. V. (2013). The positive development of youth:
Comprehensive findings from the 4-H study of positive youth development.
Chevy Chase, MD: National 4-H Council.

Longhurst, R. (2009). Interviews: In-Depth, Semi-Structured. *International Encyclopedia
of Human Geography,* 580-584. doi:10.1016/b978-008044910-4.00458-2

Missouri Census Data Center. (2012) Population estimates by age. [Data file]. Retrieved
from http://mcdc.missouri.edu/websas/estimates_by_age.shtml

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis.
International Journal of Qualitative Methods, *16*(1), 160940691773384.
doi:10.1177/1609406917733847

Radhakrishna, R., Foley, C., Ingram, P., & Ewing, J. C. (2013). Effectiveness of the 4-H
program as perceived by parents of 4-H participants. *Journal of Extension*, *51*(4),
Article 4RIB8. Available at: https://www.joe.org/joe/2013august/rb8.php

Rusk, C. P., Summerlot-Early, J. M., Machtmes, K. L., Talbert, B. A., & Balschweid, M.
    A. (2003). The impact of raising and exhibiting selected 4-H livestock projects on
    the development of life and project skills. *Journal of Agricultural Education*, *4*(3),
    1-11. doi:10.5032/jae.2003.03001

Seevers, B. S., & Dormody, T. J. (1995). Leadership life skills development: perceptions
    of senior 4-H youth. *Journal of Extension*, *33*(4), Article 4RIB1. Available at:
    https://www.joe.org/joe/1995august/rb1.php

South Dakota State University (2017). [South Dakota ES237 report for the 2015-2016
    4-H year]. Unpublished raw data.

Stringer, E. T. (2014) *Action Research* (4th Edition). Thousand Oaks, CA: Sage.

Trochim, W. M., Donnelly, J. P., & Arora, K. (2016). *Research methods: The essential
    knowledge base*. Boston, MA: Cengage Learning

U.S. Census Bureau (2018). *Quick Facts Pennington County, South Dakota.* Retrieved
    from https://www.census.gov/quickfacts/penningtoncountysouthdakota.

U.S. Department of Agriculture, National Institute of Food and Agriculture. (March,
    2016). Fact sheet 4-H youth development. Retrieved from
    https://nifa.usda.gov/sites/default/files/resources/4-H%20Overview_0.pdf

U.S. Department of Agriculture, National Institute of Food and Agriculture. (January,
    2011). What is a 4-H club? Retrieved from
    https://nifa.usda.gov/sites/default/files/resource/What%20is%20a%20Club%20v.
    7-11.pdf

U.S. Department of Agriculture, National Institute of Food and Agriculture. (March,

2017). Strategic plan 4-H youth development a 2025 vision. Retrieved from

https://nifa.usda.gov/sites/default/files/resources/National%204-

H%20Strategic%20Plan%202017.pdf

Wingenbach, G. J., Meighan, T., Lawrence, L. D., Gartin, S. A., & Woloshuk, J. M.

(1999). Associated factors in recruitment and retention of 4-H members in West

Virginia. *Journal of Agricultural Education*, *40*(1), 23-29.

doi:doi:10.5032/jae.1999.01023

Wingenbach, G. J., Nestor, C., Lawrence, L. D., Gartin, S. A., Woloshuk, J., & Mulkeen,

P. (2000). Marketing strategies for recruiting 4-H members in West Virginia.

Journal of Agricultural Education, *41*(1), 88-94. doi:10.5032/jae.2000.01088

APPENDIX A

South Dakota State University Institution Review Board Exemption letter

South Dakota
State University
SDSU®

Office of Research Assurance
and Sponsored Programs

Box 2201, SAD 200
SDSU
Brookings, SD 57007-1998
Phone: 605-688-5051
FAX: 605-688-5530

Dianne.Nagy@sdstate.edu

To: Matthew Olson, Department of Teaching, Learning, and Leadership

Date: September 29, 2017

Project Title: Parents in Urbanized Areas and Their Perception of 4-H Youth Development
             Programs

Approval #: IRB-1709020-EXM

Thank you for bringing your project to the Human Subjects Committee. Your project is
approved as exempt from the Common Rule because it fits the following category (from 45 CFR
46.101 (b)):

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement),
survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified,
directly or through identifiers linked to the subjects; and (ii) any disclosure of the human
subjects' responses outside the research could reasonably place the subjects at risk of criminal or
civil liability or be damaging to the subjects' financial standing, employability, or reputation.

If there are any unanticipated problems involving risks to subjects or others or changes in
procedures during the study, please contact the SDSU Research Compliance Coordinator. Please
inform the committee when your project is complete.

If I can be of any assistance, don't hesitate to let me know.

Sincerely,

Dianne Nagy
Acting IRB Coordinator

APPENDIX B

School Flyer (Front)

Pennington County 4-H wants to hear from YOU!

Where do you look for positive experiences for your child?

What do you look for in youth development opportunities for your child?

Pennington County 4-H is studying the perceptions of youth development programs that parents/guardians may have. This study will help in marketing the 4-H program and understanding what you are looking for in a youth development program.

What's involved?

    Participation in a one-on-one interview with the researcher.

    Review of the transcript from the interview.

Interviews will take place at a location decided upon by you and the researcher.

$20 prepaid VISA® gift card for participants who complete the study.

Interested? Contact Matthew Olson by phone (928) 727-8989 or via email matthew.r.olson@sdstate.edu

School Flyer (Back)

Dear Elementary School Parent or Guardian:

I am conducting a research project entitled "Parents in Urbanized Areas and Their Perception of 4-H Youth Development Programs" as part of a Thesis at South Dakota State University. The purpose of the study is to learn your perceptions of 4-H youth development programs in order to learn how to effectively market and promote programs to parents and guardians.

You as a parent of an elementary aged student are invited to participate in the study by participating in a one-on-one interview. We realize that your time is valuable and have attempted to keep the requested information as brief and concise as possible. It will take you approximately one hour and thirty minutes of your time. Your participation in this project is voluntary. You may withdraw from the study at any time without consequence.

There are no known risks to you for participating in this study.

The benefit to you will be a $20 prepaid VISA® gift card that will be given to you at the completion of the study. Your responses will also benefit the 4-H program in Pennington County in that the study looks to reveal perceptions held by parents and guardians.

Your responses are strictly confidential. When the data and analysis are presented, you will not be linked to the data by your name, title or any other identifying item.

Please assist me in my research and contact me by either cell phone or email listed below. Your consent is implied by volunteering to participate in the study. Please keep this letter for your information. If you have any questions, now or later, you may contact us at the number below. Thank you very much for your time and assistance. If you have any questions regarding your rights as a research participant in this study, you may contact the SDSU Research Compliance Coordinator at 605-688-6975, SDSU.IRB@sdstate.edu.

Sincerely,

Matthew Olson
601 E Centre St, Rapid City, SD 57701
matthew.r.olson@sdstate.edu
(928) 727-8989

This project has been approved by the SDSU Institutional Review Board, Approval No.: IRB-1709020-EXM

APPENDIX C

Interview Questions:

1. Please tell me about your familiarity with positive youth development programs such as 4-H, boy scouts or girl scouts.

2. When looking for a positive youth development program for your child, what are the characteristics that you would look for?

3. If you found a program that has these characteristics, what would keep you from enrolling your child in the program?

4. What are the life skills that you would like to see your child develop by being a member of a positive youth development organization, such as 4-H, boy scouts or girl scouts?

5. If you found a positive youth development program that helps youth develop life skills, what would keep you from enrolling your child in the program?

6. What is your understanding of the 4-H positive youth development program?

7. Have you seen any marketing for positive youth development programs? If so, what aspects of the marketing do you remember? TV, Online, Other?

8. Have you seen any marketing for the 4-H positive youth development program? If so, what aspects of the marketing for the 4-H positive youth development program do you remember? TV, Online, Other?

9. Does your child have friends in the 4-H positive youth development program?

10. What comments have you heard from your child about the 4-H positive youth development program?

11. What barriers prevent your child from being enrolled in 4-H positive youth development programs?

12. What else do you think I need to know about how parents see the 4-H positive youth development program in our county?

APPENDIX D

Demographics questionnaire

Participant #_____

Race:

White   Black or African American

American Indian and Alaska Native   Asian

Native Hawaiian and Other Pacific Islander

Ethnicity:

Hispanic or Latino   Not Hispanic or Latino

Age:

20-30 years old   31-40 years old   41-50 years old   51-60 years old

60+ years old

How long have you lived in the area:

1-2 years   3-4 years   5-6 years   7-8 years   9-10 years   11+years

How many children do you have?

1   2   3   4   5+

How old is your oldest child?

How old is your youngest child?

Is your child in any positive youth development programs?   Yes   No

If yes, what program(s)?

Boy Scouts   Girl Scouts   FFA   Boys and Girls Club

Other: _____