Evaluation of Community-Based Youth Leadership Programs in Georgia

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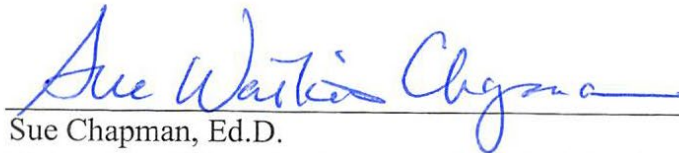
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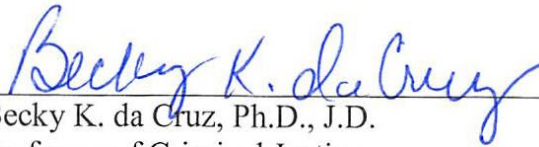Adjunct Professor of Public Administration

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ABSTRACT

This study sought to gain an understanding of changes that take place among youth as a result of participating in community-led leadership programs. Study participants were recruited from five counties in Georgia and had participated in community-led leadership programs during the 2017-2018 school year; these programs all lacked access to resources needed to conduct formal evaluation. The goals of this study were to quantify changes in participatory citizenship, community awareness, and leadership skills learning among participants.

Participants were surveyed prior to the delivery of leadership program content and then again after the program's completion. Relationships between the variables that emerged from survey responses were analyzed using cross-tabulation and were tested for statistical significance using chi-square, gamma and Kendall's tau-c analyses.

The findings revealed that learning occurred in the categories of participatory citizenship, community awareness, and leadership skills. Participants gained knowledge of community engagement consistent with the objectives of new public service theory. They demonstrated increased community awareness through an enhanced understanding of the social and economic issues facing the community, and also showed increased learning and confidence in both transactional and transformational leadership skills. The relationship between program participation and these changes aligned with the positive feelings associated with youth leadership programs. These findings support ongoing efforts to improve programs and to attract and retain funding. In the long term, community-led youth leadership programs may serve as an antidote to the "brain drain" and outward migration facing rural communities.

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Chapter I

INTRODUCTION

This research sought to examine the effectiveness of community-based youth

leadership programs in various communities throughout Georgia by conducting program

evaluations. Every year, community partners invest significant resources in the

development and implementation of youth leadership programs designed primarily for

high school students. Since these programs are created and led largely by local

volunteers, there is usually no formal evaluation process to determine the impacts of the

programming on participants. This presents a significant opportunity to conduct

meaningful research that may ultimately improve current and future community-based

youth leadership programs.

The role of civic engagement and leadership development training is also

important to the field of public administration and is supported by the new public

administration theory, first introduced by Denhardt and Denhardt (2015). This theory

holds that good governance must be values-based and include elements of both citizen

engagement and community building, especially in an increasingly diverse society

(Denhardt & Denhardt, 2015). According to the National League of Cities, if elected

officials and civic leaders offer more opportunities for youth involvement in

communities—through youth leadership programs, for instance—then more "young

people participate . . . and encourage their peers to do the same" (National League of

Cities, 2010, p. 9). In turn, this increased youth participation results in stronger ties between young people and their communities and more diverse civic engagement through the inclusion of this population.

Youth leadership programs represent an investment in the future by the communities that offer them, and those who support and implement such programs have a variety of reasons and motivations for taking on this responsibility. Government and civic organizations may offer these programs as an invitation to youth to become active citizens in the political and social happenings of the community. Local business and industry may champion them as a philanthropic endeavor, supporting the programs through sponsorship and with specialized knowledge. Youth may be unaware of the number and kinds of jobs available within their own communities; local experts may deliver leadership skills training, using their talents to enhance both individuals' and the community's leadership capacity.

Initially, these investments are made in order to train youth participants for leadership roles in their home communities. However, participation in youth leadership programs will impact participants wherever life takes them, thus affecting other communities as participants relocate. They will also gain insights into leadership that will accompany them into adulthood. Some of the published research on youth leadership programs, such as studies at Wright State University, has explored the longitudinal effects of youth leadership programming.

This evaluation study examined changes in participant survey responses immediately prior to and immediately after youth leadership programming. In order to make the study manageable, three key areas were identified as common areas of focus by

the programs identified as potential partners in the study. Specifically, the areas chosen for evaluation were: participatory citizenship, community awareness, and leadership skills.

The youth leadership programs that were approached to participate in this research seek to increase teens' knowledge and awareness of the communities in which they live, and to assist in developing their leadership skills through training and interaction with community leaders. In addition, the programs often provide networking opportunities for youth to connect with peers from other schools in the community and with those from different backgrounds, contributing to greater unity within the community. These programs provide a window into the inner workings of community life through exposure to local and state government and the process of civic engagement, as advocated by Denhardt and Denhardt (2015). They also draw on local resources and assets that make up a community's unique identity, lending participants new perspectives about where they live. As evidenced in the researcher's review of local youth leadership programs, youth participants are offered new opportunities to gain a greater understanding of both themselves and their communities through planned outings and activities.

Generally, community-based youth leadership programs are popular and well-funded through the generosity of donors from the public and private sectors. These types of programs typically operate through chambers of commerce or other civic organizations with limited staff support and a heavy reliance on civic-minded volunteers. In the case of the programs identified for this evaluation study, all utilize (or have utilized) resources available through the University of Georgia (UGA) to develop or implement

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programming. If the success of these programs is measured in terms of local support and the community's investment of time and resources, then, without question, community-based youth leadership programs can be considered a success. The goal of this research, however, was to supplement the positive support for youth leadership programs with sound evaluation practices using established pretest-posttest research design. As a result, this research enhanced understanding of the impact of selected community-based youth leadership programs on their participants, evaluating the effects of youth leadership programming on participatory citizenship, community awareness, and leadership skills development.

This research also assisted coordinators of community-based youth leadership programs in quantifying the effects of their programs on participants. Though the coordinators who were contacted in the course of this study recognized and appreciated the need for program evaluation, they had neither the time nor the resources to implement evaluations. Thus, the data collected through this research helped the coordinators validate existing programming, improve future programs, and demonstrate the effectiveness of programming efforts to stakeholders.

This research project also benefited participating communities by providing the type of data-driven evaluation that is now often expected by funders, at a time when dollars are limited and decisions about which community programs to support are high-stakes. With increased competition for limited funding, this type of evaluation can be a valuable tool for community-based youth leadership programs to clearly demonstrate the positive impact of their work.

The impetus to design, implement, and evaluate such youth leadership programs is greater than ever, especially as demographic changes and population shifts in Georgia further ratchet up the pressure on communities to operate efficiently, intentionally, and sustainably. Local governments and civic organizations must demonstrate that they are responsive to change in order to remain relevant. Matt Hauer (2017), a demographic specialist at UGA's Carl Vinson Institute of Government, dubbed Georgia the "new California," referring to the rapid diversification of the state's ethnic makeup, which can no longer be described as Black and White. This diversification plays a significant role in the changing environments of Georgia communities.

The increasing diversification of Georgia's racial and ethnic make-up has created new challenges and opportunities for civic engagement, leading to a greater need for programs (e.g., youth leadership programs) that encourage a broad understanding of and participation in community issues, and that prepare future leaders. For instance, U.S. Census data showed that Georgia's Hispanic population had increased from 5.3% in 2000 to nearly 9% of the state's population in 2010—a nearly 70% change in 10 years (Ennis, Ríos-Vargas, & Albert, 2011, p. 6)—while another 5%, mostly Asian, did not identify as Black, White, or Hispanic (Johns, 2011). According to Hauer (2017), such demographic changes are expected to continue throughout all counties in Georgia. Based on economic and demographic projections released in 2017 by Washington, DC-based Woods and Poole Economics, Inc., by the year 2050, the majority of Georgia's population will be non-White (54.3%), and the Hispanic population will have shown the most dramatic increase (16.2%) (Datar, 2017). These demographic shifts, combined with Georgia's aging population, have resulted in Georgia's demographic profile looking more like

California's every year. As the state continues to change, programs designed to bring individuals with different backgrounds and beliefs together will become even more important in order to foster greater understanding, provide opportunities for shared experiences, and develop leadership reflective of those who are served.

The changes in Georgia's demographic profile have been accompanied by a dramatic shift in population concentrations, placing further stress on many Georgia counties, including the five represented in this research (i.e., Hart, Houston, Oconee, Pulaski, and Washington). Specifically, while these counties grow modestly, remain stagnant, or even shrink, the need to serve an aging and more diverse population places new demands on government to provide more services, such as transportation and language support. Population is affected not only by births and deaths, but also by migration; in Georgia, like most states throughout the nation, there is a population shift occurring as a result of migration from rural to urban centers. Half of the state's population is now concentrated in just three metro-Atlanta counties—Fulton, Gwinnett, and Forsyth—and two thirds of the state's growth is occurring in just six of the 159 counties (five metro-Atlanta counties and Chatham County, home to Savannah). Conversely, half of Georgia counties lost population between 2010 and 2013, and over two dozen saw negative growth of 10% or greater (Shearer, 2016). Between 2000 and 2010, 30 counties, most in southwest Georgia, lost population (Shearer, 2016). Jimmy Gray, longtime publisher of the *Albany Herald*, has been credited with coining the term *two Georgias* in 1983 to describe the great divide between Atlanta's growth and prosperity, and the decline of the rest of the state (Young, 2007). Current leaders within those communities losing population recognize that they must take intentional action to

attract and retain talent, and to develop new leaders in an effort to remain viable in the future. Local leaders often believe that a lack of leadership stands in the way of community development (Hedge, 2007). A new generation of leaders is needed to build local partnerships in an effort to create and manage change within diverse communities (Tabb & Montesi, 2000). Youth leadership programs are a significant and important part of this effort.

In the state's non-metro counties, particularly those in south Georgia, issues of succession planning loom large as the current generation of community leaders ages. Communities often feel that they will continue an inevitable decline and that all the "leaders" have left (Hedge, 2007). In communities that have not taken action to address this declining leadership, the ability to remain viable is quickly becoming a critical issue. Those who do act hope that leadership programming can cultivate the next generation of leaders.

Creating a pipeline for new leaders is essential, necessitating the involvement of young people in all phases of planning for the future. Thus, communities must develop critical components for attracting and retaining young talent. Many community-based youth leadership programs are designed to increase awareness about community assets and opportunities, particularly by exposing participants to local industry and professional opportunities in their own "back yard." They also focus on educating and informing young citizens about opportunities for postsecondary education and employment in their own communities in an attempt to discourage "brain drain." Originally, this latter term was coined to describe the exodus of skilled scientists and other professionals from communist countries in the post-World War II era (Koerting, 2015). Today, the term

refers to any mass migration of talent from one area to another. Brain drain is not unique to communities in non-metro Georgia counties; it occurs in communities throughout the United States.

Recent migration patterns have revealed the return of those who had once fled their homes. This trend has prompted the coining of the term *brain circulation*, which describes professionals who formerly left their homes as part of the brain drain movement but have since returned home, bringing new skills and capital—that is, coming full circle and helping to revitalize home communities (Zagade & Desai, 2017). This global trend may provide new hope and opportunities for communities in Georgia that have lost talented young people.

Youth leadership programs can strengthen the ties that young people have to their respective communities through exposure to community assets, increased awareness of educational and employment opportunities, and engagement in important civic issues. These programs also offer participants valuable skills for serving as future elected, appointed, or volunteer leaders in their communities. All of these potential opportunities may enter into the decision-making process as talented young students choose where to settle as adults, contributing to the brain circulation of these young professionals in Georgia communities. Moreover, effective community-based youth leadership programs can help reinvigorate counties currently losing population by keeping youth in the area or encouraging them to return home.

It may seem improbable or even impossible for Georgia counties to effectively counter population decline and brain drain. However, in the past, Georgia communities have demonstrated resilience and innovation in addressing at times catastrophic

challenges to their survival. The events following the Civil War, which devastated much of the South and its economy, exemplifies this resiliency. The Reconstruction focused on shifting George's agrarian economy to one modelled more closely on the industrial economy of the North. In 1874, *Atlanta Constitution* editor Henry Grady urged the creation of the "New South" and called for the construction of a cotton mill in every Georgia town (A. Williams, 2007). Grady's was a call to rebuild according to an industrial model and led to economic development throughout the South (Recchiuti, 2016). In response, textile mills became the means for such development in much of Georgia. Towns like Hawkinsville, in Pulaski County, developed robust post-war economies built around cotton. During this period of "unparalleled prosperity" (Ciucevich, 2002, p. 14) in the 1870s and 1880s, Hawkinsville became a regional center for the processing, storage, and transportation of cotton. In 1904, the Henry Cotton Mill, later the Hawkinsville Cotton Mill, was built on the banks of the Ocmulgee River and remained an important economic engine in the region throughout most of the 20th century.

In the latter part of the 20th century, counties in rural Georgia were again devastated economically, this time by technology, progress, and globalization rather than war. Mill towns suffered first as technological advancements reduced the need for human labor. Consequently, mill villages, which during their peak housed hundreds of workers, were sold off by mill owners. In the 1970s, new safety codes and fire regulations were passed due to heightened environmental concerns. A new federal agency, the Occupational Safety and Health Administration (OSHA), was created to enforce these enhanced safety regulations.   Many mill operators chose to shutter their

Georgia mills, like the one in Hawkinsville, rather than modernize. Many of those that survived these blows ultimately met their demise in the 1990s with the passing of the North American Free Trade Agreement, which led to outsourcing of the remaining textile mills to foreign textile companies, largely low-cost producers in Asia (A. Williams, 2007). Once again proving their resiliency, however, some rural Georgia towns used creativity and innovation to rise up from the demise of the textile era. Communities like Thomaston invested in the "Thomaston turnaround," a collaboration with Southern Crescent Technical College to train former textile workers in new skills. Other communities, such as Hawkinsville and Newnan, repurposed their mills into trendy loft apartments that remain community landmarks.

Not surprisingly, Georgia communities are not giving up in the face of potentially catastrophic challenges in the 21st century but instead are seeking ways to secure resources available throughout the state to address them. For example, these communities are networking with higher education resources, like those available through UGA, and other state partners in efforts to enhance leadership development training opportunities for adults and youth. This trend represents a new face of Georgia, requiring small communities to work harder than ever to attract, develop, and retain leadership that is critical to their survival, particularly as current leadership ages.

The literature review in Chapter 2 explores current theories of leadership relative to youth leadership programs and details the evolution of related leadership theory. The chapter also addresses the rise of community-based leadership programs in the 20th century and how it aligns with public administration theory. In addition, the literature review also examines the relationship between the community-based youth leadership

programs in this study and UGA's public service and outreach efforts in the area of community-based youth leadership, since all of the participating programs have a connection to public service and outreach efforts at the university. Finally, Chapter 2 considers closely the published research on the evaluation of youth leadership programs and other related areas. Specifically, research conducted on behalf of states, national youth organizations, and higher education institutions will be explored for greater understanding and best practices.

Chapter 3 describes the methodology used in this study—a pretest-posttest design in which leadership training served as the intervention. Youth participants in the study were selected from community-based youth leadership programs in the following geographical areas: Hart County, Oconee County, the city of Perry (Houston County), Pulaski County, and Washington County. A survey was administered to participants before and after completion of the leadership program. The survey captured demographic data related to respondents as well as participation rates among community-based leadership programs. Evaluation items generated by the researcher were used in conjunction with evaluation questions adapted from the 4-H Common Measures, developed by Allen and Lohman (2016), in the areas of life skills outcomes of leadership, citizenship, communication, and learning. This instrument standardized the method of evaluation across the various community-based youth leadership programs studied. Chapter 3 also presents cross-tabulations of the pretest and posttest responses and discusses the determination of statistical significance using chi-square analysis.

The research findings are presented in Chapter 4. Pretest-posttest data were examined relative to the objectives of the study. Data from participant responses to the

pretest-posttest instruments were tested to determine if changes occurred within the three constructs of the study—participatory citizenship, community awareness, and leadership skills development—and to determine if any of the changes were statistically significant. Chapter 4 includes illustrative tables, figures, data-analysis summaries, as well as a discussion of the significance of the findings. The chapter details the analysis of data collected from six community-based youth leadership program cohorts and over 100 individual respondents.

Chapter 5 considers the implications of the study results, shows their relationship to previous research outlined in the literature review, discusses recommendations, and suggests directions for future research. The findings are organized to examine the impacts of youth leadership programming on participants. More specifically, the study examined the evaluation results among participating community-based youth leadership programs in Georgia as a whole in the areas of participatory citizenship, community awareness, and leadership skills development. Additionally, this research provided each participating program with evaluation results for each community, information that can then be used to evaluate the effectiveness of community-based youth leadership programs and make adjustments based on the results. The evaluation findings offer an opportunity to demonstrate the value of community-based youth leadership programs to stakeholders, namely funders. Finally, the findings represent a foundation for continued program evaluation as well as longitudinal studies to determine the long-term impact of this work in relation to community vibrancy, changing community demographics, population concentration, brain drain, and resiliency.

Chapter II

LITERATURE REVIEW

This literature review explores previous research that has contributed to the development, establishment, and evaluation of community-based youth leadership programs. Dramatic changes in population patterns have led to heightened interest in these programs as a way to retain talent and support community and economic development. This review also examines the underlying public administration theory that supports the development of community-based youth leadership programming and why such programming represents both a valuable contribution to the field and good governance by community leaders. Additionally, the chapter explores the evolution of leadership theory in the 20th century and considers how the progression toward transformational leadership theory has affected the development of community-based youth leadership programming. Finally, in preparation for the methodology chapter, this review considers published methods for evaluating youth leadership programming.

Globally, nationally, and at the state level in Georgia, greater population mobility, among other factors, has led to a population shift from rural to urban areas. Effective community-based youth leadership programs can play an important role in preparing young people by providing them with opportunities to participate in community life and develop leadership skills. These programs provide youth with opportunities for enhanced awareness about community assets and a greater sense of connection to the communities

where they live. Community-based youth leadership programs that focus on participatory

citizenship, community awareness, and leadership skills development may serve to

strengthen the capabilities of participants and create even greater connectivity.

Population migration from rural to urban areas is largely influenced by brain

drain, which, as noted in the previous chapter, refers to multiple situations in which

educational and professional opportunities serve as the primary motivators for emigration

from one environment to another. Inhabitants leave their homes seeking a better

"standard of living and quality of life, higher salaries, access to advanced technology or

political stability" (Dodani & LaPorte, 2005, p. 487). Today, brain drain also refers to

the phenomenon of baby boomers leaving the workforce in record numbers. In fact,

retiring baby boomers are currently the primary source of brain drain in the corporate and

public sectors in the United States. Baby boomers account for 31% of all U.S. workers,

and by 2029, all baby boomers will be 65 or older (Lindegren, 2015). This poses a

significant challenge for employers and organizations that must not only replace these

workers with new personnel or technology, but also manage the knowledge transfer

process to younger successors. This poses an additional strain on rural communities, as

young workers leave in pursuit of these employment opportunities in record numbers.

Similarly, brain drain is associated with the emigration of Asian populations to

North America. In the latter part of the 20th century, high demand for educated, skilled

workers fueled emigration from developing countries, namely India, Pakistan, and Sri

Lanka, to the United States and Canada (Dodani & LaPorte, 2005). These migration

patterns of young, educated Asian immigrants are similar to those of America's young

and talented from rural to urban areas—patterns driven by opportunity, both economic and educational.

In India and Asia, economic researchers have increasingly seen brain drain boomerang into brain circulation. As mentioned earlier, brain circulation refers to the return home of talented immigrants who possess the "technology, capital, managerial and institutional know-how . . . to harness promising opportunities" (Zagade & Desai, 2017, p. 422). Recent published research has examined this new trend, which deviates from the unidirectional exit of professionals, particularly in India. Innovation and the development of pro-business governmental policies have attracted talent back to their home communities. These individuals return with greater capabilities and resources gained during their time away which they reinvest in the communities they had once left. Such ties between young talent and communities may be strengthened by community-based youth leadership programs, potentially affecting future brain drain and circulation.

Public Administration Theory

As Georgia becomes more racially and ethnically diverse, community leadership must act to become more inclusive. More and more, citizens seek political leadership that considers all perspectives, and coalitions of diverse voters are essential practical considerations for elected leaders. According to new public service theory, those entrusted to move communities forward are responsible for creating opportunities for public interaction and engagement and for developing the next generation of leaders. As the theory of new public service asserts, citizens are not customers in the business of government; they are the board of directors, that is, the owners of the public corporation (Denhardt & Denhardt, 2015). As such, citizens of all ages and all backgrounds should

be provided access to civic education and training in order to engage and participate in public dialogue.

Janet and Robert Denhardt first presented their ideas emphasizing democratic norms and citizen engagement in a 2000 article published in *Public Administration Review*. Their new public service theory maintains that authentic efforts to promote democratic values and citizenship by public administrators will result in benefits that build communities, engage citizens, and make government more effective (Denhardt & Denhardt, 2015). This theory was introduced initially to counterbalance the theory of new public management—the prevailing theory of the 1990s and early 2000s that promotes efficiency—as well as the notion of operating the public sector as a business, with the citizenry serving as "customers." Denhardt and Denhardt's theory recognizes that although efficiency in government is a worthwhile goal, it should not be the only objective of governance. Efficiency must be balanced with values such as engagement and community building.

New public service theory focuses on seven core principles related to the role of public service in "facilitating citizenship and promoting democratic governance" (Denhardt & Denhardt, 2015, p. 665). These principles center on service, democracy, and the essential role of citizen participation in civic life, and they represent a call for a mindset of service within public administration practice. Since the theory's introduction, there has been considerable progress toward this goal, and a growing body of public administration research and practice has grown up around the tenets of new public service.

Research in this area has reported successful efforts to engage citizens based on the principles of new public service theory. Many studies have concluded that processes that create meaningful dialogue improve trust and lead to more responsive and robust decisions. These findings contrast with traditional approaches, such as public hearings or comment periods, which "fail to make people feel heard, seldom improve decisions, and do not involve a broad cross-section of the public" (Denhardt & Denhardt, 2015, p. 666). Citizen academies, such as community-based leadership programs, have been identified as promising examples of efforts to engage citizens since they provide opportunities for authentic dialogue, hands-on learning, a greater understanding of the trade-offs of effective governance, and more community engagement in the decision-making process. According to Inness and Booher (as cited in Denhardt & Denhardt, 2015), this collaborative process has many benefits, including defusing racial tensions, building social capital, and enhancing civic capacity. Community-based youth leadership programs like those in Georgia may provide such opportunities to high school students, serving to increase citizen participation and diversity in community issues.

New public service theory calls on government to empower citizens by facilitating education and dialogue toward the attainment of shared goals. Community leadership programs can be effective in creating the trust, awareness, and empowerment needed for citizens of all ages to engage in such meaningful dialogue and contribute to the community decision-making process. Effective community-based youth leadership programs can encourage civic participation, enhance community awareness, and develop leadership skills. These programs offer a window onto youth participation in civic life and an opportunity for youth to serve side by side with adult leaders in shaping the future.

Leadership Theory

Evolution of Participatory Leadership Theory

Both public administration theory and leadership theory have evolved to become more participatory, which is foundational to today's community-based leadership programs. For much of its history, leadership theory narrowly defined leadership traits as those bestowed at birth to a few lucky individuals. However, it is now widely accepted that leadership is not characterized by a singular set of traits and that leadership skills can be trained and developed. In other words, everyone has the potential to lead. This more participatory conception of leadership theory aligns with the goals of new public service theory and provides a vehicle for greater citizen engagement in communities through community-based leadership development training programs. These programs offer networking opportunities among diverse populations and build participants' leadership and communication skills, facilitating enhanced government-citizen engagement (Hedge, 2007). The ideals of participatory citizenship, community awareness, and leadership skill building comprise the foundation of community-based leadership programs for both youth and adults.

Leadership theory has also evolved into its current inclusive, participatory approach. Philosophers, industrialists, and even playwrights have long been fascinated by the traits and abilities that define leaders. However, it was not until the early 20th century and the emergence of scientific management theory during the Industrial Revolution that modern leadership theory began to be accepted. Conceived by Frederick Winslow Taylor, scientific management theory rejected previous models of production in favor of specialization of labor in factory settings. As scientific management became

more popular, the need to coordinate the activities of specialized workers through oversight by supervisor-managers (i.e., the first middle managers) intensified (Shaffritz, Russell, & Borick, 2013). The identification and development of managers was undertaken to maximize productivity and profitability in industry. In turn, the cultivation of the management sector in business settings across the United States led to expanded academic research on the topic of leadership studies and to heightened awareness of leadership by the general public.

The formal study of leadership grew rapidly in the early 20th century, motivated by interest in improving industrial productivity and management skills. At this time, there was still a common belief—known as the "great man theory"—that leadership capabilities were definable traits determined at birth. Efforts to identify and quantify these common characteristics of leaders also expanded. For instance, R.M. Stogdill, a professor of management science and psychology at Ohio State University, conducted two large meta-analyses of leadership research (one in 1948, the other in 1974), advancing the trait theory of leadership (Coggins, 2016). By the mid-20th century, however, researchers had begun to recognize that leaders possessed different styles and could not be categorized by a common set of traits.

Kurt Lewing and Max Weber contributed significantly to advancing acceptance of different leadership styles through their research, which encouraged further exploration in the field (Coggins, 2016). This recognition of different leadership styles, beginning in the 1950s, emerged as the foundation of modern leadership theory. A more participatory style of leadership, first introduced by Mary Parker Follett at the turn of the 20th century, gained greater prominence. Follett was the first to advocate for a style of management

that relied on transactional skills and consensus building. Her views on "power with," as opposed to "power over," greatly influenced the development of leadership studies in the 1950s by emphasizing a participatory approach to leadership (Shaffritz et al., 2013), which would influence and shape the creation of community-based leadership programs by expanding the inclusive potential of leadership. These programs would be designed to increase community engagement and capacity by providing participants with training in transactional and transformational leadership skills.

Academic, corporate, and civic interest in leadership development continued to increase in the latter part of the 20th century. The theory of participatory leadership prioritized collaborative approaches to management and problem solving in business and civic life by involving those at all levels in the decision-making process. This approach would serve as the backbone for the development of leadership studies in both the business and public sectors, and community-based leadership programs became an important component of this participatory approach to governance.

Continued academic interest in leadership studies led to research supporting the value of leadership training and education. Refined leadership theory demonstrated that leadership skills development evolves over time and is influenced by experience, exposure to literature and training, and sociocultural factors (Coggins, 2016). Corporations, institutions, and civic organizations applied this theory to the development of leadership training programs, designed to hone participants' leadership skills in a positive way. Indeed, leadership was no longer viewed as static but rather as a set of skills that could be enhanced through training and development.

In the 1980s and 1990s, leadership training programs focused primarily on transactional leadership skills development. Transactional leadership centers on skills and tasks associated with the role of leadership in advancing an organization's goals. It defines the effectiveness of a leader as the sum of these tasks and their subsequent implementation. Examples of transactional leadership skills include public speaking, delegating authority, chairing meetings, and decision making (Fertman & Linden, 1999). Transactional leadership involves mastering the day-to-day skills needed to ensure that an organization operates smoothly. Research conducted by Fertman and Linden (1999) highlighted the importance of training in both transactional and transformational leadership—the latter focusing on the leadership process and the influence of leaders— and the complementary role they can play in youth leadership development. In community-based youth leadership programs, participants often have the opportunity to develop transactional leadership skills to support their development as leaders.

Near the end of the 20th century, the participatory process and social influences became more central to definitions of leadership and frameworks for leadership training (Chemers, 1997). Under the umbrella of transformational leadership theory, these approaches focus on the influence leaders have on others, explore group processes, and recognize the power of influence by example. Research related to youth leadership programs has also supported the importance of transformational leadership skills in helping young leaders make sound decisions and influence others in positive ways (Fertman & Linden, 1999). Transformational leadership skills embody the act of "being" a leader, examining how one can use their influence to sway others in productive ways. In community-based youth leadership programs, participants may develop these skills by

enhancing their abilities to form collaborations, understand group dynamics, and influence group behavior. Transformational leadership serves as the foundation for how youth will ultimately use their training to shape communities.

Transactional and transformational leadership approach leadership development in different ways. Transactional leadership focuses on the proficiency of performing tasks that are required to lead others, while transformational leadership focuses on one's ability to sway or influence others in a group. However, when taken together, the two leadership theories are complementary, comprising a foundation for effective leadership skills training in community-based leadership programs.

Leadership Training

As models of leadership theory became more inclusive and skills-based in the years following World War II, community-based leadership programs were developed as a way to connect citizens with each other and to teach leadership skills. During this time, civic organizations and clubs were popular ways for citizens to participate in community improvement efforts. With the evolution of leadership theory, government and civic leaders began to recognize the benefits of community-based leadership programs. No longer were communities only looking for people in traditional leadership positions to solve problems (Hedge, 2007). Increasingly, community-based leadership programs for adults and youth were built on democratic principles and focused on a collaborative approach to community problem solving (Hedge, 2007)

The goals of these programs align with the demand for greater equity in U.S. society. The inclusive nature of modern leadership theory foreshadowed the call for greater social equity in public administration—which emerged from the Minnowbrook

Conference—and, subsequently, the theory of new public service in the field. The first

Minnowbrook Conference (now referred to as "Minnowbrook I") was hosted by Dwight

Waldo in 1968. Waldo and other leaders argued that social equity should be a core value

of responsible public administration. This shift in focus from efficient, dispassionate

administration to active governance would shape the future of the profession by changing

the role of the public administrator from policy implementer to advocate for social equity

(Gooden & Portillo, 2011).

History of Community-Based Leadership Programs

The University of Pennsylvania's Fels Institute of Local and State Government is

credited with developing the first community-based leadership training program in

Philadelphia in 1959—the Community Leadership Seminar Program (CLSP). Though

reports vary regarding the reasons for the program's creation, most agree that CLSP was

formed in response to racial tensions arising from the civil rights movement in the

community. Program creators sought to convene a diverse group to foster greater

understanding of these racial tensions and other issues facing the community (Hedge,

2007). They recognized that opportunities for diverse members of society to come

together and share in common experiences benefit the community. This motivation

remains central to today's community-based leadership programs.

The popularity of community-based leadership development programs grew

rapidly in the latter half of the 20th century. By 2003, there were over 750 community-

based leadership development programs throughout the United States (Hedge, 2007), all

operating under a variety of sponsorship models, organizational structures, and

objectives. Some function independently through civic organizations (e.g., chambers of

commerce), while others tap into governmental entities or higher education resources for support. At that time, many leadership programs identified the need to develop community-based leadership programs specifically for youth. These programs would further engage citizens and educate young people about their communities and help them develop leadership skills.

History of Community-Based Leadership Programs in Georgia

Georgia has a particularly robust history of support for community-based leadership programs. Leadership Atlanta was the first such program in the state and remains a nationally recognized model for community leadership development training. Started in 1969 by the Atlanta Metro Chamber of Commerce, Leadership Atlanta was formed in response to a tragic 1962 plane crash at Orly Field, in France, that killed 130 Atlantans, all influential leaders of the arts and culture in the city (Golden, 2016). The program's mission centers on developing a new generation of leaders to address issues facing the city. The program is still actively operated by the Atlanta Metro Chamber today.

Improvements in technology and transportation spurred the development of modern urban areas. Greater mobility meant that cities like Atlanta grew rapidly, often at the expense of rural communities. The population of metro Atlanta grew from two million in 1980 to more than four million by 2000 (Ambrose, 2017). As the state's economy moved toward the urban centers, state leaders recognized that they must be intentional in developing support for rural communities, which were facing negative social and economic changes of great magnitude, especially as young people began to leave rural communities in search of education, jobs, and other opportunities. This shift

mirrored a global and national migratory trend from rural to urban areas. Demographically and economically, two Georgias began to emerge.

As mentioned in Chapter 1, Jimmy Gray, publisher of the *Albany Herald*, coined the term *two Georgias* in the early1980s (Young, 2007) to draw attention to the growing dichotomy between metro Atlanta's prosperity and growth and the steady decline of the rest of the state, particularly in the southwest region, where Albany is located. To fully understand the importance of community-based leadership programs in rural Georgia, particularly those for youth, one must understand these two Georgias and the impact rural decline has had on the viability of many communities known historically for their resilience in the face of significant challenges.

Indeed, the two-Georgias divide has continued to widen. The state population (similar to global and national trends) continues to shift from rural to urban. For well over 40 years, urban growth in metro Atlanta and Savannah has fueled overall population increases in the state. Meanwhile, counties outside these areas are experiencing stagnation or decline. Thirty-seven of the 85 counties classified as rural had larger populations in 1920 than they did in 2010 (Hauer, 2017). The results of this sustained pattern of migration are evident in the demographics of rural communities, where populations continue to decline and the average age of the population continues to increase. This affects population in three ways: increased negative migration, higher death rates, and lower birth rates. All of these factors contributed to an overall population decrease in areas outside metro Atlanta from 2000 to 2010, according to census data (Hauer, 2017).

Recognizing these negative trends, the Georgia General Assembly, in the 1980s, began funding and supporting leadership development efforts in rural areas. This initiative was spearheaded by the Georgia Rural Development Council (GRDC), which operated with the support of the General Assembly and in conjunction with the Georgia Economic Development Association, the Georgia Municipal Association, and the Association of County Commissioners of Georgia to create a Community Leadership Initiative and a Youth Leadership Initiative to build leadership capacity for addressing issues in rural communities (Georgia Rural Development Council, 2012). The purpose of these initiatives was to develop leadership capacity in rural areas by increasing participation, awareness, and skills through leadership programming. The GRDC identified youth leadership programs as a key strategy, and the core concepts of participatory citizenship, community awareness, and leadership skills development remain central tenets of community-based youth leadership programs in rural Georgia.

Additionally, state agencies developed programs to incentivize rural economic development and job creation. Programs like One Georgia provide funding for infrastructure improvements in rural communities with high poverty rates to help make rural areas more attractive to industry. Also, the Georgia Department of Community Affairs created opportunity-zone designations with enhanced incentives (e.g., tax credits for job creation) in depressed areas. The intent of these incentives is to spur job creation and investment in rural Georgia. Although the long-term impact of these incentives is currently unknown, it is hoped these actions will help curb brain drain and retain local talent.

In 2018, the Georgia legislature funded the creation of the Center for Rural Prosperity and Innovation, which focuses on policies that support growth outside metro areas in the state. As part of the University System of Georgia (USG), the Center operates with system support and is housed at the Abraham Baldwin Agricultural College in Tifton. With over $850,000 in state funding, the center conducts research and provides guidance to leaders on how Georgia's prosperity might extend more equitably to the economies of rural Georgia (Williams, 2018).

Along with infrastructure improvements and economic incentives, education reform has been an important strategy in efforts to alleviate brain drain. Historically, many of Georgia's brightest students left the state for college and were unlikely to return. The increasing demand for a more highly skilled workforce has also meant that more Georgians need to attend college in order for the state to be competitive for jobs and growth. In 1993, Georgia took a bold step to address this need by creating the Helping Outstanding Students Educationally (HOPE) scholarship, which has been credited with both increasing the percentage of Georgia high school graduates who attend college and retaining top talent in the state. Since its inception, HOPE has provided $10 billion in scholarships to 1.8 million students (Strickland, 2018).

As another component of educational reform, the state has sought to address inequities related to access to higher education. For instance, many educational opportunities were unavailable to students in south Georgia, contributing to brain drain in that region. However, in the early 1990s, the state allocated resources to USG to expand educational opportunities in underserved parts of Georgia (J. Peterson, personal communication, October 28, 2017). These funds were used to elevate Georgia Southern

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University and Valdosta State University to regional university status, allowing these institutions to expand their reach and provide continuing education to adults; they would also play a critical role in the development of the emerging opportunities for distance-learning programs (J. Peterson, personal communication, October 28, 2017). In turn, the new regional university status provided Georgia Southern and Valdosta with additional funding and raised them to Tier 2 status, giving students alternatives to the state's four research universities (i.e., Georgia Tech, Georgia State, the Medical College of Georgia, and the University of Georgia), all located in the northern part of the state.

As studies have also shown, in addition to their primary educational role, higher education institutions are seen as ideal partners for community-based leadership programs (Hedge, 2007). In Georgia, UGA, as the designated land-grant institution, has played a significant role in supporting statewide leadership development efforts. Chartered as the first state-sponsored university in the nation, UGA has a legacy of community engagement with Georgia citizens. Because of its land-grant designation, UGA maintains both an obligation and a mission to serve the people of the state, and leadership development continues to be a critical component of these service efforts. UGA has consistently expressed its commitment to leadership development through the establishment and continuation of the Cooperative Extension Service and 4-H program (1914), the Leadership Training Institute (1982), and the Archway Partnership (2005).

In 1914, the Smith-Lever Act created cooperative extension services at land-grant institutions. This legislation established UGA Cooperative Extension Service and designated 4-H as its youth program (McGahee & Davies, 2014). Historically, cooperative extension served rural communities, namely in helping to improve

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productivity on American farms (U.S. Department of Agriculture [USDA], 2018).

Today, cooperative extension and 4-H have expanded their presence to support

communities throughout the state.

Because of its expansive network, UGA Cooperative Extension has played a

critical role in the delivery of community-based leadership programming in Georgia

communities. Most notably, in the early 1980s, UGA Cooperative Extension sponsored a

comprehensive local needs assessment across 76 of Georgia's 159 counties. One of the

key findings of the assessment was the need for a broader leadership base in Georgia

communities in order to more effectively address challenges throughout the state.

In response to the assessment's identification of leadership development as a

primary need in the state, Georgia Cooperative Extension initiated a statewide

Community Leadership Program in 1986. The goal of the program was to expand the

leadership base in Georgia cities and counties and to better equip local leaders to manage

their communities. Assessment of the program was based on the assumption that its

impact would be "reflected primarily in the ongoing leadership activities of its graduates

since the program's inception" (Langone, 1992). Seventy-six Georgia counties, most of

them rural, participated in the program. Positive impact was seen in the areas of

networking, the role of extension, creating a unified spirit, and involvement. At the time

of the assessment's publication, over 100 program graduates had run for elective office,

and countless others had served as board or authority members (Langone, 1992).

Georgia 4-H got its official start as the "Corn Club" in Newton County in 1904.

With the establishment of UGA Cooperative Extension in 1914, 4-H was recognized as

the university's primary youth development and outreach program (McGahee & Davies,

2014). The leaders of 4-H recognized that while many adults in the agricultural industry were resistant to new ideas about farming, youth were very receptive to innovations developed through land-grant university research. The 4-H program was designed to cultivate youth community leaders, thus extending agricultural innovation from university research to family farms throughout the nation (National 4-H Council, 2016). Through the extensive network of UGA Cooperative Extension Services faculty, 4-H leadership programming is delivered throughout Georgia, in both urban and rural communities, to strengthen the leadership skills and hands-on learning among young people. In addition to leadership development, 4-H tackles some of the most pressing national issues, including healthy living and science education (National 4-H Council, 2017a).

Georgians are fortunate to have such robust support for youth leadership programs. Cooperative Extension and 4-H are two examples of national programs that are prolific in the state due largely to exceptional state and local support for their programming. Indeed, Georgians continue to approve the allocation of substantial resources to fund and execute these programs, signifying the continued commitment of state leadership to develop future leaders.

UGA's Public Service and Outreach division has also invested significant resources in community leadership development. Within the division, the university founded, in 1982, the Leadership Training Institute, known today as the J.W. Fanning Institute for Leadership Development. Dr. Fanning served as the first Vice President of Public Service and Outreach and is credited with co-founding the first statewide leadership program, Leadership Georgia, in the nation. The Institute offers curriculum

development and support for adult and youth leadership programs, nonprofit management training, and mediation services for communities.

Equally influential and nuanced was the creation of UGA's Archway Partnership outreach effort, dedicated to building capacity in partner communities throughout the state by increasing access to UGA resources. This is facilitated through the placement of a full-time faculty member, called an "Archway professional," within a host community. Archway Partnership communities are rural, are geographically dispersed throughout the state, and all face the two-Georgias pressures discussed previously. For many of these communities, fostering a future generation of leadership is a top priority. The Archway professional facilitates efforts to develop leadership programming by connecting the community with the Fanning Institute for Leadership Development. The Archway professional may also assist with program management or implementation, providing an additional resource to the community. The Archway Partnership platform offers the flexibility needed to create customized leadership programming and extra support for implementation.

It is important to note that there are many time-tested organizations and initiatives that effectively support leadership development among young people. For instance, Family Career and Community Leaders of America has delivered leadership training to students for nearly 75 years through its family and consumer science curriculum. As noted earlier, 4-H is a trailblazer in youth leadership and has contributed to youth development for over a hundred years. There are also more traditional leadership opportunities, such as Student Council, that train young people in leadership and representative government. Within the limits of this study, there was no way to evaluate

all of the youth leadership opportunities currently available; thus, to narrow the focus of

this research and achieve a manageable evaluation, all of the programs in this study were

community-driven and community-led. Additionally, each of the programs sought

assistance in some form from UGA's Fanning Institute, the Archway Partnership, or both

during its respective development or implementation. The process of selecting a group of

programs to include in this research was greatly simplified by the contributions of

Fanning and Archway faculty, who shared their expertise in identifying programs that fit

the study criteria and used existing relationships in the programs to facilitate the study

evaluations.

<div align="center">*Youth Leadership Program Evaluation*</div>

Program Effects

Throughout their formative years, youth often have the opportunity to observe

leaders in their community in action. However, few young people would choose to

identify themselves as leaders (Fertman & Linden, 1999). Youth leadership programs

can encourage introspection and increase participants' awareness of their individual

leadership potential. In addition, these programs provide opportunities for activities and

interaction that help participants gain confidence in their newly recognized abilities.

Through awareness and interaction, youth leadership participants begin to envision

themselves as leaders (Fertman & Linden, 1999). While it is widely accepted that

developing and honing leadership skills is a lifelong process, a strong foundation can be

established through participation in community-based youth leadership programs, where

students begin to develop not only awareness, but also interpersonal skills. This phase

may involve common skill building, such as "communication, decision making or stress

<div align="center">32</div>

management" (Fertman & Linden, 1999, p. 13), but it is important to recognize the creativity and diversity of each individual and design the training to enhance individuality, not seek conformity.

Popular Theory: Skills and Education

Popular theory on how youth leadership development training is constructed often concentrates on the creation of a curriculum combining leadership skills training with character development, providing participants with the necessary skills and judgement to lead in the future. However, evaluating this process of leadership development can be difficult. Adolescents may identify outward expressions of leadership in others but fail to see their own exercise of leadership in their home, school, and/or community (Fertman & Linden, 1999). Increased awareness of and training in leadership skills illuminates the leadership capability of each participant. Therefore, the formal evaluation of youth leadership development training programs is essential to understanding the outcomes of the programming for participants.

Limitations of Evaluation

There are numerous limitations to evaluating community-based youth leadership programs. Staffing limitations, lack of necessary evaluation expertise, time constraints, and the added expense of the evaluation process are all typical barriers to determining the effectiveness of youth leadership programming. Higher education partners can play a significant role in supporting the evaluation of youth leadership programs in a variety of ways, some examples of which are examined in the following sections.

Intervention Programs and Other Program Evaluations

A great deal of published research on the topic of youth leadership program evaluation is conducted by university partners on behalf of programs that may not have the capacity to conduct their own assessments. These evaluations can be used as a resource for validating current programming, identifying opportunities for change, or both. They may also help guide funders who wish to understand the effects of the programming on participants. The following examples are representative of university partnerships designed to evaluate youth leadership programming. These studies are useful models for examining the creation of evaluation strategies for youth leadership programs, despite the fact that their end goals are quite different.

University of Connecticut. Many state- and university-funded programs seek to change youth behavior through intervention strategies. Such programs often target high-risk youth, hoping to curb risky behaviors, such as drug or alcohol use, through health education. Because these intervention programs are designed and implemented with public dollars, evaluation strategies are built into their design and timeline.

The State of Connecticut has invested considerable resources in efforts to evaluate youth programming. Conducted largely by the University of Connecticut's School of Family Studies and Center for Applied Research, these evaluation studies provide guidance around effective evaluation of programs involving youth. In the 2000s, youth development scholars called for a shift from deterrence to development in youth programming, signaling a preference for individual asset building, as opposed to problem prevention strategies (Sabatelli, Anderson, Trachtenberg, & Liefeld, 2005).

The work of Sabatelli, Anderson, Trachtenberg, and Liefeld (2005), Sabatelli,

Anderson, and LaMotte (2005), and others in Connecticut includes best practices in

evaluation methodology as part of the program design. This model serves as a primary

resource for the evaluation of community-based youth leadership programs in Georgia

and provides an excellent blueprint for those wishing to implement and evaluate

leadership program outcomes with youth. Recommendations include determining

program goals, establishing aligned program outcomes, creating relevant and specific

research questions, and developing tools for effective assessment using both pretests and

posttests (Sabatelli, Anderson, & LaMotte, 2005). Through this evaluation process,

researchers have been able to demonstrate the effectiveness of youth leadership training

programs in deterring high-risk behavior and to thus secure the commitment of state

dollars to these programs.

Wright State University. University-community partnerships in leadership

development efforts have access to the expertise and resources needed to conduct

effective evaluations, whereas communities that operate without higher education

partners do not usually have adequate support. Since the mid-1990s, Wright State

University's Lake Campus in Mercer County, Ohio, has worked in conjunction with the

community of Celina to develop, implement, and evaluate its community-based youth

leadership program. (Wright State is Ohio's largest university by enrollment.) The

program evaluation relies primarily on reflection following each session to evaluate

session effectiveness.

Students in their junior year are selected from each of Mercer County's six high

schools to participate in 8 one-day sessions (August through April). Faculty and staff

from Wright State work with the local chamber of commerce, business leaders, and other volunteers to develop "informed civic-oriented leaders that are interested in directing the future" (McNutt, 2013, p. 34). Students are required to provide an evaluation and write a reflection following each program session. Students who complete the program receive three hours of college credit.

Wright State researchers have also explored program impacts through a longitudinal study that began in 2004. Following seven years of successful programming, 119 program graduates were contacted in an effort to evaluate the impact of the youth leadership program experience. A mailed survey produced a 42% response rate, deemed "exceptionally high" by researchers (McNutt, 2013, p. 36). Survey responses were also among the most positive ever observed by the researchers.

The survey questions either were open-ended or asked participants to rank the impact of the various sessions offered. Most of the questions were designed to identify strengths and weaknesses of the individual program sessions. Other questions sought to determine the effects of the program on leadership skills and career choices. Researchers concluded that the Mercer County Youth Leadership program has "greatly contributed to the students' leadership potential in the community, and has provided [us] with a significant pool of individuals who will be more than willing to give back to their community" (McNutt, 2013, p. 40).

Wright State's study of the Mercer County Youth Leadership Program represents one of the few examples of published research evaluating community-based youth leadership programming not affiliated with a larger nationwide effort, like 4-H. The evaluation represents a significant investment of time and effort by researchers, who went

beyond evaluating outcomes to explore longitudinal impacts of the program. Survey respondents commented on improved leadership skills, greater community awareness, and feeling "compelled to serve their community in the future" (McNutt, 2013, p. 41). The researchers concluded that the program strengthened leadership skills and civic awareness, and provided an opportunity for community leaders to participate in shaping future leaders. This program and its commitment to discovering both short-term program outcomes and the long-term impact of youth leadership programming represents best practices for evaluating youth leadership programs in communities.

University of Georgia Fanning Institute for Leadership Development. The Fanning Institute has served as a substantial resource for communities throughout the state by developing a variety of leadership development programs for youth. In addition to customizing programs, the Fanning Institute has designed the Youth Leadership in Action curriculum, which delivers leadership skills training to youth and promotes civic awareness among participants. The Fanning Institute is also a leader in developing training for underserved populations throughout the state, such as the Sin Limites program, which focuses on developing young Hispanic leaders in response to the state's changing demographics, and EMBARK Georgia, which develops leadership skills among foster kids (UGA J.W. Fanning Institute, 2016). These model programs administer built-in evaluation surveys for participants and facilitators to give feedback regarding program delivery and organization, and offer ample opportunities for reflection and open-ended feedback about content and activities.

National 4-H Program. Research from the Tufts University Institute for Applied Research in Youth Development has demonstrated positive youth development (PYD)

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among those who participated in 4-H programming. The institute conducted a

longitudinal study of over 7,000 adolescents in Grades 5 to 12 from 2002 to 2010 and

found that participation in structured 4-H activities, including leadership experiences, led

to increased positive developments in participants compared to their peers. Specifically,

"4-H'ers are about two times more likely to be civically active" and "four times more

likely to make contributions to their communities," according to a report on the finding of

the Tufts study (Lerner & Lerner, 2013, p. i).

According to the Tufts study, PYD comprises "five C's": competence (skills-

based), confidence, connection (to peers, family, school and community), character

(social and cultural norms), and caring (empathy and sympathy). The researchers

evaluated all of the diverse areas of 4-H programming and found that the five C's lead to

the development of a sixth C: contribution through leadership, service and caring (Lerner

& Lerner, 2013). Students in Grades 8 to 12 who participated in 4-H also demonstrated a

higher level of active and engaged citizenship (AEC) than their peers. The study was

significant in that it both defined the concept of PYD and validated the contribution of 4-

H participation to increasing PYD.

As an organization that relies heavily on funding from the USDA and other

government sources, the national 4-H program is a leader in the evaluation of youth

programs, including leadership development programs. National leaders within 4-H

recognized early on the need for consistent program evaluation across communities to

standardize the way different programs throughout the country were evaluated. This led

to the development of the National 4-H Common Measures, designed to assess the

impacts of 4-H programs in science, healthy living, citizenship, college and career

readiness, and universal PYD. These instruments are designed to evaluate the impacts of

local programming in order to assist communities in making data-driven programming

decisions and provide opportunities to report program impacts to local stakeholders

(National 4-H Council, 2017b).

Allen and Lohman's (2016) research at Iowa State University highlights one

example of how the 4-H Common Measures were used to evaluate community-based

youth leadership programs. This study centered on the program evaluation of a statewide

three-day leadership conference hosted by the Iowa State 4-H Council and focusing

specifically on developmental outcomes and the 4-H life skills of leadership,

communication, citizenship, and learning (Allen & Lohman, 2016). The methodology

involved a retrospective pretest-posttest of participants. Analysis indicated that growth

occurred in each of the outcome measures evaluated, demonstrating the importance of the

program in achieving the outcomes comprising the Life Skills Common Measures (Allen

& Lohman, 2016). For the current study, the Common Measures questions from Allen

and Lohman's study were adopted with the permission of the authors and national 4-H to

add well-tested and well-respected measures to the evaluation.

Georgia Chambers of Commerce. Chambers of commerce in Georgia are often

responsible for developing and implementing youth leadership programs in their

respective communities. Some programs, such as the one in Washington County,

customize their curriculum in order to "help students develop leadership potential and to

acquaint them with community needs and resources through special training and

interaction with community leaders" (Washington County Chamber of Commerce, 2016).

These programs select high school students through an application process and deliver

training on a regular basis throughout the year. Many communities have more than one high school, and the program provides opportunities for students to work together, across schools, for the benefit of the community. These programs are most often supported by local businesses, government, and educational institutions, representing popular and non-controversial initiatives for funders to support (and feel good about). These types of programs are often developed in consultation with university partners and have built-in participant satisfaction scales, but they rarely conduct program evaluation to determine if the objectives of the program are met.

While the program design and evaluation methods of the preceding examples are different, they all show the positive impact of youth leadership programming. They also highlight the different methods employed to evaluate youth leadership programs at the local, state, and national levels.

Comparisons of Community-Based Leadership Programs: Georgia Illustration

While there are a large number of community-based youth leadership programs in Georgia and a variety of initiating organizations, these programs are more similar than different. Three content areas form the core of these programs: participatory citizenship, community awareness, and leadership skills training. Participatory citizenship seeks to engage youth by building their awareness of local challenges and opportunities. Program participants are able to learn about local business and industry, educational opportunities, and the potential for future employment in their fields of interest. Leadership skills education seeks to assist in participants' personal development by providing opportunities to practice and strengthen communication, team-building, and collaboration skills. These programs engage and connect youth to assets within their hometowns, and provide them

with a platform for participating in civic life. Current public administration and leadership theory support this engagement-based approach to community leadership.

Georgia's community-based youth leadership programs are well-funded and well-supported by the communities they serve. The majority are funded by sponsorships, followed by in-kind donations (Hedge, 2007). Contributing to these types of programs creates a considerable "feel good" factor; therefore, it is typically not difficult to find community boosters who wish to invest time and money in local youth leadership development. While community-based youth leadership programs have been popular in the past and remain so today, it is important to recognize that expectations around demonstrated outcomes are changing as technology has made access to evaluation tools more common in cities and towns throughout the state. The measurable effects of programming on participatory citizenship, community awareness, and leadership skills development help local supporters make informed decisions. In order to meet these expectations, it is imperative that leadership organizations effectively communicate program goals and evaluate the outcomes of their efforts. This is particularly important since most programs must include outcomes evaluations in order to compete successfully for funding (Sabatelli, Anderson, Trachtenberg, et al., 2005).

As noted earlier, 4-H, through its development and utilization of Common Measures, is a leader in the evaluation of youth leadership programming. Common Measures instruments were designed to provide a national standardized method for measuring the impact of local 4-H programs. The National 4-H Council encourages the use of these assessment tools in order to help communities "make data-driven programming decisions and report program impacts to local stakeholders" (National 4-H

Council, 2017b). Common Measures provides a well-designed and well-tested

methodology for evaluating the impacts of programming on participatory citizenship and

leadership skills development.

Reduced funding for community projects, however, has forced local businesses

and institutions to reevaluate their financial contributions to charitable and philanthropic

causes, including even popular programs like youth leadership. For example, Taylor

Regional Hospital in Pulaski County, Georgia, once a leading contributor to community

leadership programming efforts, is struggling financially, like many rural hospitals. This

harsh economic reality has forced the hospital to suspend its monetary support of local

causes. Similarly, many other companies with ties to larger corporations like banks and

industries have lost much of their local control and can no longer justify such

contributions without corporate approval, which usually comes with the expectation that

the beneficiary can clearly state its goals and desired outcomes, and has used sound

evaluation methodology to demonstrate the program's impact.

How best to evaluate leadership programs, including Georgia's community-based

youth leadership programs, has emerged as a critical but elusive issue. The examples of

community-university partnerships in evaluation described earlier illustrate sound

methods that have been used to demonstrate program effects on the experiences and

attitudes of young people. Many programs, including those that participated in this study,

informally evaluate participants by requesting feedback about individual sessions. Yet,

none of the programs in this study had ever completed an in-depth evaluation to

determine the overall effectiveness of program objectives. This evaluation study

developed a common survey instrument for community-based youth leadership programs

in rural Georgia in order to examine the effects of youth leadership programming on participatory citizenship, community awareness, and leadership skills development. The intention of the evaluation was to assist programs in meeting their goals and enhancing their credibility in the eyes of the community and funding partners.

A thorough review of relevant literature in the field of program evaluation of community-based youth leadership programs in Georgia reveals that there is a significant opportunity to establish a similar, consistent methodology for evaluating these programs for the benefit of program coordinators, funders, and future participants. A methodology that evaluates participatory citizenship, community awareness, and leadership skills development will contribute to both internal and external stakeholder knowledge about community-based youth leadership programs in Georgia.

Conclusion

Modern public administration theory recognizes the value of an engaged citizenry and views leadership programming as an effective way to increase citizen community engagement. The evolution of leadership theory has increasingly supported the notion that all individuals possess leadership potential and can benefit from opportunities to enhance their participatory citizenship, community awareness, and leadership skills development. The most successful leadership programs have often evolved with support from state resources, including university-community partnerships.

Adult leadership programs, like the Kellogg Leadership for Community Change program, focus on broadening knowledge of a community's history and the challenges facing it. Programs of this type advocate collective action and the development of leadership skills, and they encourage diverse participation and a collaborative approach to

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community leadership that includes making citizens an active part of governance. By being active participants in shaping the future, citizens become more aware of community challenges and engage in determining and implementing strategies to address them (Kellogg Foundation, 2005).

Many of the ideals and goals of the community-based youth leadership programs in this study align with those of adult leadership training programs like Kellogg's. In the early 2000s, the Kellogg Foundation sought to better understand the current state of evaluation of adult leadership programs. Their study of 55 leadership programs found that program staff wanted information about program outcomes and impact to demonstrate the effectiveness of their programs, but that lack of funding, time and knowledge were barriers to effectively doing so (Russon & Reinelt, 2004).

In the absence of a partner in the evaluation process, community-based leadership programs, including those for youth, often do not have the capacity to evaluate program outcomes. Because these programs are critical to Georgia's growth and prosperity in a changing society, they may benefit from a standardized instrument utilizing a well-respected methodology to conduct outcomes evaluations of the services they provide. Additionally, the evaluation method may encourage and increase opportunities for programs to learn from each other.

In the face of brain drain and declining population, the pressure to train the next generation of leaders in rural Georgia is more important than ever. Developing an active group of adult leaders is important, but it is equally important to invest in youth leadership development, empowering young people to lead and facilitate a prosperous future.

Interest in this evaluation study arose from the researcher's own experience with community youth leadership programming in Pulaski County, Georgia. The study was undertaken to provide research-based program evaluation in the areas of participatory citizenship, community awareness, and leadership skills, and, more specifically, to identify area where programs are meeting their goals and where they could be strengthened. Overall, this evaluation supplemented and legitimized the informal observations about these programs and provided a research basis for examining program content and securing sponsorships and grants. Appendix A lists operational definitions of terms used in this study.

The next chapter discusses the methodology used in the study to address three research questions regarding the evaluation of community-based youth leadership programs in Georgia. The research questions emerged from an examination of current challenges with brain drain in rural Georgia and from a review of existing literature on leadership program evaluation, particularly research through university-community partnerships. The research questions also reflected the community's needs and the researcher's youth leadership experience. The following three research questions guided this study:

- Do youth who participate in community-based youth leadership training programs learn participatory citizenship?

- Do youth who participate in community-based youth leadership training programs learn community awareness?

- Do youth who participate in community-based youth leadership training programs learn leadership skills?

Chapter III

METHODS AND PROCEDURES

This chapter describes the methods used in the study to evaluate community-based youth leadership programs in Georgia. Chapters 1 and 2 described the need for and importance of effective community-based youth leadership programming in rural Georgia to address brain drain and prepare the next generation of community leaders. It also highlighted barriers to effective evaluation of such programs. Utilizing pretest-posttest methodology, the study evaluated the change in high school-aged participant responses in rural community-based youth leadership programs in the areas of participatory citizenship, community awareness, and leadership skills development. This chapter details the design of the study and describes the sample, instruments, procedures, and data analysis, as well as the limitations of this research.

The study employed a quasi-experimental design utilizing pretests and posttests to evaluate the effects of a selected programmatic intervention. In this case, the intervention was defined as subject participation in and completion of a community-based youth leadership program in rural Georgia during the 2017-2018 school year. The study instrument helped to examine the effects of youth leadership programming on participatory citizenship, community awareness, and leadership skills development. The evaluation criteria were developed based on public administration theory, a rigorous

review of relevant literature on the topic, and reliable and valid measures developed by the national 4-H organization.

Sample Description

Program participation in this research depended on several criteria. The programs had to include youth of high school age (i.e., teenagers); the programs' home communities had to be classified as rural by the U.S. Census Bureau; program content needed to have occurred at regular intervals throughout the school year; and all of the programs had to have taken place during the 2017-2018 school year (i.e., August 2017-May 2018).

Youth leadership programs matching the study criteria were identified with the assistance of Archway faculty assigned to communities throughout rural Georgia. Archway faculty were an essential resource in the process of identifying programs meeting the study criteria due to their extensive knowledge of community programming and their established relationships and trust with program coordinators. Likewise, program coordinators from the study communities were vital to the successful identification and recruitment of participants because of their familiarity with program design and their local expertise.

Though all participating programs met the study criteria, there were still differences among the programs. For instance, program advisory boards determine inclusion criteria in youth leadership programs by grade level. Even though all study participants were high school-aged, the target grade level for the program cohorts varied, resulting in the total sample of participants spanning Grades 10 to 12.

Another variation in local youth leadership programs related to the types of schools from which students were recruited. Some programs recruited broadly across the community, accepting students from public and private schools, as well as students who were homeschooled. Other programs limited recruitment and participation to students attending traditional brick-and-mortar public and private schools, while still others only recruited from the public high school in the community.

In order to generate a large enough sample to conduct a meaningful study, a target sample size of 100 participants was established. With input from Archway faculty, it was determined that nine community-based youth leadership programs were suitable for the study. During the 2016-2017 school year, nine program coordinators had been invited by email to assist in this research during the 2017-2018 school year. The coordinators played an essential role in the recruitment of study participants. Of the nine affiliated community-based youth leadership programs approached, two were excluded because they did not meet the U.S. Census Bureau's (2015) definition of a rural population (i.e., under 50,000 residents).

Participating programs were located in five rural Georgia communities: Hart County, Oconee County, the city of Perry, Pulaski County, and Washington County (see Figure 1). With the assistance of local program coordinators, it was determined that each program met the study criteria (i.e., the programs served high school-aged students in rural communities and met during the 2017-2018 school year), and they all agreed to support the opportunity for evaluation of youth leadership program participants. Each community in the study operated a county-wide program except for the city of Perry, whose youth leadership program was operated by the Perry Chamber of Commerce in

Houston County. Based on the latest (i.e., 2017) census estimate, population in the counties ranged from 11,201 (Pulaski County) to 32,028 (Oconee County). Perry's population in 2017 was 16,684 (U.S. Census Bureau, 2018). In the five participating communities, six youth leadership programs were conducted during the 2017-2018 school year. After the programs were contacted, Oconee County made the decision to expand its youth leadership program to two classes per school year, expanding the sample size and the number of participating programs from five to six.
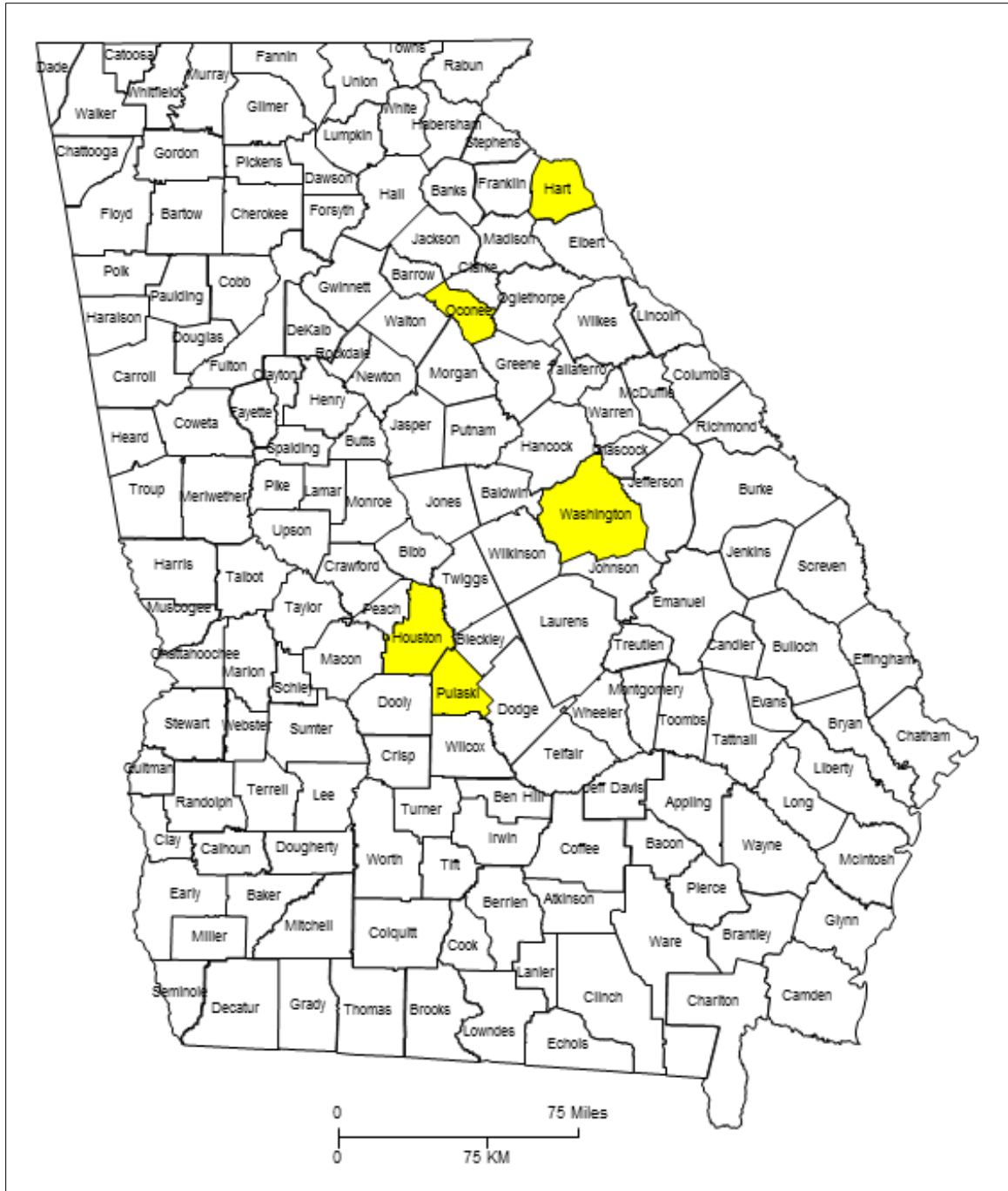
Figure 1. Georgia County Map, with Counties of Study Participants Highlighted in Yellow. Source: University of Georgia, College of Agricultural and Environmental Sciences (2008).

For a variety of reasons, some of the programs that were approached to participate in the study were ultimately determined not to be a suitable fit. As mentioned earlier, two of the programs were located in communities that failed to meet the U.S. Census Bureau definition of rural since the population exceeded 50,000 people (U.S. Census Bureau, 2015). One community did not generate a significant level of youth participation and decided not to conduct a program during the evaluation period. Another community changed the format of its program in such a way that it was not suitable for the pretest-posttest methodology designed for this evaluation.

The final sample contained 108 pretest participants and 102 posttest participants, exceeding the desired goal of 100 participants for the study. All participants were from geographically diverse rural locations in Georgia. With the exception of the two programs in Oconee County, all programs met once monthly throughout the school year. Oconee County decided to expand to two programs, one in the fall semester and one in the spring, in order to accommodate high student demand. The Oconee County participants each met twice per month for the shorter period of time. Each of the two Oconee County programs used identical course content.

Leadership program cohorts participating in the study ranged in size from 11 participants in Pulaski County to 30 in Hart County. Participants were exposed to youth leadership programming conducted by community members, often in cooperation with community-based UGA faculty from the Archway Partnership or Georgia 4-H. Surveys were administered to each program cohort before and after completion of the leadership training.

Instrumentation and Measures

The study's experimental pretest-posttest design assisted in examining the effect of participation in community-based youth leadership programming on subjects. The participants were evaluated before and after completion of the leadership training. The instrument used for this evaluation was a single survey (see Appendix B) administered to participants on these two occasions. All participants were asked to complete the 24-item evaluation in the areas of participatory citizenship, community awareness, and leadership skills. Participation was voluntary.

After the first three groups of students were enrolled in the study, Valdosta State University's Institutional Review Board (IRB) granted permission to continue the study (see Appendix C). Based on literature reviewed for this study indicating the growing diversity of the state, the survey was modified to include the collection of demographic information, namely age, gender, and ethnicity. The demographic information was gathered from participants in three of the programs (Pulaski and Washington counties and one of the Oconee County groups). By collecting this information, it was hoped that programs could gain a deeper understanding of the changes in responses based on gender, ethnicity, age and grade of participants. Moreover, this information could help programs determine if their programs are representing all segments of the population.

The pretest and posttest instruments consisted of 12 original statements developed by the researcher in order to evaluate participants in the areas of participatory citizenship, community awareness, and leadership skills development. Each evaluation instrument consisted of four statements in each of the areas to be evaluated. Participants evaluated each of the statements on a 5-item Likert scale measuring attitudes ranging from

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"strongly agree" to "strongly disagree." In the summer of 2016, the questions were tested

for reliability on a subset of participants in the Pulaski County youth leadership program

who were representative of the age and grade level of students that would be eligible to

complete the research. This phase ensured that the survey statements were age-

appropriate and easy to understand.

An informal pilot of the instrument was conducted during the 2016-2017 school

year. A group of eight participants in the Oconee County youth leadership program

agreed to complete the 12-question evaluation before and after the program content was

delivered. The student participants in the pilot had no difficulty understanding the

researcher's instructions or comprehending the written statements. The pilot also

confirmed that response codes were sufficient to differentiate participants' responses.

However, the informal pilot was too small to determine the validity of the instrument.

Because the researcher's original evaluation instrument had not undergone

rigorous testing, it was decided to supplement the evaluation tool with a well-established

measure for youth programming evaluation. Careful consideration was given to the best

measure to use. The age of the study population, the setting of the evaluation, the

measurement characteristics of the instrument, and the administration and scoring of the

scales were all taken into account to determine the best way to strengthen the evaluation

instrument and, by extension, the research. Generally, the addition of a well-respected

and widely used scale bolsters the reliability and validity of the pretest and posttest, even

in the event that the original research measures do not prove to be reliable (Rudestam &

Newton, 2015). Thus, measures from the National 4-H Common Measures were

included in the instrumentation for the study in order to supplement the researcher's original evaluation tool.

The Common Measures were created by National 4-H leadership in 2012 and updated in 2017. 4-H is the largest youth leadership development organization in the United States, empowering 6 million young people with leadership skills. The purpose of the Common Measures is to assist 4-H programs across the country in consistently evaluating the impact of their work. The National 4-H Common Measures "assess the impacts of 4-H programming in the areas of science, healthy living, citizenship, college/career readiness, and universal positive youth development" (National 4-H Council, 2017b). These measures are designed to standardize evaluation of 4-H programming in order to help affiliated programs demonstrate impact and adjust program content. The addition of Common Measures methodology in relevant areas aligned with the intent of this evaluation study and significantly strengthened the validity and reliability of the research. Among methods for conducting age-appropriate evaluation of youth programming, the 4-H Common Measures are considered the gold standard of evaluation of the organization's key focus areas.

Evaluation statements from the 4-H Common Measures relevant to this research were identified from Allen and Lohman's (2016) research about 4-H leadership programming in Iowa. The researcher contacted Allen and Lohman by email, and they granted their permission to use the study design from their work. Additionally, the National 4-H program granted the researcher permission (by email) to access and use all information related to the Common Measures for this study. These permissions enhanced the reliability and validity of the original instrument and the research in general. The

final survey contained 12 statements developed by the researcher and 12 statements in the areas of participatory citizenship (four) and leadership skill development (eight) taken from the 4-H Common Measures and from Allen and Lohman's (2016) study.

Notably, neither the 4-H Common Measures nor Allen and Lohman's (2016) study design evaluate change in participants' community awareness. Therefore, the researcher developed community awareness statements to include in the evaluation instrument in an effort to help community leaders evaluate the effects of youth leadership programming on participant awareness about career opportunities and the economic and social changes impacting the community. This information may be particularly useful in rural community initiatives to curb brain drain and inform local program sponsors.

The researcher attended leadership classes in each community on two occasions, distributing the combined evaluation measures to participants and providing both verbal and written instructions. Participants evaluated the 24 statements (12 original and 12 Common Measures) using a 5-point Likert scale response format. Additionally, the participants from Pulaski County, Washington County, and the second Oconee County group provided demographic information (gender, ethnicity, age, and grade). No time restrictions were placed on participants' review of the instructions or completion of the evaluation.

<div align="center">Procedures</div>

Several steps were necessary when contacting research participants prior to any involvement by youth in the study. The first step involved gaining the support of individual program coordinators in each of the communities for the researcher's evaluation. Program coordinators played a key role in allocating appropriate time for the

evaluation and in securing parental consent. As a trusted community member, each

program coordinator was a valuable asset in obtaining parental consent for this research.

Program coordinators assisted in obtaining this consent by email or in person using

Valdosta State University's IRB-approved consent form (see Appendix D).

After parental consent was obtained, participants completed the IRB-approved

child assent form (see Appendix E), administered by the researcher in person, prior to

beginning the pretest. Participants completed both the assent form and the evaluations

using pen and paper due to the unreliability of Internet connectivity in rural Georgia.

Instructions for completing the evaluation were typed on the pretest and posttest and were

also read verbally to participants by the researcher. No compensation for completing the

surveys was provided to participants.

<center>Data Analysis</center>

The pretest-posttest design was deemed most appropriate for measuring student

attitudes before and after participation in a community-based youth leadership program in

order to determine if any changes occurred. By comparing the two sets of data, an

estimate of program effects on participatory citizenship, community awareness, and

leadership skills development could be determined. According to Rossi, Lipsey, and

Freeman (2004), "the simple pre-posttest design is appropriate for short-term impact

assessments of programs attempting to affect conditions that are unlikely to change much

on their own" (p. 291).

Community-based youth leadership programs are well suited for this

methodology because they are brief in duration, generally spanning six months or less.

The programs also incorporate material that high school students would not otherwise be

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exposed to during the course of their regular activities; high school students generally have limited opportunities to experience the components of youth leadership programs outside of this setting. Community-based youth leadership programs are designed to encourage and develop awareness, citizenship, and leadership skills, and many programs seek to address two or more of these priorities for the duration of the intervention programming.

To address the study's research questions, the 24-statement survey using a 5-item Likert rating scale for each item was developed to compare responses of participants and to identify learning from the youth leadership program in the areas of participatory citizenship, community awareness, and leadership skills development (see Table 1). Study participants responded voluntarily to statements crafted and tested by the researcher and to a selection of items from the National 4-H Common Measures.

Table 1. *Overview of Constructs and Measures Used in Survey*

	Learning Constructs Evaluated		
	Participatory Citizenship	*Community Awareness*	*Leadership Skills Development*
Source of Research Questions	4 researcher statements; 4 Common Measures statements	4 researcher statements	4 researcher statements; 8 Common Measures statements
Type of Data Gathered	Categorical, ordinal data (Likert scale)	Categorical, ordinal data (Likert scale)	Categorical, ordinal data (Likert scale)
Type of Scores Produced	8-item inventory assessing participatory citizenship	4-item inventory assessing community awareness	12-item inventory assessing leadership skills development

Each of the measures was utilized in an identical pretest-posttest designed to evaluate participant change relative to the constructs identified by the research questions. SPSS (Statistical Package for Social Sciences) software was used to analyze the evaluation data. Since the data were ordinal, cross-tabulation was an appropriate method for analyzing the data. A chi-square test was used to determine if the relationship shown in the cross-tabulation was statistically significant. A level of significance of .05 was used to determine whether the null hypothesis should be rejected. When the chi-square value was statistically significant at $p < .05$, it could be reported with confidence that the sample was representative of the population. Gamma and Kendall's tau-c were primary tests used to determine the significance of the association. These tests resulted in a value of -1 to +1. A value of 0 indicated statistical independence. In this case, a larger positive value and a significance of .05 indicated a statistically significant relationship between the two variables. For the survey as a whole, and for each category of questions, Cronbach's alpha served as a measure of internal reliability. Alpha scores indicated if the group of questions as a whole were related and if they measured their intended purpose. A review of the questions in each category was also conducted to evaluate face validity.

<div align="center">Limitations of the Research</div>

While this research set out to evaluate community-based youth leadership programs using accepted methodology, there were a number of limitations. One weakness of this study was the lack of consistency among participating programs regarding program curriculum; that is, there was no standardization of inclusion criteria among the programs. Also, there was considerable variation in content duration and delivery among communities, even among programs that shared a curriculum, such as the

Fanning Institute's Youth Leadership in Action or ACCG's Georgia Civic Awareness

Program for Students. These factors were beyond the control of the researcher and must

be viewed as limitations.

Sampling was another limitation of this research. Study participants were

selected based on convenience sampling; they were identified by program coordinators

affiliated with the youth leadership programs that had agreed to participate for this

purpose. Therefore, the subjects were convenient and on hand rather than randomly

sampled.

The lack of a comparable control group was another limitation of this study.

Because a sample of students not participating in youth leadership programming was not

surveyed, the degree of change as a result of participation in the program cannot be

determined.

Despite these limitations, the survey design can be replicated by similar programs

seeking to measure change among participants. While individual programs vary greatly,

even those that share a common curriculum, participatory citizenship, community

awareness, and leadership skills remain relevant to their goals. Evaluation of this type

can assist community-based youth leadership programs in determining and expressing

their goals, objectives, and desired outcomes. Much of the information gathered through

this research may be used by programs to set specific, measurable, achievable, results-

focused, and time-bound (SMART) goals for the future. Additionally, the evaluation

conducted for this study might assist programs in obtaining available funding to support

local youth leadership programming in rural Georgia by demonstrating the contribution

of youth leadership programs to community development.

One of the goals of this research was to contribute to current and future efforts to strengthen the economic and social fabric of rural Georgia. State leaders and leading higher education institutions have invested significant public dollars in efforts to close the prosperity gap between urban and rural areas. Community-based youth leadership programs in rural areas, such as those in this study, may contribute in valuable ways to curbing the brain drain and building leadership capacity in rural communities.

Chapter IV

RESULTS

This exploratory and descriptive study sought to describe the characteristics of

participants in youth leadership programs before and after program participation in order

to better understand changes in their participatory citizenship, community awareness, and

leadership skills. Despite a high rate of participation and completion of both surveys

(84%), the sample size was still small. Generally, small sample sizes can increase the

chance of a false presumption from the findings. Regarding the analysis of the pretest

and posttest responses in this study, some cross-tabulations produced a value of zero,

suggesting that they were more susceptible to error or that they were not as robust. With

this in mind, variables in the cross-tabulations were tested for statistical significance

using chi-square, gamma, and Kendall's tau-c. These results revealed changes in

participants' responses to survey questions about participatory citizenship, community

awareness, and leadership skills development. The findings offer opportunities for

sharing among programs as well as individual program reflection and improvement.

Appendix F includes a complete list of all statistical information utilized in this study.

As mentioned previously, all of the programs in this evaluation study were

community-driven and community-led. They all hosted sessions conducted by

community members throughout the school year; each session focused on exposure to

new skills, experiences, or opportunities intended to develop leadership skills and foster

greater knowledge and understanding of the community. In order to determine each

program's impact, surveys were administered to participants before and after

participation in the youth leadership program. It is important to note that the study design

could not determine causation related to changes in participant responses. Rather, the

primary goal of this research was to compare the pre- and post-surveys and determine if

the leadership training had any effect on participants in the areas of participatory

citizenship, community awareness, and leadership skills. Though there was some

variation in program content and execution, these latter three areas were present to some

degree in all of the programs studied.

Findings from the surveys were evaluated using SPSS (version 25). Survey

questions were separated into the three areas of interest, and then chi-square analysis was

performed on each question to compare the pretest and posttest responses to produce a p

value. If the calculated p value was less than α (.05), it was accepted that there was a

statistically significant difference between the pretest and the posttest response (Knapp,

2014). Cross-tabulation tables were then created to display the results of this

comparison. Again, while the study methodology showed changes in responses,

causation could not be determined due to other factors that might have influenced

changes in responses. Even so, the methodology sufficiently tested the hypotheses.

To gain additional insights into the findings, both Kendall's tau-c (τ_C) and

Goodman and Kruskal's gamma (γ) were generated using SPSS to measure the strength

and direction of the association between the ordinal variables reported in the surveys.

These tests of significance ranged in value from 0 to 1, and were positive or negative

depending on the direction of the association. Table 2 shows how Kendall's tau-c and gamma values were interpreted.

Table 2. *Interpretation of Kendall's Tau-C and Gamma Values*

Value (τ_C & γ)	Strength of Association
0 to ± 0.19	Weak
± 0.20 to ± 0.39	Moderate
± 0.40 to ± 0.59	Strong
± 0.60 to ± 1.00	Very strong

Cronbach's alpha (α) was used to measure internal reliability. The alpha value helped to determine how closely related a set of questions were as a group. This indicated the extent to which the given measurement in a category of questions was a consistent measure of the concept. A high Cronbach's alpha indicated that the items had internal consistency and most likely measured the same underlying concept of participatory citizenship. Table 3 shows how the values for Cronbach's alpha were interpreted.

Table 3. *Interpretation of Cronbach's Alpha Values*

Value (α)	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The following sections detail the results for each of the three categories in relation to the research questions (RQs) and corresponding hypotheses.

Relationship of Youth Leadership Program Participation to Participatory Citizenship

- RQ1: Do youth who participate in community-based youth leadership training programs learn participatory citizenship?
  - H10: There is no relationship between participation in a community-based youth leadership training program and learning participatory citizenship.
  - H11: There is a relationship between participating in a community-based youth leadership training program and learning participatory citizenship.

The participatory citizenship category of the survey comprised four questions developed by the researcher and four questions from the 4-H Common Measures (used with the permission of the national 4-H organization). The questions pertained to community involvement, citizen responsibility, and citizen empowerment, and the analysis of responses sought to identify any relationship between program participation and respondents' learning around participatory citizenship. The findings in participatory

citizenship aligned with current public administration theory, which calls for greater

citizen participation and involvement in order for communities to function most

effectively.

Ꭲhe results supported the rejection of the null hypothesis (H10). In the

assumptions for the cells in the cross-tabulation tables, the criterion of $n > 5$ needed to be

met for the result to be considered robust. In some cases, this criterion was not met,

indicating that the results may not have been as resistant to errors.

Survey Question 10, "My actions show that I gain skills through community

service projects that will help me in the future," was one of the 4-H Common Measures

questions in this category. Results of the cross-tabulation for this question are displayed

in Table 4.

Table 4. *Cross-Tabulation of Participatory Citizenship and Benefit of Community Service in the Future*

Survey Question	Response	Count (%)		
		Pretest	Posttest	Total
"My actions show that I gain skills through community service projects that will help me in the future"	Disagree (1 & 2)	3 (2.80%)	2 (2.00%)	5 (2.40%)
	Neutral (3)	17 (15.70%)	10 (9.80%)	27 (12.80%)
	Agree (4 & 5)	88 (81.50%)	90 (88.20%)	178 (84.80%)
	Total	108 (100.0%)	102 (100.0%)	210 (100.0%)

Note. chi-square = .004**; gamma = .388**; Kendall's tau-c = .246**

*p < .05; **p < .01

The preceding table shows the cross-tabulation values for a representative question about participatory citizenship. The values failed to meet the assumptions for chi-square analysis, indicating that, though the analysis could be performed, the results might not have been robust. This finding was consistent with other questions in the category. Despite this limitation—brought on by few negative responses (i.e., less than 3% disagreeing or strongly disagreeing) in both the pretest and the posttest—the table shows that participants' positive responses (i.e., agree or strongly agree) increased from 81.5% in the pretest to 88.2% in the posttest. This change indicates that, immediately following participation in the youth leadership program, more respondents agreed that skills gained through community service projects would help them in the future. This finding was consistent with findings associated with the other questions in the participatory citizenship category.

Kendall's tau-c and gamma values were generated using SPSS to measure the strength and direction of the association between the ordinal variables reported in the survey questions. The Kendall's tau-c correlation was run to determine the relationship between participation in the community-based youth leadership program and participants' views on gaining skills through community service that would benefit them in the future. For this example, there was a moderate positive association between participation and learning the benefits of community service which was statistically significant, $\tau_C = .246$, $p < .001$. This was representative of the Kendall's tau-c values for all questions in this category (.163 to .300).

Gamma values were also generated using SPSS to measure the strength and direction of the association between the ordinal variables reported in the surveys. In the

instance of Survey Question 10, the results showed a moderate to strong positive

association, which was statistically significant ($\gamma = .388$, $p < .001$). This value was

representative of the range of gamma values for the eight participatory citizenship

category questions (.260 to .497). This indicated a moderate to strong positive

association for questions in the category.

The Cronbach's alpha for the participatory citizenship survey items was .783.

This value indicated that questions in this category were a consistent measure of

participatory citizenship and that the questions were related as a group. Measuring the

face validity of the survey questions in the participatory citizenship category revealed that

the eight questions effectively represented the category. The questions highlighted the

type of involvement and community action that one would expect from a participatory

citizenship survey pretest and post-test.

Questions in this category asked participants about the role of citizens in

community involvement and the importance and effectiveness of citizen participation in

the community. This aligned well with the call for greater citizen engagement in current

public administration theory and with engagement studies conducted by National 4-H as

part of the Common Measures.

According to the findings, respondents were more likely to agree or strongly

agree with survey questions immediately following program completion, indicating that

they learned about participatory citizenship from the leadership training program. Survey

Question 19, "I believe I can make a difference in my community," was representative of

this observation regarding participatory citizenship learning. Responses of "strongly

agree" increased from 35 on the pretest to 51 on the posttest, while all other responses

declined in number. Figure 2 depicts the results of Question 19.
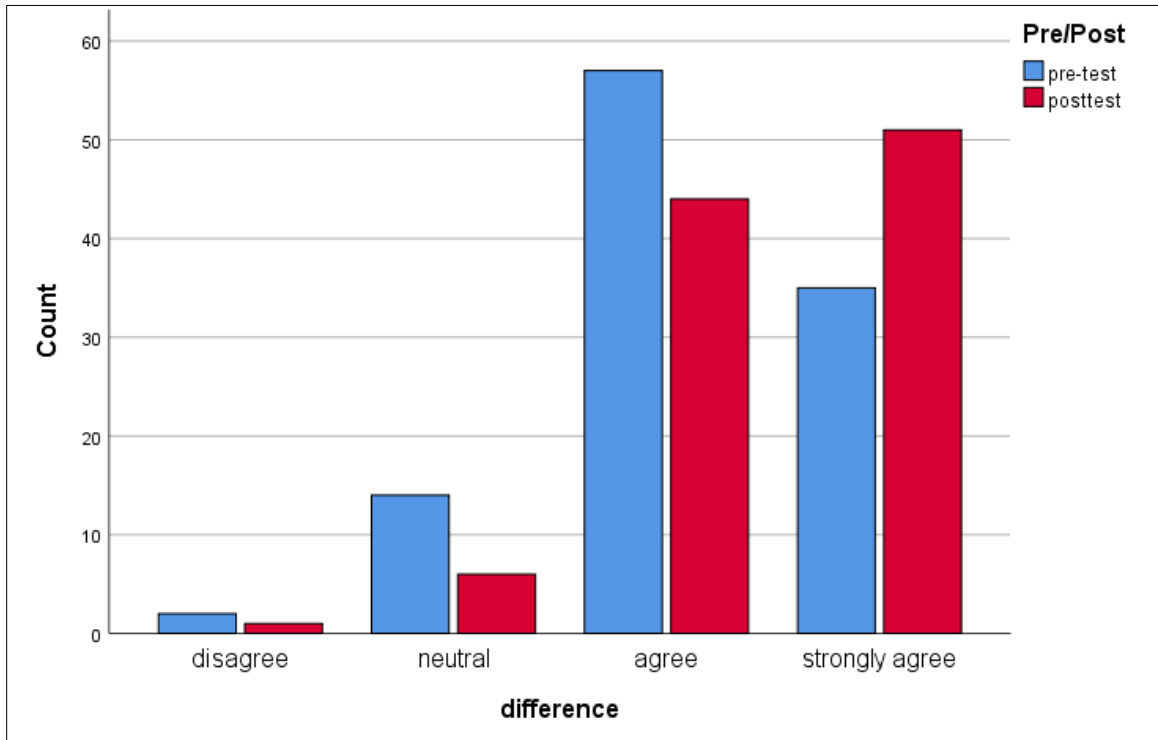
Figure 2. Pretest and Posttest Responses to Question 19 ("I believe I can make a difference in my community").

Results associated with RQ1 demonstrated learning in the participatory

citizenship category. All of the questions in this category produced findings that were

statistically significant. The eight questions in this category evaluated community

involvement, citizen responsibility, and citizen empowerment. As illustrated in the

examples presented in this section, the results showed that students gained skills through

participation in community service projects and that they believed these acquired skills

would benefit them in the future (Question 10). Participants also indicated gaining

greater empowerment from the programs. They also believed that they could make more of a difference in their community after completing the training (Question 19). As a result of acquiring these new skills and greater confidence in participatory citizenship, program graduates may apply these learnings in the future by becoming active participants in determining the future of their community.

Program participants demonstrated an increase in the knowledge, skills, attitudes and motivation that build their capacity to move beyond individual self-interest toward a commitment to the well-being of a larger group (Allen & Lohman, 2016). The acquisition of this new knowledge is consistent with the values of current public administration and leadership theory, which encourage a collaborative approach to community problem solving. These results support the alternative hypothesis (H11); however, they must be qualified since gamma and tau-c values were not always strong indicators of the strength and direction of association, and assumptions did not always meet the $n > 5$ criterion. Participants in the community-based youth leadership programs studied do learn participatory citizenship, and therefore the null hypothesis can tentatively be rejected.

Relationship of Youth Leadership Program Participation to Community Awareness

- RQ2: Do youth who participate in community-based youth leadership training programs learn community awareness?
  - H20: There is no relationship between participation in a community-based youth leadership training program and learning community awareness.
  - H21: There is a relationship between participating in a community-based youth leadership training program and learning community awareness.

The evaluation's community awareness category included questions about employers, economic issues, and job opportunities in the program's home community. The analysis of responses in this category sought to identify any relationship between program participation and community awareness. The establishment of such a relationship can inform local programs and their sponsors about youth perceptions of the community and assist in the development of future plans and sponsorships.

The community awareness section of the survey included four questions, which were developed by the researcher. Local leaders want to educate participants in youth leadership programs about a community's unique assets. Community-based youth leadership programs also consider exposure to industry and job opportunities as an essential element when securing and retaining sponsors and other forms of community support. The community awareness questions in the survey sought to evaluate participants' local knowledge about their home communities, which may affect brain drain and talent retention in the future. Therefore, it was deemed critical that some evaluation methods be created to measure impact in this area.

Of the four questions in this section, one question (Question 3: "It would be possible for me to find the kind of job I want in the community") failed to meet the minimum threshold for statistical significance (chi-square = .686, $p > .05$). The other three questions in the community awareness category produced results that were statistically significant.

Responses to Question 8, "I know who the largest employers in my community are," were representative of findings in this category (see Table 5). Prior to chi-square analysis, assumptions determined that all cells have an expected count of $n > 5$, so these

results were considered robust. These results demonstrated a relationship between

participation in the youth leadership program and new knowledge of top employers in the

community. This information can help inform program coordinators and sponsors about

the impact of the program on participants.

Table 5. *Cross-Tabulation of Community Awareness and Knowledge of Largest Employers*

Survey Question	Response	Count (%)		
		Pretest	Posttest	Total
"I know who the largest employers in my community are"	Disagree (1 & 2)	50 (46.30%)	18 (17.60%)	68 (32.40%)
	Neutral (3)	25 (23.10%)	25 (24.50%)	50 (23.80%)
	Agree (4 & 5)	33 (30.60%)	59 (57.90%)	92 (43.80%)
	Total	108 (100.0%)	102 (100.0%)	210 (100.0%)

Note. chi-square = .000**; gamma = .477**; Kendall's tau-c = .378**

*p < .05; **p < .01

The chi-square analysis for this question showed a statistically significant ($p <$

.001) relationship between participation in a community-based youth leadership program

and respondents' awareness of the largest employers in the community. Kendall's tau-c

and gamma correlations were run to determine the strength of the relationship and the

association between program participation and awareness of the community's largest

employers. These findings demonstrated a moderate positive relationship between

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program participation and awareness of employers in the community ($\tau_C = .378$, $p < .01$), and a strong positive association between program participation and this awareness ($\gamma = .477$, $p < .01$).

After participants completed the youth leadership program, posttest survey responses indicated increased awareness of the social and economic issues facing the community and of future career opportunities in the community. Responses to Question 11, "I understand the economic and social issues that will affect the future of my community," demonstrated these findings. Chi-square analysis produced results that were statistically significant for this question (p < .01). Kendall's tau-c determined there was a moderate positive association between program participation and increased awareness of social and economic issues that will affect the community's future ($\tau_C = .366$, $p < .01$). Gamma (γ) analysis was run using SPSS to measure the strength and direction of the association between the findings reported in the survey. Gamma values for these questions indicated a strong positive association between program participation and awareness of these issues ($\gamma = .538$, $p < .01$; $\gamma = .520$, $p < .01$). While these reported values were statistically significant ($p < .01$), the assumptions performed prior to analyses were not met, indicating that the results may not have been robust.

Figure 3 illustrates the results for Question 11 and shows a response pattern consistent with increased community awareness following completion of the youth leadership program. Participants were more aware of economic and social issues affecting the community's future. Responses of "agree" and "strongly agree" increased from 54 (pretest) to 81 (post-test).
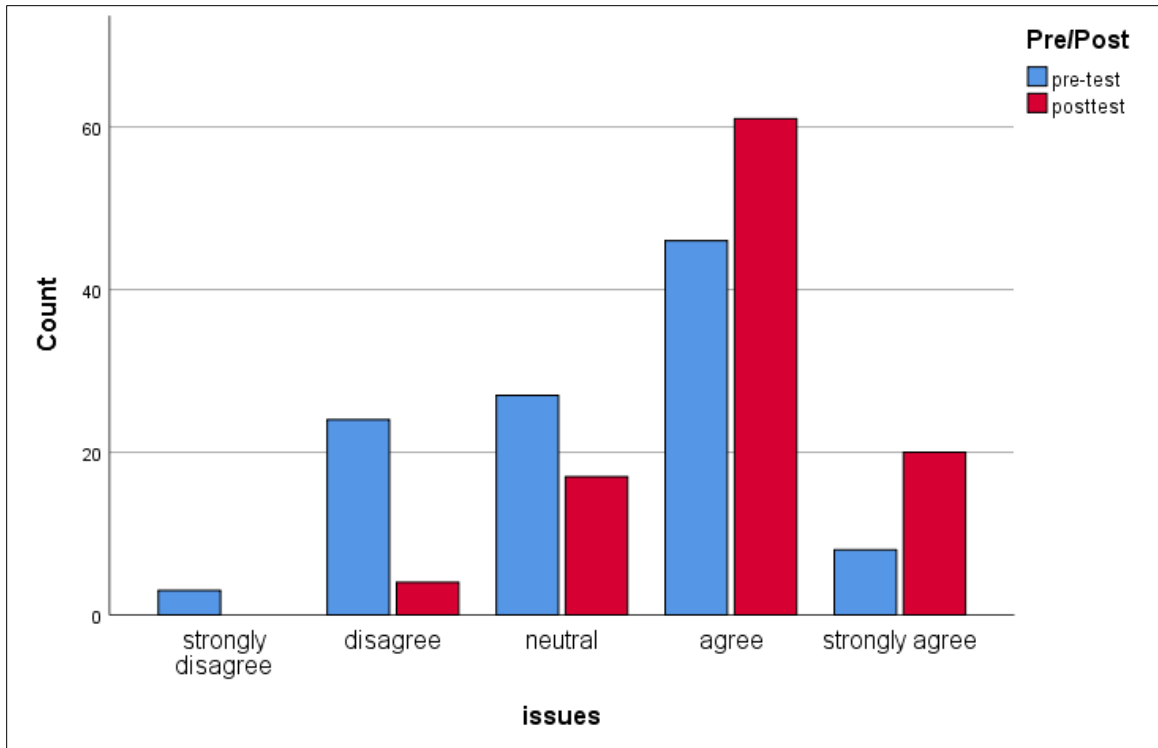
Figure 3. Pretest and Posttest Responses to Question 11 ("I understand the economic and social issues that will affect my community in the future").

In the community awareness category of the survey, Cronbach's alpha for the four survey items was .498, indicating that the items failed to achieve internal consistency and probably failed to measure the same underlying concept of community awareness. The small number of questions in this category may have been a factor in the unacceptable Cronbach's alpha value; that is, if the evaluation of this category in the survey had too few items, the alpha value was reduced. In order to increase alpha, more related items that tested the same concept should have been added to the survey (Tavakol & Dennick, 2011, p. 53). Chapter 5 discusses in more detail recommendations for future studies in this area.

Also important was the face validity of survey questions in the community awareness category. The four questions in the category included items related to jobs, employers, economic issues, and career. The questions measure participants' awareness in areas that one would expect of a community awareness survey and demonstrate face validity.

Three of the four questions in the community awareness category produced results that were statistically significant. Though there was no net change in responses of agreement in Question 3 ("It would be possible for me to find the kind of job I want in this community"), it is worth noting that most respondents (57) felt that finding a suitable job in the community was possible both before and after the program. This awareness may help curb future brain drain and retain talent in rural communities.

The remaining results in the community awareness category showed that participants in youth leadership programs demonstrated increased knowledge of employers, career opportunities, and issues facing the community. Understanding economic drivers in a community, such as sources of employment and career opportunities, provide participants with information they need to make informed decisions about leaving or staying in the community. Similarly, the enhanced understanding of economic and social issues in the community demonstrated in these results may contribute to the ability and willingness of participants to become involved in local issues in the future. Increased community awareness as a result of participation in these programs shows promise as a strategy for addressing brain drain and talent retention in rural Georgia communities. Since the study was not longitudinal, it was not possible to determine what the effects of these learnings would be in the future. For now,

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the findings do indicate that, among study participants, community awareness increased

through participation in the community-based youth leadership programs. There was a

notable shift from negative responses to positive responses related to the questions about

community awareness and employment opportunities, as well as an increase in the

strength of the response. This information could prove useful for local businesses

looking to support for youth leadership programs.

The findings in the survey's community awareness category were conclusive,

however. Assumptions performed prior to chi-square analysis indicated that the $n > 5$

criterion was not met consistently. This calls into question the robustness of the results.

Due to the lack of statistical significance of responses to Question 2 and the small

number of questions, the null hypothesis (H20) cannot be rejected in support of the

alternative. These results demonstrated that participants knew more about the issues

facing their community in the future and about available career opportunities.

Relationship of Youth Leadership Program Participation to Leadership Skills Learning

- RQ3: Do youth who participate in community-based youth leadership training

  programs learn leadership skills?

  o H30: There is no relationship between participation in a community-based

  youth leadership training program and learning leadership skills.

  o H31: There is a relationship between participating in a community-based

  youth leadership training program and learning leadership skills.

Critical to the evaluation of community-based youth leadership programs is the

issue of developing leadership skills. The leadership skills category in the survey

included questions about transactional and transformational leadership skills in the areas

of communications, learning, and leadership attitudes. The questions sought to reveal

any relationship between program participation and leadership skills, in hopes of

ultimately informing local programs and their sponsors about the development of

leadership skills among participants as they complete the program.

The leadership skills category of the survey contained 12 questions pertaining to

an array of transactional and transformational leadership skills. Some of the questions

examined transactional communication and management skills, while others asked

participants to evaluate their own confidence in certain areas related to transformational

leadership. Eight of the questions in the leadership skills category were drawn from

skills evaluated by Allen and Lohman (2016) in the 4-H Common Measures. To better

understand the results of this section, questions were divided into four composites. Three

of the composites—communication, learning, and leadership—were adapted from the 4-

H Common Measures. The fourth composite contained the original survey questions

developed by the researcher, designed to assess changes in participant confidence before

and after the program, as well as transactional and transformational leadership skills.

Results for this category are presented here by composite category, and then the category

is examined as a whole. Composite category questions are as follows:

- Communications composite:
    - 2 (4-H): "My actions show that I feel confident when speaking in front of others."
    - 21 (4-H): "My actions show that I ask questions."
    - 23 (4-H): "My actions show that I use good listening skills when talking to others."

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- Learning composite:

  o 4 (4-H): "My actions show that I apply what I learn to new or different experiences."

  o 17 (4-H): "My actions show that I identify what is going well and what needs to change to achieve goals."

- Leadership composite:

  o 7 (4-H): "My actions show that I listen and talk to others before making a decision."

  o 14 (4-H): "My actions show that I can work together in a team."

  o 22 (4-H): "My actions show that I handle conflict respectfully."

- Original questions by the researcher to address confidence and leadership skills:

  o 6: "When I construct a team to address an issue, I seek people with different backgrounds and points of view."

  o 9: "I am confident managing conflict when working with a group."

  o 18: "Being a good listener is an important part of being a good leader."

  o 24: "I am confident in my leadership skills overall."

Communications Composite

The communications composite of leadership skills focuses on the development of transactional leadership skills related to public speaking, questioning, and listening skills. The evaluation of this composite produced mixed results. Assumptions performed in the cross-tabulations for these three composite questions contained values that failed to meet the criterion of $n > 5$. Therefore, the results must be qualified since they may not

have been robust. In the communications composite produced only Question 2 ("My actions show that I feel confident when speaking in front of others") contained a chi-square value that was statistically significant ($p < .05$). Question 2 was one of the 4-H Common Measures questions in the communications composite. While the assumptions were not met, statistically significant findings were reported that could provide insights into participant confidence in public speaking. Table 6 shows the cross-tabulation for this question.

Table 6. *Cross-Tabulation of Leadership Skills: Communications Composite*

Survey Question	Response	Count (%)		
		Pretest	Posttest	Total
"My actions show that I feel confident when speaking in front of others"	Disagree (1 & 2)	32 (29.60%)	18 (17.60%)	50 (23.80%)
	Neutral (3)	28 (25.90%)	18 (17.60%)	46 (21.90%)
	Agree (4 & 5)	48 (44.50%)	66 (64.80%)	114 (54.30%)
	Total	108 (100.0%)	102 (100.0%)	210 (100.0%)

Note. chi-square** = .001; gamma = .299**; Kendall's tau-c = .219**

*p < .05; **p < .01

The results shown in the preceding table suggest that participation in the youth leadership program did bolster confidence in this communications leadership skill. The chi-square analysis produced a *p* of .001, which is less than the specified α of .05, indicating that there was a statistically significant difference in confidence when speaking

in front of others after program completion. Responses of agreement (i.e., "agree" and "strongly agree") increased from 44.50% to 64.60% from pretest to posttest, supporting the rejection of the null hypothesis.

Kendall's tau-c correlation indicated a moderate positive association between participation in the program and confidence when speaking in front of others, which was statistically significant, τ_C = .219, p = .003. Results of the gamma correlation also showed a moderate positive association between participation in the youth leadership program and confidence when speaking in front of others, which was statistically significant (γ = .299, p = .003).

The other two questions in the communications composite of leadership skills demonstrated little change in response following program completion, as compared to findings before the youth leadership program started. These questions produced results that were not statistically significant. As such, only one of the questions in this communications composite produced statistically significant findings; therefore, the null hypothesis (H30) could not be rejected.

Learning Composite

The learning composite sought to evaluate participants' responses regarding change and application of leadership skills in new environments, measuring resiliency and progress toward goal achievement. The second question in the learning composite—Question 17, "My actions show that I identify what is going well and what needs to change to achieve goals"—demonstrated results that were statistically significant (p = .001, α = .05). Table 7 shows the results of the cross-tabulation for this question.

Table 7. *Cross-Tabulation of Leadership Skills: Learning Composite*

Survey Question	Response	Count (%)		
		Pretest	Posttest	Total
"My actions show that I identify what is going well and what needs to change to achieve goals"	Disagree (1 & 2)	5 (4.60%)	0 (0.00%)	5 (2.40%)
	Neutral (3)	18 (16.70%)	15 (14.70%)	33 (15.70%)
	Agree (4 & 5)	85 (78.70%)	87 (85.30%)	172 (81.90%)
	Total	108 (100.0%)	102 (100.0%)	210 (100.0%)

Note. chi-square = .001**; gamma = .400**; Kendall's tau-c = .247**

*p < .05; **p < .01

The cross-tabulation for the second question in the learning composite revealed four *n* values below 5. Because of this, results reported may not have been robust. The chi-square produced a *p* of .001, which is less than the specified α of .05, indicating a statistically significant difference between pretest and posttest responses.

Kendall's tau-c correlation was run to determine the relationship between program participation and participants' ability to identify what was going well and what needed to change in order to achieve goals. There was a moderate positive association between participation in the program and responses to this question, which was statistically significant, τ_C = .247, *p* = .001. Gamma results also showed a strong positive association between participation in the youth leadership program and the ability to change, which was statistically significant (γ = .400, *p* = .000). Notably, participant

responses of "strongly agree" increased substantially from 14.8% in the pretest to 28.2% in the posttest.
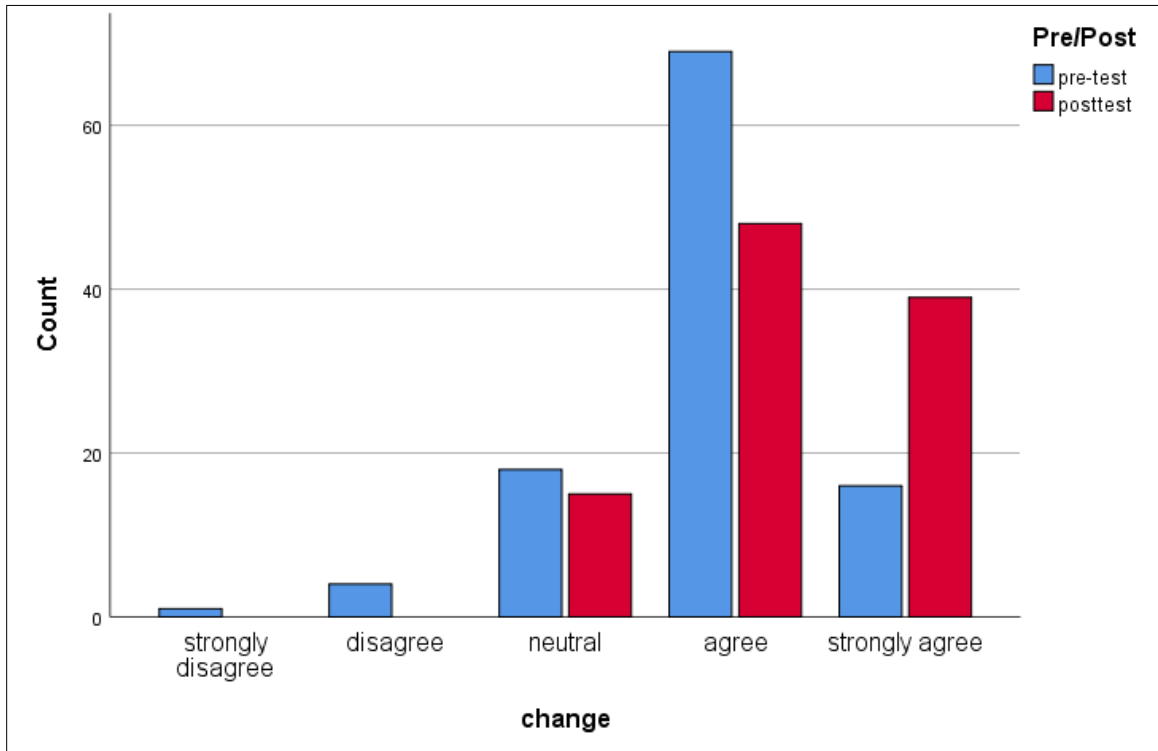
Figure 4. Pretest and Posttest Responses to Question 17 ("My actions show that I identify what is going well and what needs to change to achieve goals").

The learning composite of the leadership skills evaluation contained only two questions, of which only one produced results that were statistically significant. Though these findings were compelling, the lack of statistical significance for the other question means that the null hypothesis (H30) could not be rejected.

Leadership Composite

The leadership composite examined the maturation of transformational leadership skills, such as conflict management and collaboration. All of the questions in the leadership composite produced results that were statistically significant (p < .05).

Participants demonstrated an increase in their learning of leadership skills from pretest to posttest. Chi-square tests for questions in this composite produced results that were less than the specified *p* = .05, indicating a statistically significant difference in leadership skills following completion of the youth leadership program. Question 7, "My actions show that I listen and talk to others before making decisions," was one of the 4-H Common Measures questions in the leadership composite. Table 8 shows the results of the cross-tabulation for this question.

Table 8. *Cross-Tabulation of Leadership Skills: Leadership Composite*

Survey Question	Response	Count (%)		
		Pretest	Posttest	Total
"My actions show that I listen and talk to others before making decisions"	Disagree (1 & 2)	7 (6.50%)	0 (0.00%)	7 (3.30%)
	Neutral (3)	13 (12.00%)	4 (3.90%)	17 (8.10%)
	Agree (4 & 5)	88 (81.50%)	98 (96.10%)	186 (88.60%)
	Total	108 (100.0%)	102 (100.0%)	210 (100.0%)

Note. chi-square = .003**; gamma = .426**; Kendall's tau-c = .256**
*p < .05; **p < .01

The chi-square analysis for Question 7 produced a p of .003, which was less than the specified α value of .05, which indicated a statistically significant difference between pretest and posttest responses. The Kendall's tau-c correlation was run to determine the relationship between program participation and listening and talking to others before making a decision. There was a moderate positive association between participation in the program and this leadership skill, which was statistically significant, $\tau_C = .256, p = .000$. Additionally, the study sought to determine the association between participation in the youth leadership program and this type of leadership skill using gamma correlation. The results showed a strong positive association between participation in the youth leadership program and listening and talking to others before making a decision, which was statistically significant ($\gamma = .426, p < .001$).

The three questions in the leadership composite of the 4-H Common Measures produced consistent results demonstrating statistically significant differences between the pretest and posttest. While these results should be viewed as less robust because of the failure to meet the assumptions, the leadership composite supported the rejection of the null hypothesis (H30). These results indicated that participation in the community-based youth leadership program did improve leadership skills.

Questions Developed by the Researcher to Address Confidence and Leadership Skills

This group of questions centered on the ability of participants, as leaders, to assemble diverse teams to solve problems, manage conflict, and listen effectively, and on their confidence in their leadership ability. Assumptions conducted prior to performing the chi-square test determined that all of the values in the cross-tabulations for these questions did not meet the criterion of $n > 5$. Because of this, results obtained in the chi-

square analysis of these questions may not have been robust. This should be viewed as a limitation.

Two of the questions in this leadership skills category produced results that were statistically significant. Question 9, "I am confident managing conflict when working with a group," demonstrated statistically significant results. The chi-square analysis produced a p value of .026, which is less than the specified α of .05, indicating that there was a statistically significant difference between pretest and posttest responses to this question. The Kendall's tau-c correlation was run to determine the relationship between program participation and managing conflict when working with a group. There was a moderate positive association between participation in the program and this leadership skill, which was statistically significant, $\tau_C = .201$, $p = .003$. Gamma results, too, showed a moderate positive association between participation in the youth leadership program and managing conflict when working with a team, which was also statistically significant ($\gamma = .356$, $p < .01$). Notably, after program participation, over 90% of respondents expressed confidence in managing conflict—a key leadership skill. Table 9 shows the results of the cross-tabulation for this question.

Table 9. *Cross-Tabulation of Leadership Skills: Confidence in Managing Conflict*

Survey Question	Response	Count (%)		
		Pretest	Posttest	Total
"I am confident managing conflict when working with a group"	Disagree (1 & 2)	1 (0.90%)	1 (0.90%)	2 (1.00%)
	Neutral (3)	22 (20.40%)	8 (7.90%)	30 (14.30%)
	Agree (4 & 5)	85 (78.70%)	93 (91.20%)	178 (84.70%)
	Total	108 (100.0%)	102 (100.0%)	210 (100.0%)

Note. chi-square = .026*; gamma = .356**; Kendall's tau-c = .201**

*p < .05; **p < .01

Question 24, "I am confident in my leadership skills overall," also produced statistically significant results showing a relationship between program participation and increased confidence in leadership skills. The chi-square produced a *p* value of .000, which is less than the specified α of .05, indicating a statistically significant difference in responses from pretest to posttest. The Kendall's tau-c correlation was run to determine the relationship between program participation and confidence in leadership skills. There was a moderate to strong positive association between participation in the program and confidence in one's leadership skills, which was statistically significant, τ_C = .385, *p*= .000. The analysis sought to determine the association between participation in the youth leadership program and this type of leadership skill using gamma. The results showed a strong positive association between participation in the youth leadership program and confidence in leadership skills, which was statistically significant (γ = .554, *p* < .01).

Figure 5 shows the pretest and posttest responses to this leadership skills evaluation item, indicating that over 93% of program participants "strongly agreed" that they were confident in their leadership skills following participation in the youth leadership program.
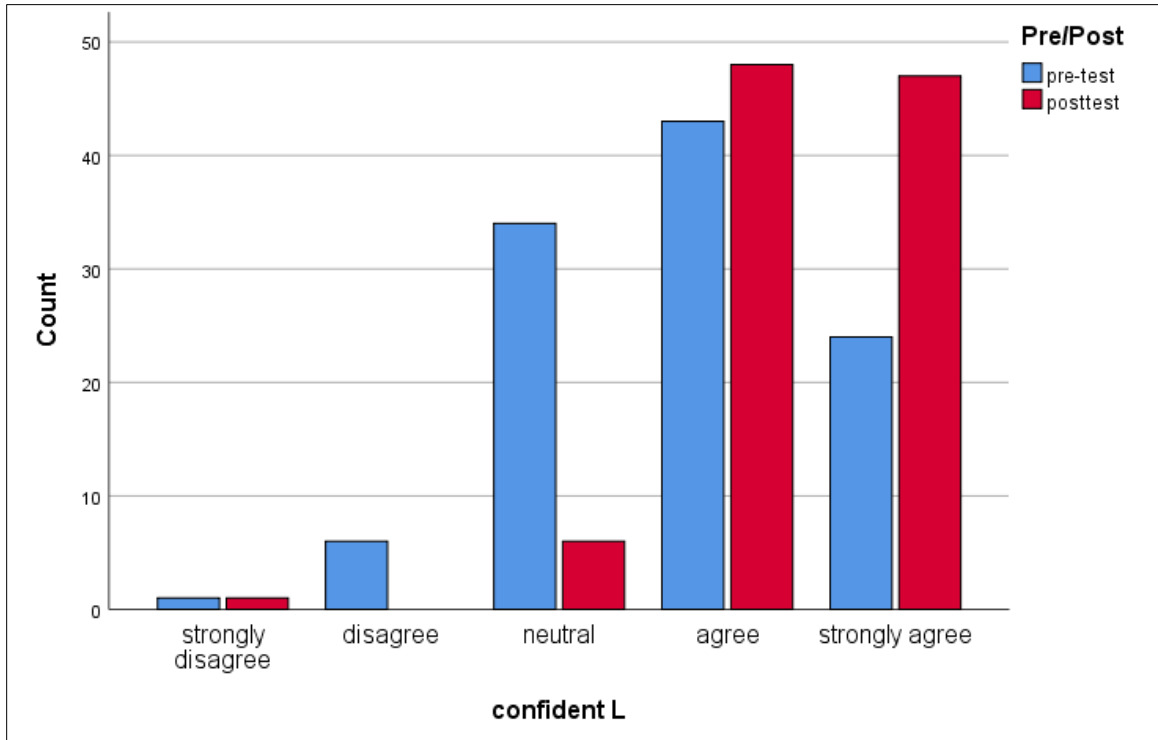
Figure 5. Pretest and Posttest Responses to Question 24 ("I am confident in my leadership skills overall").

Question 6, "When I construct a team, I seek people with different backgrounds and points of view," and Question 18, "Being a good listener is an important part of being a good leader," did not produce statistically significant results. Both were characterized by high levels of "agree" and "strongly agree" responses on the pretest, meaning there

was very little room for movement on the posttest. The implications of this—and how future research might go about addressing it—will be discussed later.

Summary of the Leadership Composites

Cronbach's alpha, the measure of internal reliability, produced a value of .666 for the total leadership skills category, a value interpreted as questionable to acceptable. Because of the large number of items in this category, further investigation was conducted into the alpha values of the 4-H Common Measure leadership composite categories identified by Allen and Lohman (2016) in the Iowa State youth leadership program survey. Composites for communication, learning, and leadership were defined by Allen and Lohman and adopted for this evaluation. Cronbach's alpha for the researcher's original questions was also evaluated to determine if questions actually provided a consistent measure of the concept (Lewis, Horillo, Widaman, Worker, & Trzesniewski, 2015). Table 10 shows the Cronbach's alpha value for the leadership skills category, as a whole and for each of the composites.

Table 10. *Cronbach's Alpha Value for the Leadership Skills Category*

Category	Cronbach's Alpha Value	Interpretation
Leadership skills total (12)	.666	Questionable/acceptable
Communication composite (3)	.416	Unacceptable
Learning composite (2)	.436	Unacceptable
Leadership composite (3)	.559	Poor
Original survey items about confidence and leadership skills (4)	.593	Poor/questionable

Viewed as a whole, the Cronbach's alpha for the leadership composite had a higher value, indicating that questions in the leadership category measured the concept as a whole. As noted earlier, Cronbach's alpha did not evaluate face validity of the survey items. The survey questions defined the concept of leadership skills identified in previous research. Transactional and transformational leadership skills were included in the survey questions, leading one to believe that the category questions were an accurate gauge for the underlying concept of leadership skills.

The development of complementary transactional and transformational leadership skills has been identified as a foundation for effective leadership training in community-based youth leadership programs. Survey questions that evaluated transactional and transformational leadership skills produced statistically significant results and supported the alternative hypothesis.

Transactional leadership centers on learning skills and tasks associated with leading. The leadership training programs in this study saw improvements in key transactional skills, including confidence in public speaking and listening before making decisions. Transactional leadership leads to the mastery of day-to-day skills that ensure that an organization operates effectively.

Transformational leadership focuses on the process of leading and the influence a leader has on the group. Regarding the community-based youth leadership programs studied here, findings demonstrated that participants improved their transformational leadership skills as well. Transformational leadership skills presented here include the ability to identify what is going well and what needs to change in order to reach a goal.

Questions demonstrating both transactional and transformational leadership learning have been presented in this section. Participants learned skills and gained confidence through the youth leadership program. However, when looking at the four leadership composites as a whole, the findings of this study in the leadership skills category cannot be viewed as conclusive, nor do they support the rejection of null hypothesis.

Conclusion

Statistically significant results were reported in each of the categories evaluated. While the null hypothesis for the participatory citizenship category was the only one that could be rejected in favor of the alternative, there were findings in all three categories that are worth discussing. The results indicated that learning occurred in participatory citizenship, community awareness, and leadership skills.

Participants in the programs evaluated for this study gained new knowledge of the importance of community involvement, citizen responsibility, and citizen empowerment. This knowledge acquisition supports the objectives of current public administration theory and leadership theory, both of which call for broader participation in leadership decision making. By increasing opportunities for diverse groups of citizens to come together through programs like the ones studied here, communities can work together to actively address the issues and challenges that lie ahead.

The results associated with the community awareness category of the evaluation survey could not reject the null hypothesis. However, statistically significant findings from three of the questions in this category demonstrated that participants had a better understanding of their communities—and the opportunities and challenges within them—

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after completing the youth leadership program. Enhancing young people's understanding of career opportunities and employers in rural Georgia may play a role in combatting brain drain and improving talent retention. Increased community awareness may also influence decisions by local businesses to continue or increase sponsorship of youth leadership programs.

The third category evaluated was leadership skills. The survey items in this category comprised the largest group, encompassing transactional and transformational leadership skills, which are critical components of community-based leadership programs. Additionally, some questions evaluated participants' perceived confidence in leadership skills before and after programming. The items in this category are essential to developing the next generation of leaders, and youth leadership programs seek to build these capacities in young people as lifelong skills. While the development of these skills is of great importance to rural communities to help them overcome challenges, program supporters also recognize that young people with these skills are better able to make civic contributions at the state and nation levels. Results in the leadership skills category sometimes conflicted with one another, but the statistically significant findings can contribute to program improvement and a more skilled citizenry.

This evaluation study produced results that can contribute to a greater understanding of community-based youth leadership programs in Georgia. By surveying individuals prior to their participation in youth leadership programs and then immediately after the training, the evaluation revealed positive changes associated with the program in the areas of participatory citizenship, community awareness, and leadership skill development. These findings offer interested parties data-driven observations that have

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the potential to fuel further research, improve programs, and support future funding.

These implications will be discussed in greater detail in Chapter 5.

Chapter V

DISCUSSION

The results of this evaluation study offer insights into community-based youth

leadership programs in rural Georgia. Relying on a review of relevant literature and on

the researcher's experience with these programs, it was determined that participatory

citizenship, community awareness, and leadership skills learning were components of

successful leadership training programs. Three research questions were developed to

evaluate programming efforts in these areas:

- Do youth who participate in community-based youth leadership training
  programs learn participatory citizenship?

- Do youth who participate in community-based youth leadership training
  programs learn community awareness?

- Do youth who participate in community-based youth leadership training
  programs learn leadership skills?

Findings Related to Participatory Citizenship Learning

All eight questions in the participatory citizenship category of the survey

produced results that were statistically significant. Posttest scores were higher than

pretest scores for all of the questions. This indicates that the participants in these

programs learned about civic engagement and the responsibilities of being an active part

of the community. For the purposes of this evaluation, *participatory citizenship* was

defined as the knowledge, skills, attitudes, and motivations that allow youth to move beyond one's individual self-interest and toward a commitment to the well-being of some larger group. These programs empower young people to become well-informed citizens who are actively involved in their communities, locally and globally (USDA, 2018).

The results were consistent with the findings of Allen and Lohman (2016) in their evaluation of the Iowa 4-H Youth Conference. Their program evaluation focused on the same developmental outcomes of the 4-H Common Measures, which were used in this research. Immediately following both leadership programs, students reported increased learning in participatory citizenship. This suggests that students who participate in youth leadership programs see the value of community service projects and are empowered to improve the community through this type of involvement.

These findings also align with the objectives of current public administration theory. New public service, introduced by Denhardt and Denhardt (2000), encourages public administrators to support efforts to empower citizens as they manage public organizations and implement public policy. In addition to increasing knowledge of public affairs, citizens will "gain a sense of belonging, a concern for the goal, and a moral bond with the community whose fate is at stake" (Sandel, 1996, as cited in Denhardt & Denhardt, 2000).

In a state (and society) that is increasingly diverse, leadership must become more inclusive and work intentionally to strengthen community connections through efforts like the community-based youth leadership programs studied in this evaluation. The demographic changes and migration patterns in Georgia show that by 2050, the majority of Georgia's population will be non-White (54.3%), with 16.2% being Hispanic (Datar,

2017). According to Inness and Booher (as cited in Denhardt & Denhardt, 2015), the

collaborative process within communities has many benefits, including reducing racial

tensions, enhancing social capital, and increasing individuals' civic capacity. The results

associated with the participatory citizenship category of the survey showed an increase in

the perceived value of community service projects and empowerment following program

completion. The community-based youth leadership programs evaluated in this study

demonstrated that they were an important part of developing this community leadership

objective. In conjunction with economic and educational incentives, learning

participatory citizenship at the local level has the potential to increase participation of

young citizens in local governance and civic life.

<center>Findings Related to Community Awareness</center>

The findings in the community awareness category of the survey indicate that

youth leadership programs strengthened the ties between young people and their

communities by increasing their understanding of the community's inner workings.

Respondents in this study reported having more knowledge about the communities'

largest employers following participation in the youth leadership program. They also

reported being more aware of social and economic issues facing their home communities.

All four of the questions in this category had posttest scores that were higher than pretest

scores. For questions pertaining to awareness about the communities' largest employers,

social and economic issues, and career opportunities, findings were statistically

significant.

For the purposes of this research, *community awareness* was defined as an

increase in young people's understanding of their community. Community awareness is

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an experiential learning tool that incorporates field trips, community service projects, or guest speakers to help program participants engage in the community (Purdue University, 2018).

Generally, for the duration of these programs, executives and professionals from area businesses spend time educating young people about their work and what leadership at the local level looks like. In doing so, they transfer knowledge about the roles business and industry play in economic and social issues facing the community and how networking and collaboration affect this effort. For many participants, this may be their first exposure to how their local economy works. These lessons in servant leadership and corporate philanthropy serve to offer a greater understanding of the community and to demonstrate leadership in action. Such mentorship strengthens the ties between youth and adults, and provides new opportunities for dialogue and age diversity in community settings.

In a longitudinal study beginning in 2004, McNutt (2013) followed past participants in the Mercer County Youth Leadership Program. This study represents one of the few examples of published research evaluating community-based youth leadership programming outside of a national framework, like 4-H. The study was designed to evaluate the effects of the popular youth leadership program over time, years after completion. Evidence of the program's impact on participants was seen in the exceptionally high response rate to a mailed survey (42%). McNutt (2013) reported that participants in the survey credited the program with improving leadership skills, increasing community awareness, and providing an opportunity for existing leaders in the community to participate in shaping future leaders.

The community awareness category in this current study also yielded valuable information for program coordinators to use in demonstrating participants' increased community awareness, particularly awareness of the community's largest employers. Not only does this help to strengthen community ties, but it also demonstrates to funders and sponsors positive changes in participant knowledge. In an increasingly data-driven society, this type of evaluation can be a valuable tool for attracting, retaining, and increasing funding through sponsorships and grants.

In the long term, an increase in program participants' community awareness may potentially factor into their future employment decisions. Community-based youth leadership programs may slow brain drain and encourage brain circulation by instilling new knowledge about local employers and providing an opportunity for youth to connect personally with employers in the area.

One of the questions in the community awareness category produced unexpected results. An overwhelming number of respondents in both the pretest (52.8%) and the posttest (55.9%) felt that they could find the type of job they wanted to have in their current community. While the results were not statistically significant, this response seems to suggest that youth may have more knowledge about community economics coming into the program than previously anticipated.

Findings Related to Leadership Skills Learning

Results demonstrated that participants in youth leadership programs learned both transactional and transformational leadership skills, and that confidence in leadership abilities improved from pretest to posttest. Questions about transactional leadership skills demonstrated that participants gained listening skills, improved the ability to manage

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conflict, and improved teamwork skills. Questions about transformational leadership skills demonstrated that participants gained confidence in their abilities to lead as well as the ability to assess progress towards goals and make necessary changes. Results for these transactional and transformational leadership skills questions were statistically significant. Current leadership theory supports that transactional and transformational leadership skills both contribute to one's leadership skills learning. Fertman and Linden (1999) reported that by building these skills, young people begin to see that "they have the capacity to lead" (p. 13).

For the purposes of this research, *leadership skills* were defined based on the life skills outcomes from the 4-H Common Measures as reported by Tallman (2009). These include both leadership and communication skills that equip youth with knowledge and abilities for making sound decisions, taking ownership, and being active member in one's community. Participants positively influence and work with others through leadership roles and responsibilities (Allen & Lohman, 2016).

In this study, transactional skills increased among participants, who reported better listening skills. In the communications category of leadership skills, the questions from the 4-H Common Measures about confidence in speaking in front of others showed a more than 20% increase in agreeable responses, from 44.5% in the pretest to 64.8% in the posttest. Participants also indicated that their ability to manage conflict and work in a team setting improved from 78.7% to 91.2%. All of these findings were statistically significant.

The program participants also reported changes in transformational leadership skills that were statistically significant. The respondents indicated an increased ability to

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assess a situation and make changes necessary to achieve goals. Confidence in leadership skills increased overall.

For many of the leadership and communication skills evaluated, it may take time for the full impacts to be known. In her study at Wright State University, McNutt (2013) followed up with over 100 program participants and found that, even years later, participation in the leadership program greatly influenced the respondents. Specifically, participants noted that they were actively pursuing leadership positions and that they continued to work to hone their leadership skills. They also reported increased confidence in undertaking leadership opportunities.

Potential Implications of the Findings

The changes in participatory citizenship, community awareness, and leadership skills in this study are consistent with findings in existing research on evaluations of youth leadership programs. This study adds to a small but growing body of work in youth leadership development program evaluation. As with previous research by 4-H, the state of Connecticut and others, this study demonstrated that university-community partnerships are often essential to providing the necessary resources for evaluating youth leadership programs, and that this should be recognized as a best practice.

In rural communities in Georgia, declining population and brain drain are the norm, as the state population continues to migrate to urban areas. Youth leadership programs represent a way to connect young people to civic life, expose them to community businesses and issues, and develop leadership skills. The study findings can help bolster the positive feelings that communities have about their youth leadership programs with data. Broadened exposure to opportunities and assets in these rural

communities can help educate young people about the quality of life that is possible there. Using this increased knowledge, young people will be better equipped to make informed decisions when choosing where to settle as adults and they might find more reasons to resist the pull of the big city.

Rural programs like the ones in this study often lack resources to effectively evaluate their efforts in a way that meets the expectations of an increasingly data-driven society. Out of a need to secure public funds and ensure continuation, federal and state-funded programs have long led the way in designing studies to evaluate youth leadership programming (Allen & Lohman, 2016). With the evolution of statistical software that makes evaluation more affordable and efficient, program evaluation at the local level can now be conducted more often. By leveraging the relationships developed through partnerships with higher education institutions, these rural communities now have information that demonstrates positive changes in participants' knowledge that occurred during the program. This study provides a template for rural communities and others to use in conducting future program evaluation.

More immediately, program coordinators can use this information to strengthen programs in particular areas and provide a foundation for continuous improvement. Of particular importance is the utility of this research in offering a neutral third-party perspective of program effectiveness to demonstrate the return on investment for community funding partners and grantors. The community-based youth leadership programs in this study demonstrated that participants learned participatory citizenship, community awareness, and leadership skills. As decisions are increasingly made about

funding for such programs outside the local level, these results will be valuable to efforts to attract and retain funding.

<center>Limitations</center>

The most significant limitation of this study was its small sample size. Just over 100 youth from five communities and six youth leadership programs participated in the survey for this research. Replication of the study could be enhanced by using a larger sample size. This would allow the foundational work done here to continue, while providing an opportunity for more communities to be evaluated in the future.

Additionally, participants in this research were selected based on convenience sampling rather than random sampling. Program coordinators identified the participants based on their inclusion in the year's youth leadership program. This lack of random sampling may have resulted in a lack of internal validity when evaluating programmatic interventions.

The lack of a control group also made the results less robust. In the future, a two-group control design would allow for an examination of differences between youth who participated in the program and those who did not. Because a sample of students not participating in youth leadership programming was not surveyed, the degree of change as a result of participation in the program cannot be deteremined.

The pretest-posttest methodology itself does present some limitations, particularly among young participants. As Allen and Lohman (2016) noted, this methodology can create a response-shift effect among respondents. Thus, in their research, they adopted a retrospective pretest-posttest design, which minimizes any changes in participants' frame of reference or evaluation standards that occur during the course of the program (Allen &

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Lohman, 2016). In this evaluation study, participants often responded to pretest survey items with a high level of agreement, leaving very little room for change in the posttest survey. A retrospective pretest-posttest survey could be utilized in future evaluations to reduce this occurrence and more "accurately assess . . . baseline level of understanding" (Allen & Lohman, 2016).

Community-based youth leadership programs pose unique challenges, which may be viewed as limitations to evaluation. These programs are fluid and often have no set curriculum or goals, making them considerably different from community to community or even from year to year in the same community. Content is mainly delivered by well-intentioned community members who have no formal training in youth leadership facilitation. This can greatly affect the consistency of content delivery to participants. The results of this study can be used to help community leaders identify program goals and objectives, and then create a road map for achieving these objectives. By simplifying the program content into three distinct categories, this research could help program coordinators better prepare content for delivery to participants and evaluate their efforts after the program is completed.

Despite these limitations, the survey was administered successfully to the multiple leadership programs in this study. This suggests that the study design can be replicated in other communities in the future to assist in measuring change among participants. Participatory citizenship, community awareness, and leadership skills training are consistent objectives among programs. As discussed earlier, evaluation can be a valuable tool in setting specific, measurable, achievable, results-focused, and time-bound (SMART) goals. By reviewing the results of the surveys, program coordinators will be

better able to plan and develop content, using the SMART goal strategy to make improvements in the future. Moreover, results can immediately contribute to keeping and attracting funding sources.

<center>Principle Implications of the Findings</center>

Participatory citizenship is at the core of new public service theory in the public administration field. This theory, as presented by Denhardt and Denhardt (2000), advocates for public administrators to be intentional in developing opportunities for public involvement and in developing the next generation of leaders (Denhardt & Denhardt, 2015). Citizen academies, such as community-based youth leadership programs, support the achievement of these objectives.

Since the establishment of the first community-based leadership program in Philadelphia, program creators have sought to bring diverse members of society together to share common experiences for the benefit of the community. In the rural Georgia communities in this study, this is often accomplished by bringing multiple schools together, providing an opportunity for students to network and learn together. Participants in this research gained knowledge about community involvement, citizen responsibility, and citizen empowerment, aligning with new public service goals. The study demonstrated that community-based youth leadership programs can bring youth together from different school backgrounds together to share a common program experience. As Georgia's population diversifies, it is critical that programs are intentional when recruiting participants to ensure all of the diverse elements of the community are represented.

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In accordance with new public service theory, the youth leadership programs in this study provide valuable opportunities for meaningful dialogue. They serve to improve trust within the community and lead to greater community engagement among participants. As rural communities continue to struggle with brain drain and negative migration patterns, youth leadership programs offer hope that this invitation to join civic life will lead to greater investment in one's own community and contribute to talent retention and population stabilization.

Recommendations for Future Research

Future research should focus on better understanding the effect of community-based youth leadership programming on participants. Technology has greatly increased the ability of researchers to remain connected with participants over time. For example, email has greatly reduced the cost and inconvenience of follow-up surveys that complement existing research, and statistical software quickly and efficiently processes large quantities of data and displays results in appealing and easy-to-interpret ways.

Longitudinal studies of program participants in this research should be conducted. In order to understand the long-term effects of the program on participants, another study similar in scope to McNutt's (2013) should be designed. McNutt and her colleagues at Wright State University were able to quantify the effects of their community-based youth leadership program over time by reaching out to over 100 participants, even years after they completed the program. Her study indicated that many of the participants attributed particular skills, life choices, and involvement in the community to the leadership program.

Another way to better understand the impacts of youth leadership programming is to examine leadership attainment among participants. Research conducted by Georgia Cooperative Extension evaluated the statewide Community Leadership Program initiated in 1986. This program was developed to expand the leadership base in Georgia cities and counties. Langone (1992) measured impact by tracking program participants and noting their attainment of leadership positions, either through service in an elected capacity or as a board or authority member. In less than 10 years, over 100 program participants had gone on to such leadership roles.

As suggested earlier, the development of a larger database of program participants could assist in expanding this research, and make follow up with participants much easier in the future. Future research of community-based youth leadership programs may demonstrate long-term findings similar to Langone's (1992). This evaluation is a solid foundation for developing a study to better understand how program participation may impact advancement to leadership positions in the future. By following up with participants in their adulthood, it may be discovered that the impact of this type of programming goes beyond the immediate findings, contributing to the relief of brain drain, outward migration, and leadership development in the communities studied.

Conclusions

This research contributes to the growing body of work about youth leadership development evaluation. Equally important, it is incredibly timely as rural communities in Georgia and throughout the nation look for solutions to issues related to brain drain and urbanization. The research highlights the resourcefulness and the dedication of community individuals and organizations that invest in local youth in order to preserve

the rural way of life and promote long-term viability of the community through leadership development. In this study, changes in participatory citizenship, community awareness, and leadership skills occurred in all communities, providing sound data and a strong foundation for making future improvements and attracting resources to help sustain these vital youth leadership programs.

The benefits from youth participation in these leadership programs are not restricted to the communities that conduct them. Some students will move on to different areas. Community-based youth leadership programs will enhance leadership capacity in the participants' new community. By equipping young people with leadership skills, all of these communities will be stronger and better prepared for challenges in the future.

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APPENDIX A:

Operational Definitions

Operational Definitions

Common Measures: Standardized assessment instruments or items across 4-H youth programs used to evaluate impact and effectiveness and assist in cross-program comparison.

> Payne, P., & McDonald, D.A. (2012). Using common evaluation instruments across multi-state community programs: a pilot study. *Journal of Extension.* [online] 50 (4). Available at: https://www.joe.org/joe/2012august/rb2.php.

Community Awareness: Increasing young people's understanding of their community. Community awareness is an experimental learning tool that incorporates field trips, community service projects or guest speakers to make the program engaged in the community.

> How to start a Community Youth Leadership Program (n.d). Retrieved from: https://extension.perdue.edu/4h/Documents/VolunteerResources/PastCongressLessonPlans/HowtoStartaYouthLeadershipProgram.pdf.

Leadership: The ability to influence and support others toward a common goal.

> Allen, Brenda, & Lohman, Brenda. (2016). Positive Youth Development Life Skills Gained at the Iowa 4-H Youth Conference. *Journal of Youth Development.* Retrieved from https://jyd.pitt.edu/ojs/jyd/article/view/434/418.

Leadership Skills: Life skills outcomes as defined by the 4-H Common Measures that include both leadership and communication skills. These skills equip youth with knowledge and abilities to make good decisions, take ownership, make a difference and be an active member of one's community, and positively influence and work with others through leadership roles and responsibilities.

> Tallman, K. 2009. It's Significant: 4-H'ers become better citizens, leaders, and communicators. Iowa State University. 4H 3036. Retrieved from https://www.extension.iastate.edu/4hfiles/statefair/SFDocuments/COMM4HersBecomeBetterCitizens.pdf

Participatory Citizenship: Participatory Citizenship is the knowledge, skills, attitudes and motivation that give youth the capacity to move beyond one's individual self-interest and to be committed to the well-being of some larger group.

> Allen, Brenda, & Lohman, Brenda. (2016). Positive Youth Development Life Skills Gained at the Iowa 4-H Youth Conference. *Journal of Youth Development.* Retrieved from: https://jyd.pitt.edu/ojs/jyd/article/view/434/418

APPENDIX B:

Evaluation of Community-Based Youth Leadership Programs in Georgia (Pre- and Post-Test)

Evaluation of Community-Based Youth Leadership Programs in Georgia (Pre- and Post-Test)

(Community), Georgia Youth Leadership Program

We want to know how well the Youth Leadership Program works. We are asking you to answer a few questions on two occasions. It should take about 10 minutes of your time to complete the survey. You do not have to fill out this survey. If you decide not to fill out the survey, it will not affect your participation in the youth leadership program. Your answers will be anonymous and will not be identified in any way. This means that no one will know how you have answered any of the questions. You may stop completing the survey at any time. If you have questions, you can ask the program coordinator at any time. Thank you for your help.

	Circle one number for each statement				
	Strongly Disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**
1. My actions show that I can make a difference in my community by participating in community service projects.	1	2	3	4	5
2. My actions show that I do not feel confident when speaking in front of others.	1	2	3	4	5
3. It would be possible for me to find the kind of job I want in this community.	1	2	3	4	5
4. My actions show that I apply what I learn to new or different experiences.	1	2	3	4	5
5. Being involved in community issues is not my responsibility.	1	2	3	4	5
6. When I construct a team to address an issue, I seek people with different backgrounds and points of view.	1	2	3	4	5
7. My actions show that I listen and talk to others before making decisions.	1	2	3	4	5
8. I know who the largest employers in my community are.	1	2	3	4	5
9. I am confident managing conflict when working with a group.	1	2	3	4	5
10. My actions show that I gain skills through community	1	2	3	4	5

	Circle one number for each statement				
	Strongly Disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**
service projects that will help me in the future.					
11. I understand the economic and social issues that will affect the future of my community.	1	2	3	4	5
12. I am not aware of the career opportunities in my community that would be compatible with my interests and abilities.	1	2	3	4	5
13. My actions show that I apply knowledge in ways that solve "real life" problems through community service projects.	1	2	3	4	5
14. My actions show that I can work together in a team.	1	2	3	4	5
15. By working with others in the community, I can help make things better.	1	2	3	4	5
16. My actions show that I work on service projects to meet a need in my community.	1	2	3	4	5
17. My actions show that I identify what is going well and what needs to change to achieve goals.	1	2	3	4	5
18. Being a good listener is not an important part of being a good leader.	1	2	3	4	5
19. I believe I can make a difference in my community.	1	2	3	4	5
20. Being concerned about local issues is an important responsibility for everybody in the community.	1	2	3	4	5
21. My actions show that I ask questions.	1	2	3	4	5
22. My actions show that I handle conflict respectfully.	1	2	3	4	5
23. My actions show that I use good listening skills when others are talking.	1	2	3	4	5

	Circle one number for each statement				
	Strongly Disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**
24. I am confident in my leadership skills overall.	1	2	3	4	5

Tell us about yourself.			
1. My age falls in the following group: ___13 or younger ___14 ___15 ___16 ___17 ___18 or older ___ I prefer not to answer this.	**2. I am:** ___ female ___ male ___ I prefer not to answer this.	**3. My date of birth is:** _____/_____/_____ _____ I prefer not to answer this.	**4. I would describe myself as:** ___African American ___American Indian ___Asian American ___Hispanic ___White/Caucasian ___Multi-racial ___ I prefer not to answer this.

1. Other comments I would like to make...

APPENDIX C:

Institutional Review Board Approval

Institutional Review Board (IRB)
for the Protection of Human Research Participants

EXPEDITED PROTOCOL APPROVAL

PROTOCOL NUMBER: IRB-03403-2016   **RESPONSIBLE RESEARCHER:**   **Michelle Elliott**

PROJECT TITLE: *Evaluation of Community-based Youth Leadership Programs in Georgia*

APPROVAL DATE: 10.31.2016   **EXPIRATION DATE:**   10.30.2017

LEVEL OF RISK: ☒ Minimal   ☐ More than Minimal

TYPE OF REVIEW: ☒ Expedited Under Category **7**   ☐ Convened (Full Board)

CONSENT REQUIREMENTS:
☐ Adult Participants – Written informed consent with documentation (signature)
☐ Adult Participants – Written informed consent with waiver of documentation (signature)
☐ Adult Participants – Verbal informed consent
☐ Adult Participants – Waiver of informed consent
☒ Minor Participants – Written parent/guardian permission with documentation (signature)
☐ Minor Participants – Written parent/guardian permission with waiver of documentation (signature)
☐ Minor Participants – Verbal parent/guardian permission
☐ Minor Participants – Waiver of parent/guardian permission
☒ Minor Participants – Written assent with documentation (signature)
☐ Minor Participants – Written assent with waiver of documentation (signature)
☐ Minor Participants – Verbal assent
☐ Minor Participants – Waiver of assent
☐ Waiver of some elements of consent/permission/assent

APPROVAL: This research protocol is **approved** as presented.   If applicable, your approved consent form(s), bearing the IRB approval stamp and protocol expiration date, will be mailed to you via campus mail or U.S. Postal Service unless you have made other arrangements with the IRB Administrator. Please use the stamped consent document(s) as your copy master(s). Once you duplicate the consent form(s), you may begin participant recruitment. **Please see Attachment 1 for additional important information for researchers.**

COMMENTS:

Elizabeth Ann Olphie   *10/31/16*   *Thank you for submitting an IRB application.*
Elizabeth Ann Olphie, IRB Administrator   Date   *Please direct questions to irb@valdosta.edu or 229-259-5045.*

Form Revised: 06.02.16

Institutional Review Board (IRB)
for the Protection of Human Research Participants

EXPEDITED PROTOCOL APPROVAL

PROTOCOL NUMBER: IRB-03403-2016   **RESPONSIBLE RESEARCHER:** **Michelle Elliott**

PROJECT TITLE: *Evaluation of Community-based Youth Leadership Programs in Georgia*

APPROVAL DATE: 10.31.2016   **EXPIRATION DATE:** 10.30.2017

LEVEL OF RISK: ☒ Minimal   ☐ More than Minimal

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- ☐ Minor Participants – Written parent/guardian permission with waiver of documentation (signature)
- ☐ Minor Participants – Verbal parent/guardian permission
- ☐ Minor Participants – Waiver of parent/guardian permission
- ☒ Minor Participants – Written assent with documentation (signature)
- ☐ Minor Participants – Written assent with waiver of documentation (signature)
- ☐ Minor Participants – Verbal assent
- ☐ Minor Participants – Waiver of assent
- ☐ Waiver of some elements of consent/permission/assent

APPROVAL: This research protocol is **approved** as presented. If applicable, your approved consent form(s), bearing the IRB approval stamp and protocol expiration date, will be mailed to you via campus mail or U.S. Postal Service unless you have made other arrangements with the IRB Administrator. Please use the stamped consent document(s) as your copy master(s). Once you duplicate the consent form(s), you may begin participant recruitment. **Please see Attachment 1 for additional important information for researchers.**

COMMENTS:

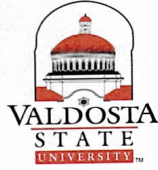*Elizabeth Ann Olphie*   10/31/16

Elizabeth Ann Olphie, IRB Administrator   Date

Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-259-5045.

Form Revised: 06.02.16

NEW PROTOCOL REVIEW REPORT
Attachment 1

ADDITIONAL INFORMATION FOR RESEARCHERS:

If your protocol received expedited approval, it was reviewed by a two-member team, or, in extraordinary circumstances, the Chair or the Vice-Chair of the IRB. Although the expediters may approve protocols, they are required by federal regulation to report expedited approvals at the next IRB meeting. At that time, other IRB members may express any concerns and may occasionally request minor modifications to the protocol. In rare instances, the IRB may request that research activities involving participants be halted until such modifications are implemented. Should this situation arise, you will receive an explanatory communiqué from the IRB.

Protocol approvals are generally valid for one year. In rare instances, when a protocol is determined to place participants at more than minimal risk, the IRB may shorten the approval period so that protocols are reviewed more frequently, allowing the IRB to reassess the potential risks and benefits to participants. The expiration date of your protocol approval is noted on the approval form. You will be contacted no less than one month before this expiration date and will be asked to either submit a final report if the research is concluded or to apply for a continuation of approval. It is your responsibility to submit a continuation request in sufficient time for IRB review before the expiration date. If you do not secure a protocol approval extension prior to the expiration date, you must stop all activities involving participants (including interaction, intervention, data collection, and data analysis) until approval is reinstated.

Please be reminded that you are required to seek approval of the IRB before amending or altering the scope of the project or the research protocol or implementing changes in the approved consent process/forms. You are also required to report to the IRB, through the Office of Sponsored Programs & Research Administration, any unanticipated problems or adverse events which become apparent during the course or as a result of the research and the actions you have taken.

Please refer to the IRB website (http://www.valdosta.edu/ospra/HumanResearchParticipants.shtml) for additional information about Valdosta State University's human protection program and your responsibilities as a researcher.

Institutional Review Board (IRB)
for the Protection of Human Research Participants

PROTOCOL MODIFICATION APPROVAL

PROTOCOL NUMBER: 03403-2016

INVESTIGATOR: Michelle Elliott
SUPERVISING FACULTY: Bonnie Peterson

PROJECT TITLE: *Evaluation of Community-based Youth Leadership Programs in Georgia.*

CONTINUATION APPROVAL DATE: 08.10.2017　　　　**NEW EXPIRATION DATE: 08.09.2018**

TYPE OF REVIEW:　☒ Modification request of previously expedited protocol.
　　　　　　　　　　☐ Expedited Review Category 8 - Review of a protocol previously approved through convened review where:
　　　　　　　　　　　　☐ The research is permanently closed to enrollment of new participants, all participants have completed all research-related interventions, and the research remains active only for long-term follow-up of participants; or
　　　　　　　　　　　　☐ No participants have been enrolled and no additional risks have been identified; or
　　　　　　　　　　　　☐ The remaining research activities are limited to data analysis
　　　　　　　　　　☐ Expedited Review Category 9 – Continuing review of research, not conducted under an investigational new drug application or investigational device exemption, where Expedited Categories 2 through 8 do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified
　　　　　　　　　　☐ Convened review

DETERMINATION:

Your continuation request has been **approved** beginning **08.10.2017, through the new expiration date noted above**. Please use updated consent document(s) bearing the new expiration date. Consent documents will be emailed unless other arrangements have been made.

Please also remember the following:
1. You must receive IRB approval for any protocol modifications prior to implementing them.
2. You must report to the IRB Administrator any unanticipated problems or adverse events which become apparent during the course or as a result of the research and the actions you have taken; and
3. You may not conduct research activities involving participants or data about them (including interaction, intervention, data collection, and data analysis) beyond the expiration date noted above.

Elizabeth W. Olphie　　　　**10/5/2018**　　　　*Thank you for submitting a continuation request.*
Elizabeth Olphie, IRB Administrator　　　Date　　　*Please direct questions to irb@valdosta.edu or 229-259-5045.*

Revised: 06.08.2016

Valdosta State University Institutional Review Board
Protocol Modification and/or Continuation Review Request or Final Report Form

During the protocol approval period, any proposed protocol changes must be approved by the IRB before they are implemented. Even when no protocol modifications are anticipated, Federal regulations require the IRB to conduct continuation reviews no less frequently than annually. This form may be used to request a protocol modification during the approval period, to request a continuation review to extend the protocol approval period, to request a combination of these actions, or to provide a final report.

SECTION 1: PURPOSE OF REQUEST   ☐ **Protocol Modification Request Only (Complete Sections 3 and 5)**
☒ **Continuation Review Request Only (Complete Sections 4, and 5)**
☐ **Combination Protocol Modification & Continuation Review Request (Complete Sections 3-5)**
☐ **Final Report (Complete Sections 4 and 5)**

SECTION 2: PROTOCOL INFORMATION (to be completed by the Office of Sponsored Programs & Research Administration)

Responsible Researcher: Michelle Elliott   **Department:**
E-mail: mwelliott **@valdosta.edu**   **Telephone:**

Short Project Title: Evaluation of Community-based Youth Leadership Programs in Georgia   **IRB Number:**   **IRB-**   **03403-2016**

Original Approval Date:	10.31.16	**Initial Review Type**	**Initial Risk Determination**	**Approved Participants**	
Most Recent Approval Date:	08.24.17	☒ Expedited	☒ Minimal	Minimum:	
Current Expiration Date:	08.23.18	☐ Convened	☐ Greater than Minimal	Maximum:	

SECTION 3: PROPOSED PROTOCOL MODIFICATION(S)

If you are requesting approval of a Protocol Modification <u>only</u> or a <u>combination</u> Protocol Modification and Continuation Review Request, please complete this section. **Attach** a statement (maximum 2 pages) that addresses the following as appropriate:

A. Description of **CHANGES PROPOSED** (i.e., change in project title, responsible researcher, co-investigator(s), purpose of the study; duration of the study; participant population; location of the study, participant recruitment procedures; number of participants, including controls; costs and/or compensation to participants; voluntary participation; experimental procedures; alternate procedures; data to be collected; procedures for maintaining confidentiality; and/or consent procedures, including changes to the consent form)
B. Discussion of **UNANTICIPATED RISKS** or **NEW INFORMATION** that may affect the risk/benefit assessment, if applicable
C. Brief discussion of the **IMPLICATIONS OF THE PROPOSED CHANGES** on the likelihood of increased or decreased risks and/or benefits to the study participants
D. If recruitment materials and/or consent form(s) will be modified, please **attach** a copy of the new consent form(s) for IRB approval

SECTION 4: PROJECT STATUS REPORT

Total number of participants enrolled in the study to date: 118

Do you plan to enroll additional participants in this study?   ☒ No   ☐ Yes   **If YES, how many more?**

	Adult	**Minor**
Number of participants withdrawn since initiation of the study?	0	0
Number of participants excluded by the researcher since initiation:	0	0

☐ A. ***Check here* if you have *not yet begun enrolling participants* in the study. *Answer Questions 1 and 2 below* only, and *attach* an explanation if you answer YES to either question. *Attach* unstamped copies of all recruitment posters and informed consent documents.**

☐ B. ***Check here* if the study is *currently open to enrollment of new participants* <u>and/or</u> *interaction or intervention with, or collection of private information about, participants is ongoing*. *Answer Questions 1 through 8 below*. If you answer YES to any question, *attach* an explanation and describe actions taken to reduce risks or discomforts to participants and/or to communicate new findings or knowledge to participants. Also, *attach* unstamped copies of all recruitment posters and informed consent documents.**

IF THE STUDY HAS BEEN PERMANENTLY CLOSED TO ENROLLMENT OF NEW PARTICIPANTS AND ALL RESEARCH-RELATED INTERACTIONS, INTERVENTIONS, AND/OR COLLECTION OF PRIVATE INFORMATION ARE COMPLETED, CHECK ONE OF THE THREE BOXES BELOW THAT DESCRIBES THE CURRENT STATUS OF THE STUDY:

☒ **C.** *All data have been de-identified* (i.e., the researcher has destroyed any key or code list that links participants' identities to their private information and/or has stripped any identifiers from data collection instruments and/or the database). *Answer Questions 1 through 8 below.* This protocol is considered complete, regardless of whether or not data analysis is ongoing, and no further continuing review is required. This form serves as the researcher's final report. The researcher may use the data in the future for other research purposes without IRB exemption or approval.

☐ **D.** *Data analysis is ongoing* to answer this protocol's research question (i.e., findings have not yet been summarized and conclusions have not yet been drawn) **AND** participants' *private information remains identifiable* (i.e., the researcher still maintains a key or code list that links participants' identities to their private information or data collection instruments and/or the database still contain identifiers). *Answer Questions 1 through 8 below.* If you answer YES to any question, *attach* an explanation and, if applicable, describe actions taken to communicate new findings or knowledge to participants. This protocol remains subject to continuing review until data analysis to answer the research question is complete.

☐ **E.** *Data analysis is completed* (i.e., findings have been summarized and conclusions have been drawn) **BUT** participants' *private information remains identifiable* (i.e., the researcher still maintains a key or code list that links participants' identities to their private information or data collection instruments and/or the database still contain identifiers). *Answer Questions 1 through 9 below.* If you answer YES to any question, *attach* an explanation and, if applicable, describe actions taken to communicate new findings or knowledge to participants. This protocol is considered complete and no further continuing review is required. Use of the data for any future research purpose is subject to IRB oversight, and the researcher must submit an IRB application describing how the data will be used.

SINCE THE IRB' MOST RECENT REVIEW OF THIS PROTOCOL…

1. Have there been any findings, publications, or other relevant information that relate to risks associated with the research? ☐ Yes ☒ No

2. Have the risks and/or benefits to the participants changed from those anticipated? ☐ Yes ☒ No

3. Did any participants withdraw from the study? ☐ Yes ☒ No

4. Did you exclude any individuals from the study? ☐ Yes ☒ No

5. Did any participants express discomfort or concerns or complain about the research? ☐ Yes ☒ No

6. Have any unanticipated problems or adverse events occurred? *(An unanticipated problem is any unexpected event related, or possibly related, to participation that suggests a great risk of harm than previously known or recognized. An adverse event in as unfavorable medical or psychological occurrence in the participant, such as a physical injury, a drug reaction, an abnormal laboratory finding, or a psychiatric episode.)* ☐ Yes ☒ No

7. Were any participants enrolled who did not give consent/permission/assent as required by the approved protocol? ☐ Yes ☒ No

8. Were there any instances in which documentation of consent/permission/assent was not obtained as required by the approved protocol? ☐ Yes ☒ No

9. Please provide an explanation of why the data cannot be de-identified at this time; when you expect to de-identify the data; and what security methods you have in place to ensure confidentiality of the identifiable data as long as it is on hand.

SECTION 5: CERTIFICATION

By typing my name below, I certify that I will continue to observe the ethical guidelines and regulations regarding the protection of human participants from research risks and will continue to adhere to the policies and procedures of the VSU IRB. (Note: If applicable, the faculty advisor may also type his/her name and forward this request electronically.)

Michelle Elliott	9/7/18	Bonnie Peterson	9/8/18
Responsible Researcher	**Date**	**Faculty Advisor if Researcher is a Student**	**Date**

Institutional Review Board (IRB)
Valdosta State University

PLEASE E-MAIL THIS REQUEST WITH REQUIRED ATTACHMENTS TO:
IRB@valdosta.edu

Revised: 02.18.2010
Page 2 of 2

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APPENDIX D:

IRB-Approved Parent/Guardian Consent Form

VALDOSTA STATE UNIVERSITY
Parent/Guardian Permission for Child's/Ward's Participation in Research

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You are being asked to allow your child (or ward) to participate in a research project entitled *"Evaluation of Community-Based Youth Leadership Programs in Georgia."* This research project is being conducted by Michelle Elliott, a doctoral student in Public Administration at Valdosta State University. The researcher has explained to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks to your child (or ward). You may ask the researcher any questions you have to help you understand this study and your child's (or ward's) possible participation in it. A basic explanation of the research is given below. From this point on in this form, the term "child" is used for either a child or a ward. Please read the remainder of this form carefully and ask the researcher any questions you may have. The University asks that you give your signed permission if you will allow your child to participate in this research project.

Purpose of the Research: This study involves research. The purpose of the study is to evaluate the youth leadership program that your child is participating in.

Procedures: Your child will complete a brief survey on two occasions that is aligned with common skills associated with community-based youth leadership programs. The survey will also contain questions requesting the age, sex, and ethnicity of the participant. The purpose of this demographic data collection is to determine if differences exist among subgroups of participants. All of these questions are voluntary, and your child may choose not to answer. There are no alternatives to the experimental procedures in this study. The only alternative is to choose for your child not to participate at all. During your child's participation in the youth leadership program, they will be asked a brief series of questions on two occasions. One evaluation (a pre-test) will be given near the beginning of the program. The second evaluation (the post-test) will be given near the end of the program. Each evaluation will take approximately 15 minutes.

Possible Risks or Discomfort: Although there are no known risks to your child associated with these research procedures, it is not always possible to identify all potential risks of participating in a research study. However, the University has taken reasonable safeguards to minimize potential but unknown risks.
By granting permission for your child to participate in this research project, you are not waiving any rights that you or your child may have against Valdosta State University for injury resulting from negligence of the University or its researchers.

Potential Benefits: Although your child will not benefit directly from this research, his/her participation will help the researcher gain additional understanding of community-based youth leadership programs in Georgia. Knowledge gained may contribute to improving program content for future participants.

Costs and Compensation: There are no costs to you or your child and there is no compensation (no money, gifts, or services) for your child's participation in this research project.

Assurance of Confidentiality: Valdosta State University and the researcher will keep your child's information confidential to the extent allowed by law. Members of the Institutional Review Board (IRB), a university committee charged with reviewing research to ensure the rights and welfare of research participants, may be given access to your child's confidential information. Your child's private information obtained by the researcher will be protected in a locked cabinet, accessible only to the researcher. The data will be kept for three years, as required, following the completion of the research document. After the retention period, the collected data will be shredded.

The data will be coded and will not be anonymous. However, the student's information will be protected as confidential by the methods described above. The data from the study will be reported in a way that is not associated with the participants by name and not individually identifiable.

Valdosta State University *(Rev. 01.23.2008)*
Permission for Child Participation in Research – Page 1 of 2   Parent/Guardian's Initials: _____

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Voluntary Participation: Your decision to allow your child to participate in this research project is entirely voluntary. If you agree now to allow your child to participate and you change your mind later, you are free to withdraw your child from the study at that time. Even if you give your permission and want your child to be part of the study, your child may decide not to participate at all, or he/she may leave the study at any time. By not allowing your child to participate in this study or by withdrawing him/her from the study before the research is complete, you are not giving up any rights that you or your child have or any services to which you or your child are otherwise entitled to from Valdosta State University. Likewise, if your child decides on his/her own not to participate or to drop out of the study later on, he/she is not giving up any rights, including rights to services from Valdosta State University to which he/she is otherwise entitled. Your child may skip any questions that he/she does not want to answer. Should you decide to withdraw the child from the study after data collection is complete, the child's information will be deleted from the database and will not be included in research results.

Information Contacts:
Questions regarding the purpose or procedures of the research should be directed to Michelle Elliott at mwelliott@valdosta.edu. This study has been approved by the Valdosta State University Institutional Review Board (IRB) for the Protection of Human Research Participants. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your child's rights as a research participant, you may contact the IRB Administrator at 229-333-7837 or irb@valdosta.edu.

Agreement to Participate: The research project and my child's (or ward's) role in it have been explained to me, and my questions have been answered to my satisfaction. I grant permission for my child to participate in this study. By signing this form, I am indicating that I am either the custodial parent or legal guardian of the child. I have received a copy of this permission form.

I would like to receive a copy of the results of this study: _____ Yes _____ No

Mailing Address: _____

e-mail Address: _____

This research project has been approved by the Valdosta State University Institutional Review Board for the Protection of Human Research Participants through the date noted below:

_____
Printed Name of Child/Ward

_____
Printed Name of Parent/Guardian

_____
Signature of Parent/Guardian   Date

_____
Signature of Person Obtaining Consent   Date

Valdosta State University
Permission for Child Participation in Research – Page 2 of 2   Parent/Guardian's Initials: _____

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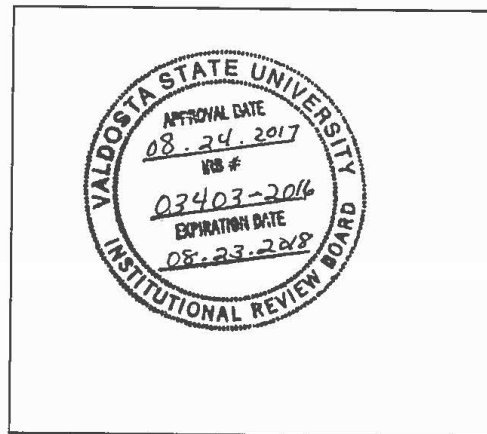
APPENDIX E:

Child Assent Form

<div align="center">Child Assent Form</div>

<div align="center">Elliott: Evaluation of Community-based Youth Leadership Programs in Georgia</div>

Hi. My name is Michelle Elliott. I'm a student at Valdosta State University. Right now, I'm trying to learn about youth leadership programs in the state of Georgia. I would like to ask you to help me by being in a study, but before I do, I want to explain what will happen if you decide to help me.

I will ask you to help me by taking a brief survey on two occasions. By being in the study, you will help me understand what is being learned in the youth leadership program and evaluate it. You will also be asked some demographic questions about your age, sex, and ethnicity. The purpose of this demographic data collection is to determine if differences exist among subgroups of participants. All of these questions are voluntary, and you may choose not to answer.

The program leaders will not know how you have answered. When I tell other people about my study, I will not use your name, and no one will be able to tell who I'm talking about.

Your parent or guardian says it's okay for you to be in my study. However, if you don't want to be in the study, you don't have to be. What you decide won't make any difference in your participation in the program. I won't be upset, and no one else will be upset, if you don't want to be in the study. If you want to be in the study now but change your mind later, that's okay. You can stop at any time. If there is anything you don't understand you should tell me so I can explain it to you.

You can ask me questions about the study. If you have a question later that you don't think of now, you can call me or ask your program leaders to call me or send me an email.

Do you have any questions for me now?

Would you like to be in my study and take the surveys?

NOTES TO RESEARCHER: The child should answer "Yes" or "No." Only a definite "Yes" may be taken as assent to participate.

Name of Child: _____   **Parental Permission on File:**   ☐ Yes   ☐ No
(If "No," do not proceed with assent or research procedures.)

Child's Voluntary Response to Participation: ☐ Yes   ☐ No

Signature of Researcher: _____   **Date:** _____

Signature of Child: _____

APPENDIX F:

Statistical Report: Evaluation of Community-Based Youth Leadership Programs in
Georgia

Statistical Report: Evaluation of Community-Based Youth Leadership Programs in Georgia

Survey Question	Pretest Responses			Posttest Responses			Sig.
	n	1 & 2 (%)	4 & 5 (%)	n	1 & 2 (%)	4&5 (%)	
Participatory Citizenship							
1. My actions show that I can make a difference in my community by participating in community service projects. (4-H)	108	2 (1.9%)	96 (88.9%)	102	1 (0.9%)	97 (95.1%)	.003 Y
5. Being involved in community issues is not my responsibility.	108	2 (1.9%)	81 (75.0%)	102	5 (4.9%)	88 (86.3%)	.001 Y
10. My actions show that I gain skills through community service projects that will help me in the future. (4-H)	108	3 (2.8%)	88 (81.4%)	102	2 (1.1%)	90 (88.2%)	.004 Y
13. My actions show that I apply knowledge in ways that solve "real life" problems through community service projects. (4-H)	108	4 (3.7%)	85 (78.7%)	102	1 (0.9%)	89 (87.3%)	.000 Y
15. By working with others in the community, I can help make things better.	108	0 (0.0%)	102 (94.4%)	102	2 (1.1%)	97 (95.1%)	.042 Y
16. My actions show that I work on service projects to meet a need in my community. (4-H)	107	11 (10.3%)	68 (63.6%)	102	3 (2.9%)	86 (84.3%)	.002 Y
19. I believe I can make a difference in my community.	108	2 (1.9%)	92 (85.2%)	102	1 (0.9%)	95 (93.1%)	.046 Y
20. Being concerned about local issues is an important responsibility for everybody in the community.	108	0 (0.0%)	89 (82.4%)	102	3 (2.9%)	90 (88.2%)	.015 Y

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Survey Question	Pretest Responses			Posttest Responses			Sig.
	n	1 & 2 (%)	4 & 5 (%)	n	1 & 2 (%)	4&5 (%)	
Community Awareness							
3. It would be possible for me to find the kind of <mark>job</mark> I want in this community.	108	19 (17.6%)	57 (52.8%)	102	17 (16.7%)	57 (55.9%)	.686 N
8. I know who the largest <mark>employers</mark> in my community are.	108	50 (46.3%)	33 (30.6%)	102	18 (17.6%)	59 (57.9%)	.000 Y
11. I understand the economic and social <mark>issues</mark> that will affect the future of my community.	108	27 (25.0%)	54 (50.0%)	102	4 (3.9%)	81 (79.4%)	.000 Y
12. I am not aware of the <mark>career</mark> opportunities in my community that would be compatible with my interests and abilities.	108	27 (25.0%)	57 (52.8%)	102	11 (10.8%)	82 (80.4%)	.000 Y
Leadership Skills							
2. My actions show that I do not feel <mark>confident</mark> when speaking in front of others.(4-H)	108	32 (29.6%)	48 (44.4%)	102	18 (17.6%)	66 (64.7%)	.001 Y
4. My actions show that I <mark>apply</mark> what I learn to new or different experiences.(4-H)	107	0 (0.0%)	94 (87.9%)	102	0 (0.0%)	96 (94.1%)	.159 N
6. When I <mark>construct</mark> a team to address an issue, I seek people with different backgrounds and points of view.	108	5 (4.6%)	79 (73.1%)	102	4 (3.9%)	80 (78.4%)	.057 N
7. My actions show that I listen and talk to others before making <mark>decisions</mark>. (4-H)	108	7 (6.5%)	88 (81.5%)	102	0 (0.0%)	98 (96.0%)	.003 Y
9. I am confident <mark>managing conflict</mark> when working with a group.	108	1 (0.9%)	85 (78.7%)	102	1 (0.9%)	93 (91.2%)	.026 Y
14. My actions show that I can work <mark>together</mark> in a team. (4-H)	108	5 (4.6%)	101 (93.5%)	102	2 (2.0%)	98 (96.1%)	.008 Y

Survey Question	Pretest Responses			Posttest Responses			Sig.
	n	1 & 2 (%)	4 & 5 (%)	n	1 & 2 (%)	4&5 (%)	
17. My actions show that I identify what is going well and what needs to change to achieve goals.(4-H)	108	5 (4.6%)	85 (78.7%)	102	0 (0.0%)	87 (85.3%)	.001 Y
18. Being a good listener is not an important part of being a good leader.	108	3 (2.8%)	104 (96.3%)	102	10 (9.8%)	90 (88.2%)	.247 N
21. My actions show that I ask questions. (4-H)	108	8 (74.0%)	74 (68.5%)	102	6 (5.9%)	78 (76.5%)	.745 N
22. My actions show that I handle conflict respectfully. (4-H)	108	1 (0.9%)	85 (78.7%)	102	1 (0.9%)	93 (91.2%)	.026 Y
23. My actions show that I use good listening skills when others are talking. (4-H)	108	2 (1.9%)	97 (89.8%)	102	2 (2.0%)	97 (95.1%)	.103 N
24. I am confident in my leadership skills overall.	108	7 (6.5%)	66 (61.6%)	102	1 (0.9%)	95 (93.1%)	.000 Y