To the Graduate Council:

I am submitting herewith a thesis written by Lori Jean Mantooth entitled "Benefits and Challenges of Service-learning in Tennessee 4-H Youth Development: A Delphi Study." I have examined the final paper copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural and Extension Education.

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We have read this thesis and recommend its acceptance.

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Vice Chancellor and
Dean of Graduate Students

BENEFITS AND CHALLENGES OF SERVICE-LEARNING IN TENNESSEE 4-H YOUTH DEVELOPMENT: A DELPHI STUDY

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Lori Jean Mantooth
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DEDICATION

This thesis is dedicated to my parents, John and Mary Mantooth, my sister Hunter, my brothers James and John Quentin, my sister-in-law Katie, and my niece Porter, for their unending support, love, and encouragement. This thesis is also dedicated to other family members, friends, and co-workers who listened, advised, and helped me complete the largest task I have ever undertaken.

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Finally, I extend my most heartfelt thanks to my family and friends, whose love and support carried me through until the end.

ABSTRACT

The purpose of this study was to identify benefits and challenges of implementing service-learning in Tennessee 4-H Youth Development. Furthermore, the researcher sought to describe any perceived differences among three subgroups: 4-H members, volunteers, and Extension agents.

A purposefully selected panel of 10 4-H youth, 10 volunteers, and 10 4-H agents utilized the modified Delphi Technique to generate and prioritize benefits and challenges of conducting service-learning projects in Tennessee 4-H Youth Development. Data were gathered through three rounds of questionnaires administered to the panel through the mail and/or the Internet. The first round of questionnaires asked panel members to generate lists of benefits and challenges of service-learning in Tennessee 4-H. On the second-round questionnaires, respondents ranked the importance of each benefit or challenge on a 9-point, Likert-type scale. Arithmetic means were calculated to measure importance of each benefit or challenge. Standard deviation was calculated to measure the degree of consensus reached within each subgroup of the Delphi panel. The third round of questionnaires provided panel members with their rankings and their subgroup's mean score on each statement and asked respondents to indicate why they disagreed with the ranking, if they did.

The study revealed that the three subgroups generated many of the same benefits and challenges of conducting service-learning in 4-H. Primary

benefits included *getting kids involved in community service*; *teaching youth responsibility, and commitment*; and *developing citizenship skills/civic responsibility*. The most important challenges included *coordination*; *working around everyone's schedule*; and *funding*.

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CHAPTER I

INTRODUCTION

Overview

Chapter I provides an introduction to this study of service-learning in Tennessee 4-H Youth Development. The chapter contains the historical perspective of 4-H Youth Development both nationally and in Tennessee, the need for the study, the purpose of the study, the scope of the study, and definitions of terms.

A Historical Perspective

The 4-H Youth Development program began in 1902 with the creation of Boys' Corn Clubs and Girls' Canning Clubs. By 1912, more than 73,000 young people were enrolled in 4-H club work (Dobos, 2002). Today that number has grown to over 6.8 million members, making 4-H the largest out-of-school youth program in the country (CSREES/USDA, 2002).

In Tennessee, 4-H is the youth development organization of the University of Tennessee. The mission of Tennessee 4-H is "to provide research-based Extension educational experiences that will stimulate young people to gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults" (University of Tennessee Agricultural Extension Service, 2002, p. 2). Since its

inception in 1902, 4-H has focused on community service as one of its primary objectives. In 2000, Tennessee 4-H expanded that service commitment to include service-learning, a form of experiential education where students apply knowledge, skills, critical thinking, and wise judgment to address genuine community needs (Toole & Toole, 1994). After receiving a 3-year grant from the Tennessee Commission on National and Community Service and Learn and Serve America, Tennessee 4-H began a statewide initiative to infuse service-learning throughout the 4-H Youth Development program. Service-learning is a growing methodology for fulfilling the 4-H mission to help youth develop the skills and attitudes they need to become successful adults. Between October 2000 and December 2003, 182,000 4-H'ers partnered with 14,800 adults to conduct 5,300 service-learning projects, benefiting more than 901,000 people through 585,000 hours of service (Mantooth & Hamilton, 2004).

Need for the Study

Service-learning gained national attention with the passage of the National and Community Service Trust Acts of 1990 and 1993. This federal legislation established the Corporation for National and Community Service (CNCS) and began to fund service-learning programs for America's youth (Corporation for National and Community Service, n.d.). The CNCS provides grants for both school-based and community-based programs. School-based service-learning is organized as part of the academic curriculum of an

elementary or secondary school or an institution of higher education. Community-based service-learning is organized through a community agency or youth-serving organization (National and Community Service Trust Act of 1993).

Though much attention has been given to school-based service-learning, community-based efforts have also grown in the past 10 years. The CNCS has awarded more than $37 million to community-based organizations (CBO) and state service commissions, which in turn sub-granted the funds to community-based organizations and schools. Bailis and Lewis (2003) stated, "It is reasonable to believe that the vast majority of this funding has indeed gone to CBOs" (p. 17). A 2002 study by the YMCA of the USA found that a substantial amount of community-based service-learning is occurring beyond what is funded through the CNCS. Moreover, those service-learning opportunities are being provided through CBOs that were created specifically to deliver service-learning or that are integrating service-learning into their activities (Bailis & Lewis, 2003).

Despite the number of CBOs engaging in service-learning, "community-based service-learning is the least understood and least studied of the streams of service-learning" (Bailis & Lewis, 2003, p. 17). Indeed, as Billig (2000b) noted, even school-based and higher education service-learning are lacking significant research. Service-learning research "has not caught up with the passion that educators feel for it" (Billig, 2000a, p. 660), and the majority of the

available literature in the field consists of program evaluations and anecdotal evidence, not research (Billig, 2000b).

Research about service-learning can further the field in several ways. New service-learning programs can be developed and existing ones can be improved based on the results of evaluation and research, particularly when researchers gather knowledge about program practices that contribute to successful outcomes and why those practices work (Serow, 1997; Waterman, 1997a). A review of the existing literature reveals that qualitative studies on service-learning have helped practitioners to understand the "how" of service-learning: how programs operate, how programs are effective, how students learn in community settings, how different programs produce varying results and require different roles for adult participants (Howard, 2003; Shumer, 1997; Shumer & Belbas, 1996).

4-H Seeds of Service, a service-learning initiative in Tennessee, conducted a quantitative/qualitative study of the impact of service-learning on the youth participants and the communities in which they serve (Laird, 2002). This study measured community beneficiaries' perceptions of the effectiveness of the projects and the self-assessed changes in communication, concern for others, and problem-solving skills for youth participants. The researcher did not measure other benefits for youth, communities, or adult participants. In addition, measures were not taken to investigate the challenges of implementing these projects. A more thorough examination of 4-H service-learning efforts would

reveal a broader scope of benefits and challenges faced by youth leaders, adult volunteers, and Extension staff attempting to implement service-learning in a community-based organization.

Purpose of the Study

The purpose of this study was to identify benefits and challenges of implementing service-learning in Tennessee 4-H Youth Development. Furthermore, the researcher sought to describe any perceived differences among three subgroups: 4-H members, volunteers, and Extension agents.

Scope of the Study

The purposeful sample for this study was drawn from 4-H members, adult volunteer leaders, and Extension agents who led service-learning projects funded through 4-H Seeds of Service mini-grants from April 2001 to September 2003. Panel members represented each of the four districts of the University of Tennessee Agricultural Extension Service, providing statewide scope to the study. The benefits and challenges identified through this study are generalizable only to service-learning projects conducted through the Tennessee 4-H Youth Development program.

Definition of Terms

Following is a list of terms used in this study and their definitions.

1. **service-learning:** a method whereby participants learn and develop through active participation in thoughtfully organized service that is organized in and meets the needs of the community; helps foster civic responsibility; enhances the education component of the community service agency (4-H); and, provides structured time for participants to reflect on the service experience (4-H Seeds of Service, 2001)
2. **community-based service-learning:** service-learning that is organized through a community agency or youth-serving organization (National and Community Service Trust Act of 1993)
3. **school-based service-learning:** service-learning that is organized as part of the academic curriculum at an elementary or secondary school or an institution of higher education (National and Community Service Trust Act of 1993)

CHAPTER II

REVIEW OF THE LITERATURE

Overview

Chapter II contains a review of literature related to 4-H Youth Development, service-learning, and the Delphi Technique. In particular, Chapter II offers a look at service-learning in terms of definition; history; impact on youth, schools/organizations, and communities; reasons for participating in service-learning; challenges of service-learning; and service-learning in Tennessee 4-H Youth Development.

History of 4-H Youth Development

Although one person or place cannot be credited for starting 4-H, the youth organization is now the world's largest (CSREES/USDA, n.d.). A. B. Graham, O.H. Benson, Seaman Knapp, Cap E. Miller and other youth development pioneers utilized experiential learning methods to extend research from the land grant universities to children and families in rural areas. The educators focused on life skills and *learning by doing* through projects, group meetings, and exhibits. As early as 1904, community service was a part of the clubs, providing active learning interaction between youth and adults and encouraging youth to set and accomplish goals (Dobos, 2002). By 1914, the year in which Congress passed the Smith-Lever Act and created the

Cooperative Extension Service at the U.S. Department of Agriculture, nearly all states had established 4-H clubs. In 1924, the emblem was patented and green and white were made the official colors. State leaders at the first National 4-H Club Camp in 1927 adopted the National 4-H Pledge and the 4-H Motto (CSREES/USDA, n.d.; Dobos, 2002).

As a national organization, 4-H continued to grow and evolve with the changing needs of America's youth. Educational areas soon expanded from corn and canning to include topics such as clothing, home management, soil conservation, tractor, and electricity. In the 1940s, 4-H members began participating in foreign exchange trips. By the 1960s, 4-H agents and leaders were targeting urban and minority youth as well as traditional, rural audiences. The words *and my world* were added to the 4-H pledge in 1973. In the latter part of the Twentieth Century, the primary focus of 4-H shifted from simply imparting knowledge about agriculture and home economics to the personal development of young people. Through a variety of delivery methods and subject areas, all 4-H educational experiences began to be built around life skill development (CSREES/USDA, n.d.; Dobos, 2002).

Definition of Service-learning

The term *service-learning* was first coined in 1967 (Giles & Eyler, 1994); however, few service-learning practitioners agreed on its definition. Furco (2003) stated, "One of the greatest challenges in the study of service-learning is

the absence of a common, universally accepted definition for the term" (p. 13). Giles and Eyler (1994) found 147 different definitions of the term, and most definitions found in the literature were related to school-based service-learning. For instance, Waterman (1997a) defined service-learning as an experiential education approach that involves students in a wide range of activities that are of benefit to others and uses the experiences generated to advance the curricula goals. Other definitions of service-learning include "a way of teaching and learning that engages students in active service tied to the curriculum" (Kielsmeier, 2000, p. 652); "an instructional practice in which students perform service as a way of complementing the knowledge and skills learned in the classroom" (Billig, 2002, p. 3); and "a pedagogical innovation rooted in the principles of experiential education and an interest in helping people and organizations in need" (Claus & Ogden, 1999, p. 69). In addition, Toole and Toole (1994) defined service-learning as a form of experiential education in which students apply knowledge, skills, critical thinking, and wise judgment to address genuine community needs. The National and Community Service Trust Act of 1993 defined service-learning in school-based or community-based settings in the following way:

> The term *service-learning* means a method
> a) under which students or participants learn and develop through active participation in thoughtfully organized service that –
> 1. is conducted in and meets the needs of a community;
> 2. is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and,
> 3. helps foster civic responsibility; and,

b) that –
   1. is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and,
   2. provides structured time for students or participants to reflect on the service experience.

Despite the variety of definitions of service-learning, most practitioners and researchers (Billig, 2000a; Furco, 2003; Waterman, 1997a) agree that its major components consist of active participation in service that meets needs in the community, learning goals, and structured reflection.

Service-learning does not portray the same concept as community service. Individuals, in community or volunteer service, become involved in projects they believe will be of benefit to others. In addition, the projects contain no explicit focus on the educational value of the experience. Service-learning projects, however, are planned, implemented, and reflected upon in terms of specific learning objectives (Waterman, 1997a). Community service practitioners place more importance on helping students become more actively involved in the community and on reinforcing prosocial and moral reasoning, whereas service-learning practitioners focus on students' intellectual development, particularly their ability to solve practical problems (Pritchard, 2002). Another distinction between community service and service-learning is the intended beneficiaries of the project. The beneficiaries of community service are those who receive the service. In service-learning, recipients and those engaged in service are co-beneficiaries: recipients receive meaningful service

and the volunteers enhance their education through real-life situations (Neal, 2003).

Service-learning can be implemented in school-based or community-based settings. This was the focus of a 1993 Delphi study by Shumer, Murphey, and Berkas, which sought to understand the characteristics and traits that separate one service-learning program from another. The panelists had much disagreement on details and specifics of what constitutes service-learning; indeed, they created a list of 29 continua to further describe attributes of purpose, goals, process, and setting. However, the panel reached consensus on examples to identify and define 11 forms of school-based and 15 forms of community-based service-learning. The community-based forms, including examples from 4-H, YMCA, Boy Scouts, and other CBOs, were 1) service programs sponsored by community organizations or institutions; 2) specific courses; 3) series of courses/programs; 4) vocational programs where job training, skill development, and service are major goals; 5) programs for special populations; 6) short-term projects; 7) clearinghouses; 8) career exploration; 9) compensatory service mandated by court systems; 10) summer programs with service components; 11) state service programs; 12) Conservation Corps; 13) specific events/crises /problems; 14) youth community service advisory groups; and 15) national service. The panelists defined various forms of service-learning in terms of program examples, which provided a framework for conceptualizing service-learning into various configurations. In addition, none of

the forms are fixed or exact in their meaning or dimension. In the end, when asked to finalize a definition of service-learning, researchers could only conclude, "It depends on what you think service-learning is and is not; in other words, it depends on your philosophy and your concept of practice" (Shumer, Murphey, & Berkas, 1993, p. 22).

History of Service-learning

Service-learning in America has its origin in the American tradition of service to the community and its theoretical foundations in experiential education (Waterman, 1997a). Many service-learning researchers (Carver, 1997; Claus & Ogden, 1999; Giles & Eyler, 1994; Kraft, 1996; Pritchard, 2002; Waldstein, 2003, Waterman, 1997a) trace the roots of service-learning to John Dewey, William James, Alexis de Tocqueville, and even Thomas Jefferson. Indeed, Americans have "been doing 'service-learning' in our society for far longer than we have applied the label to this approach to experiential education" (Waterman, 1997a, p. 1). Service-learning has made and continues to make its mark on American society, whether its origins lie with the founding of the United States, Jefferson and DeToqueville, in 1916 with Dewey's philosophy of experiential education, or in the turbulent 1960s (Neal, 2003).

John Dewey is a central figure in the justification of service-learning as a pedagogy (Waldstein, 2003). Dewey is credited with conceptualizing ideas of experiential education and reflective thinking, both vital components of service-

learning. Dewey's work also provided the foundation for key elements of service-learning, such as student involvement in developing learning objectives, working cooperatively on learning tasks, linking what is learned to personal experience, placing importance on social and not just intellectual development, and valuing actions for the welfare of others (Kraft, 1996).

Dewey (1938) outlined the link between experience and education, one of the primary justifications for service-learning, with his proposed Principle of Continuity and Principle of Interaction. The Principle of Continuity stated that "every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after" (p. 35). The Principle of Interaction is the idea that learning results from the student's interaction with the environment. These principles interact and form the "longitudinal and lateral aspects for experience" (p. 44). Dewey applied his philosophy of learning and knowledge in the form of projects as a means for producing learning from experience (Giles & Eyler, 1994).

Dewey (1933) defined reflective thinking, another key element of service-learning, as "the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p. 9). Dewey's Five Phases or Aspects of Reflective Thought—suggestions, intellectualization, the hypothesis, reasoning, and testing the hypothesis in action—are not linear but are the "indispensable traits of reflective thinking" (p. 115-116).

In addition to his writings on experiential education and reflection, Dewey's theories on the linkage between community and school provide another justification for service-learning. Dewey viewed the community as an integral part of education, because what is learned in the classroom "must be taken and utilized beyond its bounds, both for the advancement of the student and the betterment of future societies" (Waterman, 1997a, p. 2). Dewey believed that democracy is taught in the school and practiced in the community (Giles & Eyler, 1994). Schools should engage in active work so that "helping others, instead of being a form of charity which impoverishes the recipient, is simply an aid in setting free the powers and furthering the impulse of the one helped" (Dewey, 1900, p. 29).

In addition to Dewey, others have also focused on service to the community in their philosophies of American society. In the nineteenth century, de Tocqueville noted that Americans have a habit of forming voluntary associations that advance their own and the community's needs (Pritchard, 2002). Both Thomas Jefferson and American philosopher William James included the importance of community service in their writings (Kraft, 1996; Waterman, 1997a). Moreover, James (1910) called for a program of national service for youth that would serve as the moral equivalent of war, something "that will speak to man as universally as war does, and yet will be as compatible with their spiritual selves as war has proved to be incompatible" (p. 17).

The Twentieth Century saw many large-scale efforts to engage young people in service, including the Civilian Conservation Corps, the Peace Corps, VISTA (Volunteers in Service to America), RSVP (Retired and Senior Volunteer Program), the Youth Conservation Corps, and other organizations and programs that sought to benefit the volunteers who were serving their communities (Corporation for National and Community Service, n.d.; Kraft, 1996; Pritchard, 2002; Waterman, 1997a). Over the years, service has received support from the federal government. Presidents Kennedy and Clinton promoted service as a means of tapping the best potentials within individuals and integrating youth into the community and the nation (Waterman, 1997a). During the 1990s, President George Bush created the Office of National Service and the Points of Light Foundation, and Congress passed legislation such as the National and Community Service Trust Acts of 1990 and 1993, which created Learn and Serve America, AmeriCorps, and the Corporation for National and Community Service (Corporation for National and Community Service, n.d.; Waterman, 1997a). Today, national service is "not a single program but a national purpose that starts with service-learning in school and ties in with community-based youth development organizations and higher education" (Kielsmeier, 2000, p. 654).

The number of young people involved in service is increasing. The *National Student Service-Learning and Community Service Survey* (Skinner & Chapman, 1999) provided estimates on schools incorporating service-learning

into their curriculum and the most recent data on school engagement in community service. The survey found that 64% of all public schools had students involved in service activities recognized and/or arranged through the school and 32% of all public schools (nearly 50% of all high schools) organized service-learning as part of their curriculum (Skinner & Chapman, 1999). Shumer and Cook (1999) found that 6.1 million high school students were involved in service-related programs in 1997, which is almost seven times the number of youth who were involved in service in 1984. Saffrit and Auck (2003) studied trends of volunteerism, community service, and service-learning among fourth through twelfth grade 4-H'ers in Ohio. The study found that 98% of respondents, either with a school group, on their own, or in 4-H youth development experiences, had helped others without being paid during the past year. The researchers concluded that "4-H youth development has an impact on 4-H'ers performing service, but it is not the only way youth are helping others" (Saffrit & Auck, 2003, p. 6).

Impact of Service-learning

Because young people engaged in service-learning are often outside the classroom, interacting with community members and organizations, the impacts of service-learning are not limited to the youth. "Individuals shape and are shaped by the interactions they have with their environment and the relationships they have with others" (Warter & Grossman, 2002, p. 88);

therefore, individuals, institutions, and communities have the potential to impact one another and the overall goals and outcomes of the service-learning program.

Impact on Youth Participants

An underlying assumption of service-learning and other forms of experiential education is that "students will develop a better understanding and appreciation of academic material if they are able to put that material into practice in ways that make a difference in their own lives and/or in the lives of others" (Waterman, 1997a, p. 3). Much research has been devoted to the impact of community service and service-learning on the young people who serve. In their exhaustive review of literature, Scales and Leffert (1999) cited studies on the impact of service on youth in both school-based and community-based settings. Major findings were increases in 1) self-esteem, 2) problem-solving skills, 3) empathy, 4) positive attitudes toward adults, 5) personal and social responsibility, 6) political participation and interest, and 7) awareness of societal problems.

Waterman (1997a) identified major impacts of service-learning in four categories: enhancing learning through action, promoting personal development, fostering civic responsibility, and contributing to the community. In addition, Billig (2000a) cited impacts in four broad categories: *personal and social development*, including engagement in risky behaviors and interpersonal

development; *civic responsibility*, including civic responsibility and citizenship skills; *academic learning*, including school attendance, grades, and motivation to learn; and *career exploration*, including knowledgeable and realistic attitudes about careers. Furco (2002) studied the impact of service on six educational domains—academic, vocational, personal, civic and cultural, ethical, and social—and found significant differences between students participating in service and those not involved in service. A study of 4-H'ers in Texas by Stafford, Boyd, and Linder (2003) found that service-learning projects with immediate reflection following the activity increase the young people's leadership skills, including *contributor to community* and *personal leadership development*.

Several researchers (Kielsmeier, 2000; Melchior & Bailis, 2002; Ogden, 2002; Toole, 2002) have focused on the impact of service-learning on students' civic engagement and citizenship skills. Toole (2002) argued that service-learning is a "potentially powerful tool to foster civil society [because] its very existence depends on community participation and partnership" (p. 57). A 3-year study of school-based Learn and Serve America programs found that service-learning has short-term impacts on students' civic attitudes and involvement in volunteer service. These impacts were still evident one year later in students who remained active in organized service activities; however, the short-term impacts disappeared for students without continued, organized service involvement (Melchior, 1999).

Research on community-based service-learning programs reveals that service-learning outside a school setting also produces positive results in youth. Ogden (2002) reported on the outcomes of ImPACT, a community-based service-learning program. The young people participating in ImPACT

> found common ground for personal development, including a greater ability to analyze problems and assess resources; the experience of seeing a project through from beginning to end; an expanded sense of their own potential to be change makers; the development of new skills; exposure to new settings and new people; the ability to work and make decisions cooperatively; a new understanding of citizenship and civic participation; the experience of examining community issues firsthand; and a greater awareness of their community and its interconnectedness. (pp. 136-137)

A study of the literature reveals that service-learning has a variety of outcomes for young people who participate in service activities. However, not all service-learning programs have the same results. The level of youth voice—"the inclusion of young people as a meaningful part of the creation and implementation of service opportunities" (Fredericks, Kaplan, & Zeisler, 2001, p. 1)—affects the impact of service-learning on young people and the effectiveness of the service-learning program, including program participation and short- and long-term outcomes. After reviewing numerous studies on service-learning, Fredericks, Kaplan, and Zeisler (2001) reported, "outcomes are maximized when students are given greater degrees of responsibility for planning, decision making, problem solving, and assessing their learning" (p. 3). Similarly, Furco (2003) documented that students were more profoundly influenced by their service experience if they had some responsibility, some

interest, and/or were challenged to some degree. In particular, students made the most positive statements about service if they were treated "like an adult" or "with respect" by members of the community (Furco, 2003, p. 43).

The number of hours spent in service, quality of service placement, structured reflection opportunities, and intensity of the service have been shown to affect the impact of service-learning on youth participants (Blyth, Saito, & Berkas, 1997; Eyler & Giles, 1999). Program design and implementation can also greatly affect the impact of service-learning. Melchior & Bailis (2002) wrote, "[T]o the extent we want young people to gain a particular set of knowledge, skills, or values through service-learning, we need to make sure that the experience is shaped to support those outcomes" (p. 212). In addition, Shumer (1997) supported this idea when he described the task as the central organizing component of community-based programs:

> How tasks are organized, accomplished, and processed is important; the nature of tasks performed is a primary determinant of the quality of learning experienced in community settings. . . . The process of learning from experience is dynamic; it requires methods of reflection and feedback to continually monitor its flow and direction. (p. 36)

Impact on Schools/Organizations

Service-learning impacts schools in several ways, including greater mutual respect between teachers and students, improvements in the overall school climate, discussions of teaching and learning and the best ways for students to learn, and increased school cohesiveness. These impacts, however, only tend to occur when more than 20% of teachers in a school are

involved in service-learning and when the school and district leaders are supportive of the effort (Billig, 2000a; Billig, 2000b).

Impact on Communities

Service-learning leads to more positive perceptions of schools and young people by community members (Billig, 2000a). Of the community organizations served by school-based Learn and Serve America programs, 99.5% rated their experiences as good or excellent, 90% improved their services to clients and the community, 68% increased the capacity to take on new projects, and 56% developed new relationships with the public schools (Melchior, 1999). Overall, the "findings on community impact and the effects on those served are primarily positive, indicating that young people enrolled in . . . service-learning programs that focus upon making a difference in terms of community do, in fact, positively affect community members" (Kraft, 1996, p. 152).

Reasons for Participating in Service-learning

A study of school-based and community-based service programs found that youth participate in service-learning projects because they are fun and provide a challenge (Shumer, 1997). Girl Scouts responded that the projects are "fun because they are social activities that place youth in responsible roles" (Shumer, 1997, p. 35). Waterman (1997b) emphasized that the primary reasons

students participate in service projects are 1) making a contribution to others, 2) feeling good about oneself, 3) enjoying the challenge entailed in volunteer service, 4) making effective use of one's talents, and 5) being with friends. Young people who

> (a) are intrinsically motivated to engage in volunteer service, (b) are concerned about their personal development, (c) have gone through a reflective process to identify their interests and identity-related goals, values and beliefs, and (d) have identified activities in their lives that give rise to feelings of personal expressiveness, flow, and self-actualization are the most willing to engage in volunteer service, will devote more time and effort to such services, and will sustain such activity over a longer period of time. . . . [These students] are the ones most likely to participate in elective service-learning programs and will derive the greatest benefit from participation in either elective or required programs. (Waterman, 1997b, p. 103)

School teachers report a variety of reasons for incorporating service-learning into their classrooms. Wade (1997) surveyed Midwestern public school teachers about their experiences with service-learning. When asked why they became involved, many teachers cited the importance of instilling a sense of caring, social responsibility, or self-esteem in their students. A few wanted to increase their own personal contributions to the community, and some knew other teachers who had had a positive experience with service-learning. Several had been involved in service-learning for years but did not know the term. Other reasons included support from a grant program or previous involvement through community-based organizations such as 4-H, Scouts, and church youth groups. The most common response "involved reference to the compatibility between service-learning and the teachers' beliefs about teaching

and life" (p. 80). Teachers also cited gratifying aspects such as student motivation and learning; recognition from colleagues, administrators, and parents; public attention in the media; benefits they perceive for the community; and seeing a positive change in their students in terms of self-esteem, academic learning, and social skill development (Wade, 1997).

Challenges of Service-learning

Shumer (1997) and Wade (1997) reported several challenges with implementing service-learning in schools. Service-learning programs require more planning time, although some teachers report that planning service-learning projects takes no more time than planning other classroom activities. Service-learning requires more coordination with community organizations and partners, which can be difficult for teachers without access to telephones during the day. Service-learning also requires more administrative support and cooperation, such as evaluation requirements and transportation needs. Service-learning cannot be taught directly from existing textbooks, so teachers must develop lesson plans and reflection activities. Some teachers report facing other concerns, such as student misbehavior in the community, parent complaints, lack of student motivation, and the need for additional funds.

Ogden (2002) reported on the challenges of implementing a community-based service-learning program. The challenges are lack of leverage on the part of the youth, lack of time, and lack of sustainable funds.

Service-learning in Tennessee 4-H Youth Development

Tennessee 4-H Youth Development leaders began a statewide service-learning initiative, called 4-H Seeds of Service, in October 2000. 4-H Seeds of Service was funded through a Learn and Serve America grant under an agreement with the Tennessee Commission on National and Community Service. The program provides training, educational resources, funding opportunities, recognition for outstanding service, and assistance with planning, implementing, and evaluating high-quality service-learning projects. From October 2000 until December 2003, 182,000 young people and 14,800 adults partnered to conduct 5,300 service-learning projects. They dedicated over 583,000 hours to helping 901,000 citizens of their local, national, and global communities (Mantooth and Hamilton, 2004).

Service-learning projects conducted through the 4-H Seeds of Service initiative have focused on the life skills of problem solving, communication, and concern for others. Laird (2002) found that young people involved in service exhibited a significant change in "life skills such as showing increased concern for others, improved ability to problem solve, and improvements in self-perceptions of potency—the ability to make a difference in a community" (p. 4). In particular, four statements that saw the most significant change were 1) *I am concerned about problems in my community*; 2) *I think I can make a difference in my community*; 3) *I feel useful in my neighborhood*; and 4) *I want to help others in my community*. Youth also improved their attitudes on four statements:

1) *I like school*; 2) *I think I can make a difference in my community*; 3) *I can talk and present ideas to adults*; and 4) *I need to explore ideas for a career*.

Laird (2002) surveyed adults working with youth and community beneficiaries to evaluate service-learning efforts. Results of the study showed that "students were engaged, used good communication methods, were able to problem-solve and show concern for others as they participated in service" (p. 9). In addition, adults served as role models to youth, and 96.2% of community beneficiaries rated the service as very effective or highly effective for meeting a need in the community.

Delphi Technique

The Delphi consensus-gathering technique was created by Norman Dalkey and others at the Rand Corporation in the early 1950s as a result of an Air Force-sponsored study concerning the use of expert opinion (Delbeq, Van de Ven, & Gustafson, 1975; Linstone & Turoff, 1975). The technique was named for the Oracle at Delphi, a priestess who provided answers for pilgrims and the gods and goddesses of mythology (Parke, 1939; Hamilton, 1940).

A review of the literature reveals several definitions of the Delphi technique. Linstone and Turoff's (1975) definition is "a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (p. 3). Delbecq, Van de Ven, and Gustafson (1975) define the Delphi technique as "a

method for the systematic solicitation and collation of judgments on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarized information and feedback of opinions derived from earlier responses" (p. 10).

The Delphi process was originally used for technological forecasting, but now is a multiple-use planning tool. Among its many applications, Delphi can be used to identify problems, set goals and priorities, identify solutions to problems, develop program alternatives, gather current and historical data that is not accurately known or available, and create the structure of a model (Delbecq et al., 1975). Delphi is a problem-solving or idea generating technique "useful for situations where individual judgments must be tapped and combined to arrive at decisions which cannot be calculated by one person" (Delbecq et al., 1975, p. 4). However, the purpose of the study is not sufficient reason to employ Delphi; rather, researchers should consider the circumstances of the data collection. Delphi studies are most valuable if a problem could benefit from experts who cannot physically meet due to time, budget, or other constraints (Delbecq et al., 1975; Linstone & Turoff, 1975).

Delbecq et al. (1975) maintained that a successful Delphi study has three components: adequate time, participant skill in written communication, and high participant motivation. Although Delphi does not require much time from respondents, it takes more calendar time than other group processes.

Researchers should allocate a minimum of 45 days to complete the following steps (Delbecq et al, 1975):

1) *Develop the Delphi question* – The initial, broad question should be carefully constructed so that respondents answer appropriately and do not become frustrated with the questionnaire and lose interest.

2) *Select and contact respondents* – Panel members should be those who feel personally involved in the issue, have pertinent information to share, and are committed to participating in the study.

3) *Select sample size* – Panel sizes may vary according to the study; however, few new ideas are generated within a group once it exceeds 30 members.

4) *Develop questionnaire #1 and test* – The first questionnaire allows respondents to think and write about their answers to the Delphi question at their own convenience and with anonymity within the panel. The questionnaire should be accompanied by a personalized, well-written letter containing clear instructions and a stamped, self-addressed envelope.

5) *Analyze questionnaire #1* – The first questionnaire results in a summary list of items identified and comments made. The list should reflect the panel's responses while remaining short enough for the members to review easily.

6) *Develop questionnaire #2 and test* – The second questionnaire asks respondents to rank items on the summarized list to establish preliminary priorities.

7) *Analyze questionnaire #2* – This step summarizes the rankings gathered through the second questionnaire.

8) *Develop questionnaire #3 and test* – On the third, and usually final, questionnaire, respondents are provided with a review of prior responses, about which they express their opinion as to the importance of each item.

9) *Analyze questionnaire #3* – As with the analysis of questionnaire #2, this step clarifies the final statement of results.

10) *Prepare a final report and respondents' report* – The final report summarizes the goals, the process, and the results of the study. All participants should receive a copy of the final report.

The Delphi technique has several characteristics that facilitate the decision-making process. As respondents work in isolation, they produce a multitude of ideas that, because of the thought required for written responses, are specific and high-quality. Respondents cannot react to others' replies and must put much thought into their responses. Because of the anonymity of the process, respondents feel little pressure to conform and their responses are treated equally. Also, the process ends with a sense of closure and accomplishment (Delbecq et al., 1975).

Some characteristics of the Delphi process hinder decision-making performance. Participants may feel detached because of a lack of opportunity for social-emotional rewards. Respondents may experience communication and interpretation difficulties due to the lack of verbal clarification. Pooling responses may provide majority opinions; however, conflicts are not resolved (Delbecq et al., 1975). Linstone and Turoff (1975) cited several reasons for Delphi failure, including imposing preconceptions of the problem on the respondents, using Delphi as a replacement for other forms of communication, poorly summarizing and presenting group responses, ignoring and not exploring disagreements, and underestimating the demanding nature of the study.

Summary

Service-learning is a pedagogy growing in popularity in both school-based and community-based settings. Researchers have shown that service-learning has significant impacts on young people who participate as well as the organizations and communities they serve. Whether focusing on communication, problem solving, or countless other learning objectives, service-learning projects provide youth the opportunity to develop life skills and academic knowledge as they participate as active and engaged citizens in their communities.

A review of the literature reveals that little research has been done on service-learning in community-based organizations such as 4-H. However, many CBOs are utilizing service-learning as a methodology for fulfilling their educational mission. The Tennessee 4-H Youth Development program is one example of a youth-serving organization that has increasingly incorporated service-learning into existing programming efforts.

The Delphi Technique is one method that can be used to conduct research on service-learning. Researchers can utilize the idea-generating technique to gather data from knowledgeable service-learning participants. Through rounds of questionnaires, participants can identify and reach consensus on the major benefits and challenges of conducting service-learning in a particular setting, such as 4-H Youth Development.

CHAPTER III

PROCEDURES AND METHODOLOGY

Overview

In this chapter, the procedures and methodology utilized in this study are outlined. Chapter III contains descriptions of the purpose and design of the Delphi study, selection of the panel, development of the instrument, and data analysis.

Purpose of the Study

The purpose of this study was to identify benefits and challenges of implementing service-learning in Tennessee 4-H Youth Development. Furthermore, the researcher sought to describe any perceived differences among three subgroups: 4-H members, volunteers, and Extension agents.

Design of the Study

The study asked a purposefully selected panel of experts to respond to a series of three questionnaires. Their responses were used to develop a list of benefits and challenges for implementing service-learning in the Tennessee 4-H Youth Development program. The study was descriptive.

Selection of the Panel

The panel of experts consisted of 10 4-H members, 10 adult volunteers, and 10 Extension agents. The panel was purposefully selected from individuals who served as youth coordinators, adult volunteer coordinators, or Extension contacts for service-learning projects funded through 4-H Seeds of Service mini-grants between April 2001 and September 2003. The researcher identified grant-funded service-learning projects from 10 counties representing the four districts of the University of Tennessee Agricultural Extension Service. The youth coordinators, volunteer coordinators, and Extension contacts for the 10 selected projects had demonstrated service-learning expertise through grant proposals, reports, and reflection materials submitted to the state 4-H office.

After receiving approval from the University of Tennessee Institutional Review Board (Appendix A) on April 23, 2004, the researcher contacted the youth coordinators, volunteer coordinators, and Extension contacts for the 10 projects and invited them to participate in the study. The panel members were divided into three subgroups: 4-H members, volunteers, and Extension agents.

Development of the Instruments

The researcher administered a series of three questionnaires to a panel of experts. The first questionnaire (Appendix B) consisted of two, open-ended questions. The first question generated a list of benefits of service-learning implemented through the 4-H Youth Development program. The second

question generated a list of challenges of implementing service-learning in 4-H. A panel of experts, consisting of three faculty members and two 4-H Youth Development specialists, determined face and content validity for the instrument.

The questionnaire was mailed to participants with an appropriate cover letter, study information sheet, and stamped return envelope on May 3, 2004 (Appendices C, D, and E). In addition, parents/guardians of panel members under age 18 received an informed consent statement (Appendix C) to sign and return to the researcher. The letters sent to youth panel members explained the required informed consent sheet.

Respondents had the option of completing the paper questionnaire or a Web-based version. Eighteen panel members responded through the on-line questionnaire, and seven mailed or faxed their questionnaires, providing an 83% (n = 25) response rate. The 4-H youth subpanel had a 60% (n = 6) response rate; the volunteer subpanel had a 90% (n = 9) response rate; and the Extension agent subpanel had a 100% (n = 10) response rate. Responses from the three subgroups were maintained separately. Data generated by youth panel members were not considered until the signed informed consent statements were on file with the researcher.

The researcher summarized the responses to eliminate any duplicate statements. The 4-H youth subpanel (n = 6) generated 59 statements to question one (benefits) and 51 statements to question two (challenges). After

removing duplicates, the researcher summarized the responses to 26 benefits and 21 challenges for the 4-H youth subpanel. The volunteer subgroup (n = 9) generated 73 statements to question one (benefits) and 64 statements to question two (challenges). After removing duplicates, the researcher summarized the responses to 34 benefits and 25 challenges for the volunteer subgroup. The Extension Extension agent subgroup (n = 10) generated 95 statements to question one (benefits) and 75 statements to question two (challenges). After removing duplicates, the researcher summarized the responses to 30 benefits and 21 challenges for the Extension agent subgroup.

The second round questionnaires (Appendices C, D, and E) asked panel members to rate each of the responses on a Likert-type scale of 1 (most important) to 9 (least important). A panel of experts, consisting of one faculty member and two 4-H Youth Development specialists, determined face and content validity for the instruments. All respondents had the option of using either the paper or Web-based version. On May 25, 2004, the second questionnaire, cover letter, and stamped return envelope were distributed to panel members who preferred correspondence by mail. Panel members who preferred electronic correspondence received an e-mailed version of the cover letter, their participant code, and the Web address for the survey.

Twenty-one panel members responded on-line, and four mailed or faxed their surveys, providing an 83% response rate for round two. The 4-H youth subpanel had a 70% (n = 7) response rate; the volunteer subpanel had an 80%

(n = 8) response rate; and the Extension agent subpanel had a 100% (n = 10) response rate. As with the first questionnaire, responses from the subgroups were maintained separately. The researcher calculated the arithmetic mean and standard deviation for each statement. These data were used to develop the third and final round of questionnaires.

On the final questionnaires, panel members were provided with their subgroup's mean and their own rating for each statement. In addition, they were asked to explain why they disagreed with the rankings, if they did. A panel of experts, consisting of one faculty member and one 4-H Youth Development specialist, determined face and content validity for the instruments. The third round questionnaires (Appendices C, D, and E) were distributed on June 14, 2004. Panel members who preferred paper questionnaires received the survey, cover letter, and stamped return envelope. Other panel members received an e-mailed version of the cover letter, their participant code, and a Web address for the survey. All panel members had an individualized Web page through which they could submit a survey based on their responses to the second round questionnaire.

Twenty-two panel members responded on-line, and three mailed or faxed their surveys, providing an 83% response rate for round three. The 4-H youth subpanel had a 70% (n = 7) response rate; the volunteer subpanel had an 80% (n = 8) response rate; and the Extension agent subpanel had a 100%

(n = 10) response rate. Responses from the subgroups were maintained separately.

Data Analysis

The data were analyzed using descriptive statistics. Nominal data gathered through rounds one and three were reported using frequencies and percentages. Data collected through the 9-point, Likert-type scale on the second questionnaires were treated as interval data and reported as means and standard deviations.

The key elements in reporting a Delphi study are importance, which is shown through arithmetic mean, and consensus, which is shown by standard deviation. These calculations were used to analyze each of the benefits and challenges generated by the panel. The statements were categorized according to importance based on arithmetic mean: "important" (1 – 2.49), "slightly important" (2.5 – 4.99), "slightly unimportant" (5 – 7.49), and "unimportant" (≥ 7.5). A low arithmetic mean, ≤ 5, represented strong importance. Low standard deviation (≤ 1.5) represented strong consensus within the subgroups of the Delphi panel.

CHAPTER IV

BENEFITS OF SERVICE-LEARNING IN TENNESSEE 4-H YOUTH DEVELOPMENT

Overview

Chapter IV is a paper prepared for submission to *Journal of Extension*. It contains a summary of the study, purpose of the study, methods and procedures, results, conclusions, recommendations, questions for further study, and an abstract.

Introduction

Since its inception in 1902, the 4-H Youth Development program has outlined community service as one of its primary objectives. In October 2000, Tennessee 4-H Youth Development expanded that service commitment to include service-learning, a form of experiential education where young people apply knowledge, skills, critical thinking, and wise judgment to address genuine community needs (Toole & Toole, 1994). Service-learning is a growing methodology for fulfilling the 4-H mission of helping youth develop skills and attitudes they need to become successful adults. After receiving a 3-year grant from the Tennessee Commission on National and Community Service and Learn and Serve America, Tennessee 4-H began a statewide initiative to infuse service-learning throughout the 4-H Youth Development program (Mantooth &

Hamilton, 2004). From October 2000 until December 2003, more than 182,000 Tennessee 4-H'ers partnered with 14,800 adults to conduct 5,300 service-learning projects, benefiting more than 901,000 people through 585,000 hours of service (Mantooth & Hamilton, 2004).

Nationally, service-learning can trace its theoretical roots to John Dewey, Alexis de Tocqueville, William James, and Thomas Jefferson, as well as historical movements such as the push for civil rights in the 1960s (Waterman, 1997a). Dewey is credited with conceptualizing ideas of experiential education and reflective thinking, both vital components of service-learning. Dewey's work also provided the foundation for key elements of service-learning, such as student involvement in developing learning objectives, working cooperatively on learning tasks, linking what is learned to personal experience, placing importance on social and not just intellectual development, and valuing actions for the welfare of others (Kraft, 1996).

In 1910, American philosopher William James called for a program of national service for youth that would serve as the moral equivalent of war, something that would speak to men's souls as universally as war did and yet be compatible with their spiritual selves (Waterman, 1997a). The Twentieth Century saw many large-scale efforts to engage young people in service, including the Civilian Conservation Corps, the Peace Corps, VISTA (Volunteers in Service to America), the Youth Conservation Corps, and other organizations that sought to benefit the volunteers who were serving their communities

(Corporation for National and Community Service, n.d.; Kraft, 1996; Pritchard, 2002; Waterman, 1997b). Service-learning gained national attention with the passage of the National and Community Service Trust Acts of 1990 and 1993.

This legislation established the Corporation for National and Community Service (CNCS), a federal agency that provides grants for both school-based and community-based service programs. School-based service-learning is organized as part of the academic curriculum of an elementary or secondary school or an institution of higher education, whereas community-based service-learning is organized through a community agency or youth-serving organization (National and Community Service Trust Act of 1993). While much attention has been given to school-based service-learning, community-based efforts also have grown over the past 10 years. The CNCS has awarded more than $37 million to community-based organizations and state service commissions, and a substantial amount of community-based service-learning is occurring beyond what is funded through the CNCS (Bailis & Lewis, 2003).

The number of young people engaged in service is increasing. A 1999 study found that 64% of all public schools had students involved in service activities recognized and/or arranged through the school, and 32% of all public schools organized service-learning as part of their curriculum (Skinner & Chapman, 1999). Shumer and Cook (1999) reported that 6.1 million high school students were involved in service-related programs in 1997, and Safrit and

Auck (2003) found that 98% of Ohio 4-H'ers had voluntarily helped others within the previous year.

The increasing number of young people involved in service-learning has sparked a growing field of research on the impact of service-learning. Because the young people engaged in service-learning are often outside the classroom, interacting with community members and organizations, impacts of service learning are not limited to youth. Indeed, researchers (Billilg, 2000b; Blyth, Saito, & Berkas, 1997; Eyler & Giles, 1999; Scales & Leffert, 1999; Melchior, 1999) have found an impact on young people, schools and community organizations through which they work, and communities they serve.

Youth participating in service-learning programs, both school-based and community-based, show increased self-esteem and problem-solving skills, more positive attitudes toward adults, and increased concern for others' welfare (Scales & Leffert, 1999). Service-learning also has a positive impact on students' civic attitudes and participation, particularly if students remain active in organized service activities (Melchior, 1999). Student outcomes are influenced by the level of youth leadership, hours spent in service, quality of service placement, structured reflection opportunities, the intensity of the service experience, program design, and implementation (Blyth, Saito, & Berkas, 1997; Eyler & Giles, 1999).

Communities, schools, and organizations also experience benefits from service-learning programs. Community members have more positive

perceptions of schools and young people. Furthermore, schools report greater mutual respect between teachers and students, improvements in the overall school climate, and increased school cohesiveness (Billig, 2000b). Melchior (1999) reported that organizations utilizing service-learning improved services to clients and the community, increased capacity to take on new projects, and formed new relationships with public schools.

Despite the benefits researchers have found, challenges can often hinder the effectiveness of service-learning. Shumer (1997), Wade (1997), and Ogden (2002) found challenges with implementing service-learning in both school-based and community-based programs. Service learning requires more planning time, more coordination with community organizations and partners, and more administrative support (Shumer, 1997; Wade, 1997). Other challenges include lack of leverage on the part of youth, lack of time, and lack of sustainable funds (Ogden, 2002).

Despite the number of community-based organizations that are engaging in service-learning and the increasing amount of research in the field, "community-based service-learning is the least understood and least studied of the streams of service-learning" (Bailis & Lewis, 2003, p. 17). Indeed, even school-based and higher education service-learning are lacking significant research. The majority of the available literature in the field consists of program evaluations and anecdotal evidence (Billig, 2000).

Purpose

The purpose of this study was to identify benefits of service-learning in Tennessee 4-H Youth Development. Furthermore, the researcher sought to describe perceived differences among three subgroups: 4-H members, volunteers, and Extension agents.

Methods and Procedures

A panel of experts used the modified Delphi technique to generate data for the study. The panel consisted of 10 4-H members, 10 adult volunteer leaders, and 10 4-H agents. Panel members were purposefully selected from individuals who served as youth coordinators, adult volunteer coordinators, or Extension contacts for 10 service-learning projects funded by 4-H Seeds of Service mini-grants between April 2001 and October 2003. The members represented the four districts of the University of Tennessee Agricultural Extension Service, providing statewide scope to the study.

The researcher administered a series of three questionnaires to the panel of experts. The first questionnaire consisted of an open-ended question that generated a list of benefits of service-learning implemented through the 4-H Youth Development program. A panel of experts, consisting of three faculty members and two 4-H Youth Development specialists, determined face and content validity for the instrument.

Panel members had the option of responding through a paper copy or Web-based questionnaire. In round one, 18 panel members responded through the on-line questionnaire and 7 mailed or faxed their questionnaires, providing an 83% (n = 25) response rate. The 4-H youth subpanel had a 60% (n = 6) response rate; the volunteer subpanel had a 90% (n = 9) response rate; and the Extension agent subpanel had a 100% (n = 10) response rate. Responses from the three subgroups were maintained separately. Data generated by youth panel members were not considered until signed informed consent statements were on file with the researcher.

The researcher summarized responses from the first questionnaire and eliminated any duplicate responses. The 4-H youth subpanel (n = 6) generated 59 statements, which were summarized to 26 benefits. The volunteer subpanel (n = 9) generated 73 statements, which were summarized to 34 benefits. The Extension agent subpanel (n = 10) generated 95 statements, which were summarized to 30 benefits.

The researcher developed three, second-round questionnaires, one for each subpanel, from the responses provided in round one. The second questionnaire asked participants to rate responses on a Likert-type scale of 1 (most important) to 9 (least important). A panel of experts, consisting of one faculty member and two 4-H Youth Development specialists, determined face and content validity for the instruments. The questionnaires were distributed to panel members either through the mail or e-mail, based on respondents'

preferred method of receiving correspondence as indicated through the first Web-based questionnaire.

In round two, 21 panel members responded on-line, and 4 mailed or faxed their surveys, providing an 83% response rate. The 4-H youth subpanel had a 70% (n = 7) response rate; the volunteer subpanel had an 80% (n = 8) response rate; and the Extension agent subpanel had a 100% (n = 10) response rate. As with the first questionnaire, responses from the subgroups were maintained separately.

The researcher calculated the arithmetic mean and standard deviation for each response. Mean scores of the round two questionnaires were used to determine importance of each statement. Responses were categorized as "important" (1 – 2.49), "slightly important" (2.5 – 4.99), "slightly unimportant" (5 – 7.49) or "unimportant" (≥ 7.5). Standard deviation of ≤ 1.5 indicated that consensus was reached within the subpanel. Standard deviation of greater than 1.5 indicated that consensus was not reached. These data were used to develop the third and final round of questionnaires.

The third questionnaires ranked the responses to each question from most important to least important by arithmetic mean. Panel members were provided with the subgroup's mean and their own rating for each item. In addition, they were asked to explain why they disagreed with the rankings, if they did. A panel of experts, consisting of one faculty member and one 4-H Youth Development specialist, determined face and content validity for the

instruments. Panel members received the third round questionnaires either through the mail or e-mail. All respondents had the option of responding either on paper or through an individualized, Web-based survey.

Twenty-two panel members responded on-line, and three mailed the surveys, providing an 83% response rate to the third questionnaire. The 4-H youth subpanel had a 70% (n = 7) response rate; the volunteer subpanel had an 80% (n = 8) response rate; and the Extension agent subpanel had a 100% (n = 10) response rate. Responses from the subgroups were maintained separately.

Results

In this study, a purposefully selected panel of 4-H youth, volunteers, and agents utilized the Delphi Technique to generate and prioritize benefits of conducting service-learning projects in Tennessee 4-H Youth Development.

Benefits Identified by 4-H Youth Subpanel

The 4-H youth subpanel generated a total of 59 benefits of conducting service-learning projects in 4-H Youth Development. The list of benefits was summarized into 26 statements, as described in Table 1.

On the second round questionnaire, 4-H youth subpanel members rated each statement on a Likert-type scale of 1 (most important) to 9 (least important). Based upon their rankings, the researcher calculated mean scores

Table 1

Delphi Study Round One: Benefits Identified by 4-H Youth Subpanel (n = 6)

	Benefit	Number of Responses
1.	Getting kids involved in community service.	1
2.	Helping others, making a difference, meeting community needs.	9
3.	Giving youth the power to change something about their community.	1
4.	Teamwork; collaborating with others.	2
5.	Learning organization and responsibility.	1
6.	Helping youth develop people skills.	1
7.	Learning leadership skills.	4
8.	Teaching solid values.	1
9.	Giving youth a chance to understand management of a group.	1
10.	Understanding and being a part of your community; building a sense of community.	5
11.	Breaking down social barriers to unite and achieve a common goal.	1
12.	Having fun.	2

Table 1. Continued

	Benefit	Number of Responses
13.	Learning from the people you're helping and from other volunteers.	2
14.	Raising awareness of the problems in your community.	1
15.	That it benefits the organization being helped.	1
16.	Having enough money to buy equipment needed to perform service projects.	1
17.	Personal rewards from helping others (feeling good, sense of worth).	5
18.	Meeting others; making friends.	5
19.	Publicity for 4-H (as a service organization, not just for agriculture).	4
20.	Learning to work with other organizations within your community.	1
21.	Using skills and creating a learning environment while having fun and helping others.	2
22.	Working in a youth/adult partnership.	2
23.	Having other opportunities arise.	1

Table 1. Continued

	Benefit	Number of Responses
24.	Possible scholarship opportunities	1
25.	Recognition for service.	3
26.	Getting out of school.	1

to determine overall importance. Standard deviation for each statement was calculated to determine consensus within the subpanel. The mean and standard deviation for each statement are described in Table 2. The statements are prioritized in order of most important to least important by average arithmetic mean scores.

The 4-H youth subpanel ranked 18 benefits as "important" (1 – 2.49), 6 as "slightly important" (2.5 – 4.99), 1 as "slightly unimportant" (5 – 7.49), and 1 as "unimportant" (≥ 7.5). The 4-H youth subpanel reached consensus (SD ≤ 1.5) on 13 statements.

The 4-H youth subpanel reached consensus on 13 of the 18 benefits ranked as "important." Some of these benefits include *getting kids involved in community service* (M = 1.00, SD = 0.00)*; helping others, making a difference, meeting community needs* (M = 1.28, SD = 0.49)*; learning organization and responsibility* (M = 1.57, SD = 0.53)*;* and *having fun* (M = 2.14, SD = 0.69).

Table 2

Delphi Study Round Two: Prioritized List of Benefits Identified by 4-H Youth Subpanel (n = 7)

	Benefit	M	SD
1.	Getting kids involved in community service.	1.00	0.00[a]
2.	Helping others, making a difference, meeting community needs.	1.28	0.49[a]
3.	Giving youth the power to change something about their community.	1.43	0.79[a]
4.	Learning organization and responsibility.	1.57	0.53[a]
5.	Teamwork; collaborating with others.	1.57	0.79[a]
6.	Helping youth develop people skills.	1.57	0.79[a]
7.	Learning leadership skills.	1.57	0.79[a]
8.	Teaching solid values.	1.85	1.57
9.	Giving youth a chance to understand management of a group.	2.00	1.15[a]
10.	Understanding and being a part of your community; building a sense of community.	2.00	1.15[a]
11.	Having fun.	2.14	0.69[a]
12.	Breaking down social barriers to unite and achieve a common goal.	2.14	1.57

Table 2. Continued

Benefit	M	SD
13. Learning from the people you're helping and from other volunteers.	2.14	1.86
14. Raising awareness of the problems in your community.	2.14	2.19
15. That it benefits the organization being helped.	2.29	1.89
16. Personal rewards from helping others (feeling good, sense of worth).	2.43	1.13[a]
17. Meeting others; making friends.	2.43	1.27[a]
18. Having enough money to buy equipment needed to perform service projects.	2.43	1.40[a]
19. Publicity for 4-H (as a service organization, not just for agriculture).	2.71	1.60
20. Learning to work with other organizations within your community.	3.00	1.63
21. Using skills and creating a learning environment while having fun and helping others.	3.14	2.79
22. Working in a youth/adult partnership.	3.57	2.37
23. Having other opportunities arise.	3.86	1.68
24. Possible scholarship opportunities.	3.86	1.86
25. Recognition for service.	5.57	2.76

Table 2. Continued

Benefit	M	SD
26. Getting out of school.	8.14	1.57

Note. Likert scale: 1 – 2.49 = Important; 2.5 – 4.99 = Slightly Important; 5 – 7.49 = Slightly Unimportant; ≥ 7.0 = Unimportant.

[a] Consensus of Group.

In round three of the Delphi study, five 4-H youth subpanel members indicated disagreement with the ranking of eight statements, as outlined in Table 3. Panel members responded in favor of higher importance for benefits including *getting out of school, learning leadership skills,* and *meeting others and making friends*. Panel members thought the ranking should be less important on the benefits of *breaking down social barriers to unite and achieve a common goal* and *recognition for service*. One benefit, *publicity for 4-H (as a service organization, not just agriculture)*, received one response that it should be more important and two that it should be less important. The panel members' explanations for their responses were based on their personal experiences with service-learning in their counties.

Table 3

Delphi Study Round Three: Level of Agreement of Benefits by 4-H Youth Subpanel (n = 7)

	Benefit	% Agree	% Disagree
1.	Getting kids involved in community service.	100.0	0.0
2.	Helping others, making a difference, meeting community needs.	100.0	0.0
3.	Giving youth the power to change something about their community.	100.0	0.0
4.	Learning organization and responsibility.	100.0	0.0
5.	Teamwork; collaborating with others.	100.0	0.0
6.	Helping youth develop people skills.	100.0	0.0
7.	Teaching solid values.	100.0	0.0
8.	Giving youth a chance to understand management of a group.	100.0	0.0
9.	Understanding and being a part of your community; building a sense of community.	100.0	0.0
10.	Having fun.	100.0	0.0
11.	Learning from the people you're helping and from other volunteers.	100.0	0.0

Table 3. Continued

Benefit	% Agree	% Disagree
12. Raising awareness of the problems in your community.	100.0	0.0
13. Personal rewards from helping others (feeling good, sense of worth).	100.0	0.0
14. Having enough money to buy equipment needed to perform service projects.	100.0	0.0
15. Learning to work with other organizations within your community.	100.0	0.0
16. Using skills and creating a learning environment while having fun and helping others.	100.0	0.0
17. Working in a youth/adult partnership.	100.0	0.0
18. Having other opportunities arise.	100.0	0.0
19. Learning leadership skills.	85.7	14.3
20. Breaking down social barriers to unite and achieve a common goal.	85.7	14.3
21. That it benefits the organization being helped.	85.7	14.3
22. Meeting others; making friends.	85.7	14.3
23. Possible scholarship opportunities.	85.7	14.3

Table 3. Continued

Benefit	% Agree	% Disagree
24. Recognition for service.	85.7	14.3
25. Getting out of school.	85.7	14.3
26. Publicity for 4-H (as a service organization, not just for agriculture).	57.1	42.9

Benefits Identified by Volunteer Subpanel

The volunteer subpanel generated a total of 73 benefits of conducting service-learning projects in 4-H Youth Development. The list of benefits was summarized into 34 statements, as described in Table 4.

On the second round questionnaire, volunteer subpanel members rated each statement on a Likert-type scale of 1 (most important) to 9 (least important). Based upon their rankings, the researcher calculated mean scores to determine overall importance. Standard deviation for each statement was calculated to determine consensus within the subpanel. The mean and standard deviation for each statement are described in Table 5. The statements are prioritized in order of most important to least important by average arithmetic mean scores.

Table 4

Delphi Study Round One: Benefits Identified by Volunteer Subpanel (n = 9)

	Benefit	Number of Responses
1.	Teaching youth dependability, responsibility, and commitment.	3
2.	Developing leadership skills.	3
3.	Helping youth see themselves as valuable and responsible community members.	2
4.	Children/teens learning self-esteem by making a difference in the community.	1
5.	Developing teamwork skills.	3
6.	Teaching life skills and useful knowledge/experience.	3
7.	Helping others; improving the community; meeting community needs.	5
8.	Developing a lifetime habit of service; teaching youth compassion and to give back to the community.	5
9.	Learning to see a specific need and plan a project to help (conceive, plan, and accomplish a mission).	2
10.	Helping youth see what their talents are.	1
11.	Teaching youth that you have to work for what you want.	1

Table 4. Continued

Benefit	Number of Responses
12. Youth becoming more interested in the community and more aware of community needs.	2
13. Working in youth/adult partnerships.	3
14. Having fun while learning and meeting a community need.	3
15. Keeping children/teens involved with adults, which creates a bond for a lifetime.	1
16. Developing listening skills (how to follow instructions).	1
17. Developing record keeping and documentation skills.	1
18. 4-H promotion; community seeing 4-H as a service-oriented organization.	5
19. Motivating the people in the community.	1
20. Meeting others; forming bonds with youth and adults.	5
21. Building relationships/networks in the community.	6
22. Acquiring a better knowledge of the . . .	1
23. Learning to use new equipment, such as a sewing machine.	1
24. Personal/emotional rewards.	3
25. Keeping children/teens involved.	1
26. Having funding for a needed project.	1

Table 4. Continued

Benefit	Number of Responses
27. Having access to expertise of 4-H/University staff where my knowledge is limited/lacking.	1
28. That it's a hands-on learning time.	1
29. Giving youth community service involvement that they can put on college scholarship applications.	1
30. Keeping youth busy and out of trouble.	1
31. Seeing how supportive everyone was of the project.	1
32. Recognition.	2
33. Youth getting to travel abroad.	1
34. That prizes are offered.	1

Table 5

Delphi Study Round Two: Prioritized List of Benefits Identified by Volunteer Subpanel (n = 8)

Benefit		M	SD
1.	Teaching youth dependability, responsibility, and commitment.	1.00	0.00[a]
2.	Developing leadership skills.	1.14	0.38[a]
3.	Helping youth see themselves as valuable and responsible community members.	1.14	0.38[a]
4.	Children/teens learning self-esteem by making a difference in the community.	1.28	0.49[a]
5.	Developing teamwork skills.	1.29	0.49[a]
6.	Teaching life skills and useful knowledge/experience.	1.29	0.49[a]
7.	Helping others; improving the community; meeting community needs.	1.29	0.76[a]
8.	Developing a lifetime habit of service; teaching youth compassion and to give back to the community.	1.43	0.79[a]
9.	Learning to see a specific need and plan a project to help (conceive, plan, and accomplish a mission).	1.43	0.79[a]
10.	Helping youth see what their talents are.	1.50	0.76[a]

Table 5. Continued

Benefit	M	SD
11. Youth becoming more interested in the community and more aware of community needs.	1.57	0.79[a]
12. Teaching youth that you have to work for what you want.	1.57	1.13[a]
13. Having fun while learning and meeting a community need.	1.71	0.95[a]
14. Working in youth/adult partnerships.	1.71	1.11[a]
15. Keeping children/teens involved with adults, which creates a bond for a lifetime.	1.86	0.90[a]
16. Developing listening skills (how to follow instructions).	2.00	1.41[a]
17. Developing record keeping and documentation skills.	2.14	0.90[a]
18. 4-H promotion; community seeing 4-H as a service-oriented organization.	2.29	1.50[a]
19. Motivating the people in the community.	2.43	0.98[a]
20. Meeting others; forming bonds with youth and adults.	2.43	1.27[a]
21. Building relationships/networks in the community.	2.43	1.51
22. Acquiring a better knowledge of the . . .	2.5	1.31[a]
23. Learning to use new equipment, such as a sewing machine.	2.5	2.07
24. Personal/emotional rewards.	2.71	1.50[a]
25. Having access to expertise of 4-H/University staff where my knowledge is limited/lacking.	2.86	1.07[a]

Table 5. Continued

Benefit	M	SD
26. Having funding for a needed project.	2.86	1.86
27. Keeping children/teens involved.	2.86	2.41
28. That it's a hands-on learning time.	2.88	2.10
29. Giving youth community service involvement that they can put on college scholarship applications.	3.00	2.20
30. Keeping youth busy and out of trouble.	3.25	2.31
31. Seeing how supportive everyone was of the project.	3.86	1.07[a]
32. Recognition.	4.43	2.51
33. Youth getting to travel abroad.	5.38	2.67
34. That prizes are offered.	6.25	2.05

Note. Likert scale: 1 – 2.49 = Important; 2.5 – 4.99 = Slightly Important; 5 – 7.49 = Slightly Unimportant; ≥ 7.0 = Unimportant.

[a] Consensus of Group.

The volunteer subpanel ranked 21 benefits as "important" (1 – 2.49), 11 as "slightly important" (2.5 – 4.99), and 2 as "slightly unimportant" (5 – 7.49). The volunteer subpanel reached consensus (SD ≤ 1.5) on 24 statements.

The volunteer subpanel reached consensus on 20 of the 21 benefits ranked as "important." Some of these statements include *teaching youth dependability, responsibility, and commitment* (M = 1.00, SD = 0.00); *developing leadership skills* (M = 1.14, SD = 0.38); *helping youth see themselves as valuable and responsible community members* (M = 1.14, SD = 0.38); and *children/teens learning self-esteem by making a difference in the community* (M = 1.28, SD = 0.49).

In round three of the Delphi study, four volunteer subpanel members indicated disagreement with the ranking of 12 statements, as described in Table 6. Panel members responded in favor of higher importance on the following statements: *children/teens learning self-esteem by making a difference in the community, teaching life skills and useful knowledge/experience, teaching youth that you have to work for what you want, developing record keeping and documentation skills, that it's a hands-on learning time,* and *recognition.* Respondents thought these statements should be less important: *keeping children/teens involved, keeping youth busy and out of trouble, seeing how supportive everyone was of the project,* and *youth getting to travel abroad.* Two statements received mixed comments. For the benefit of *learning to use new equipment, such as a sewing machine*, one respondent commented that it

Table 6

Delphi Study Round Three: Level of Agreement of Benefits by Volunteer Subpanel (n = 8)

Benefit		% Agree	% Disagree
1.	Teaching youth dependability, responsibility, and commitment.	100.0	0.0
2.	Developing leadership skills.	100.0	0.0
3.	Helping youth see themselves as valuable and responsible community members.	100.0	0.0
4.	Developing teamwork skills.	100.0	0.0
5.	Helping others; improving the community; meeting community needs.	100.0	0.0
6.	Developing a lifetime habit of service; teaching youth compassion and to give back to the community.	100.0	0.0
7.	Learning to see a specific need and plan a project to help (conceive, plan, and accomplish a mission).	100.0	0.0
8.	Helping youth see what their talents are.	100.0	0.0
9.	Youth becoming more interested in the community and more aware of community needs.	100.0	0.0
10.	Having fun while learning and meeting a community need.	100.0	0.0

Table 6. Continued

Benefit	% Agree	% Disagree
11. Working in youth/adult partnerships.	100.0	0.0
12. Keeping children/teens involved with adults, which creates a bond for a lifetime.	100.0	0.0
13. Developing listening skills (how to follow instructions).	100.0	0.0
14. 4-H promotion; community seeing 4-H as a service-oriented organization.	100.0	0.0
15. Motivating the people in the community.	100.0	0.0
16. Meeting others; forming bonds with youth and adults.	100.0	0.0
17. Building relationships/networks in the community.	100.0	0.0
18. Acquiring a better knowledge of the . . .	100.0	0.0
19. Personal/emotional rewards.	100.0	0.0
20. Having access to expertise of 4-H/University staff where my knowledge is limited/lacking.	100.0	0.0
21. Having funding for a needed project.	100.0	0.0
22. That prizes are offered.	100.0	0.0
23. Children/teens learning self-esteem by making a difference in the community.	85.7	14.3
24. Teaching life skills and useful knowledge/experience.	87.5	12.5

Table 6. Continued

Benefit	% Agree	% Disagree
25. Teaching youth that you have to work for what you want.	87.5	12.5
26. Developing record keeping and documentation skills.	87.5	12.5
27. Keeping children/teens involved.	87.5	12.5
28. That it's a hands-on learning time.	87.5	12.5
29. Keeping youth busy and out of trouble.	87.5	12.5
30. Seeing how supportive everyone was of the project.	87.5	12.5
31. Learning to use new equipment, such as a sewing machine.	75.0	25.0
32. Giving youth community service involvement that they can put on college scholarship applications.	75.0	25.0
33. Recognition.	75.0	25.0
34. Youth getting to travel abroad.	75.0	25.0

should be more important, while another respondent had the opposite view. Similarly, the benefit of *giving youth community service involvement that they can put on college scholarship applications* received opposing comments from two panel members. The reasons given for disagreeing with each of these statements were based on panel members' personal experiences with service-learning.

Benefits Identified by Extension Agent Subpanel

The Extension agent subpanel generated a total of 95 benefits of conducting service-learning projects in 4-H Youth Development. Similar responses were deleted to avoid duplication. The list of benefits was summarized into 30 statements, as described in Table 7.

On the second round questionnaire, Extension agent subpanel members rated each statement on a scale of 1 (most important) to 9 (least important). Based upon their rankings, the researcher calculated mean scores to determine overall importance. Standard deviation for each statement was calculated to determine consensus within the subpanel. The mean and standard deviation for each statement are described in Table 8. The statements are prioritized in order of most important to least important by average arithmetic mean scores.

The Extension agent subpanel ranked 19 benefits as "important" (1 – 2.49) and 11 as "slightly important" (2.5 – 4.99). No statements were

Table 7

Delphi Study Round One: Benefits Identified by Extension Agent Subpanel (n = 10)

Benefit		Number of Responses
1.	Developing citizenship skills/civic responsibility.	2
2.	Good publicity for 4-H.	5
3.	Recognition/community awareness of service activities.	8
4.	Learning about and feeling connected to the community.	10
5.	Teaching youth life skills.	4
6.	Developing leadership skills.	3
7.	Promoting youth in a positive way.	1
8.	Teaching responsibility.	2
9.	Developing decision making skills.	1
10.	That 4-H has a lot of good resources.	1
11.	Teaching youth about helping others and the importance of service.	6
12.	Youth learning the value of their service.	4
13.	Developing communication skills.	1
14.	Giving youth a feeling of competency.	1
15.	Developing organizational/planning skills.	8
16.	Allowing youth to work with other agencies; networking.	1
17.	Youth building self-esteem.	1

Table 7. Continued

Benefit	Number of Responses
18. Helping others.	6
19. Personal/emotional rewards.	8
20. Youth using school and 4-H knowledge to help others.	2
21. Allowing senior 4-H'ers volunteer hours they need for scholarships and job applications.	1
22. Creating new friendships among youth.	1
23. Having fun.	2
24. Developing youth/adult partnerships.	10
25. Teaching youth about evaluation and how it benefitted the community.	1
26. Learning how to help the environment and why it is important.	1
27. Youth learning trade skills: painting, building, etc. (depending on project).	1
28. Incorporating many volunteers in community and networking capacity.	1
29. Securing new funding sources to acquire new educational materials and resources in the county.	1

Table 7. Continued

Benefit	Number of Responses
30. That a little money given here can make a big difference in other countries.	1

Table 8

Delphi Study Round Two: Prioritized List of Benefits Identified by Extension Agent Subpanel (n = 9)

Benefit		M	SD
1.	Developing citizenship skills/civic responsibility.	1.11	0.33[a]
2.	Teaching youth about helping others and the importance of service.	1.22	0.44[a]
3.	Developing leadership skills.	1.33	0.50[a]
4.	Promoting youth in a positive way.	1.33	0.50[a]
5.	Helping others.	1.33	0.71[a]
6.	Teaching youth life skills.	1.33	0.71[a]
7.	Developing youth/adult partnerships.	1.44	0.53[a]
8.	Youth learning the value of their service.	1.44	0.53[a]
9.	Developing decision making skills.	1.44	0.73[a]
10.	Teaching responsibility.	1.44	0.88[a]
11.	Developing communication skills.	1.78	0.83[a]
12.	Giving youth a feeling of competency.	1.78	0.83[a]
13.	Developing organizational/planning skills.	1.89	0.99[a]
14.	Allowing youth to work with other agencies; networking.	1.89	1.05[a]
15.	Youth building self-esteem.	1.89	1.83
16.	Learning about and feeling connected to the community.	2.00	0.87[a]

Table 8. Continued

Benefit		M	SD
17.	Incorporating many volunteers in community and networking capacity.	2.11	0.60[a]
18.	Youth using school and 4-H knowledge to help others.	2.11	0.60[a]
19.	Good publicity for 4-H.	2.44	1.33[a]
20.	Creating new friendships among youth.	2.67	1.32[a]
21.	Recognition/community awareness of service activities.	2.78	1.86
22.	Having fun.	2.78	1.86
23.	Personal/emotional rewards.	3.11	1.69
24.	Teaching youth about evaluation and how it benefitted the community.	3.22	2.33
25.	Learning how to help the environment and why it is important.	3.25	1.49[a]
26.	Youth learning trade skills: painting, building, etc. (depending on project).	3.78	1.48[a]
27.	Allowing senior 4-H'ers volunteer hours they need for scholarships and job applications.	4.00	2.24
28.	That 4-H has a lot of good resources.	4.13	1.81
29.	Securing new funding sources to acquire new educational materials and resources in the county.	4.56	2.83

Table 8. Continued

Benefit	M	SD
30. That a little money given here can make a big difference in other countries.	4.56	2.92

Note. Likert scale: 1 – 2.49 = Important; 2.5 – 4.99 = Slightly Important; 5 – 7.49 = Slightly Unimportant; ≥ 7.0 = Unimportant.

[a] Consensus of Group.

ranked as "slightly unimportant" (5 – 7.49) or "unimportant" (≥ 7.5). The Extension agent subpanel reached consensus (SD ≤ 1.5) on 21 statements. The Extension agent subpanel reached consensus on 18 of the 21 benefits ranked as "important." Some of these statements include *developing citizenship skills/civic responsibility* (M = 1.11, SD = 0.33); *teaching youth about helping others and the importance of service* (M = 1.44, SD = 0.44); *developing leadership skills* (M = 1.33, SD = 0.50); and *promoting youth in a positive way* (M = 1.33, SD = 0.50).

In round three of the Delphi study, three Extension agent subpanel members indicated disagreement with the ranking of seven statements, as described in Table 9. Panel members responded in favor of higher importance for the following benefits: *promoting youth in a positive way, teaching youth life skills, developing decision making skills, recognition/community awareness of*

Table 9

Delphi Study Round Three: Level of Agreement of Benefits by Extension Agent Subpanel (n = 10)

	Benefit	% Agree	% Disagree
1.	Developing citizenship skills/civic responsibility.	100.0	0.0
2.	Teaching youth about helping others and the importance of service.	100.0	0.0
3.	Developing leadership skills.	100.0	0.0
4.	Helping others.	100.0	0.0
5.	Developing youth/adult partnerships.	100.0	0.0
6.	Youth learning the value of their service.	100.0	0.0
7.	Teaching responsibility.	100.0	0.0
8.	Developing communication skills.	100.0	0.0
9.	Giving youth a feeling of competency.	100.0	0.0
10.	Developing organizational/planning skills.	100.0	0.0
11.	Allowing youth to work with other agencies; networking.	100.0	0.0
12.	Youth building self-esteem.	100.0	0.0
13.	Learning about and feeling connected to the community.	100.0	0.0

Table 9. Continued

Benefit		% Agree	% Disagree
14.	Incorporating many volunteers in community and networking capacity.	100.0	0.0
15.	Youth using school and 4-H knowledge to help others.	100.0	0.0
16.	Creating new friendships among youth.	100.0	0.0
17.	Having fun.	100.0	0.0
18.	Personal/emotional rewards.	100.0	0.0
19.	Teaching youth about evaluation and how it benefitted the community.	100.0	0.0
20.	Learning how to help the environment and why it is important.	100.0	0.0
21.	Youth learning trade skills: painting, building, etc. (depending on project).	100.0	0.0
22.	Allowing senior 4-H'ers volunteer hours they need for scholarships and job applications.	100.0	0.0
23.	That a little money given here can make a big difference in other countries.	100.0	0.0
24.	Promoting youth in a positive way.	90.0	10.0
25.	Teaching youth life skills.	90.0	10.0

Table 9. Continued

Benefit		% Agree	% Disagree
26.	Developing decision making skills.	90.0	10.0
27.	Good publicity for 4-H.	90.0	10.0
28.	Recognition/community awareness of service activities.	90.0	10.0
29..	That 4-H has a lot of good resources.	90.0	10.0
30.	Securing new funding sources to acquire new educational materials and resources in the county.	90.0	10.0

service activities, good publicity for 4-H, that 4-H has a lot of good resources, and *securing new funding sources to acquire new educational materials and resources in the county.* The panel did not recommend that any statements be ranked less important.

Conclusions

The three subgroups of the Delphi panel generated many statements with similar content. These benefits included *getting kids involved in community service and developing a habit of service, helping others and meeting community needs, learning/teaching responsibility, developing leadership skills,*

and *teamwork and networking in the community*. The three subpanels generated several statements related to youth becoming more aware of community problems, developing civic responsibility, and feeling connected to the community. The three subpanels also generated several statements related to teaching skills such as record keeping, communication, and people skills.

Although the subpanels generated many of the same benefits, there were differences among the subpanels' lists and prioritization of benefits. For instance, the 4-H youth and volunteer subpanels agreed on the benefit of *having fun.* And the volunteer and Extension agent subpanels had similar views on the benefits of *developing and working in youth-adult partnerships* and *publicity for 4-H as a service organization*.

The 4-H youth subpanel generated one benefit—*getting out of school*—that the other subpanels did not. The volunteer subpanel had six statements that were unique from the benefits generated by the other subpanels. These included *keeping youth busy and out of trouble, youth getting to travel abroad,* and *keeping children/teens involved*. The Extension agent subpanel had two statements that were not also generated by the other subpanels. These benefits were *that 4-H has a lot of good resources* and *that a little money given here can make a big difference in other countries*.

Recommendations

Based on the results of this study, recommendations can be made for the statewide 4-H Youth Development program in Tennessee.

Tennessee 4-H Youth Development should sustain and expand the existing service-learning initiative in order to help youth and adults develop a habit of service, meet community needs, learn skills, take an active role in their communities, and garner other benefits of service-learning. State 4-H Youth Development staff should provide training, resources, and technical assistance to regional and county Extension staff, volunteers, and 4-H youth to assist them in planning and implementing effective service-learning projects. Resources should include printed and Web-based manuals on the basics of service-learning, tools for service-learning reflection, evaluation instruments to aid in program improvement, and a compilation of "best practices" from effective 4-H service-learning projects.

Questions for Further Study

Further study is needed to determine the benefits of service-learning in Tennessee 4-H Youth Development. Researchers should examine the effect that the following issues may have on the benefits of service-learning for the youth, the community, and the 4-H Youth Development program:

- location – rural, urban, limited resource;
- length of project;

- reflection activities included as integral part of projects; and,
- degree of youth leadership in projects.

Abstract

Service-learning is growing in popularity as a methodology for teaching young people life skills and 4-H project knowledge. Through a modified Delphi technique, a panel comprised of Tennessee 4-H'ers, volunteers, and agents identified and prioritized benefits of utilizing service-learning to fulfill the mission of Tennessee 4-H Youth Development. The study found that the primary benefits of conducting service-learning projects through 4-H are *getting kids involved in community service*; *teaching youth dependability, responsibility, and commitment*; and *developing citizenship skills/civic responsibility*. There were some differences among the subpanels' lists and prioritization of the benefits. The study has implications for 4-H leaders, both youth and adult, who employ service-learning as a teaching tool.

CHAPTER V

CHALLENGES OF SERVICE-LEARNING IN TENNESSEE 4-H YOUTH DEVELOPMENT

Overview

Chapter V is a paper prepared for submission to *Journal of Extension*. It contains a summary of the study, purpose of the study, methods and procedures, results, conclusions, recommendations, questions for further study, and an abstract.

Introduction

Since its inception in 1902, the 4-H Youth Development program has outlined community service as one of its primary objectives. In October 2000, Tennessee 4-H Youth Development expanded that service commitment to include service-learning, a form of experiential education where young people apply knowledge, skills, critical thinking, and wise judgment to address genuine community needs (Toole & Toole, 1994). Service-learning is a growing methodology for fulfilling the 4-H mission of helping youth develop skills and attitudes they need to become successful adults. After receiving a 3-year grant from the Tennessee Commission on National and Community Service and Learn and Serve America, Tennessee 4-H began a statewide initiative to infuse service-learning throughout the 4-H Youth Development program (Mantooth &

Hamilton, 2004). From October 2000 until December 2003, more than 182,000 Tennessee 4-H'ers partnered with 14,800 adults to conduct 5,300 service-learning projects, benefiting more than 901,000 people through 585,000 hours of service (Mantooth & Hamilton, 2004).

Nationally, service-learning can trace its theoretical roots to John Dewey, Alexis de Tocqueville, William James, and Thomas Jefferson, as well as historical movements such as the push for civil rights in the 1960s (Waterman, 1997a). Dewey is credited with conceptualizing ideas of experiential education and reflective thinking, both vital components of service-learning. Dewey's work also provided the foundation for key elements of service-learning, such as student involvement in developing learning objectives, working cooperatively on learning tasks, linking what is learned to personal experience, placing importance on social and not just intellectual development, and valuing actions for the welfare of others (Kraft, 1996).

In 1910, American philosopher William James called for a program of national service for youth that would serve as the moral equivalent of war, something that would speak to men's souls as universally as war did and yet be compatible with their spiritual selves (Waterman, 1997a). The Twentieth Century saw many large-scale efforts to engage young people in service, including the Civilian Conservation Corps, the Peace Corps, VISTA (Volunteers in Service to America), the Youth Conservation Corps, and other organizations that sought to benefit the volunteers who were serving their communities

(Corporation for National and Community Service, n.d.; Kraft, 1996; Pritchard, 2002; Waterman, 1997b). Service-learning gained national attention with the passage of the National and Community Service Trust Acts of 1990 and 1993.

This legislation established the Corporation for National and Community Service (CNCS), a federal agency that provides grants for both school-based and community-based service programs. School-based service-learning is organized as part of the academic curriculum of an elementary or secondary school or an institution of higher education, whereas community-based service-learning is organized through a community agency or youth-serving organization (National and Community Service Trust Act of 1993). While much attention has been given to school-based service-learning, community-based efforts have also grown over the past 10 years. The CNCS has awarded more than $37 million to community-based organizations and state service commissions, and a substantial amount of community-based service-learning is occurring beyond what is funded through the CNCS (Bailis & Lewis, 2003).

The number of young people engaged in service is increasing. A 1999 study found that 64% of all public schools had students involved in service activities recognized and/or arranged through the school, and 32% of all public schools organized service-learning as part of their curriculum (Skinner & Chapman, 1999). Shumer and Cook (1999) reported that 6.1 million high school students were involved in service-related programs in 1997, and Safrit and

Auck (2003) found that 98% of Ohio 4-H'ers had voluntarily helped others within the previous year.

The increasing number of young people involved in service-learning has sparked a growing field of research on the impact of service-learning. Because the young people engaged in service-learning are often outside the classroom, interacting with community members and organizations, impacts of service learning are not limited to youth. Indeed, researchers (Billilg, 2000b; Blyth, Saito, & Berkas, 1997; Eyler & Giles, 1999; Scales & Leffert, 1999; Melchior, 1999) have found an impact on young people, schools and community organizations through which they work, and communities they serve.

Youth participating in service-learning programs, both school-based and community-based, show increased self-esteem and problem-solving skills, more positive attitudes toward adults, and increased concern for others' welfare (Scales & Leffert, 1999). Service-learning also has a positive impact on students' civic attitudes and participation, particularly if students remain active in organized service activities (Melchior, 1999). Student outcomes are influenced by the level of youth leadership, hours spent in service, quality of service placement, structured reflection opportunities, the intensity of the service experience, program design, and implementation (Blyth, Saito, & Berkas, 1997; Eyler & Giles, 1999).

Communities, schools, and organizations also experience benefits from service-learning programs. Community members have more positive

perceptions of schools and the young people. Furthermore, schools report greater mutual respect between teachers and students, improvements in the overall school climate, and increased school cohesiveness (Billig, 2000b). Melchior (1999) reported that organizations utilizing service-learning improved services to clients and the community, increased capacity to take on new projects, and formed new relationships with public schools.

Despite the benefits researchers have found, challenges can often hinder the effectiveness of service-learning. Shumer (1997), Wade (1997), and Ogden (2002) found challenges with implementing service-learning in both school-based and community-based programs. Service learning requires more planning time, more coordination with community organizations and partners, and more administrative support (Shumer, 1997; Wade, 1997). Other challenges include lack of leverage on the part of youth, lack of time, and lack of sustainable funds (Ogden, 2002).

Despite the number of community-based organizations that are engaging in service-learning and the increasing amount of research in the field, "community-based service-learning is the least understood and least studied of the streams of service-learning" (Bailis & Lewis, 2003, p. 17). Indeed, even school-based and higher education service-learning are lacking significant research. The majority of the available literature in the field consists of program evaluations and anecdotal evidence (Billig, 2000).

Purpose

The purpose of this study was to identify benefits and challenges of service-learning in Tennessee 4-H Youth Development. Furthermore, the researcher sought to describe perceived differences among three subgroups: 4-H members, volunteers, and Extension agents.

Methods and Procedures

A panel of experts used the modified Delphi technique to generate data for the study. The panel consisted of 10 4-H members, 10 adult volunteer leaders, and 10 4-H agents. Panel members were purposefully selected from individuals who served as youth coordinators, adult volunteer coordinators, or Extension contacts for 10 service-learning projects funded by 4-H Seeds of Service mini-grants between April 2001 and October 2003. The members represented the four districts of the University of Tennessee Agricultural Extension Service, providing statewide scope to the study.

The researcher administered a series of three questionnaires to the panel of experts. The first questionnaire consisted of an open-ended question that generated a list of challenges of service-learning implemented through the 4-H Youth Development program. A panel of experts, consisting of three faculty members and two 4-H Youth Development specialists, determined face and content validity for the instrument.

Panel members had the option of responding through a paper copy or Web-based questionnaire. In round one, 18 panel members responded through the on-line questionnaire and 7 mailed or faxed their questionnaires, providing an 83% (n = 25) response rate. The 4-H youth subpanel had a 60% (n = 6) response rate; the volunteer subpanel had a 90% (n = 9) response rate; and the Extension agent subpanel had a 100% (n = 10) response rate. Responses from the three subgroups were maintained separately. Data generated by youth panel members were not considered until signed informed consent statements were on file with the researcher.

The researcher summarized responses from the first questionnaire and eliminated any duplicate responses. The 4-H youth subpanel (n = 6) generated 51 statements, which were summarized to 21 challenges. The volunteer subpanel (n = 9) generated 64 statements, which were summarized to 25 challenges. The Extension agent subpanel (n = 10) generated 75 statements, which were summarized to 21 challenges.

The researcher developed three, second-round questionnaires, one for each subpanel, from the responses provided in round one. The second questionnaire asked participants to rate responses on a Likert-type scale of 1 (most important) to 9 (least important). A panel of experts, consisting of one faculty member and two 4-H Youth Development specialists, determined face and content validity for the instruments. The questionnaires were distributed to panel members either through the mail or e-mail, based on respondents'

preferred method of receiving correspondence as indicated through the first Web-based questionnaire. All respondents had the option of submitting their responses on paper or through the Web-based questionnaire.

In round two, 20 panel members responded on-line, and 4 mailed or faxed their surveys, providing an 80% response rate. The 4-H youth subpanel had a 70% (n = 7) response rate; the volunteer subpanel had an 80% (n = 8) response rate; and the Extension agent subpanel had a 90% (n = 9) response rate. As with the first questionnaire, responses from the subgroups were maintained separately. The researcher calculated the arithmetic mean and standard deviation for each response. These data were used to develop the third and final round of questionnaires.

The third questionnaire ranked the responses to each question from most important to least important by arithmetic mean. Panel members were provided with the subgroup's mean and their own rating for each item. In addition, they were asked to explain why they disagreed with the rankings, if they did. A panel of experts, consisting of one faculty member and one 4-H Youth Development specialists, determined face and content validity for the instruments. Panel members received the third round questionnaires either through the mail or e-mail. All respondents had the option of responding either on paper or through an individualized, Web-based survey.

Twenty-two panel members responded on-line, and three mailed their surveys, providing an 83% response rate to the third questionnaire. The 4-H

youth subpanel had a 70% (n = 7) response rate; the volunteer subpanel had an 80% (n = 8) response rate; and the Extension agent subpanel had a 100% (n = 10) response rate. Responses from the subgroups were maintained separately.

Results

In this study, a purposefully selected panel of 4-H youth, volunteers, and agents utilized the Delphi Technique to generate and prioritize challenges of conducting service-learning projects in Tennessee 4-H Youth Development. Mean scores of the round two questionnaires were used to determine importance of each statement. Responses were categorized as "important" (1 – 2.49), "slightly important" (2.5 – 4.99), "slightly unimportant" (5 – 7.49) or "unimportant" (≥ 7.5). Standard deviation of ≤ 1.5 indicated that consensus was reached within the subpanel. Standard deviation of greater than 1.5 indicated that consensus was not reached.

Challenges Identified by 4-H Youth Subpanel

The 4-H youth subpanel generated a total of 51 challenges of service-learning in 4-H Youth Development. However, many of these responses were similar in content or idea, so some responses were deleted to avoid duplication. The list of challenges was summarized into 21 statements, as described in Table 10.

Table 10

Delphi Study Round One: Challenges Identified by 4-H Youth Subpanel (n = 6)

	Challenge	Number of Responses
1.	Working around everyone's schedule.	4
2.	Maintaining good communication among all parties.	1
3.	Not having enough time.	4
4.	Getting others involved and keeping them motivated and dedicated.	4
5.	Planning and budgeting.	1
6.	Lack of funding.	4
7.	Finding enough volunteer leaders.	1
8.	Organizing the group and keeping everyone on schedule.	2
9.	Logistics – planning and making sure everything is going as planned.	3
10.	Selecting a quality (truly meaningful) project that everyone wants to do.	3
11.	Disagreements within the group; getting everyone heard without feelings getting involved.	5
12.	Equipment – getting, storing, setting up for project.	3
13.	People not reporting to work.	1
14.	Organizational difficulties.	1

Table 10. Continued

Challenge	Number of Responses
15. Being able to find other organizations to help.	1
16. Having one person responsible for keeping records and scheduling projects.	1
17. Paperwork; keeping records.	2
18. Having people who do not appreciate what you're doing.	1
19. Publicity.	1
20. Having someone talk bad about you and the project.	1
21. Missing other activities and time with family and friends.	7

On the second round questionnaire, 4-H youth subpanel members rated each statement on a Likert-type scale of 1 (most important) to 9 (least important). Based upon their rankings, the researcher calculated mean scores to determine overall importance. Standard deviation for each statement was calculated to determine consensus within the subpanel. The mean and standard deviation for each statement are recorded in Table 11. The statements are prioritized in order of most important to least important by average arithmetic mean scores.

Table 11

Delphi Study Round Two: Prioritized List of Challenges Identified by 4-H Youth Subpanel (n = 7)

	Challenge	M	SD
1.	Working around everyone's schedule.	1.85	0.89[a]
2.	Maintaining good communication among all parties.	1.86	1.07[a]
3.	Not having enough time.	2.14	0.90[a]
4.	Getting others involved and keeping them motivated and dedicated.	2.29	1.50[a]
5.	Lack of funding.	2.43	1.62
6.	Planning and budgeting.	2.43	1.72
7.	Logistics – planning and making sure everything is going as planned.	2.57	0.98[a]
8.	Organizing the group and keeping everyone on schedule.	2.57	1.27[a]
9.	Finding enough volunteer leaders.	2.57	1.72
10.	Disagreements within the group; getting everyone heard without feelings getting involved.	3.00	1.60
11.	Selecting a quality (truly meaningful) project that everyone wants to do.	3.00	1.73
12.	Equipment – getting, storing, setting up for project.	3.29	1.11[a]
13.	People not reporting to work.	3.29	2.43

Table 11. Continued

Challenge	M	SD
14. Organizational difficulties.	3.43	1.27[a]
15. Being able to find other organizations to help.	3.43	1.71
16. Having one person responsible for keeping records and scheduling projects.	3.57	0.98[a]
17. Paperwork; keeping records.	4.00	1.63
18. Having people who do not appreciate what you're doing.	4.43	2.57
19. Publicity.	4.57	2.30
20. Having someone talk bad about you and the project.	4,89	2.73
21. Missing other activities and time with family and friends.	5.14	2.27

Note. Likert scale: 1 – 2.49 = Important; 2.5 – 4.99 = Slightly Important; 5 – 7.49 = Slightly Unimportant; ≥ 7.0 = Unimportant.

[a] Consensus of Group.

The 4-H youth subpanel ranked 6 benefits as "important" (1 – 2.49), 14 as "slightly important" (2.5 – 4.99), and 1 as "slightly unimportant" (5 – 7.49). The 4-H youth subpanel reached consensus (SD ≤ 1.5) on nine statements.

The 4-H youth subpanel reached consensus on four of the six challenges ranked as "important." Some of these statements include *working around everyone's schedule* (M = 1.85, SD = 0.89); *not having enough time* (M = 2.14, SD = 0.90); and *maintaining good communication among all parties* (M = 1.86, SD = 1.07).

In round three of the Delphi study, five 4-H youth subpanel members indicated disagreement with the ranking of six statements, as described in Table 12. Panel members responded in favor of higher importance for the challenge of *getting others involved and keeping them motivated and dedicated*. Panel members thought three statements should be ranked less important: *people not reporting to work, being able to find other organizations,* and *publicity*. Two statements, *having people who do not appreciate what you're doing* and *having someone talk bad about you and the project*, received opposing comments. All respondents' comments were based on their personal experiences with service-learning.

Challenges Identified by Volunteer Subpanel

The volunteer subpanel generated a total of 64 challenges of conducting service-learning projects in 4-H Youth Development. Similar responses were

Table 12

Delphi Study Round Three: Level of Agreement of Challenges by 4-H Youth Subpanel (n = 7)

Challenge		% Agree	% Disagree
1.	Working around everyone's schedule.	100.0	0.0
2.	Maintaining good communication among all parties.	100.0	0.0
3.	Not having enough time.	100.0	0.0
4.	Lack of funding.	100.0	0.0
5.	Planning and budgeting.	100.0	0.0
6.	Logistics – planning and making sure everything is going as planned.	100.0	0.0
7.	Organizing the group and keeping everyone on schedule.	100.0	0.0
8.	Finding enough volunteer leaders.	100.0	0.0
9.	Disagreements within the group; getting everyone heard without feelings getting involved.	100.0	0.0
10.	Selecting a quality (truly meaningful) project that everyone wants to do.	100.0	0.0
11.	Equipment – getting, storing, setting up for project.	100.0	0.0
12.	Organizational difficulties.	100.0	0.0

Table 12. Continued

Challenge	% Agree	% Disagree
13. Having one person responsible for keeping records and scheduling projects.	100.0	0.0
14. Paperwork; keeping records.	100.0	0.0
15. Missing other activities and time with family and friends.	100.0	0.0
16. Getting others involved and keeping them motivated and dedicated.	85.7	14.3
17. People not reporting to work.	85.7	14.3
18. Being able to find other organizations to help.	85.7	14.3
19. Publicity.	85.7	14.3
20. Having people who do not appreciate what you're doing.	71.4	28.6
21. Having someone talk bad about you and the project.	71.4	28.6

deleted to avoid duplication. The list of challenges was summarized into 25 statements, as described in Table 13.

On the second round questionnaire, volunteer subpanel members rated each statement on a Likert-type scale of 1 (most important) to 9 (least important). Based upon their rankings, the researcher calculated mean scores to determine overall importance. Standard deviation for each statement was calculated to determine consensus within the subpanel. The mean and standard deviation for each statement are described in Table 14. The statements are prioritized in order of most important to least important by average arithmetic mean scores.

The volunteer subpanel ranked 7 challenges as "important" (1 – 2.49), 10 as "slightly important" (2.5 – 4.99), 7 as "slightly unimportant" (5 – 7.49), and 1 as "unimportant" (≥ 7.5). The volunteer subpanel reached consensus (SD ≤ 1.5) on eight statements.

The volunteer subpanel reached consensus on five of the six challenges ranked as "important." Some of these statements include *coordination, working around everyone's schedule* (M = 1.57, SD = 0.53); *keeping up motivation, interest, participation, and commitment* (M = 1.71, SD = 0.95); and *filling out paperwork for the project* (M = 2.00, SD = 1.15).

In round three of the Delphi study, four volunteer subpanel members indicated disagreement with the ranking of 13 statements, as described in Table 15. Panel members responded in favor of higher importance for the challenges

Table 13

Delphi Study Round One: Challenges Identified by Volunteer Subpanel (n = 9)

	Challenge	Number of Responses
1.	Coordination; working around everyone's schedule.	5
2.	Keeping up motivation, interest, participation, and commitment.	4
3.	Filling out paperwork for the project.	1
4.	People not showing up to work.	2
5.	Funding; having difficulty getting supplies/equipment.	10
6.	Learning how much is too much to undertake within a project.	1
7.	Getting enough adults involved.	1
8.	Knowing the difference in a need and what would just be a fun time.	1
9.	Knowing how to measure the success of the project/program.	1
10.	Missing other activities; spending time away from family and friends; falling behind in other tasks.	14
11.	Getting enough teens involved.	1
12.	Time limits; having time to complete the project; meeting deadlines.	6

Table 13. Continued

Challenge	Number of Responses
13. Picking a project with an impact on a large number of people.	1
14. Transportation.	3
15. Getting group to "buy in" and understand project goals and objectives.	3
16. 4-H'ers not getting along.	1
17. Volunteers not having a good connection with the instructor.	1
18. Volunteers thinking they do not get enough help on their project.	1
19. Having a place to meet.	1
20. Volunteers thinking the project is different than they expected.	1
21. Volunteers finding out they are not "cut out" for this.	1
22. The weather.	1
23. Volunteers becoming bored because the project takes too long.	1
24. Volunteers thinking they have "been there, done that!"	1
25. That the project doesn't challenge volunteers enough.	1

Table 14

Delphi Study Round Two: Prioritized List of Challenges Identified by Volunteer Subpanel (n = 8)

	Challenge	M	SD
1.	Coordination; working around everyone's schedule.	1.57	0.53[a]
2.	Keeping up motivation, interest, participation, and commitment.	1.71	0.95[a]
3.	Filling out paperwork for the project.	2.00	1.15[a]
4.	Funding; having difficulty getting supplies/equipment.	2.29	1.25[a]
5.	People not showing up to work.	2.29	1.60
6.	Learning how much is too much to undertake within a project.	2.38	1.19[a]
7.	Getting enough adults involved.	2.38	2.00
8.	Knowing the difference in a need and what would just be a fun time.	2.50	1.69
9.	Knowing how to measure the success of the project/program.	2.71	1.38[a]
10.	Missing other activities; spending time away from family and friends; falling behind in other tasks.	3.00	2.16
11.	Getting enough teens involved.	3.00	2.31

Table 14. Continued

Challenge	M	SD
12. Time limits; having time to complete the project; meeting deadlines.	3.14	2.41
13. Picking a project with an impact on a large number of people.	3.57	1.13[a]
14. Transportation.	3.57	1.27[a]
15. Getting group to "buy in" and understand project goals and objectives.	3.57	1.98
16. 4-H'ers not getting along.	4.42	2.14
17. Volunteers not having a good connection with the instructor.	4.50	2.39
18. Volunteers thinking they do not get enough help on their project.	5.38	2.45
19. Having a place to meet.	5.71	1.97
20. Volunteers thinking the project is different than they expected.	5.75	1.91
21. Volunteers finding out they are not "cut out" for this.	6.38	2.00
22. The weather.	6.43	1.90
23. Volunteers becoming bored because the project takes too long.	6.43	2.30

Table 14. Continued

Challenge	M	SD
24. Volunteers thinking they have "been there, done that!"	7.25	1.75
25. That the project doesn't challenge volunteers enough.	7.50	1.85

Note. Likert scale: 1 – 2.49 = Important; 2.5 – 4.99 = Slightly Important; 5 – 7.49 = Slightly Unimportant; ≥ 7.0 = Unimportant.

[a] Consensus of Group.

Table 15

Delphi Study Round Three: Level of Agreement of Challenges by Volunteer Subpanel (n = 8)

Challenge		% Agree	% Disagree
1.	Coordination; working around everyone's schedule.	100.0	0.0
2.	Keeping up motivation, interest, participation, and commitment.	100.0	0.0
3.	Filling out paperwork for the project.	100.0	0.0
4.	Funding; having difficulty getting supplies/equipment.	100.0	0.0
5.	People not showing up to work.	100.0	0.0
6.	Learning how much is too much to undertake within a project.	100.0	0.0
7.	Knowing the difference in a need and what would just be a fun time.	100.0	0.0
8.	Knowing how to measure the success of the project/program.	100.0	0.0
9.	Missing other activities; spending time away from family and friends; falling behind in other tasks.	100.0	0.0
10.	Time limits; having time to complete the project; meeting deadlines.	100.0	0.0

Table 15. Continued

	Challenge	% Agree	% Disagree
11	Picking a project with an impact on a large number of people.	100.0	0.0
12.	Transportation.	100.0	0.0
13.	The weather.	100.0	0.0
14.	Getting enough adults involved.	87.5	12.5
15.	Getting enough teens involved.	87.5	12.5
16.	Getting group to "buy in" and understand project goals and objectives.	87.5	12.5
17.	Volunteers not having a good connection with the instructor.	87.5	12.5
18.	Volunteers thinking they do not get enough help on their project.	87.5	12.5
19.	Having a place to meet.	87.5	12.5
20.	Volunteers thinking the project is different than they expected.	87.5	12.5
21.	Volunteers finding out they are not "cut out" for this.	87.5	12.5
22.	Volunteers becoming bored because the project takes too long.	87.5	12.5

Table 15. Continued

Challenge	% Agree	% Disagree
23. Volunteers thinking they have "been there, done that!"	87.5	12.5
24. That the project doesn't challenge volunteers enough.	87.5	12.5
25. 4-H'ers not getting along.	75.0	25.0

of *getting enough adults involved* and *getting enough teens involved.* Panel members responded that 11 statements should be ranked less important: *getting group to "buy in" and understand project goals and objectives, 4-H'ers not getting along, volunteers not having a good connection with the instructor, volunteers thinking they do not get enough help on their project, having a place to meet, volunteers thinking the project is different than they expected, volunteers finding out they are not "cut out" for this, volunteers becoming bored because the project takes too long, volunteers thinking they have "been there, done that!,"* and *that the project doesn't challenge volunteers enough.* All respondents' comments were based on their personal experiences with service-learning.

Challenges Identified by Extension Agent Subpanel

The Extension agent subpanel generated a total of 75 challenges of conducting service-learning projects in 4-H Youth Development. After deleting similar responses to avoid duplication, the researcher summarized the list of challenges into 21 statements, as described in Table 16.

On the second questionnaire, Extension agent subpanel members rated each statement on a scale of 1 (most important) to 9 (least important). Based upon their rankings, the researcher calculated mean scores to determine overall importance. Standard deviation for each statement was calculated to determine consensus within the subpanel. The mean and standard deviation for each statement are described in Table 17. The statements are prioritized in order of most important to least important by average arithmetic mean scores.

The Extension agent subpanel ranked 3 challenges as "important" (1 – 2.49), 11 as "slightly important" (2.5 – 4.99), and 7 as "slightly unimportant" (5 – 7.49). The Extension agent subpanel reached consensus (SD ≤ 1.5) on four statements.

The Extension agent subpanel reached consensus on the three challenges ranked as "important." These statements were *working around everyone's schedule* (M = 1.89, SD = 0.78); *funding* (M = 1.80, SD = 1.03); and *time* (M = 1.80, SD = 1.03).

Table 16

Delphi Study Round One: Challenges Identified by Extension Agent Subpanel (n = 10)

	Challenge	Number of Responses
1.	Funding.	10
2.	Time.	6
3.	Working around everyone's schedule.	4
4.	Time away from family and other responsibilities.	5
5.	Getting participants and keeping youth involved/motivated until the end of the project.	9
6.	Organizing project logistics (location, bad weather alternative, liability, etc.)	5
7.	Youth not following through with their responsibilities.	2
8.	Getting support/commitment from adults and the community.	6
9.	Working in a youth/adult partnership; letting youth take leadership for the project.	6
10.	Getting them to report their accomplishments.	1
11.	Doing reflection and getting youth to understand the importance of reflection.	2
12.	Working in a team with different people.	2

Table 16. Continued

Challenge	Number of Responses
13. Doing follow-up projects.	1
14. Thinking our small part would not make a difference.	1
15. Selecting the best project.	4
16. Lack of recognition, media coverage.	3
17. Helping others without embarrassing them or hurting their feelings.	2
18. Not knowing what to do.	1
19. Getting too emotionally involved with the agency or individual being helped.	1
20. That service-learning takes too long and/or is too difficult.	3
21. Peer pressure.	1

Table 17

Delphi Study Round Two: Prioritized List of Challenges Identified by Extension Agent Subpanel (n = 10)

	Challenge	M	SD
1.	Funding.	1.80	1.03[a]
2.	Time.	1.80	1.03[a]
3.	Working around everyone's schedule.	1.89	0.78[a]
4.	Time away from family and other responsibilities.	2.70	1.64
5.	Getting participants and keeping youth involved/motivated until the end of the project.	2.70	1.94
6.	Organizing project logistics (location, bad weather alternative, liability, etc.)	3.00	2.26
7.	Youth not following through with their responsibilities.	3.30	1.42[a]
8.	Getting support/commitment from adults and the community.	3.50	2.68
9.	Working in a youth/adult partnership; letting youth take leadership for the project.	3.70	2.30
10.	Doing reflection and getting youth to understand the importance of reflection.	3.80	2.26
11.	Getting them to report their accomplishments.	3.80	2.94
12.	Working in a team with different people.	4.00	2.78
13.	Doing follow-up projects.	4.70	2.63

Table 17. Continued

Challenge	M	SD
14. Thinking our small part would not make a difference.	4.80	2.78
15. Selecting the best project.	5.00	2.62
16. Lack of recognition, media coverage.	5.50	2.51
17. Helping others without embarrassing them or hurting their feelings.	5.67	2.92
18. Not knowing what to do.	5.70	2.67
19. Getting too emotionally involved with the agency or individual being helped.	5.80	3.01
20. That service-learning takes too long and/or is too difficult.	6.10	2.88
21. Peer pressure.	6.11	2.57

Note. Likert scale: 1 – 2.49 = Important; 2.5 – 4.99 = Slightly Important; 5 – 7.49 = Slightly Unimportant; ≥ 7.0 = Unimportant.

[a] Consensus of Group.

In round three of the Delphi study, three Extension agent subpanel members indicated disagreement with the ranking of two statements, as described in Table 18. Panel members responded in favor of higher importance for the challenges of *funding* and *doing follow-up projects.* All respondents' comments were based on their personal experiences with service-learning.

Conclusions

The three subgroups of the Delphi panel generated several statements with similar content. These challenges included *working around everyone's schedule, lack of funding,* and *missing other activities and time away from family and friends.* Also, the subpanels generated several statements related to the challenge of planning or logistics and selecting the best project.

Although the subpanels generated many of the same challenges, there were differences among the subpanels' lists and prioritization of challenges. For instance, the 4-H youth and Extension agent subpanels had similar views on the challenge of *not having enough time*; however, the volunteer subpanel did not reach consensus on this challenge. In addition, the youth and volunteer subpanels expressed similar views on the challenge of *getting participants and keeping them motivated and dedicate*d, whereas the Extension agent subpanel did not reach consensus on this challenge. Furthermore, the volunteer and Extension agent subpanels, but not the 4-H youth subpanel, reached consensus on the challenge of *funding.*

Table 18

Delphi Study Round Three: Level of Agreement of Challenges by Extension Agent Subpanel (n = 10)

	Challenge	% Agree	% Disagree
1.	Time.	100.0	0.0
2.	Working around everyone's schedule.	100.0	0.0
3.	Time away from family and other responsibilities.	100.0	0.0
4.	Getting participants and keeping youth involved/motivated until the end of the project.	100.0	0.0
5.	Organizing project logistics (location, bad weather alternative, liability, etc.)	100.0	0.0
6.	Youth not following through with their responsibilities.	100.0	0.0
7.	Getting support/commitment from adults and the community.	100.0	0.0
8.	Working in a youth/adult partnership; letting youth take leadership for the project.	100.0	0.0
9.	Doing reflection and getting youth to understand the importance of reflection.	100.0	0.0
10.	Getting them to report their accomplishments.	100.0	0.0
11.	Thinking our small part would not make a difference.	100.0	0.0
12.	Working in a team with different people.	100.0	0.0

Table 18. Continued

Challenge	% Agree	% Disagree
13. Selecting the best project.	100.0	0.0
14. Lack of recognition, media coverage.	100.0	0.0
15. Helping others without embarrassing them or hurting their feelings.	100.0	0.0
16. Not knowing what to do.	100.0	0.0
17. Getting too emotionally involved with the agency or individual being helped.	100.0	0.0
18. That service-learning takes too long and/or is too difficult.	100.0	0.0
19. Peer pressure.	100.0	0.0
20. Funding.	90.0	10.0
21. Doing follow-up projects.	90.0	10.0

The 4-H youth subpanel generated one challenge that the other subpanels did not. This statement was *equipment—getting, storing, setting up for project*. The volunteer subpanel had nine statements that were unique from the challenges generated by the other subpanels. These statements included *knowing how to measure the success of the project/program, getting the group to "buy in" and understand the project goals and objectives,* and *volunteers thinking they do not get enough help on their project*. The Extension agent subpanel had eight statements that were not generated by the other subpanels. Some of these statements were *doing follow-up projects, helping others without embarrassing them or hurting their feelings, that service-learning takes too long and/or is too difficult,* and *peer pressure*.

Recommendations

Based on the results of this study, recommendations can be made for the statewide 4-H Youth Development program in Tennessee.

As Tennessee 4-H Youth Development sustains and expands the existing service-learning initiative, efforts should be made to plan for challenges that could hinder the effectiveness of service-learning projects. State 4-H Youth Development staff should provide training, resources, and technical assistance for regional and county Extension staff, volunteers, and 4-H youth who are facing challenges such as coordinating schedules, recruiting volunteers, keeping up participants' motivation and dedication, funding projects, and filling

out paperwork for the projects. Resources should include printed and Web-based manuals for planning effective service-learning projects. Resources should also include a compilation of "best practices" from 4-H groups that have overcome service-learning challenges. In addition, the state 4-H staff should provide 4-H groups with information on available service-learning grants from external sources and also seek funding to continue the 4-H Seeds of Service mini-grants. These grants should enhance the service-learning efforts at the local and regional level and require the minimal amount of paperwork.

Questions for Further Study

Further study is needed to determine the challenges of service-learning in Tennessee 4-H Youth Development. Researchers should examine the effect that the following issues may have on the challenges of service-learning:

- location – rural, urban, limited resource;
- availability of grant funding, including grant requirements;
- degree of youth leadership in project.

Abstract

Service-learning is growing in popularity as a methodology for teaching young people life skills and 4-H project knowledge. Through a modified Delphi technique, a panel comprised of Tennessee 4-H'ers, volunteers, and agents identified challenges of utilizing service-learning to fulfill the mission of

Tennessee 4-H Youth Development. The subpanels of 4-H youth, volunteers, and Extension agents found that the primary challenges include *coordination*; *working around everyone's schedule*; and *funding*. There were some differences among the subpanels' lists and prioritization of the challenges. The study has implications for 4-H leaders, both youth and adult, who employ service-learning as a teaching tool.

CHAPTER VI

SUMMARY

Service-learning is growing in popularity as a pedagogy in schools and community-based organizations. In 1997, 6.1 million high school students were involved in service-learning (Shumer & Cook, 1999). In addition, Tennessee's 4-H Seeds of Service initiative engaged 182,000 young people in service-learning between October 2000 and December 2003 (Mantooth & Hamilton, 2004).

As the number of youth involved in service-learning increases, so does the research in the field. Researchers have found that service-learning makes an impact on youth, schools, organizations, and communities. These benefits include youth developing civic responsibility; communities having a more positive perception of schools and youth; and agencies providing improved services to clients (Billig, 2000; Melchior, 1999; Scales & Leffert, 1999). Despite the benefits, researchers also report challenges of service-learning, including lack of time and lack of sustainable funds (Ogden, 2002; Shumer, 1997; Wade, 1997).

Despite the increasing amount of research in the service-learning field, much of the research that exists is anecdotal or program evaluation, and much of the published literature relates to school-based service-learning. Indeed, "community-based service-learning is the least understood and least studied of

the streams of service-learning" (Bailis & Lewis, 2003, p. 17). Furthermore, the Tennessee 4-H Youth Development program conducted a quantitative/ qualitative study of the impact of service-learning on the youth participants and the communities in which they serve (Laird, 2002). This study measured community beneficiaries' perceptions of the effectiveness of the projects and the self-assessed changes in communication, concern for others, and problem-solving skills for youth participants. However, the researcher did not measure other benefits for youth, communities, or adult participants.

This descriptive study was designed to produce prioritized lists of benefits and challenges of implementing service-learning in Tennessee 4-H Youth Development. The data generated in this study can direct 4-H leaders, both youth and adult, as they utilize service-learning to fulfill the mission of Tennessee 4-H, which is to help young people develop the skills and attitudes they will need to become capable, responsible, and compassionate adults.

The study revealed that the three subgroups—4-H youth, volunteers, and Extension agents-—generated many of the same benefits and challenges of conducting service-learning in Tennessee 4-H. Primary benefits included *getting kids involved in community service*; *teaching youth dependability, responsibility, and commitment*; and *developing citizenship skills/ civic responsibility*. The most important challenges included *coordination*; *working around everyone's schedule*; and *funding*. However, the subpanels varied in the

level of importance that they attributed to each statement. For instance, the 4-H youth and volunteer subpanels had similar views on the benefit of *having fun,* whereas the Extension subpanel did not rate this benefit as highly. In addition, the volunteer and Extension agent subpanels, but not the 4-H youth subpanel, reached consensus on the challenge of *funding*. Furthermore, each subpanel generated unique benefits and challenges that were not identified by the other subpanels. The unique benefits included *getting out of school* from the 4-H youth subpanel; *keeping children/teens involved* from the volunteer subpanel; and *that 4-H has a lot of good resources* from the Extension agent subpanel. Unique challenges included *equipment—getting, storing, setting up for project* from the youth subpanel; *knowing how to measure the impact of the project/program* from the volunteer subpanel; and *that service-learning takes too long and/or is too difficult* from the Extension agent subpanel.

The study has implications for 4-H leaders, both youth and adult, who employ service-learning as a teaching tool. It is recommended that 4-H leaders examine the results of this study in order to strengthen the benefits and plan for ways to overcome the challenges that could hinder service-learning in Tennessee 4-H. At the state level, Tennessee 4-H Youth Development leaders should sustain and expand the current statewide service-learning initiative to help youth garner the benefits of service-learning. State 4-H Youth Development staff should also provide additional training, resources, and technical assistance to help service-learning leaders plan for and overcome the

challenges that deter the effectiveness of service-learning. At the county level, 4-H leaders can utilize the data generated in this study to aid in project planning. In particular, leaders can examine the differences among the subpanels' responses to design service-learning projects that will benefit and meet the needs of participants of all ages.

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APPENDICES

APPENDIX A

IRB APPROVAL

THE UNIVERSITY OF TENNESSEE

Institutional Review Board
Office of Research
404 Andy Holt Tower
Knoxville, Tennessee 37996-0140
865-974-3466
Fax: 865-974-2805

04/23/2004

IRB#: 6619 B

TITLE: "Benefits and Challenges of Service-learning in Tennessee 4-H Youth Development: A Delphi Study"

Mantooth, Lori Jean
Agricultural Economics
2100 Wilson Rd., #433
Knoxville, TN 37912

Fritz, Carrie
Agricultural Economics
325 Morgan Hall
Campus

Your project listed above was reviewed. It qualified for expedited review and has been approved.

This approval is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #3 below).

Responsibilities of the investigator during the conduct of this project include the following:

1. To obtain prior approval from the Committee before instituting any changes in the project.
2. To retain signed consent forms from subjects for at least three years following completion of the project.
3. To submit a Form D to report changes in the project or to report termination at 12-month or less intervals.

The Committee wishes you every success in your research endeavor. This office will send you a renewal notice (Form R) on the anniversary of your approval date.

Sincerely,
Brenda Lawson
Compliances

NOTE: As questionnaires are developed, submit copies to this office.

APPENDIX B

FIRST ROUND QUESTIONNAIRE

Participant Code: ____

DELPHI PANEL RESPONSE FORM

ROUND ONE

QUESTION ONE

Please list up to ten possible endings, no particular order of importance required, to the following statement:

The benefits of conducting service-learning projects
through 4-H Youth Development are . . .

EXAMPLE: A possible answer to the above statement might be, "**Getting our club's picture in the paper.**"

LIST YOUR ANSWERS BELOW

NUMBER ONE:

NUMBER TWO:

NUMBER THREE:

NUMBER FOUR:

NUMBER FIVE:

NUMBER SIX:

NUMBER SEVEN:

NUMBER EIGHT:

NUMBER NINE:

NUMBER TEN:

Participant Code: ____

DELPHI PANEL RESPONSE FORM

ROUND ONE

QUESTION TWO

Please list up to ten possible endings, no particular order of importance required, to the following statement:

The challenges of conducting service-learning projects
Through 4-H Youth Development are . . .

EXAMPLE: A possible answer to the above statement might be, "**Missing a UT football game while working on the project.**"

LIST YOUR ANSWERS BELOW

NUMBER ONE:

NUMBER TWO:

NUMBER THREE:

NUMBER FOUR:

NUMBER FIVE:

NUMBER SIX:

NUMBER SEVEN:

NUMBER EIGHT:

NUMBER NINE:

NUMBER TEN:

APPENDIX C

MATERIALS FOR 4-H YOUTH SUBPANEL

Round One Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE

State 4-H Office
205 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<4-H Youth>>
<<Address>>
<<City, State, Zip>>

Dear <<4-H Youth>>,

A few months ago, you served as a youth coordinator for a service-learning project funded through the 4-H Seeds of Service grant. You provided leadership for this project in conjunction with your 4-H agent and a volunteer leader. Because of their participation in service-learning, the leadership teams from selected projects are invited to participate in a study conducted by the University of Tennessee's Agricultural and Extension Education Program.

You are invited to become a panel member for a Delphi study. The study will identify benefits and challenges of using service-learning as a teaching tool in the 4-H Youth Development program. This study will provide information for 4-H'ers, volunteer leaders, and Extension staff who utilize service-learning in 4-H Youth Development programming. We hope you will help us accomplish this goal by participating in this study.

If you choose to participate in the study, you will receive a series of three questionnaires over the next two (2) months. Your participation in this study is voluntary. However, your participation would be greatly appreciated.

Since you are under the age of 18, you must have your parent or guardian's permission to participate. They have been mailed an informed consent form to sign and return, indicating their permission. We cannot use your responses until this form is on file in our office.

The first questionnaire for the study is enclosed. Please answer the two Delphi questions and return the questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/survey1.htm and submit your responses. Please respond by **May 14, 2004.**

Please note that your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Lori Jean Mantooth, a graduate student in the Agricultural and Extension Education Program, is working on this study. If you have questions at any time about the study or the procedures, you may contact her at 865-974-2128 or LMantoo1@utk.edu.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

A State Partner in the Cooperative Extension System
THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE, AND COUNTY GOVERNMENTS COOPERATING
The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color, national origin, sex or disability and is an Equal Opportunity Employer.

Study Information Sheet

Benefits and Challenges of Service-learning in Tennessee 4-H Youth Development: A Delphi Study

You are invited to participate in a research study to determine the benefits and challenges of using service-learning as a teaching tool in the 4-H Youth Development program. You will be a panel member for a Delphi study.

As a panel member, you will receive three questionnaires over the next two (2) months. On the first, you will list 10 benefits and 10 challenges of using service-learning in 4-H Youth Development. On the second, you will rank the panel's responses on a scale of 1 to 9. The third questionnaire will list the average rank for each response and give your rank so that you may provide feedback if you desire. You will have the option of completing the surveys either on a paper copy or through a Web-based version.

This study poses minimal risks to participants. Your responses will remain confidential. Data will be stored securely in the state 4-H office on the University of Tennessee campus and will be made available only to the researchers unless you give permission in writing to do otherwise. No reference will be made in oral or written reports which could link you to the study.

This study will provide information that 4-H'ers, volunteer leaders, and Extension staff can use when utilizing service-learning as a tool to fulfill the mission of Tennessee 4-H—to help young people gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.

If you have questions at any time about the study or the procedures, you may contact the researcher, Lori Jean Mantooth, at 205 Morgan Hall, Knoxville, TN 37996-4510, by phone at 865-974-2128, or by e-mail at LMantoo1@utk.edu.

Your participation in this study is voluntary. You may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, your data will be destroyed.

Letter to Parents/Guardians

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE

State 4-H Office
205 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

Parent/Guardian of
<<4-H Youth>>
<<Address>>
<<City, State, Zip>>

Dear Parent/Guardian,

A few months ago, your child served as a youth coordinator for a service-learning project funded through the 4-H Seeds of Service grant. S/he provided leadership for this project in conjunction with her/his 4-H agent and a volunteer leader. Because of their participation in service-learning, the leadership teams for selected projects are invited to participate in a study conducted by the University of Tennessee's Agricultural and Extension Education Program.

Your child is invited to become a panel member for a Delphi study to identify benefits and challenges of using service-learning as a teaching tool in the 4-H Youth Development program. This study will provide information that 4-H'ers, volunteer leaders, and Extension staff can use when utilizing service-learning as a tool to fulfill the mission of Tennessee 4-H—to help young people gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.

The enclosed consent form describes the nature of the study and the steps participants will complete. The study will last approximately two (2) months and will involve a series of three (3) questionnaires that may be completed either on paper or through a Web-based version.

Participants' responses will remain confidential. Each questionnaire has a participant code that will be used only to track who has responded.

Your child's participation in this study is voluntary. However, her/his participation would be greatly appreciated. After reviewing the consent form, if you agree that your child may participate in this study, please sign one copy of the form and return it in the enclosed, postage-paid envelope.

Lori Jean Mantooth, a graduate student in the Agricultural and Extension Education Program, is working on this study. If you have questions at any time about the study or the procedures, you may contact her at 865-974-2128 or LMantoo1@utk.edu.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

A State Partner in the Cooperative Extension System
THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE, AND COUNTY GOVERNMENTS COOPERATING
The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color national origin, sex or disability and is an Equal Opportunity Employer.

Informed Consent Statement

Benefits and Challenges of Service-learning in Tennessee 4-H Youth Development: A Delphi Study

Your child is invited to participate in a research study to determine the benefits and challenges of using service-learning as a teaching tool in the 4-H Youth Development program. S/he will be a panel member for a Delphi study.

Over the next few weeks, panel members will receive three questionnaires. On the first, they will list 10 benefits and 10 challenges of using service-learning in 4-H Youth Development. On the second, they will rank the panel's responses on a scale of 1 to 9. The third questionnaire will list the average rank for each response and give the individual member's rank so that s/he may provide feedback if s/he desires. Panel members will have the option of completing the surveys either on a paper copy or through a Web-based version.

This study poses minimal risks to participants. Their responses will remain confidential. Each questionnaire will have a participant code, which will be used only to track who has responded. Data will be stored securely in the state 4-H office on the University of Tennessee campus and will be made available only to the researchers unless participants give permission in writing to do otherwise. No reference will be made in oral or written reports which could link participants to the study.

This study will provide information that 4-H'ers, volunteer leaders, and Extension staff can use when utilizing service-learning as a tool to fulfill the mission of Tennessee 4-H—to help young people gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.

If you have questions at any time about the study or the procedures, you may contact the researcher, Lori Jean Mantooth, at 205 Morgan Hall, Knoxville, TN 37996-4510, by phone at 865-974-2128, or by e-mail at LMantoo1@utk.edu.

Your child's participation in this study is voluntary. S/he may decline to participate without penalty. If s/he decides to participate, s/he may withdraw from the study at any time without penalty and without loss of benefits to which s/he is otherwise entitled. If s/he withdraws from the study before data collection is completed, her/his data will be destroyed.

I have read the above information. I have received a copy of this form. I agree to allow my child to participate in this study.

Parent/Guardian Signature _____ **Date** _____

Investigator Signature _____ **Date** _____

Round Two Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE



State 4-H Office
205 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<4-H Youth>>
<<Address>>
<<City, State, Zip>>

Dear <<4-H Youth>>,

Enclosed is the second round questionnaire for our Delphi study on service-learning in 4-H Youth Development. Please read the directions at the top of the first page very carefully before rating each statement.

As before, the responses to this questionnaire will be used to develop the third and final survey. Therefore, since the next phase of the study is dependent upon your prompt response to this questionnaire, we request that you submit your responses by **June 1, 2004**.

You may return the questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/survey2y.htm and submit your responses.

Please note that your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Completion of this round of the survey should take approximately 30 minutes. Thank you for your participation, as your input is very valuable to our study.

Please contact Lori Jean at 865-974-2128 or LMantoo1@utk.edu if you have any questions.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

A State Partner in the Cooperative Extension System
THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE, AND COUNTY GOVERNMENTS COOPERATING
The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color
national origin, sex or disability and is an Equal Opportunity Employer.

Round Two Questionnaire

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND TWO

QUESTION ONE

You'll recall that during the first round of our panel study, we asked you to provide us with up to ten possible endings to the following statement:

The benefits of conducting service-learning projects through 4-H Youth Development are . . .

Following is a list of responses you and other panel members provided us during the first round. In order that a priority can be determined for these statements, and to assure that we focus on the most essential ones, we are asked that you rate each of them on the nine-point continuum, ranging from one (meaning MOST important) to nine (meaning LEAST important).

Please be selective in choosing those factors you consider most important for our analysis.

EXAMPLE:

	Place an X in the appropriate space MOST Important → LEAST Important								
	1	2	3	4	5	6	7	8	9
1. Doing follow-up projects.									x
2. Getting them to report their accomplishments.	x								

By marking as illustrated above, you would be indicating that you think the first statement (A) is NOT very important, while the second statement (B) IS very important.

	Place an X in the appropriate space MOST Important → LEAST Important								
	1	2	3	4	5	6	7	8	9
1. Teamwork; collaborating with others.									
2. Having enough money to buy equipment needed to perform service projects.									
3. Getting kids involved in community service.									
4. Youth learning organization and responsibility.									
5. Breaking down social barriers to unite and achieve a common goal.									
6. Giving youth the power to change something about their community.									
7. Giving youth a chance to understand management of a group.									
8. Helping youth develop people skills, such as asking area businesses for donations that help a specific service project.									
9. Getting out of school.									
10. That other opportunities arise.									
11. Possible scholarship opportunities.									
12. Recognition for service.									
13. Publicity for 4-H (as a service organization, not just for agriculture).									
14. Personal rewards for helping others (feeling good, pride, sense of worth).									

	Place an X in the appropriate space MOST Important 1	2	3	4	5	6	7	8	LEAST Important 9
15. Helping others; making a difference; meeting community needs.									
16. Learning leadership skills.									
17. Meeting others; making friends.									
18. Understanding and being a part of the community; building a sense of community.									
19. Having fun.									
20. Learning from the people you're helping and from other volunteers.									
21. Working in a youth/adult partnership.									
22. Using skills and creating a learning environment while having fun and helping others.									
23. Learning to work with other organizations within your community.									
24. Raising awareness of the problems in your community.									
25. That it benefits the organization being helped.									
26. Teaching solid values.									

If we have somehow missed a statement that you consider important, please write it in the space provided below and rate that statement. Then, please give your reason for considering it important.

1.	1	2	3	4	5	6	7	8	9

Reason:

2.	1	2	3	4	5	6	7	8	9

Reason:

Comments:

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND TWO

QUESTION TWO

You'll recall that during the first round of our panel study, we asked you to provide us with up to ten possible endings to the following statement:

The challenges of conducting service-learning projects through 4-H Youth Development are . . .

Following is a list of responses you and other panel members provided us during the first round. In order that a priority can be determined for these statements, and to assure that we focus on the most essential ones, we are asked that you rate each of them on the nine-point continuum, ranging from one (meaning MOST important) to nine (meaning LEAST important).

Please be selective in choosing those factors you consider most important for our analysis.

EXAMPLE:

	Place an X in the appropriate space								
	MOST Important								**LEAST Important**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1. Doing follow-up projects.									X
2. Getting them to report their accomplishments.	X								

By marking as illustrated above, you would be indicating that you think the first statement (A) is NOT very important, while the second statement (B) IS very important.

	Place an X in the appropriate space								
	MOST Important								**LEAST Important**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1. Publicity.									
2. Having one person responsible for keeping records and scheduling projects.									
3. Finding enough volunteer leaders.									
4. Planning and budgeting.									
5. Having people who do not appreciate what you're doing.									
6. Having someone talk bad about you and the project.									
7. Not having enough time; time limits.									
8. Lack of funding.									
9. Missing other activities and time with family and friends.									
10. Working around everyone's schedule.									
11. Selecting a quality (truly meaningful) project that everyone wants to do.									
12. Getting others involved and keeping them motivated and dedicated.									
13. Disagreements within the group; getting everyone heard without getting feelings involved.									
14. Paperwork; keeping records.									
15. Organizing the group and keeping everyone on schedule.									
16. Logistics – planning and making sure everything is going as planned.									

	Place an X in the appropriate space MOST Important 1	2	3	4	5	6	7	8	LEAST Important 9
17. Equipment – getting, storing, setting up for project.									
18. People not reporting to work.									
19. Organizational difficulties.									
20. Maintaining good communication among all parties.									
21. Being able to find other organizations to help.									

If we have somehow missed a statement that you consider important, please write it in the space provided below and rate that statement. Then, please give your reason for considering it important.

	1	2	3	4	5	6	7	8	9
1.									

Reason:

	1	2	3	4	5	6	7	8	9
2.									

Reason:

Comments:

Round Three Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE



State 4-H Office
205 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<4-H Youth>>
<<Address>>
<<City, State, Zip>>

Dear <<4-H Youth>>,

Enclosed is the third round questionnaire for our Delphi study on service-learning in 4-H Youth Development. Please read the directions at the top of the first page very carefully before completing the survey.

This is the final part of our survey and is necessary for the development of the final report and recommendations. Therefore, we request that you submit your responses by **June 21, 2004**. You may return the questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/<<participant code>>.htm and submit your responses.

As with the previous surveys, your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Since this is the last survey in our study, we would like to thank you for the time, consideration, and effort that you provided. The responses from the youth, volunteer, and agents involved were very useful. If you would like a brief summary report of the study, please indicate as much on your questionnaire.

Please contact Lori Jean at 865-974-2128 or LMantoo1@utk.edu if you have any questions.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

A State Partner in the Cooperative Extension System
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The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color national origin, sex or disability and is an Equal Opportunity Employer.

Round Three Questionnaire

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND THREE

QUESTION ONE: Benefits

The following is a prioritized list of those statements you and other panel members have provided us during our Dephi study process. These statements are listed as they were ranked in order of most important (first) to least important (last). The rankings were determined by the panel's collective ratings of each statement. Beside each statement, in the first column, is the overall rating of the statement based upon an average of all panel members' responses. Immediately to the right of that rating is your individual rating of that statement. If, after looking at the current list, you disagree with the ordering of the list, would you please use the space provided at the extreme right to provide your written comments regarding why this item should be ranked higher (or lower).

Thank you very much for serving on our panel. This will be our last correspondence unless you would like a copy of our final report. If you would like a copy of our report, simply put your name and address on the last page of this form.

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
1. Teamwork; collaborating with others.	1.6		
2. Having enough money to buy equipment needed to perform service projects.	2.4		
3. Getting kids involved in community service.	1		
4. Youth learning organization and responsibility.	1.6		
5. Breaking down social barriers to unite and achieve a common goal.	2.1		
6. Giving youth the power to change something about their community.	1.4		
7. Giving youth a chance to understand management of a group.	2		
8. Helping youth develop people skills, such as asking area businesses for donations that help a specific service project.	1.6		
9. Getting out of school.	8.1		
10. That other opportunities arise.	3.9		
11. Possible scholarship opportunities.	3.9		
12. Recognition for service.	5.6		
13. Publicity for 4-H (as a service organization, not just for agriculture).	2.7		
14. Personal rewards for helping others (feeling good, pride, sense of worth).	2.4		
15. Helping others; making a difference; meeting community needs.	1.3		

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
16. Learning leadership skills.	1.6		
17. Meeting others; making friends.	2.4		
18. Understanding and being a part of the community; building a sense of community.	2		
19. Having fun.	2.1		
20. Learning from the people you're helping and from other volunteers.	2.1		
21. Working in a youth/adult partnership.	3.6		
22. Using skills and creating a learning environment while having fun and helping others.	3.1		
23. Learning to work with other organizations within your community.	3		
24. Raising awareness of the problems in your community.	2.1		
25. That it benefits the organization being helped.	2.3		
26. Teaching solid values.	1.9		

Comments:

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND THREE

QUESTION TWO: Challenges

The following is a prioritized list of those statements you and other panel members have provided us during our Dephi study process. These statements are listed as they were ranked in order of most important (first) to least important (last). The rankings were determined by the panel's collective ratings of each statement. Beside each statement, in the first column, is the overall rating of the statement based upon an average of all panel members' responses. Immediately to the right of that rating is your individual rating of that statement. If, after looking at the current list, you disagree with the ordering of the list, would you please use the space provided at the extreme right to provide your written comments regarding why this item should be ranked higher (or lower).

Thank you very much for serving on our panel. This will be our last correspondence unless you would like a copy of our final report. If you would like a copy of our report, simply put your name and address on the last page of this form.

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
1. Publicity.	4.6		
2. Having one person responsible for keeping records and scheduling projects.	3.6		
3. Finding enough volunteer leaders.	2.6		
4. Planning and budgeting.	2.4		
5. Having people who do not appreciate what you're doing.	4.4		
6. Having someone talk bad about you and the project.	4.9		
7. Not having enough time; time limits.	2.1		
8. Lack of funding.	2.4		
9. Missing other activities and time with family and friends.	5.1		
10. Working around everyone's schedule.	1.9		
11. Selecting a quality (truly meaningful) project that everyone wants to do.	3		
12. Getting others involved and keeping them motivated and dedicated.	2.3		
13. Disagreements within the group; getting everyone heard without getting feelings involved.	3		
14. Paperwork; keeping records.	4		
15. Organizing the group and keeping everyone on schedule.	2.6		

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
16. Logistics – planning and making sure everything is going as planned	2.6		
17. Equipment – getting, storing, setting up for project.	3.3		
18. People not reporting to work.	3.3		
19. Organizational difficulties.	3.4		
20. Maintaining good communication among all parties.	1.9		
21. Being able to find other organizations to help.	3.4		

Comments:

APPENDIX D

MATERIALS FOR VOLUNTEER SUBPANEL

Round One Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE

State 4-H Office
205 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<Volunteer>>
<<Address>>
<<City, State, Zip>>

Dear <<Volunteer >>,

A few months ago, you served as a coordinator for a service-learning project funded through the 4-H Seeds of Service grant. You provided leadership for this project in conjunction with a youth coordinator and a 4-H agent/volunteer leader. Because of their participation in service-learning, the leadership teams from selected projects are invited to participate in a study conducted by the University of Tennessee's Agricultural and Extension Education Program.

You are invited to become a member of the panel of experts for a Delphi study to identify benefits and challenges of using service-learning as a teaching tool in the 4-H Youth Development program. This study will provide information that 4-H'ers, volunteer leaders, and Extension staff can use when utilizing service-learning as a tool to fulfill the mission of Tennessee 4-H—to help young people gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.

The enclosed information sheet describes the nature of the study and the steps participants will complete. The study will last approximately two (2) months and will involve a series of three (3) questionnaires that may be completed either on paper or through a Web-based version.

Your participation in this study is voluntary. However, your participation would be greatly appreciated. After reviewing the information sheet, if you agree to participate in this study, please complete and return the enclosed questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/survey1.htm and submit your responses.

Please note that your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Lori Jean Mantooth, a graduate student in the Agricultural and Extension Education Program, is working on this study. If you have questions at any time about the study or the procedures, you may contact her at 865-974-2128 or LMantoo1@utk.edu.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

A State Partner in the Cooperative Extension System
THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE, AND COUNTY GOVERNMENTS COOPERATING
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national origin, sex or disability and is an Equal Opportunity Employer

Study Information Sheet

Benefits and Challenges of Service-learning in Tennessee 4-H Youth Development: A Delphi Study

You are invited to participate in a research study to determine the benefits and challenges of using service-learning as a teaching tool in the 4-H Youth Development program. You will be a panel member for a Delphi study.

As a panel member, you will receive three questionnaires over the next two (2) months. On the first, you will list 10 benefits and 10 challenges of using service-learning in 4-H Youth Development. On the second, you will rank the panel's responses on a scale of 1 to 9. The third questionnaire will list the average rank for each response and give your rank so that you may provide feedback if you desire. You will have the option of completing the surveys either on a paper copy or through a Web-based version.

This study poses minimal risks to participants. Your responses will remain confidential. Data will be stored securely in the state 4-H office on the University of Tennessee campus and will be made available only to the researchers unless you give permission in writing to do otherwise. No reference will be made in oral or written reports which could link you to the study.

This study will provide information that 4-H'ers, volunteer leaders, and Extension staff can use when utilizing service-learning as a tool to fulfill the mission of Tennessee 4-H—to help young people gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.

If you have questions at any time about the study or the procedures, you may contact the researcher, Lori Jean Mantooth, at 205 Morgan Hall, Knoxville, TN 37996-4510, by phone at 865-974-2128, or by e-mail at LMantoo1@utk.edu.

Your participation in this study is voluntary. You may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, your data will be destroyed.

Round Two Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE



State 4-H Office
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2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<Volunteer>>
<<Address>>
<<City, State, Zip>>

Dear <<Volunteer>>,

Enclosed is the second round questionnaire for our Delphi study on service-learning in 4-H Youth Development. Please read the directions at the top of the first page very carefully before rating each statement.

As before, the responses to this questionnaire will be used to develop the third and final survey. Therefore, since the next phase of the study is dependent upon your prompt response to this questionnaire, we request that you submit your responses by **June 1, 2004**.

You may return the questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/survey2v.htm and submit your responses.

Please note that your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Completion of this round of the survey should take approximately 30 minutes. Thank you for your participation, as your input is very valuable to our study.

Please contact Lori Jean at 865-974-2128 or LMantoo1@utk.edu if you have any questions.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

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national origin, sex or disability and is an Equal Opportunity Employer.

Round Two Questionnaire

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND TWO

QUESTION ONE

You'll recall that during the first round of our panel study, we asked you to provide us with up to ten possible endings to the following statement:

The benefits of conducting service-learning projects through 4-H Youth Development are . . .

Following is a list of responses you and other panel members provided us during the first round. In order that a priority can be determined for these statements, and to assure that we focus on the most essential ones, we are asked that you rate each of them on the nine-point continuum, ranging from one (meaning MOST important) to nine (meaning LEAST important).

Please be selective in choosing those factors you consider most important for our analysis.

EXAMPLE:

Place an X in the appropriate space

	MOST Important								LEAST Important
	1	2	3	4	5	6	7	8	9
1. Doing follow-up projects.									X
2. Getting them to report their accomplishments.	X								

By marking as illustrated above, you would be indicating that you think the first statement (A) is NOT very important, while the second statement (B) IS very important.

Place an X in the appropriate space

	MOST Important								LEAST Important
	1	2	3	4	5	6	7	8	9
1. Youth getting to travel abroad.									
2. Giving youth community service involvement that they can put on college scholarship applications.									
3. Keeping youth busy and out of trouble.									
4. Teaching youth that you have to work for what you want.									
5. Seeing how supportive everyone was of the project.									
6. Developing record keeping and documentation skills.									
7. Having funding for a needed project.									
8. Having access to expertise of 4-H/University staff where my knowledge is limited/lacking.									
9. Developing a lifetime habit of service; teaching youth compassion and to give back to the community.									
10. Developing teamwork skills.									
11. Developing leadership skills.									
12. Personal/emotional rewards.									
13. 4-H promotion; community seeing 4-H as a service-oriented organization.									
14. Teaching life skills and useful knowledge/experience.									

	Place an X in the appropriate space MOST Important 1	2	3	4	5	6	7	8	LEAST Important 9
15. Learning to see a specific need and plan a project to help (conceive, plan, and accomplish a mission).									
16. Helping others; improving the community; meeting community needs.									
17. Motivating the people in the community.									
18. Meeting others; forming bonds with youth and adults.									
19. Recognition.									
20. Working in youth/adult partnerships.									
21. Building relationships/networks in the community.									
22. Helping youth see themselves as valuable and responsible community members.									
23. Teaching youth dependability, responsibility, and commitment.									
24. Having fun while learning and meeting a community need.									
25. Keeping children/teens involved with adults, which created a bond for a lifetime.									
26. Children/teens learning self-esteem by making a difference in the community..									
27. Youth becoming more interested in the community and more aware of community needs.									
28. Keeping children/teens involved.									
29. That it's a hands-on learning time.									
30. Acquiring a better knowledge of the . . .									
31. Developing listening skills (how to follow instructions).									
32. That prizes are offered.									
33. Helping youth see what their talents are.									
34. Learning to use new equipment, such as a sewing machine.									

If we have somehow missed a statement that you consider important, please write it in the space provided below and rate that statement. Then, please give your reason for considering it important.

	1	2	3	4	5	6	7	8	9
1.									

Reason:

	1	2	3	4	5	6	7	8	9
2.									

Reason:

Comments:

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND TWO

QUESTION TWO

You'll recall that during the first round of our panel study, we asked you to provide us with up to ten possible endings to the following statement:

The challenges of conducting service-learning projects through 4-H Youth Development are . . .

Following is a list of responses you and other panel members provided us during the first round. In order that a priority can be determined for these statements, and to assure that we focus on the most essential ones, we are asked that you rate each of them on the nine-point continuum, ranging from one (meaning MOST important) to nine (meaning LEAST important).

Please be selective in choosing those factors you consider most important for our analysis.

EXAMPLE:

Place an X in the appropriate space

	MOST Important								LEAST Important
	1	2	3	4	5	6	7	8	9
1. Doing follow-up projects.									x
2. Getting them to report their accomplishments.	X								

By marking as illustrated above, you would be indicating that you think the first statement (A) is NOT very important, while the second statement (B) IS very important.

Place an X in the appropriate space

	MOST Important								LEAST Important
	1	2	3	4	5	6	7	8	9
1. Learning how much is too much to undertake within a project.									
2. Knowing the difference in a need and what would just be a fun time.									
3. Picking a project with an impact on a large number of people.									
4. The weather.									
5. 4-H'ers not getting along.									
6. Filling out paperwork for the project.									
7. How to measure the success of the project/program.									
8. Coordination; working around everyone's schedule.									
9. Missing other activities; time away from family and friends; falling behind in other tasks.									
10. Keeping up motivation, interest, participation, and commitment.									
11. People not showing up to work.									
12. Funding; difficulty getting supplies/equipment.									
13. Transportation.									
14. Getting group to "buy in" and understand project goals and objectives.									
15. Time limits; having time to complete the project; meeting deadlines.									
16. Having a place to meet.									

	Place an X in the appropriate space MOST Important 1	2	3	4	5	6	7	8	LEAST Important 9
17. Getting enough teens involved.									
18. Getting enough adults involved.									
19. Volunteers thinking the project is different than they expected.									
20. Volunteers becoming bored because the project takes too long.									
21. Volunteers not having a good connection with the instructor.									
22. Volunteers finding out they are not "cut out" for this									
23. That the project doesn't challenge volunteers enough.									
24. Volunteers thinking they have "been there, done that!"									
25. Volunteers thinking they do not get enough help on their project.									

If we have somehow missed a statement that you consider important, please write it in the space provided below and rate that statement. Then, please give your reason for considering it important.

1.	1	2	3	4	5	6	7	8	9

Reason:

2.	1	2	3	4	5	6	7	8	9

Reason:

Comments:

Round Three Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE



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Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<Volunteer>>
<<Address>>
<<City, State, Zip>>

Dear <<Volunteer>>,

Enclosed is the third round questionnaire for our Delphi study on service-learning in 4-H Youth Development. Please read the directions at the top of the first page very carefully before completing the survey.

This is the final part of our survey and is necessary for the development of the final report and recommendations. Therefore, we request that you submit your responses by **June 21, 2004**. You may return the questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/<<participant code>>.htm and submit your responses.

As with the previous surveys, your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Since this is the last survey in our study, we would like to thank you for the time, consideration, and effort that you provided. The responses from the youth, volunteer, and agents involved were very useful. If you would like a brief summary report of the study, please indicate as much on your questionnaire.

Please contact Lori Jean at 865-974-2128 or LMantoo1@utk.edu if you have any questions.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

A State Partner in the Cooperative Extension System
THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE, AND COUNTY GOVERNMENTS COOPERATING
The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color
national origin, sex or disability and is an Equal Opportunity Employer.

Round Three Qustionnaire

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND THREE

QUESTION ONE: Benefits

The following is a prioritized list of those statements you and other panel members have provided us during our Dephi study process. These statements are listed as they were ranked in order of most important (first) to least important (last). The rankings were determined by the panel's collective ratings of each statement. Beside each statement, in the first column, is the overall rating of the statement based upon an average of all panel members' responses. Immediately to the right of that rating is your individual rating of that statement. If, after looking at the current list, you disagree with the ordering of the list, would you please use the space provided at the extreme right to provide your written comments regarding why this item should be ranked higher (or lower).

Thank you very much for serving on our panel. This will be our last correspondence unless you would like a copy of our final report. If you would like a copy of our report, simply put your name and address on the last page of this form.

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
1. Youth getting to travel abroad.	5.4		
2. Giving youth community service involvement that they can put on college scholarship applications.	3		
3. Keeping youth busy and out of trouble.	3.3		
4. Teaching youth that you have to work for what you want.	1.6		
5. Seeing how supportive everyone was of the project.	3.9		
6. Developing record keeping and documentation skills.	2.1		
7. Having funding for a needed project.	2.9		
8. Having access to expertise of 4-H/University staff where my knowledge is limited/lacking.	2.9		
9. Developing a lifetime habit of service; teaching youth compassion and to give back to the community.	1.4		
10. Developing teamwork skills.	1.3		
11. Developing leadership skills.	1.1		
12. Personal/emotional rewards.	2.7		
13. 4-H promotion; community seeing 4-H as a service-oriented organization.	2.3		
14. Teaching life skills and useful knowledge/experience.	1.3		

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
15. Learning to see a specific need and plan a project to help (conceive, plan, and accomplish a mission)	1.4		
16. Helping others; improving the community; meeting community needs.	1.3		
17. Motivating the people in the community.	2.4		
18. Meeting others; forming bonds with youth and adults.	2.4		
19. Recognition.	4.4		
20. Working in youth/adult partnerships.	1.7		
21. Building relationships/networks in the community.	2.4		
22. Helping youth see themselves as valuable and responsible community members.	1.1		
23. Teaching youth dependability, responsibility, and commitment.	1		
24. Having fun while learning and meeting a community need.	1.7		
25. Keeping children/teens involved with adults, which created a bond for a lifetime.	1.9		
26. Children/teens learning self-esteem by making a difference in the community..	1.3		
27. Youth becoming more interested in the community and more aware of community needs.	1.6		
28. Keeping children/teens involved.	2.9		
29. That it's a hands-on learning time.	2.9		
30. Acquiring a better knowledge of the . . .	2.5		
31. Developing listening skills (how to follow instructions).	2		
32. That prizes are offered.	6.3		
33. Helping youth see what their talents are.	1.5		
34. Learning to use new equipment, such as a sewing machine.	2.5		

Comments:

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND THREE

QUESTION TWO: Challenges

The following is a prioritized list of those statements you and other panel members have provided us during our Dephi study process. These statements are listed as they were ranked in order of most important (first) to least important (last). The rankings were determined by the panel's collective ratings of each statement. Beside each statement, in the first column, is the overall rating of the statement based upon an average of all panel members' responses. Immediately to the right of that rating is your individual rating of that statement. If, after looking at the current list, you disagree with the ordering of the list, would you please use the space provided at the extreme right to provide your written comments regarding why this item should be ranked higher (or lower).

Thank you very much for serving on our panel. This will be our last correspondence unless you would like a copy of our final report. If you would like a copy of our report, simply put your name and address on the last page of this form.

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
1. Learning how much is too much to undertake within a project.	2.4		
2. Knowing the difference in a need and what would just be a fun time.	2.5		
3. Picking a project with an impact on a large number of people.	3.6		
4. The weather.	6.4		
5. 4-H'ers not getting along.	4.4		
6. Filling out paperwork for the project.	2		
7. How to measure the success of the project/program.	2.7		
8. Coordination; working around everyone's schedule.	1.6		
9. Missing other activities; time away from family and friends; falling behind in other tasks.	3		
10. Keeping up motivation, interest, participation, and commitment.	1.7		
11. People not showing up to work.	2.3		
12. Funding; difficulty getting supplies/equipment.	2.3		
13. Transportation.	3.6		
14. Getting group to "buy in" and understand project goals and objectives.	3.6		
15. Time limits; having time to complete the project; meeting deadlines.	3.1		

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
16. Having a place to meet.	5.7		
17. Getting enough teens involved.	3		
18. Getting enough adults involved.	2.4		
19. Volunteers thinking the project is different than they expected.	5.8		
20. Volunteers becoming bored because the project takes too long.	6.4		
21. Volunteers not having a good connection with the instructor.	4.5		
22. Volunteers finding out they are not "cut out" for this	6.4		
23. That the project doesn't challenge volunteers enough.	7.5		
24. Volunteers thinking they have "been there, done that!"	7.3		
25. Volunteers thinking they do not get enough help on their project.	5.3		

Comments:

APPENDIX E

MATERIALS FOR EXTENSION AGENT SUBPANEL

Round One Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE

State 4-H Office
205 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<4-H Agent >>
<<Address>>
<<City, State, Zip>>

Dear <<4-H Agent >>,

A few months ago, you served as a coordinator for a service-learning project funded through the 4-H Seeds of Service grant. You provided leadership for this project in conjunction with a youth coordinator and a 4-H agent/volunteer leader. Because of their participation in service-learning, the leadership teams from selected projects are invited to participate in a study conducted by the University of Tennessee's Agricultural and Extension Education Program.

You are invited to become a member of the panel of experts for a Delphi study to identify benefits and challenges of using service-learning as a teaching tool in the 4-H Youth Development program. This study will provide information that 4-H'ers, volunteer leaders, and Extension staff can use when utilizing service-learning as a tool to fulfill the mission of Tennessee 4-H—to help young people gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.

The enclosed information sheet describes the nature of the study and the steps participants will complete. The study will last approximately two (2) months and will involve a series of three (3) questionnaires that may be completed either on paper or through a Web-based version.

Your participation in this study is voluntary. However, your participation would be greatly appreciated. After reviewing the information sheet, if you agree to participate in this study, please complete and return the enclosed questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/survey1.htm and submit your responses.

Please note that your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Lori Jean Mantooth, a graduate student in the Agricultural and Extension Education Program, is working on this study. If you have questions at any time about the study or the procedures, you may contact her at 865-974-2128 or LMantoo1@utk.edu.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

A State Partner in the Cooperative Extension System
THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE, AND COUNTY GOVERNMENTS COOPERATING
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Study Information Sheet

Benefits and Challenges of Service-learning in Tennessee 4-H Youth Development: A Delphi Study

You are invited to participate in a research study to determine the benefits and challenges of using service-learning as a teaching tool in the 4-H Youth Development program. You will be a panel member for a Delphi study.

As a panel member, you will receive three questionnaires over the next two (2) months. On the first, you will list 10 benefits and 10 challenges of using service-learning in 4-H Youth Development. On the second, you will rank the panel's responses on a scale of 1 to 9. The third questionnaire will list the average rank for each response and give your rank so that you may provide feedback if you desire. You will have the option of completing the surveys either on a paper copy or through a Web-based version.

This study poses minimal risks to participants. Your responses will remain confidential. Data will be stored securely in the state 4-H office on the University of Tennessee campus and will be made available only to the researchers unless you give permission in writing to do otherwise. No reference will be made in oral or written reports which could link you to the study.

This study will provide information that 4-H'ers, volunteer leaders, and Extension staff can use when utilizing service-learning as a tool to fulfill the mission of Tennessee 4-H—to help young people gain knowledge, develop life skills, and form positive attitudes to prepare them to become capable, responsible, and compassionate adults.

If you have questions at any time about the study or the procedures, you may contact the researcher, Lori Jean Mantooth, at 205 Morgan Hall, Knoxville, TN 37996-4510, by phone at 865-974-2128, or by e-mail at LMantoo1@utk.edu.

Your participation in this study is voluntary. You may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed, your data will be destroyed.

Round Two Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE



State 4-H Office
205 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<4-H Agent>>
<<Address>>
<<City, State, Zip>>

Dear <<4-H Agent>>,

Enclosed is the second round questionnaire for our Delphi study on service-learning in 4-H Youth Development. Please read the directions at the top of the first page very carefully before rating each statement.

As before, the responses to this questionnaire will be used to develop the third and final survey. Therefore, since the next phase of the study is dependent upon your prompt response to this questionnaire, we request that you submit your responses by **June 1, 2004**.

You may return the questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/survey2a.htm and submit your responses.

Please note that your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Completion of this round of the survey should take approximately 30 minutes. Thank you for your participation, as your input is very valuable to our study.

Please contact Lori Jean at 865-974-2128 or LMantoo1@utk.edu if you have any questions.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

A State Partner in the Cooperative Extension System
THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE, AND COUNTY GOVERNMENTS COOPERATING
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national origin, sex or disability and is an Equal Opportunity Employer.

Round Two Questionnaire

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND TWO

QUESTION ONE

You'll recall that during the first round of our panel study, we asked you to provide us with up to ten possible endings to the following statement:

The benefits of conducting service-learning projects through 4-H Youth Development are . . .

Following is a list of responses you and other panel members provided us during the first round. In order that a priority can be determined for these statements, and to assure that we focus on the most essential ones, we are asked that you rate each of them on the nine-point continuum, ranging from one (meaning MOST important) to nine (meaning LEAST important).

Please be selective in choosing those factors you consider most important for our analysis.

EXAMPLE:

Place an X in the appropriate space

	MOST Important								LEAST Important
	1	2	3	4	5	6	7	8	9
1. Doing follow-up projects.									x
2. Getting them to report their accomplishments.	x								

By marking as illustrated above, you would be indicating that you think the first statement (A) is NOT very important, while the second statement (B) IS very important.

Place an X in the appropriate space

	MOST Important								LEAST Important
	1	2	3	4	5	6	7	8	9
1. Teaching responsibility.									
2. Developing decision making skills.									
3. Developing communication skills.									
4. Teaching youth about evaluation and how it benefitted the community.									
5. Giving youth a feeling of competency.									
6. Learning how to help the environment and why it is important.									
7. That a little money given here can make a big difference in other countries.									
8. Incorporating many volunteers in community and networking capacity.									
9. Securing new funding resources to acquire new educational materials and resources in the county.									
10. Allowing senior 4-H'ers volunteer hours they need for scholarships and job applications.									
11. That 4-H has a lot of good resources.									
12. Recognition/community awareness for service activities.									
13. Good publicity for 4-H.									
14. Developing youth/adult partnerships.									
15. Helping others.									
16. Teaching youth about helping others and the importance of service.									

	Place an X in the appropriate space MOST Important → LEAST Important 1	2	3	4	5	6	7	8	9
17. Personal/emotional rewards.									
18. Youth and adults learning about and feeling connected to the community.									
19. Youth learning the value of their service.									
20. Youth using school and 4-H knowledge to help others.									
21. Teaching youth life skills.									
22. Developing leadership skills.									
23. Developing citizenship skills/civic responsibility.									
24. Developing organizational/planning skills.									
25. Having fun.									
26. Promoting youth in a positive way.									
27. Allowing youth to work with other agencies (networking).									
28. Creating new friendships between youth.									
29. Youth building self-esteem.									
30. Youth learning trade skills: painting, building, etc. (depending on project).									

If we have somehow missed a statement that you consider important, please write it in the space provided below and rate that statement. Then, please give your reason for considering it important.

	1	2	3	4	5	6	7	8	9
1.									

Reason:

	1	2	3	4	5	6	7	8	9
2.									

Reason:

Comments:

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND TWO

QUESTION TWO

You'll recall that during the first round of our panel study, we asked you to provide us with up to ten possible endings to the following statement:

The challenges of conducting service-learning projects through 4-H Youth Development are . . .

Following is a list of responses you and other panel members provided us during the first round. In order that a priority can be determined for these statements, and to assure that we focus on the most essential ones, we are asked that you rate each of them on the nine-point continuum, ranging from one (meaning MOST important) to nine (meaning LEAST important).

Please be selective in choosing those factors you consider most important for our analysis.

EXAMPLE:

Place an X in the appropriate space

	MOST Important								LEAST Important
	1	2	3	4	5	6	7	8	9
1. Doing follow-up projects.									X
2. Getting them to report their accomplishments.	X								

By marking as illustrated above, you would be indicating that you think the first statement (A) is NOT very important, while the second statement (B) IS very important.

Place an X in the appropriate space

	MOST Important								LEAST Important
	1	2	3	4	5	6	7	8	9
1. Doing follow-up projects.									
2. Getting them to report their accomplishments.									
3. Not knowing what to do.									
4. Peer pressure.									
5. Thinking our small part would not make a difference.									
6. Funding.									
7. Time.									
8. Time away from family and other responsibilities.									
9. Working around everyone's schedule.									
10. Getting participants and keeping youth involved/motivated until the end of the project.									
11. Selecting the best project.									
12. Getting support/commitment from adults and the community.									
13. Service-learning takes too long and/or is too difficult.									
14. Working in youth/adult partnership; letting youth take leadership for the project.									
15. Doing reflection and getting youth to understand the importance of reflection.									

	Place an X in the appropriate space MOST Important 1	2	3	4	5	6	7	8	LEAST Important 9
16. Youth not following through with their responsibilities.									
17. Lack of recognition, media coverage.									
18. Helping others without embarrassing them or hurting their feelings.									
19. Organizing project logistics (location, bad weather alternative, liability, etc.).									
20. Working in a team with different people.									
21. Getting too emotionally involved with agency or individual being helped.									

If we have somehow missed a statement that you consider important, please write it in the space provided below and rate that statement. Then, please give your reason for considering it important.

	1	2	3	4	5	6	7	8	9
1.									

Reason:

	1	2	3	4	5	6	7	8	9
2.									

Reason:

Comments:

Round Three Letter

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE



State 4-H Office
205 Morgan Hall
2621 Morgan Circle
Knoxville, TN 37996-4510
Phone: 865-974-7434
Fax: 865-974-1628
www.utextension.utk.edu/4h

<<4-H Agent>>
<<Address>>
<<City, State, Zip>>

Dear <<4-H Agent>>,

Enclosed is the third round questionnaire for our Delphi study on service-learning in 4-H Youth Development. Please read the directions at the top of the first page very carefully before completing the survey.

This is the final part of our survey and is necessary for the development of the final report and recommendations. Therefore, we request that you submit your responses by **June 21, 2004**. You may return the questionnaire in the postage-paid envelope provided. Or, if you choose, you may go on-line to http://www.utextension.utk.edu/4h/delphi/<<participant code>>.htm and submit your responses.

As with the previous surveys, your questionnaire contains a participant code in the upper right corner. If you complete the survey on-line, please enter this code in the first form field. Your answers will remain confidential; this code simply allows us to track who has responded.

Since this is the last survey in our study, we would like to thank you for the time, consideration, and effort that you provided. The responses from the youth, volunteer, and agents involved were very useful. If you would like a brief summary report of the study, please indicate as much on your questionnaire.

Please contact Lori Jean at 865-974-2128 or LMantoo1@utk.edu if you have any questions.

Sincerely,

Lori Jean Mantooth
Extension Assistant, 4-H

Dr. Carrie Fritz
Assistant Professor

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national origin, sex or disability and is an Equal Opportunity Employer.

Round Three Questionnaire

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND THREE

QUESTION ONE: Benefits

The following is a prioritized list of those statements you and other panel members have provided us during our Dephi study process. These statements are listed as they were ranked in order of most important (first) to least important (last). The rankings were determined by the panel's collective ratings of each statement. Beside each statement, in the first column, is the overall rating of the statement based upon an average of all panel members' responses. Immediately to the right of that rating is your individual rating of that statement. If, after looking at the current list, you disagree with the ordering of the list, would you please use the space provided at the extreme right to provide your written comments regarding why this item should be ranked higher (or lower).

Thank you very much for serving on our panel. This will be our last correspondence unless you would like a copy of our final report. If you would like a copy of our report, simply put your name and address on the last page of this form.

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
1. Teaching responsibility.	1.4		
2. Developing decision making skills.	1.4		
3. Developing communication skills.	1.8		
4. Teaching youth about evaluation and how it benefitted the community.	3.2		
5. Giving youth a feeling of competency.	1.8		
6. Learning how to help the environment and why it is important.	3.3		
7. That a little money given here can make a big difference in other countries.	4.6		
8. Incorporating many volunteers in community and networking capacity.	2.1		
9. Securing new funding resources to acquire new educational materials and resources in the county.	4.6		
10. Allowing senior 4-H'ers volunteer hours they need for scholarships and job applications.	4		
11. That 4-H has a lot of good resources.	4.1		
12. Recognition/community awareness for service activities.	2.8		
13. Good publicity for 4-H.	2.4		
14. Developing youth/adult partnerships.	1.5		
15. Helping others.	1.3		

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
16. Teaching youth about helping others and the importance of service.	1.2		
17. Personal/emotional rewards.	3.1		
18. Youth and adults learning about and feeling connected to the community.	2		
19. Youth learning the value of their service.	1.4		
20. Youth using school and 4-H knowledge to help others.	2.1		
21. Teaching youth life skills.	1.3		
22. Developing leadership skills.	1.3		
23. Developing citizenship skills/civic responsibility.	1.1		
24. Developing organizational/planning skills.	1.9		
25. Having fun.	2.8		
26. Promoting youth in a positive way.	1.3		
27. Allowing youth to work with other agencies (networking).	1.9		
28. Creating new friendships between youth.	2.7		
29. Youth building self-esteem.	1.9		
30. Youth learning trade skills: painting, building, etc. (depending on project).	3.8		

Comments:

Participant Code: ____

DELPHI PANEL RESPONSE FORM
ROUND THREE

QUESTION TWO: Challenges

The following is a prioritized list of those statements you and other panel members have provided us during our Dephi study process. These statements are listed as they were ranked in order of most important (first) to least important (last). The rankings were determined by the panel's collective ratings of each statement. Beside each statement, in the first column, is the overall rating of the statement based upon an average of all panel members' responses. Immediately to the right of that rating is your individual rating of that statement. If, after looking at the current list, you disagree with the ordering of the list, would you please use the space provided at the extreme right to provide your written comments regarding why this item should be ranked higher (or lower).

Thank you very much for serving on our panel. This will be our last correspondence unless you would like a copy of our final report. If you would like a copy of our report, simply put your name and address on the last page of this form.

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
1. Doing follow-up projects.	4.7		
2. Getting them to report their accomplishments.	3.8		
3. Not knowing what to do.	5.7		
4. Peer pressure.	6.1		
5. Thinking our small part would not make a difference.	4.8		
6. Funding.	1.8		
7. Time.	1.8		
8. Time away from family and other responsibilities.	2.7		
9. Working around everyone's schedule.	1.9		
10. Getting participants and keeping youth involved/motivated until the end of the project.	2.7		
11. Selecting the best project.	5		
12. Getting support/commitment from adults and the community.	3.5		
13. Service-learning takes too long and/or is too difficult.	6.1		
14. Working in youth/adult partnership; letting youth take leadership for the project.	3.7		
15. Doing reflection and getting youth to understand the importance of reflection.	3.8		

Statement	Group Rating	Your Rating	Your reason for disagreeing (if you do)
16. Youth not following through with their responsibilities.	3.3		
17. Lack of recognition, media coverage.	5.5		
18. Helping others without embarrassing them or hurting their feelings.	5.7		
19. Organizing project logistics (location, bad weather alternative, liability, etc.).	3		
20. Working in a team with different people.	4		
21. Getting too emotionally involved with agency or individual being helped.	5.8		

Comments:

VITA

Lori Jean Mantooth was born in Adams, Tennessee, on November 8, 1975. She received an honors diploma from Jo Byrns School in May 1994. She continued her education at Mississippi University for Women, where she earned a Bachelor of Arts degree in English with a minor in history. She graduated summa cum laude with university honors.

After graduation, Lori Jean worked with the University of Tennessee Agricultural Extension Service as a program assistant and later as the coordinator of the 4-H LifeLinks program. In February 2001 she moved to Knoxville, Tennessee, to coordinate 4-H Seeds of Service, the statewide service-learning initiative funded through a Learn and Serve America grant under an agreement with the Tennessee Commission on National and Community Service. As a member of the state 4-H Youth Development staff, she also gives leadership to civic engagement and youth in governance initiatives and the 4-H All Stars organization.

Lori Jean is a member of the Tennessee Association of Extension 4-H Workers, in which she has served as the Specialist District Director and the DSA/Awards Committee Chair. She is also a member of Gamma Sigma Delta, the Honor Society of Agriculture; the Honor Society of Phi Kappa Phi; Mortar Board National Honorary; Sigma Tau Delta English Honorary; Phi Alpha Theta History Honorary; and Red River Baptist Church.

1331 4702 11
10/20/04 MAB