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Louisiana 4-H Agents' Perceptions of the 4-H Civic Engagement Mission Mandate

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LOUISIANA 4-H AGENTS' PERCEPTION OF THE 4-H CIVIC ENGAGEMENT MISSION MANDATE

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of Science

in

The Department of Agriculture and Extension Education and Evaluation

by
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B.S., Louisiana State University, 2017
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Abstract

4-H, America's largest youth development organization, allows "youth to engage in hands-on learning in areas such as health, science, agriculture, and civic engagement in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles" (National 4-H Council, n.d.) However, 4-H Agents are the gatekeepers to 4-H programs because they lead educational and personal development programming that allow youth to grow and mature. As such, Louisiana 4-H Agents were the population ($n=78$) under study. As such, I analyzed 4-H Agents' perceptions of the value they place on youth participating in civic engagement programs, while also evaluating how 4-H agents are promoting, conducting, and analyzing the participation level of 4-H members who engage in such programs at the parish level. In response, 4-H Agents reported the top three civic engagement activities they promoted at the parish level were: (1) 4-H Club governance, (2) 4-H Day at the Capitol, and (3) leadership trainings. Also, participants indicated that, (a) leadership, (b) mutual respect and understanding, and (c) character were the key components of the 4-H Civic Engagement Mission Mandate they emphasized. Finally, after analyzing differences between participants, it was found that most Agents were either from the Millennial or Generation X classification. Further, the majority of respondents revealed the LSU AgCenter has employed them as a 4-H Youth Development Agent for five years or less.

Chapter 1. Introduction

Rationale

4-H, America's largest youth development organization, allow "youth to complete hands-on projects in areas like health, science, agriculture and civic engagement in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles" (National 4-H Council, n.d.). In 2007, National 4-H Headquarters and National 4-H council established the 4-H mission mandates, science, healthy living and citizenship, to move the vision and mission of the 4-H program forward (National 4-H Council, 2007). Since then 4-H has expanded its program offerings to include STEM (science, technology, engineering, and math), agriculture, healthy living, and civic engagement. In 2018, National 4-H Headquarters renamed and revised the Citizenship Mission Mandate to now be the Civic Engagement Mission Mandate. Because there has not been research conducted since the change of the mission mandate it is important to see how 4-H Agents are adapting to the change.

Purpose of the Study

4-H Agents are the gatekeepers in the 4-H program, providing educational and personal development opportunities for youth to grow. Each state and county/parish offer different programming opportunities to ensure their members can thrive as they transition into adulthood. The purpose of this study was to analyze the 4-H agents' perceptions of the value of youth participating in civic engagement programs, while also evaluating how 4-H agents are promoting, conducting, and analyzing the participation level of 4-H members who engage in such programs at the parish level.

Objectives

Objective 1: Describe civic engagement programs that 4-H Agents have conducted at the parish level.

Objective 2: Describe the level of importance 4-H Agents place on activities on the parish level using the components that make up the four topic areas within the civic engagement mission mandate.

Objective 3: Describe the 4-H Agents' perception of the benefits that youth receives from participating in civic engagement programs.

Objective 4: Describe 4-H Agents' beliefs about the four topic areas (community engagement, service, civic education, and personal development) that make up the civic engagement mission mandate.

Objective 5: Describe the difference between age, years of service, level of education, gender identity, and perceived importance of civic engagement programs or activities.

Objective 6: Describe the difference between age, years of service, level of education, gender identity, and beliefs about the 4-H Civic Engagement Mission Mandate.

Definitions of Terms

4-H Youth Development: 4-H is America's largest youth development organization is reaching nearly six million youth ages 5 through 19 across the United States. The 4-H Youth Development Program is delivered by the Cooperative Extension Service, which is comprised of 100 land-grant universities (National 4-H Council, n.d.).

Character: distinguishing among moral qualities, moral virtues, and moral reasoning abilities. A moral person understands right and wrong and willfully chooses what is right; a virtuous person engages in good behavior intentionally, predictably, and habitually; an ethical person figures out what is right or good when this is not obvious (Encyclopedia of Education, 2002).

Citizenship: 4-H Citizenship is the knowledge, skills, attitudes and motivation that give youth the capacity to move beyond one's individual self-interest and to be committed to the well-being of some larger group (Schillings & Fox, 2011).

Civic Engagement: 4-H Civic Engagement involves working to make a positive difference in one's community and developing the combination of knowledge, skills, values and motivation to make that difference (Elrich, 2000).

Civic Education: Civic education is all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities (Crittenden & Levine, 2018).

Civic Responsibility: the responsibilities of a citizen. Comprised of actions and attitudes associated with democratic governance and social participation. (Self, n.d.)

Civility: Formal politeness and courtesy in behavior or speech. (English Oxford Living Dictionary, n.d.)

Communication: a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. (Merriam-Webster Dictionary, n.d.)

Community Service: work that is done without pay to help people in a community. (Merriam-Webster, n.d.).

Community Youth Development: Community Youth Development (CYD) the ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives. (Schillings & Fox, 2011).

Critical Thinking and Problem Solving: the process or act of finding a solution to a problem.
(Merriam-Webster Dictionary, n.d.)

Cultural Heritage: An expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. (ICOMOS, 2002, p. 21)

Global Context: A common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. (International Baccalaureate, n.d.)

Global Engagement: A committed, meaningful interaction with the world as a whole.
(Embleton, 2015, p. 2)

Government Principles, Processes and Structure: describes how the government runs and how the systems under the government work together. (Schillings & Fox, 2011)

History: a chronological record of significant events often including an explanation of their causes. (Merriam-Webster Dictionary, n.d.)

Informed Decision Making: a decision based on facts or information. (Merriam-Webster Dictionary, n.d.)

Intercultural Competence: is the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions. (Mckinnon, n.d.)

Leadership: the visible role an organization or individual assumes in order to direct and inspire others. (Schillings & Fox, 2011)

Leadership Development: the teaching of leadership qualities, including communication, ability to motivate others, and management, to an individual who may or may not use the learned skills in a leadership position (Business Dictionary, n.d.).

Louisiana 4-H Agent: someone who provides overall leadership in a specific parish for “non-formal youth development education in the parish, and work with and through volunteers to plan and organize a well-balanced 4-H youth program. (Smith, 2019).

Mutual Respect and Understanding: a feeling that something or someone is good, valuable or important, shared between two or more people. (Kingsway Primary School, n.d.)

Personal Roles and Responsibilities: taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you. (Schillings & Fox, 2011)

Service-Learning: Service-learning is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. (National Youth Leadership Council, n.d.).

Social Justice: A vision of a society wherein the distribution of resources, opportunity, societal benefits and protection is equitable for all members. (Fields, Moncloa, & Smith, 2018, p.3)

Youth Voice: the ideas, opinions, involvement and initiative of people considered to be “young”. (National Service Inclusion Project, n.d. p. 2)

Assumptions

1. Louisiana 4-H professionals were honest about their parish civic engagement programs over the last year.
2. Louisiana 4-H professionals have primary control regarding what programs and projects are offered in their parish.

Limitations

1. This study was limited to 4-H Agents' and Program Assistants employed by the LSU AgCenter.
2. Because the population in this study is Louisiana 4-H professionals, this study may not be generalized for 4-H professionals in other states.

Chapter 2. Review of Related Literature

Cooperative Extension and 4-H Youth Development

“The Cooperative Extension System (CES) is a public-funded, non-formal educational system that links the education and research resources of the United States Department of Agriculture (USDA), land-grant universities, and parish/county administrative units” (Seevers & Graham, 2012, p.1). The CES was established by the passing of the Smith-Lever Act in 1914 and established a partnership between the USDA and land-grant universities. Therefore, professionals who represent 1862, 1890, and 1994 land-grant universities make up the CES. Land-grant universities classified as 1862 institutions were created by the Morrill Act of 1862. Meanwhile, the Morrill Act of 1890, established 16 black land-grant colleges in the south and gave land-grant status to Tuskegee Institute. Those 16 land-grant universities are classified as 1890 institutions. The passing of the Elementary and Secondary Education Reauthorization Act in 1994, established 29 Native American colleges that compose the American Indian Higher Education Consortium. These 29 colleges are considered 1994 land-grant institutions. Through the Smith-Lever Act, the CES has been accomplishing its mission through specific goals and objectives and is delivered in four program areas; Agriculture and Natural Resources (ANR), Family and Consumer Sciences (FCS), 4-H Youth Development, and Community and Economic Development (Seevers & Graham, 2012, p.9).

4-H Youth Development “was not the idea of a recognized national leader, not the result of a charismatic personality” (Wessel & Wessel, 1982, p. 2). In 1896, Liberty Hyde Bailey of Cornell University began using funds to distribute leaflets to schools to explain how the natural environment was a classroom. Albert B. Graham, superintendent of schools for Springfield Township, Ohio, attended a professional development meeting and heard about Bailey’s idea and began to offer vocational education into his urban schools, to combat the notion that students

wanted to leave the countryside, and farming find careers within the city (Wessel & Wessel, 1982). By 1902, Graham held his first meeting with his students and concentrated on projects that they could easily understand and complete. With Graham's success, surrounding school systems began offering vocational education and he Graham sought help from the Ohio Agricultural Experiment Station. Ohio State University (OSU) saw Graham's worth in his approach to teaching agricultural techniques to youth and gave them a sense of pride in their rural heritage, OSU invited him to be the first superintendent of Extension in 1905. Several states joined the movement and began offering additional projects ranging from canning tomatoes to raising livestock.

Louisiana Cooperative Extension and 4-H Youth Development

Within the State of Louisiana, the 4-H Youth Development Program is a part of the Louisiana Cooperative Extension Service (LCES) (LSU AgCenter, n.d.). The passing of the Morrill Act of 1862 provided financial support to the states to establish colleges specializing in "Agriculture and the mechanic arts" (Encyclopaedia Britannica, n.d.). The states first land-grant university started as the State Seminary of Learning at Pineville, Louisiana in 1860. In 1870, the Louisiana State legislation passed an act to change the name of the state land-grant institution to LSU (Forrest, 1987, p.32). The passing of the Smith-Lever Act of 1914 established the CES, which provided "cooperation of the USDA and land-grant colleges in conducting agricultural Extension work" (Forrest, 1987, p. 53). William Rufus Dodson became the first director of LCES from 1914 to 1917.

The widespread recognition of Graham's vocational education method reached Louisiana in December 1907. Avoyelles Parish Superintendent of Education, V.L. Roy, established the first Corn Club in 1908, where over 300 boys across Avoyelles Parish traveled to Moreauville, LA to

join. Word spread rapidly across the state and partnerships between the Director of LCES and the Department of Agriculture began. After the first year, statewide membership grew from 1,129, and by 1910, enrollment increased to 4,672 boys. By 1914 the Boy's Corn Club was a part of the LCES under the Smith-Lever Act. LCES continued to follow the national movement of 4-H and began offering additional programs ranging from agriculture, home economics, camps, and much more.

Today, the Louisiana 4-H Youth Development Program continues to provide meaningful opportunities for youth across the state. The program currently has 178,801 members ranging from kindergarten to 12th grade and focuses on delivering the development of the essential elements of belonging, independence, mastery, and generosity (Louisiana 4-H, 2018; Louisiana 4-H, n.d.). Following National 4-H Headquarters program focus areas, Louisiana 4-H continues to conduct programs and evaluate efforts to better serve young in healthy living, science, and citizenship.

4-H Mission Mandates

Since the creation of Boys' Corn Clubs and Girls' Canning Clubs, 4-H has been on a mission to "assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive, and contributing members of society" (Wessel and Wessel, 1982, p. 331). 4-H began as a club to educate youth on farming practices and expanded to included projects in STEM (Science, Technology, Engineering, and Math) and agriculture, healthy living, and civic. In 2007, National 4-H Headquarters adopted the three program areas recently mentioned to categorizes the projects offered through its organization (National 4-H Council, 2008).

4-H Civic Engagement Mission Mandate

Edward W. Aiton played a massive part in the foundation of 4-H on a national level. He was one of the pioneers who established the National 4-H Foundation while working as a field agent within the Federal Extension Service (FES) of the USDA. By 1951, he became the executive director of the foundation, securing the property of the National 4-H Youth Conference Center in Chevy Chase, MD. After serving a two-year stint as executive director, he returned to the FES and created a new 4-H and Youth Division (Obituary, 1997). While serving as executive director, he was a massive advocate for global and citizenship education. Aiton expressed in an interview that

Earlier Extension 4-H efforts had been directed to ‘train kids to come back to the farm or stay on the farm. Well, within the Department of Agriculture, some of us knew that there simply wasn’t room for all the farm-raised kids or even the rural-raised kids on farms and so the training programs, the emphasis, needed to be broadened. It just had to be (Aiton, 1981).

Human relation and sociology training was being conducted to help 4-H and Extension professionals learn how to work with clientele and youth. After the summer of 1958, Extension Agents took advantage of traveling to the National 4-H Conference Center for human relation training (Wessel & Wessel, 1982). Glenn Dildine left the University of Maryland in 1952 and joined the National 4-H Foundation and was responsible for developing a citizenship education program for 4-H members. In 1953, the National 4-H Foundation received a grant for a citizenship improvement study. Dildine and his team defined citizenship at the time as “the central feelings, attitudes, and perceptions which an individual project in his actions toward his relationships with others, in what we call social institutions and processes” (Wessel & Wessel, 1982, p. 123). By the 1960s, citizenship and human relations programs became an essential part of 4-H. The National 4-H Foundation approved the recommendation of having the Citizenship

Short Course at the National 4-H Conference Center that would address the “problems of citizenship in community affairs, citizenship in governmental relations and citizenship in international affairs” (Wessel & Wessel, 1982, p. 125). In 1963, the National 4-H Foundation received another grant that would assist them in taking citizenship training out of the “classrooms and into the community” (Wessel & Wessel, 1982, p. 125).

The National 4-H Council 2007 annual report indicated that National 4-H Headquarters and National 4-H Council continued to work together to move forward the vision and mission of 4-H. One way they pushed the program forward in 2007 was by establishing three 4-H mission mandates; 1) Science; 2) Healthy Living, and 3) Citizenship (National 4-H Council, 2008). In 2011, 4-H National Headquarters and State 4-H Citizenship Liaisons adopted the National 4-H Citizenship Mission Mandate that had four focus areas; civic engagement, civic education, service, and personal development (Schollings & Fox, 2011). The committee defined 4-H Citizenship as “the knowledge, skills, attitudes, and motivation that gives youth the capacity to move beyond one’s self-interest and to be committed to the well-being of some larger group” (Schollings & Fox, 2011, p. 2). (See Figure 2.1).

🍀 National 4-H Citizenship Mission Mandate Logic Models 🍀

December, 2011

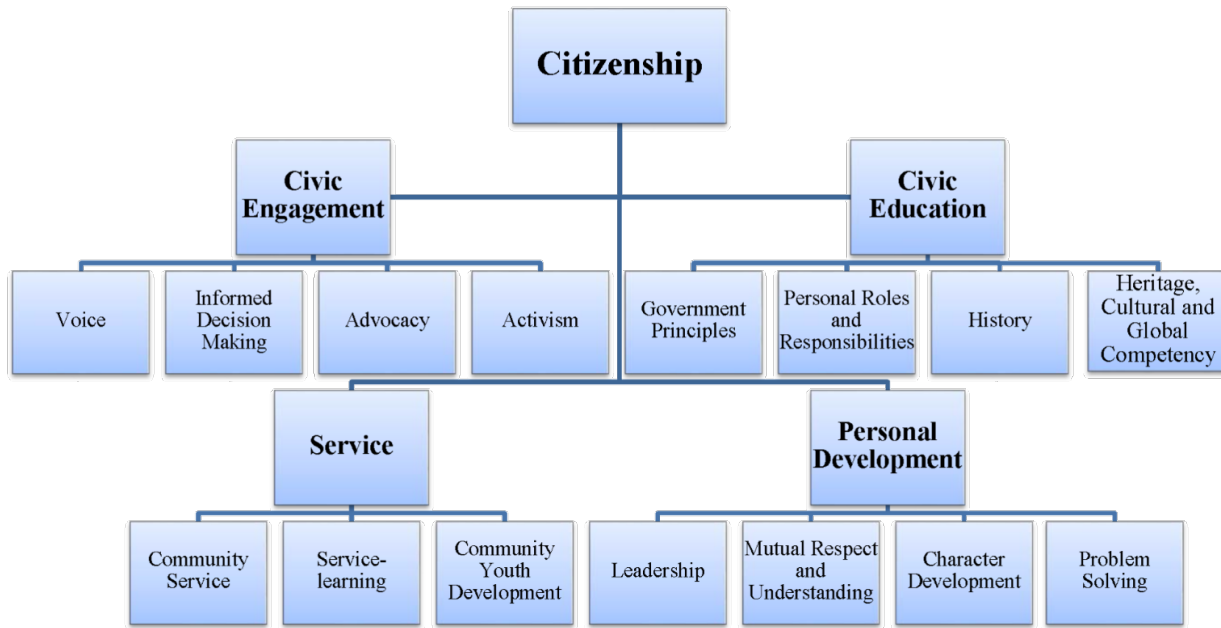


Figure 2.1. The National 4-H Citizenship Mission Mandate Flow Chart. (Schillings and Fox, 2011)

In 2018, the 4-H Program Leadership Working Group (PLWG) revised its Citizenship Mission Mandate to be changed to Civic Engagement with the focus area; civic engagement changing to community engagement. "4-H Civic Engagement involves working to make a difference in one's community and developing the combination of knowledge, skills, values, and motivation to make that difference" (Swanson, 2018, p.1). State 4-H programs can accept or decline the name change on a state level, but on a national level, this change has been put in effect. Since Louisiana 4-H has opted not to make the changes, this study will focus on the 2011 mission mandate. Within each focus area are topics that fall within. For civic engagement, it includes voice, informed decision making, advocacy, and activism. Government principles, personal roles and responsibilities, history, and heritage, cultural and global competency makes up the civic education focus area. The service focus area includes community service, service-learning, and community youth development. Personal development focus area consists of

leadership, mutual respect and understanding, character development and problem-solving. (See Figure 2.2)



4-H Civic Engagement

Connecting, learning, engaging, leading and impacting

Definition:

4-H Civic Engagement involves working to make a positive difference in one's community and developing the combination of knowledge, skills, values and motivation to make that difference (Elrich, 2000). 4-H youth engage within communities on many scales—from local to global—making contributions that reinforce their sense of purpose and strengthening their sense of belonging with peers and community adults.

Vision:

Youth will make a positive difference by engaging in learning opportunities that give them a heightened sense of responsibility and capacity to connect as active members of their communities, nation and world.

Key Focus Areas

- **Community engagement**
 - Youth voice
 - Informed decision making
 - Civic responsibility
 - Global engagement
 - Social justice
- **Service**
 - Community service
 - Service learning
 - Community youth development
- **Civic education**
 - Government principles, processes and structures
 - History and cultural heritage
 - Global context
 - Personal roles and responsibilities
- **Personal development**
 - Leadership
 - Character
 - Mutual respect and understanding
 - Critical thinking and problem solving
 - Intercultural competence and communication
 - Civility

10/01/2018

1

Figure 2.2. National 4-H Civic Engagement Mission Mandate. (4-H Program Leadership Working Group, 2018)

Chapter 3. Methodology

Introduction of Chapter

The purpose of this study was to analyze the 4-H agents' perceptions of the value of youth participating in civic engagement programs, while also evaluating how 4-H agents are promoting, conducting, and analyzing the participation level of 4-H members who engage in such programs at the parish level. Throughout this chapter, I outlined the personal characteristics of the agents' who participated in this study, and also described the study's instrumentation, and data collection and analysis procedures.

Description of the Population

The population for this study included 4-H Agents and Program Assistants who were employed by the LSU AgCenter as of April 17, 2019. There were 91 4-H professionals that work across the state of Louisiana within one of the 64 parish offices with three parishes having no 4-H professional. Email address were obtained using the LSU AgCenter official website under each parish webpage.

A total of 91 individuals received a link via email and of that group 78 surveys were completed. From the completion group 67 individuals responded to the gender identity question making the population 80.6% (54) females and 19.4% (13) males. (See Table 3.1)

Table 3.1. Louisiana 4-H Agents Gender Identity

Variable	N	<i>f</i>	%
	67		
Female		54	80.60
Male		13	19.40
Failed to respond: 11			

The average age of the participants was 40 years old, with the youngest 4-H professional being 23 years old and the oldest being 63 years old and counting. (Table 3.2.).

Table 3.2. Louisiana 4-H Agents Age

Min	Max	<i>M</i>	SD
23	63	40.31	11.13
Failed to respond: 16			

Participants were asked to manually enter their ages and so this study they have been grouped based on the generation they are in. The Pew Research Center defines each generation as of 2019 as followed: Millennials – 22-38 years old, Gen X – 39-54 years old, Boomers – 55-73 years old, and Silent – 74-91. No professional is a part of the Silent generation. (See Table 3.3)

Table 3.3. Louisiana 4-H Agents Age

Variable	N	<i>f</i>	%
	62		
25-38		27	43.55
39-54		27	43.55
55-73		8	12.90
Failed to respond: 16			

The majority of the Louisiana 4-H Agents' who participate in this student were white, 61 (87.14%), where 5 (7.14%) were black and 4 (5.71%) were other. (See Table 3.4).

Table 3.4. Louisiana 4-H Agents Race/Ethnicity

Variable	N	<i>f</i>	%
	70		
White		61	87.14
Black		5	7.14
Other		4	5.71
Failed to respond: 8			

The professionals all have post high school degrees with (*f*=64) 22 (34.37%) with bachelor degrees, 32 (50.00%) with master degrees, and 10 (15.63%) with specializations. (See Table 3.5).

Table 3.5. Louisiana 4-H Agents Education Level

Variable	N	<i>f</i>	%
	65		
Masters		32	49.23
Bachelors		23	35.38
Specialization		10	15.38
Failed to respond: 13			

Based on the responses given for agents, there degree types varied. Those who have bachelor degrees either had a degree in the education, agriculture, humanities/social sciences fields, and others in such as therapeutic recreation, human resource management, marketing and finances, and family consumer sciences Agents with master degrees got their degree in either agriculture, education, or other fields such as: human resource and workforce development, biological science, public administration, youth development, and counseling and guidance. All certifications obtained by professionals were Youth Development (4-H) certifications. In 2002, the LCES launched the LCES Specialization Program to allow extension agents the opportunity to continue their education to have an area they specialize in. According to LCES PS-8, the purpose “of this initiative as it affects faculty development and personnel assignment is to (a) meet the changing needs of the LSU AgCenter regarding staffing and service to clientele and (b) increase the competencies and skills of field faculty in specific subject matter areas” (LCES, 2013).

The LSU AgCenter has established a ranking system that governs the promotion and tenure of both research and extension faculty. LSU AgCenter Policy Statement (PS)-42 defines field faculty as Assistant Agents, Associate Agents, and Agent (LSU AgCenter, 2015). (See Table 3.6).

Table 3.6. LSU AgCenter Promotion and Tenure according to PS-42

Title	Requirements for Promotion
Assistant Agent	<ol style="list-style-type: none"> 1. Minimum of three (3) years of extension experience. 2. A master's degree or 15 hours of successful graduate level coursework or an additional three (3) years of extension experience (beyond first requirement). 3. Maximum to have this title is eight (8) years, if requirements have not been met by end of year seven (7), individual will be given a one-year notice of termination
Associate Agent	<ol style="list-style-type: none"> 1. Minimum of eight (8) years of extension experience. 2. A master's degree

The title of Extension Agent is the highest one can go when working as a field faculty. Program Assistants cannot be promoted to any agent ranks as this position is a classified position. Of the population who participated in the study, 38.81% (26) are Assistant Extension Agents. (See Table 3.7).

Table 3.7. Louisiana 4-H Agents Ranking

Variable	N	<i>f</i>	%
	67		
Assistant Extension Agent		26	38.81
Extension Agent		21	31.34
Associate Extension Agent		19	28.36
Program Assistant		1	1.49
Failed to respond: 11			

Of the participants of this study the average length someone has been employed by the LSU AgCenter Youth Development Program is 10 years with the newest employ with one-year of service and the most tenured individual with 36 years of service. (See Table 3.8)

Table 3.8. Louisiana 4-H Agents Years of Service

Min	Max	<i>M</i>	SD
1	36	10.29	8.99
Failed to respond: 18			

Agents were asked to manually enter the number of years, and for the study we have combined them into categories. The categories are as followed: <5 years, 5-10 years, 10-15 years, 15-20 years, and ≥ 20 years. (See table 3.9).

Table 3.9. Louisiana 4-H Agents Years of Service

Variable	N	<i>f</i>	%
	60		
<5 years		26	43.33
5-10 years		9	15.00
10-15 years		8	13.33
15-20 years		8	13.33
≥ 20 years		9	15.00
Failed to respond: 18			

Data Collection

I collected responses from the population using a cross-sectional survey design (Creswell, 2012). This survey design allows for the researcher to “measure the outcome and the exposures in the study participants at the same time” (Setia, 2016, p.261). Using Dillman, Smyth, and Christianson’s Tailored Design Method, the population emails were secured using the LSU AgCenter online directory. With a response rate of 85.71%, the group was sent an email on April 18, 2019, a week before the survey was disseminated, informing the population about the study as well as, with relevant definitions. The survey was open for responses from April 23 through May 23. Weekly emails were sent to the population from the investigator and the Louisiana 4-H Department Head on alternating weeks. (See Table 3.10).

Table 3.10. Survey Email Schedule

Date	Sender	Subject
April 18, 2019	Investigator	Introduction to the study with definitions attached
April 23, 2019	Investigator	Survey deployed
April 30, 2019	Louisiana 4-H Department Head	Reminder
May 7, 2019	Investigator	Reminder
May 21, 2019	Investigator	Last Reminder

Instrumentation

The instrument used for this study was designed to analyze the type of civic engagement programs conducted by the parish 4-H programs in Louisiana and if members participated in state and national programming. Also, it analyzed the level of importance that 4-H Agents' placed on the elements of the 4-H Civic Engagement Mission Mandate and allowed them to share their views on whether the mandate warrants additional programming. The instrument consisted of six sections. (See Table 3.11).

Table 3.11. Instrument Section

Section	Number of Items	Cronbach Alpha
Sect. 1	1 question, 15 choices, multiple response	n/a
Sect. 2 – Content Area	1 question, 18 sub-responses	.977
Sect. 3	Open response	n/a
Sect. 4	1 question, 4 sub-responses	.970
Sect. 5	1 question	n/a
Sect. 6	Open response	n/a
Sect. 7	Demographics – 7 questions	n/a

The creation of the instrument used for this study was mirrored after a 1980 study preformed by Carl Stephen Scheneman, entitled *The Roles of the 4-H Youth Program of the Ohio Cooperative Extension Service in Citizenship Education* and the assistance of the Louisiana 4-H Department Head. Question 1, Question 2, and the demographic section of this student was used; however, the other sections were created using the guidance of the Louisiana 4-H Department Head. Questions used from Scheneman were modified to reflect the programs and events

Louisiana 4-H conducts. The content area, question 2 in this study, within Scheneman study had a reliability score of .78. With the 4-H Department head's guidance, I assembled a panel of experts to perform face and content validity on the study. The panel of experts requested only minor changes to the instrument.

The demographics items were designed to describe Louisiana 4-H faculty and professionals' characteristics. For example, we inquired about their age, gender identity, education with major field of study, length of employment, and whether they served a rural or urban area. When determining which parishes classified as rural or urban, guidance was used using the Health Resources and Services Administration (HRSA) Office of Rural Health Policy (ORHP) Rural Urban Commuting Area Codes (RUCAs) formula, which is used to determine geographic eligibility for its grant programs. (HRSA, 2010). The census currently identifies two types of urban areas, Urbanized Areas (UAs), which consist of 50,000 or more people and Urban Clusters (UCs), which have at least 2,500 and less than 50,000 people, and everything else is considered rural (United States Census Bureau, n.d.). As some cities lie within parishes can be urban, urban cluster, and rural, we wanted a way to identify a parish as a whole, therefore using the ORHP formula was necessary to have a better depiction of a parish as a whole.

Before the instrument was deployed to the intended population, a pilot group was used to make sure the study made sense and if any questions would cause confusion. The pilot group consisted of two (2) Louisiana 4-H Regional Coordinators who recently were 4-H Agents, three (3) recent retired 4-H Agents, and one (1) State 4-H Specialist who focus area is civic engagement. Of the six, four responses were returned. Throughout analyzing their responses, I determined that the instrument's section was acceptable in regard to validity and reliability.

Data Analysis

The data analyses for all research objectives involved computing descriptive statistics (i.e. means, percentages, frequencies, and standard deviations).

Chapter 4. Results

Objective 1

Objective one sought to describe the degree to which Louisiana 4-H Agents have implemented civic engagement programs on the parish level. From the list provided to the 4-H Agents, 469 total responses were provided, with 78 agents being able to make multiple responses. As a result, the top three activities identified on the parish level were “4-H Club governance” 73 (93.59%), and “4-H Day at the Capitol” 72 (92.31%), followed by “leadership trainings” 71 (91.03%). (See Table 4.1)

Table 4.1. Types of civic education related 4-H project

Variable	<i>f</i>	%
4-H Club governance (electing officers, holding office, serving on committees, and conducting meetings)	73	93.59
4-H Day at the Capitol	72	92.31
Leadership training’s (i.e. Officer Training, Junior Leader, or Camp Counselor)	71	91.03
Volunteer service to the less fortunate	62	79.49
Community or parish improvement projects	45	57.69
Career exploration days or visits	29	37.18
Parish government days or visits	17	21.79
Citizenship Washington Focus	16	20.51
Intrastate or interstate 4-H Club exchanges	5	6.41
Others (Community Halloween event, Citizenship board interviewing local elected officials, National 4-H Conference, Junior Leaders opening at parish government meetings)	5	6.41
International education projects	2	2.56
Voter registration drives	1	1.28

Objective 2

Objective two sought to describe the level of importance 4-H Agents’ placed on activities on the parish level using the components that make up the four topic areas in the 4-H Civic Engagement Mission Mandate. Of those who participated in the study ($f=74$), the top three components agents’ felt were very important were leadership, 66 (90.41%), mutual respect and understanding, 62 (83.78%), and character, 59 (79.73%). (See Table 4.2).

Table 4.2. Level of importance 4-H Agents give to conducting and promoting programs and activities within the 4-H Civic Engagement Mission Mandate focus areas

Variable	<i>F</i>	Not important	%	Somewhat important	%	Important	%	Very important	%
Character	74	0	0.00	1	1.35	14	18.92	59	79.73
Civic responsibility	74	1	1.35	2	2.70	29	39.19	42	59.76
Civility	72	2	2.78	3	4.05	32	44.44	35	48.61
Community service	73	1	1.37	0	0.00	15	20.55	57	78.08
Community Youth	74	0	0.00	3	4.05	19	25.68	52	70.27
Development Critical thinking and Problem solving	74	1	1.35	3	4.05	15	20.27	55	17.32
Global context	74	6	8.11	24	32.43	31	41.89	13	17.57
Global Engagement	74	7	9.46	24	32.43	32	43.24	11	14.86
Government principles, processes and structure	74	2	2.70	14	18.92	34	45.95	24	32.43
History and Cultural heritage	74	4	5.41	11	14.86	37	50.00	22	29.73
Informed decision making	74	1	1.35	2	2.70	19	25.68	52	70.27
Intercultural competence and communication	72	1	1.35	10	13.89	34	47.22	27	37.50
Leadership	73	0	0.00	1	1.37	6	8.22	66	90.41
Mutual respect and understanding	74	0	0.00	3	4.05	9	12.16	62	83.78
Personal roles and responsibilities	74	0	0.00	2	2.70	13	17.57	59	79.73
Service-learning	74	0	0.00	4	5.41	22	29.73	48	64.86
Social justice	74	1	1.35	11	14.86	37	50.00	25	33.78
Youth voice	74	0	0.00	2	2.70	12	16.22	60	81.08

Objective 3

Objective three allowed respondents to express the benefits they perceived that youth received from participating in civic engagement programs. From the responses multiples many benefits were mentioned with the top three being community involvement/service ($f=38$), and community ownership/pride ($f=28$), followed by leadership ($f=26$). (See Table 4.3).

Table 4.3. Benefits of youth participating in civic engagement programs

Item	<i>f</i>
Community involvement/ service	38
Community Ownership/ Pride	28
Leadership	26
Citizenship	18
Respect and Empathy for Others	17
Personal Growth	16
Responsibility	13
Learn and see how the government works	11
Communication skills	10
Self-awareness development	9
Development of a sense of pride	9
Given Opportunities that will help in the 4-Her's future	9
Understanding	8
Developing Ownership	8
Problem solving and critical thinking skills	8
Sense of belonging	7
Forming positive relationships and connections	7
Inclusion of everyone no matter the background	6
Letting them know they can make a difference	5
Voice	5
Professionalism	4
Teamwork	4

Objective 4

Objective four asked respondents to reflect on their parish programs and identify if they perceived they should put additional emphasis on programming that fits with the four foci of the 4-H Civic Engagement Mission Mandate. Of the participants, 28 (40.00%) said they strongly

agreed to needing to put more emphasizes on personal development programming in their parish
(See Table 4.4).

Variable	<i>F</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming	70	1	1.43	5	7.14	43	61.43	21	30.00
Service-related programming	70	1	1.43	6	8.57	34	48.57	29	41.43
Civic education programming	70	1	1.43	5	7.14	47	67.14	17	24.29
Personal development programming	70	1	1.43	6	8.57	35	50.00	28	40.00

Objective 5

Objective five sought to describe the difference between age, years of service, level of education, gender identity, and perceived importance of civic engagement programs or activities. Of the respondents who are 23 – 38 years old ($f=27$), the top three topic areas that they think is very important are; leadership, 25 (92.59%), mutual respect and understanding, 23 (85.19%) and youth voice, 22 (81.48%). (See Table 4.5.)

Table 4.5. Describe difference between 22-38-year old's and perceived importance of civic engagement programs

Variable	<i>F</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	27	0	0.00	0	0.00	8	29.63	19	70.37
Civic responsibility	27	0	0.00	0	0.00	16	59.26	11	40.74
Civility	26	1	3.85	1	3.85	16	61.54	8	30.77
Community service	27	0	0.00	0	0.00	8	29.63	19	70.37
Community Youth Development	27	0	0.00	1	3.70	7	25.93	19	70.37
Critical thinking and Problem solving	27	1	3.70	1	3.70	7	25.92	18	66.66
Global context	27	4	14.81	10	37.04	11	40.74	2	7.41
Global Engagement	27	5	18.52	8	29.63	14	51.85	0	0.00
Government principles, processes and structure	27	1	18.52	6	29.63	16	51.84	4	14.81
History and Cultural heritage	27	2	7.41	4	14.81	16	59.26	5	18.52
Informed decision making	27	1	3.70	1	3.70	6	22.22	19	70.37
Intercultural competence and communication	27	1	3.85	3	11.54	11	42.31	11	42.31
Leadership	27	0	0.00	0	0.00	2	7.41	25	92.59
Mutual respect and understanding	27	0	0.00	1	3.70	3	11.11	23	85.19
Personal roles and responsibilities	27	0	0.00	1	3.70	6	22.22	20	74.07
Service-learning	27	0	0.00	1	3.70	9	33.33	17	62.96
Social justice	27	1	3.70	5	18.52	15	55.56	6	22.22
Youth voice	27	0	0.00	1	3.70	4	14.81	22	81.48

Of the respondents who are 39 – 54 years old ($f=27$) a four-way tie was present when determining which area, they believe were very important. Those areas are character, critical thinking and problem solving, leadership, and mutual respect and understanding, all with 23 (85.19%) respondents. (See Table 4.6).

Table 4.6. Describe difference between 39-54-year old's and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	27	0	0.00	0	0.00	4	14.81	23	85.19
Civic responsibility	27	0	0.00	1	3.70	6	22.22	20	74.07
Civility	27	0	0.00	1	3.70	11	40.74	15	55.56
Community service	26	0	0.00	0	0.00	4	15.38	22	84.62
Community Youth Development	27	0	0.00	1	3.70	6	22.22	20	74.07
Critical thinking and Problem solving	27	0	0.00	1	3.70	3	11.11	23	85.19
Global context	27	1	3.70	7	25.93	13	48.15	6	22.22
Global Engagement	27	1	3.70	8	29.63	13	48.15	5	18.52
Government principles, processes and structure	27	0	0.00	2	7.41	13	48.15	12	18.52
History and Cultural heritage	27	0	0.00	5	18.52	13	48.15	9	33.33
Informed decision making	27	0	0.00	0	0.00	8	29.63	19	70.37
Intercultural competence and communication	27	0	0.00	4	14.81	13	48.15	10	37.04
Leadership	27	0	0.00	0	0.00	4	14.81	23	85.19
Mutual respect and understanding	27	0	0.00	0	0.00	6	14.81	21	85.19
Personal roles and responsibilities	27	0	0.00	0	0.00	5	18.52	22	84.62
Service-learning	27	0	0.00	0	0.00	6	22.22	21	77.78
Social justice	27	0	0.00	3	11.11	13	48.15	11	40.74
Youth voice	27	0	0.00	0	0.00	5	18.52	22	84.62

Of the respondents who are 55 - 73 years old (*f*=8), 100% felt in two areas, leadership and mutual respect and understand, that it was very important. (See Table 4.7).

Table 4.7. Describe difference between 55-73-year old's and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	8	0	0.00	0	0.00	1	12.50	7	87.50
Civic responsibility	8	0	0.00	0	0.00	3	37.50	5	62.50
Civility	7	0	0.00	0	0.00	2	28.57	5	71.43
Community service	8	0	0.00	0	0.00	1	12.50	7	87.50
Community Youth Development	8	0	0.00	0	0.00	3	37.50	5	62.50
Critical thinking and Problem solving	8	0	0.00	0	0.00	3	37.50	5	62.50
Global context	8	0	0.00	2	25.00	4	50.00	2	25.00
Global Engagement	8	0	0.00	2	25.00	3	37.50	3	37.50
Government principles, processes and structure	8	0	0.00	2	25.00	3	37.50	3	37.50
History and Cultural heritage	8	0	0.00	1	12.50	3	37.50	4	50.00
Informed decision making	8	0	0.00	0	0.00	1	12.50	7	87.50
Intercultural competence and communication	8	0	0.00	1	12.50	4	50.00	3	37.50
Leadership	8	0	0.00	0	0.00	0	0.00	8	100.00
Mutual respect and understanding	8	0	0.00	0	0.00	0	0.00	8	100.00
Personal roles and responsibilities	8	0	0.00	0	0.00	1	12.50	7	87.50
Service-learning	8	0	0.00	1	12.50	3	37.50	4	50.00
Social justice	8	0	0.00	0	0.00	3	37.50	5	62.50
Youth voice	8	0	0.00	0	0.00	1	12.50	7	87.50

Dividing the participants based on the number of years they have given to the LSU AgCenter 4-H Youth Development, those with less than five years ($f=26$), top three areas they felt were very important were; leadership, 22 (84.62%), mutual respect and understanding, 22 (84.62%), and character, 21 (80.77%). (See Table 4.8).

Table 4.8. Describe difference between participants with >5 years of service and perceived importance of civic engagement programs

Variable	<i>F</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	26	0	0.00	0	0.00	5	19.23	21	80.77
Civic responsibility	26	0	0.00	0	0.00	11	42.31	15	57.69
Civility	25	1	4.00	0	0.00	14	16.00	10	40.00
Community service	25	0	0.00	0	0.00	5	20.00	20	80.00
Community Youth Development	26	0	0.00	0	0.00	7	29.92	19	73.08
Critical thinking and Problem solving	26	1	3.85	1	3.85	6	23.08	18	62.23
Global context	26	3	11.54	8	30.77	9	34.62	6	23.08
Global Engagement	26	4	5.38	7	29.92	11	42.31	4	15.38
Government principles, processes and structure	26	1	3.85	5	19.23	14	53.85	6	23.08
History and Cultural heritage	26	2	7.69	2	7.69	13	50.00	9	34.62
Informed decision making	26	1	3.85	1	3.85	6	23.08	18	69.23
Intercultural competence and communication	26	1	3.85	4	15.38	8	30.77	13	50.00
Leadership	26	0	0.00	0	0.00	4	15.38	22	84.62
Mutual respect and understanding	26	0	0.00	1	3.84	3	11.54	22	84.62
Personal roles and responsibilities	26	0	0.00	1	3.84	6	23.08	19	73.08
Service-learning	26	0	0.00	1	3.85	8	30.77	17	65.38
Social justice	26	1	3.85	4	15.38	12	46.15	9	34.62
Youth voice	26	0	0.00	1	3.85	6	23.08	19	73.08

Participants with five to 10 years of service had a three-way tie with what was very important to them. Those areas were: leadership, personal roles & responsibilities, and youth voice all with 9 (100%). (See Table 4.9).

Table 4.9. Describe difference between participants with 5-10 years of service and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	9	0	0.00	0	0.00	3	33.33	6	66.67
Civic responsibility	9	0	0.00	0	0.00	4	44.44	5	55.56
Civility	9	0	0.00	0	0.00	3	33.33	6	66.67
Community service	9	0	0.00	0	0.00	3	33.33	6	66.67
Community Youth Development	9	0	0.00	0	0.00	3	33.33	6	66.67
Critical thinking and Problem solving	9	0	0.00	0	0.00	3	33.33	6	66.67
Global context	9	0	0.00	2	22.22	6	66.67	1	11.11
Global Engagement	9	0	0.00	2	22.22	6	66.67	1	11.11
Government principles, processes and structure	9	0	0.00	2	22.22	3	33.33	4	44.44
History and Cultural heritage	9	0	0.00	1	11.11	7	77.78	1	11.11
Informed decision making	9	0	0.00	0	0.00	2	22.22	7	77.78
Intercultural competence and communication	9	0	0.00	0	0.00	6	66.67	3	33.33
Leadership	9	0	0.00	0	0.00	0	0.00	9	100.00
Mutual respect and understanding	9	0	0.00	0	0.00	1	11.11	8	88.89
Personal roles and responsibilities	9	0	0.00	0	0.00	0	0.00	9	100.00
Service-learning	9	0	0.00	0	0.00	4	44.44	5	55.56
Social justice	9	0	0.00	1	11.11	4	44.44	3	33.33
Youth voice	9	0	0.00	0	0.00	0	0.00	9	100.00

Participants with 10 – 15 years of service had a seven-way tie with what was very important to them. Those areas were: character, community service, community youth development, critical thinking, informed decision making, leadership, and mutual respect & understanding, with 6 (66.67%) each. (See Table 4.10).

Table 4.10. Describe difference between participants with 10-15 years of service and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	8	0	0.00	0	0.00	1	12.50	7	87.50
Civic responsibility	8	0	0.00	0	0.00	4	50.00	4	50.00
Civility	8	0	0.00	0	0.00	4	50.00	4	50.00
Community service	8	0	0.00	0	0.00	1	12.50	7	87.50
Community Youth Development	8	0	0.00	0	0.00	1	12.50	7	87.50
Critical thinking and Problem solving	8	0	0.00	0	0.00	1	12.50	7	87.50
Global context	8	0	0.00	4	50.00	2	25.00	2	25.00
Global Engagement	8	0	0.00	3	37.50	3	37.50	2	25.00
Government principles, processes and structure	8	0	0.00	0	0.00	7	87.50	1	12.50
History and Cultural heritage	8	0	0.00	2	25.00	3	37.50	3	37.50
Informed decision making	8	0	0.00	0	0.00	1	12.50	7	87.50
Intercultural competence and communication	8	0	0.00	1	12.50	4	50.00	3	37.50
Leadership	8	0	0.00	0	0.00	1	12.50	7	87.50
Mutual respect and understanding	8	0	0.00	0	0.00	1	12.50	7	87.50
Personal roles and responsibilities	8	0	0.00	0	0.00	1	12.50	7	87.50
Service-learning	8	0	0.00	0	0.00	3	37.50	5	62.50
Social justice	8	0	0.00	1	12.50	2	25.00	5	62.50
Youth voice	8	0	0.00	0	0.00	1	12.50	7	87.50

Participants with 15 – 20 years of service top four areas were; leadership, 8 (100%), community youth development, mutual respect & understanding, and personal roles & responsibilities, all with 7 (87.50%) respondents. (See Table 4.11).

Table 4.11. Describe difference between participants with 15-20 years of service and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	8	0	0.00	0	0.00	2	25.00	6	75.00
Civic responsibility	8	0	0.00	0	0.00	3	37.50	5	62.50
Civility	8	0	0.00	0	0.00	5	62.50	3	37.50
Community service	8	0	0.00	0	0.00	2	25.00	6	75.00
Community Youth Development	8	0	0.00	1	12.50	0	0.00	7	87.50
Critical thinking and Problem solving	8	0	0.00	0	0.00	2	25.00	6	75.00
Global context	8	1	12.50	3	37.50	3	37.50	1	12.50
Global Engagement	8	1	12.50	3	37.50	3	37.50	1	12.50
Government principles, processes and structure	8	0	0.00	3	37.50	4	50.00	1	12.50
History and Cultural heritage	8	0	0.00	2	25.00	5	62.50	1	12.50
Informed decision making	8	0	0.00	0	0.00	1	12.50	7	87.50
Intercultural competence and communication	8	0	0.00	1	12.50	3	37.50	4	50.00
Leadership	8	0	0.00	0	0.00	0	0.00	8	100.00
Mutual respect and understanding	8	0	0.00	0	0.00	1	12.50	7	87.50
Personal roles and responsibilities	8	0	0.00	0	0.00	1	12.50	7	87.50
Service-learning	8	0	0.00	1	12.50	1	12.50	6	75.00
Social justice	8	0	0.00	2	25.00	4	50.00	2	25.00
Youth voice	8	0	0.00	0	0.00	2	25.00	6	75.00

Participants with ≥ 20 years of service top four very important areas were; character, community service, mutual respect & understanding, and youth voice all with 8 (88.89%) respondents. (See Table 4.12).

Table 4.12. Describe difference between participants with ≥ 20 years of service and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	9	0	0.00	0	0.00	1	11.11	8	88.89
Civic responsibility	9	0	0.00	1	11.11	2	22.22	6	66.67
Civility	8	0	0.00	1	3.70	3	37.50	4	50.00
Community service	9	0	0.00	0	0.00	1	11.11	8	88.89
Community Youth Development	9	0	0.00	0	0.00	4	44.44	5	55.56
Critical thinking and Problem solving	9	0	0.00	1	11.11	1	11.11	7	77.78
Global context	9	0	0.00	0	0.00	6	66.67	3	33.33
Global Engagement	9	0	0.00	3	33.33	5	55.56	1	11.11
Government principles, processes and structure	9	0	0.00	1	11.11	2	22.22	6	66.67
History and Cultural heritage	9	0	0.00	2	22.22	4	44.44	3	33.33
Informed decision making	8	0	0.00	0	0.00	1	12.50	7	87.50
Intercultural competence and communication	9	0	0.00	1	11.11	8	88.89	0	0.00
Leadership	9	0	0.00	0	0.00	0	0.00	9	100.00
Mutual respect and understanding	9	0	0.00	0	0.00	1	11.11	8	88.89
Personal roles and responsibilities	9	0	0.00	0	0.00	3	33.33	6	66.67
Service-learning	9	0	0.00	0	0.00	2	22.22	7	77.78
Social justice	9	0	0.00	0	0.00	2	22.22	7	77.79
Youth voice	9	0	0.00	0	0.00	1	11.11	8	88.89

Dividing the respondents by level of education, those with bachelor degrees ($n=22$) felt leadership, mutual respect & understanding, and youth voice was the most very important focus area as 20 (90.91%) individuals each selected those areas. (See Table 4.13).

Table 4.13. Describe difference between participants with Bachelor's degree and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	22	0	0.00	0	0.00	6	27.27	16	72.73
Civic responsibility	22	0	0.00	0	0.00	11	50.00	11	50.00
Civility	21	0	.00	1	4.76	14	66.67	6	28.57
Community service	22	0	0.00	0	0.00	5	22.73	17	77.27
Community Youth Development	22	0	0.00	0	0.00	5	22.73	17	77.27
Critical thinking and Problem solving	22	0	0.00	0	0.00	6	27.27	16	72.73
Global context	22	2	9.09	8	36.36	10	45.45	2	9.09
Global Engagement	22	2	9.09	7	31.82	13	59.09	0	0.00
Government principles, processes and structure	22	0	0.00	5	22.73	14	63.64	3	13.64
History and Cultural heritage	22	1	4.76	4	18.18	13	59.09	4	18.18
Informed decision making	22	0	0.00	0	0.00	6	28.57	16	72.73
Intercultural competence and communication	22	0	0.00	3	13.64	9	40.91	10	45.45
Leadership	22	0	0.00	0	0.00	2	9.09	20	90.91
Mutual respect and understanding	22	0	0.00	0	0.00	2	9.09	20	90.91
Personal roles and responsibilities	22	0	0.00	1	4.76	4	18.18	17	77.27
Service-learning	22	0	0.00	1	4.76	5	22.73	16	72.73
Social justice	22	1	4.76	3	13.64	13	59.09	5	22.73
Youth voice	22	0	0.00	0	0.00	2	9.09	20	90.91

Individuals with master degrees (f=32) felt the top five very important areas were; leadership, 30 (93.75%), and character, community youth development, mutual respect & understanding, and youth voice, all with 28 (87.50%). (See Table 4.14)

Table 4.14. Describe difference between participants with Master's degree and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	32	0	0.00	0	0.00	4	12.50	28	87.50
Civic responsibility	32	0	0.00	1	3.13	10	31.25	21	65.63
Civility	32	1	3.13	1	3.13	11	34.38	19	59.38
Community service	32	0	0.00	0	0.00	4	12.50	28	87.50
Community Youth Development	32	0	0.00	0	0.00	9	28.13	23	71.88
Critical thinking and Problem solving	32	0	0.00	2	6.25	6	18.75	24	75.00
Global context	32	1	3.13	7	21.88	17	53.13	7	21.88
Global Engagement	32	2	6.25	7	21.88	15	46.88	8	25.00
Government principles, processes and structure	32	1	3.13	2	6.25	16	50.00	13	40.63
History and Cultural heritage	32	1	3.13	3	9.38	16	50.00	12	37.50
Informed decision making	32	1	3.13	0	0.00	7	21.88	24	75.00
Intercultural competence and communication	32	1	3.13	3	9.38	15	46.88	13	40.63
Leadership	32	0	0.00	0	0.00	2	6.25	30	93.75
Mutual respect and understanding	32	0	0.00	0	0.00	4	12.5	28	87.50
Personal roles and responsibilities	32	0	0.00	0	0.00	5	15.62	27	84.38
Service-learning	32	0	0.00	0	0.00	8	25.00	24	75.00
Social justice	32	0	0.00	1	3.13	15	46.88	16	50.00
Youth voice	32	0	0.00	0	0.00	4	12.5	28	87.50

Individuals with specialization ($f=10$) felt the top five very important areas were; critical thinking & problem solving and leadership, 8 (80.00%), and character, informed decision making and personal roles & responsibilities 7 (70.00%). (See Table 4.15)

Table 4.15. Describe difference between participants with Specializations and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	10	0	0.00	0	0.00	3	30.00	7	70.00
Civic responsibility	10	0	0.00	0	0.00	4	40.00	6	60.00
Civility	9	0	0.00	0	0.00	4	44.44	5	55.56
Community service	9	0	0.00	0	0.00	3	33.33	6	66.67
Community Youth Development	10	0	0.00	0	0.00	4	40.00	6	60.00
Critical thinking and Problem solving	10	1	10.00	0	0.00	1	10.00	8	80.00
Global context	10	2	20.00	4	40.00	2	20.00	2	20.00
Global Engagement	10	2	20.00	5	50.00	2	20.00	1	10.00
Government principles, processes and structure	10	0	0.00	3	30.00	3	30.00	4	40.00
History and Cultural heritage	10	0	0.00	3	30.00	3	30.00	4	40.00
Informed decision making	10	0	.00	1	10.00	2	20.00	7	70.00
Intercultural competence and communication	10	0	0.00	2	20.00	6	60.00	2	20.00
Leadership	10	0	0.00	0	0.00	2	20.00	8	80.00
Mutual respect and understanding	10	0	0.00	1	10.00	3	30.00	6	60.00
Personal roles and responsibilities	10	0	0.00	0	0.00	3	30.00	7	70.00
Service-learning	10	0	0.00	0	0.00	7	70.00	3	30.00
Social justice	10	0	0.00	4	40.00	4	40.00	2	20.00
Youth voice	10	0	0.00	1	10.00	3	30.00	6	60.00

Lastly, separating the respondents based on gender identity, the females ($f=54$) felt leadership, 49 (90.74%), and mutual respect & understanding and youth voice, 48 (88.89%), were the top three areas that were very important to them. (See Table 4.16)

Table 4.16. Describe difference between Female participants and perceived importance of civic engagement programs

Variable	f	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	54	0	0.00	0	0.00	10	18.52	44	81.48
Civic responsibility	54	0	0.00	1	1.85	19	35.19	34	62.96
Civility	52	0	0.00	2	3.85	24	46.15	26	50.00
Community service	53	0	0.00	0	0.00	8	15.09	45	84.94
Community Youth Development	54	0	0.00	1	1.85	11	20.37	42	77.78
Critical thinking and Problem solving	54	0	0.00	0	0.00	12	22.22	42	77.78
Global context	54	4	7.41	16	29.63	24	44.44	10	18.52
Global Engagement	54	4	7.41	17	31.48	24	44.44	9	16.67
Government principles, processes and structure	54	1	1.85	8	14.81	30	55.56	15	27.78
History and Cultural heritage	54	2	3.85	7	12.96	28	51.85	17	31.48
Informed decision making	54	0	0.00	0	0.00	11	20.37	43	79.63
Intercultural competence and communication	54	0	0.00	8	14.81	23	42.59	23	42.59
Leadership	54	0	0.00	0	0.00	5	9.26	49	90.74
Mutual respect and understanding	54	0	0.00	0	0.00	6	11.11	48	88.89
Personal roles and responsibilities	54	0	0.00	1	1.85	8	14.1	45	83.33
Service-learning	54	0	0.00	2	3.85	14	25.93	38	70.37
Social justice	54	1	1.85	5	9.26	27	50	21	38.89
Youth voice	54	0	0.00	0	0.00	6	11.11	48	88.89

Respondents who identified as males ($f=13$) felt leadership, 12 (92.31%), character, 10 (76.92%), and mutual respect & understanding and personal roles & responsibilities, 9 (69.23%) were the top four areas that were very important to them. (See Table 4.17)

Table 4.17. Describe difference between Female participants and perceived importance of civic engagement programs

Variable	<i>f</i>	Not Important	%	Somewhat Important	%	Important	%	Very Important	%
Character	13	0	0.00	0	0.00	3	23.08	10	76.92
Civic responsibility	13	0	0.00	1	7.69	7	53.85	5	38.46
Civility	13	1	7.69	1	7.69	6	46.15	5	38.46
Community service	13	0	0.00	0	0.00	5	38.46	8	61.54
Community Youth Development	13	0	0.00	0	0.00	6	46.15	7	53.85
Critical thinking and Problem solving	13	1	7.69	2	15.38	2	15.38	8	61.54
Global context	13	2	16.38	4	30.77	5	38.46	2	15.38
Global Engagement	13	3	23.08	3	23.08	6	46.16	1	7.69
Government principles, processes and structure	13	1	7.69	3	23.08	3	23.08	6	46.15
History and Cultural heritage	13	1	7.69	3	23.08	6	46.15	3	23.08
Informed decision making	13	1	7.69	1	7.69	5	38.46	6	46.15
Intercultural competence and communication	13	1	7.69	1	7.6	9	69.23	2	15.38
Leadership	13	0	0.00	0	0.00	1	7.69	12	92.31
Mutual respect and understanding	13	0	0.00	1	7.9	3	23.08	9	69.23
Personal roles and responsibilities	13	0	0.00	0	0.00	4	30.77	9	69.23
Service-learning	13	0	0.00	0	0.00	6	46.15	7	53.85
Social justice	13	0	0.00	3	23.08	8	61.54	2	15.38
Youth voice	13	0	0.00	1	7.69	5	38.46	7	53.85

Objective 6

Objective seven sought to describe the difference between age, years of service, level of education, gender identity, and their beliefs about the 4-H Civic Engagement Mission Mandate. Of the respondents who are 23 – 38 years old ($f=27$), the top program area they strongly agree they should put more emphasis on was service, 13 (48.15%). (See Table 4.18).

Table 4.18. Describe difference between 22-38-year old's and their beliefs of the 4-H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	27	0	0.00	0	0.00	18	66.67	9	33.33
Civic education programming.	27	0	0.00	1	3.70	16	59.26	10	37.04
Personal development-related programming.	27	0	0.00	2	7.41	16	59.36	9	33.33
Service-related programming.	27	0	0.00	2	7.41	12	44.44	13	48.15

Those participants who were 39 – 54 years of age ($f=27$), top program area they strongly agreed they should put more emphasis on was personal development, 13 (48.15%). (See Table 4.19).

Table 4.19. Describe difference between 39 – 54-year old's and their beliefs of the 4-H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	27	1	3.70	3	11.11	17	62.96	6	22.22
Civic education programming.	27	1	3.70	2	7.41	21	77.78	3	11.11
Personal development-related programming.	27	1	3.70	2	7.41	11	40.74	13	48.15
Service-related programming.	27	0	0.00	2	7.41	15	55.56	9	33.33

Those participants who were 55 – 73 years of age ($f=8$), top program area they strongly agreed they should put more emphasis on was personal development, 5 (62.50%). (See Table 4.20).

Table 4.20. Describe difference between 55 – 73-year old's and their beliefs of the 4-H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	8	0	0.00	2	25.00	2	25.00	4	50.00
Civic education programming.	8	0	0.00	2	25.00	2	25.00	4	50.00
Personal development-related programming.	8	0	0.00	1	12.50	2	25.00	5	62.50
Service-related programming.	8	0	0.00	2	25.00	2	25.00	4	50.00

Dividing the participant based on the number of serves they have served the LSU AgCenter Youth Development Program, those with less than five years of service ($f=26$) top program area they strongly agreed they should put more emphasis on was service, 13 (50.00%). (See Table 4.21).

Table 4.21. Describe difference between participants with >5 years of service and their beliefs of the 4-H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	26	0	0.00	2	7.69	15	57.69	9	34.62
Civic education programming.	26	0	0.00	2	7.69	14	53.84	10	38.46
Personal development-related programming.	26	0	0.00	2	7.69	12	46.15	12	46.15
Service-related programming.	26	0	0.00	2	7.69	11	42.31	13	50.00

Participants with five to 10 years of service ($f=9$) top program area they strongly agreed they should put more emphasis on was also service, 3 (33.33%). (See Table 4.22).

Table 4.22. Describe difference between participants with 5 – 10 years of service and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	9	0	0.00	0	0.00	7	77.78	2	22.22
Civic education programming.	9	0	0.00	0	0.00	7	77.78	2	22.22
Personal development-related programming.	9	0	0.00	0	0.00	7	77.78	2	22.22
Service-related programming.	9	0	0.00	0	0.00	6	66.67	3	33.33

Participants with 10 – 15 years of service ($f=8$) top program area they strongly agreed they should put more emphasis on was personal development and service, with both having 4 (50.00%). (See Table 4.23).

Table 4.23. Describe difference between participants with 10 – 15 years of service and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	8	0	0.00	0	0.00	5	62.50	3	37.50
Civic education programming.	8	0	0.00	0	0.00	5	62.50	3	37.50
Personal development-related programming.	8	0	0.00	0	0.00	4	50.00	4	50.00
Service-related programming.	8	0	0.00	0	0.00	4	50.00	4	50.00

Participants with 15 – 20 years of service ($f=8$) top program area they strongly agreed they should put more emphasis on was personal development, 3 (37.50%). (See Table 4.24).

Table 4.24. Describe difference between participants with 10 – 15 years of service and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	8	1	12.5	2	25.00	4	50.00	1	12.50
Civic education programming.	8	1	12.50	2	25.00	4	50.00	1	12.50
Personal development-related programming.	8	1	12.50	1	12.50	3	37.50	3	37.50
Service-related programming.	8	1	12.50	2	25.00	3	37.50	2	25.00

Lastly the individuals who have ≥ 20 years of service ($f=9$) to the LSU AgCenter 4-H Youth Development Program, top area they strongly agreed they should put more emphasis on was personal development and service, 3 (33.33%). (See Table 4.25).

Table 4.25. Describe difference between participants with ≥ 20 years of service and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	9	0	0.00	1	11.11	8	88.89	0	0.00
Civic education programming.	9	0	0.00	1	11.11	8	88.89	0	0.00
Personal development-related programming.	9	0	0.00	1	11.11	5	55.56	3	33.33
Service-related programming.	9	0	0.00	1	11.11	5	55.56	3	33.33

Separating the 4-H professionals based on their level of education, those who have a bachelor's degree ($f=22$) top program area they strongly agreed to needing to more emphasis on was civic education, 11 (50.00%). (See Table 4.26).

Table 4.26. Describe difference participants with Bachelor degrees and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	22	0	0.00	0	0.00	16	72.73	6	27.27
Civic education programming.	22	0	0.00	2	9.09	9	40.91	11	50.00
Personal development-related programming.	22	0	0.00	1	4.55	13	59.09	8	36.36
Service-related programming.	22	0	0.00	2	9.09	12	54.55	8	36.36

The professionals with master degrees ($f=32$) top program area they strongly to need to put more emphasis on was service, 16 (50.00%). (See Table 4.27).

Table 4.27. Describe difference participants with Master degrees and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	32	0	0.00	3	9.38	18	56.25	11	34.38
Civic education programming.	32	0	0.00	2	6.25	15	46.88	15	46.88
Personal development-related programming.	32	0	0.00	3	9.38	20	62.50	9	28.13
Service-related programming.	32	0	0.00	2	6.25	14	43.75	16	50.00

Lastly, the individuals who have obtained a specialization ($f=10$) top program area they strongly agreed to needing to put more emphasis on was both community engagement and service, 3 (30.00%). (See Table 4.28).

Table 4.28. Describe difference participants with Specializations and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	10	0	0.00	1	10.00	6	60.00	3	30.00
Civic education programming.	10	0	0.00	1	10.00	7	70.00	2	20.00
Personal development-related programming.	10	0	0.00	0	0.00	9	90.00	1	10.00
Service-related programming.	10	0	0.00	1	10.00	6	60.00	3	30.00

Separating the participants based on their gender identity, those individuals who identity as female ($f=54$) top program area they strongly agreed to needing to put more emphasis on was service, 24 (44.44%). (See Table 4.29).

Table 4.29. Describe difference between Female participants and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	54	0	0.00	4	7.41	33	61.11	16	29.63
Civic education programming.	54	1	1.85	4	7.41	34	62.96	15	27.78
Personal development-related programming.	54	1	1.85	4	7.41	26	48.15	23	42.59
Service-related programming.	54	1	1.85	5	9.26	24	44.44	24	44.44

The participants who identified as males ($f=13$) top program area they strongly agreed to needing to put more emphasis on was personal development, 4 (30.77%). (See Table 4.30).

Table 4.30. Describe difference between Male participants and their beliefs of the 4 H Civic Engagement Mission Mandate

Variable	<i>f</i>	Strongly Disagree	%	Disagree	%	Agree	%	Strongly Agree	%
Community engagement programming.	13	0	0.00	1	7.69	9	69.23	3	23.07
Civic education programming.	13	0	0.00	1	7.69	10	76.96	2	16.38
Personal development-related programming.	13	0	0.00	1	7.69	8	61.54	4	30.77
Service-related programming.	13	0	0.00	1	7.69	9	69.23	3	23.08

Chapter 5. Conclusion, Recommendations, and Implications

Purpose of this Study

The purpose of this study was to analyze the 4-H agents' perceptions of the value of youth participating in civic engagement programs, while also evaluating how 4-H agents are promoting, conducting, and analyzing the participation level of 4-H members who engage in such programs at the parish level.

Summary of Findings

From conducting research, I concluded that Louisiana 4-H Agents' are not a diverse group of individuals. For example, over three-fourths of the professionals are either females or white. According to the Census, the State of Louisiana is 62.9% white, 32.7% black, and 6.9% other (Census, 2018). For an organization that works across the state, therefore, the population of the professionals should better reflect the demographics of the state or the parish.

Working in Extension, emphasis is placed on continuing education, which allows professionals to stay up-to-date with information in their field to be effective. The LSU AgCenter requires field faculty to continue their education to be promoted. Reviewing over the education level of the 4-H professionals, almost half hold master's degrees, which qualifies them to be promoted from an Assistant Agent to an Associate Agent and to an Agent. Further, nearly half the professionals have worked zero to five years with the LSU AgCenter 4-H Youth Development Program, allowing for new and fresh ideas into the organization.

The State of Louisiana has 64 parishes, from the number of individuals who participated in this research, we can assume every parish in the state attends 4-H Day at the Capitol and has conducted a form of leadership training. As a group of professionals, all said the level of importance when conducting or promoting programs and activities within the 4-H Civic

Engagement Mission Mandate focus areas was important or very important. They also reported they should put more emphasizes on civic engagement programs on the parish level.

When separating the professionals based on personal characteristics, provided insights into the participants using a different lens. Looking at the different generations of the professionals, I concluded that as the agents increased in age the more emphasis they placed on carrying out the mission mandate. (See Figure 5.1).

22 – 38 year-olds - Millennials			39 – 54 year-olds – Gen X			55 – 73 year-olds - Boomers		
Very Important	Leadership	92.59%	Very Important	Character	85.19%	Very Important	Leadership	100.00%
	Mutual Respect & Understanding	85.19%		Critical Thinking & Problem Solving	85.19%		Mutual Respect & Understanding	100.00%
	Youth Voice	81.48%		Leadership	85.19%		Character	87.50%
				Mutual Respect & Understanding	85.19%		Community Service	87.50%
							Informed Decision Making	87.50%
							Personal Roles & Responsibilities	87.50%
							Youth Voice	87.50%

Figure 5.1. Generational Breakdown of 4-H Agents

In the future examining the generational breakdown could help provide clarity on how they value the various areas of the mission mandate. For instance, the Millennials and Gen X participants did not have one area with over 50%, whereas the Boomers had all categories of the mission mandate either at 50% or above. Table 5.1 emphasizes what each group placed emphasis on in the mandate, whereas the Millennials top areas of emphasis were personal development (leadership and mutual respect & understanding) and community engagement (youth voice). Meanwhile, Gen X's top four all related to personal development, but it was the top area they felt they needed to put more emphasis on moving forward. Lastly the Baby Boomers top seven area of emphasis covered every aspect of the mission mandate: civic education (personal roles & responsibilities), community engagement (informed decision making and youth voice), personal development (leadership, mutual respect & understanding, and character), and service

(community service), but their top area they perceived they need to place more emphasis was on personal development.

Describing the participants based on the number of years they have served the LSU AgCenter 4-H Youth Development Program; the agents' importance level of different components is in a bell curve as they gain more experience. (See Figure 5.2).

<5 years of service		
Very Important	Leadership	84.62%
	Mutual Respect & Understanding	84.62
	Character	80.77%

10 – 15 years of service		
Very Important	Character	87.50%
	Community Service	87.50%
	Community Youth Development	87.50%
	Critical Thinking & Problem Solving	87.50%
	Informed Decision Making	87.50%
	Leadership	87.50%
Mutual Respect & Understanding	87.50%	

15 – 20 years of service		
Very Important	Leadership	100.00%
	Community Youth Development	87.50%
	Mutual Respect & Understanding	87.50%
	Personal Roles & Responsibilities	87.50%

5 – 10 years of service		
Very Important	Leadership	100.00%
	Personal Roles & Responsibilities	100.00%
	Youth Voice	100.00%

≥20 years of service		
Very Important	Character	88.89%
	Community Service	88.89%
	Mutual Respect & Understanding	88.89%
	Youth Voice	88.89%

Figure 5.2. Years of Service Breakdown of 4-H Agents

Working in Extension, individuals will anecdotally inform you that it takes about three years to fully understand your role. The average years of service for this group of professionals is 10.29 years, meaning during their peak time as a 4-H professional they feel a lot more components are very important than when they began and when they end their careers. Further, at 10 – 15 years of service, when agents were asked which area they believed needed more emphasis on they were personal development and service. Looking at Figure 5.2, four components make up personal development (character, critical thinking & problem solving, leadership, and mutual respect & understanding) and two belong to service (community service and community youth development).

Separating the participants based on level of education, and gender identity, leadership was the consent component across all levels.

Recommendations for Future Research

Future research should be conducted from the 4-H members' perspective, because they participating and coordinating many of local programs and projects. This perspective could allow us to see if the work the 4-H Agents' self-reported data was actually being done on the parish level. This research was focused on one mission mandate, and it was interesting to determine the perceptions 4-H Agents' held on the Civic Engagement Mission Mandate, but future analysis of how agents perceived all three mission mandate areas to which they allocate their time. Lastly, in years to come, I recommend that the instrument be resent to Louisiana 4-H Agents' to determine if the dynamic and perceptions of this population has changed.

Recommendations for Practice

As a former 4-H member and current 4-H Agent in Louisiana, I understand the value of participating in civic engagement programs, as that was my project area as a member. When you look at the 4-H Civic Engagement Mission Mandate, it can be intermingled within the two other mandates and into most programs and projects we conduct. 4-H is a positive youth development organization that allows youth to make decisions in directing their programs. Although 4-H does an exceptional job of providing leadership and youth voice opportunities, it is weak providing global engagement activities. I am fortunate to be a part of the largest youth development organization in the United States and offer programs in various international countries, but we fail to utilize the opportunities to connect with 4-H members in those countries. At the end of the 4-H pledge it says "For my community, my country, and my world", Louisiana is not engaging in being global citizens, but we can start today. We can take advantage of the States' 4-H

International Exchange Program, which allows 4-H members and their families to go abroad or host youth in their home and of the 50 states, 23 states participate in this program (4-H International Exchange Program, n.d.).

Recommendations for Improving the 4-H Civic Engagement Mission Mandate

4-H is an organization that strives to stay current with the time. With the name change most recently introduced to the mission mandate, state 4-H programs were left up to decide whether they would prefer to move forward with the name change or continue with citizenship dimension: Louisiana choose to stay with Citizenship. Therefore, allowing states to make that decision, verbiage surrounding this mission mandate varies from state to state. To improve this mandate to be the most effective, all states must adopt the name change as well as the changes advanced in the mandate's revision. From there, 4-H should also provide resources at the parish/county level so professionals can use the mandate appropriately.

Discussion

Being a 4-H professional is difficult. From the various club meetings, in-service trainings, and planning of programs, there is not a lot of time in one day to complete all that is needed. 4-H professionals often spend a lot of their afternoons, nights and weekends completing necessary tasks. I recently began as a full-time 4-H Agent, so I know the amount of work that is required on a day-to-day basis. We are not just 4-H Agents, we are foundation directors, committee chairs, and work within our communities. I have a passion for educating youth on the importance of being civically engaged in their communities and providing opportunities for them to grow into productive citizens, so the 4-H Civic Engagement Mission Mandate, would be one I spend a vast majority of my time on, compared to the other two. I understand that not all agents are comfortable talking about tough issues especially during the tough political climate we live in

today, but the beauty of 4-H being a part of the state and federal government, we cannot put our personal opinions in conversations with youth, but we can educate them on how to be more welcoming and open.

Further, 4-H Agents' are pulled thin. At one point, every parish in the state had two or more 4-H Agents, that focused on different areas of 4-H, but now majority of the parishes have one agent. The decline in agents is due to budget cuts, but one thing that no one likes to do is cut programs, so therefore, the parish agents are being overworked due to programs and projects being existed and not being taken away due to man power. Having the 4-H Civic Engagement Mission Mandate as a programmatic guide is very beneficial.

Appendix A. LSU AgCenter Institutional Review Board (IRB)



LSU AgCenter Institutional Review Board (IRB)
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Application for Exemption from Institutional Oversight

All research projects using living humans as subjects, or samples or data obtained from humans must be approved or exempted in advance by the LSU AgCenter IRB. This form helps the principal investigator determine if a project may be exempted, and is used to request an exemption.

- Applicant, please fill out the application in its entirety and include the completed application as well as parts A-E, listed below, when submitting to the LSU AgCenter IRB. Once the application is completed, please submit a hard copy or attached to e-mail to the chair, Dr. Michael J. Keenan, in 209 Knapp Hall; mkeen@agctr.lsu.edu.
- A Complete Application Includes All of the Following:
 - (A) A copy of this completed form and a copy of parts B through E.
 - (B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1 & 2)
 - (C) Copies of all instruments and all recruitment material to be used.
 - If this proposal is part of a grant proposal, include a copy of the proposal.
 - (D) The consent form you will use in the study (see part 3 for more information)
 - (E) Beginning January 1, 2019: Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing and handling data, unless already on file with the LSU AgCenter IRB.

Training link is: (<https://about.citiprogram.org/en/homepage/>). You can take either biomedical or social and behavioral. Once LSU or LSU AgCenter is selected as the institution, all fees will be waived.

1) Principal Investigator: Xavier Bell Rank: Graduate student Student? Y/N Y
Dept: 4-H Youth Devel. Ph: 225-518-2974 E-mail: xbell@agcenter.lsu.edu

2) Co-Investigator(s): please include department, rank, phone and e-mail for each

- If student as principal or co-investigator(s), please identify and name supervising professor in this space
Dr. Janet Fox
Major Professor
JFox@agcenter.lsu.edu

3) Project Title: Louisiana 4-H Agents' Perception of the 4-H Civic Engagement Mission Mand

4) Grant Proposal?(yes or no) NO If Yes, Proposal Number and funding Agency

Also, if Yes, either: this application completely matches the scope of work in the grant Y/N OR

more IRB applications will be filed later Y/N OR

5) Subject pool (e.g. Nutrition Students) Louisiana 4-H Agents

- Circle any "vulnerable populations" to be used: (prisoner, fetus, children<18, or mentally impaired). Projects with incarcerated persons cannot be exempted.

6) PI signature [Signature] **Date 4/2/19 (no per signatures)

**I certify that my responses are accurate and complete. If the project scope or design is later changed I will resubmit for review. I will obtain written approval from the Authorized Representative of all non-LSU AgCenter institutions in which the study is conducted. I also understand that it is my responsibility to maintain copies of all consent forms at the LSU AgCenter for three years after completion of the study. If I leave the LSU AgCenter before that time the consent forms should be preserved in the Departmental Office.

Committee Action: Exempted ☒ Not Exempted

IRB# HE19-9

Reviewer Michael Keenan Signature Michael Keenan Date 4-15-2019

Appendix B. 4-H Civic Engagement Survey



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Welcome to the 4-H Agents' Perception of the 4-H Civic Engagement Mission Mandate Survey! Your participation in this survey is voluntary and your time and cooperation is greatly appreciated.

The purpose of this study to discover what 4-H Civic Engagement programs are being promoted, conducted, and participated in at the parish level and what Louisiana 4-H Agents' perceptions are of the value and importance of youth participating in civic engagement programs.

There is no risk anticipated from taking part in this study. The results of this study may be published; however, no identifying information will be included in the publication.

If you have any questions about this survey, please contact Xavier Bell, Principal Investigator, at 225-578-2974 or XBell@agcenter.lsu.edu or Dr. Janet Fox, Major Professor, at JFox@agcenter.lsu.edu.

By beginning the survey, you acknowledge that you have read this information and agree to participate in this survey, with the knowledge that you are free to withdraw your participation at any given time without penalty.

Yes, please take me to the survey

No, I do not wish to participate



LOUISIANA STATE UNIVERSITY

Q1.

Listed below are various types of civic engagement-related 4-H programs, projects and activities. Check the appropriate items that were conducted and participated by your parish during the last twelve (12) months.

Folding, displaying and honoring the U.S. Flag

Civic-focused holiday celebrations (i.e. Independence Day, Veteran's Day, Memorial Day)

4-H Club governance (electing officers, holding office, serving on committees, and conducting meetings)

Voter registration drives

Local government days or visits

Parish government days or visits

Career exploration days or visits

4-H Day at the Capitol

Citizenship Washington Focus

Volunteer Services to the less fortunate

Community or parish improvement projects

Leadership training's (i.e. Officer Training, Junior Leader, or Camp Counselor training)

Intrastate or interstate 4-H Club exchanges

International education projects

Others

Q2. What level of importance do you give to conducting and promoting programs and activities within the following 4-H Civic Engagement Mission Mandate focus areas?

	Not Important	Somewhat Important	Important	Very Important
Character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Youth Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking and Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global Context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government Principles, Processes and Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History and Cultural Heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed Decision Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural Competence and Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mutual Respect and Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Roles and Responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth Voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3. In your opinion, what are three (3) benefits 4-H members receive by participating in programs and activities within the 4-H Civic Engagement Mission Mandate?

Q4. I believe my parish 4-H program should put more emphasis on the following:

	Strongly disagree	Disagree	Agree	Strongly Agree
Community engagement programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-related programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic education programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal development programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5. I believe there is a need for more content on topics within the 4-H Civic Engagement Mandate.

Strongly Disagree

Disagree

Agree

Strongly Agree





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Q6. In regard to the 4-H Civic Engagement Mandate, what type of content would you suggest be created?





. Demographics

Q7. Age

Q8. Current Gender Identity

Male

Female

Trans male/Trans man

Trans female/Trans woman

Genderqueer/Gender non-conforming

Different identity (please state)

Q9. I identify my ethnicity as:

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Pacific Islander

Other

Q10. Undergraduate and graduate education (please indicate all degrees received and the major field of study for each degree)

Bachelor's Degree (specify major)

Master's Degree (specify major)

Certification (specify area)

Doctorate (specify major)

Q11. Current Ranking

Program Assistant

Assistant Agent

Associate Agent

Agent

Q12. Years of service with the LSU AgCenter 4-H Youth Development

Q13. Is your parish classified as urban or rural?

Rural: Allen, Assumption, Avoyelles, Beauregard, Bienville, Caldwell, Cameron, Catahoula, Claiborne, Concordia, East Carroll, Evangeline, Franklin, Jackson, Jeff Davis, LaSalle, Lincoln, Madison, Morehouse, Natchitoches, Red River, Richland, Sabine, St. Landry, St. Mary, Tensas, Vernon, Washington, West Carroll, Winn

Urban: Acadia, Ascension, Bossier, Caddo, Calcasieu, DeSoto, East Baton Rouge, East Feliciana, Grant, Iberia, Iberville, Jefferson, Lafayette, Lafourche, Livingston, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, St. Bernard, St. Charles, St. Helena, St. James, St. John, St. Martin, St. Tammany, Tangipahoa, Terrebonne, Union, Vermilion, Webster, West Baton Rouge, West Feliciana

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Vita

Xavier Bell is the son of Tyberia Bell and the late Alvin Bell Sr. of Vidalia, Louisiana. He graduated from Vidalia High School in 2014.

Xavier earned his Bachelor of Science degree in Agriculture Education with a concentration in Non-formal education and minored in Leadership Development from Louisiana State University. He has been employed by the LSU AgCenter's 4-H Youth Development Department since August 2015 starting out as a student worker and most recently accepted a full-time position as the Assistant Extension Agent in East Feliciana Parish.

Xavier is a current member of the National Association of Extension 4-H Agents (NAE4-HA) and the Louisiana Association of Extension 4-H Agents (LAE4-HA). He has been recognized for his hard work here in Louisiana, on the national level when he received the Video Program Award at the 2018 NAE4-HA Convention in Columbus, Ohio.